

QUESTION DEVELOPMENT  
IN THE  
COMMUNICATIVE CLASSROOM

Lili Ullmann

A Thesis  
in  
The Department  
of  
Applied Linguistics

Presented in Partial Fulfillment of the Requirements  
for the degree of Master of Arts at  
Concordia University  
Montreal, Quebec, Canada

November 1982



Lili Ullmann, 1982

## ABSTRACT

### QUESTION DEVELOPMENT IN THE COMMUNICATIVE CLASSROOM

Lili Ullmann

This thesis presents the results of an experiment designed to investigate a number of research questions pertaining to the development of question formation. This study involved 45 students enrolled in four different levels of a 12 week intensive programme at the Continuing Education Language Institute at Concordia University. The study examined increase in accuracy of production of question types and question words across levels and over time in a program which focuses on language use through interaction in a communicative setting. The results indicated an increase in accuracy over time for all levels. This increase was particularly marked at the lower levels. They also showed earlier and more frequent production of Wh - questions as compared to Yes/No questions. As well they indicated a relationship between the use of new verb forms and the percentage of accuracy. The relationship of this research to previous work in the field is discussed, as are possible pedagogical implications.

## ACKNOWLEDGEMENTS

I would like to express my appreciation first of all to the Continuing Education Language Institute of Concordia University for granting me a leave to complete this thesis. I would also like to thank my family and my good friends and colleagues for their constant support.

A special thank you is offered to my advisor,

Dr. Patsy Lightbown, for her thoughtful guidance during this project.

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## CHAPTER I

### INTRODUCTION

Research into language learning in recent years has examined the development of both fluency and accuracy in the language learning process. The ESL programme at the Continuing Education Language Institute of Concordia University (CELI) is not based on a grammatical syllabus or traditional classroom pedagogical procedures but rather focusses on the development of fluency in the language classroom. Because this approach is relatively recent and because there has not been extensive evaluation of programmes based on it, it is interesting to investigate the language development of learners in this programme. This study will examine the acquisition of question form and function by  $L_2$  learners in the CELI programme.

### REVIEW OF THE LITERATURE

#### Research in Language Development: $L_1$ and $L_2$

Various researchers have suggested in recent years that there are characteristics common to  $L_1$  and  $L_2$  acquisition. Brown (1973) hypothesized that in acquiring  $L_1$  children formulate rules about the language they hear, then test and reformulate these rules until their language more closely approximates the target language. This "creative construction" process was found to characterize second language learning as well (Dulay & Burt 1975, and Krashen 1981). Corder (1978) suggested that the  $L_2$  language learner's interlanguage undergoes measurable and predictable changes as it progresses toward the target

language in the same way as a child's grammar does in his  $L_1$ .

Krashen (1979) hypothesized that the adult  $L_2$  learner acquires language by focussing on meaning rather than structure. This suggestion parallels Brown's (1970) findings about children's native language development.

However, there are factors particular to  $L_2$  language acquisition. Some researchers suggest that the nature of a learner's native language has an important effect on the acquisition of his second language (Wode 1977, Zobl 1979). Other researchers suggest furthermore that there is variation in the learner's linguistic development due to such individual factors as maturation (Lenneberg 1967), cognitive development (Krashen 1973), interaction style (Seliger 1977) and social and psychological distance (Schumann 1975).

### The ESL Classroom

#### The Traditional Teacher-Centered Classroom

Approaches to the teaching of a second language which have dominated the field for the past thirty years have viewed language teaching as a gradual and systematic process in which discrete items of grammar and vocabulary are selected and presented in a predetermined order. Listening, speaking, reading and writing are taught as separate skills with oral-aural skills preceding reading and writing. This approach is based on the assumption that once an individual element of the language has been presented and drilled the learner will be able to use it accurately and is ready for another element to be presented and drilled. It thus views language learning as an additive process; the learner is expected to learn each element as it is presented, synthesize and then



use the language.

Newmark as early as 1966 postulated that "language is learned a whole act, at a time and not through a buildup of structures", suggesting a need to depart from the traditional language teaching framework.

Other researchers have urged that teachers shift their attention from accuracy to meaning. D'Anglejan (1978) specifically advocates focussing on meaningful information rather than on drilling structures. Tucker (1977) and Savignon (1972) have suggested that students must be helped to express their ideas rather than being urged to concentrate on grammatical perfection. Long, et al. (1976) have noted that due to so much of classroom time being spent on attempting accuracy there is little time left for communicative activities.

Recent research has pointed out other problems in teacher-centered classrooms. In her study of questions in the ESL classroom, White (1981) indicated that the teacher in this setting does most of the talking. In the classes she analyzed teachers controlled the asking of questions and left very little time for students to respond. In a study of secondary ESL teachers (grades 8, 9 and 10), she found that 45% of the teacher's questions had no response from the students when asked the first time, and that when the questions were repeated, the rate of response was even lower. Long (1975) pointed out that in a teacher-centered classroom when the teacher asks questions, the student usually responds in short phrases and the teacher's feedback generally consists of the correction of phonology and grammar. The message the student is attempting to convey is thus rendered unimportant.

Several researchers have suggested changes in the structuring of L<sub>2</sub> classrooms. They have advocated a shift to activities involving student-student interaction which would provide for a more natural use of the target language (Long et al 1976; Holmes 1978). Hatch (1978) has further supported more interaction and communicative activities, proposing that interaction and the desire to communicate be regarded as the starting point for language learning.

The need for change is further stressed by d'Anglejan (1978) in her discussion of second language learning in a formal classroom setting. She noted the relative lack of success of such programmes in producing any degree of language proficiency. She asserted that what is needed is a new orientation to language teaching which "will call for a radical reshaping of teacher training programs, instructional materials and evaluation criteria." (p. 234)

#### The Communicative Classroom

In communicative classrooms the learning environment stresses using the language over drilling the structure of the language. Numerous tasks and activities appropriate to communicative classrooms have been developed in recent years (Allen & Howard 1980; Candlin, Kirkwood & Moore 1978). Most activities emphasize the sharing of information and consensus seeking (Widdowson 1972, 1979) in contrast to the traditional approach in which drilling among the students was stressed. These new tasks and activities call for a major modification in classroom organization. The students work in small groups, thus interacting with each other during much of the classroom time.

### The CELI Programme

At the Continuing Education Language Institute (CELI) at Concordia University, a communicative approach is being used to teach English for Academic Purposes to adults from diverse language backgrounds. The CELI programme is divided into seven levels. The levels are labelled Beginners A, Beginners B, Elementary A, Elementary B, Intermediate A, Intermediate B and Advanced. The curriculum is not based on a pre-determined list of grammatical structures. Instead, for each level, there is a set of terminal objectives which are specified in terms of language activities. These language activities provide maximum opportunity for exposure to and interaction in the target language, thus allowing the learner opportunities to test his interlanguage hypotheses.

The language activities integrate the skills of listening, speaking, reading and writing and focus on language as a means of receiving and sending messages. Typically a language activity begins with a reading or listening passage on a particular topic. The reading or listening passage is part of a thematic unit and is input for communicative activities.

As part of each activity, the students are given a task to do. The task is structured in such a way as to provide a high degree of student-student interaction. The level of difficulty requires the students to work together and share information in order to complete the task. For example, the students may be asked to take notes while listening to a recording of a passage. They may then be asked to work in groups to verify that their information is correct and to add any information they might have missed. The rate of delivery of the information in a listening activity is such that it would not be possible for any

individual to have all the information. Other language activities in the CELI syllabus include re-tells and newspaper presentations. These are described in detail in Vogel (1981) and Parks and Thibaudeau (1980).

Most of the materials for the activities are selected from sources intended for English native speakers and include unfamiliar lexicon and grammar. The students are encouraged to develop and use strategies such as guessing from context and coping with unfamiliar chunks of language.

In addition to providing training in communication strategies, the use of native speaker sources exposes students to a richness of language which enables them to improve their linguistic competence through "unconscious acquisition". A major criterion for materials selection is that they be intellectually stimulating and contain information of general interest. This helps provide the students with ideas to exchange and discuss, thus enabling them to improve their linguistic competence through interaction.

#### Research in Question Development

An important linguistic aspect of interaction is the asking and answering of questions. Question development has therefore been the subject of major  $L_1$  and  $L_2$  studies.

In English there are two types of questions, a Yes/No question which requires a simple positive or negative response and a Wh - question which asks for information. Researchers have focussed on the sequence of development of these question types, the development of inversion and 'do' support in Yes/No questions as compared to Wh - questions and the developmental stages of Wh - questions.

### L<sub>1</sub> Studies

Question Types. According to Wode (1978) question types develop in L<sub>1</sub> in the following sequence: first, intonation questions; then, wh - questions; and finally particle and/or Yes/No questions - providing the language being acquired has these types. The first questions are holprastic intonation questions containing only one word, for example "broken?". The wh - questions may occur during this same stage, for example "where?". From this point on the development of both Yes/No questions and Wh - questions depends on the structure of the language being acquired.

In comparing inversion and do-support in Yes/No questions Klima and Bellugi (1966) found that English L<sub>1</sub> inversion and do-support appear first in Yes/No questions while the Wh - questions still have SV(O) order. However, later research as reported in de Villiers and de Villiers (1978) found "essentially no difference" in the rate of inversion in the two question types in a large group of young children.

Brown (1973), analyzed samples of spontaneous speech from three preschool children for Wh - question development. It was noted that the first Wh - questions appeared as independent routines such as "What's that?" In other Wh - questions at the same stage of development, all functors (auxiliary, verb, prepositions, conjunctions, and inflections) were missing. The next stage was that of pre-posing without transposing. Brown divided questions produced at this stage into two categories: "Preposing Weak" and "Preposing Strong". These categories were based on the relative strength of the evidence they provided for a transformation from deep to surface structure which would 'prepose' the wh - word from another position in the string. "Preposing Weak" showed weak evidence for transformation because these questions could be telegraphic speech,

that is, the child could be forming the question by simply imitating adult questions and leaving out certain grammatical markers, for example, "what (do) you want?" or "what (is) his name?" "Preposing Strong" questions, on the other hand could not be formed by reduction of an adult model and were considered strong evidence for the operation of a transformation moving the Q-word to the beginning of a sentence. Questions of this type contain auxiliaries or the verb "be" or inflections such as "What you will want?", "What his name is?" and "What he wants?"

Question Words - (Q-words). The acquisition sequence of Q-words among  $L_1$  children also follows a pattern (Ervin Tripp & Miller, 1977; Tyack & Ingram 1977). "What" and "where" followed by "who", "why" and "how" and last "when" was observed to be the sequence followed by children whose  $L_1$  was English. Similar observations were made by researchers studying children whose  $L_1$  was German (Felix, 1976; Wode, 1976a) and French, and English bilinguals (Swain 1972).

One possible explanation which has received much attention from researchers is the notion that the Q-word acquisition sequence is linked to cognitive complexity. In other words non-linguistic notions expressed by "what" and "where" are used early, while "when" is learned late because children's understanding of time develops only when the child is somewhat older.

However, Felix (1977) in his study of a German child's acquisition found that, although question words seemed to be acquired in a specific order, observable proof that would establish a relationship between cognition and language development on a one to one basis was not evident. Wode and Allendorff (N.D.), whose study is based on the relationship between cognitive stages and language development, suggest that " $L_1$  children acquire the semantic content category associated with a given interrogative pronoun

in adult usage before they acquire the morphological item" (p.3). In other words,  $L_1$  children understand the meaning of a particular Q-word before they are able to use the Q-word. They state that "this lack of one-to-one correspondence between what the child wants to ask and his pronoun inventory (Q-word inventory) results in overgeneralization" (p.3).

Some researchers have suggested that the acquisition sequence of Q-words results not from a single factor but rather from the interplay of several factors. One of these is the frequency with which particular Q-words are used in the environment of the child, that is, certain Q-words are used more often than others in interactions with children. Furthermore, particular Q-words are used in interaction with children before others. Ervin-Tripp & Miller (1977 as reported in Lightbown 1981) have observed a 'developmental' sequence in the Q-words addressed to children by adults. Lightbown (1980) suggested that "linguistic complexity, frequency in the environment and salience in the stream of speech must be considered along with cognitive complexity if a satisfactory explanation for developmental sequence is to be found" (p. 165).

### $L_2$ Studies

Question Types. Similarities and differences have been found between  $L_1$  and  $L_2$  in the development of the interrogative syntax (Ravem 1968; Wode 1978). Ravem (1968) studied the development of questions of a Norwegian child learning English in a naturalistic setting. His subject, just as  $L_1$  learners (Brown 1973; Cazden 1970), used the pattern of the declarative word order in Wh- questions: "What you reading to-yesterday?", "What she doing now?" From this evidence Ravem suggests that the creative process of  $L_2$  learners is similar to that of the  $L_1$  learners. Some Yes/No

questions on the other hand, showed a difference from  $L_1$  development. They followed the Norwegian question formation, that is, inversion of subject NP and V suggesting transfer from the native language. Some examples that Ravem found were: "Climb you?", "Like you food?"

In a further study (1974) in which Ravem studied the development of Wh - questions in his original subject and another Norwegian child acquiring English, he found many similarities with Brown's study. He found his subjects using sentences of both the "Preposing Weak" type (with no inflection and no auxiliary) and "Preposing Strong" type (with inflection and auxiliary) in his data. The child shifts between different versions until he reaches the final stage of inversion: "Whos that?", "Whos that is?", Whosis that is?"

Wode (1978) studied four German children learning English in a naturalistic setting. He pointed out major differences in the development of questions in  $L_1$  and  $L_2$ . The first major difference was the observation that there were no holophrastic intonation questions in his data as has been reported in  $L_1$  studies. Another major difference that he discussed was that of inversion and do-support. The  $L_2$  learners in his study used inversion first in copula Wh - questions. He contrasted this to studies which found that  $L_1$  learners use inversion first in Yes/No questions. As noted above, however, the earlier inversion of Yes/No questions has also been questioned in  $L_1$  acquisition (de Villiers and de Villiers 1978). Likewise, do-support occurred earlier in Wh - questions than in Yes/No questions for  $L_2$  learners, which is the reverse of what happens in  $L_1$  learners. The inversion of subjects with full verbs has not yet been reported in  $L_1$  data but has been found to occur in  $L_2$  data.



