

# **A Study Of The Interlanguage Of Some Arabic Students Of English**

**By Dr Haifa Al-Buanain**

## **ABSTRACT**

In this study, the contrastive analysis method is used to investigate the Interlanguage (IL) developmental sequences of the acquisition of some aspects of English by Arabic-speaking learners. The learners, whose language provides the corpus of data, are all learning English through specialised English Second Language (ESL) instruction and have had varying degrees of exposure to English in a host-language environment. An analysis of the data revealed some interesting conclusions.

## **1. INTRODUCTION**

The contrastive analysis hypothesis (CAH) is based mainly on the views of the psychologist Skinner (1957). He and his colleagues viewed language learning essentially as the formation of habits. Following this theory, applied linguists sought to identify areas of difficulty for SL learners by systematically comparing a description of the learner's native language (NL) with that of the target language (TL).

However, in recent years, there has been considerable debate regarding the value of the CAH. As a result of this debate two versions of the hypothesis have emerged: a strong and a weak. The strong version claims that all errors in SL learning can be attributed to patterns of the NL. From this it follows that if the two languages in question are similar or share similar features (in whatever way this similarity can be defined), the difficulty of learning is reduced. On the other hand, if two languages differ greatly, the learning task is greater and researchers can then speak of negative transfer. As Lado (1957:2) claims:

«Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture».

Cordes (1967) drew the attention to the fact which has since become well known, that the CAH, and in particular, the strong version does not account for many of the learners' errors that can be observed in SL acquisition (SLA). In fact, it has been shown from many studies (e.g. Richards 1974) that the strong version, with its reliance on the sole ability of CA to predict problems and errors in SLA, is untenable, because errors and deviations can be the result of different sources from the NL, as for example, from the TL forms themselves or from the learner's learning strategies (Al-Buanain 1986, Chapter 2).

As a result of the perceived weakness of the strong version of CAH, modifications become necessary. Thus, less enthusiastic estimates on the value of CA can be found in Catford (1968); Lee (1968) and Wardaugh (1970), who feel that a CA cannot be used to **predict** language learning problems, although it may be useful in **explaining** already perceived difficulties. This is the weak version of the hypothesis, which is a model with explanatory as opposed to predictive power.

The research to date suggests that SL learners form rules of the TL which they test and revise. Thus, error analysts speak of the development of «Approximative Systems» (Nemser 1971); «Interlanguage» (Selinker 1972) or «Language-Learner language» (Corder 1978), to describe the evolving system of the learner as he/she progresses from zero competence to native speaker competence in the TL. Common to the theoretical notions proposed by Corder, Nemser and Selinker, is the idea that SL learners actively and continually revise their underlying grammatical system as they move toward native competence in the TL. Implicit in this view of SL learning is the minimization of transfer as a significant variable in the acquisition of SL (Corder, 1981; Ellis, 1986).

## 2. THE PRESENT STUDY

In this study, the CA method was used to compare learners' responses in the NL (Arabic) with those of the TL (English) to see what the implications

were, if any, for the weak or strong versions of the CAH. We also looked at the learners' processes of acquisition in the following linguistic structures:

1. The Arabic and the English formation of WH Questions namely: WHO, WHY and WHICH;
2. the Arabic and the English formation of the negative WH Questions mainly: WHO, WHY and WHICH.

## 2.1. Arabic and English Structures in Some Grammatical Areas

### 2.1.1. WH Questions formation

There is not much degree of syntactic similarity between Arabic and English in the formation of WH Questions. The only similarity between the two is the use of questions words at the beginning of the sentence.

The following table (Table One) shows the similarities and the differences between the Arabic and the English WH Question formation, namely, WHO, WHY and WHICH.

**Table One: WH-QUESTIONS FORMATION**

Question word	Arabic	English
who e.g.	quest.w + mv + t + obj who wrote the letter?	quest. w + mv + t + obj who wrote the letter?
why e.g.	quest. w + mv + t + subj + obj why wrote John the letter?	quest. w + aux + sub+mv+obj why did John write the letter?
Which e.g.	quest. w + obj + mv + t + (it) <sup>1</sup> + subj which letter wrote (it) John	quest.w+obj+aux+subj+mv which letter did John write?

Quest. w – question word, mv – main verb, sub – subject, obj – object, aux – auxiliary, t – tense.

1. In WHICH questions the main verb is optionally marked with a suffix referring to the object.

The Table clearly shows two main differences between Arabic and English wh- question formation. The first difference is the use of auxiliaries in English. Arabic does not have auxiliaries. The tense is marked in the main verb, for example, the past tense of the verb «write» is /kataba/, while the verb stem is /yaktobo/. In English, the auxiliary is used to carry the tense marker. Therefore, looking at the table we notice that the main verb in Arabic has the tense marker. In this case it is the past tense.

