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A CONTRASTIVE ANALYSIS OF AMERICAN ENGLISH  
AND WEST ARMENIAN QUESTION PATTERNS AND  
THE PREPARATION OF MODEL LESSON PLANS

by

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Submitted in partial fulfillment of the  
requirements for the degree of Master  
of Arts in the Education Department  
of the American University of Beirut  
Beirut, Lebanon  
1966

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## ACKNOWLEDGEMENTS

The writer wishes to express her heartfelt thanks to all those teachers who kindly helped her in the organization of her thesis.

To her advisors: Mr. Frederic Cadora and Professor Richard C. Yorkey for their sincere interest and careful guidance all through her work.

To the members of her thesis committee: Mr. Frederic Cadora (Chairman), Professor Richard C. Yorkey, Professor Faizeh Antippa and Mr. Yervant Pamboukian of the Armenian College.

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## ABSTRACT

The purpose of this study is the following:

1) To determine by a contrastive analysis the similarities and the differences in question patterns between American English and West Armenian.

2) To predict the difficulties of Armenian students in mastering the English question patterns.

3) To suggest methods for teaching English question patterns to Armenian students.

Chapter I introduces remarks on theory and application of linguistic science for the teacher of English as a foreign language. Part I presents different points of view about language and language learning. Part II states the basic assumptions of the linguistic approach.

Chapter II presents the descriptive analyses of the American English and West Armenian question patterns. Part I defines question pattern. Part II introduces the descriptive analysis of the English question patterns which was adopted from Fries. Part III presents a similar descriptive analysis of West Armenian question patterns prepared by the writer.

Chapter III presents the contrastive analysis of the major question patterns identified in Chapter II.

With Lado's method of comparing two grammatical systems, the similarities and the differences of these question pattern types are pointed out. The statements made about the question pattern types are based on three linguistic factors - form, meaning, distribution.

Chapter IV suggests the kind of methods to be adopted by the teachers of English in Armenian schools in handling the anticipated difficulties. Each difficulty is illustrated by a sample lesson plan.



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## CHAPTER I

### REMARKS ON THE THEORY AND APPLICATION OF LINGUISTIC SCIENCE FOR THE TEACHER OF ENGLISH AS A FOREIGN LANGUAGE

#### Part A: Linguistics and Language Learning

Language is one of the most important characteristic traits of human behavior. It has, accordingly, always had a place in the school curricula. Particularly, in the twentieth century where people having different cultures are in close contact with each other, learning a second or a third language has become a necessity. For example, thousands of students from different nations continue their studies at American or French universities. Therefore, today, foreign language teaching has got an important place in the academic world. This great movement can be explained by four main forces at work: "dramatic advances in linguistic science, new techniques of teaching, invention and mass production of recording and viewing equipment, and an extraordinary interest in learning foreign languages."<sup>1</sup>

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Robert Lado, Language Teaching: A Scientific Approach  
(New York: McGraw Hill, Inc., 1964), p.3.

Very often there has been failure in learning languages because of wrong concepts about language and its nature. Difficulty of the language, lack of interest, or the time element have been considered some of its causes. But failure in language learning goes beyond these reasons. It is rather a matter of approach and method that results in success or failure.<sup>1</sup>

Different methods of foreign language teaching have been advocated in the past. Robert Lado considers three of them: grammar-translation, direct, and linguistic.<sup>2</sup>

Grammar-translation Method - The main objective of language learning consisted in grammar recitation and mastery of vocabulary. The students knew how to speak about the language, not the language. They used to memorize grammar rules, conjugations and declensions; and to translate selections with the help of a bilingual dictionary. Students who devoted years to the study of a foreign language were in most cases unable to use it because the ability to speak and understand a language is

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1  
Eugene Nida, Learning a Foreign Language: A Handbook for Missionaries (New York: Committee on Missionary Personnel Division of Foreign Missions National Council of the Churches of Christ in the U.S.A., 1950), pp.1-12.

2  
Lado, op.cit., p. 4.

completely different from the ability to talk about the grammar of a language and to recite its rules.

Direct Method. The direct method assumed that the psychology of learning a foreign language is the same as the psychology of learning one's native language. It consisted in exposing the student directly to the foreign language without making use of the pupil's language, without translation, and without the study of formal grammar. The basic assumption made by the advocates of the direct method is not right as we will see later when we come to the linguistic approach.

Linguistic Approach. "Linguistics is the science that describes and classifies languages."<sup>1</sup> The first question that the descriptive linguists asked themselves was what language really is. There are many definitions of language given by different linguists, but they all imply the same facts about language.

Sapir defines language in the following words:

"Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. These

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<sup>1</sup> Ibid., p. 18.

symbols are, in the first instance, auditory and they are produced by the so-called 'organs of speech'.<sup>1</sup>

Finocchiaro defines language in a more comprehensive way:

"Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact."<sup>2</sup>

Desberg defines a language in two words: "language is organized noise."<sup>3</sup>

These definitions imply that language is speech and every language has its own system of organization; that is, its own recurring patterns of arrangements and its own sound system which are meaningful to its speakers. Therefore, the chief problem in learning a new language is, first, the mastery of the sound system and second, the mastery of the structure of the language.

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1 Edward Sapir, Language (New York: Harcourt, Brace, and World, Inc., 1921), p. 8.

2 Mary Finocchiaro, English as a Second Language.- From Theory to Practice (New York: Regents Publishing Company, Inc., 1964), p. 8.

3 Dan Desberg, "Automaticity: Language Learning Goal," English Teaching Forum, I (Fall, 1963), p. 3.

"A person has learned a foreign language when he has thus first, within a limited vocabulary mastered the sound system and has, second, made the structural devices matters of automatic habit."<sup>1</sup>

The linguistic approach to language teaching uses primarily an oral approach but it does not ignore reading and writing. In the first stage of learning a new language, the end is that the basic structural patterns, within a limited vocabulary, are to be learned so well that they can be produced orally, automatically, and without hesitation, when the learner is confronted with the appropriate situation. In order to achieve this end, not only oral practice is used but also every other means of learning, including reading and writing. After the first stage of language learning, the teacher or the student may devote himself entirely to reading and writing.

The role of the linguist is to describe the phonology, morphology and syntax of a language. Phonology deals with the sound system, morphology with the patterns and parts

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Charles Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: University of Michigan Press, 1945), p. 3.

of words, and syntax with the patterns of phrases and sentences. Robert Lado summarizes the importance of linguistics for foreign language teaching in the following paragraph:

Linguistics helps us understand what we must teach, i.e., the system of the foreign language (FL), not just the item, and within the system, the pattern into which the item is cast, or of which it is an illustration. Probing into the system of the FL and describing it is primarily the domain of descriptive or structural linguistics, with certain decisions regarding dialects based on geographic and historical linguistics.<sup>1</sup>

Linguistics is the basis of foreign language teaching. Linguistic findings about language are going to help the teacher of foreign languages to decide on what to teach. They provide the description of the sounds, words and sentences he must teach, and help him to understand the linguistic problems of his students. It has become apparent that it is not enough to know the language well in order to teach it well. Knowledge of linguistic theory and of applied linguistics has become absolutely necessary for the teachers of a foreign

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Robert Lado, "Linguistics and Foreign Language Teaching," Language Learning, Special Issue No.2 (1961), 29.

language. The second part of this chapter will give the basic assumptions based on linguistics that should be the guide for the teachers of English as a foreign language.

Part B. Basic Assumptions of the Linguistic Approach.

The fundamental assumption underlying the teaching of English as a foreign language is given by Fries:

"The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."<sup>1</sup>

This statement is supported by three basic assumptions of linguistic theory:

(1) Language has system; therefore it can be objectively described and analyzed. It can be systematically observed, recorded, classified and compared. The description of languages helps us to compare and contrast linguistic systems.

(2) Learning a foreign language is always a matter of acquiring a new set of language habits against a background of an older set of language habits.

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<sup>1</sup> Fries, op. cit., p. 9.



We know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language. The student tends to transfer the sentence forms, modification devices, the number, gender, and case patterns of his native language.<sup>1</sup>

(3) The points of difference between the native language of the learner and the language being learned should be assumed to be the points of greatest learning difficulty for the student.

Those structures that are similar will be easy to learn because they will be transferred and may function satisfactorily in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactorily in the foreign language and will therefore have to be changed.<sup>2</sup>

These assumptions point out that the native language of the student tends to interfere and possibly be transferred in the process of learning a foreign language. In order to select and to arrange teaching materials for the learner of a second language, the teacher needs an effective, consistent and systematic method of comparing the two languages. Some linguists

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Robert Lado, Linguistics Across Cultures (Ann Arbor: The University of Michigan Press, 1957), p. 58.

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Ibid., p. 59.

suggest that the selection and ordering of the materials for teaching rests upon

- (1) A scientific descriptive analysis of the language to be learned, e.g., English;
- (2) A similar scientific descriptive analysis of the language of the learner, e.g., Armenian;
- (3) A systematic comparison of these two descriptive analyses in order to bring out the differences of structural patterning of the two language systems.<sup>1</sup>

But the description and the systematic comparison of the native language of the student with that of the language to be learned are not the materials to be taught. They constitute rather the basic matter upon which to build satisfactory classroom exercises which will contain the significant contrasts that must be mastered. We assume that the first step in language learning is to learn to use the new language rather than to acquire detailed information about that language. The structural analyses and the systematic comparison indicated above are matters not for the ordinary student but for the writers of textbooks and for the training of teachers.

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Charles Fries, "American Linguistics and the Teaching of English", Language Learning, IV (1955), 1-19.

We may conclude that the comparison of two or more languages merely to discover and describe points of similarity and difference is of basic importance for the language teacher. The student who is going to learn a foreign language already possesses a set of language habits which will help him in some ways and seriously interfere with his learning in others.

"By comparing a linguistic description of the NL (native language) with a parallel description of the target language the teacher and textbook writer can know in advance where the NL may be expected to facilitate and where it is likely to interfere with learning."<sup>1</sup>

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<sup>1</sup>

Lado, "Linguistics and Foreign Language Teaching", p. 30.

CHAPTER II

A DESCRIPTIVE ANALYSIS OF QUESTION PATTERNS IN  
ENGLISH AND ARMENIAN

Part A: Definition of Question Pattern and  
Terminology

The approach that the writer is adopting in her thesis is descriptive, not normative. The reader will find here how certain native speakers of English and of Armenian actually use question patterns in natural conversations as they carry on their activities in their communities. The writer is dealing with general American English and West Armenian question patterns.

General American English - "The general American dialect of English is said to be used by an overwhelming majority of the people of the United States in carrying on their affairs."<sup>1</sup>

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James F. Bender, "Ninety Million Speak 'General American'", in the New York Times Magazine (August 27, 1944), pp. 17-29, quoted by Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: University of Michigan Press, 1945), p.4. "Dr. Bender insists that approximately 'eleven million Americans speak Eastern, twenty six million speak Southern and at least ninety million speak general American'."

