
This is the **published version** of the bachelor thesis:

González Fernández, Cynthia; Llinàs i Grau, Mireia, dir. The syntax of embedded questions and its acquisition by L2 learners of english. 2015. 107 pag. (801 Grau en Estudis Anglesos)

This version is available at <https://ddd.uab.cat/record/137519>

under the terms of the  license

The Syntax of Embedded Questions and its Acquisition by L2 Learners of English

TFG Estudis Anglesos

Supervisor: Dr. Mireia Llinàs Grau

Cynthia González Fernández

June 2015



ACKNOWLEDGMENTS

This project has got the best and the worst out of me: illusion, stress, knowledge, desperation, inspiration... It has been a very long but gratifying journey. But being honest, I cannot say that this is just my piece. I could not have done this alone. For that reason, I would like to thank those that have been by my side during the process, in the good days but also in the bad ones.

Starting with Mireia Llinàs, she has been all you can ask for as a tutor. Thank you for your dedication, for your patience, for the long tutorials and for the eternal corrections. You have taught me how to appreciate all this work and how fulfilled research can make me feel. I will never be able to thank you enough for this.

Following with all the people that have made this experiment possible. From my students, who were the ones that took the first pilot tests, to the high school Joan Miró. Thank you to all the teachers and the administrative staff that allowed me to run my test and gladly answered all my questions and requests.

Last but not least, to my family and friends. Specially to Sergio and Carlota, whose support and encouragement always help me achieve whatever I aim at. Thank you for being there.

TABLE OF CONTENTS

Abstract	1
1. Introduction	2
2. Question Formation	6
2.1 General Assumptions about Question Formation	6
2.2 English	10
2.3 Spanish	16
2.4 English and Spanish: A Comparison	20
3. Second Language Acquisition	27
3.1 A First Approach to SLA	27
3.2 An Account of Transfer	28
3.3 Acquisition of the Syntax of Questions	31
3.4 Research Questions	35
4. Methodology	36
4.1 Participants	36
4.1.1 Subjects	36
4.1.2 Control group	37
4.2 Method and Procedure	38
4.2.1 Task 1: Translation	39
4.2.2 Task 2: Sentence Combining	40
4.2.3 Task 3: Grammaticality Judgment	40

4.3 Pilot Test	41
5. Results and Discussion	43
5.1 Results	43
5.1.1 Task 1: Translation	43
5.1.2 Task 2: Sentence Combining	44
5.1.3 Task 3: Grammaticality Judgment	47
5.2 Discussion	49
5.2.1 Translation Task: an Interpretation	50
5.2.2 Sentence Combining Task: an Interpretation	52
5.2.3 Grammaticality Judgment Task: an Interpretation	57
6. Conclusions	60
7. Bibliography	62
 Appendix A	 64
Pilot Test	
 Appendix B	 67
Final Test Sample	
 Appendix C	 72
Native English Speaker's Samples	
 Appendix D	 77
Subjects' Samples by group	

INDEX OF TABLES AND FIGURES

TABLES

Table 1: White's claims on UG availability and transfer	30
Table 2: Proposed stages in the L2 development of English questions	32
Table 3: Number of participants	37
Table 4: Instances of V-to-I in L2 English among groups	50
Table 5: List of items Task 2	53

FIGURES

Figure 1: Results Task 1 2 nd ESO	43
Figure 2: Results Task 1 4 th ESO	43
Figure 3: Results Task 1 2 nd Bachillerato	43
Figure 4: Results Task 1 2 nd EEII	43
Figure 5: Results Task 1 4 th EEII	43
Figure 6: General Development in Task 1	44
Figure 7: Results Task 2 2 nd ESO	45
Figure 8: Results Task 2 4 th ESO	45
Figure 9: Results Task 2 2 nd Bachillerato	45
Figure 10: Results Task 2 2 nd EEII	45
Figure 11: Results Task 2 4 th EEII	45
Figure 12: General Development in Task 2	46
Figure 13: Results Task 3 2 nd ESO	47

Figure 14: Results Task 3 4 th ESO	47
Figure 15: Results Task 3 2 nd Bachillerato	47
Figure 16: Results Task 3 2 nd EEII	47
Figure 17: Results Task 3 4 th EEII	47
Figure 18: General Development in Task 3	48
Figure 19: Detailed description of Incorrectness in Task 1	52
Figure 20: Detailed description of Incorrectness in Task 2 by questions	54
Figure 21: Total Percentages Task 2	56
Figure 22: Total Percentages Task 3	57
Figure 23: Detailed description of Incorrectness in Task 3	57

ABSTRACT

English and Spanish present differences in the transformational rules responsible for question formation. While both languages are affected by *Wh*-movement, a process that displaces a *Wh*-element from its original position to first position, Spec, CP; they differ in the other process involved in question formation: SAI, in the case of English, and V-movement, in the case of Spanish. However, the phonetic realisation of both processes is very similar. As Spanish L2 learners of English tend to apply Subject Auxiliary Inversion to embedded questions, generating an ungrammatical outcome, this paper aims to find out its source. Two proposals are considered: an interference from the L2 itself and transfer from the L1. A theoretical framework is developed in order to point out similarities and difficulties between the two languages. This has allowed us to make a comparison between the two languages and look for possible sources of transfer. As this project involves a second language and considers the concept of transfer, a section has also been dedicated to analyse the process of acquisition of questions. Moreover, in order to collect original data, an experiment involving 120 subjects was carried out. The test was designed to prompt learners to produce and work with embedded questions. Finally, through the analysis of the gathered data, one of our hypotheses seem to be confirmed: there could be an interference of the L2 structures.