The second difference between the Arabic and the English formation of wh-question is the order. In Arabic the main verb of the question precedes the subject. On the other hand, the order in English is different from that in Arabic in that the main verb follows the subject.

Looking at Table One, we notice that Who-question formation in Arabic is similar to that in English<sup>(1)</sup>. A Reasonable contrastive analysis-type prediction would be that beginners would more easily master English Who questions than other types of wh-questions. If the learners overgeneralize<sup>(2)</sup> this rule to form all types of wh-questions, they will produce Who questions correctly and Which and Why incorrectly. Thus, one aim of this study is to investigate whether the informants perform better on **Who** questions than on **Why** and **Which** questions.

### 2.1.2. Negative wh – question formation.

The following Table describes the similarities and differences between Arabic and English formation of negative wh-questions mainly **Who**, **Why** and **Which**.

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(1) An example of an English who-construction not mentioned in table One above is that where the who refers to the object of the main verb e.g.: **Whom were you talking to?** This type of construction, unlike the who construction mentioned in the table in which the who refers to the object of the main verb, is not similar to the corresponding structure in Arabic.

(2) Overgeneralization is a learning strategy in which the learner extends SL rules to inapplicable contexts (Selinker 1972).

**TABLE TWO: NEGATIVE WH-QUESTION FORMATION**

Question word	Arabic	English
who e.g.	quest.w + neg. f + t + mv + obj who not write the letter?	quest. w + aux + neg. f + mv +obj who didn't write the letter?
why e.g.	quest. w + neg. f + t + mv+subj+obj why not write John the letter?	ques. w +aux+neg.f+sub+mv+obj why didn't John write the letter?
which e.g.	quest. w + obj + neg. f + t+mv+subj which letter not write John?	quest. w+obj+aux+neg. f+obj+mv which letter did not John write?

quest.w = question word            mv = main verb  
 subj     = subject                    obj = object  
 t         = tense                        aux = auxiliary  
 neg.f    = negative form

The differences between the Arabic and English formation of negative wh-questions lie in the order and the use of auxiliaries. As it has been mentioned in the previous section (2.1.1.), the auxiliary in English carries tense marker, while in Arabic the tense is carried by the main verb. The word order in Arabic is different from that in English. Furthermore, Table Two shows us that the Arabic negative form is the tense marker. The negative / Lam/, which is used in this study, indicates the past tense. Thus, the table shows that in Arabic the negative form is followed by a verb stem, whereas in English the negative follows the auxiliaries and precedes the subject.

## 2.2 The aims of the study

The aims of the study could be summarized as follows:

1. To determine the process of acquisition of positive and negative wh-Questions formation mainly those beginning with **Who, Why** and **Which**.
2. To define by means of implicational scales (see Al-Buanain 1986 for review), the developmental stages of positive and negative wh-questions.
3. To investigate whether the subjects perform better in **Who** questions than in **Why** and **Which** questions.

4. To compare the subjects' performance on the translation task with that of the manipulation task. The comparison was made for the group as a whole with emphasis on certain subjects who were deviated.