Wode traces the overall development of  $L_2$  questions from the appearance of the first Wh - question and divides the development into six stages:

- 1) Copula wh - questions with target-like inversion
- 2) non-inverted Yes/No and Wh - questions, that is, declarative word order and no do-support for full verbs in either type
- 3) inversion in the copula and in "Can" in Yes/No questions and inversion of full verbs for Wh - questions
- 4) do-support in full verbs with Wh - questions
- 5) do-support in full verbs with Yes/No questions, in fact target-like questions
- 6) do-support with auxiliary and/or copula where some subjects depart from the target-like usage and use the do-support in front of the Copula or "Can".

Wode concluded that there were many parallels between  $L_2$  and  $L_1$  question types but also many variations. He hypothesized that the nature and extent of the parallels and variations were a function of the structure of the learner's  $L_1$ , for example, inverted full verb forms have been reported among German and Norwegian  $L_1$  speakers whose  $L_1$  verbs are inverted with their subjects in forming questions.

Q-words.  $L_2$  studies done on the emergence of Q-words found a similar order of acquisition to the order observed for  $L_1$  development (Felix 1976, Lightbown 1978). Lightbown (1980), in her two-and-a-half-year longitudinal study of two young boys' spontaneous speech (English  $L_1$ , learning French as a second language) reported that the most frequent questions in the early samples were "où est?" (where is) and "c'est quoi?" or "Qu'est-ce que c'est?" (what's that). Almost half of the questions were of this form. The four most frequent Q-words were "qu'est-ce que", "où", "quoi", and "qui" in the first fifteen months of observation. The relative frequency

of these Q-words decreased as the subjects began to ask questions with "pourquoi" (why) and various forms of "quel" (which) and "lequel" (which one). Among the possible explanation as to why certain Q-words in  $L_2$  were learned before others, Lightbown suggests that "It's necessary to consider the possibility that certain Q-words were addressed to the learners much more frequently than others" (pg. 165). Other naturalistic studies have also supported this view (Ravem 1974, Wagner Gough 1975, Tyack & Ingram 1977).

In addition to emergence, researchers have also made observations regarding the function of Q-words used by their subjects. Lightbown (1980) analyzed Q-words for function and found that her subjects used one form to imply several functions from the earliest stages. She feels that " $L_2$  learners simply have more to say than forms they know for certain functions, pressing them into service to express new functions" (p.167). She also found that the children used strategies of circumlocution or substitution in order to express some Wh - function. In  $L_1$  studies children have also been found to use Q-words for functions other than those expressed by the particular Q-word (Wode and Allendorff N.D.). However, Wode (1978) believes that these 'overgeneralizations' by  $L_2$  subjects differ from the  $L_1$  overgeneralizations.  $L_1$  overgeneralizations seem to follow specific patterns whereas the  $L_2$  overgeneralizations are less predictable.

Adolescents and Adults. Studies on question development in adolescents and adults have not been numerous and have been done for the most part on subjects acquiring the language in a formal environment. Felix (1980) from his data collected from thirty-four students studying English in a German high school, found that the earliest structures used by his

subjects were intonation questions. He also found that the inversion transformation in Wh - questions was omitted. The earliest Yes/No questions were simple copula structures: "This is flag?"; "It's a pencil bag?" This occurred despite the fact that the teacher insisted on the inverted form from the beginning. Another interesting finding was that although the students learned fairly quickly to use the inversion transformation in Yes/No questions, the Wh - questions still lacked inversion. Felix suggests that this resembled very closely the development of L<sub>1</sub> and naturalistic L<sub>2</sub> learners and interprets his data as confirming the notion that language learning is a creative construction process and that language learning does not follow principles of habit formation.

Bailly, Eisenstein and Madden (1976) studied the Wh - question formation in forty-eight adult subjects from three levels of a six level ESL programme. They investigated the development of the auxiliary system of Wh - questions, of the simple present do and does and present progressive, is and are. Correct questions, questions with the auxiliary omitted, and questions with non-inverted auxiliaries were included in their count. They found that do and does increased in use before they improved in accuracy (that is, before they were inverted), is improved steadily although use only increased between levels two and three. The progressive decreased in frequency between levels three and four for both is and are. Bailly, Eisenstein and Madden point out that greater use of a structure is not immediately accompanied by a decrease in errors, that increased fluency is the first step in the language learning process, and that greater accuracy in the use of the structure will follow.

### Research Questions

The present study will investigate the acquisition of question form and function in forty-five adult ESL learners in the CELI programme. Because of the type of programme at CELI which in many ways is similar to the naturalistic setting, the following questions are of interest:

- 1) What is the relative frequency of Yes/No and Wh - questions used by learners at different levels of proficiency?
- 2) Is there evidence for a sequence of acquisition of Q-words?
- 3) Do certain Q-words have several functions at the early stages of development?
- 4) Does overall accuracy increase at each level?
- 5) What is the relationship between frequency and accuracy of verb forms in Yes/No and Wh - questions?
- 6) How do the findings of this study compare to previous studies?

## CHAPTER II

SUBJECTS AND PROCEDURESSubjects

The subjects in this study were enrolled in the CELI intensive ESL programme described in Chapter I. A total of forty-five students, 23 males and 22 females, were selected from four different levels of the seven level programme: fourteen from Beginners B (BB), nine from Elementary A (EA), ten from Elementary B (EB), and twelve from Intermediate A (IA).

Eight different language groups were represented: Spanish, Chinese, Arabic, Greek, Swiss-German, Malaysian, Indonesian and Turkish. All subjects were between 16 and 35 years of age and had completed high school. Eight had studied in university in their mother tongue. All had had from five to six years of formal English language training (1 - 2 hours a week) in school. The contact that these subjects had had with the target language was in traditional teacher centered classroom settings. The formal ESL instruction which these subjects received in their respective countries of origin was very similar. It was almost exclusively based on a grammar-translation approach with little or no encouragement for using the language as a means of communication. Furthermore, since the age range of the subjects varied, some of them had not had any contact with the target language for a number of years. However, ten of the subjects in this study had already spent one session (288 hours) at CELI.

Table 1 identifies each subject in this study by a number and provides information about his native language, age and sex. The letter U after the age of each subject indicates that he/she has had one or

more years of university studies in his/her mother tongue. The letter R before the subject's number indicates a re-registrant (a person who has already completed twelve weeks in the CELI programme at a lower level). Thus R 8 Spanish 27 U means that Subject number 8 was a re-registrant, that his/her native language was Spanish, that he/she was 27 years of age and had studied for at least one year in University in his/her native language; 39 Indonesian 18 means that Subject number 39 was a new student in the CELI programme, that his/her native language was Indonesian, that he was 18 years of age and had completed high school. Where a second language is mentioned in parenthesis, L<sub>2</sub> means that the subject is fluent in a second language.

TABLE 1

SUBJECTS' BACKGROUND

<u>SUBJECTS</u>		<u>NATIVE LANGUAGE</u>	<u>AGE</u>	<u>SEX</u>
LEVEL	1	Arabic	19	M
	2	Spanish	32 U	F
BB	3	Arabic	20	M
	4	Spanish	21 U	M
	5	Arabic	20	M
	6	Arabic	19	M
	7	Spanish	18	F
	8	Spanish	22 U	M
	9	Spanish	19	M
	10	Arabic	20	M
R	11	Spanish	24	F
	12	Chinese	30	F
R	13	Spanish	17	F
	14	Chinese	27	F
.....				
	15	Swiss-German (French L <sub>2</sub> )	24 U	F
LEVEL	16	Greek	18	M
R	17	Spanish	20	F
EA	18	Spanish	25 U	F
	19	Spanish	34 U	F
R	20	Spanish	18	M
R	21	Arabic	16	F
	22	Spanish	20	M
	23	Spanish	19	M
.....				
R	24	Spanish	20	F
LEVEL	25	Spanish	22	M
	26	Malaysian (Chinese L <sub>2</sub> )	19	M
EB	27	Arabic	24	F
	28	Arabic (French L <sub>2</sub> )	23	M
	29	Greek	18	M
	30	Spanish	24	F
R	31	Greek	18	F
	32	Spanish	19	M
	33	Spanish	18	F
.....				
	34	Spanish	19	F
LEVEL	35	Arabic	21 U	M
	36	Indonesian	18	M
IA	37	Turkish	20	M
	38	Spanish	25	F
	39	Spanish	18	M
R	40	Spanish	27 U	F
	41	Greek	20	M
	42	Spanish	20	F
	43	Spanish	18	F
	44	Arabic	20	M
	45	Arabic (Hebrew L <sub>2</sub> )	18	F

### Data Collection

The data for this study were collected from four classes, one at each of four levels during the second and tenth weeks of the twelve-week intensive course. The same task was administered both times. In order to elicit question data from the subjects, the following directions were given:

You meet an old childhood friend on the street. You haven't seen him/her for many years. You have many things to ask him/her concerning the past, present and future. Write twenty-five questions.

The researcher made sure that the task was understood by each subject, especially in the BB level where certain subjects had difficulty following instructions of any kind. For some students she had to set up the situation in the class:

George, you are walking down Ste. Catherine Street. You see a young man. You look at him. He looks at you. You say to yourself, "It can't be Costas! He's in Greece." But it is Costas; he's coming to say hello. You have many questions to ask him. Write them down. Don't forget - twenty-five questions.

It took the subjects between thirty and forty-five minutes to complete this task. The task provided them with the opportunity to use either yes/no questions and/or Wh - questions. It also allowed them to use different tenses and a variety of lexical verbs. It should be noted here that although there was no time limit, a few subjects at the lower levels were unable to compose twenty-five questions.



Although this was a paper and pen task students were attempting to produce the type of questions they would ask during a conversation with a hypothetical friend. For example, "When I left Greece your sister was sick. How is she now?" (Question No. 6, subject 32, EB) "Does she has any problems with her health?" (Question No. 7, subject 32). Appendix 1 provides the questions produced by learners No. 14 and No. 37.

At the first administration of the task, in the second week, the subjects were told that this was not a test but part of a research project for a thesis and would in no way affect their class mark. However, they were not told that the same task would be administered again in the tenth week. Their papers were collected by the researcher and they did not see her again until the tenth week. At that time she explained to the subjects that she would be examining the development of their questions by comparing the results from the first and second administrations. The subjects were cooperative since they knew that they would be receiving copies of both their papers in order to see the progress they had made in the interim period. After the second administration of the task was completed, subjects were free to discuss their work with their class teachers.

In order to provide base line data for comparing the performance of native speakers with that of L<sub>2</sub> learners of English, a group of nine native speakers was given the same task as the subjects in this study. The subjects in this group were in the same age range and had a similar educational background, that is, between 18 and 35 years of age, and had completed high school and/or CEGEP (college). Some were in their first year of university.

## Data Analysis

Question Types - overall frequency. The relative percentage of Yes/No and Wh - questions was calculated for each individual and each level. Both the raw score and the percentage for each individual and group were noted in both the first administration (Time 1) and second administration (Time 2). Native speaker data were analysed for question type, Q - word and frequency of occurrence of verb forms.

In this first analysis, questions with both correct and incorrect form and function were included as the purpose was simply to establish the relative frequency of Yes/No and Wh - questions and not correct or incorrect forms or functions. For example, "Where are you go?", "Where did you study?", were counted as Wh - Questions. "Are you want to visit...?", "Do you like Montreal?", were counted as Yes/No questions. Also included with Yes/No questions were sentences with declarative word order or omission of auxiliary, such as, "Your children play baseball?" The criterion for inclusion with wh - questions was simply the presence of a Q-word. Rote expressions such as "Why not", "What about", "What happened" and one-word questions were considered in this count although they were omitted in the other analyses.

Q-words. Two separate analyses were done on the Q-words. The first established the proportional frequency of different Q-words within the total number of Wh - questions produced. In the analyses certain possibly formulae expressions were counted separately, for example, "what about...?" and "how are you?" were not counted as "what" and "how" questions.

In the second analysis the subjects' questions were studied in

order to establish whether certain Q-words were used to express functions normally expressed by other Q-words. For example, "Who (for how) old are you?", or "How much time (for how long) you are in Canada?"

### Accuracy

Overall accuracy: For this part of the accuracy study both Yes/No and wh - questions were examined. In order for a question to be considered accurate the form/meaning had to be correct.

For the purpose of this particular analysis only the following aspects of form were examined: Q-word, subject, verb and auxiliary when applicable. For example, in the questions that follow, only the underlined part was considered in determining accuracy.

### Examples

- |  |                         |
|--|-------------------------|
| 1. <u>Is</u> your <u>family</u> near from here?                    | (Yes/No Copula)         |
| 2. <u>Do</u> <u>you</u> <u>have</u> money?                         | (Yes/No plus Auxiliary) |
| 3. <u>What</u> <u>is</u> <u>the</u> <u>situation</u> of Venezuela? | (Wh - plus Copula)      |
| 4. <u>What</u> <u>do</u> <u>you</u> <u>doing</u> now?              | (Wh - plus Auxiliary)   |

Questions 1. and 3. were counted correct even though they contain preposition errors.

Yes/No questions with declarative word order were not included in this part of the analysis. The reason for this is that it is difficult to establish whether certain uninverted forms are simply developmental errors or intonation questions acceptable in the target language, in the context of a "conversation" which subjects were asked to imagine (Vander Brook, Schlue and Campbell 1977; Salama 1973).

Accuracy of Yes/No and Wh - Questions. The accuracy rate was calculated separately for Yes/No and Wh - questions in order to establish whether the overall accuracy was higher in one type of question or in the other.

#### Verb Forms

Frequency and Accuracy. The verb forms produced by the subjects in both administrations were examined for frequency and accuracy (See Table 2 for a list of these verb forms with examples of each). Of particular interest was their frequency at the various levels in Time 1 and Time 2, whether new forms emerged at any of the levels in Time 2 and whether they were used more frequently with Yes/No or wh - questions.