1. INTRODUCTION

The process of acquisition of a second language has been debated for a long time. Krashen (1995) already stated a distinction between two processes that are available for adults: *learning* and *acquisition*. While learning was considered a conscious awareness of the linguistic aspects of a language, acquisition was an unconscious process by which the language was processed without any voluntary cognitive attempt by the learner. This acquired competence was available for communication, but the adult was not aware of any explicit linguistic rule. After this differentiation, several authors started to develop theories regarding the different stages that the learner undergoes through the process of acquisition. This is the case of Lightbown and Spada (1993) who proposed several stages in the L2 development of English questions, related to the topic of our concern.

In English, we can distinguish between direct and indirect questions. Both structures, direct and indirect, are affected by the wh-transformation when containing question words such as *who*, *where* or *when*. Moreover, another process plays a role in question formation: Subject-Auxiliary Inversion (from now on SAI). Nevertheless, this transformational rule does not apply in the same way for both constructions. In direct questions, it is mandatory to apply SAI. Contrarily, in indirect questions SAI is not required.

In Spain, English is learnt as a Foreign language. This means that it “is not widely used in the learners’ immediate social context” (Saville-Troike, 2006: 4). This may have an effect on the process of acquisition of the language as it may not have “immediate or necessary practical application” (Saville-Troike, 2006: 4). The few opportunities of

practicing the second language are surrounded by the influence of the L1 that may or may not interfere with the learning process.

Bearing this in mind, this paper tries to deal with the possible interference of the L1 during the acquisition of the embedded questions in the L2. Therefore, for the purposes of this study, we should compare this English transformation rule with the natural syntactic structure adopted in the first language, in this case, Spanish. In Spanish we can find the same distinction between direct and indirect questions. The main difference is that Spanish is a language that allows any lexical verb to appear in inflection (I) or complementiser position (C), therefore, we can only really see the movement with constructions that involve an auxiliary verb and an overt subject (Francom, 2012). To illustrate this, consider the following examples:

(1) Did you see Carlota at the cinema?

(2) ¿Viste (tú) a Carlota en el cine?

(3) ¿Have you seen Carlota at the cinema?

(4) ¿Has visto (tú) a Carlota en el cine?

(1), (2), (3) and (4) are examples of canonical direct questions. In (1), it is possible to observe SAI: the auxiliary verb *do* is in first position, while the subject *you* is located after it. *Do* has been displaced to C and the subject has raised to Spec, IP. In Spanish, the mechanism is slightly different. In example (2) we can observe how the lexical verb *viste* has raised to first position. The same can be observed in (4) more clearly. While in English, only the auxiliary verb is displaced to C, leaving the subject in between the auxiliary and the lexical verb; in Spanish, in (4) we can see how both, the auxiliary verb

and the lexical verb, are fronted before the subject.

Taking into account all these facts, when facing embedded questions, Spanish L2 learners of English have two sources to rely on. One possibility is that they can trust the main questions mechanisms in English. In this case, they will relate wh-questions with an automatic application of SAI, as in example (6). The other possibility is that they can rely on those mechanisms that they already use for their L1. In Spanish, the lexical verb is displaced and this movement is applied in direct and indirect questions. In this other case, they will also apply movement in embedded questions, but with lexical verb. The following sentences exemplify how the sentences become ungrammatical when the subject-auxiliary inversion is applied to the subordinate clause.

(5) I wonder if you have seen Carlota at the cinema

(6) *I wonder if have you seen Carlota at the cinema

This study will try to analyse this fact. The purpose is to find out whether Spanish L2 learners of English deal with embedded questions using their actual knowledge of the L2 or the native-speaker knowledge about their L1.

In order to deal with this fact, this paper has been divided in two main sections. The first one will be devoted to analyse the theoretical framework of question formation in English and Spanish. Paying special attention to embedded clauses, we will crumble the syntactic processes behind question formation of the two languages; trying to clarify their similitudes and differences. Once both processes are clear, we will proceed with an experimental exploration on the topic. Selected subjects took a test composed by different tasks oriented to the management of embedded questions in English. Later one,

these results will be analysed in order to attempt to shed some light on our research questions.

2. QUESTION FORMATION

2.1 General assumptions about Question formation

Languages are considered to have a word order by default. Nevertheless, the different structures involve processes that may alter this canonical order. Brucart and Hernanz (1987) specify that this classification is made through the analysis of declarative sentences, considered unmarked. The process of derivation of sentences involves two types of transformations: merger and movement. As far as question formation is concerned, movement is a crucial element.

We can distinguish two main types of questions: direct questions and indirect questions. At the same time, we can divide them into *yes/no questions* and *Wh-questions*. In this section, I will develop the process of question formation, specifically referring to word order matters.

Firstly, **direct questions** are “those which the listener is expected to answer” (Crain and Lillo-Martin, 1999:193). Within direct questions we can distinguish: *yes/no questions* and *Wh-questions*. Both constructions differ in their components. On the one hand, *yes/no questions* are characterised by having a verbal element that has been displaced to first position, before the subject. This verbal element can have different original positions, as will be developed in the following sections. On the other hand, we can also find *Wh-questions*, which involve, in addition, the presence of a *Wh*-word. *Wh*-words are *who*, *which*, *when*, *where*, *why*, *what*, *whose* and *how*. These words represent a constituent in the clause. Examples (1-2) illustrate this type of questions. (Capdevilla et al. 2007)

(1) Sally saw a spider in her suitcase

(2) What did Sally see in her suitcase?