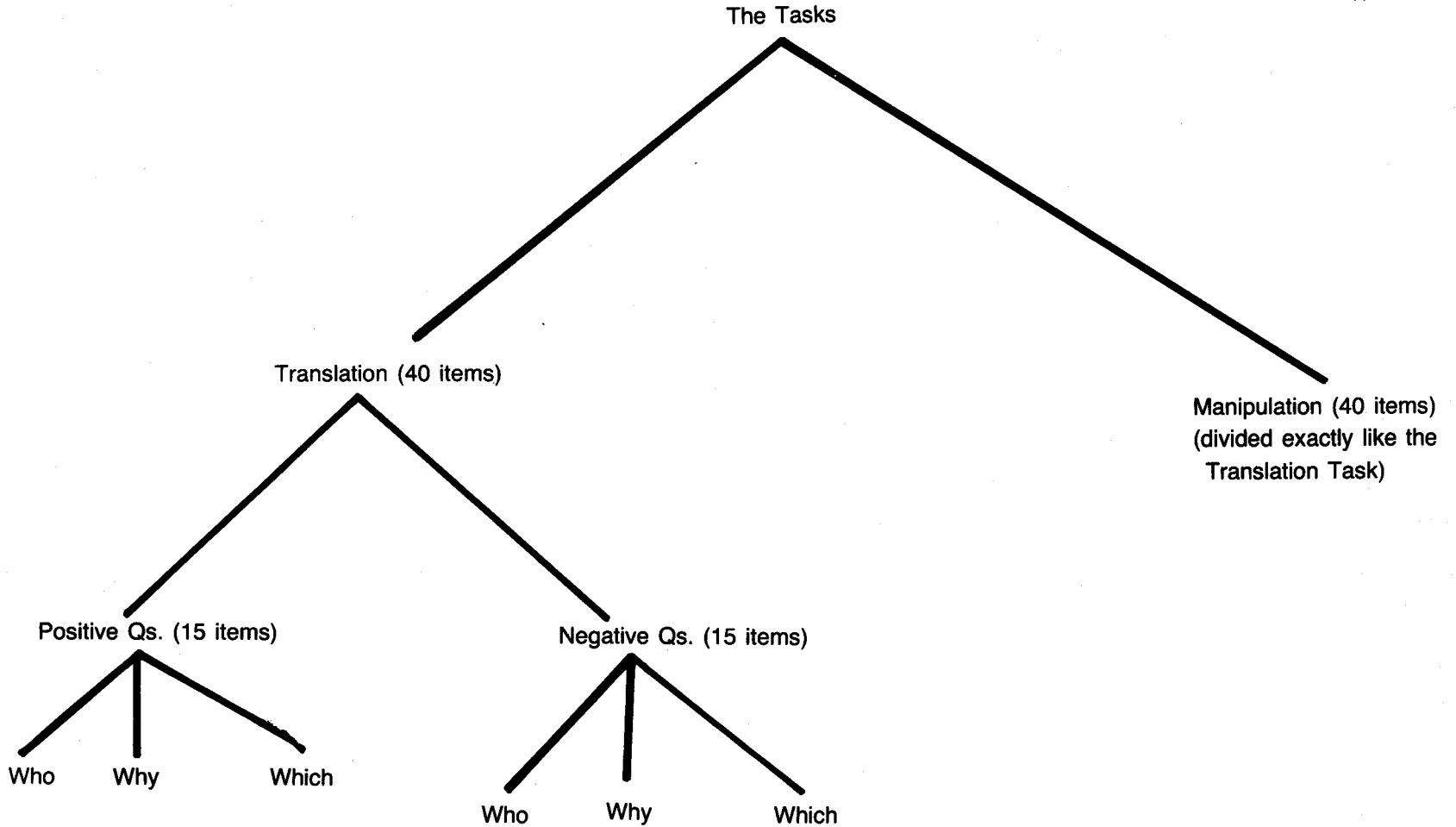
### 2.3 The Subjects

The informants of this study were twenty-eight Arabic-speaking students of English, registered as beginners, low and post-intermediate students at Basil Paterson College and the Institute for Applied Language Studies in Edinburgh. There were twelve females and sixteen males. Their ages ranged from eighteen to thirty. Some of these students, especially the males were university graduates. Their NL was the medium of instruction for their schooling and university education.

### 2.4 The Elicitation Tasks (see Appendix 1 and 2)

Three types of wh-questions beginning with **Who**, **Why** and **Which** were chosen. A set of elicitation tasks were constructed: a Translation Task and a Manipulation Task. Graphically, the elicitation materials are presented in Figure One below. On the first task, the subjects were asked to translate thirty questions, in the present and past tenses, from Arabic into English. (See Appendix 1).

**FIGURE ONE: THE ELICIATION TASKS IN THE STUDY**



The second task was Manipulation (i.e. recognition and correction). The informants were asked to change thirty statements in English into questions. These statements have the same lexical items and the same structure as in the Translation Task. The informants were asked to start with words between brackets which were question Words namely **Who**, **Why** and **Which**. The division and the numbers were similar to those on the Translation Task. (See Appenix 2).

In order to measure the features we were interested in, namely the effect of wh-word on the order of acquisition, we kept the other items consistent. We, for example, used the same lexical items and the same tense.

The Translation Task was given to the informants before the Manipulation Task. This approach was mainly to observe how the students would respond when they do not have the TL version from which they could get some hints to perform the task. (This will be illustrated latter).

## **2.5 Criteria for assessment.**

In a study in which one is dealing with variation and moreover, expects a great deal of variation to occur, a fundamental and crucial question is: On what basis would one know what to count and what to discount when analyzing data?

Most investigators concerned with SL learning are fundamentally interested in the learning process. The vast literature concerned with SLA is aimed at trying to discover the orderliness (or lack thereof) of the learning process as reflected in the gradual acquisition of various structures, as the case in this study, or phonological features over time. If similarities are observed, some sort of universal, i.e. a central tendency, of stages in acquiring any particular structure through several IL steps can be constructed.

If the early forms are incorrect, the intermediate forms a mixture of correct and incorrect forms, and the final forms correct, then, we need criteria for assessing and of analyzing the data in order not to discount incorrect responses which would allow us to interpret these incorrect forms as steps building towards a final resolution of the syntactic system.



Our criteria (and analysis) then, would not necessarily consider items and judge them as RIGHT or WRONG, but, rather would permit us to say that «this is the form(s) used in Stage 1, this is the form(s) used in Stage 2, and so on».