The writer used Fries' The Structure of English<sup>1</sup> to sort out English question patterns. She found it a valid source for her thesis because Fries describes the patterns of the English language by analyzing the mechanically recorded conversations of some three hundred different speakers of standard English in a North Central Community of the United States.<sup>2</sup>

West Armenian - There are two main varieties of Armenian: West Armenian and East Armenian. East Armenian is spoken in the Armenian Soviet Socialist Republic and in Iran. West Armenian, the dialect treated in this thesis, is spoken by Armenians scattered throughout the Near and Middle East and by many Armenians in the United States who are emigrants from the western provinces of Armenia and from the different parts of Ottoman Empire.<sup>3</sup>

In this chapter and all of those which follow, the Armenian which is described is the personal dialect of

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1 Charles C. Fries, The Structure of English (New York: Harcourt, Brace and Company, 1952).

2 Ibid., pp. vii-viii.

3 Mr. Yervant Pamboukian was consulted for the formulation of this definition.

the writer. She is using herself as an informant. The personal dialect of a single speaker is called idiolect. "Generally speaking, the totality of speech habits of a single person at a given time constitutes an idiolect."<sup>1</sup>

It is not true that a description based on a single speaker is inapplicable to the speech of others or to other dialects. The idiolect which the writer uses is made up of characteristics shared with a large number of West Armenian speakers. Rather, the choice of a single idiolect will permit her to get a body of data which are verifiable. She is going to base her statements on it. If they had been based on the idiolect of a fictitious average speaker, the results would have been confusing because those based on observation would have been indistinguishable from those which were not. The statements based on the informant's idiolect have been compared with other observed idiolects, or groups of idiolects, as often as the limits of space made it possible to do so.

The traditional grammarians have classified English sentences as declarative, interrogative, imperative, and

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Charles F. Hockett, A Course in Modern Linguistics  
(New York: The Macmillan Company, 1958), p. 321.

exclamatory. The first makes a statement, the second asks a question, the third makes a request or command, and the fourth expresses strong emotion. The structural linguist is concerned with finding how any particular sentence makes a statement, or asks a question, or gives a command. He is concerned with the structural devices which signal these particular meanings. He considers language as human behavior which should be explained in terms of stimulus and response. Fries, having this point of view, groups the utterance units of his recorded material into two parts: "situation utterance units" and "response utterance units."<sup>1</sup> "Situation utterance units" begin conversations. "Response utterance units" occur after the conversation has started. The "situation utterance units" are divided into three kinds. The differences among these three types of sentences are seen in the different effects they have on hearers.

(1) Some utterances tend to make people do things. These are called request sentences.

| <u>English</u> | <u>Armenian</u>               |
|----------------|-------------------------------|
| Come in!       | /Yegur/ (the hearer comes in) |

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<sup>1</sup> Fries, The Structure of..., p. 37.

(2) Some utterances tend to make people say things in answer to them. These are question sentences.

| <u>English</u>      | <u>Armenian</u>   |
|---------------------|---|
| Are you going?      | / <sup>2</sup> ger <sup>3</sup> tas <sup>1</sup> gor/ (Hearer answers "Yes" or "No")    |
| Where is my mother? | / <sup>1</sup> mayras <sup>3</sup> ur <sup>1</sup> e/ (Hearer answers "In the kitchen") |
| Who's there?        | / <sup>3</sup> ov <sup>2</sup> ga <sup>1</sup> hon/ (Hearer answers "John")             |

(3) Some utterances tend not to make us say something or do something but simply to keep on listening. These are statement sentences.

| <u>English</u>       | <u>Armenian</u>                          |
|----------------------|--|
| I saw John yesterday | /yereg Yana desa/ (Hearer listens to it) |

Statements are the most important of the three sentence types in the material we are likely to write. Statements are no more common in speech, but they make up the great bulk of what we put into themes, and compositions and letters. But speech is different. In our daily living most of us spend a good deal of time asking questions and expecting answers.

Learning a foreign language is first of all to learn how to speak it. In conversation, the frequency of question patterns seems to be high. There is no doubt



that the Armenians who learn English should master the three kinds of sentence patterns but the question patterns should be taught as early as possible. They belong to the group of "those single utterances that are immediately and regularly followed by 'oral' responses only."<sup>1</sup> In this large group of oral responses the formal differences make it possible to separate three classes:<sup>2</sup>

I. There are those in which the oral response regularly repeats the preceding utterance. These are the formulas of greeting and of leave taking.

| <u>Utterance</u> | <u>Response</u> |
|------------------|-----------------|
| Hello            | Hello           |
| Good Morning     | Good Morning    |
| Good-by          | Good-by         |
| Merry Christmas  | Merry Christmas |

II. There are those in which the oral response consists of one of a very limited list of single words or short word groups. We can put these utterances under the name of "calls".

| <u>Utterance</u> | <u>Response</u>        |
|------------------|------------------------|
| Dad              | 2<br>Yes               |
| John             | 3<br>What 1            |
| Mr. President    | 4<br>Yes Mr. 3 James 1 |

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<sup>1</sup> Ibid., p. 42

<sup>2</sup> Ibid., pp. 42-45

III. There are those - a very large number - in which the oral response consists of a great variety of forms other than (1) the repetition of the utterance and (2) the limited list of words and word-groups that comprise the responses to calls. These utterances are "questions".

| <u>Utterance</u>                         | <u>Response</u> |
|--|-----------------|
| Is your mother at home?                  | Yes             |
| What are you going to do for the summer? | Oh work         |

Definition of Questions - Those utterances that are followed by a linguistic response other than mere attention signals or the stereotyped responses to greetings and calls are questions.

The purpose of this thesis is to suggest effective methods of teaching question patterns to Armenian students. As we concluded in the first chapter some linguistic scientists believe among other things that language teaching and learning must be based on a descriptive analysis of both the sound system and structural items of English and of the native language of the learner. The writer is going to follow the linguistic method which includes first the descriptive analysis of English and Armenian question patterns.

Part B. Descriptive Analysis of English Question  
Patterns.

For the traditional grammarians sentence analysis consisted in giving technical names such as "subject", "predicate", "indirect object", "direct object", and "declarative sentence" to portions of its total meaning. In the traditional approach one must know the total meaning of the utterance before beginning sentence analysis.

It is this kind of grammatical analysis, this starting with the total meaning, and the using of this meaning as the basis for the analysis - an analysis that makes no advance beyond the ascribing of certain technical terms to parts of the meaning already known - it is this kind of grammatical analysis that modern linguistic science discards as belonging to a prescientific era.<sup>1</sup>

The structural linguist substitutes the above mentioned method of grammatical analysis by descriptive analysis. He describes those features that systematically convey meanings and relationships. Any structure or pattern is assumed to consist of form and meaning. Fries states:

In general, the meanings of the utterances are tied to formal patterns as signals. In respect to linguistic

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<sup>1</sup> Ibid., p. 55.

meanings, I have assumed as a basis for study, that all the signals are formal features that can be described in physical terms of form, arrangement, and distribution.<sup>1</sup>

A variety of formal devices such as word order, inflection, correlation of forms, function words, intonation, stress and pauses signal grammatical meanings. Among these five signals of syntactic structure, word order, function words and intonation contours are important devices to express structural meanings.<sup>2</sup>

Francis defines them in the following way:

1. Word order is the linear or time sequence in which words appear in an utterance.
2. Prosody is the over-all musical pattern of stress, pitch, and juncture in which the words of an utterance are spoken.
3. Function words are words largely devoid of lexical meaning which are used to indicate various functional relationships among the

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Charles C. Fries, "Meaning and Linguistic Analysis", Readings in Applied English Linguistics, ed. Harold B. Allen (New York: Appleton-Century-Crofts, Inc., 1958), p. 112.

2

Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: The University of Michigan Press, 1945), p. 31.

lexical words of an utterance.<sup>1</sup>

The writer is going to indicate the word order of question patterns by using the symbols used by Fries. Fries classifies words into four "form-classes", designated by numbers, and fifteen groups of "function words", designated by letters. In most cases the form-classes correspond to what most grammarians call nouns and pronouns, verbs, adjectives, and adverbs. Fries assumes "that all words that could occupy the same 'set of positions' in the patterns of English single free utterances must belong to the same part of speech."<sup>2</sup> Therefore a form-class is a class of forms which have similar privileges of occurrence in building larger forms.

Among the fifteen groups of function words, group B, group G and group I interest us for the descriptive analysis of question patterns. May, might, can, could, will, would, should, must, has, has to belong to group B.<sup>3</sup> For group G we have but one word do which appears in various forms: do, does, did. Do can be used as a

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1 Nelson W. Francis, The Structure of American English (New York: The Ronald Press Company, 1958), p.234.

2 Fries, The Structure of..., p. 74.

3 Ibid., p. 90.

class 2 word with the meaning of "make", "accomplish", "perform", "be appropriate".<sup>1</sup> In the positions that we are going to examine here, do is not the word with these meanings. When, why, where, how, who, which, what belong to the group I.<sup>2</sup>

Intonation Contours - The English language has four pitch levels: low (one step below the usual voice level), medium which corresponds to the usual voice level, high (one step above the usual voice level), extra high (two steps above the usual). The writer is going to use for her analysis the numbers used by Hill<sup>3</sup> and Hockett<sup>4</sup>:

No. 4 - extra high

No. 3 - high

No. 2 - the usual voice

No. 1 - low

A rising intonation will be indicated by the symbol ↑ and a falling intonation by ↓.<sup>5</sup>

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<sup>1</sup> Ibid., p. 96.

<sup>2</sup> Ibid., pp. 98-99.

<sup>3</sup> Archibald A. Hill, Introduction to Linguistic Structures: From Sound to Sentence in English (New York: Harcourt, Brace and Company, 1958), p. 27.

<sup>4</sup> Hockett, op. cit., pp. 33-46.

<sup>5</sup> Ibid., p. 46.

2 - 3 - 1 pattern corresponds to a falling intonation.

e.g. <sup>2</sup> He went to the <sup>3</sup> office <sup>1</sup>  
<sup>2</sup> When will he <sup>3</sup> come <sup>1</sup>

2 - 3 - 4 or 2 - 1 - 3 patterns correspond to rising intonation.

e.g. <sup>2</sup> Do you <sup>1</sup> know <sup>3</sup> him  
<sup>2</sup> Do you <sup>3</sup> know him <sup>4</sup>  
<sup>2</sup> He came <sup>3</sup>

The writer is going to use the same symbols for both English and Armenian question patterns.

Part B. Descriptive Analysis of English Question Patterns

In describing the different structural patterns of the English question, Fries divides them into the following groups:

Pattern I. Questions with the verb be

Class 2  $\longleftrightarrow$  Class 1

Were the teachers there<sup>1</sup>  $\uparrow$  or  $\downarrow$

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<sup>1</sup> Fries, The Structure of..., p. 148.

| Class 2 | Class 1                    |
|---------|----------------------------|
| Is      | he a student ↑ or ↓        |
| Are     | you busy ↑ or ↓            |
| Am      | I reading well ↑ or ↓      |
| Are     | they going to study ↑ or ↓ |

Pattern II. Questions with the function words of Group

B (May, might, can, could, will, would, should, must, has, has to)

| Group B | Class 1 | Class 2                         |
|---------|---------|---------------------------------|
| Would   | Tuesday | be possible <sup>2</sup> ↑ or ↓ |
| Can     | David   | swim ↑ or ↓                     |
| Will    | you     | come tomorrow ↑ or ↓            |
| Shall   | I       | repeat the sentence ↑ or ↓      |
| Should  | we      | leave tonight ↑ or ↓            |
| May     | I       | speak to you ↑ or ↓             |
| Must    | he      | always do what you want ↑ or ↓  |
| Could   | they    | call me after one hour ↑ or ↓   |

Pattern III. Questions with the function words of Group

G (do, does, did)

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<sup>1</sup> Ibid., p. 150.



| Group G | Class 1 | Class 2                                |
|---------|---------|--|
| Does    | he      | have to go tonight <sup>1</sup> ↑ or ↓ |
| Do      | you     | understand ↑ or ↓                      |
| Do      | I       | study well ↑ or ↓                      |
| Do      | they    | have their books with<br>them ↑ or ↓   |
| Does    | she     | receive a letter every<br>week ↑ or ↓  |
| Did     | you     | go to school yesterday ↑ or ↓          |
| Did     | they    | leave the hostel ↑ or ↓                |

Pattern IV. Questions with function words of Group I  
(when, where, why, how, which) plus reversal  
of word order

| Group I | Class 2 | Class 1                         |
|---------|---------|---------------------------------|
| When    | was     | the concert good <sup>2</sup> ↓ |
| What    | is      | the cause of his failure ↓      |
| Where   | is      | she now ↓                       |
| Why     | are     | they back ↓                     |
| How     | are     | you ↓                           |

Pattern V. Questions with function words of Group I and  
Group G

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<sup>1</sup> Ibid., p. 151.