(2') [*Wh*-constituent + verbal form + subject + predicate]

Secondly, **indirect questions** (also known as embedded questions) are “called indirect questions because the whole sentence is not a question (the listener isn’t expected to reply), but it has something resembling a question embedded in it” (Crain and Lillo-Martin, 1999: 188). Before continuing, consider the following set of examples:

(3) I wonder what Sally saw in her suitcase

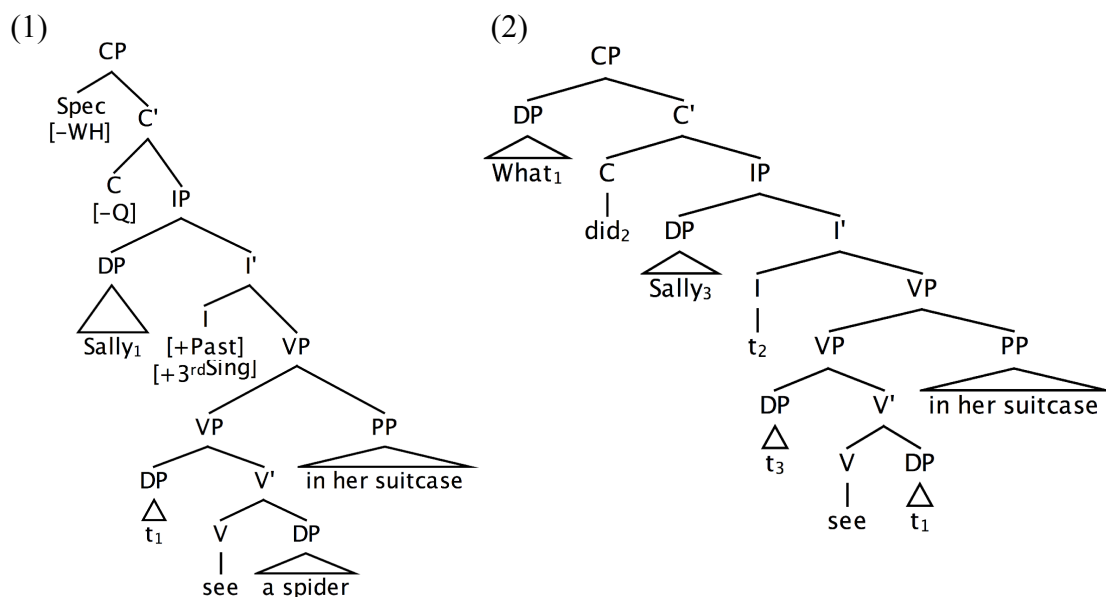
Example (3) is an indirect question; its syntactic distribution is illustrated in (4)

(4) [I [wonder [what [Sally [saw in her suitcase]_{VP}]_{IP}]_{CP}]_{VP}]_{IP}

Syntactically, an indirect question is formed by a verb that selects a [+Q] C. C is the head of CP, a functional layer projected above IP. The properties of the head percolate to the maximal projection, CP. Therefore, when a verb selects a [+Q] C as in example (4), this feature must be checked by a constituent from the clause. In example (2) it is the displaced *Wh*-element ‘*what*’ the one that is fulfilling the [+Q] requirement. This process will be explained in detail in the upcoming lines.

There are two main movements that take place during the derivation of questions: what we will temporarily call “a movement to C” and *Wh-movement*. Starting with the latter, *Wh-movement* only applies to those questions involving a *Wh*-constituent, i.e. *Wh*-questions. As we have stated before, the *Wh*-word represents a constituent of the clause where it is contained. Comparing examples (1) and (2), ‘*what*’ in example (2) replaces ‘*a spider*’ in example (1). In a syntactic analysis, this means

that the *Wh*-constituent that has been displaced in (2) would have been originated in the same position that ‘*a spider*’ occupies in (1). Nevertheless, as ‘*what*’ is a *Wh*-phrase, in the derivation of the sentence, it has been displaced to another position: Spec, CP. The tree analysis of both constructions is provided to show the movement.



In the analysis of (1), ‘*a spider*’ is the complement of the verb ‘*see*’. Therefore, and following the previous assumptions, in (2), ‘*what*’ is also originated in the position of complement of V, but then it is displaced to a first position: Spec, CP. It is possible to notice that in the analysis of (1), this position is available, as it is a declarative sentence. The CP layer in declarative sentences will be occupied by the [-WH] and [-Q] features. According to Zagana (2006), there are two main properties derived from *Wh*-movement: a *Wh*-phrase in first position and some derived restrictions about the verb position.

The other transformation that is crucial in the derivation of questions is what we have called “movement to C”. This movement consists on a verbal form that is

displaced to a pre-subject position in the sentence. Although this movement is a significant part of the derivation of interrogative sentences, there are important differences in the nature of the movement so it will be explained in depth throughout this paper, in the specific sections dedicated to English (2.2.§) and Spanish (2.3.§).