The verb forms were studied for their accuracy in order to investigate whether or not some of the errors were due to new forms being tried out. In order for a verb form to be considered correct both the form and the function (contextual meaning) had to be correct. For example, "Where do you go now?" was considered incorrect usage of the "present continuous".

Errors of form included incorrect form of the auxiliary, incorrect form of the verb and incorrect word order. Examples of auxiliary errors were use of the wrong auxiliary form, for example, "What do you doing now?", redundant auxiliary, for example, "Do you can go..?", agreement, for example, "Are he studying..?" Examples of verb errors were use of the wrong form of the verb, for example, "Does she has any..?", agreement, "How are your sister?"; and omission of the verb, for example, "How many states in the United States?" The first example was considered incorrect usage of "simple present" and the two latter ones were scored

as incorrect "copula present". Examples of incorrect word order were:

"Why you are here?" and "What you will study?"

TABLE 2

VERB FORMS EXAMINED FOR FREQUENCY/ACCURACY

	<u>YES/NO</u>	<u>WH -</u>
Copula present	Is your family near...?	What is your plans
past		Where were you...?
Simple Present	Does it has any	What do your father - do?
Simple Past	Did you swim...?	When did you go...?
Present Continuous	Are you studying now?	What do you doing now?
"going to"	Are you going to take...?	What are you gonna do?
"will"	Will you want to...?	Where do you will study?
Pres. Perfect BE	Have you been...?	Where have you been?
Pres. Perfect	Have you travel...?	How long have you lived...?
Modals	Do you can go...? Would you come to...? Should you pay...? Could you see me...?	What can you tell me?  When could you...come
'have'	Have you children	How many...have you?

### Routines and Patterns

Routines and rote learned patterns were noted and counted for part of the analysis only. Specifically, 'what about', and 'how are you', were counted as wh - questions in the question type analysis. However, they were not included in the count of 'what' and 'how' questions in the question word analysis.

## CHAPTER III

RESULTSQuestion Types

Figure 1 presents the relative percentage of Yes/No and Wh - questions for each group at both Time 1 and Time 2. The Beginners B (BB) and the Elementary A (EA) levels, both at Time 1 and Time 2 produced a higher percentage of Wh - questions. The Elementary B (EB) and the Intermediate A (IA) levels produced an almost equal number of Yes/No and Wh - questions in both Time 1 and Time 2. The results of the latter two groups resembled the production of the Native Speaker sample.

Intonation questions, that is, questions with declarative word order, were not very frequent but nevertheless appeared across levels at both Time 1 and Time 2. Questions with declarative word order were somewhat more frequent in the native speaker data. See Table 3.

Twenty-one out of twenty-five of these intonation questions omitted subjects and auxiliaries by ellipsis, for example, "(do you) see your mother very often?"

TABLE 3PERCENTAGE OF YES/NO QUESTIONS WITH DECLARATIVE WORD ORDER

	Time 1	Time 2
BB	6.3	5.2
EA	1.1	6.2
EB	6.6	4.2
IA	.0	1.4
NS	11.1	

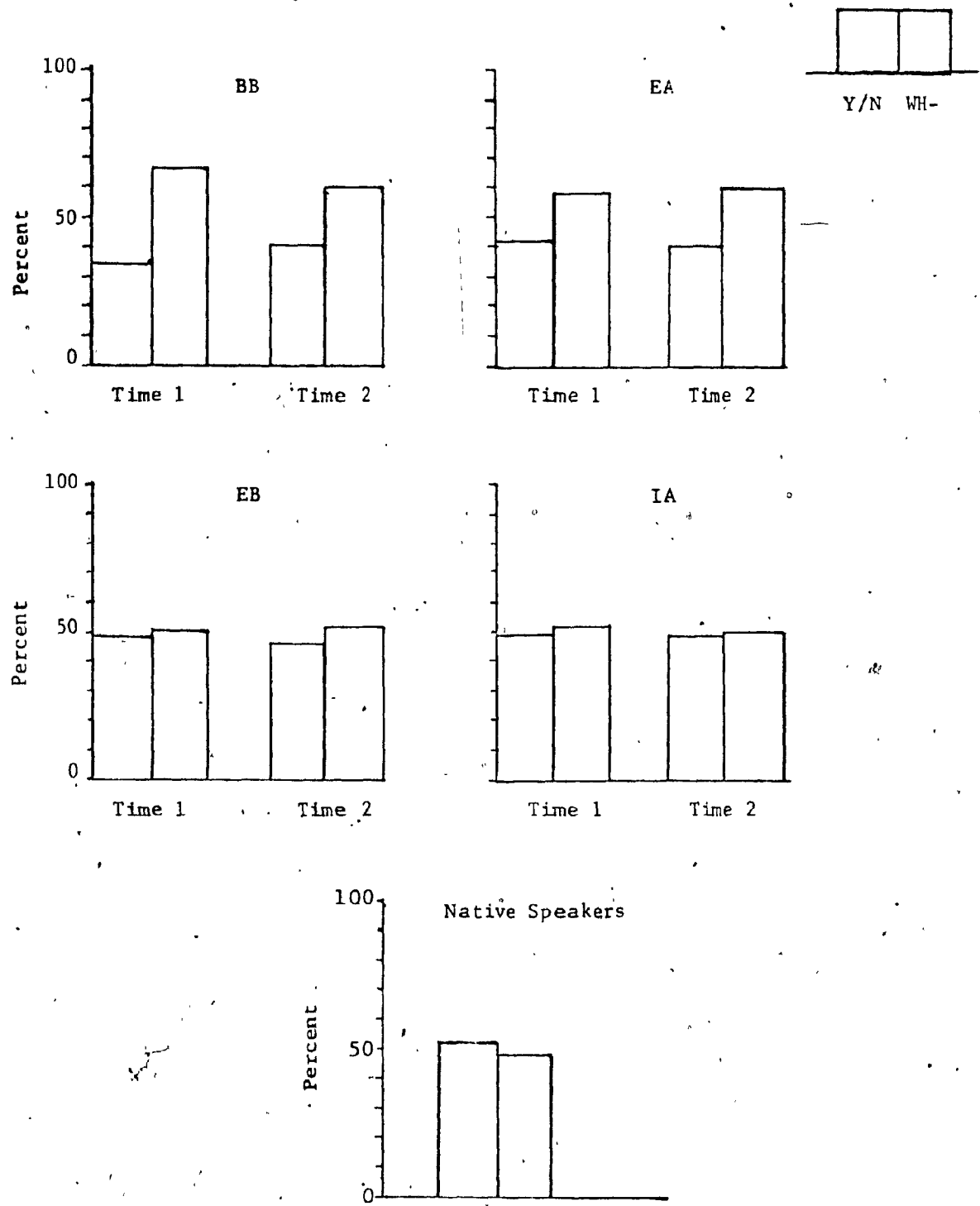


Figure 1  
Relative Percentage of  
Yes/No and Wh- Questions

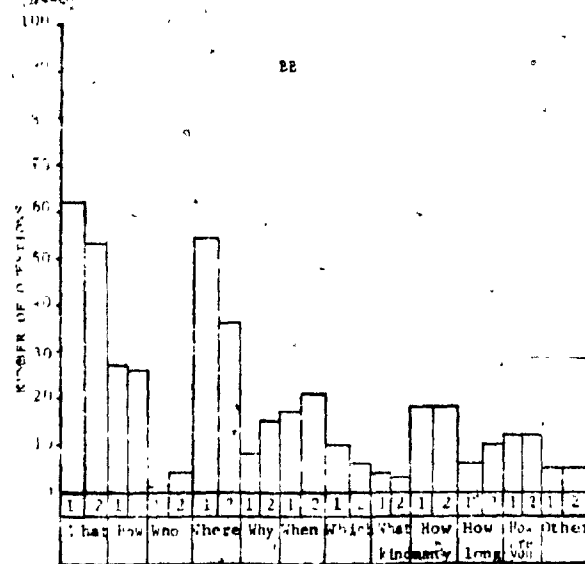


### Q-Words

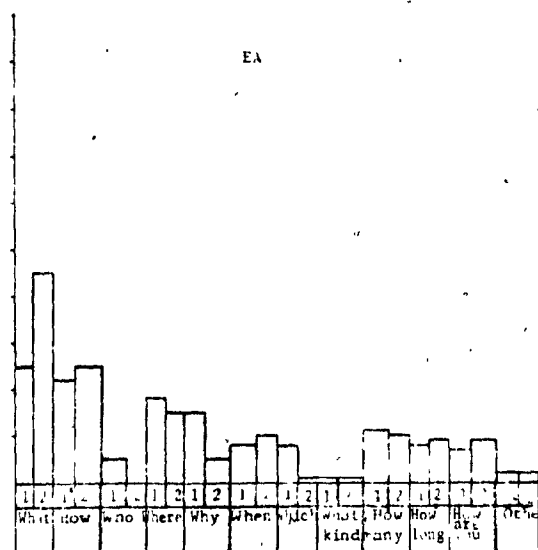
Figure 2 shows the overall proportions of certain question words within the total number of wh - questions. At all levels the Q-word what was produced more frequently than the others for both Time 1 and Time 2. Where and how appeared next in frequency. It should be pointed out again that "How are you?" was not included in the count as a how question and that "What about?" and "What happened?" were not included in the count as what questions since these were considered to be learned as "routines" or "expressions". These routines are included in the "other" category. It should also be noted that how long and how many questions were counted separate from "how" questions. The frequency with which the other Q-words appeared varied from level to level.

The native speaker group's most frequently used Q-words appeared in somewhat the same proportion as those of the subjects in this study. That is, what was used most, followed by how and where. See Figure 2a.

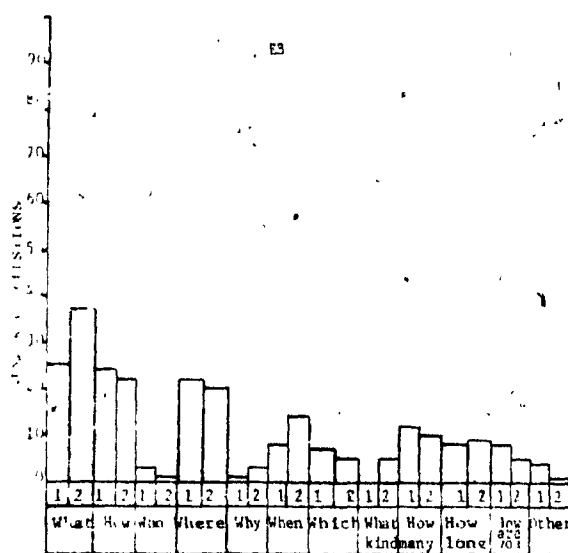
In analyzing the Q-words not only for form but also for function, it was found that eleven of the forty-five subjects (seven of whom were in the Beginners B level, three EA and one EB), substituted one question word for another. Examples of this are found in Table 4.



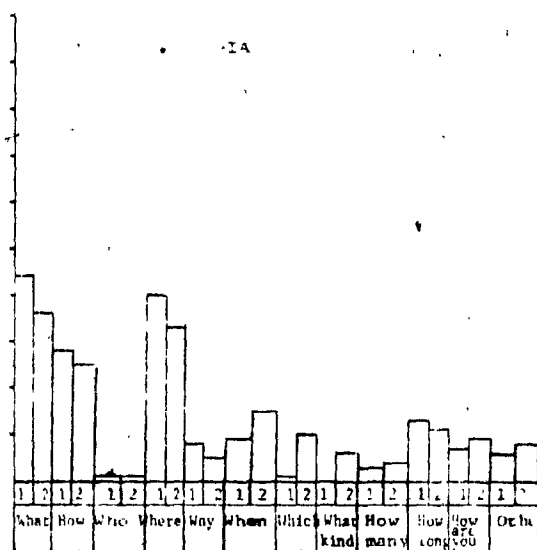
Note: Total number of Q-words at Time 1 - 225  
at Time 2 - 279



Total number of Q-words at Time 1 - 132  
Time 2 - 111



Note: Total number of Q-words at Time 1 - 121  
Time 2 - 133



Total number of Q-words at Time 1 - 133  
Time 2 - 152

Figure 2

Frequency of Different Q-Words

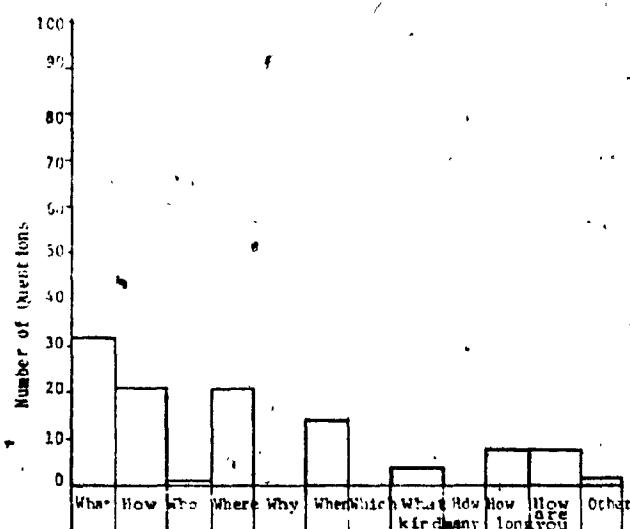


Figure 2a  
Frequency of Different Q-Words  
Native Speakers

Q-WORDS USED FOR DIFFERENT FUNCTIONS

WHO for HOW	"Who old are you?"
WHERE for WHEN	"Where will return you from Venezuela?"
HOW for WHAT	"How do you do week-ends?"
WHAT for HOW	"What old are you?"
HOW MANY TIME for HOW LONG	"How many time you are in Montreal?"

It was interesting to note that subjects who substituted "who" for how and "what" for how extended this substitution into "who much..." and "what long?".

## Accuracy

### Overall Accuracy

The accuracy rate of all questions for each level is represented in Figure 3. In order for the form of the question to be considered accurate the form (Q-word, subject, verb and auxiliary where applicable) and word order had to be correct. The two lower levels increased in accuracy over the ten week period by 19.2% for BB and 16.2% for EA. The accuracy rate for both EB and IA levels remained virtually unchanged increasing .8% for EB and 1.5% for IA. (See Appendix 3 for individual scores).