<sup>2</sup> Ibid., p. 98.

| Group I | Group G | Class 1     | Class 2                          |
|---------|---------|-------------|----------------------------------|
| When    | did     | the student | call ↓                           |
| Where   | does    | he          | come from ↓                      |
| Why     | do      | they        | leave at 6<br>o'clock everyday ↓ |
| What    | did     | you         | do yesterday ↓                   |
| How     | did     | they        | study ↓                          |

Pattern VI.

| Group I | Class 2                         |
|---------|---------------------------------|
| Who     | came <sup>1</sup> ↓             |
| Which   | will be more suitable ↓         |
| What    | has to be put in the cupboard ↓ |

Pattern VII. Function words of Group I alone as questions:

A. With a rising intonation. "The rising pitch sequence occurs in those situations in which the question seeks a repetition of a portion of the utterance immediately preceding."<sup>2</sup>

"Mr. B - thinks we ought to get the money in hand first and then go after - - -

Who ↑  
Mr. B - "3

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<sup>1</sup> Ibid., pp. 151-152.

<sup>2</sup> Ibid., p. 152.

<sup>3</sup> Ibid., p. 155.

B. With a falling intonation. "The falling pitch sequence occurs in those situations in which the question seeks additional information."<sup>1</sup>

"We'd like to have someone to say a word at the beginning to welcome the group.

Who ↓

We thought you or Dr. - might do it."<sup>2</sup>

Pattern VIII. The rising intonation that constitutes the echo question.

A. Repetition of a whole or a part of a statement sentence is uttered by another speaker, usually immediately after the statement has been made.

This repetition contains the same word-order pattern as the statement of which it is a partial echo, but, by means of a contrast of the intonation or pitch sequence at the end it becomes a question.<sup>3</sup>

<sup>2</sup> R - usually wrote his <sup>3</sup> own <sup>1</sup> speeches. ↓

<sup>2</sup> He wrote his <sup>3</sup> own <sup>4</sup> speeches. ↑

B. Sometimes there is no utterance of which the sentence with a rising intonation is an echo.

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<sup>1</sup> Ibid., p. 154.

<sup>2</sup> Ibid., p. 155.

<sup>3</sup> Ibid., p. 157.

<sup>4</sup> Idem.

<sup>2</sup>  
You want to go to <sup>3</sup> the <sup>4</sup> movies?<sup>1</sup> ↑

Questions are followed by responses. Certain question patterns are all regularly followed by a particular type of response.

I. For all questions in which the signal of the question is the "reversal" of the basic Class 1 and Class 2 words, the answer contains the forms yes or no.<sup>2</sup> Some alternative forms may occur such as certainly, probably, decidedly, absolutely, surely, or certainly not, decidedly not, absolutely not, surely not.

| Utterance   | Response                              |
|---|---------------------------------------|
| Is Mr. L - there ↑ or ↓                           | No he's not right now ↓ <sup>3</sup>  |
| Did I report back to<br>you the other day ↑ or ↓  | Yes but not completely ↓ <sup>4</sup> |
| Do you think you could<br>work next summer ↑ or ↓ | Probably ↓                            |

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<sup>1</sup> Ibid., P. 158.

<sup>2</sup> Ibid., p. 165.

<sup>3</sup> Ibid., p. 166.

<sup>4</sup> Idem.

II. For questions with the function words Group I (who, which, what, whom, how, where, when, why) the answers may consist of practically any linguistic form of the single form-class fitting the particular type of question.

| Utterance   | Response                            |
|---|-------------------------------------|
| Who are you expecting ↓                               | Dr. H - and his wife ↓ <sup>1</sup> |
| What shall we do with the<br>stuff in the old files ↓ | Throw them only ↓ <sup>2</sup>      |

Questions in English have both the rising and the falling intonation patterns. Bloomfield says:

Within the domain of final-pitch we can distinguish several phonemic differences. It's ten o'clock, as a statement, differs from it's ten o'clock? as a question; there is a difference of pitch-scheme between a yes-or-no question, such as It's ten o'clock? or Did you see the show? and a supplement question, which is to be answered by some special word or phrase, as what time is it? or who saw the show? with a lesser rise at the end. In transcription we may indicate the latter type by placing the question mark upside down [ ʔ ].<sup>3</sup>

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<sup>1</sup> Ibid., p. 168.

<sup>2</sup> Idem.

<sup>3</sup> Leonard Bloomfield, Language (New York: Henry Holt and Company, 1933), pp. 114-115.

Fries mentions that the falling intonation is used for both the statement and the question.<sup>1</sup> According to Pike, questions that begin with interrogative pronouns have a rising or a falling intonation.<sup>2</sup> But most of them have a falling intonation.<sup>3</sup> When such questions have a rising intonation, they either elicit a repetition of the previous utterance or indicate politeness.<sup>4</sup> Questions which contain inverse word order have both the rising and the falling intonations.<sup>5</sup> "Phrases with normal word order" become questions when a rising intonation is used.<sup>6</sup>

From the descriptions of these three linguists, we may conclude: (1) Statements become questions when a rising

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1 Fries, The Structure of..., p. 144.

2 Kenneth L. Pike, The Intonation of American English (Ann Arbor: University of Michigan Press, 1945), p. 46.

3 Ibid., p.168.

4 Ibid., pp. 46-47.

5 Ibid., pp. 52-54.

6 Ibid., p. 53.

intonation is used. (2) Questions have both the rising and the falling intonations. Shen states: "Intonation differences can be taught to the advantage of an advanced class. But for the elementary class when the students have to master the different question patterns the falling intonation is the preferred one."<sup>1</sup>

There are four reasons which support this statement:

1) In Armenian, a rising intonation automatically indicates a question. Therefore, rising intonation is within the productive ability of the Armenian student. The teacher of English does not need to stress this aspect.

2) Thus a rising intonation is frequently used by the Armenian students to form a question.

3) The conversation will sound insincere or over-polite if students use a continuous series of questions with a rising intonation.

4) As in English, intonation is not the only formal device to indicate a question, by learning the falling intonation the students will get acquainted to other ways of signaling the questions.

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1

Yao Shen, "The English Question: Rising or Falling Intonation", Language Learning, VI (1956), 55.

Part C. Descriptive Analysis of Armenian  
Question Patterns

The writer is going to use Pike's<sup>1</sup> system of  
Phonetic symbolism for the transcription of Armenian.

| Armenian<br>Alphabet | Transcription | Armenian<br>Alphabet | Transcription |
|----------------------|---------------|----------------------|---------------|
| ա                    | a             | ի                    | h, y          |
| բ                    | p             | ն                    | n             |
| գ                    | k             | շ                    | ✓<br>s        |
| դ                    | t             | ո                    | o, vo         |
| ե                    | e, y          | չ                    | ✓<br>c        |
| զ                    | z             | պ                    | b             |
| է                    | e             | զ                    | ✓<br>c        |
| թ                    | a             | ռ                    | ✓<br>r        |
| ր                    | t             | ս                    | s             |
| շ                    | ✓<br>z        | վ                    | v             |
| ի                    | i             | դ                    | d             |
| լ                    | l             | ր                    | r             |
| խ                    | x             | յ                    | ∅             |
| ծ                    | չ             | լ                    | v             |
| կ                    | g             | փ                    | p             |
| հ                    | h             | ֆ                    | k             |
| չ                    | ∅             | ա                    | ev, yev       |

1

Kenneth L. Pike, Phonemics: A Technique for Reducing  
Languages to Writing (Ann Arbor: University of  
Michigan Press, 1947), p. 7.



| Armenian Alphabet | Transcription | Armenian Alphabet | Transcription |
|-------------------|---------------|-------------------|---------------|
| շ                 | ġ            | օ                 | o             |
| ճ                 | ɟ             | ֆ                 | f             |
| բ                 | m             | ու                | u             |

I. Questions with the verb be

Pattern A.

| Class 1                       | Class 3               | Class 2                  |
|-------------------------------|-----------------------|--------------------------|
| <sup>2</sup> / <u>Aġçigə</u> | <sup>3</sup> keġɟiġ | <sup>1</sup> e/          |
| The girl                      | pretty                | is - Is the girl pretty? |
| <sup>2</sup> / <u>Anonk</u>   | <sup>3</sup> harust   | <sup>1</sup> en/         |
| They                          | rich                  | are - Are they rich?     |

Pattern B.

| Class 3                                     | Class 2 | Class 1                        |
|---|---------|--------------------------------|
| <sup>2</sup> <sup>3</sup> / <u>Kegeçiġ</u> | e       | <sup>1</sup> aġçiġ/          |
| Pretty                                      | is      | the girl - Is the girl pretty? |
| <sup>2</sup> <sup>3</sup> / <u>Harust</u>   | en      | <sup>1</sup> anonk/            |
| Rich  | are     | they - Are they rich?          |

Pattern C.

| Class 3                                    | Class 2                          |
|--|----------------------------------|
| <sup>2</sup> <sup>3</sup> / <u>ʒpagaż</u> | <sup>1</sup> e/                  |
| Busy                                       | is - Is he busy? Or is she busy? |
| <sup>2</sup> <sup>3</sup> / <u>Hivant</u>  | <sup>1</sup> em/                 |
| Sick                                       | am - Am I sick?                  |

Pattern D.      Class 4      Class 2  
/Hos/      ek/        
Here      are (you) - Are you here?  
  
/Dunn/      ek/        
Home      are (you) - Are you at home?

II. Questions with the function words of Group B with  
the following patterns:

Pattern A.      Class 4      Group B      Class 2  
/Tabroꝝ/      bidi      yer<sup>3</sup>tam/        
School      shall      go (I) - Shall I go  
to school?

/Tabroꝝ/      bidi      yer<sup>3</sup>tas/        
School      will      go (you) - Will you go  
to school?

Pattern B.      Group B      Class 2      Class 4  
/Bidi/      yer<sup>3</sup>tam/      təbroꝝ<sup>1</sup>/        
Shall      go (I)      school - Shall I go to  
school?

/Bidi/      yer<sup>3</sup>tas/      təbroꝝ<sup>1</sup>/        
Will      go (you)      school - Will you go to  
school?

