

PalArch's Journal of Archaeology of Egypt / Egyptology

DEVELOPMENTAL STAGE OF ENGLISH COPULA WH-QUESTIONS OF PRESENT TENSE IN MATRIC LEVEL PAHARI SPEAKERS

Muhammad Atteeq Abbasi¹, Prof. Dr. Haroon Ur Rasheed²

¹Ph.D. Scholar University of A. J & K Muzaffarabad Pakistan.

²Dean Faculty of Arts, University of A. J & K Muzaffarabad Pakistan

Email: latiq.abbasi70@gmail.com

Muhammad Atteeq Abbasi, Prof. Dr. Haroon Ur Rasheed. Developmental Stage of English Copula Wh-Questions of Present Tense in Matric Level Pahari Speakers -- PalArch's Journal of Archaeology of Egypt/Egyptology 19(1), 444-463. ISSN 1567-214x

Key Words: Developmental Stages, English Language Teaching, Copula Wh-Questions, Interlanguage, Pedagogical Implications

ABSTRACT

Over the last few decades, questions related to developmental studies have attracted significant attention and remained the focus of English language teaching research. The researcher, being an English teacher, at Secondary School Level found that our learners show very weak mastery in simple English structures. The present study aims at exploring developmental stage present in English copula *Wh* questions of present tense in the interlanguage of Secondary School Level Pahari speakers of Murree. Further it aims to explore how the teacher can teach these interrogatives effectively. Data were collected from randomly selected two boys' and two girls' Secondary Schools of Murree. Randomly selected 40 learners, 10 from each school were taken as the subjects of the study. The questionnaire contained 31 Pahari questions written in Urdu script to be translated into English question equivalents and a grammaticality judgment test. Data were analyzed using Statistical means and percentages. The results show that the Secondary School Level learners of this study are at stage three of their English copula *Wh* questions development. Pedagogical implications and suggestions are given at the end.

INTRODUCTION

English is known as an international language. Larsen-Freeman (1991: 1) states that English is spoken as a foreign language by a majority of the people in the world. It is an international language for commerce, business, science, and technology. It is also used for international diplomacy and relations. Similarly, English is rapidly spreading in Pakistan, where 18 million people

speak the language, making it Asia's third-largest English-speaking country (Boltan, 2008). Since 1947, the Pakistani government has placed a high value on English. English was designated as the language of, knowledge, contemporary technology, and worldwide communication in the 1979 National Education Policy. Since then, it has been regarded as a mandatory subject from first grade through B.A. (Chishty, 2011). Pakistan, on the other hand, is a multilingual country with Urdu as the national language and language hierarchy includes English as the official language, Urdu as the national language, and indigenous languages (Rahaman, 2009).

One of these local and indigenous languages is Pahari, spoken by people who live in the Pahars (hills) that stretch from Nepal to Pakistan. This extensive chain of languages includes a variety of dialects and variants. Murree, Kotli Sattian, Guliat, Circle Bakot, and the surrounding districts of Kashmir and Khyber Pakhtunkhwa province speak one of these variants. Pahari, like other indigenous languages in these places, is disregarded, undeveloped, and underprivileged, with no correct orthography (Abbasi, 2010; Abbasi, Khattak, Saeed & Abbasi, 2021)

When foreign language learners are away from their classrooms, they do not have convenient contexts for communication (Brown 2001: 116). But in our context, the researcher being a teacher observed that even in English language classrooms no effort is made to use English; instead, the language of instruction is Urdu (Butt & Rasool, 2012)

Pahari-speaking ESL learners find it very difficult to ask questions, even many academic years of English learning does not remove their fear of making appropriate question. This is because the quality of English learning in Pakistan is very poor (Bilal, Tariq, Hayat Ali, & Ahmed, 2013; Butt & Rasool, 2012; Gulzar, 2009; Khurshid & Hassan, 2015), also a substantial frame of studies have been conducted over the last few decades on the developmental stages of questions in the world, a few researchers explored the development of interrogatives in Pakistan, a very little is known about the copula Wh questions of present tense developmental stages, patterns and forms, present in the interlanguage of Secondary School level Pahari ESL learners. This study intends to fill this gap which will provide ample insight into the ways English is taught in these institutions.

Communicative performance in English Second Language (ESL) depends upon the acquaintance of linguistic features. These structures are learned in developmental stages or sequences which guide the learners towards the full acquisition of grammatical forms. Language learning is considered an innovative process. The grammar of a language progresses in developmental stages and at each stage, the learner's utterances match the rules and regularities learned at that stage. The mistakes made by the language acquirers reveal these rules. They seem to be pleased in making the use of the rules they have formed from the input of the language they received (Al-Buainain, 2003) According to studies, all learners, regardless of age or mother language, go through common developmental sequences of morpho-syntactic regions with minor variances (Larsen-Freeman & Long, 1991). English interrogative is

similarly a syntactic category, learned through developmental sequences, since its development in native speakers follows a predictable pattern (Milon, 1972). But Pahari speaking ESL learners undergo numerous difficulties in acquiring English interrogatives. They lack language input not only in their homes but also in the classrooms. Therefore, the researcher designed the present study to observe the sequences and forms of English interrogatives in the interlanguage of Pahari-speaking secondary school level ESL learners of Murree. It was also the goal of the researcher to make known to English teachers the real problems faced by their students in acquiring the English language in common and its interrogatives in particular.

The standard and the quality of English in Pakistan are declining rapidly (Bilal, Tariq, Hayat Ali, & Ahmed, 2013; Butt & Rasool, 2012; Gulzar, 2009). ESL learners in Pakistan cannot achieve a target like proficiency even after several years of academic learning. The same is true for Pahari-speaking English learners, as this researcher has observed throughout his teaching career. In contrast, native speakers of English attain target competence in grammatical functions like interrogatives in early childhood. Their performance is due to the quality and amount of input they take (Abbasi, Ahmad, & Khattak, 2010). The imperfect language of Pahari ESL learners compelled the researcher to conduct the present study. He feels it significant to study the acquisition of English interrogatives because questioning and answering are two very important aspects of human conversation. Morishita and Harada (2015) argue that in all events interlocutors produce a series of questions and responses for successful communication. The capability to understand and react to questions correctly and the ability to yield questions rapidly and properly are indispensable for concurrent communication (Andriyani, 2016). So, this was the intention behind this research project on the speakers of the researcher's native language and also on the level of the education he teaches.