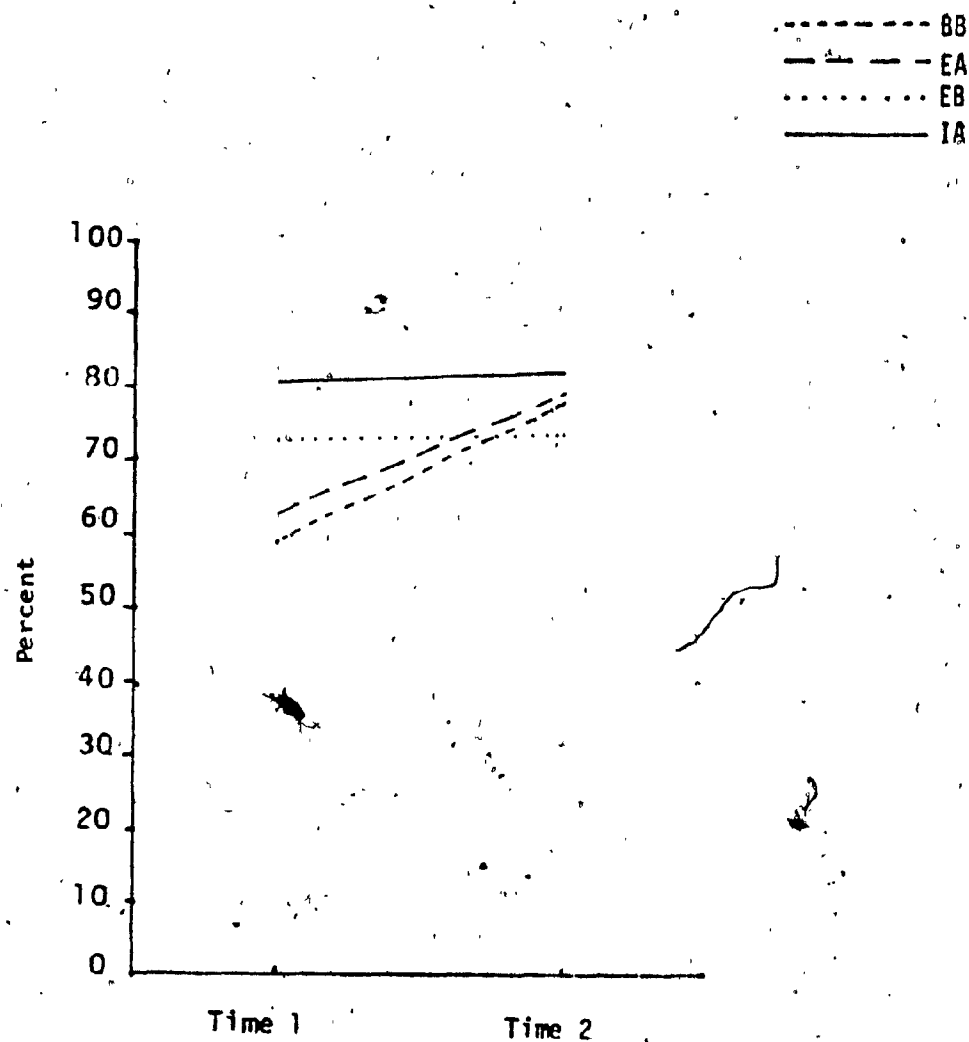


Figure 3  
Overall Accuracy of  
all Questions in  
Time 1 and Time 2

Yes/No and Wh - Questions

Figure 4 represents the accuracy rate of Yes/No and Wh - questions analyzed separately. As already noted the BB level used more Wh - questions than Yes/No questions at both Time 1 and Time 2. While the proportion of correct questions increased from Time 1 to Time 2 for both Yes/No and Wh - questions, the increase in accuracy was greater for Yes/No questions than for Wh - questions. Similar results were observed for the EA level. Students at the EB level produced an almost equal percentage of Yes/No questions in each administration. The proportion of correct questions remained almost unchanged for the Yes/No questions but decreased from Time 1 to Time 2 for the Wh - questions. The IA level also showed an almost equal percentage of Yes/No and Wh - questions in each administration. The accuracy remained approximately the same for the Yes/No questions but increased slightly for the Wh - questions.

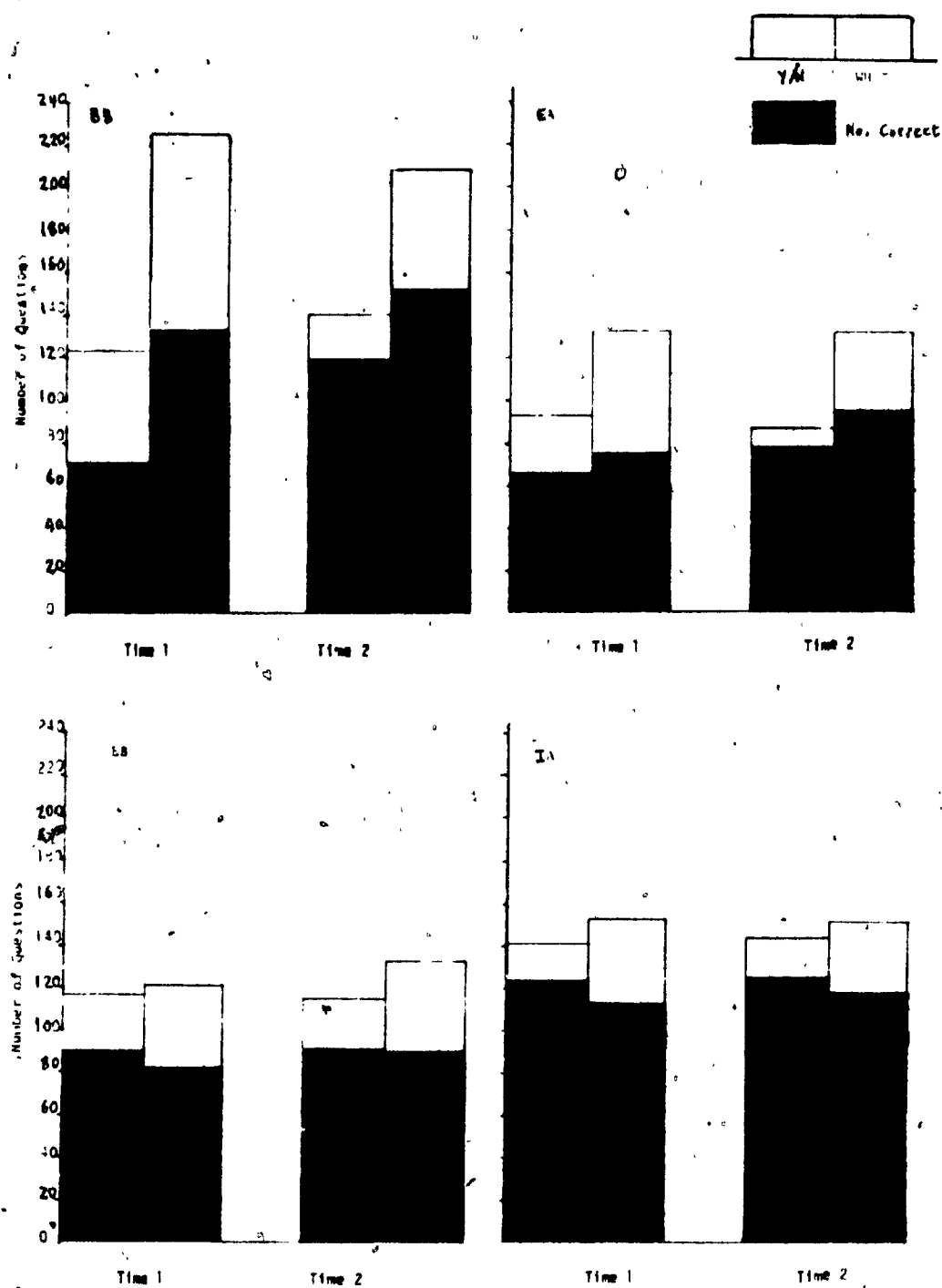


Figure 4  
Accuracy of  
Yes/No and Wh- Questions



### Verb Forms - Frequency & Accuracy

The overall accuracy rate showed an increase for the two lower levels and almost no change in the two upper levels between Time 1 and Time 2. One possible explanation for these results was that the two upper levels started out with a higher accuracy on verb forms than the two lower levels. It is not surprising that there was little change, given the high starting point.

The possibility that the usage of new verb forms might affect accuracy was considered. Thus an examination of the verb system and accuracy rate for each verb form was carried out in order to investigate whether the errors were occurring in new forms and whether accuracy was increasing in the forms that had been used at a high frequency rate in Time 1.

The two forms used most by the subjects in this study were "simple present" and "copula present". "Simple present" was used most in Yes/No questions and "copula present" in Wh - questions across levels.

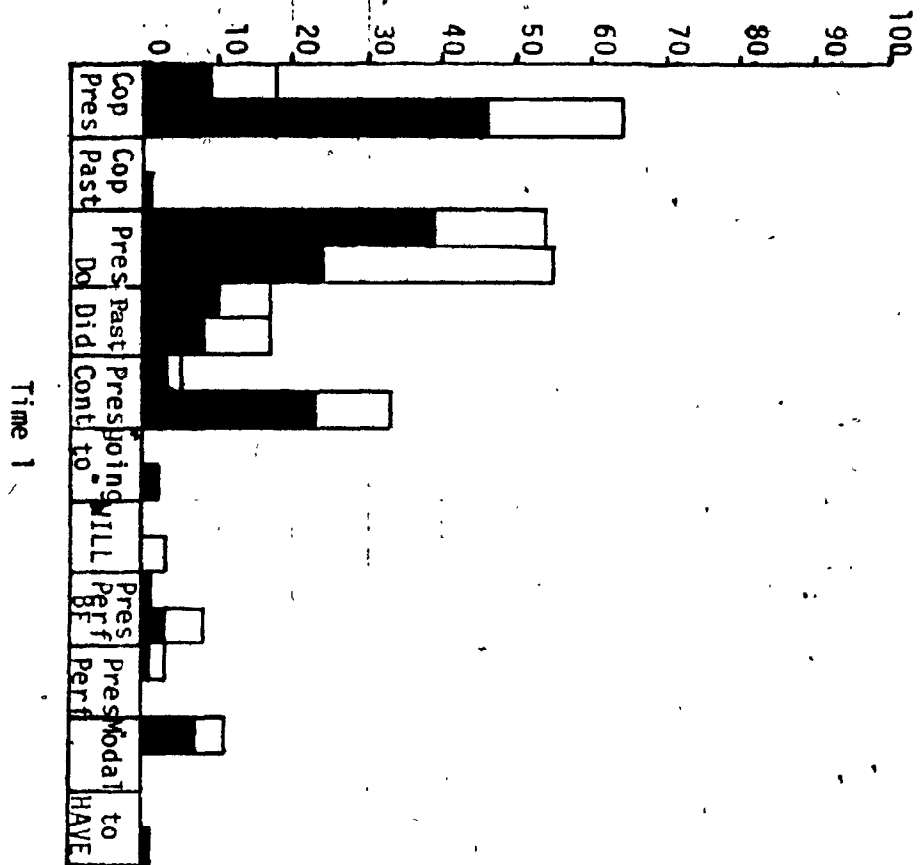
### Beginners B

At the BB level, at Time 1, 48.6% of all Yes/No questions were in the "simple present" with an accuracy rate of 72%. The frequency of Yes/No questions in the "copula present" was 16.2% with an accuracy rate of 50%. In Wh - questions, 28.2% were in the "simple present" with an accuracy rate of 43.6% and the frequency of Wh - questions in the "copula present" was 32.8% with an accuracy rate of 71.8%.

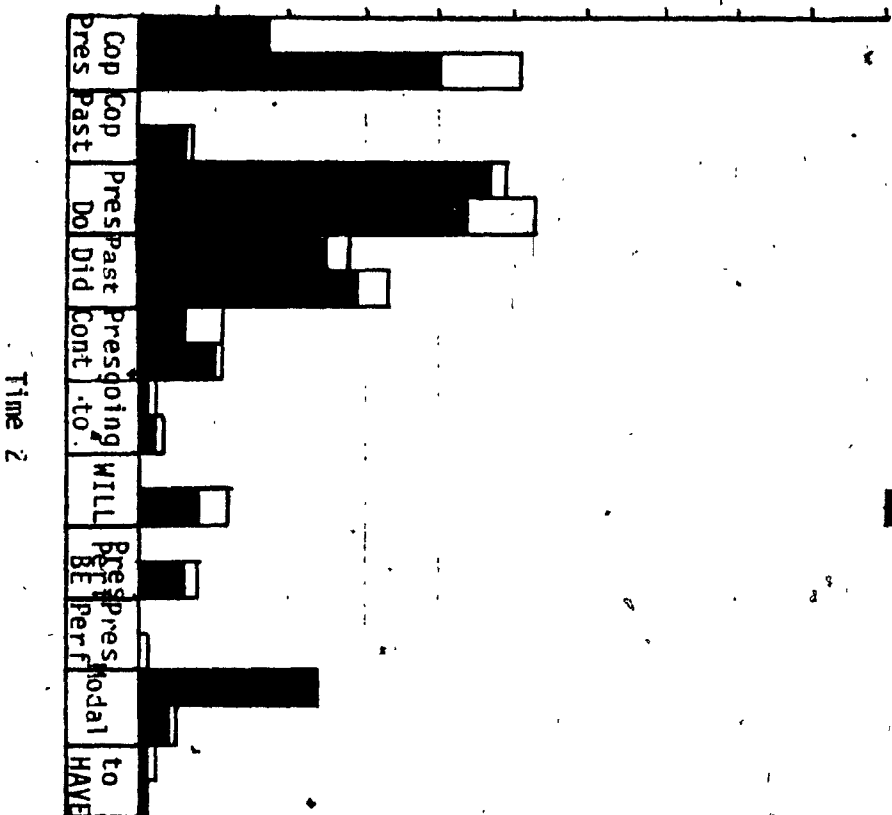
When examining the questions produced at Time 2 for these two forms the following observations can be made: 36.2% of all Yes/No questions

(as compared to 48.6% at Time 1) contained the "simple present" with an accuracy rate of 95.9% (as compared to 72% in Time 1). The frequency of Yes/No questions in the "copula present" was 12.6% (as compared to 16.2% at Time 1) with an accuracy rate of 100%. In Wh - questions, 27.4% of the questions were in the "simple present" (as compared to 28.2% at Time 1) and the accuracy rate was 83% (as compared to 43.6% at Time 1). The frequency of wh - questions in the "copula present" was 26.4% (as compared to 32.8% at Time 1) with an accuracy rate of 78.4% (as compared to 71.8% at Time 1) showing an overall increase in accuracy for these two forms. At the same time, however, the frequency rate for these two forms decreased, because new forms were being used.