### 2.5.1. Method of analysis.

Bearing in mind the aims of this study (section 2.2), we considered certain sentences and discounted certain others. The following types of errors were discounted:

a. **Errors of lexical selection:** Such errors were found in the translation task, e.g. «cut» instead of «tear», «take» instead of «receive».

b. **Errors of addition:** This type of error was found in the translation task, mainly in **Which** questions. Some informants added unnecessary elements to the questions. The following examples are taken from the informants productions.

1. Which letter has John sent it?
2. Which letter didn't John write it?
3. Which letter didn't John tear it?

The addition of the pronoun is an obvious evidence of negative transfer from Arabic. As previously mentioned, in Arabic the main verb in such contexts is optionally marked with a suffix which refers to the object of the sentence.

Another example of an error of addition is the use of definite article in a place where it should be omitted, e.g. Which the letter did John send?. Such errors of addition were found on both tasks.

c. **Errors of tense and aspect:** Tense and aspect were not considered of great importance in this study (although there are some exceptions which will be mentioned latter). Sentences with different tenses were accepted, for example,

1. Which letter do/does/ did John write?
2. Why do/does/did John tear the letter?
3. Why is/was John receiving the letter?
4. Which letter has/had John sent?

The correct tense of the above questions used for elicitation should be the past simple. These type of errors were found in the traslation task. The traslation task required sentences only in present simple or past simple tense. However, since in Arabic the present simple and the progressive are distinguished **only** by the use of adverbs<sup>(1)</sup>, we accepted sentences in present simple and present progressive. Sentences in the present simple, present perfect and past perfect were accepted too, because in Arabic aspect is usually marked by adverbs.

d. **Errors of spelling:** A lot of spelling errors were found in the traslation task but were ignored.

## 2.6. Results and Comments

### 2.6.1. Positive Wh – question formation.

We will start by giving examples of acceptable responses in this part of the study:

1. Why is / was John reading the letter?
2. Why has / had John read the letter?
3. Why do / does John tear the letter?
4. Which letter is / was John sending?
5. Which letter do / does / did John receive?
6. Which send / sends / sent the letter?
7. Who send/sends/sent the letter?

The following examples illustrate incorrect responses that were not accepted:

1. Who do / does / did send Jhon the letter?
2. Which is letter John reading it?
3. Who is / was read the letter?

Two stages were identified throughout the analysis of the data. (See Table 4, Appendices 3 and 4).

**Stage one: Undifferentiation:** Learners did not distinguish between **Who** and **Why/Which** questions.

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(1). The present progressive is always indicated by the adverb **NOW**, while the present simple is written without **NOW**.

a) **Neither inversion nor insertion:** Both **Who** and **Why/Which** questions were uninverted. At this stage learners produced **Who** questions correctly but **Why** and **Which** questions incorrectly. This could be attributed to transference from the NL, although the error analyses which have been completed to date suggest strongly that a majority of learners' deviations are attributable to the interlanguage process rather than transfer from the NL (Section 1). If we look at Appendices 3 and 4, (the implicational scale, the translation task), we can see this stage clearly with informants 1, 21 and 24 who seem to use the strategy of syntactic overgeneralization.

They used the Arabic order (i.e. **Who + Main Verb + Object**;

**Why + Main Verb + Subject + Object** and **Which + Object + Main Verb + Subject**), when they translated the questions into English. They produced **Who** questions correctly but **Why** and **Which** questions incorrectly. On the Manipulation Task informants 3, 21 and 24 used the same technique.

b). **Insertion without inversion:** Here the informants produced questions such as: Why John does read? and Why John did write? Examples of this stage are informants 13, 18, 20 and 26 on the Translation Task and informants 17, 18, 19, 25 and 20 on the Manipulation Task, (Appendices 3 and 4). The informants produced **Who** incorrectly because of the inappropriate insertion of the auxiliary e.g. \***Why John did read?**

c). **Incipient insertion and inversion:** The three kinds of wh-questions were sometimes inverted with certain insertions made, so that the informants variably produced **Who**, **Which** and **Why** questions correctly. This could be seen in the performance of informants 15 and 22 on both tasks.

d). **Insertion and inversion:** Here the learners produced **Who** questions correctly. Instances of this were informants 6 and 8 on both tasks.

**Stage two: Differentiation:** The learners distinguished between **Who** and **Why/Which** questions.

a). **Incipient non-insertion for Who questions:** The informants invariably got **Why** and **Which** correct, but on **Who** questions there was variation, e.g. informants 4 on the Translation Task and informants 4 and 2 on the Manipulation Task.

b). **Non - insertion and non - inversion for Who questions:** The learners produced **Who, Why** and **Which** questions correctly. This is shown in the production of informants 10, 12, 14, 16 and 27 on the Translation Task and 10, 11, 12, 14, 16, 27 and 28 on the Manipulation Task.