This research will lead language policymakers to re-inspect the ways English is taught, assessed, and evaluated in the educational institutions of Pakistan. The research will be helpful for the pedagogy to resolve the difficulties of their pupils in acquiring the target interrogatives in English. The study will also contribute to the body of knowledge on developmental sequences for ESL learners. It will help teachers identify the difficulties that students have in operating the obtained feedback from teachers. Additionally, it will be valuable for educators, their parents, English learners, and anybody else interested in the spread of the English language in some way. This will aid comprehension of interim grammar as an interlanguage linguistic framework. Since the concept of interlanguage is useful for language teachers because mistakes are not viewed as incorrect utterances but as models of learners' growing interlanguage (Ellis, 1988).

Secondary School Level ESL learners were selected for a better comprehension of the procedures of ESL interrogatives acquisition. The intention in selecting L1 Pahari-speaking secondary level ESL learners is to bring new evidence on the acquisition of English questions from the group of people whose English questions' development have never been the focus of a

complete investigation. Another reason for their selection is that the researcher himself is a native speaker of Pahari and he has a long experience of teaching at the secondary level. The reason for focusing on the acquisition of interrogatives is the following: For the production of questions, learners must already have the knowledge and command of many linguistic features, as question formation involves the application of many linguistic rules, and their use shows a broad perspective of the learners' linguistic competence (Al-Buainain, 2003). The researcher highly inspired by the review of previous research put forward the research questions of this study in the following section

Research Questions

The study's goal is to find answers to the following research questions.:

- i. What developmental stage for English copula Wh-questions of the present tense is exhibited in the interlanguage of Pahari-speaking secondary school level learners of Murree?
- ii. How the ESL instructors can teach these interrogatives effectively?

CITED LITERATURE

Language Acquisition is a process that denotes the stages of development that beginners must go through to reach targeted language structures. It is primarily concerned with how language learners gradually acquire a target language linguistic characteristic (Ellis, 1994). Ravem (1968) performed the first study on exploring English interrogative learning stages. He found that at stage first, learners make questions by rising intonation in declarative word order, or a symbol of the question was added. In some of the *yes/no* questions, at the second stage inversions occurred, but there was no inversion in Wh-questions. Meanwhile, in a few *yes/no* questions 'do' was inverted.

In the end, just a few negative questions occurred lacking inversion (Ravem, 1968,1974). Cazden (1975) in the well-known Harvard Project research, tested six Spanish speakers and discovered that during the initial stage, questions were formed by increasing intonation. At the second stage, Wh-questions occurred, but there was no subject-verb inversion and usually, no auxiliary verb found. Inversion and excessive inversion emerged at stage three. Finally, in the fourth level, learners achieved the complete target structure, distinguishing between embedded and simple questions and inverting only in the latter.

Adams (1978) studied the natural speech of ten subjects whose L1 was Spanish and discovered three distinct stages of question formation. Initially, declarative word order was utilized to construct sentences, and the sole indication of a question was its increasing intonation. At a later stage, the most prevalent manner to make questions was with rising intonation, and there were no auxiliary parts present; 'do' and 'be' appeared only in a few sentences. However, by the third stage, be-inversion had been stabilized for all types of questions. Simultaneously, more modals in the form of inversion began to arise in order to make interrogatives.

Ellis (1999) presented the question acquisition systems of learners in four stages. At first questions with intonation appeared, i.e., having declarative word order of sounds uttered with intensifying intonation. In the next stage, some correct Wh-questions were achieved though without the inversion of subject-verb and often there was the omission of auxiliaries. Afterward, inversion appeared while in negative questions subject-verb inversion didn't occur. Embedded questions seemed always to be challenging, not only for L1 learners but also for the L2 learners as well. At the final stage, embedded questions in his subjects appeared in the form of subject-verb inversion. This was due to the overgeneralization of the rule. Embedded questions refer to questions or statements in which other interrogatives are embedded, for example:

Can she tell me who the girl is?

Few utterances were with a subject-verb inversion but some of them were with over-inversion. This was due to the overgeneralization of inversion. It is explored from the above findings, that learners of L1 and L2 equally go through these four stages while learning question constructions (Ravem, 1974; Cazden, 1975; Adams, 1978; Ellis, 1994; Ellis, 1999). Stage 1=Stage 2 =Stage 3 = Stage 4 (“=” means “precede to learn”). So, we conclude that stage 1: is a “non-communicative” stage through which learners produce “intonation interrogatives”, i.e., sounds having declarative order of words but uttered with an increasing intonation. Also, there looks some. wh-questions at this stage but most probably they are acquired in the form of ready-made chunks. For instance, we are eating? Stage 2: at this stage, Creative Wh-interrogatives look, while there is no subject-verb inversion, often the auxiliary verbs are absent. For instance,

When you play?

At Stage 3 Copula/Aux Inversion occurs but inversion with ‘be’ appears before inversion with ‘do’. For instance,

Are you Mutaal?

Is he know English?

However, in negative questions, subject-verb inversion doesn't occur. For instance, why you can't go school now? Embedded questions appear at Stage 4 Who tells what this is? These questions develop at the last. At first, with their appearance, the apparent thing is subject-verb inversion. This is an overgeneralization of the inversion rule they have in mind. Furthermore, there is another question type learned in this stage, i.e., the questions in which the ‘Wh-word’ appears as a subject of a sentence’ as in typical Wh-questions, these sentences are preceded by an auxiliary or a copula. As, Can she tell me who is she?

Past research shows that there are two main types of wh-questions. 1. Argument questions: These are the type of questions that ask about the major constituent of a sentence, all *Who* and *What* questions are grouped in argument questions, as well as some *Who*, *What*, *Whose*, and *Where* questions. Argument questions are reported to develop before adjunct questions, 2.