Pattern C.      Group B      Class 2  
/gərnas/      gartal/        
Can (you) read      - Can you read?

Group B      Class 2

<sup>3</sup>gərnəyir kal<sup>1</sup> /

Could (you) come      -      Could you come?

Pattern D.      Class 2      Group B

<sup>2</sup>gartal      gərnas<sup>3</sup> /

Read      can (you)      -      Can you read?

<sup>2</sup>Kal      gərnəyir<sup>3</sup> /

Come      could (you)      -      Could you come?

III. Questions with all the class 2 words (verbs) except  
be

Pattern A.      Class 1 (S)      Class 1 (C)      Class 2

<sup>2</sup>Dəgakə      təbroç      gertan<sup>3</sup> /

The boys      school      go -

Do the boys go to school?

Pattern B.      Class 1 (C)      Class 2      Class 1 (S)

<sup>2</sup>Təbroç      gertan<sup>3</sup>      dəgakə<sup>1</sup> /

School      go      the boys -

Do the boys go to school?

Pattern C.      Class 2      Class 1 (C)      Class 1 (S)

<sup>3</sup>gertan      təbroç      dəgakə<sup>1</sup> /

go      school      the boys -

Do the boys go to school?



Group I      Class 2

<sup>3</sup>/ur \_\_\_\_\_ gertas<sup>1</sup>/

Where go (you)      - Where do you go?

<sup>3</sup>/inč \_\_\_\_\_ gones<sup>1</sup>/

What      do (you) - What are you doing?

<sup>3</sup>/inčbes \_\_\_\_\_ es<sup>1</sup>/

How are (you)      - How are you?

<sup>2</sup><sup>3</sup>/inču \_\_\_\_\_ gertak<sup>1</sup>/

Why      go (you) - Why do you go?

Pattern B.      Group I      Class 2      Class 1

<sup>3</sup>/Yerp \_\_\_\_\_ dęsar      dęgan<sup>1</sup>/

When      saw (you)      the boy

When      did you see      the boy?

<sup>3</sup>/ur \_\_\_\_\_ e      hayrət<sup>1</sup>/

Where      is      father (your)

Where      is      your father?

<sup>3</sup>/yerp \_\_\_\_\_ heracıyneç      asagerd<sup>1</sup>/

When      called      the student -

When      did      the student      call?

Pattern C.      Class 1      Group I      Class 2

<sup>2</sup>/Dęgan \_\_\_\_\_ <sup>3</sup>/yerp \_\_\_\_\_ desar<sup>1</sup>/

The boy      when      saw (you) -

When did you see the boy?

Class I      Group I      Class 2

<sup>2</sup>/Hayrat <sup>3</sup>ur <sup>1</sup>e/

(Your) father where is -

Where is your father?

<sup>2</sup>/Asagerdə <sup>3</sup>yerp <sup>1</sup>herəzayne/

The student when called -

When did the student call?

V. Function words of Group I alone as questions:

Any function word of Group I may occur with a rising intonation. The rising pitch sequence occurs in those situations in which the question seeks a repetition of a portion of the utterance immediately preceding or it seeks additional information.

(1) /Baron Sahagə guze kez desnel/

Mr. Sahag wants you to see -

Mr. Sahag wants to see you.

<sup>2</sup>/ov/ <sup>3</sup>

who?

(2) /Guzem ays bayusagə megun hanənel/

(I) want this bag (to) someone to give -

I want to give this bag to someone.

<sup>2</sup>/vovru/ <sup>3</sup>

To whom?

When we hear the question pattern, we can know what the form of the answer will be.

(1) For all question patterns in which the signal of the question is the intonation, the answer usually contains yes or no. Some alternative forms may occur such as certainly, probably, decidedly, absolutely, surely or certainly not, decidedly not, absolutely not, surely not.

| <u>Utterance</u>   | <u>Response</u>                                       |
|--|---|
| <sup>2</sup> /Hose/  | /Voč, hosče hima/                                     |
| Here is (he) - Is he here?                                   | No, here is (he) not now -<br>No, he is not here now. |
| <sup>2</sup> /Zamə <sup>3</sup> kanin <sup>4</sup> hos gəla/ | /Havanapar, Hinkin/                                   |
| Time what here be (he) -<br>At what time will he be here?    | Probably (at) five<br>Probably, at five.              |

(2) For questions with the function words of Group I /ov/, /inč/, /voru/, /ur/, /yerp/, /inču/, the answers give additional information. They may consist of practically any linguistic form of the single form-class fitting the particular type of question.

| <u>Utterance</u>                             | <u>Response</u>      |
|--|----------------------|
| <sup>3</sup> /Zov <sup>4</sup> guzes desnel/ | /Hagopə yev ir ginə/ |
| Whom want (you) to see -                     | Hagop and his wife - |

Utterance

Response

Whom do you want to see?

Hagop and his wife.

<sup>3</sup>/inc<sup>1</sup> [ bidi ənenk<sup>1</sup> ]

/Ays kərkerə gartəgək/

What shall do (we) -

These books read (you) -

What shall we do?

Read these books.

In this chapter the writer tried to give a comprehensive picture of English and Armenian question patterns. A systematic comparison of these patterns is necessary in order to bring out the similarities and differences of question patterns of the two language systems.



CHAPTER III

THE CONTRASTIVE ANALYSIS OF ENGLISH AND ARMENIAN  
QUESTION PATTERNS

The contrastive analysis of English and Armenian question patterns, presented in this chapter, serves two main functions: (1) It compares and contrasts each English question pattern with an equivalent question pattern to highlight points of difficulty. (2) It provides the basis for the preparation of teaching materials in this particular area for Armenian students learning English as a foreign language.

For contrastive analysis, the writer will follow Robert Lado's method of comparing two grammatical structures.<sup>1</sup>

In this contrastive analysis the similarities and differences are assumed to be a function of three linguistic factors: form, meaning, and distribution. Form refers to the word order, the use of function words and the intonation contour of the pattern. Meaning refers to the structural meaning of the pattern that

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<sup>1</sup> Robert Lado, Linguistics Across Cultures: Applied Linguistics for Language Teachers (Ann Arbor: The University of Michigan Press, 1957), pp. 51-74.

elicits verbal responses of the yes-no types or verbal responses of any linguistic form of the single form-class fitting the particular type of question. The third factor, distribution refers to the occurrence of different question patterns in certain situations. Some question patterns begin the conversation; these are situation utterances. Others come as a sequence sentence, that is, after another sentence has been said, in conversational style.

The value of such a contrastive analysis will be to point out the difficulties that the Armenian student is assumed to have in learning English question patterns. Real progress in language learning could be made when these difficulties become part of the planning of textbooks and other materials for teaching foreign languages.

We should recognize that the mastery of a language is always on two levels: production and recognition.<sup>1</sup> Therefore, the predicted language learning problems that the Armenian speaker will have will be classified as problems of recognition and/or production.

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<sup>1</sup> Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: The University of Michigan Press, 1945), p. 18.

For the Armenian speaker some English question patterns will be easier to recognize than produce due to different structural devices in the Armenian syntax. Those that are found in both languages are assumed to be easily recognized and produced by the Armenian learner.

The patterns that are contrasted here were identified and isolated in the second chapter.

Pattern I. Questions with the verb be and sometimes have.

English

| <u>Form:</u>    | Class 2            | _____ | Class 1  |
|-----------------|--------------------|-------|--|
|                 | Be                 | +     | Noun (or substitute)   |
|                 | Have               | +     | Noun (or substitute)   |
| <u>Example:</u> | a) <sup>2</sup> Is | _____ | he a student? or <sup>2</sup> Is he<br>a student? <sup>1</sup> |
|                 | b) Has             | _____ | he money?  |
|                 | c) Is              | _____ | he studying?   |
|                 | d) Is              | _____ | he going to be a doctor?                                       |
|                 | e) Was             | _____ | there an accident?   |
|                 | f) Has             | _____ | he gone?   |

- Features: (1) Occurrence of be or have before Class 1 word or its substitute.
- (2) Presence of Class 1 word or its substitute.
- (3) Mid-high-low (2-3-1) or mid-high (2-3)

rising intonation contour and rarely mid-extra-high (2-4) intonation contour.

Each intonation contour brings a change to the structural meaning of the sentence.

a) A falling contour is used when it becomes pertinent to focus the hearer's attention on some point. It has a meaning of CONTRASTIVE POINTING<sup>1</sup>.

b) In general, rising intonation (2-3) is used with yes or no questions. But on questions introduced by Group I function words, that is, interrogatives like who, what, when, why, etc., the normal pitch pattern is used like that on statements. "Rising contours are somewhat POLITE or CHEERFUL, and sound less brusque than falling ones."<sup>2</sup>

c) The 2-4 contour has the SEQUENTIAL meaning of the 2-3, but adds INTENSITY and UNEXPECTEDNESS (i.e. surprise) or POLITENESS to it.<sup>3</sup>

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<sup>1</sup> Kenneth L. Pike, The Intonation of American English (Ann Arbor: University of Michigan Press, 1945), p. 44.

<sup>2</sup> Ibid., p. 51.

<sup>3</sup> Ibid., p. 54.

Meaning: Question. Yes-no response type.

Distribution: Restricted to be and sometimes have.

This pattern occurs as a situation utterance at the beginning of a conversation if class 1 word is a noun. e.g. Is John a student? It occurs as a sequence sentence if class 1 word is a pronoun. e.g. Is he a student? In situations in which the he of the example is in the attention of both speaker and listener - for example in a picture or present in person - Is he a student? Can then also be used as a situation utterance, that is, at the beginning of a conversation.

Armenian

Form: Class 1 + Class 1 or Class 3 + Class 2

Noun (or substitute) + Noun or Adjective + Be

Example: /an<sup>2</sup> \_\_\_\_\_ asagerd<sup>3</sup> e<sup>1</sup>/  
          he                                  student          is

or

/asagerd<sup>3</sup> \_\_\_\_\_ e<sup>1</sup>/  
  student          is

In Armenian, questions with have follow the same pattern like any other Class 2 word except be. This will

come under pattern III in this chapter.

- Features: (1) Flexible word order. Class 1 word subject can occur before or after be. Class 1 word predicate should come before be.
- (2) Presence of the subject Class 1 word noun. Subject Class 1 word pronoun is often omitted.
- (3) Intonation signal on /asagerd̄/. The intonation rises from medium to high on the last syllable of /asagerd̄/ and then it falls to low.

N.B. We can have rising intonation on /an/. By putting the intonation signal on /asagerd̄/ we are questioning if this person is a student or not. By putting the intonation signal on /an/ we are questioning if this person or somebody else is a student. All these utterances are statements in Armenian. It is the simple intonation contrast that makes them questions.

Meaning: Question. Yes-no response type.

Distribution: This pattern is restricted to the Class 2 word be.

Problems:

- a) Recognition: The Armenian speaker will have difficulty in recognizing the English question pattern with the Class 2 word be or sometimes have if it has /2-3-1/ falling intonation contour. He may mistake the question pattern for a statement because in this case there is no contrast in the intonation contours of English statement and question patterns. The formal device which signals the question is the reversal of word order. It is assumed that the Armenian student will not react to this formal device because the word order is flexible in Armenian. If pattern I has a /2-3/ rising intonation contour, the Armenian speaker may react to it as a question.
- b) Production: (1) The Armenian speaker may not place be or have before Class 1 word subject noun or pronoun.
- (2) He may omit subject pronoun.
- (3) He may always give a rising intonation to the utterance: Is he a student because in Armenian the rising intonation is on the last syllable of student /an asagerd e/.