The following Table (Table 3) summarizes the two stages described above.

**TABLE THREE:**

wh - question formation	Informants number <sup>1</sup>	
	Translation	Manipulation
<b>Stage 1</b>		
a. Neither insertion nor inversion auxiliaries	1, 21, 24	3, 21, 24
b. Insertion without inversion	13, 18, 20, 26,	17, 18, 19, 25, 26
c. Incipient insertion and inversion	15, 22	15, 22
d. Insertion and inversion	6, 8	6, 8
<b>Stage 2</b>		
a. Incipient non - insertion of auxiliaries for <b>Who</b> questions	2, 4	2, 4
b. Neither insertion and inversion for <b>Who</b> questions.	10, 12, 14, 16, 27,	10, 11, 12, 14, 16, 27, 28

The findings of this study in broad outline are similar to those of Cazden, Cancino, Rosansky and Schumann, 1975. However, those developmental stages are not always separate but often overlapping, since interlanguage is a «dynamic system» (Corder, 1981), we cannot isolate stages. In addition, there are times when the learner seems to regress to an earlier stage.

Two implicational scales of the different wh - words were made, (see Appendices 3 and 4). The scales show that **Why** questions were the most likely to be correct while **Which** questions were the least likely to be correct

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1. These informants are only examples of the different stages. More information is indicated in the implicational scales (Appendices 3 and 4).

on both tasks (the Manipulation and the Translation Tasks). This would seem to indicate that correct **Why** question formation is likely to be acquired earlier than **Who** and **Which** question formation.

### 2.6.2 Comparing some learners performance of wh – question formation on the two tasks

There was a degree of variation from subject to subject and even in the performance of one subject in his responses on the Translation Task and his responses on the Manipulation Task. Some informants acted differently from the rest of the group. They showed great variability in producing correct and incorrect wh-questions on both tasks. Professor Corder (1971) speaks of «idiosyncratic dialects». Idiosyncratic dialects need not have shared rules. Those students, for example, who seem to differ in their responses from the majority of the group, may in fact be testing different hypotheses. An analysis of the variation therefore can be very revealing in the study of interlanguage continua.

It seems to be the case that informant 1 used a transfer learning strategy in her translation from Arabic into English. She used the Arabic order of **Who**-question formation, so she produced **Who** questions correctly but why and **Which** questions incorrectly. On the other hand, on the Manipulation Task, she produced **Who**, **Why** and **Which** incorrectly. Possibly, she was given some clues from the Manipulation Task, e.g. the use of auxiliaries in negative wh - questions reminded her of the auxiliaries.

### 2.6.3 Formation of negative wh - questions.

(see Table Two Section 2.4 and Appendix 2).

Here are examples of the informants performance:

1. Why John didn't tear the letter?
2. Why doesn't do/didn't John tear the letter?
3. Why isn't/wasn't John read / reading?
4. Why John isn't / wasn't read / reading?'
5. Which letter not John send?
6. Which letter isn't wasn't John write / writing?
7. Who didn't / doesn't receive the letter?
8. Which letter didn't / doesn't / don't John reading?

Form the questions produced by the learners it was possible to define several apparent stages of development.

**The preliminary stage:** Students used positive statements instead of negative sentences, for example, Subject 24 the Translation Task and Subject 9 on the Manipulation Task. These two informants avoided the use of negative on one task but performed it on the other. (The two informants performance will be discussed later).

**The first stage: Non - inversion:** This stage can be divided as follows:

a). **The use of Not** as negator before the verb. The negative element appeared with sentence - **Not** is inserted directly before the main verb. Informant 18, for example, produced, on the Translation and the Manipulation Task the following questions:

- \* 1. Which letter not tear John?
- \* 2. Why John not receive the letter?
- \* 3. Who not read the letter?

b). **Unanalysed Auxiliary + Not** : Here, there was an increase in the use of **Auxiliary + not + Main Verb**.

e.g. don't  
doesn't  
didn't + Main Verb<sup>(1)</sup>  
wasn't  
isn't

The **Auxiliary + Not** was overgeneralized and used as a negative filler in a place of forms (didn't). It was considered simply as one word rather than (do + not) or (is + not). Similar results were found in Schumann et al. in Hatch (1978). An example of this stage was the performance of informant 9 on the translation task: **Why John don't read the letter?**. The a) and b) of this stage could be described as

- correct form
- inversion

c). **Analysed Don't:** The auxiliary Do began to emerge as a tense carrier as to distinguish between **Don't/Doesn't** and **Didn't**. At the same time, and most importantly is that learners produced correct forms and started subject/ verb inversion. This substage could be described as:

- + correct form
- ± inversion

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(1). See section 2.5. «Errors of tense and aspect».