Adjunct questions: These questions show a semantic relationship of the whole events discussed in a sentence, all *when* and *why* questions are included in adjunct questions. The positions associated with time, place, reason, and manner are referred to as "adjunct positions" in linguistic theories. The developmental stages in which children generally acquire question formation are *yes-no- what- where- whose- who- whom- which- why- how* and *when*. (Ervin-Tripp, 1970; Tyack & Ingram, 1977; Bloom, Merkin & Wootten, 1982; Almacioglu, 2013). Past research indicates that children prefer to acquire the most concrete things earlier and the abstract things later stages when their cognitive abilities developed to the maximum. Studies show that one of the earliest wh-words acquired is '*What*' which has concrete referents (Ervin-Tripp, 1970; Tyack & Ingram, 1977; Moradlou, Zheng, Ye & Ginzburg, 2021). One of the last wh-words learned is '*when*' its correct response usually needs knowledge of a non-concrete chronological relationship (Cairns & Hsu, 1978; Almacioglu, 2013).

Usually, children's production of Wh-question is limited to memorized chunks at the start, but as time passes, they try to give answers to *Why*-questions other than memorized chunks. Brown (1968), as cited by Shimida (1986), pointed out that for answering why questions more logic, cognitive ability, comprehension, and explanations are needed than required to reply to other Wh-questions. *Why*-questions required explanatory logic which is very difficult for new learners to acquire.

Roeper & De Villiers (2011) reports the acquisition of Wh-words differently. They suggest Wh-words are acquired in roughly this order: What and Where, then How, When, Where and later Why, and last, Which or Whose). Wh-words appear to be moving toward freedom: In favor of who whole loss of -m in whom. Evidence indicates that Wh-words as, *Why* and, *How* are confused long after their first analysis.

RESEARCH METHODOLOGY

The study investigated and identified the English interrogative stage present in copula Wh-questions of the present tense in the interlanguage of secondary school level Pahari speakers of Murree. Questions are a particular type of sentence their occurrence in natural conversations cannot be predicted. Naturally, statements are more common than questions in the daily use of language. Therefore, receiving a sufficient number of questions, in natural dialogues is a very difficult task. So, for getting a sufficient amount of data for this corpus-based study, the researcher designed a restricted elicitation tool. It comprised of controlled written questions translated from the given Pahari Question-sentences and a grammaticality judgment from the students. So, the source of the data is a grammaticality judgment test and a set of all possible copula Wh questions of the present tense of Pahari interrogative sentences translated into English questions by Pahari-speaking Secondary School Level ESL learners of Murree. The questionnaire was designed with the full consultation of the supervisor and with SLA and ELT experts.

For a comprehensive accomplishment of the research project under investigation, a quantitative research design was employed. This research

design is used to endorse a better explanation and understanding of the results (Hourani, 2008). The same strategies of data collection were used by these researchers who did their research under the constraints this researcher faced (Andriyani, 2016; Steiner, 2019; Khurshid & Hassan, 2014, 2015; Liu, 2014). So, the method of data collection for this corpus-based study is adopted from these researchers and modified as it suits the current study's settings and time constraints.

Data was processed according to the research questions. The general developmental pattern of questions at this stage was determined using Statistical methods. Analysis of the data revealed the answers to the research questions. Research question one is about developmental stages for English copula Wh-questions of the present tense in the interlanguage of Pahari-speaking secondary school level learners of Murree.

For the research question, how the ESL instructors can teach the interrogatives effectively. Appropriate suggestions based on data were given for the effective teaching of these forms. This research will lead language instructors to re-inspect the ways English is taught, assessed, and evaluated in the educational institutions of Pakistan. It will help the pedagogy to observe the problems of the learners in acquiring the target interrogatives in English.

Population

This research on the whole targets all ESL learners at the Secondary School level in Pakistan. Further for the data collection, this is narrowed down to the Secondary school level Pahari-speaking ESL learners of Murree. The rationale behind choosing this population is that the researcher himself is a native speaker of the language. He knows, in particular, the difficulties ESL learners face in learning English. The researcher has been teaching at this level for more than 30 years. He is very much concerned about the problem of his students in ESL sequences development. The researcher has observed that the students and the teachers are quite helpless about how to cope with the problems. Therefore, for the comprehensive solution to their problems he decided to conduct the study. As before this, no study of this kind has been conducted in Pakistan. Therefore, the researcher decided to conduct this study on the Pahari-speaking secondary school level ESL learners of Murree District Rawalpindi Pakistan.

Participants

Forty students, ten from each school, of four different Secondary Level Schools of Murree were selected as the participants for this corpus-based study. The researcher selected one boy's public school and one girl's public school, similarly, a boy's private school and a girl's private school for the study. Before data collection, the permission of the principals of the concerned schools was sought telephonically. On the date fixed for the visit to the schools, permission from the concerned class in charge was also taken. So, the selection of the schools and that of the sample was random because the teachers provided mixed ability students of Secondary level to the researcher

with the willingness of the learners as well. These students have been studying English for 10 to 12 years and they are 14 to 15 years old.

Procedure

Prior permission for the collection of the data, was sought from the head of the institutions and the relevant teachers. The researcher plainly stated the purpose of the present study and sought their help and assistance in its achievement. The ESL learners were asked to translate the questions given in the questionnaire into their English equivalent questions. They were instructed about the translation of the Pahari questions into the English questions. The researcher motivated them to give an equivalent of the questions in English. They were informed that there was no stress upon them as this was not the sort of examination in which they get a pass or fail, but in contrary, this whole process was for research purposes and no one will be told about their performance and that will be kept in complete anonymity. The researcher himself invigilated the test. After completing data collection, the researcher marked these papers and identified their stage of the English interrogatives. The papers were also cross-checked. Lastly, the relative seriousness of these errors was found.