Pattern II. Questions with the function words of Group

B Function words of Group B

| <u>English</u> | <u>Armenian</u> |
|----------------|-----------------|
| may )          |                 |
| )              |                 |
| might )        |                 |
| )              | /garenal/       |
| can )          |                 |
| )              |                 |
| could )        |                 |
| )              |                 |
| will )         |                 |
| )              |                 |
| would )        | /bidi/          |
| )              |                 |
| shall )        |                 |
| )              |                 |
| should )       |                 |
| )              |                 |
| must )         |                 |
| )              |                 |
| has to )       | /bedk e/        |

English:

Form: Group B + Class 1 + Class 2

(will )  
( )  
(would ) + Noun (or substitute) + Verb  
(shall )  
( )  
(should )  
( )  
(may )  
( )  
(might, )  
etc.

Example: Can David swim

Will David swim



- Features: (1) Occurrence of Group B before Class 1 word
- (2) Class 2 word follows Class 1 word and it is in its dictionary form
- (3) Presence of the subject
- (4) Mid-high-low /2-3-1/ falling intonation or /2-3/ rising intonation

Meaning: Question. Yes-no response type.

Distribution: Restricted to Group B function words. This pattern occurs as a situation utterance. It may occur as a sequence sentence if Class 1 word is a pronoun, e.g. will he swim?

Armenian. 1) /garenal/

Form: Class 1    Group B    Class 2

Example: /<sup>2</sup>Davidə    gə<sup>3</sup>ɪna    lo<sup>1</sup>gal/

David    can    swim

or

Group B    Class 1    Class 2

Example: /<sup>3</sup>gəɪna    Davidə    lo<sup>1</sup>gal/

can    David    swim

or Class 1    Class 2    Group B

Example: /<sup>2</sup>Davidə    lo<sup>1</sup>gal    gə<sup>3</sup>ɪna/

David    swim    can

|                 | Group B                             | Class 2 | Class 1               |
|-----------------|-------------------------------------|---------|-----------------------|
| <u>Example:</u> | /gə <sup>1</sup> r <sup>3</sup> na/ | logal   | Davidə <sup>1</sup> / |
|                 | Can                                 | swim    | David                 |

2) bidi

| <u>Form:</u>    | Class 1              | Group B | Class 2              |
|-----------------|----------------------|---------|----------------------|
| <u>Example:</u> | /Davidə <sup>2</sup> | bidi    | lɔ <sup>3</sup> gə / |
|                 | David                | will    | swim                 |

or

|                 | Group B            | Class 2             | Class 1               |
|-----------------|--------------------|---------------------|-----------------------|
| <u>Example:</u> | /bidi <sup>2</sup> | lɔ <sup>3</sup> gə/ | Davidə <sup>1</sup> / |
|                 | will               | swim                | David                 |

- Features: (1) The function word /gərna/ (can) can come in any position in a sentence pattern but /bidi/ (shall, will) and /bedk e/ (must) are always followed by the Class 2 word which is conjugated.
- (2) Presence of the subject Class 1 word noun. Subject Class 1 word pronoun is often omitted.
- (3) Rising intonation on /gərna/ (can) and /bedk e/ (must). In the case of /bidi/ the rising intonation is on the Class 2 word that follows it.

Meaning: Question. Yes-no response type.

Distribution: The function words /bidi/ and /bedk e/ are always followed by the Class 2 word in the sentence pattern. The patterns /Class 1, Group B, Class 2/ or /Group B, Class 2, Class 1/ are reserved to function words /bidi/ and /bedk e/.

Problems:

- a) Recognition: It should be difficult for the Armenian speaker to recognize pattern II: /Group B, Class 1, Class 2/ as a question, if it has a falling intonation, for the same reasons which were given for the recognition of pattern I. If this pattern occurs with /2-3/ rising intonation contour there will be no problem for recognition.
- b) Production: (1) The Armenian student may produce the patterns with can and could easily because they use the same patterns in Armenian.  
(2) He may not place the function words will, shall, must, has to before Class 1 word.  
(3) He may omit pronouns that are subjects.

- (4) He may use the wrong intonation pattern. In English we may have rising or falling intonation contours. The Armenians may use a falling intonation with can, could and must. In case of shall, will, should and would he may always use a rising intonation.
- (5) He may conjugate the dictionary form of the verb with will, shall, must, has to.

Pattern III. Questions with the function words of Group G: do, does, did.

English

Form: Group G    Class 1    Class 2

Do    +    Noun (or substitute)    + verb

Example: <sup>2</sup>Do            you            understand or  
<sup>2</sup>Do            you            understand<sup>1</sup>

- Features: (1) The function word do precedes Class 1 word.  
(2) The function word do is the bearer of the formal concordance characteristics of the Class 2 word.  
(3) Presence of the subject.  
(4) Mid-high-low or mid-high intonation patterns.

Meaning: Question. Yes-no response type.

Distribution: This pattern is used with all Class 2 words except be and sometimes have. It can be used as situation utterance and sequence sentence.

Armenian.

Form: Flexible word order and rising intonation signal on Class 2 word.

Example: /gə hasgə<sup>3</sup>nak/

understand (you)

Features: (1) Flexible word order. We may have the pattern /Class 1, Class 2/ or /Class 2, Class 1/.

(2) Rising intonation on the last syllable of the Class 2 word. e.g.

/gə hasgə<sup>3</sup>nak/

(3) Subject pronoun often omitted.

Distribution: This pattern is used with all Class 2 words except be. It can occur as a situation utterance or a sequence sentence.

Problems:

- a) Recognition: The same as for the other patterns.
- b) Production: (1) To include the function word do, does, did at the beginning of the utterance.

- 2) The inclusion of the subject pronoun.
- 3) Noninflection of the dictionary form of the verb.
- 4) We assume that the Armenian speaker will tend to transfer always the rising intonation signal from the last syllable of the Class 2 word in Armenian to the Class 2 word in English. e.g. Do you understand .

Pattern IV. Questions with the function words of Group I plus reversal of word order with the Class 2 word be and sometimes have

Function words of Group I

| <u>English</u> | <u>Armenian</u>     |
|----------------|---------------------|
| when           | /yerp/              |
| where          | /ur/                |
| why            | /inč <sup>u</sup> / |
| how            | /inčbes/            |
| which          | /vor/               |
| who            | /ov/                |
| what           | /inč <sup>u</sup> / |
| how much       | /vorkan/            |
| how many       | /kani had/          |
| how long       | /vorčap/            |

English

Form: Group I            Class 2            Class 1  
 when )            + Be )            + Noun (or substitute)  
           )            or        )  
 where, ) etc. have)  
 etc. )

Example: <sup>2</sup>When            was            <sup>3</sup>the <sup>1</sup>concert

- Features: (1) The function word when comes at the beginning of the pattern.  
 (2) Reversal of the word order. Class 2 word be and sometimes have comes before Class 1 word.  
 (3) Mid-high-low (2-3-1) falling intonation pattern.

Meaning: Question. It elicits a verbal response of any linguistic form of the single form-class fitting the particular type of question.

Distribution: This pattern is restricted to the function words of Group I and the Class 2 word be and sometimes have.

Armenian

Form: Group I    Class 2    Class 1  
Example: / <sup>3</sup>yer/ er    yerka hantesə /<sup>1</sup>  
           when        was        the        concert

or

Example: <sup>2</sup>/yerkahantesə <sup>3</sup>yer/ er<sup>1</sup> /  
           The concert    when        was

Features: (1) Group I is always followed by Class 2 word.

(2) Class 1 word subject can come at the beginning or at the end of the pattern. Subject pronoun is often omitted.

(3) Rising intonation on the Group I function word, e.g. /yerʰ/

Meaning: Question. It elicits a verbal response of any linguistic form of the single form-class fitting the particular type of question.

Distribution: This pattern is restricted to function words Group I used with any Class 2 word.

Problems:

- a) Recognition: It is assumed that the Armenian speaker will have difficulty in recognizing the question pattern IV because of the absence of the intonation signal on the function word of Group I., e.g. when.
- b) Production: (1) The Armenian speaker may use the function word of Group I in different positions.
- 2) May use rising intonation on the function word of Group I. e.g. when.



Pattern V. Questions with the function words of Group I and Group G.

English

|                      |         |         |         |
|----------------------|---------|---------|---------|
| <u>Form:</u> Group I | Group G | Class 1 | Class 2 |
| When )               | do )    | Noun    | + Verb  |
| )                    | does)   |         |         |
| Where,)              | did )   |         |         |
| etc. )               |         |         |         |

Example: <sup>2</sup>When did <sup>3</sup>the student <sup>1</sup>call

- Features: (1) Occurrence of Group I word at the beginning of the pattern.
- (2) Reversal of word order by the help of Group G function word.
- (3) The function word do is the bearer of the formal concordance characteristics of the Class 2 word.
- (4) Mid-high-low (2-3-1) intonation pattern.

Meaning: The same as pattern IV.

Distribution: Restricted to the function words of Group I used with Class 2 words except be and sometimes have.

Armenian.

Form: The same features as Pattern IV

|                 |                     |            |                        |
|-----------------|---------------------|------------|------------------------|
|                 | Group I             | Class 2    | Class 1                |
| <u>Example:</u> | <sup>3</sup> /yerp/ | herağayneğ | ašagerd <sup>1</sup> / |
|                 | when                | called     | the student            |

|                 |    |                       |                   |                           |
|-----------------|----|-----------------------|-------------------|---------------------------|
|                 | or | Class 1               | Group I           | Class 2                   |
| <u>Example:</u> | /  | asagerda <sup>4</sup> | yerp <sup>3</sup> | heracayneg <sup>1</sup> / |
|                 |    | The student           | when              | called                    |

Problems.

- a) Recognition: The Armenian speaker may have difficulty in recognizing this pattern for the same reasons given for pattern IV.
- b) Production: (1) The inclusion of do, does, did in the pattern.
- (2) The inclusion of the subject pronoun.
- (3) Noninflection of the dictionary form of the verb.
- (4) A falling mid-high-low intonation contour. He may tend to use a rising intonation on the Group I function word.

Pattern VI. Questions with the function words of Group I and Group B

English.

|              |              |              |         |         |
|--------------|--------------|--------------|---------|---------|
| <u>Form:</u> | Group I      | Group B      | Class 1 | Class 2 |
|              | when )       | will )       | Noun    | + Verb  |
|              | where, etc.) | shall, etc.) |         |         |



|    |                            |         |         |                      |
|----|----------------------------|---------|---------|----------------------|
| or | Group I                    | Group B | Class 2 | Class 1              |
|    | <sup>3</sup> <u>/Yerp/</u> | gərna   | kal     | dəgan <sup>1</sup> / |
|    | when                       | can     | come    | the boy              |
| or | Group I                    | Group B | Class 1 | Class 2              |
|    | <sup>3</sup> <u>/Yerp/</u> | gərna   | dəgan   | kal <sup>1</sup> /   |
|    | when                       | can     | the boy | come                 |

Features: (1) Flexible word order. With can we may have the pattern /Group I Group B Class 1 Class 2/ but not with will or shall.