Figure 5 includes other forms that were produced at this level at Time 1 and Time 2. At Time 1 the frequency rates for these other forms were fairly low for both Yes/No and Wh - questions. At Time 2 one of these forms, "simple past" increased in frequency for both Yes/No and Wh - questions. The accuracy rate of this form in both Yes/No and Wh - questions increased, from 58% to 89% for Yes/No questions and from 43.6% to 83% in Wh - questions. The "modals" also showed a large increase in frequency and accuracy for Yes/No questions. The frequency rate increased from 9.9% in Time 1 to 17.9% in Time 2. The accuracy rate increased from 63.6% to 100%. Other new forms which occurred infrequently showed high rates of accuracy when they occurred. This may suggest that they first appeared as context appropriate routines.



Time 1



Time 2

Figure 5  
Frequency and Accuracy  
of Verb Forms.

Beginners B

Y/N WH-

No. Correct

Elementary A

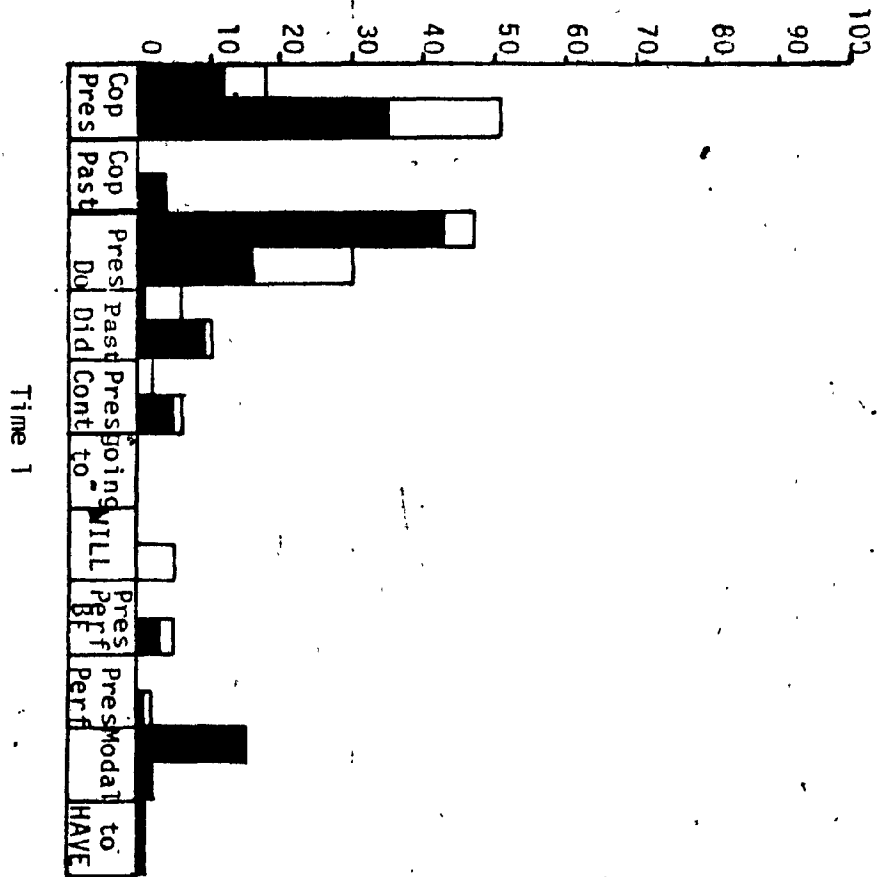
At the EA level, at Time 1, 52.8% of all Yes/No questions were in the "simple present" with an accuracy rate of 91.4%. The frequency of Yes/No questions in the "copula present" was 20% with an accuracy rate of 66.6%. In Wh - questions, 25.2% were in the "simple present" with an accuracy rate of 53.3% and the frequency of Wh - questions in the "copula present" was 42.8% with an accuracy rate of 68.6%. These results correspond to those at the BB level, that is, more than half the questions were formed with these two verb forms. The subjects at this level had little or no trouble forming Yes/No questions in "simple present" but made errors in the "copula present" for Yes/No questions and in both "simple present" and "copula present" for Wh - questions.

When examining the questions produced at Time 2 for these two forms the following observations can be made: 58.7% of all Yes/No questions (as compared to 52.8% in Time 1) were used in the "simple present" with an accuracy rate of 93.6% (as compared to 91.4% at Time 1). The frequency of Yes/No questions in the "copula present" was 12.5% (as compared to 20% at Time 1) with an accuracy rate of 90% (as compared to 66.6%). In Wh - questions, 31% of the questions were in the "simple present" (as compared to 25.2% at Time 1) with an accuracy rate of 72% (as compared to 53.3% at Time 1). The frequency of wh - questions in the "copula present" was 34.4% (as compared to 42.8% in Time 1) with an accuracy rate of 92.5% (as compared to 68.6% in Time 1). Both frequency and accuracy of "simple present" increased from Time 1 to Time 2 in both Yes/No and Wh - questions. The frequency of the "copula present"

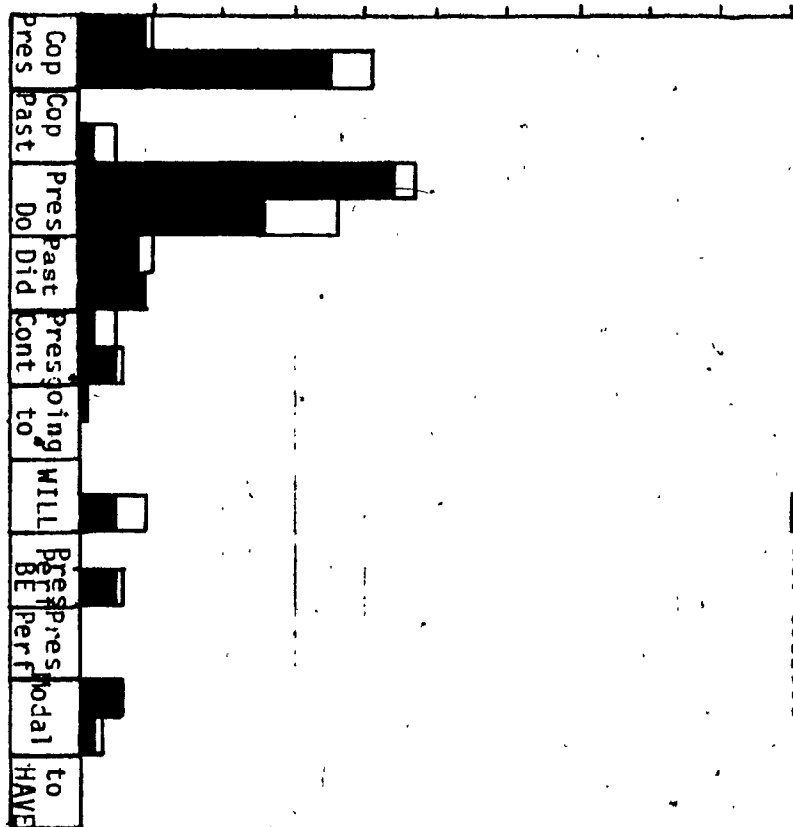
decreased in both Yes/No questions and Wh - questions but increased substantially in accuracy.

Figure 6 includes other forms that were produced at this level at Time 1 and Time 2. At Time 1, for Yes/No questions, "modals" were being used at a frequency rate of 16.8% with an accuracy rate of 100%. "Simple past" and the "present continuous" were produced at a low frequency rate (6.75% and 2.2%). No other forms were used. For Wh - questions at Time 1, more forms were being used but at low frequency rates. An examination of the questions produced in Time 2 indicates that for Yes/No questions the frequency of "modals" decreased but the accuracy rate remained the same. "Simple past" and the "present continuous" increased both in frequency and in accuracy although the "present continuous" presented problems. For Wh - questions, the frequency rate increased for some forms and decreased for others.

Subjects at this level had little or no problem producing accurate Yes/No questions in "copula present", "simple present", and "simple past" at the end of the ten week period. They had little or no trouble constructing wh - questions in the "copula present" but "simple present" presented some difficulty.



Time 1



Time 2

Figure 6

Frequency and Accuracy  
of Verb Forms  
Elementary A

Y/N WH-

No. Correct

### Elementary B

At the EB level at Time 1, 47.6% of all Yes/No questions were in the "simple present" with an accuracy rate of 90%. The frequency of Yes/No questions in the "copula present" was 17.1% with an accuracy rate of 72%. In Wh - questions, 29.9% were in the "simple present" with an accuracy rate of 68%. The frequency of Wh - questions in the "copula present" was 37.3% with an accuracy rate of 90%. These results indicate that subjects at this level had little or no trouble forming Yes/No questions in "simple present" but that errors occurred when they used the "copula present". The opposite was true for wh - questions, that is, subjects had little or no trouble forming questions in the "copula present" but errors occurred when they used the "simple present".

When examining the questions produced at Time 2 for these two verb forms the following observations were made: The frequency of these two forms decreased for both Yes/No and Wh - questions; the accuracy rate increased for Yes/No questions in "simple present" from 90% to 93% and in the "copula present" from 72% to 84.6% ; in wh - questions the accuracy rate remained high for "copula present" but decreased slightly for "simple present" (from 67% to 63%). Errors persisted in this form.

Figure 7 includes other forms that were produced at this level at Time 1 and Time 2. At Time 1, for Yes/No questions both "simple present" and "modals" were used at a frequency rate of 11.4%. The accuracy rate of "simple past" was 58.3% and of "modals" 100%. The frequency of the other forms was low or non-existent. For Wh - questions, "present continuous" and "simple past" were used at a frequency rate of 9.3% and 10.2% with an accuracy rate of 60.5% and 72.7%. Other forms were used at

low frequency rates.

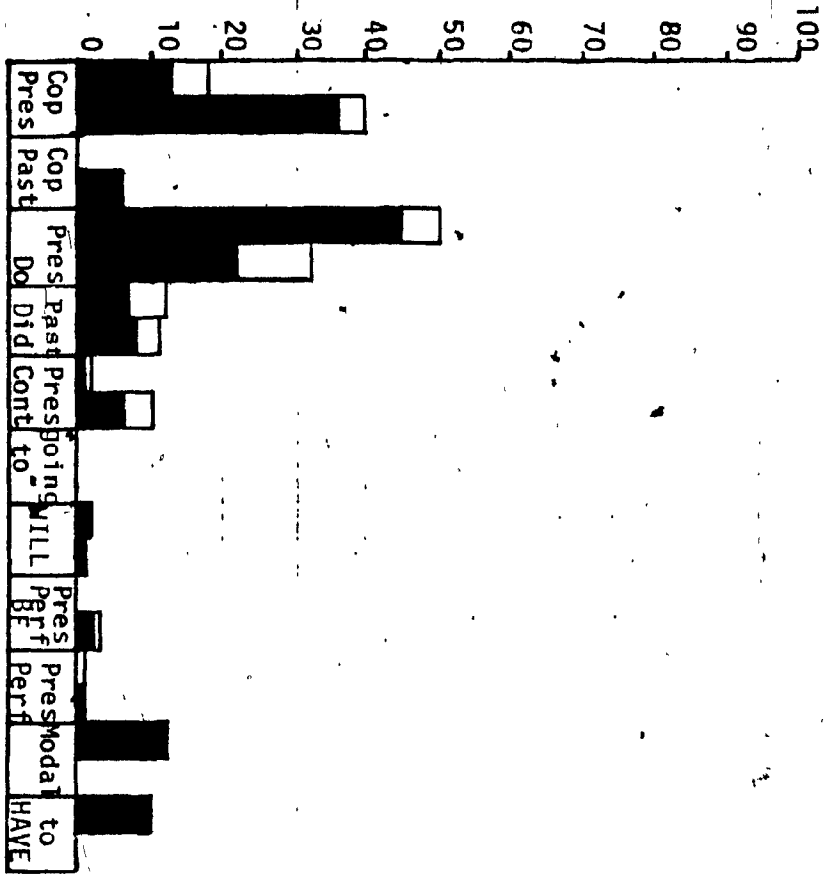
An examination of the questions produced at Time 2 indicated that for Yes/No questions there was an increase in both frequency and accuracy for "simple past". The frequency increased from 11.4% to 19.6% and the accuracy from 58.3% to 60.8%. The "modals" increased slightly in frequency (from 11.4% to 12.8%) but decreased in accuracy from 100% to 80%. The frequency rate for the other forms increased in some cases and decreased in others but on the whole remained low. For wh - questions, "simple past" increased slightly in frequency, from 10.2% to 12.2%, but the accuracy rate remained unchanged at approximately 73%. The "copula past" increased in frequency but decreased in accuracy. Other forms were used at a low frequency rate with varying degrees of accuracy. The only form that was used at Time 1 but didn't recur at Time 2 was the "present continuous".

Subjects at this level were able to produce Yes/No questions in the "copula present", "simple present", "simple past" and "modals" with little or no trouble at the end of the ten week period. Wh - questions were produced in the "copula present" with almost no trouble but "simple present" and "simple past" - wh - questions seemed to present difficulties.