RESULTS AND DISCUSSION

Table 1 is about the forms and patterns of Wh questions used by the ten participants of this study in the data elicitation

Table 1: Wh Question Forms used by 4 Secondary Schools of Murree

Name	Who		What		Where		Whose		How		Why		When		Which		Whom	
	req cor who: 3		req cor what: 4		req cor where: 3		req cor whose: 2		req cor how: 3		req cor why: 3		req cor when: 3		req cor which: 2		req cor whom: 2	
	Correct	T used	correct	T used	correct	T used	Correct	T used	correct	T used	correct	T used	correct	T used	correct	T used	correct	T used
GGHS RWT	19	36	18	36	16	31	13	22	13	32	5	30	0	27	6	13	0	11
GBHS RWT	12	44	10	57	11	28	3	16	8	15	1	38	4	17	2	19	0	7
GGHS A	17	46	15	37	15	34	5	21	12	24	2	25	0	21	2	12	0	7
GBHSS A	16	52	16	39	19	43	6	31	15	22	2	29	4	22	0	7	0	8

Total	64	178	59	169	61	136	27	90	48	93	10	122	8	87	10	51	0	33
req totl cor Wh	120	120	160	160	120	120	80	80	120	120	120	120	120	120	80	80	80	80
% Wh use	53	148	37	106	51	113	34	113	40	78	8	102	7	73	13	64	0	41

Column one of Table 1 contains the short names of the schools from where the data was collected. Column 2 is about the use of *Who*, in the second row, below *Who* required correct number of *Whos* i.e., 3 (req cor who: 3) is written. It means the total of three possible *Wh-* questions for *Who* using three forms of copula *be* i.e., *is*, *are*, *am*, of present tense are possible. Further, this column is divided into two parts. The first is for the correct number of *Whos* and the second is for the total number of *Whos* used (T used) by the participants. For example, participant *H*, instead of making only three of these required correct *Who* questions, used *Who* in nine other questions. Where other *Wh* forms were to be used.

1. *H*; Who are you? (correct use of *Who*)
2. *H*; Who is your teacher? (correct use of *Who*)
3. *H*; *Who am you? (incorrect use of *Who*)
4. *H*; *Who am? (incorrect use of *Who*)
5. *H*; *Who is this? (incorrect use of *Who*) the hint was: Those are cats.

The correct required *Wh* form for No 5 was: What are those?

6. *H*; *Who has red nose? (incorrect use of *Who*)
The hint given for 6 was: How will you make a question for this statement: 6 B. The cat has red nose.
7. *H*; *Who have four legs? (incorrect use of *Who*) the hint was: Animals have four legs
8. *H*; *Who is this? (incorrect use of *Who*) the hint was: She is good
9. *H*; *Who are you? (incorrect use of *Who*) the hint was: I am well

Correct required Wh form for No 9 was: How are you?

So, participant *H* made nine questions of *Who* and only two of these are correct and seven are incorrect. Similarly, the next column is about the use of *What*, and below in the second row, required correct *Whats* are four (req cor what: 4) is written. In the same manner, the same abbreviation strategy is adopted up to the last column containing *Whom*. The last bottom row of this table contains a total of all above Wh forms used by the participants.

The third last row of this table contains a total of all above Wh forms used by the participants of all four schools. The second last bottom row contains the total correct possible number of Wh forms expected from 40 participants of these schools, mentioned on the top of this table.

In the last row of Table 1, the percentage use of Wh forms used in copula Wh questions of present tense by the participants has been calculated. In the data, there is 148 percent use of *Who*. The total required correct number of *Whos* for 40 participants of the study, three each, are 120, mentioned in the preceding row. The participants used 148% *Whos*, instead, and only 53% are grammatically correct. Similarly, for the second Wh form *What*, the total expected correct number of *Whats* is 160 for 40 participants of the study, as only four questions of *What* with copula of present tense are possible, the participants used only 106% *Whats* out of which 37% are grammatically correct. Similarly, the correct Wh forms, their required correct numbers, and the total numbers of Wh words used by the participants are shown in the rest of Table 1. The percentage use of each Wh form shows which Wh forms are intensively used by the participants, and what is the percentage of the well-formedness present in the interlanguage of the participants. Figure 1 below is the graphical representations of Different Wh forms used for making the Wh questions.

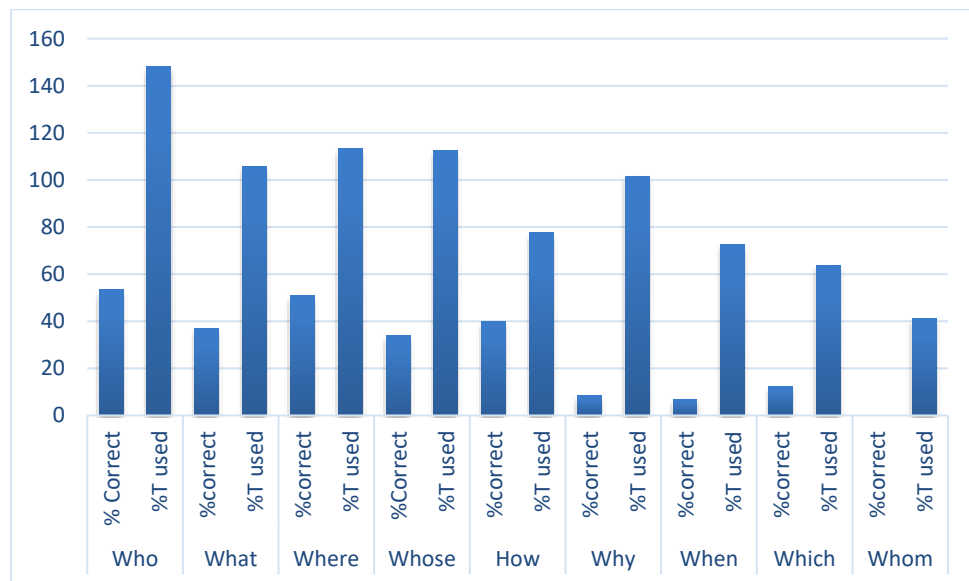


Figure 1. % Use of Wh Forms by 4 Secondary Schools of Murree

Figure 1 shows the frequency use of *Wh* forms. In each column, the bar first shows the correct percentage use of a *Wh* form, and the bar second shows the total percentage use of that particular *Wh* form. When we calculate the percentage accuracy of each *Wh* form, from the total use of that form, comparing two variables only, we conclude how much that *Wh* form is used and how much of them are grammatically correct.