(2) Non-inflection of Class 2 word with can.

(3) Rising intonation on Group I function word.

Meaning: The same as English.

Distribution: Restricted to the function words of Group I used with the function words of Group B.

Problems:

a) Recognition: The Armenian speaker may have difficulty in recognizing this pattern for the same reasons given for pattern IV and V.

b) Production: (1) The Armenian speaker may produce the patterns with can and could used with Group I function word easily because they use the same pattern in Armenian.

(2) He may not place the function words

will, shall, must, has to before Class 1 word.

- (3) He may omit the subject pronoun.
- (4) He may use the wrong intonation pattern. It is assumed that they tend to use a rising intonation on the Group I function word.

Pattern VII. Questions with the function words of Group I used as Class 1 word.

English.

Form:            Group I            Class 2

Example:    <sup>1</sup>Who \_\_\_\_\_ <sup>3</sup>came <sup>1</sup>

- Features: (1) The Group I function word precedes the Class 2 word
- (2) Presence of the subject which is the Group I function word in this pattern
- (3) Mid-high-low (2-3-1) intonation pattern.

Meaning: Question. The same as pattern IV, V, and VI.

Distribution: Restricted to Group I function words which are used as Class 1 word.

Armenian.

Form:            Group I            Class 2

Example:    <sup>3</sup>/ov \_\_\_\_\_ yegav<sup>1</sup>/  
                  who                    came

- Features: (1) The Group I function word precedes the Class 2 word.

- (2) Presence of the subject which is the Group I function word in this pattern.
- (3) Rising intonation on the Group I function word. e.g. /ov/ (who).

Meaning: The same as the English pattern.

Distribution: Restricted to all Group I function words used as Class 1 word.

Problems:

- a) Recognition: The Armenian speaker may not have difficulty in recognizing this pattern since in English and Armenian this pattern is the same.
- b) Production: The pattern being the same in both languages, it is assumed that there may be no difficulty for the Armenian student to produce it.

Pattern VIII. Function word Group I alone as question English.

Form: a) Group I + rising intonation

<sup>2</sup> <sup>3</sup>  
what

b) Group I + falling intonation

<sup>3</sup> <sup>1</sup>  
where

Meaning: The rising pitch sequence occurs in those situations in which the question seeks a repetition of a portion of the utterance

immediately preceding. The falling pitch sequence occurs in those situations in which the question seeks additional information.

Distribution: Restricted to Group I function words used as a sequence sentence.

Armenian.

Form: Group I + rising intonation

$\overset{2}{\text{ ]}} \overset{3}{\text{ inc}} \checkmark$  (what)  
 $\overset{2}{\text{ ]}} \overset{3}{\text{ ov}}$  (who)

Meaning: Group I word + rising intonation elicits a response which is the repetition of the preceding utterance or a response which gives additional information.

Problems:

- a) Recognition: It is assumed that the Armenian student recognizes easily this pattern as a question since both languages use the same formal devices for this pattern. Only he may not differentiate between the rising and the falling intonation.
- b) Production: It is assumed that the Armenian student is going to use the rising intonation in both cases, that is, when the question seeks a repetition of a

portion of the immediately preceding utterance or when it seeks an additional information.

P Pattern IX. The rising intonation that constitutes the the question pattern

English.

Form:            Class 1                    Class 2

Example:        Your daughter<sup>2</sup> came<sup>3</sup>

Features: (1) Class 1 word precedes Class 2 word  
(2) Rising intonation mid-high (2-3)

Meaning: Question. Yes-no response type.

Distribution: No special restrictions. It may occur as a situation utterance or a sequence sentence.

Armenian.

Form:            Class 1                    Class 2

Example: /agčiqət                    yegav /  
                  daughter (your)    came

Features: Rising intonation on the Class 2 word /yegav/

Meaning: The same as English

Distribution: No special restrictions

Problems:

- a) Recognition: We assume that there is no difficulty for the Armenian student in recognizing this pattern because in English



and in Armenian we use the intonation as formal device to indicate question.

- b) Production. It is assumed that this is the easiest pattern to be produced by the Armenian speaker because intonation is the main formal device in Armenian question patterns.

There is another way of asking a yes-no question in English and Armenian besides the patterns that the writer mentioned above.

### English.

Form: Statement + tag question.

Example: He can come with us, can't he? ↓

Your father likes me, doesn't he? ↓

She was sick, wasn't she? ↓

- (1) If the main pattern contains a Group B function word that function word is repeated in the tag question.

Example: He can come with us, can't he? ↓

- (2) If the main pattern doesn't contain a Group B function word and the Class 2 word is be or have, we just repeat be or have in the tag question.

Example: The girls were here, weren't they? ↓

He has the money, hasn't he? ↓

(3) If the main pattern doesn't contain a Group B word and the Class 2 word is anything but be or have, we use don't, doesn't, or didn't as tag question.

Example: The office boy left, didn't he? ↓  
She look better, doesn't she? ↓  
They sleep early, don't they? ↓

Armenian.

Form: Statement + tag question which is the same for all kinds of statement patterns.

Example: /<sup>1</sup>An hivant e, aynbes<sup>3</sup>✓ce - He is sick, isn't he?

He sick is, isn't it?

/<sup>2</sup>Gertas gor, aynbes<sup>3</sup>✓ce / - You are going, aren't you?

are going (you), isn't it?

/<sup>2</sup>Yereg tãbroç kaçir, aynbes<sup>3</sup>✓ce / - Yesterday, you went to school, didn't you?

Yesterday school went (you), isn't it?

/<sup>2</sup>Amen or dagan tãbroç gerta, aynbes<sup>3</sup>✓ce/

Every day the boy school goes, isn't it?

Every day the boy goes to school, doesn't he?

/<sup>2</sup>kirka gartaçer es, aynbes<sup>3</sup>✓ce /

The book read have (you), isn't it?

You have read the book, haven't you?

P Problems:

a) Recognition: It is assumed that the

Armenian student is not going to have difficulty in recognizing the tag question because this pattern exists in both languages.

- b) Production: (1) The Armenian student may not use the auxiliary that corresponds to the statement pattern that goes before.
- (2) He may not repeat the subject.
- (3) He may add the pattern isn't it as tag question to any statement.

After having made a contrastive analysis of English and Armenian question patterns, we can group the problems that the Armenian speaker is expected to have into a larger pattern. In all cases the Armenian student is expected to have problems in word order, in the inclusion of a subject pronoun, and also, incidentally he may have he, she, it trouble. A falling, high-low, intonation would be restricted to some patterns, except those eliciting a yes-no type of response. The non-inflection of the dictionary form of the verb would be a problem in all but the pattern of question with the function word can /garenal/.

CHAPTER IV

SUGGESTED METHODS OF TEACHING ENGLISH QUESTION PATTERNS TO ARMENIAN STUDENTS ILLUSTRATED WITH MODEL LESSON PLANS

The purpose of this chapter is to suggest effective methods of teaching English question patterns to Armenian students. In the third chapter, the writer identified by a contrastive analysis the predicted difficulties of Armenian students in mastering the following question patterns: (1) with the Class 2 word be and sometimes have, (2) with the function word of Group G (do, does, did), (3) with the function words of Group I (when, where, why, etc.), and (4) with the function words of Group B (will, shall, can, could, must, has, has to).

In recent years, the development of linguistic studies has radically changed the methods of foreign language teaching. The traditional method of learning a new language by studying vocabulary and the rules of grammar has been largely replaced by the audio-lingual approach. "Language is now considered as a set of speech habits and the rules of grammar' as a description of these habits."<sup>1</sup>

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1

Audrey L. Wright, "Initial Techniques in Teaching English as a Second Language", English Teaching Forum, II, 2 (1964), 3.

"Language is not a process of logical reference to a conscious set of rules; the process of understanding, speaking and writing is everywhere an associative one. Real language teaching consists, therefore, of building up in the pupil those associative habits which constitute the language to be learned."<sup>1</sup>

Therefore, the main problem in foreign language teaching is the developing of a new set of language habits. Language habits like any other habits are acquired slowly. Four principles may guide the foreign language teachers for the developing of new speech habits in their pupils.

- (1) The new speech habits, which are to be adopted, should be frequently heard.
- (2) The desired habits should be practiced in normal speech situations. Language like any other skill may be developed only through a great deal of practice.

"Knowing words, individual sentences, and/or rules of grammar does not constitute knowing the language. Talking about the language is not knowing it. The

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<sup>1</sup> Leonard Bloomfield, The Study of Language.  
Quoted in Charles C. Fries, The Teaching of English  
(Ann Arbor: The George Wahr Publishing Co., 1949),  
p. 124.

linguist, the grammarian, and the critic talk and write about the language; the student must learn to use it."<sup>1</sup>

Practice can be justified from a psychological point of view. The quantity and permanence of learning are in direct proportion to the amount of practice, if other things are equal. Fries thinks that 85 per cent of class time should be given to practice and no more than 15 per cent to explanation and commentary.<sup>2</sup>

(3) Not more than one new language habit should be taught each time.

(4) The student should know immediately when his response is right. The experiments of the famous learning theorists support this statement. Thorndike proved by his experiment that blindfolded subjects were not able to learn how to draw 4-inch lines even if they drew thousands of lines unless they knew when they had succeeded.<sup>3</sup> Skinner proved that the animals of his experimental group learned better when correct responses

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<sup>1</sup> Robert Lado, Language Teaching: A Scientific Approach (New York: McGraw-Hill, Inc., 1964), p. 51.

<sup>2</sup> Ibid., p. 55.

<sup>3</sup> E. L. Thorndike, Human Learning (New York: The Century Company, 1931), pp. ~~844~~ 114.

were reinforced or successively closer approximations were reinforced with food or some other reinforcer.<sup>1</sup> This psychological evidence can be applied to language teaching.

Having these four principles in mind, the writer is going to adopt in her preparation of the model lesson plans the method of pattern practice. In pattern practice, the student never repeats the same sentence over and over again. He is led to change an element of that pattern each time. His attention is drawn to the changes, and thus to the pattern itself rather than to the particular sentence. The pattern always remains the same.

Throughout these lesson plans a basic distinction is made between pattern drill and practice drill.

1) Pattern drill is mechanical. In this type of drill a particular pattern is presented to the students by the teacher. The students imitate and repeat the pattern after the teacher's model. Whenever the pattern has been overlearned the student can proceed to the practice drill.

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<sup>1</sup> B. F. Skinner, The Behavior of Organisms (New York: Appleton-Century-Crofts, Inc., 1938).

2) Practice drill is meaningful. It provides a real and relevant situational context in which the student takes a more active role than mere repetition, substitution and conversion.<sup>1</sup>

The same distinction is made by Finocchiaro:

Many authorities divide practice into drill and application. The term drill is used to mean the constant repetition of the one item being studied, whereas application as the term implies means the use of that item with other language items or in other language situations.<sup>2</sup>

Prator points to this distinction more explicitly:

... We may define communicative classroom activities as those in which the student himself is allowed to find the words and structures he uses. The other type of activity, in which the words and structures are supplied to him directly by the teacher, tape, or book may be called -- for want of a better word -- a manipulative activity. In this sense, an example of pure manipulation would be a drill in which the students were asked merely to repeat sentences after the teacher. An example of pure communication would be a free

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<sup>1</sup> Education 221-222 Teaching of English. Notes given by Dr. Richard C. Yorkey. 1963-1964.