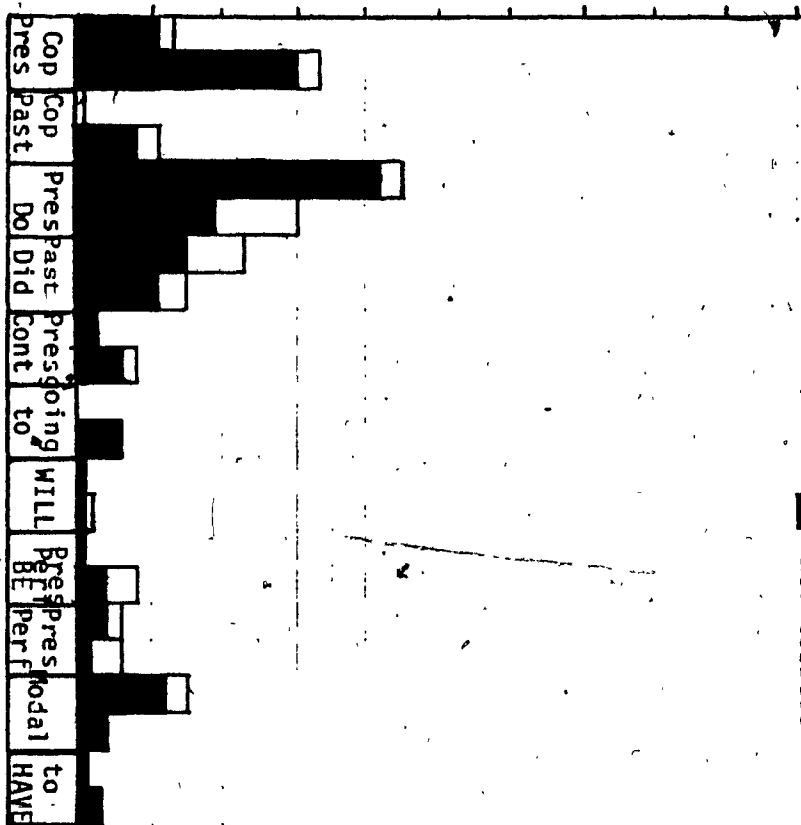


Y/N  
WH-

No. Correct



Time 1



Time 2

Figure 7

Frequency and Accuracy  
of Verb Forms

Elementary B

#### Intermediate A

At the IA level, at Time 1, 47.1% of all Yes/No questions were in the "simple present" with an accuracy rate of 92.3%. The frequency of Yes/No questions in the "copula present" was 13% with an accuracy rate of 94%. In Wh - questions, 22.7% were in the "simple present" with an accuracy rate of 87.8%. The frequency of Wh - questions in the "copula present" was 32.8% with an accuracy rate of 92.8%. These results indicate that subjects at this level had little or no trouble constructing Yes/No and Wh - questions in these two forms right from Time 1.

When examining the questions produced at Time 2 for these two forms the following observations were made: the frequency rates decreased and the accuracy rates increased for Yes/No questions in both forms; for Wh - questions the accuracy rate increased in the "copula present" but decreased slightly in the "simple present".

Figure 8 includes other forms that were produced at this level at Time 1 and Time 2. At Time 1, for Yes/No questions, "simple past" was used at a frequency rate of 23.1% with an accuracy rate of 90%. The "modals" and the "present continuous" were used at a fairly low frequency rate though the accuracy was high for both. The frequency of the other forms was very low or non-existent. For Wh - questions, "simple past" was used 15.2% of the time with an accuracy rate of 84.2% and the "present continuous" was used 16.8% of the time with an accuracy rate of 80.9%. The frequency of the other forms was low or non-existent.

An examination of the questions produced at Time 2 revealed that for Yes/No questions, the "simple past" and the "present continuous" increased in frequency. There was a slight decrease in accuracy for

"simple past" (from 90% to 86%) and an increase for the "present continuous" (from 88.8% to 100%). This is of interest because the frequency rate had increased from 6.5% to 20%. The other forms were used at fairly low frequency rates and with varying degrees of accuracy. For Wh - questions, the frequency rate for "simple past" and "present continuous" decreased slightly but the accuracy rate for both forms increased. The other forms were used at fairly low frequency rates and with varying degrees of accuracy. Subjects at this level, at the end of ten weeks, constructed both Yes/No and Wh - questions in "copula present", "simple present", "simple past" and "present continuous" with little evidence of incorrect usage.

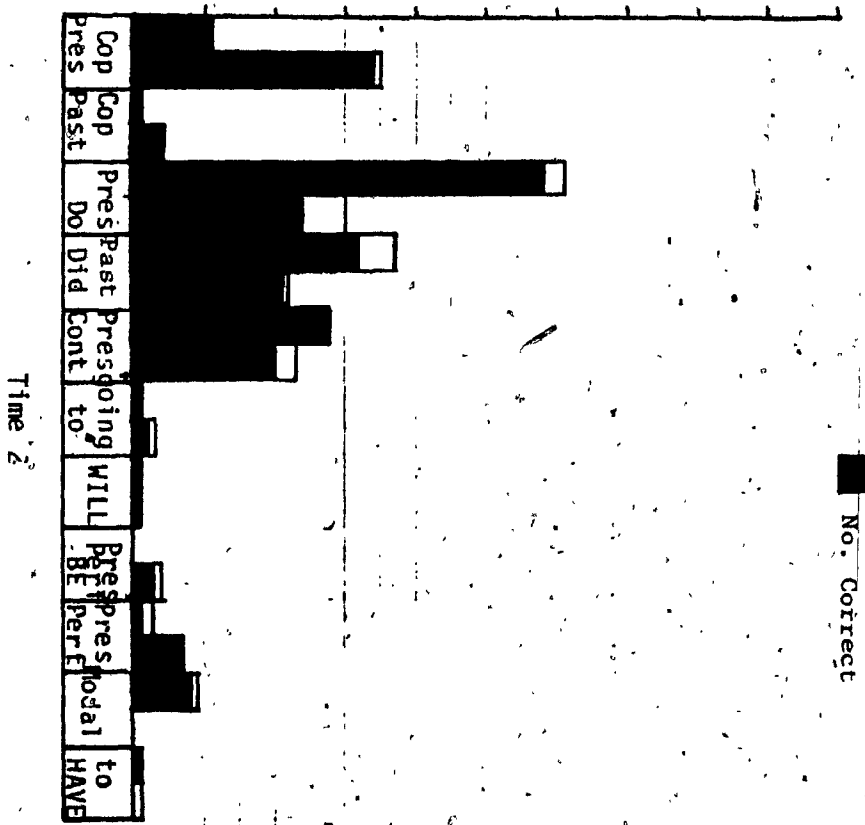
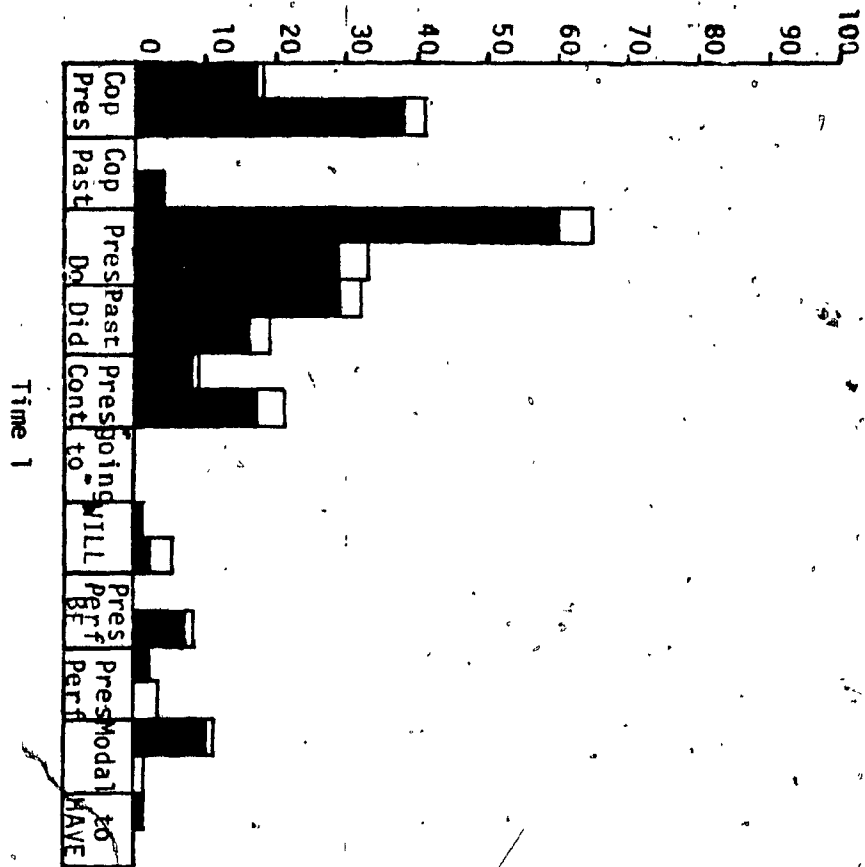


Figure 8  
Frequency and Accuracy  
of Verb Forms  
Intermediate A

Y/N WH-

No. Correct

The Native Group

Subjects in the native group showed the following distribution of verb tenses. For Yes/No questions the three most frequently used were "present continuous" (24.5%), "simple present (22.5%) and "present perfect" (17.65). For Wh - questions the "copula present" and "present continuous" were used more than the other forms at frequency rates of 36.9% and 22.5%.

## CHAPTER IV

### DISCUSSION

The discussion in this chapter will centre on the frequency of question types and Q-words and on the percentage of accuracy of Yes/No and Wh - questions as described in Chapter III. The results for each group of subjects for each level will be discussed and compared with the results for the other groups. Attention will be given to the relationship between the use of new verb forms and percentage of accuracy. Individual variation within and across levels will be considered and error types will be discussed.

The discussion will be in terms of the Research Questions specified in Chapter I.

Research Question 1 - What is the relative frequency of Yes/No and Wh - questions?

Several points of interest emerge when a comparison is made of questions types across the levels. First, in both administrations, more Wh - questions than Yes/No questions were produced in the two lower levels (BB and EA). In the two higher levels (EB and IA) the number of Wh - questions was almost the same as the number of Yes/No questions - a finding which parallels the production rates of these question types in the Native Speaker group in this study. A comparison of the lower groups (BB and EA) where Wh - questions were produced with greater frequency than Yes/No questions with the higher groups (EB and IA) where the two

question types were produced with equal frequency suggests that L<sub>2</sub> learners produce Wh - questions earlier and more frequently than Yes/No questions in the same way as L<sub>1</sub> speakers as was claimed by Wode (1978).

Research Question 2 - Is there evidence for a sequence of acquisition of Q-words?

The examination of the data for the frequency rate of Q-words showed that in both the L<sub>2</sub> subjects and the Native Speaker group the Q-words produced most frequently were what, where, and how. The similarity of distribution in both native speakers and L<sub>2</sub> learners suggests that the production of these questions might have been governed by the type of task they were asked to perform. The study did not yield evidence of any discernible sequence of acquisition. Similar findings, for "what" and "where", however, are cited in other second language studies.

Research Question 3 - Do certain Q-words have several functions at the early stage of development?

The analysis of Q-words for function showed that the use of certain Q-words to express functions normally expressed by other Q-words occurred in only eleven subjects. Seven of these eleven subjects were in the BB level. Lightbown (1980) has proposed that the overextension of a Q-word occurs in the early stages of language development and results from a learner having more things to say than forms for saying them. In using deviant Q-words the subjects did not seem to follow any pattern (only two subjects used a specific set - WHO for HOW). Rather they appeared to try to express their message with any form familiar to them. A

difference between  $L_2$  learners who show no pattern in producing deviant Q-words and  $L_1$  learners who do follow a pattern was mentioned by Wode (1978).

Research Question 4 - Does overall accuracy increase at each level?

A comparison of the subjects' behaviour across the levels for accuracy in the first and second administration showed an overall trend towards an increase in accuracy. In the two lower levels (BB and EA), increases in accuracy rates were fairly large (19.2% and 16.2% respectively). In the two higher levels (EB and IA), accuracy rate increases were slight. Several factors may help to explain the difference. First, a wider use of verb forms in the higher levels may account for the slight increase in accuracy rates at these levels (EB and IA). This will be discussed below in the section on Research Question 5. Second, the initial higher rate of accuracy of the IA subjects may explain the lesser increase in accuracy between the two administrations. Finally, the behaviour of one or two subjects who were perhaps experimenting with the language in Time 2 may have affected group scores. Bailly, Eisenstein and Madden (1976) suggested that an increased use of a structure was not accompanied by a decrease in errors and indeed may represent a stage in the learning process.

A closer examination of the effects of the behaviour of one or two individuals with respect to group scores focussed on the errors made by subjects whose accuracy rates had substantially decreased (more than 15%). An attempt was made to determine whether the subjects who showed decreases in the accuracy rate of more than 15% produced samples which shared specific characteristics to explain their deviation from the accuracy performance of the other subjects in the study.



As shown in Appendix 3, four subjects showed decreases of more than 15% in accuracy. In the IA level one subject, No. 34, showed a decrease of 16%. In EB subject No. 30 showed a decrease of 48% and subject No. 31 showed a decrease of 28%. In EA one subject, No. 19, showed a 23% decrease in accuracy. Nobody in BB decreased more than 15%. (See Appendix 2 for questions produced by these subjects in both administrations).

Further examinations of individual scores revealed that 34 subjects out of the 45 subjects in this study increased in accuracy with 21 of these subjects showing an increase of more than 15%: 9 out of 14 subjects in BB, 6 out of 9 subjects in EA, 4 out of 10 subjects in EB and 2 out of 12 subjects in IA (see Appendix 4 for questions formed by the subjects who increased most in accuracy at each level).

Why the actual rates of increase varied between levels is open to interpretation. The highest level (IA) may have shown a slight increase because its Time 1 accuracy rate was already high. In the two higher levels (EB and IA) Time 2 accuracy rates may have been held lower because more different verb forms were used, presumably allowing more opportunity for error. Conversely, a restricted range of verb forms attempted in the lower levels may have reduced the risk of error.

Research Questions 5 - What is the relationship between frequency and accuracy of verb forms in Yes/No and Wh - questions?