Comparing variables, “correct” with the “total”, used *Wh* forms written at the bottom row of Table 1 and rearranging the results in ascending order the following table with only two variables is obtained which depicts the visual representation of the results:

Table 2. Position of *Wh* Forms used by 4 Secondary Schools of Murree

How	Where	Who	What	Whose	Which	When	Why	Whom
51	45	36	35	30	20	10	8	0
No 1	No 2	No 3	No 4	No 5	No 6	No 7	No 8	No 9

Figure 2 below shows the results based on Table 2 which illustrate that *Wh* forms *How* is extensively present in the interlanguage of the participants and *Whom* is the least, down the hierarchy from left to right. The graphical representation of Table 2 is in the following figure.

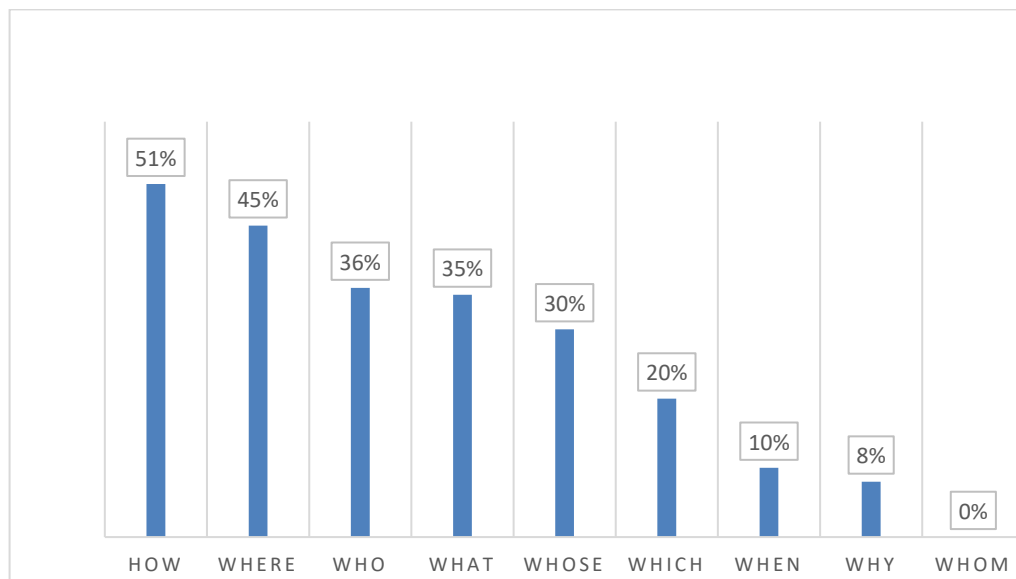


Figure2. Frequency use of *Wh* Forms by 4 Secondary Schools of Murree

Table 1B below is about the use of *Wh* forms in the grammaticality judgment task (GJT) used by the 40 participants of this study. The same sentences which were translated by the participants now were given five options to select grammatically correct well-formed *Wh*-questions.

Name	Who		What		Where		Whose		How		Why		When		Which		Whom	
	req cor who: 4		req cor what: 4		req cor where: 3		req cor whose: 2		req cor how: 3		req cor why: 3		req cor when: 3		req cor which: 2		req cor whom: 2	
	Correct	T used	correct	T used	correct	T used	correct	T used	correct	T used	Correct	T used	correct	T used	correct	T used	correct	T used
GGHS RWT	34	48	26	30	23	26	14	15	17	29	19	29	25	26	11	19	7	16
GBHS RWT	33	61	23	37	21	26	11	13	13	27	14	28	22	25	10	15	2	13
GHS A	33	53	31	35	23	26	12	15	13	31	17	28	23	25	13	17	0	8
GBHSS A	37	64	25	31	22	26	13	13	17	25	18	30	25	26	3	13	1	20
Total	137	226	105	133	89	104	50	56	60	112	68	115	95	102	37	64	10	57
req total cor	160	160	160	160	120	120	80	80	120	120	120	120	120	120	80	80	80	80
% Wh use	86	141	66	83	74	87	63	70	50	93	57	96	79	85	46	80	13	71

Table 1B. Wh Question Forms GJT used by 4 Secondary Schools of Murree

In Table 1B same terminology and abbreviations are used which were used in Table 1 above. This table is about the use of Wh forms in the grammaticality judgment task (GJT). The same sentences which were translated by the participants now they were given five options to select a grammatically correct formed Wh question. The same abbreviation approach, which is adopted in Table 1, is adopted here up to the last column containing *Whom*. The last bottom row of this table contains a total of all above Wh forms used by the participants.

Looking at the percentages of the total usage and accuracy of Wh-forms in table 1B. the most dominant *Wh* interrogative form can be identified.

In Table 1B total data of all four schools are tabulated. In the upper rows of Table 1B, the same abbreviations as in table 1 are adopted. The third last row of this table contains a total of all above Wh forms used by the participants of all four schools. The second last bottom row contains the required total correct Wh question forms (req total cor Wh) expected from 40 participants of these schools. In the last row of Table 1B, the percentage use of Wh forms used in copula Wh questions of present tense by the participants has been calculated.