As a result of the previous assumptions about movement, we may assume that certain categories in the sentence are left empty after the displacements. But this is not the case. Resorting to the **Trace Theory**, the moved constituents leave a trace in their base positions (represented as [t]) that keeps their same features. In words of Radford (1997: 111), “the empty category would therefore seem to be a silent copy - i.e. a constituent which has the same grammatical properties and which differs from the auxiliary only in that it has no phonetic content”. The constituent is the antecedent of that trace and binds it, forming a chain.

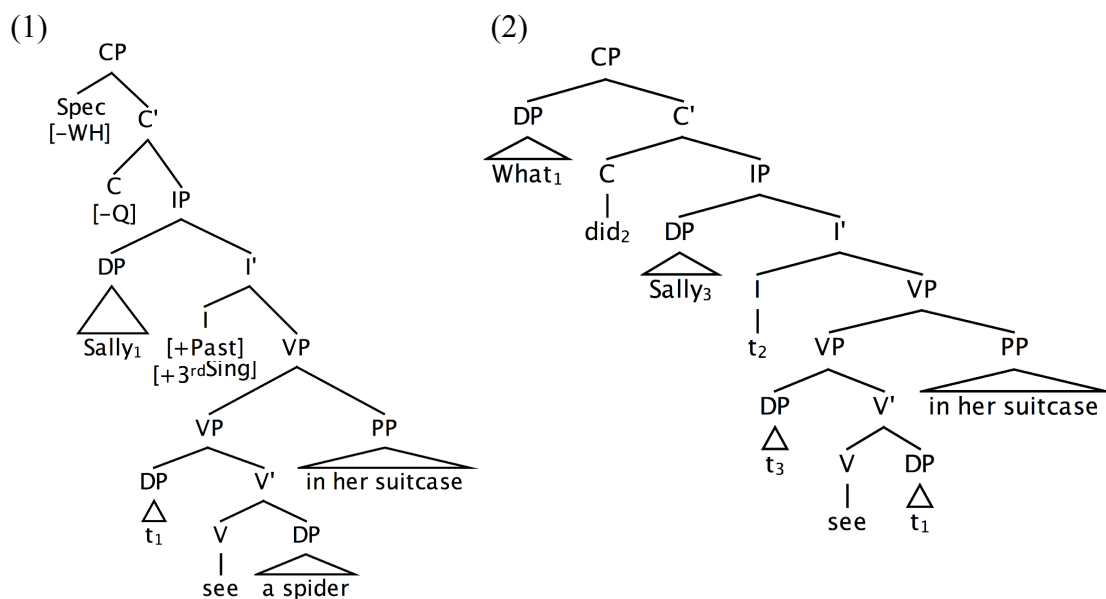
To conclude this section, a special mention to the category Inflection should be made; as it will be relevant for the reasoning of this paper. Following Zagana (2006), the category I embraces two different pieces of information: one related to agreement and one related to tense. These two pieces of information affect different components of the VP: the subject and the verb, respectively. As far as the verb is concerned, Inflection needs to check the features of the verb because of their head-complement relation. Inflection can be weak or strong, and it will have two different consequences in the derivation of interrogatives. Moreover, Inflection also has an Specifier-Head relation with the subject. Within what are called “*N-features*” we have agreement (person and number) and case. These features can also be strong or weak. Giving, one more time, two possible outcomes.

As we will analyse in the following sections, although most of the underlying processes are the same, English and Spanish diverge in some of these characteristics.

2.2 English

English is an SVO language with a very fixed word order. However, this word order belongs to the unmarked declarative sentence. During the process of derivation of interrogative sentences this order undergoes certain alterations.

Starting with the analysis of **direct questions**, we need to tackle the two main movements that affect them: *Wh*-movement and “movement to C”. Again, we have to divide them into *Wh*-questions and *yes/no questions*. The mechanisms of *Wh*-questions have been developed in the previous section (2.1.§). As to review them, it would be necessary to resume the same examples provided above:



Wh-questions are characterised by the displacement of a *Wh*-constituent to Spec, CP, a position previous to the subject. It is important to mention that this movement is triggered by features. In direct question formation in English, the head C selects a

[+WH] for its specifier. This [+WH] is strong and needs to be fulfilled so it attracts the *Wh*-constituent to Spec, CP.

The other transformation taking place in the derivation of direct questions in English is *Subject Auxiliary Inversion*, SAI from now on. This corresponds to what we have called “movement to C” in the previous sections (2.1.§) and it affects both types of direct questions, *yes/no questions* and *Wh-questions*. It was stated that a verbal form should be displaced to C. SAI is an instance of head movement; this means that it is the displacement of a head element from a head position to another head position. In English, SAI involves the movement of the auxiliary, head of IP, to the head of CP. Radford (1997) argues in favour of this position resorting to the exclusivity of auxiliary and complementiser. He illustrates this with the following example:

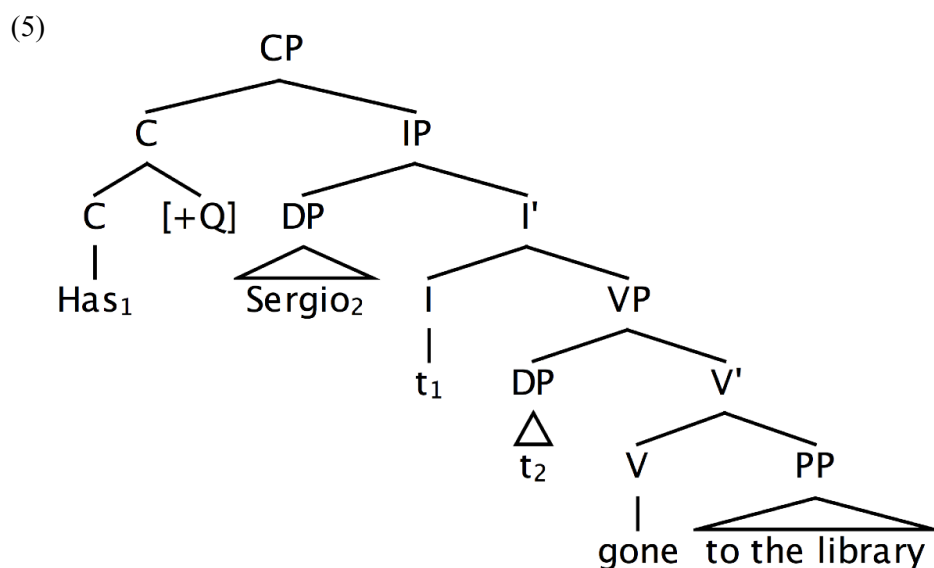
(3) Speaker A: What d’you want to ask me?

Speaker B: ***If will** you marry me

The ungrammaticality of the answer of speaker B shows that ‘*if*’ and ‘*will*’ occupy the same position in the sentence so they cannot cooccur. Having stated the original and the landing positions, it is now possible to see clearly what subject-auxiliary inversion refers to. Consider the following examples:

(4) Sergio has gone to the library

(5) Has Sergio gone to the library?



In the declarative sentence in (4), the subject, ‘*Sergio*’ is in first position, followed by the auxiliary and the verb. Nevertheless, in (5), after the question derivation, the subject is in second position, preceded by the auxiliary ‘*has*’ and followed by the verb. The movement of the auxiliary from its base position in I to C is reflected in the Phonetic Form (Crain and Lillo-Martin, 1999) as an inversion of the auxiliary and the subject. For this reason, this process is also called I-to-C movement.

Once we know what SAI consists in, it is necessary to deal with the reasons why this movement is necessary. Following Chomsky’s assumptions (1995), C, in questions, is a strong head because it contains an abstract affix **Q**. As it is an affix, it is necessary for it to be attached to another word, so it is obligatory for this position to be filled. In direct questions, the required element to fulfil this requirement is the movement to the auxiliary from I to C. If we now take into consideration Radford’s (1997) previous

interpretation to the analysis of the derivation of (5), **Q** will appear in the tree representation as an affix attached to the displaced auxiliary in C.

Assuming that the **Q** affix makes C a strong head that requires to be filled, how is it possible to deal with those constructions that involve a tense that does not contain an auxiliary? This is the case of the sentence (6).

(6) Sergio went to the library

(7) Did Sergio go to the library?

To build a question from a declarative sentence which has no auxiliary, it is necessary to resort to *Do*-support. This auxiliary is an expletive that is generated in I and then displaced to C to fulfil the requirements of the **Q** affix. This expletive cannot be directly inserted in C because it requires a VP complement, so it must originate in I. (Radford 1997).

We will now proceed to see how they apply to **indirect questions**. According to Haegeman and Gueròn (1999), it is possible to establish similarities and differences between direct and indirect questions in English. In relation to similarities, we need to mention *Wh*-movement. Embedded questions are affected by *Wh*-movement as root or direct questions are. In both cases “the *Wh*-phrase cannot remain in its sentence-internal base-position but must move to the clause-initial Spec, CP” in order to satisfy the [+WH] feature. It is important to notice here that the presence of a *Wh*-phrase is not compatible with any overt complementiser in indirect questions. Haegeman provides the following example to illustrate this:

(8) *I wonder [**whom that** Thelma will invite after lunch]

[**whether that** Thelma will invite Louise after lunch]

[**if that** Thelma will invite Louise after lunch]

From this complementary distribution it is possible to assume that when a *Wh*-phrase is generated in an embedded question and raises to Spec, CP it is already satisfying the [+Q] feature requirement so C is not overtly realised. Another possible explanation would be to assume that there is no Q affix in embedded clauses.

The other movement related to question formation: SAI. It is a crucial part within the derivation of direct questions, nevertheless there is no I-to-C movement in indirect questions in Standard English as the following examples show:

(9) What do you want?

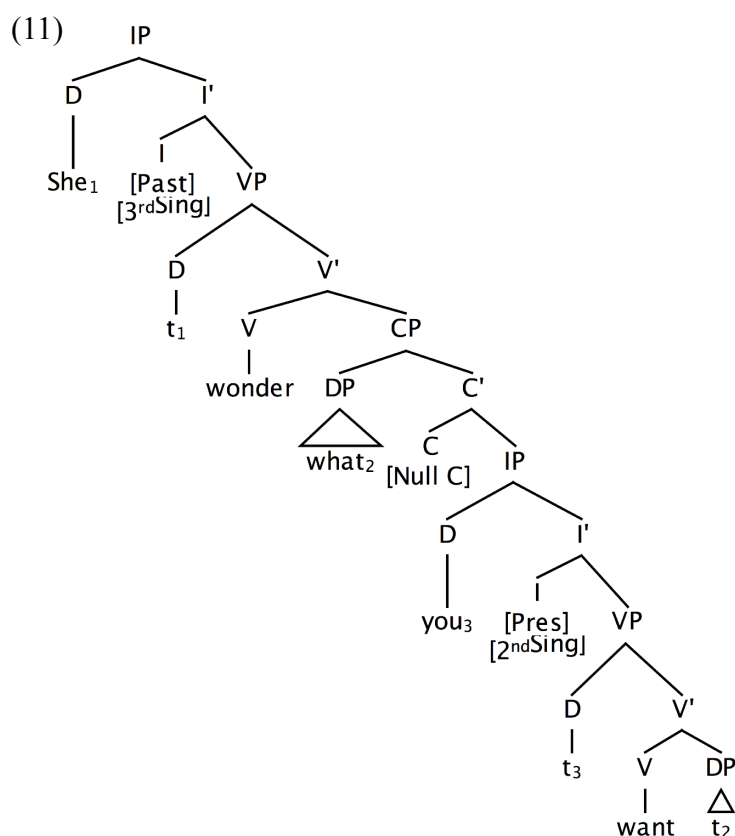
(10) *She wondered what **do** you want?