At this stage, the learner produced **Who** questions correctly, but **Why** and **Which** questions variably correct. On the Translation Task, informants 1, 3, 5, 7, 8, 9, 13, 17, 20, 21, 22, 23, 25, and 26 are examples of this stage. On the Manipulation Task informants 5, 7, 10, 13, 20, 22, 23, 24, 25 and 26 are examples of the same stage.

**The second stage: Inversion of Didn't and the subject:**

This stage could be described as

- + correct form
- + inversion

Therefore, learners got **Why**, **Which** and **Who** correct.

Informants 1, 6, 8, 11, 12, 17, 27, and 28 (on the Translation Task) and 1, 6, 8, 11, 12, 27 and 28 (on the Manipulation Task) are examples of this stage.

The following table illustrates the stages described above.

**TABLE FOUR:**

Formation of negative wh – question	Number of Informats	
	Traslation	Manipulation
1. <b>The preliminary stage:</b> avoiding the use of the negatives	24	9
2. <b>The first stage:</b> Non-inversion – correct form    a) The use of «not» – inversion        b) Unanalysed «aux+not». + correct form    c) Analysed «don't» ± inversion	18  1,3,5,7, 8,9,13,17,	18  22, 23, 24, 25, 26
3. <b>The Second stage:</b> Inversion of «didn't» and subject  + correct form + inversion	28,27,16, 12,11,6	28,27 17,12,6

As stated before, these stages are not quite separate, but overlapping.

The implicational scales (see Appendix 3) indicated that **Who** questions were the most favoured while **Which** Qs were the least favoured. The reason may be that in **Who** questions learners had to omit the subject and replace it with the question word without making any inversion. On the other hand, **Which** questions were the least favoured, this might be due to the fact that **Which** questions were different from **Who** and **Why**. The formation, for example, of **Which** questions was more difficult than the **Who** and **Why** questions.

#### 2.6.4. Comparing some learner's performances on negative wh - question formation

Some of the students deviated from the rest of the group. Informant 24, for example avoided using the negative on the Translation Task. Such behaviour might be because he did not know or was not sure of how to cope with the negative on the Translation Task. Possibly, he was avoiding translating the negative wh – questions from Arabic into English. On the other hand, on the Manipulation Task, he got **Who** correct and **Why/Which** variably correct. A similar case was informant 9.

### 3. CONCLUSIONS:

From the analysis of the data we concluded that:

1. The informants did not perform better on the formation of positive **Who** questions **Which** has the same order as in their NL (see Table One). On the other hand, they were better on the negative **Who** question formation which has a different order in Arabic. The strong version of the CAH, which claim that transfer from the NL is the most important strategy that learners tend to employ, is not strongly reflected in this study.

2. This study seems to support the notion of stages in Interlanguage. Stages which are not clearly separate from each other, but overlapping.

3. On the whole, learners performance on the Manipulation Task were better than on the Translation Task. This emphasises the idea that NL influence is strongly evident in word to word translation of phrases. Evidence for this comes from several sources. Krashen (1981) quotes Duskova (1969), who states that «interference from the mother tongue.. was plainly obvious in errors of word order and sentence construction». He also quotes LoCoco (1975), who states that «high incidence of interlingual (L1 interference) errors in German was due to word errors..»



## Appendix 1

The questions were divided as follows<sup>(1)</sup>:

1. Fifteen questions:
  - a. Five questions on **Who**, (numbers 1, 28, 13, 37, and 38)  
**e.g. Who wrote the letter? question No. 1**
  - b. Five questions on **Why**, (numbers 6, 18, 27, 39 and 20)  
**e.g. Why wrote John the letter? question No. 6**
  - c. Five questions on **Which**, (numbers 3, 34, 9, 21 and 24)  
**e.g. Which letter wrote it John? question No. 3**
  
2. Fifteen negative **wh**-questions divided as follows:
  - a. Five negative **Who** questions (numbers 3, 14, 17, 26 and 10)  
**e.g. Who not write the letter? question No. 31**
  - b. Five negative **Why** questions (numbers 8, 2, 12, 23 and 32)  
**e.g. Why not write John the letter? question No. 8**
  - c. Five negative **Which** questions (numbers 4, 19, 30, 36 and 15)  
**e.g. Which letter not write it John? question No. 4**
  
3. Ten questions in the present tense on **Why**. Five questions with singular subjects and the other five with plural subjects. The questions with singular subject noun phrases are 5, 11, 22, 29, and 33.  
**e.g. Why read Mary English? question No. 5**  
On the other hand, questions 25, 16, 7, 35, and 40 have plural subjects.  
**e.g. Why read John and Mary English? question No. 25**

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(1) Please note that the Arabic sentences are given in the form of literal English translation.