In the data, there is 141 percent use of *Who*. The total required correct number of *Whos* for 40 participants of the study, four each, are 160, mentioned on the second last row of Table 1B. The participants used 141% *Whos*, instead, and only 86% are grammatically correct. Similarly, for the second Wh form *What*, the total expected correct number of *Whats* is 160 for 40 participants of the study, as only four questions of *What* with copula of present tense are possible in the questionnaire, the participants used only 83% *Whats* out of which 66% are grammatically correct. Similarly, the correct Wh forms, their required correct numbers, and the total numbers of Wh words used by the participants are shown in the rest of Table 1 B. The percentage use of each Wh form shows which Wh forms are intensively used by the participants, and what is the percentage of the well-formedness present in the interlanguage of the participants. Figure 3, below clearly depicts the high frequency of Wh forms. Table 2 B below shows the high accuracy rate of Wh forms used by the participants. Taking percentage correctness by calculating correct question usage forms with the total usage of Wh forms, dividing the right-hand side of each column with the left-hand side, and taking percentage %.

Table 2 B and Figure 3 below show the presence of Wh forms in the interlanguage of the participants in the ascending order from which Wh form has been used the most to the form used the least.

Table 2 B. position of Wh Forms used in GJT by 4 Secondary Schools of Murree

When	Whose	Where	What	Who	Why	Which	How	Whom
93	90	85	80	61	59	58	54	18

Figure 3 below is the graphical representations of Different Wh forms used for making the Wh questions by the participants.

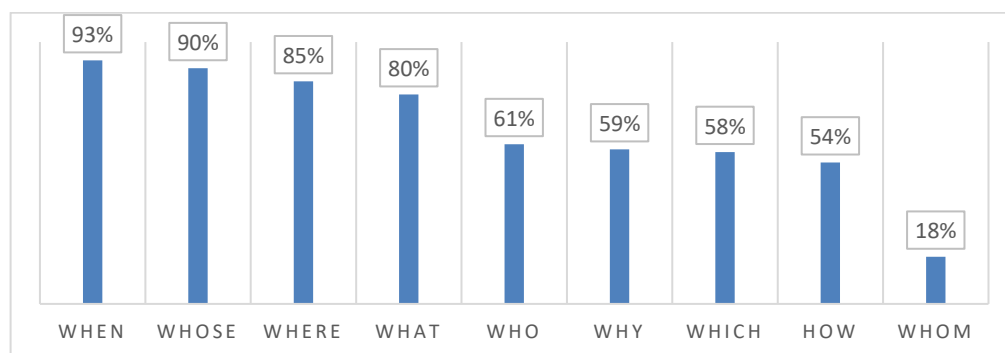


Figure 3. % Use of Wh Forms GJT used by 4 Secondary Schools of Murree

Hence the results of the grammaticality judgment task (GJT) are described in the following figure:

When \geq Whose \geq Where \geq What \geq Who \geq Why \geq Which \geq How \geq Whom \geq
(symbol \geq means precedes)

Figure 3(a). High occurrence ratios of Wh forms in GJT

Results of question translation tests are:

How \geq Where \geq Who \geq What \geq Whose \geq Which \geq When \geq Why \geq Whom
(symbol \geq means precedes)

Figure 2 (b). High occurrence ratios of wh forms in the question translation test

Other studies reported the order of development as:

“Yes/no \geq what \geq where \geq whose \geq whom \geq who \geq why \geq how \geq when”)

Table 3 is about the Types of Wh Questions used by the ten participants of this study in the data elicitation task. The data of all four schools are tabulated in Table 3 below, Combined data of the research from 4 schools were added together to give the following results

Table 3. Types of Wh Questions Combined Data of from 4 Schools

Name	INVERSION		Different Errors			Total=250	
	un invr	over invr	Wh Insitu	statement	Others	Incorrect	correct
GGHS RWT	92	4	6	6	47	155	95
GBHS RWT	88	3	8	11	87	197	53
GHS A	85	8	9	1	81	184	66
GBHSS A	74	3	0	0	96	173	77
Total	339	18	23	18	311	709	291

Table 3 shows different types of *Wh*-questions, whether they are correct or incorrect, used by the participants of the study. Column 1 shows the names of the schools; their names are used as pseudonyms. Column two is about inversion, which means the type of inverted questions used by the participants. In column first uninverted is written (un invr), which means how many questions by the participants are used, which are uninverted. The next column beside it is written, over inversion (over invr), which means the participants inverted the operator, but they inverted more than one operator. Column 4, on the top, is written *Wh insitu*. There are some questions in which, participants did not invert the *Wh* word and they remain in their creating position, *Wh in-*

si-tue (Bonan, 2019). The next column, on the top, is written, statement questions, the questions which are in the statement form, and often they are asked with rising intonation in case of oral production. In the next column ‘others’ means, these responses for the questions by the participants are miscellaneous, containing different other errors, except the one mentioned already. The discussion of these errors types is beyond the scope of the present research. The next column is about the total number of questions, which are correct, this is further divided into two columns, the first is about the total number of incorrect questions made by the participants of this study and its second part is about the total correct *Wh* questions of present tense made by the participants of the present research. The bottom row of Table 3 shows the total number of the types of questions used by the participants of the study. In the second column beside the name’s column, there are 339 uninverted questions out of 1000 total questions, used by the participants. In the next column, the total over inversion used by the participants is only 18. The succeeding column is about the questions in which the *Wh*-word was not inverted by the participants but instead, these words are used by the participants where they were created i.e., *In-si-tue*, these are only 23 questions written by the participants. Statement form questions are only 18. Overall, 291 question translations were declared grammatically correct i.e.,29.1%. Question translations that were declared grammatically incorrect are 709 i.e., approximately equals 71%.

The mistakes which are included in ‘Others’ are 311 these might be utilized for future research but at present these are beyond the scope of this study.