An examination of frequency and accuracy focussed on verb forms in Yes/No and Wh - questions produced by subjects in this study. Across all levels the "simple present" and the "copula present" accounted for at least 50% of all questions produced in both administrations. The verb forms occurring in Yes/No questions and Wh - questions were examined separately.

The results showed that the verb form used most frequently in Yes/No questions was the "simple present". Between the two administrations, a decrease in frequency (occasioned by the appearance of new verb forms) was accompanied by an increase in accuracy except at the EA level. EA level Yes/No questions increased in frequency and in accuracy (See Figure 6). In other words, except for the EA level, a pattern appeared that showed Time 1 with more frequent use but a lower rate of accuracy of "simple present".

The results were different when Wh - questions were examined. The most frequently used verb form was "copula present" rather than "simple present". As with Yes/No questions, the rate of frequency was higher at Time 1 while the rate of accuracy was lower. At Time 2 a decrease in frequency accompanied by an increase in accuracy was observed across all levels except in one, the EB level. In EB Wh - questions a decrease in accuracy was noted at Time 2. Closer examination of the EB results at Time 2 showed that one out of ten subjects (No. 27) was systematically constructing Wh - questions with incorrect word order thus lowering the accuracy rate on this form for the subjects at this level.

In the second administration, use of the "copula present" and "simple present" was supplemented by the appearance of new verb forms at all levels. "Simple past" was produced with varying degrees of frequency and accuracy in Yes/No questions and Wh - questions at all levels at Time 1. Interesting to note, however, is a considerable increase at Time 2 of "simple past" use at all levels except EA. Furthermore, increases in accuracy were noted at Time 2 in all levels for both question types. See Figures 5, 6, 7 and 8. Because of the relatively frequent occurrence of "copula present", "simple present" and "simple past", the data were examined for patterns of distribution of occurrence and accuracy of other forms with the omission of "simple past" in addition to "simple present" and "copula present".

Results showed that Yes/No questions with verb forms other than "copula present", "simple present" and "simple past" represented 11.4% of BB production; 14.9% of EA; 23.6% of EB and 29.9% of IA. A trend towards more variety in the use of verb forms at higher levels is clear. This trend was stronger in Wh - questions where other verb forms were produced at a rate of 24% at BB, 24.6% at EA, 35.8% at EB and 28% at IA. The sharp increase at the EB level can perhaps be accounted for by one subject's (No. 30) use of "copula past" 10 times increasing the scores for this group.

The relatively greater use of other verb forms at Time 2 from lower to higher levels may have contributed to the overall pattern across levels where frequency decreases were accompanied by accuracy increases for "simple present" and "copula present" but where frequency increases were accompanied by accuracy decreases for other

verb forms. This could account for the smaller increase in accuracy in the higher levels (EB and IA) when compared to the lower levels (BB and EA).

An examination of data from the Native Speaker group showed the following results. As with the L<sub>2</sub> groups, Wh - questions used "copula present" with high frequency (36.9%) and Yes/No questions used "simple present" with high frequency (22.5%). Other tenses which were used by Native Speaker subjects, however, differed in frequency of use from L<sub>2</sub> subjects' production. For example, in Wh - questions produced by native speakers, a 22.5% use of "present continuous" was observed. In Yes/No questions a 24.5% use of "present continuous" was noted as was a 17.6% use of "present perfect". These forms were infrequently produced in the L<sub>2</sub> data in three lower levels but do appear with higher rates of frequency and accuracy in the highest (IA) level.

Research Question 6 - How do the findings of this study compare to previous studies?

1. Yes/No Questions with Declarative Word Order

The production of Yes/No questions with declarative word order by some subjects was noted in this study. Examples were found in all levels: "She have a car?" (BB), "Your wife study with you?" (EA), "You were planning to go to the U.S.?" (EB), "She is living in the same place?" (IA). The L<sub>2</sub> subject results were compared with the Native Speaker group results. Native speaker production of intonation questions exhibited characteristics not present in the L<sub>2</sub> groups. Twenty-one out of twenty-five intonation questions produced by the Native Speaker group had missing subjects and auxiliaries, for example, "Been to any parties lately?", "Interested in

what you do?". This was not observed in the L<sub>2</sub> sample. The four remaining Native Speaker intonation questions were similar to those produced by the L<sub>2</sub> subjects in that they had declarative word order. However, these Native Speaker questions included tag-endings, for example, "You're Paul, right?", which were not found in the L<sub>2</sub> questions. These differences between the Yes/No declarative word order questions produced by the L<sub>2</sub> learners and the intonation questions produced by the native speakers suggests that these L<sub>2</sub> questions more likely represent a developmental stage in question formation than native-like intonation question production.

## 2. Errors of Overgeneralization

An examination of the errors produced by the four subjects who decreased more than 15% showed that errors were not restricted to particular types in the first administration. In contrast, errors of overgeneralization predominated in all four cases in the second administration. Subject No. 19, for instance, overgeneralized the rote learned pattern, "How are you?" to produce "How are your father?", "How are your sister?", and "How are your married?..." Subject No. 30 overgeneralized the use of the auxiliary had. Had was employed instead of have to express the intention of the present perfect. This overgeneralization occurred in both Yes/No and Wh - questions. Examples are: "How had you been in these last few years?", "Had you been married?", "How many years had you been married?..." Data from this subject included occurrences of the present perfect form in Time 1. Subject No. 31 overgeneralized the use of the auxiliary did. Examples

were: "Did your remember when we play in Greece?", "Did you want to write my address and telephone number?..." At Time 1, there were almost no occurrences of the "Past plus did" form in the subject's production. The auxiliary are was also overgeneralized by this student as, for example, "Where are you live?", "Are you write usually letters in Greece?..." Subject No. 34 overgeneralized the base form of the auxiliary do. For example, "Do you live in our country after I leave?", "Do you finish the university?", "Do you decided to get married?..." This subject was using do to express the past. He used the "simple past" (with "did") correctly some of the time at both Time 1 and Time 2.

It is clear from this analysis that the 15% or more decrease in accuracy rate that appeared in the second administration can be explained by overgeneralization by four subjects. This clear pattern of a rule overgeneralized and then repeatedly used in the data from these four subjects might be interpreted as reflection of a developmental stage in language learning. Appendix 2 includes questions produced by these 4 subjects at both Time 1 and Time 2.

### 3. Pre-posing in Wh - question

Examples of both weak and strong preposing were also noted in this study. Interestingly, occurrences of the "strong type" appeared in the higher levels (EB and IA) and examples of the "weak type" were found in the lower levels (BB and EA). Examples of the "strong type" of preposing noted in the upper levels are: "What you are going to take?" (Subject No. 36) - IA, "Why you didn't come?" (Subject No. 36) - IA, "When we are going to meet each other?" (Subject No. 29) - EB. Examples of the "weak type" of preposing observed in the lower levels are: "When you come to Canada?" (Subject No. 21) - EA, "When you come to Montreal?" (Subject No. 5) - BB, "What you study after the course?" (Subject No. 10) - BB.

4. Progression from accurate use of inversion and do-support to incorrect use before "copula present" and "can"

Wode (1978) observed that  $L_2$  learners who used inversion and do-support in a target-like manner later entered a stage of using do-support before "copula present" or "can". This study supports the conclusion of a progression from accurate use of inversion and do-support to incorrect use before "copula present" and "can". It also extends the observation to its use before "will" and "would". The following are examples:

- Subject No. 8 - "Are you sick?" - Time 1  
"Do you are tired?" - Time 2
- Subject No. 18 - "Can you come to the movie...?" - Time 1  
"Do you can go home with me...?" - Time 2
- Subject No. 29 - "Where will you take your wife?" - Time 1  
"Where do you will stay?" - Time 2
- Subject No. 4 - "Would you like to come...?" - Time 1  
"Do you would like to see my family?" - Time 2

## CHAPTER V

SUMMARY AND CONCLUSION

At the Continuing Education Language Institute at Concordia University, CELI, a large percentage of classroom time is taken up with language based activities which focus on communication of information, and on student interaction. Students' errors are not corrected by teachers unless the errors interfere with communication of meaning. In this way students in the CELI classroom environment share language acquisition experience with subjects of previous studies who were exposed to a naturalistic environment. Studies of both first and second language development have suggested that learner language, in the early stages of learning, contains errors and deviates from target language rules. They have also suggested that learners move towards greater accuracy as they are exposed to the language in situations where they have opportunities to interact in meaningful communication.

The data collected from forty-five subjects during the second and tenth weeks of their twelve-week ESL course were analyzed and yielded the following results: 1) Subjects in the two lower levels produced more Wh - questions than Yes/No questions while subjects in the two upper levels produced approximately equal numbers of Wh - and Yes/No questions, which corresponded to the proportions of each type produced by native speakers who were given the same task.

2) The question words what, where and how were produced with greatest frequency but insufficient evidence was generated in the study to support any claim as to a sequence of acquisition of Q-words.



3) No pattern could be observed in the use of deviant Q-words although within two individual learners' speech a specific set was used.

4) Subjects' overall accuracy increased at all levels but rates of increase varied between levels with lower levels increasing more.

5) New verb forms were produced more frequently at the upper levels which may account for the smaller increase in accuracy rates at these levels.

6) The "simple present" was the verb form used most frequently in Yes/No questions. It increased in accuracy while it decreased in proportional frequency in three out of four levels. The "copula present" was the verb form used most frequently in Wh - questions and followed the same pattern of accuracy/frequency ratio in three out of four levels.

7) Four examples of stages of question development were noted in the data: Yes/No questions with declarative word order, errors of overgeneralization, pre-posing in Wh - questions and progression from accurate use of inversion and do-support to incorrect use with modal.

#### Comparison with Findings in Previous Research

The findings of this study on question development were examined in the light of the literature. The results were compared to those of other studies.

Wode (1978) stated that  $L_2$  learners use inversion first in Wh-questions with copula verbs. This study concurred, demonstrating that, at Time 1, Wh - questions had higher rates of frequency and accuracy with

"copula present". It also showed that at Time 2 while the frequency rate of the "copula present" decreased, the accuracy rate still increased at all levels in Wh - questions. On the other hand, Wode's claim that do-support appeared earlier in Wh - questions than in Yes/No questions was not observed in this study.

Klima and Bellugi's (1966)  $L_1$  findings, however, suggested that do - support, not the copula present, appeared first with more frequency and accuracy in Yes/No questions which corresponds to the results obtained in this study. Findings which conflict with Klima and Bellugi appeared when the above claim was extended to include the suggestion that inversion also appeared earlier in Yes/No questions than in Wh - questions.

Brown (1973) in an  $L_1$  study on Wh - questions identified two types of preposing without transposing which he characterized as "strong and weak". Ravem (1974) cited the same phenomenon in  $L_2$  learners. These findings were also observed in this study.

Wode (1978) also observed that  $L_2$  learners who used inversion and do - support in a target-like manner later entered a stage of using do-support with "copula present" or "can". This study also shows a progression from accurate use of inversion and do-support to incorrect use with "copula present" and "can".

Studies which analyzed Q - words for function (Wode 1978; Lightbown 1980) have pointed to "overgeneralization" of certain Q - words. While Wode and Allendorf's  $L_1$  study (N.D.) showed evidence of a certain pattern in these overgeneralizations, the above studies of  $L_2$  learners show no such evidence. Likewise, results in this study show overgeneralization of Q - word function but no specific pattern is observed across learners.

Studies of first and second language learning reveal that learners' language contains deviations from target language rules. Studies further suggest that learners make gradual changes toward greater accuracy as they are exposed to the language and involved in using the language in meaningful situations. This study has observed and investigated some factors bearing on the language learning process in a program which emphasizes the interaction and information sharing activities being advocated by several researchers.

The pedagogical application of this theoretical position is a shift in focus from form to meaning so that classroom time previously spent in the detection and correction of discrete point errors is allotted to attending to and using language in situations where the information is important and the focus is on communicating meaningful messages.

The findings of this study give evidence which supports results of several studies of  $L_1$  learners and  $L_2$  learners in naturalistic settings. Subjects in this study appear to have benefited from the communicative approach to  $L_2$  language teaching and made positive gains in linguistic development of question forms. That is, it does not appear to be the case that learners simply reinforced each other's errors and thus failed to progress toward more target-like use of the language. The question which naturally arises is whether the same improvement would be observable in another type of program. Such a comparison is beyond the scope of this study. Further research is called for before advancing any conclusive statements about the exact

effects of one type of language teaching program or another. Carefully controlled studies of learners in a communicative program such as the one described in this study and of those in a program which focusses on an orderly presentation of grammatical structures, the practice of specific linguistic points and on error detection and correction, would be indicated.

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Appendix 1

QUESTIONS PRODUCED BY TWO SUBJECTS IN THIS STUDY

(Subject No. 14 - BB and Subject No. 37 - IA)

## SUBJECT # 37

## Time 1

1. Hi. How are you?
  2. What did you do?
  3. Did you finish your highschool?
  4. How is your mother?
  5. Is she O.K. now?
  6. How is your sister?
  7. Where is she now?
  8. Are you working?
  9. Where are you working?
  10. What is your job?
  11. Do you have any problem in your job?
  12. Where do you live in Montreal?
  13. When did you come in Montreal?
  14. Do you like Montreal?
  15. Did you see winter in Montreal?
  16. Where did you live before to come to Montreal?
  17. How was there?
  18. How long did you stay there?
  19. Are you married?
  20. How is your husband?
  21. What is your husband job?
  22. Do you have children?
  23. What is her age?
  24. Is she going to school?
  25. What is your adres and telefon number?
- 3

## SUBJECT # 14

## Time 1

1. How are you?
2. How long have we never meet?
3. Are you marry?
4. Where is your housben and child?
5. How many childrens do you have?
6. When are you marry? and where?
7. Where are you live now?
8. Are you working?
9. What kind work in your job?
10. How old is your childrens?
11. Have you been Toronto before?
12. Do you like here?
13. Your parents have to here to see you?
14. Which food is your best in Montreal?
15. Do you like to see the movies and which one do you like?
16. Are you speak French or English to your housben?
17. What are you doing on weekend?
18. What sports do you like?
19. Do you have friends in Canada?
20. Do you like Canada or Taiwan?
21. Have you write a letter to home?
22. How long have you write a letter to home?
23. What's your favorite food?
24. What did you do in New Year?
25. Do your have a car and what kind?