الاسم : \_\_\_\_\_ الصف : \_\_\_\_\_

الرجاء ترجمة هذه الاسئلة من اللغة العربية الى اللغة الانجليزية

- ١ - من كتب الرسالة ؟
- ٢ - لماذا لم يقرأ جون الرسالة ؟
- ٣ - أي رسالة كتبها جون ؟
- ٤ - أي رسالة لم يكتبها جون ؟
- ٥ - لماذا تقرأ ميري ؟
- ٦ - لماذا كتب جون الرسالة ؟
- ٧ - لماذا يتكلم جون وميري ؟
- ٨ - لماذا لم يكتب جون الرسالة ؟
- ٩ - أي رسالة أرسلها جون ؟
- ١٠ - من لم يمزق الرسالة ؟
- ١١ - لماذا يكتب جون ؟
- ١٢ - لماذا لم يرسل جون الرسالة ؟
- ١٣ - من تسلم الرسالة ؟
- ١٤ - من لم يقرأ الرسالة ؟
- ١٥ - أي رسالة لم يمزقها جون ؟
- ١٦ - لماذا لم يكتب جون وميري ؟
- ١٧ - من لم يرسل الرسالة ؟
- ١٨ - لماذا قرأ جون الرسالة ؟
- ١٩ - أي رسالة لم يقرأها جون ؟
- ٢٠ - لماذا مزق جون الرسالة ؟
- ٢١ - أي رسالة تسلمها جون ؟
- ٢٢ - لماذا تتكلم ميري ؟
- ٢٣ - لماذا لم يتسلم جون الرسالة ؟
- ٢٤ - أي رسالة مزقها جون ؟
- ٢٥ - لماذا يقرأ جون وميري ؟

## Appendix (2)

1. Fifteen statements to be changed into **Who**, **Why**, and **Which** questions. They were divided as follows:
  - a. Five statements to be changed into **Who** questions. (numbers 1, 28, 37, 13 and 38).  
e.g. John wrote the letter. (who) **statement No. 1**
  - b. Five statements to be changed into **Why** questions. (numbers 6, 18, 27, 39 and 20).  
e.g. John wrote the letter. (why) **statement No. 6**
  - c. Five statements to be changed into **Which** questions. (numbers 3, 34, 9, 21 and 24).  
e.g. John wrote the letter. (which) **statement No. 3**
  
2. Fifteen statements to be changed into negative wh-questions. They were divided as follows:
  - a. Five statements with **Who**, (numbers 31, 14, 17, 26 and 10)  
e.g. John didn't write the letter. (who) **statement No. 31**
  - b. Five statements with **Why**, (numbers 8, 2, 12, 23, and 32)  
e.g. John didn't write the letter. (why) **statement No. 8.**
  - c. Five statements with **Which**, (numbers 4, 19, 30, 36 and 15)  
e.g. John didn't write the letter. (which) **statement No. 4**
  
3. Ten statements in the present tense to be changed into **Why** questions (five) statements with singular subjects and the other five with plural subjects) Statements 5, 11, 22, 29, and 33 have singular subjects.  
e.g. Mary reads English. (Why) **statement No. 5.**  
Statements 25, 16, 7, 35, and 40, have plural subjects.  
e.g. John and Mary read English. (why) **statement No. 25.**

## Appendix (1)

NAME:..... CLASS:.....

KINDLY, CHANGE THE FOLLOWING STATEMENTS INTO QUESTIONS.  
START WITH THE WORDS IN THE BRACKETS; MAKE GRAMMATICAL  
ADJUSTMENTS, IF NECESSARY.

1. John wrote the letter. (who).
2. John didn't read the letter. (why).
3. John wrote the letter. (which).
4. John wrote the letter. (which).
5. Mary reads. (why).
6. John wrote the letter. (why).
7. John and Mary speak. (why).
8. John didn't write the letter. (why).
9. John sent the letter. (which).
10. John didn't tear the letter. (who).
11. John writes. (why).
12. John didn't send the letter. (why).
13. John received the letter. (who).
14. John didn't read the letter. (who).
15. John didn't tear the letter. (which).
16. John and Mary write. (why).
17. John didn't send the letter. (who).
18. John read the letter. (why).
19. John didn't read the letter. (which).
20. John tore the letter. (why).
21. John received the letter. (which).
22. Mary speaks. (why).
23. John didn't receive the letter. (why).
24. John tore the letter. (which).
25. John and Mary read. (why).
26. John didn't receive the letter. (who).
27. John sent the letter. (why).
28. John read the letter. (who)

29. John studies. (why).
30. John didn't send the letter. (which).
31. John didn't write the letter. (who).
32. John didn't tear the letter. (why).
33. John teaches. (why).
34. John read the letter. (which).
35. John and Mary study. (why).
36. John didn't receive the letter. (which).
37. John sent the letter. (who).
38. John tore the letter. (why).
39. John received the letter. (why).
40. John and Mary teach. (why).