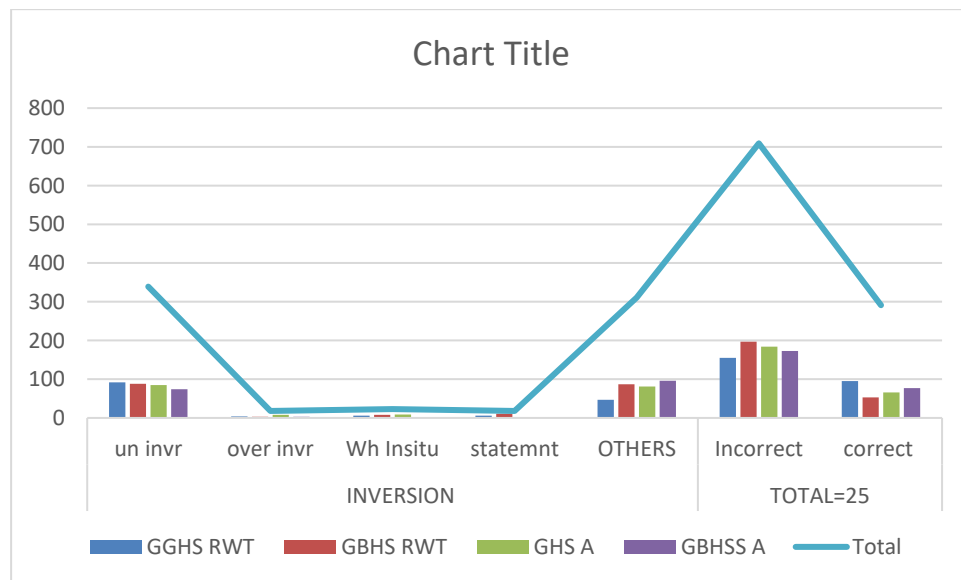


Figure 4. % Age Types of Wh Questions, four Secondary Schools Murree

FINDINGS AND DISCUSSIONS

Research question one was about the developmental stage for English copula *Wh*-questions of the participants. Renowned researchers have this sort of viewpoint about the development of the question stages, at stage three inversion occurs (Ellis, 1999; Ravem,1974; Cazden, 1975; Adams, 1978).

That is consistent with our results. In our results, inverted correct responses are 291 they are 29% of the total questions. if we compare the results with the stages paradigm of other studies, other studies show that at stage one only intonation questions appeared. At stage two, productive wh-questions Results show the incorrect question responses of the participants i.e.,709 nearly 71% from which 33.9 are inverted questions. 1.8 % over inversion 2.3 *Wh* in-si-tue and 1.8% statement form *Wh* question these findings lend support to our conclusion that the participants are at stage 3 of the question learning process. The learners inverted correctly nearly 30% of total questions so they are undoubtedly at stage three of question learning. These results are consistent with the stage paradigm studies of (Ravem,1974; Ellis, 1999; Singh & Bansthal, 2019)

By taking the mean of the results of question translations first part of the questionnaire, Figure 3(a) and Figure 3(b), with the results of GJT last part of the questionnaire. We have the following scores of *Wh* forms:

Table 7. Mean positions of *Wh* forms of two tests

Wh-Forms	Where	Whose	What	How	When	Who	Which	Why	Whom
Mean Scores	130	120	115	105	103	97	78	67	18
Mean Positons	1	2	3	4	5	6	7	8	9

Research question one is about the presence of *Wh*-forms in the interlanguage of the learners. Research shows that there are two main types of *Wh* questions Argument questions and Adjunct questions. According to previous research, Argument questions- ask about a major constituent in a sentence, and they include all what and who questions, as well as some who, what, whose, and where questions. Adjunct questions- ask about the semantic relation of the entire event encoded in the sentence, and they include all why and when questions. The positions associated with time, place, reason, and manner are referred to as "adjunct positions." (Wootten, 1982; Tyack & Ingram, 1977; Almacioglu, 2013; Ervin-Tripp, 1970; Cairns and Hsu, 2004)

Our results are consistent with the past research of these researchers as our all-argument questions, the first four *Wh*-forms in above Table 7, give high occurrence high correctness rate. It shows that the learners are very competent in their usage which illustrates that they were learned long before the adjunct *Wh*-forms in the rest of above table 7 so the results are consistent with the past research.

CONCLUSION

In recent years English language education in Pakistan has become a vital objective as globalization affects various sectors of Pakistani society. In contrast, while putting the right interrogatives at the right time is a crucial aspect of having an effective conversational encounter. Pakistani English learners confront developmental and other hurdles when they learn the language. First, in most classes, kids are discouraged from asking questions. Second, as a result of this, such kids have a general lack of communication

intellect. Third, making English interrogative sentences quickly presents many processing complications for Pahari L1 speakers.

The researcher being an English teacher at the secondary level experienced that our learners find it very difficult to acquire very simple structures like a copula. On contrary, research shows these are very easy structures to acquire at the very initial stages of language learning. Therefore, the purpose of this research was to investigate the developmental stage present in English copula Wh-questions of the present tense in the interlanguage of Secondary School level Pahari speakers of Murree district Rawalpindi. It also sought to advise ESL instructors on how to better teach interrogatives. Data were collected from randomly selected two boys' and two girls' secondary schools of Murree. The subjects of the study were chosen at random, 40 students ten from each school. A questionnaire with 51 Pahari questions written in Urdu script to be translated into English question equivalents, as well as a grammaticality judgment test with 38 questions, was collected from these participants. Statistical means and percentages were used to analyze the data. In the end, it aimed to provide pedagogical implications and suggestions. Results depicted that the Wh-forms *Where*, *Whose* *What*, *How*, and *When* are more extensively used by the participants and they are at stage three of their Wh-question learning.

Pedagogical Implications

In the following lines, some implications are drawn from this study for teaching English in our institutions. Following suggestions are given for the secondary school level teachers:

If even students do not produce well-formed sentences, their errors show the developmental stages exactly as the data of the participants of this study shows. Studies show that the errors committed by the learners are inevitable. These errors suggest evidence of the growth of learners' language use. Thus, the learners must be encouraged to speak English. They should not be deprived of natural communication by overcorrection of their morphological and syntactical mistakes. Our teachers must bear in mind that the more they communicate in the target language, the better their language will be. The classroom situations for English teaching must be tied to concrete reality, circumstances, that will decrease interference from the L1 of the learners. Standard English must be taught from the early classes. English learners specifically beginners, should be encouraged to memorize new words, useful words as chunks. In this way, Chunking helps exercise communicative capability. They should be provided as many opportunities as possible to enhance their listening abilities by hearing natural English. Pieces of evidence suggest that hearing comprehension is mandatory for skillful oral communication and language production. It can be hoped that further studies will support these suggestions.