(11) She wondered what you want

In example (9) we have the derivation of a direct question: the *Wh*-element has been displaced to Spec, CP and Inflection has required the *Do*-support that has been later displaced to C. In example (10) we have applied the same derivation process to an embedded question, but the outcome is ungrammatical. From these results, we can conclude that indirect questions have a different derivation process: *Wh*-movement can apply but SAI cannot.

The reasoning behind this impossibility of applying SAI has had several possible solutions. Some authors assume that the [+Q] requirement is not an affix in embedded questions and it is weak so it does not attract any other head. Nevertheless, there is not empirical evidence to show why the [+Q] requirement is not an affix in embedded questions but not in direct questions. Therefore, for the purpose of this study, we are going to adopt a different perspective. Other authors, such as Marciano Escutia (2002), have argued for the existence of a null (or covert) complementiser that fulfils the

requirement of the head C and prevents any other constituent to occupy this position. Moreover, its presence also invalidates the possibility of *Do*-insertion, as we can see in example (10). In those cases when the embedded clause is not introduced by an overt complementiser, the Null C arises and occupies the head of CP. In the tree representation of (11), we can observe this distribution:



Having analysed the processes of derivation of questions in English, we can conclude that there are important differences between direct and indirect questions that must be taken into account. While the formation of direct questions involve Subject Auxiliary Inversion and *Wh*-movement (when necessary), embedded question only undergo *Wh*-movement. SAI is impossible for that type of construction because, from our point of view, there is a null-C as head of CP.

2.3 Spanish

Spanish is a SVO language with quite a flexible word order. This flexibility is mostly allowed by a very complex inflectional system. As we will see, this means a challenge for the analysis of derived structures such as questions.

Spanish has an inflectional system which is very rich, morphologically, and, therefore, syntactically. So, before analysing the derivation of the different types of interrogatives is necessary to show how this varied inflection will affect our discussion. In section 2.1.§, it has been discussed that Inflection can be weak or strong, having different consequences in terms of its relation with the subject and with the verb. Spanish has a strong inflection that attracts the verb from V to I. This means that in order to form a question, Spanish will use the main lexical verb in I, which has been previously displaced.

In relation to the subject, the strong feature in I allows subjects to have three different positions in the sentence:

(12) Ana encontró trabajo

(13) Encontró Ana trabajo

(14) Encontró trabajo Ana

This is a fundamental characteristic to take into account since it will interfere with the word order in questions. The strong feature in I attracts the verb carrying, morphologically, agreement and tense. The morphological realisation of this information is what allows the flexibility in word order. Moreover, in Spanish, the N-features are weak, so it is not mandatory to displace the subject from its original

position in Spec, VP to Spec, IP. This allows the subject to take different positions in the sentence.

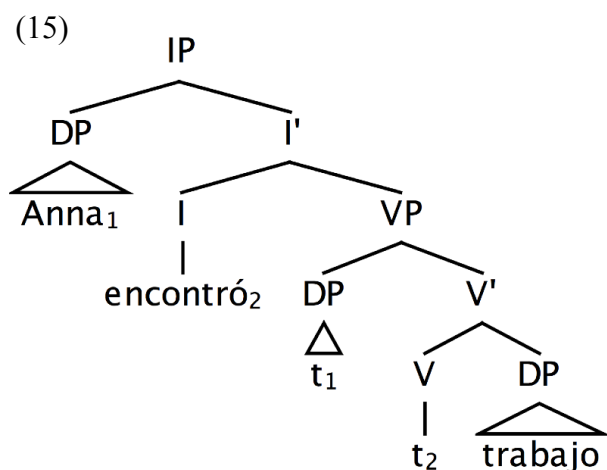
The strong feature in I has a crucial effect as regards question formation. If we recall what has been said in previous sections (2.1.§) about question formation, we need to refer to two main transformations: *Wh*-movement and “movement to C”. Consider the following examples:

(15) Anna encontró trabajo

(16) ¿Qué encontró Anna?