Appendix 2

QUESTIONS PRODUCED BY  
THE FOUR SUBJECTS WHO  
DECREASED IN ACCURACY  
BY MORE THAN 15%

## SUBJECT # 19

## Time 1

1. How are you?
2. Where do you live?
3. What is your address?
4. What is your phone number?
5. Where are you from?
6. Who many brothers do you have?
7. Who old are they?
8. Do you have any older brothers?
9. Do you have any younger brother?
10. Who is the oldest person in your family?
11. Who is the younger person in your family?
12. When do you go?
13. What kind of food do you like?
14. Where do you come from?
15. What did you do yesterday?
16. Are you happy today?
17. Are you hungry today?
18. Are you could today?
19. Are you hot today?
20. How old are you?
21. Where do your mother live?
22. How old is your father?
23. What are you study?
24. Do you like drink caffe?
25. Do you like Montreal?

## SUBJECT # 19

## Time 2

1. How are you Mary?
2. Where do you live?
3. What do you doing?
4. How are your father?
5. How are your mother?
6. How are your brother?
7. When do you come back at Montreal?
8. Where do live your father and your mother now?
9. How are you married?
10. What time have you in Montreal?
11. Do you like Montreal?
12. What you would if you have much money?"
13. Where do you work?
14. Do you like the new work?
15. Do you have much money?
16. Do you have new car?
17. Do you have new apartment?
18. Do you like the music?
19. Why you come back at Montreal?

## SUBJECT # 30

## Time 1

1. How are you in the last years?
2. Are you single yet?
3. Did you got your grades highschool?
4. How many children do you have?
5. What about you first boy friend?
6. Can you tell me something about your parents?
7. How long are you living here, in Montreal?
8. How tall is your young brother, Jose?
9. What is address here?
10. How many time was you in highschool?
11. Don't you have boyfriend now?
12. How many times do you have married?
13. How is your mother and your father?
14. Do you remember ure first party?
15. How old look your sister, Maria?
16. Do you have your old dairy yet?
17. Are you in the University now?
18. What are you studing in University?
19. Do you have some reminicent of our last year?
20. How many children do you have?
21. What about your dog?
22. How was your married party?
23. Where did you finish your highschool?
24. How was your last course in highschool?
25. Can you tell me something about your friend, Harry?

## SUBJECT # 30

## Time 2

1. How had you been in these last years?
2. What carrier had you studied?
3. How many years had you been in the University?
4. Had you been married?
5. How many children had you got?
6. How many works had you found?
7. How old was you the last time I saw you?
8. How old was where you finished the University?
9. What was you first love after Lois?
10. What was you first mark?
11. How old was your mother in that year?
12. Do you remember our first teacher?
13. Did you know what was the Highschool Name?
14. What did you after the highschool course?
15. How was your last year in the University?
16. What did you with you old car?
17. When was you first children born?
18. Where was you living before came here?
19. How old was you last boy-friend?
20. How many years ago did you do you master in your country?
21. Had you been sick in these last years?
22. When did you started in you first job?
23. Are you now still on diet?
24. How many time had you without see me?
25. What was you first job after finish Highschool course?



## SUBJECT # 31

## Time 1

1. How are you?
2. What do you do in Canada?
3. When did you go in Canada?
4. What are you occupied in Canada?
5. Did you know that I am in Canada?
6. Do you live with you family?
7. Did you marriage?
8. Where do you live?
9. What is your telephone number?
10. What do your mother and father do?
11. Where is your sister?
12. Does she study here?
13. Does your brother play football now?
14. Did he marriage?
15. Do you remember the old time in Greece?
16. Do you go to Greece in summer?
17. How long are you in Canada?
18. Do you remember that we play in park?
19. Do you remember the other person who plaid with us?
20. Do you correspond with them?
21. Do you remember my sister?
22. Do you want to meet my?
23. Do you want to go cinema with my?
24. Did you go to Quebec city?
25. Do you want to come with my in Sunday in Quebec city?

SUBJECT # 31

Time 2

1. Are you my friend Catherine?
2. How are you?
3. When did you go to Montreal?
4. What are you doing here?
5. Where are you live?
6. You live along?
7. How are your parents?
8. Are they in Greece or here?
9. How are your sister?
10. Is she in high school?
11. Are you marry?
12. Did you remember when we play in Greece?
13. Did you know what are our friends doing?
14. Are you write usally letter in Greece?
15. Did you visite many place here?
16. Did you like Montreal?
17. Did you want to return to Greece?
18. Did you get used in Montreal?
19. Did you want to come to my house?
20. Did you want to write my adress and my phone number?
21. Can you give my your adress and phone number?
22. Are you want to come with my tonight?
23. Where are you want to come?
24. Can you have together with your sister because I want to see her?
25. Where are we meeting tonight?

## SUBJECT # 34

## Time 1

1. How are you?
2. Do you remember me?
3. How long ago I didn't see you?
4. What are you doing here?
5. Where is your family?
6. Where is your boyfriend?
7. Did you finish your studying?
8. Are you working now?
9. Do you like Montreal?
10. Where do you live here?
11. How long you are here?
12. When you will go back?
13. Do you remember when we study high school?
14. Do you want to go to my house it's near here?
15. Do you remember when we go to the beach?
16. Are you get married?
17. How many childrens do you have?
18. Who is your husband?
19. Why do you live here?
20. Do you remember my sister (she got married too)?
21. Do you remember mathematic teacher?
22. Do you remember Roy?
23. Did you think that you would see me here?
24. When I see you again?
25. Can I see you this Saturday?

## SUBJECT # 34

## Time 2

1. How are you?
2. How long ago I didn't see you?
3. Do you remember me?
4. How is your life?
5. What are you doing here?
6. How is your family?
7. Are you live here?
8. Do you live in our country after I leave?
9. Do you remember the good times in our village?
10. Do you finish the university?
11. Where do you work?
12. Is a good job?
13. How about your romantic life?
14. Do you dicide to get married?
15. Do you choose your husband already?
16. What happened with the volleyball?
17. Do you continue to play?
18. Do you play in the same team?
19. What happened with the manager?
20. What are you doing after this vacations?
21. If you wanted we can go to my place?
22. Where do you go after this travel?
23. When are you going back?
24. Which place did you find the best?
25. If you wanted I can go with you?

Appendix 3

INDIVIDUAL AND GROUP SCORES FOR PER CENT OF QUESTIONS CORRECT

BB

<u>Subjects</u>	<u>Percentage Correct</u>	
	<u>Time 1</u>	<u>Time 2</u>
1	80	68
2	52	76
3	42	75
4	68	96
5	50	72
6	60	52
7	64	57
8	48	84
9	40	96.3
10	56	56
11	62	88
12	84	100
13	64	72
14	60	96
Group	58.6	77.9

EA

<u>Subjects</u>	<u>Percentage Correct</u>	
	<u>Time 1</u>	<u>Time 2</u>
15	60	96
16	76	88
17	64	83
18	60	92
19	76	53
20	88	96
21	36	52
22	56	80
23	40	63
<hr/>		
Group	62.6	79.4
<hr/>		

EB

<u>Subject</u>	<u>Percentage Correct</u>	
	<u>Time 1</u>	<u>Time 2</u>
24	83.3	91
25	56.5	76
26	68.0	88
27	60.0	60
28	83.3	76
29	63.6	83
30	84.0	36
31	80.0	52
32	72.0	88
• 33	76.0	83
<hr/>		
Group	72.6	73
<hr/>		



IA

<u>Subjects</u>	<u>Percentage Correct</u>	
	<u>Time 1</u>	<u>Time 2</u>
34	80	64
35	74	80
36	67	54
37	96	96
38	81	79
39	100	96
40	96	96
41	68	70
42	70	92
43	93	96
44	46	64
45	92	96
Group	80.6	82

Appendix 4

QUESTIONS PRODUCED BY SUBJECTS

WHO INCREASED MOST IN

ACCURACY AT EACH LEVEL

## SUBJECT # 9

## Time 1

1. How are you?
2. Wher's you boy frend?
3. What do you do?
4. What do you doing now?
5. Does you have a car?
6. Does you learn english?
7. Where do you learn english?
8. Does those cars are your?
9. Who much are they?
10. Where is your mother?
11. What do your father do?
12. What do he doing?
13. And your mother she have a car?
14. Does you are rich?
15. Where do you live?
16. Who old are you?
17. How many brother are you?
18. Does they learn english too?
19. They speak english?
20. You are Marie?
21. How is your husband?
22. Does he rich?
23. Where he from?
24. How many years are you Harlet?
25. How old are he?

## SUBJECT #9

## Time 2

1. Hello Julio. How are you? I'm very surprise to meet you.
2. When did you arrive here?
3. Where are you living now?
4. DO you like live in my apartament?
5. How is your mother?
6. Does Mari and Luchy are going to take a diplom?
7. Did Mari get marry?
8. Could you see my mother?
9. How were they?
10. When did they leave Venezuela?
11. Did they say something about me?
12. What about my car?
13. Could they sell it?
14. When will they come back to Venezuela?
15. What are you going to do here?
16. What should you do here?
17. Do you want to study?
18. What course do you like most?
19. Do you want that I find it for you?
20. How much can you pay for it?
21. Did you bring your school marks?
22. How many bagag did you bring here?
23. Do you whant to move the apartament today?
24. When will you move to my apartament?
25. Will the man be there?
26. Should you pay something more?
27. How much was your rent?

## SUBJECT # 15

## Time 1

1. How are you?
2. How long do you stend in Montreal?
3. What do you do here?
4. How long do you will be here?
5. How are your parents?
6. Why didn't you write me a lettre?
7. What did you study befor ten years?
8. Are you married?
9. How many children do you have?
10. Where do you leave now?
11. Why do you come to Montreal?
12. From which country is your wife?
13. What do you will do next year?
14. Do you have time for a cup of tea?
15. How are your brother?
16. Why do you com alon to Montreal?
17. Have you more brothers, or only this one?
18. In which country do you will go for your vacation?
19. How many years we don't have see us?
20. How old do you are now?
21. Why do you have cut your bårth?
22. Do you have time to visit me tomorrow?
23. What do you will do in your future?
24. Do you have a visa for worke here?
25. When I have holyday, can I visit you?

## SUBJECT # 15

## Time 2

1. How are you?
2. What do you do here in Montreal?
3. How long have you been here?
4. Are you married?
5. Have you children?
6. Do you live in Montreal?
7. What is your profession?
8. Are you here on a business trip?
9. What did you do after school?
10. How are your brother?
11. When do you go back in your country?
12. Do you live alone?
13. Do you know something about my school friends?
14. How many years didn't we see us?
15. What will you do after your business in Montreal?
16. Where do you go in your vacation?
17. How many times did you come here to Canada?
18. Might I see you tonight?
19. Can I visit you once at your home?
20. How are your parents?
21. How old are you now?
22. Do you live in a house or in a apartment in your country?
23. How many languages do you speak?
24. Is your wife also here in Montreal?
25. Do you like football?

## SUBJECT # 26

## Time 1

1. How are you?
2. When do you come to Montreal?
3. Where do you live now?
4. How long have you been in Montreal?
5. Are you study now?
6. Where do you study?
7. How is your parents?
8. Have you meet our old friends?
9. Do you know where they live?
10. How are they?
11. How long will you stay in Montreal?
12. Do you like Montreal?
13. Why do you want to come to Montreal?
14. Who do you live with?
15. Are you alone?
16. Are your family here?
17. What is your phone number?
18. What course do you study now?
19. Is it very easy?
20. How long do you need to cover this course?
21. Do you have any friends here?
22. How is your city now?
23. What is your address?
24. How is your classmate?
25. How much you pay for the room rent?

## SUBJECT # 26

Time '2

1. How are you?
2. Do you know how long we haven't seen each other?
3. Why did you come to Montreal for study or something else?
4. How long have you been in Montreal?
5. Can you suffer the weather in Montreal when you arrived in Montreal?
6. Where do you live?
7. Do you live with your family here?
8. How is your family?
9. What is your phone number?
10. How is our hometown going on?
11. Does it has any new project developed?
12. Do you have some new friends in here?
13. How are they?
14. Did they have a party for you before you left?
15. By the way, which school are you going to study?
16. Did you apply the schools by yourself?
17. Do you think this school is good for you?
18. What subject are you going to study?
19. Do you like Montreal?
20. Have you been in China town?
21. Have you visit some places in Montreal?
22. Do you know Montreal very well now?
23. After study, what are you going to do?
24. How do you spend your weekend in here?
25. What are you going to do now?



## SUBJECT # 42.

## Time 1

1. How are you?
2. I haven't seen you long time ago?
3. How is your family?
4. What are you here in Montreal?
5. What are you study?
6. What are you doing?
7. How do you feel here?
8. How long have you been living in Montreal?
9. Do you like Montreal?
10. Where do you live?
11. What would you like to study?
12. Are you father working in the same Co.?
13. Do you remember the trip we made together?
14. What hobbies do you like?
15. How is tony our old friend?
16. Where is he live now?
17. Do you have girlfriend?
18. Did your sister get married?
19. When do you get married?
20. How long are you going to be in Montreal?
21. Do you remind the old time?
22. What are you do after?
23. Do you call me when you go back home?

## SUBJECT # 42

## Time 2

1. How are you? I'm surprised to see you.
2. How long have you been living in Montreal?
3. Why are you in Montreal?
4. How is your family?
5. How long are you going to stay here?
6. Do you like Montreal?
7. Do you like the cold weather?
8. What are you studying?
9. Where do you live?
10. How long haven't we seen each other?
11. Where are you studying?
12. Would you like to go to my apartment?
13. What kind of food do you like?
14. What kind of music do you like?
15. Do you like to travel?
16. Do you have immigrant visa?
17. When do you go back to Mexico?
18. Are you married?
19. When you finish your master?
20. Do you have girlfriend?
21. How many places have you visited?
22. Where are you going now?
23. How do you spent your spare time?
24. Do you have time to see you again?
25. How old are you now?