Appendix 3

wh - question formation

Transl ation				Manipu lation			
no.	why	who	which	no.	why	who	which
18	-	-	-	18	-	-	-
20	-	-	-	25	-	-	-
26	-	-	-	26	-	-	-
13	-	-	-	17	-	-	-
3	-	⊙	-	19	-	-	-
23	-	⊙	-	20	-	⊙	-
9	-	⊙	-	13	-	⊙	-
1	-	⊕	-	23	-	⊙	-
21	-	⊕	-	9	-	⊙	-
24	-	⊕	-	24	-	⊕	-
25	V	-	-	3	-	⊕	-
19	V	-	-	21	-	⊕	-
17	V	-	⊙	5	V	-	⊙
7	V	-	⊙	7	V	-	⊙
5	V	-	⊙	22	V	V	V
15	V	V	V	15	V	V	V
22	V	V	V	8	+	⊖	+
28	V	⊕	V	6	+	⊖	+
2	+	V	V	1	+	V	V
11	+	V	V	4	+	V	⊕
8	+	⊖	+	2	+	V	⊕
6	+	⊖	+	14	+	+	+
4	+	⊙	+	10	+	+	+
27	+	+	+	11	+	+	+
16	+	+	+	16	+	+	+
12	+	+	+	12	+	+	+
14	+	+	+	27	+	+	+
10	+	+	+	28	+	+	+

(+) = + correct

no. = number of informants

(V) = variable correct

(-) = incorrect

O = deviation

Appendix (4)

Positive Wh-question formation

The actual score of the individuals

no.	why		who		which	
	T	M	T	M	T	M
1	0	5	5	4	0	3
2	5	5	3	1	4	5
3	0	0	3	5	0	0
4	5	5	3	3	5	5
5	4	2	0	0	3	2
6	5	5	0	0	5	5
7	2	4	0	0	2	1
8	5	5	0	0	5	5
9	0	0	4	4	0	0
10	5	5	5	5	5	5
11	5	5	4	5	4	5
12	5	5	5	5	5	5
13	0	0	0	2	0	0
14	5	5	5	5	5	5
15	4	4	1	1	2	3
16	5	5	5	5	5	5
17	1	0	0	0	1	0
18	0	0	0	0	0	0
19	2	0	0	0	0	0
20	0	0	0	2	0	0
21	0	0	5	5	0	0
22	2	4	1	2	2	1
23	0	0	4	4	0	0
24	0	0	5	5	0	0
25	2	0	0	0	0	0
26	0	0	0	0	0	0
27	5	5	5	5	5	5
28	3	5	5	5	3	5

(5) = (+)

(4-1) = (V)

(0) = (-)

(+) = correct

(V) = Variable correct

(-) = incorrect

no. = number of informants

T = Translation

M = Manipulation

Appendix 4

Negative wh-question formation

translation				Manipulation			
no.	who	why	which	no.	who	why	which
24	0	0	0	9	0	0	0
18	-	-	-	18	V	-	-
4	V	-	-	19	+	-	-
19	0	V	-	21	0	V	V
10	V	V	-	4	+	V	V
1	+	V	V	5	$+(\frac{4}{4})$	V	V
3	+	V	V	7	$+(\frac{4}{4})$	V	V
5	+	V	V	10	+	V	V
7	+	V	V	13	+	V	V
8	+	V	V	20	+	V	V
9	+	V	V	22	$+(\frac{3}{3})$	V	V
13	$+(\frac{2}{2})$	V	V	23	+	V	V
17	+	V	V	24	$+(\frac{3}{3})$	V	V
20	+	V	V	25	+	V	V
21	+	V	V	26	+	V	V
22	+	V	V	3	+	+	V
23	+	V	V	14	$+(\frac{4}{4})$	+	V
25	+	V	V	15	+	+	V
26	$+(\frac{4}{4})$	V	V	2	0	+	+
14	+	+	V	1	+	+	+
15	+	+	V	6	+	+	+
2	+	+	+	8	+	+	+
6	+	+	+	11	$+(\frac{3}{3})$	+	+
11	+	+	+	12	$+(\frac{3}{3})$	+	+
12	+	+	+	16	+	+	+
16	+	+	+	17	+	+	+
27	+	+	+	27	+	+	+
28	+	+	+	28	+	+	+

(+) = + inversion

+ correct form

(v) = - inversion

+ correct form

no. = number of informants

(-) = - inversion

- correct form

(0) + no occurrence



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#### Abbreviations for Journals

IRAL – International Review of Applied Linguistics

TESOL Q – Teachers of English to Speakers of Others Languages Quarterly