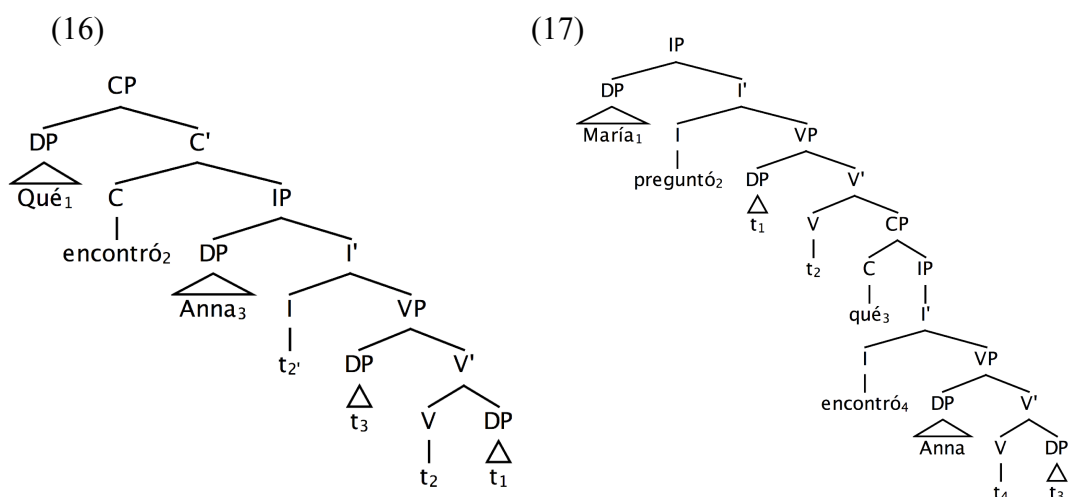
(17) María preguntó qué encontró Anna

Example (15) represents a canonical declarative sentence in Spanish. In the tree representation of this example, we can observe how the verb is originated in V but then displaced to I.



Example (16) shows the derivation of (15) to a **direct question**. This example allows us to analyse the two transformations that take place during the process. In relation to *Wh*-

movement, the head C contains a [+WH] specifier feature that must be checked. For that reason, the *Wh*-element is displaced to Spec, CP. In this case, the *Wh*-phrase '*qué*' is originated as a complement of the verb '*encontrar*' and attracted to Spec, CP. As a consequence of the movement, a trace is left in the original position of the *Wh*-element. The other necessary transformation is the movement of an element to C in order to satisfy the [+Q] requirement. In Spanish, is the main lexical verb the element that is displaced to C. As we have explained above, Spanish has a strong Inflection that attracts the Verb from its original position to I. From this position, when a question is formed, the verb raises to C.



Example (17) corresponds to an **indirect question**. As Rizzi (1996) pointed out, Spanish has a symmetry between the direct and indirect question formation. Both types of interrogatives are formed the same way, applying V-to-C, as it can be observed in their tree representations.. He sustains that the key is on the impossibility of preverbal subjects in embedded clauses.

(18) a. No sabía qué querían esos dos

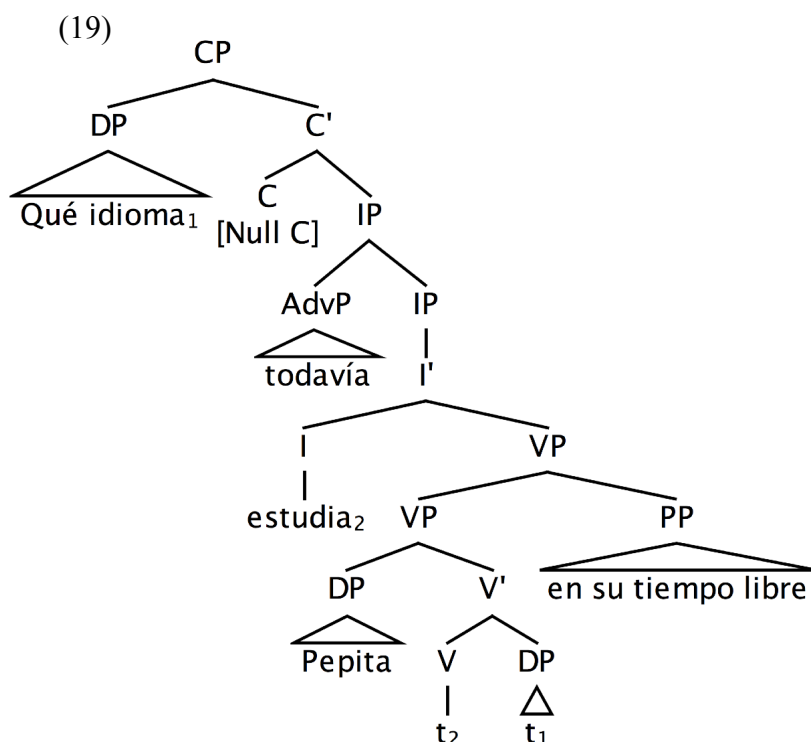
b. *No sabía qué esos dos querían

His hypothesis is based on where the [+Q] feature is originated. He described that in Spanish, the [+Q] feature is originated in I. This is what makes it necessary for I to move into C to satisfy the requirements of the main verb. The main verb is the one that selects a [+Q] CP as its complement.

It is important to note here that for some authors, the position of C as landing site for the displaced verb is problematic in Spanish. Authors like Suñer (1994) argue in favour of a verb in I position. She supports this analysis with examples including adverbs:

(19) ¿Qué idioma todavía estudia Pepita en su tiempo libre?

In (19) there is an adverb in between the *Wh*-Phrase and the verb. The *Wh*-phrase will be in Spec, CP, as the tree shows. According to the literature, the adverbs are adjuncts that are adjoined in the level of XP. In this case, as we can observe in the tree, it is adjoined to the IP. These positions reveal that if the verb would be in C it would have been realised before the adverb in the phonological realisation. But it follows the adverb, which suggests that it cannot be in C.