<sup>2</sup> Mary Finocchiaro, Teaching English as a Second Language (New York: Harper & Bros., 1958), p. 74.



conversation among the members of a class.<sup>1</sup>

Lesson Plan (1)

Class - First Secondary

Students - Armenians

Age - 13-14 years old

Background - They have had three years of English in the elementary school.<sup>2</sup>

General aim of the lesson - Grammar: Interrogative sentences with the class 2 word Be and sometimes Have.

Specific aims - 1) To recognize the question pattern with Be and Have.

2) To differentiate between am, is and are, has and have.

3) To produce the pattern.

Teacher. "Today we are going to learn how to make= interrogative sentences with is, are and am". He puts is, are and am on the chalkboard.

I. "Listen to your teacher say the following sentences." The teacher reads the sentences of the first column and then the second.

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1

Clifford H. Prator, "Development of a Manipulation-Communication Scale," The 1964 Conference of the Association of Teachers of English as a Second Language of the National Association for Foreign Student Affairs (March, 1965), 59.

2

In Syria, according to the curriculum imposed by the government, they start teaching a foreign language in the 4th grade of the elementary school.

1

1. Hagop is a student.
2. Mary is a student.
- 3 . You are Lebanese.
4. I am Syrian.
5. They are students.

2

1. Is Hagop a student?
2. Is **Mary** a student?
3. Are you Lebanese?
4. Am I Syrian?
5. Are they students?

II. Repetition drill. "Listen carefully. Repeat these sentences after your teacher in unison".

(The same sentences of ~~the~~ Exercise I) Ex.:

Teacher - Hagop is a student.

Students - Hagop is a student.

Teacher - Is Hagop a student?

Students - Is Hagop a student?

If the class is large, the teacher divides the students into sections of about 10 or 12. After the unison drill, the teacher will call on individual students to repeat after him one of these sentences. This drill is for recognition.

While practicing the repetition drill, the teacher will move about the classroom for oral drills. He will continue the drill until most of the students are able to produce the sentences automatically with good pronunciation and intonation. Then he will put the key example on the chalkboard with is, are and am.

Is Hagop a student?

Are you a student?

Are they students?

Am I a student?

III. Substitution drill - Straight pattern  
practice

This is the simplest type of drill based on a sample sentence which is repeated over and over by substituting words in one slot.

The teacher puts the key sentence on the board and then models it in speech for the students. The class is asked to repeat after him several times until they can say it fluently. Then the teacher gives a substitute word for position S (subject) and the class produces the same pattern with the new word. This change of vocabulary items keeps the structure the same and establishes the habit of producing the pattern in this special word order.

The teacher starts with the first key sentence. He indicates the slots on the board.

| V  | S  | C          |
|----|--|------------|
| Is | Hagop<br>Armine<br>this boy<br>that girl<br>Mr. Kevork | a student? |

He speaks the pattern. He gives one word. He indicates the slot on the board and asks the student to give the pattern (single-slot substitution).

Example:

Teacher. Is Hagop a student?

Student. Is Hagop a student?

Teacher. Armine

Student. Is Armine a student?

After repetition and practice, the teacher uses double-slot substitution (S and C).

Example:

Teacher. Is Hagop a student?

Student. Is Hagop a student?

Teacher. A teacher

Student. Is Hagop a teacher?

Teacher. Mr. Kevork

Student. Is Mr. Kevork a teacher?

After is, we pass to are and then to am, using the substitution drill.

| V   | S   | C         |
|-----|---|-----------|
| Are | these girls<br>Hagop and Garo<br>they<br>those boys<br>Miss Mary and Mr. Kevork | students? |

| V  | S | C   |
|----|---|---|
| Am | I | a student?<br>a teacher?<br>a doctor?<br>a reader?<br>a writer? |

| V   | S   | C   |
|-----|-----|---|
| Are | you | students?<br>teachers?<br>pupils?<br>a teacher?<br>a professor? |

IV. Substitution drill. Progressive pattern practice.

This type of substitution drill requires the right choice of the syntactic position in which the given word will be substituted. This will give the student the insight of learning that unlike Armenian, certain words have their fixed positions in the pattern.

A. Example: Is Hagop a student?

He                    the boy  
a teacher          a soldier  
she                    John  
a housewife      a doctor

B. Example: Are these girls students?

They                    these boys  
teachers                pupils  
Mary and Hagop      you  
friends                    a professor

When the students have overlearned the pattern, when the response becomes mechanical and automatic, the teacher states the habit and then passes to practice drill.

Habit. To make a question from a statement using the verb to be, change the statement order by placing the verb before the subject<sup>1</sup>

Hagop is a student.

Is Hagop - a student?

V. Question and Answer Drill

A. The teacher asks the question, the students give the answer. First, they repeat in unison. Then the teacher gives them the habit of using short answers which is more common in conversation. When they get the habit of using short answers, the teacher passes to individual drill.

Example: Teacher.- Is Hagop a Lebanese boy?

Student Student.- Yes, he is a Lebanese boy.

Yes, he is.

1. Are you students?
2. Am I a teacher?
3. Is Arabic a difficult language?
4. Are these boys visitors?
5. Is John an American boy?

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<sup>1</sup> Richard Yorkey, English Skills for Secondary Schools (Beirut: American University of Beirut, 1964), p. 65.

B. Student questions; teacher answers. This drill usefully breaks down the traditional classroom quiz situation. It gives the student practice in using question patterns.

C. Student questions; second student answers. The teacher places the pattern question and the pattern answer on the chalkboard. Students must follow these prescribed patterns.

Exercise. Change these sentences to questions.

(Oral and written)

1. The girl is in the office.
2. The boys are at the tennis court.
3. Garo is an intelligent student.
4. His sister is in the elementary school.
5. His brothers are students at the university.
6. You are students.
7. I am a professor.
8. The professors are in the office.
9. The students are in the classroom.

Questions with Have<sup>1</sup>

I. Repetition Drill

---

1

N.B. The following examples are more often found in British English question patterns. As the student might meet this pattern in his readings, the writer suggests teaching it to a recognition level.

1

1. Hagop has an English book.
2. Mary has a class at 9:00.
3. She has a pretty handbag.
4. The boys have their keys.
5. They have a class now.

2

1. Has Hagop an English book?
2. Has Mary a class at 9:00?
3. Has she a pretty handbag?
4. Have the boys their keys?
5. Have they a class now?

II. Substitution Drill - Straight Pattern Practice

| V   | S           | C           |
|-----|-------------|-------------|
| Has | Mary        | a book?     |
|     | the student | a football? |
|     | George      | an aunt?    |
|     | he          | a pen?      |
|     | she         | a radio?    |

| S    | V               | C              |
|------|-----------------|----------------|
| Have | Mary and George | a meeting now? |
|      | they            |                |
|      | the girls       |                |
|      | we              |                |
|      | the teachers    |                |

Habit. To make a question from a statement using the verb to have, sometimes we change the statement order by placing the verb before the subject.

S            V            C  
 Mary has a book

Mary has a book

Has Mary - a book?

N.B. In American English it is more common to use the following pattern:

Does Mary have a book?

Do the girls have a meeting now?



Lesson Plan (2)

The writer follows the same method in her lesson plans. Directions which are the same as those given in the first lesson plan are not repeated in each lesson plan. Each lesson plan is composed of 1) Repetition drill, 2) Substitution drill, 3) Statement of the habit, 4) Question and answer drill, 5) Exercises.

General aim of the lesson - Grammar:

interrogative sentences with do, does and did.

Specific aims - 1) To differentiate between do, does and did.

2) To recognize the question pattern with do, does and did.

3) To produce the pattern.

I. Repetition drill

1

2

1. You study Arabic everyday.

1. Do you study Arabic everyday?

2. They go home in the evening.

2. Do they go home in the evening?

3. We have an exam tomorrow.

3. Do we have an exam tomorrow?

4. She likes the lesson.

4. Does she like the lesson?

5. He sleeps in the afternoon.

5. Does he sleep in the afternoon?

6. We finished the exercises yesterday.

6. Did we finish the exercises yesterday?

7. Hagop read the book last night.

7. Did Hagop read the book last night?

The teacher puts the key example on the chalk-board with do, does and did.

Do you study Arabic in the morning? (1)

Does he study Arabic in the morning? (2)

Did he study Arabic yesterday? (3)

II. Substitution drill - Straight pattern practice

The teacher starts with the first key sentence.

He indicates the slots on the board.

| Auxiliary | S                                  | V                      | C      |                 |
|-----------|------------------------------------|------------------------|--------|-----------------|
| Do        | you<br>we<br>they<br>John and Mary | study<br>read<br>write | Arabic | in the morning? |

1

Example:

Teacher. Do you study Arabic in the morning?

Student. Do you study Arabic in the morning?

Teacher. John and Mary

Student. Do John and Mary study Arabic in the morning?

After repetition and practice, the teacher uses double-slot substitution (S and V)

Example:

Teacher. Do we study Arabic in the morning? John and Mary

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<sup>1</sup>  
Ibid., p. 86.

Student. Do John and Mary study Arabic in the morning?

Teacher. Write.

Student. Do John and Mary write Arabic in the morning.

After do, we pass to does and then to did, using the substitution drill.

| Auxiliary | S                         | V                      | C      |                 |
|-----------|---------------------------|------------------------|--------|-----------------|
| Does      | He<br>she<br>Mary<br>John | study<br>read<br>write | Arabic | in the morning? |

| Auxiliary | S                       | V                      | C      |            |
|-----------|-------------------------|------------------------|--------|------------|
| Did       | you<br>he<br>they<br>we | study<br>read<br>write | Arabic | yesterday? |

III. Substitution drill. Progressive pattern practice:

Example: Do you study Arabic in the morning?

- He write
- Read they
- She Study
- You Arabic
- We John and Mary

IV. Substitution Drill.

Example: Did you study Arabic last night?

- He read
- They write

|         |      |
|---------|------|
| Study   | she  |
| English | you  |
| John    | Mary |

Habit. To make statements into questions, use the verb do. Do is an (auxiliary) verb. The tense form of do tells the tense. The main verb is always an (infinitive) without to.

They like English.

Do they like English?

They liked English.

Did they like English?

Do is an auxiliary verb. Do changes to does for the third person singular. The main verb is always an (infinitive) without to.

They like English.

Do they like English?

He likes English.

Does he like English?<sup>1</sup>

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<sup>1</sup> Ibid., p. 87.

V. Question and Answer Drill

A. The teacher gives the answer, the student asks the question. Example:

Teacher. He likes the lesson.

Student. Does he like the lesson?

1. Mary arrives at 8:00 o'clock every morning.
2. The students eat breakfast at 7:00 o'clock.
3. The teacher explained the first lesson yesterday.
4. The class begins at 8:00 A.M.
5. The students arrived yesterday.

B. The teacher asks the question, the students give the answer. First, they repeat in unison. The teacher gives them the habit of using short answers and then he passes to individual drill. To answer with yes.

Example:

Teacher. Do they study at noon?

Students. Yes, they study at noon. Yes, they do.

1. Do John and Mary study at night?
  2. Does the class begin at 8:00 A.M.?
  3. Do the students eat breakfast at 7:00 A.M.?
  4. Did the students arrive on Friday?
  5. Did you study grammar yesterday?
- C. Student questions, teacher answers.
- D. Student questions, second student answers.