REFERENCES

- Abbasi, M. G. (2010). Is it a language worth researching? Ethnographic challenges in the study of Pahari language. *Language in India*, 10, 103-110.
- Abbasi, M. G., Ahmad, A., and Khattak, Z. I. (2010). Negative influence of large-scale assessment on language learning strategies of the Secondary School Certificate (SSC) students. *Procedia-Social and Behavioral Sciences*, 2 (2), 4938-4942.
- Abbasi, M. G., Khattak, Z., Saeed, S. B., & Abbasi, M (2021) Language At Workplace Setting: A Study Of Pahari Usage Among The Employers And Workers In Murree. *Journal of Critical Reviews*, 8 (2).
- Adams, M. (1978). Methodology for Examining Second Language Acquisition. In E. Hatch (Ed.), *Second Language Acquisition: A Book of Readings* (pp. 277-296). Rowley, MA: Newbury House.
- Al-Buainain, H. (2003). Developmental stages of the acquisition of negation and interrogation by children native speakers of Qatari dialect. *Journal of the Faculty of Humanities and Social Sciences*, 25, 9-45.
- Almacioglu, G. (2013). Acquisition of Questions in Preschool Turkish Children.
- Andriyani, E. (2016). *The Acquisition of WH questions by EFL students' learning English as a foreign language* (Master's thesis). Retrieved from <http://eprints.ums.ac.id/47057/1/10.%20NASKAH%20PUBLIKASIpdf>
- Bilal, H. A., Tariq, A. R., Hayat, S., Ali, K., and Ahmed, M. (2013). Eradication of mistakes committed by the students of higher secondary school level in English Grammar. *European Journal of Humanities and Social Sciences*, 23(1), 1212-1218.
- Bloom, L., Merkin, S. and Wooten, J. (1982) Wh-questions: linguistic factors that contribute to the sequence of acquisition. *Child Development*. 53.
- Boltan, K. (2008). English in Asia, Asian Englishes, and the issues of proficiency. *English Today*, 94 (2), 5-8.
- Brown, H. D. (2001). *Teaching by principles*. San Francisco State University: Longman, inc.
- Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.
- Butt, M. I., and Rasool, S. (2012). Error analysis of the writing of Pakistani college students: from causes to types to rectification. *Kashmir Journal of Language Research*, 15(1), 1- 5.
- Cairns, H. And Hsu, J. R. (1978) Who, why, when and how: a developmental study. *Journal of Child Language*. 5. p. 447- 488
- Cazden, C. (1975). Second Language Acquisition Sequence in Children, Adolescents and Adults. *Final Report in US Department of Health, Education and Welfare*, New York, June.
- Chishty, B. (2011). English grammar & composition 9-10. *Punjab Text Book Board*. Lahore Pakistan

- Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. Oxford: Oxford University Press.
- Ellis, R. (1988). *Classroom second language development: A study of classroom interaction and language acquisition*. New York: Prentice Hall.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1999). *Understanding Second Language Acquisition*. Shanghai: Shanghai Foreign Language Education Press.
- Ervin-Tripp, S. (1970) Discourse Agreement: How Children Answer Questions. In Hayes, J. (ed.). *Cognition and The Development of Language*. New York: Wiley.
- Gulzar, M. A. (2009). Error analysis system in the writings of students at Intermediate level: A Pakistani context. *Pakistan Journal of Education*, 26(2), 54-72.
- Hourani, T. M. Y. (2008). An analysis of the common grammatical errors in the English writing made by 3rd secondary male students in the Eastern Coast of the UAE (Doctoral dissertation). Institute of English, British University, Dubai.
- Khurshid, M. A., and Hassan, R. (2015). Cognitive Problems of Learners in English Preposition Usage. *Kashmir Journal of Language Research*, 18(2).
- University Working Papers TESOL &*
- Larsen-Freeman, D., Long, M. H., & Jiang, Z. (1991). *An introduction to second language acquisition research*. London: Longman.
- Milon, J. (1972). *A report on the development of negation in English by a second language learner-some implication (Memorandum)*. Hilo: U.S. Department of Health Education & Welfare: Office of Education.
- Moradlou, S., Zheng, X., Ye, T. I. A. N., & Ginzburg, J. (2021). Wh-Questions are understood before polar-questions: Evidence from English, German, and Chinese. *Journal of Child Language*, 48(1), 157-183.
- Morishita, M., & Harada, Y. (2015). Production of wh-questions by Japanese EFL learners: Preliminary classroom data collection. *Linguistic Research*, 32(2).
- Rahaman, T. (2009). Language policy, language death and vitality in Pakistan. *Emerging issues in TEFL challenges for Asia*. Karachi: Oxford University Press.
- Ravem, R. (1974). The Development of Wh-Questions in First and Second Language Learners. In J. C. Richard (Ed.), *Error Analysis: Perspectives on Second Language Acquisition* (pp. 115-126). London: Longman.
- Ravem, R. 1978. 'Two Norwegian children's acquisition of English syntax' in E. Hatch (ed.).
- Ravem, R. (1968). Language acquisition in a second language environment. *IRAL, International Review of Applied Linguistics in Language Teaching*, 6 (2), 175-185.

- Roeper, T., & De Villiers, J. (2011). The acquisition path for wh-questions. In *Handbook of generative approaches to language acquisition* (pp. 189-246). Springer, Dordrecht.
- Shimada, Y. (1986). The acquisition of English interrogatives by a Japanese speaker. *JALT Journal*, 8(1), 1–15.
- Smith, M. (1933) The influence of age, sex and situation on the frequency, form and function of questions asked by preschool children. *Child Development*. 4. p. 201- 213.
- Assaf, A. S. (1990). The interrogative system of English interlanguage: A performance analysis of Arabic-speaking adult learners' acquisition of English oral interrogatives.
- Tyack, D. and Ingram, D. (1977) Children's production and comprehension of questions. *Journal of Child Language*. 4. p. 211- 224.