Exercise. Make these statements into questions  
using do, does or did. (Oral and written)

1. We had tomato juice for dinner.
2. The students had dinner in the dormitory last night.
3. You live in Syria.
4. The girls talk too much.
5. Mary sleeps late at night.
6. John slept late last night.
7. They wrote their homework.
8. We eat lunch at twelve.
9. She knows the answer.
10. He studied the lesson.

### Lesson Plan (3)

General aim of the lesson - Grammar - interrogative sentences with when, where, what, who.

Specific aims - 1) To differentiate between do,  
does and did.

2) To recognize the question pattern  
with when.

3) To produce the question pattern.

#### I. Repetition Drill

1. When do they usually go?
2. When do they usually work?

3. When does he usually study?
4. When does she usually come?
5. When did they go yesterday?
6. When did he study last night?

II. Substitution Drill - Straight Pattern Practice

|      |    |   |  |
|------|----|---|--|
| When | do | they<br>you<br>we<br>I<br>John and Mary | usually go?<br>usually come?<br>usually sleep?<br>usually eat?<br>usually study? |
|------|----|---|--|

|      |      |   |   |
|------|------|---|---|
| When | does | he<br>she<br>this boy<br>that girl<br>the student | usually go?<br>usually come?<br>usually sleep?<br>usually study?<br>usually read? |
|------|------|---|---|

|      |     |                                    |                              |            |
|------|-----|------------------------------------|------------------------------|------------|
| When | did | they<br>I<br>you<br>he<br>the girl | go<br>come<br>sleep<br>study | yesterday? |
|------|-----|------------------------------------|------------------------------|------------|

III. Substitution Drill. Progressive Pattern Practice.

A. Example: When do you study English?

|        |             |
|--------|-------------|
| He     | She         |
| Read   | Write       |
| Arabic | Armenian    |
| They   | These girls |
| Mary   | John        |

B. Example: When did you study English?

|        |             |
|--------|-------------|
| He     | She         |
| Read   | Write       |
| Arabic | Armenian    |
| They   | These girls |
| Mary   | John        |

Habit. When questions ask for information about a time.

Question - When did you read the Daily Star?

Answer - I read it yesterday.

In these questions the auxiliary verb is always placed before the verbs except in the case of the verb be and sometimes have. The form of do tells the tense. The main verb is always an infinitive without to.

Question - When was he sick?

Answer - He was sick last week.

Question - When has he his exam?

Answer - He has it today.



#### IV. Question and Answer Drill

A. The teacher gives the answer, the student asks the question.

Example:

Teacher. Hagop meets his friend everyday at eight o'clock.

Student. When does Hagop meet his friend everyday?

1. I go to school everyday at eight o'clock.
2. The meeting begins at six o'clock.
3. The students arrived yesterday.
4. She met her professor yesterday.
5. He saw a nice picture last week.

B. Teacher questions, the students give the answer.

C. Student questions, second student answers.

Exercise: Ask when questions about these statements:

1. He went to Europe last summer.
2. The Arabic class starts at 8:00 in the morning.
3. The class started ten minutes ago.
4. I read my assignment on Monday.
5. I saw my friends an hour ago.
6. He meets his teacher everyday at 7:30.
7. He met his teacher yesterday.

8. She wrote the composition last week.
9. The party begins at five o'clock.
10. Hagop got a good grade on his test yesterday.

### Lesson Plan (4)

General aim of the lesson - Grammar - interrogative sentences with can, could, may, will, would, shall, should, must, has, has to.

Specific aims. 1) To recognize the question pattern with can, could, will, would, etc.

2) To produce the question pattern.

#### I. Repetition Drill

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. You can learn English.   | 1. <u>Can you learn</u> English? |
| 2. You will learn English.  | 2. Will you learn English?       |
| 3. He can speak English.    | 3. Can he speak English?         |
| 4. She may go now.          | 4. May she go now?               |
| 5. I shall go now.          | 5. Shall I go now?               |
| 6. They could stay with us. | 6. Could they stay with us?      |

#### II. Substitution Drill. Straight pattern practice.

| Auxiliary | S    | V     | C         |
|-----------|------|-------|-----------|
| Can       | you  | learn | English?  |
| or        |      |       |           |
| Will      | he   | read  | Arabic?   |
| May       | she  | write | Armenian? |
| Shall     | they | speak | French?   |
| Could     | we   |       | Spanish?  |

III. Substitution Drill. Progressive Pattern Practice.

Example: Can you learn English?

May                      Arabic  
 Study                    Write  
 They                     Armenian  
 He                        Will  
 She                        Read

Habit. To make a question from a statement using can, could, will, would, shall, should, may, must, has, has to, change the statement order by placing these words before the subject. The main verb is always an (infinitive) without to.

| S       | Aux. | V     | C        |
|---------|------|-------|----------|
| You     | can  | learn | English. |
| Can you | -    | learn | English? |

IV. Question and Answer Drill

A. The teacher gives the answer, the student asks the question. Example:

Teacher. He can speak English.

Student. Can he speak English?

1. She can speak Arabic.
2. We shall solve the arithmetic problem.
3. They may come in the afternoon.
4. You will have an exam tomorrow.
5. She can speak English fluently.

B. The teacher asks the question, the students answer. The teacher gives them the habit of short answers.

Example: Can I come this afternoon?

Student. Yes, you can come this afternoon.

Yes, you can.

1. Will you study English tomorrow?
2. May I come in?
3. Can we postpone the exam?
4. May the teacher leave now?
5. Can this girl speak French?

C. The student asks the question, the teacher answers.

D. The student asks the question, another student answers.

Exercise 1. Substitute the items in the question  
(oral and written).

Example: Can he speak English?

Teacher: Will.

Student. Will he speak English?

- |                   |                           |
|-------------------|---------------------------|
| 1. Should         | 6. He                     |
| 2. We             | 7. may                    |
| 3. have lunch now | 8. They                   |
| 4. Mary           | 9. should                 |
| 5. play football  | 10. study in the evening. |

Exercise 2. Convert the statements to questions  
(oral and written).

Example: He will have a test tomorrow.

Will he have a test tomorrow?

1. Hagop can play football.
2. I may use your pencil.
3. The students should study in the evening.
4. He should write a letter.
5. We can go home later.
6. The teacher will explain the lesson.
7. We must attend the class.

## CONCLUSION

The purpose of this study was the following:

- 1) To isolate and identify the major question patterns in American English and West Armenian.
- 2) To predict the difficulties of Armenian students in mastering the English question patterns.
- 3) To suggest methods for teaching question patterns to Armenian students.

The writer referred to Fries' The Structure of English for the English spoken language and used herself as an informant for the Armenian spoken language.

For the identification and isolation of the question patterns, it was necessary to apply a linguistic methodology. Fries' approach and his terminology were used because it would best serve the aim of the writer - namely, the contrastive analysis.

The identification and isolation of the major question patterns in English and West Armenian revealed eight major pattern types. These major patterns formed the basis for the contrastive analysis.

In this thesis the contrastive analysis has shown the importance of the differences between languages, because differences constitute learning problems. Thus, speakers of different native languages confront different learning problems in learning the same foreign language.

One of the main differences between Armenian and English consists in the fact that Armenian has a relatively flexible word order, in contrast with English. Armenian, being an inflected language with nominal declensions and verb conjugations, does not seem to need word order as a structural device to the extent that English does.

It was established that similar question patterns are used in both languages with differences in flexibility of word order, the use of auxiliaries and intonation. Armenian question patterns are signaled by intonation only, in contrast to English question patterns which are indicated by word order, intonation and by the use of auxiliaries. The attention of teachers of English in Armenian schools should be drawn to such important differences.

In teaching a foreign language, the teacher should be aware of the similarities or differences in the patterns of the native language of the students and the foreign language taught. Patterns in the foreign language will be easily learnt if they correspond to patterns in the native language. Here the student merely learns new vocabulary items to extend the use of his native pattern to the foreign language. When there is no parallelism,

difficulty of learning new patterns results. To avoid this difficulty, the foreign language teacher should plan systematically what is to be taught.

It is accepted in educational psychology that starting with the simple and proceeding to the difficult makes learning easier and more fruitful.<sup>1</sup> In applying this principle of learning to the major question patterns of this study, question patterns with Be and sometimes Have should be taught first, patterns with Do, Does and Did should come next, patterns with an interrogative word and Do, Does and Did should come afterwards, patterns with Will, Shall, Can, Could, Would, Should, May should come last.

After taking into consideration the level of difficulty, the teacher should adopt appropriate methods of teaching. Pattern drill and pattern practice in speech and exercises in writing are necessary to force the Armenian students' attention away from the flexibility of word order and intonation of Armenian question patterns to the rigidity of that of English question patterns. This will hopefully establish the formation of new habits. The writer assumes that the Armenian students will thus

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1  
Masanori Higa, "The Psycholinguistic concept of 'Difficulty' and the Teaching of Foreign Language Vocabulary," Language Learning, XV, Nos. 3 and 4 (1965), 167-181.



master the habits of the English language with greater ease.

To verify the above assumption and the prediction made in the contrastive analysis, tests should be constructed and administered to Armenian students. These tests would help textbook writers to prepare more efficient teaching materials and help teachers in better student guidance. The results may be helpful in verifying the level of difficulty of each pattern instead of having a logical sequence set by the teacher.

The issue of tests was one limitation of the study; another was the question pattern types. There may be some sub-patterns of the eight question patterns described in this thesis. However, the writer hopes that she has taken into consideration the major question patterns in English and that she has laid the basis for others to carry on the research with a more detailed description of the question patterns in English.

One can no more deny the idea that language teaching must be grounded on linguistics-- that is to say, on the body of knowledge we possess about the nature of language and of specific languages -- than one can deny virtue, home, and mother. But it should be equally obvious that our discipline should rest on other foundations as well, particularly on that branch of psychology which deals with the nature of the learner and of the language-learning

process.<sup>1</sup>

Very little has been done in the field of teaching English as a foreign language to Armenian students. The only studies that have been done so far are those of Fairbanks<sup>2</sup> and Stevick<sup>3</sup>, Feydit<sup>4</sup> and Demirjian.<sup>5</sup> Therefore, it is the writer's wish that others should go on with such research which is needed for the teaching of English to Armenian students. The availability of this

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1

Clifford H. Prator, "Development of a Manipulation - Communication Scale," The 1964 Conference Papers of the Association of Teachers of English as a Second Language of the National Association for Foreign Student Affairs (March 1965), 59.

2

Gordon H. Fairbanks, Phonology and Morphology of Spoken West Armenian (unpublished dissertation, University of Wisconsin, "n.d.").

3

G. H. Fairbanks, and Earl Stevick, Spoken West Armenian (New York: American Council of Learned Societies, 1958).

4

F. Feydit, Grammaire de la Langue Armenienne Moderne (Venice: Mekhitarist, 1935).

5

Armine H. Demirjian, "A Contrastive Analysis of Post-Nominal Modification in Standard Written American English and Standard Written West Armenian" (unpublished Master's Thesis, American University of Beirut, 1965).

kind of study will be significant for preparing new teaching materials, for supplementing inadequate materials for Armenian students and for suggesting methods of teaching to be adopted by the teachers of English in Armenian schools. Thus the teaching of English as a second language will be more efficient than what it is now in the Armenian schools.

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