Torrego (1984) also provides some evidence to support this thesis. She provides example (20) showing preverbal subjects with *Wh*-Phrases:

(20) ¿En qué medida la constitución ha contribuido a eso?

If we maintain that the place for the subject in Spec, IP, this shows that the verb should be in I because it appears after the subject. These assumptions about the position of the verb I also have consequences on the derivation of indirect questions in Spanish that will be discussed in the following section 2.4.§ in comparison to English.

2.4 English and Spanish: A Comparison

The previous sections have been dedicated to analyse the process of questions formation in English and in Spanish independently. For the purposes of this paper, it is important to see closely the differences that distinguish both languages.

The first difference, which is blatantly obvious, is word order. Although both are SVO languages, English has quite a fixed structure while Spanish has more freedom to arrange its phrasal components. This flexibility is due to Inflection. Inflection can be weak or strong. In the case of Spanish, it is a strong Inflection that attracts the verb from V to I. On the contrary, English has a weak inflection that does not allow V to raise to I, so features need to lower to the position of V. Zagana (2006) illustrates these two configurations through the following lines.

- (21) a. [_{SF} FLEX [_{SV} SUJETO [_{V'} V OBJETO]]]
 b. [_{SF} [_F V_i+ FLEX]] [_{SV} SUJETO [_{V'} h_i OBJETO]]]
 c. [_{SF} FLEX [_{SV} SUJETO [_{V'} V OBJETO]]]

Example (21a) illustrates the derivation of a declarative sentence before any movement has taken place. In (21b), the verb has been displaced to I (represented by FLEX) because of strong inflection features. This would be the Spanish correspondence. (21c) would be an example of how, in English, due to weak inflection features, there is no verbal displacement to I. As we have seen, this has repercussions in the derivation of questions: *Do*-support insertion (section 2.2.§). Spanish, on the contrary, does not need *Do*-support because the strong features of Inflection keep the I position always filled with the verbal form.

In previous sections of this paper, we explained that the strong features in Inflection also affect to the subject. If we observe example (21) again, we can see two different positions that the subject may take. In (21b), the subject stays in its original position, being the verb the one that moves to inflection. In example (21c), illustrating English, it maintains the same structure as in (21a). Nevertheless, neither of the

previous analyses would help up illustrate the movement of the subject in Spanish as it can appear in three different positions (section 2.3.§).

The second difference was pointed out by Rizzi (1996) and is related to the position towards into which Inflection should move to form a question. Previously, was explained that this higher position is the head of the CP, C. Nevertheless, this position is problematic for Spanish. Rizzi also pointed out that there is an asymmetry between direct and indirect question in English that is not present in Spanish. In English, direct questions undergo SAI, while embedded questions do not. This property can be observed in the following examples:

(22) a. Where are you going?

b. Your mother is asking where you are going

(23) a. ¿Dónde vas (tú)?

b. Tu madre está preguntando dónde vas (tú)

The comparison between (23a) and (23b) reveals that the embedded question is exactly the same as the direct question. Both of them have undergone V-to-C. On the contrary, if we compare (22a) and (22b) it is possible to see the differences in the derivation of the two types of questions. While the direct question in (a) undergoes I-to-C, the indirect question in (b) maintain the canonical word order of a declarative sentence, i.e. it does not undergo I-to-C.

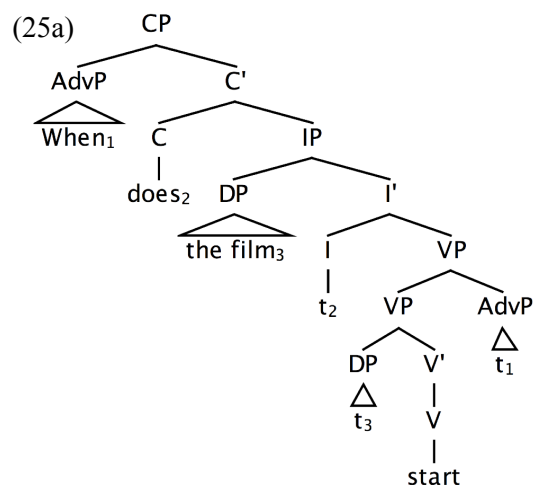
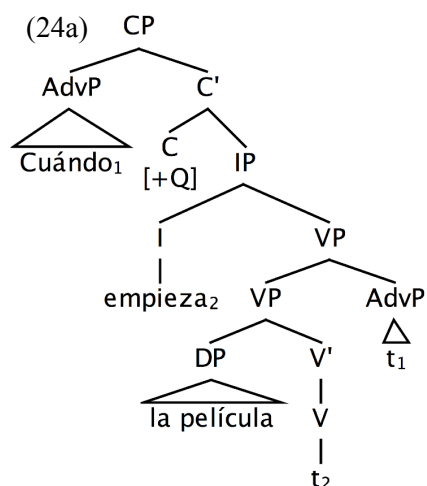
Rizzi (1996) considers that the difference lies in the original position for the [+Q] feature. While in Spanish the [+Q] feature is originated in I; in English it is an affix that needs to be attached to another element in C. In both cases, this is what triggers both movements, verbal and inflectional respectively.

At this point, it is necessary to tackle the C position as a landing site for the displaced elements. Throughout this paper, we have established that Spanish and English undergo different kinds of movements to satisfy the [+Q] requirement. Spanish fulfils the requirement by displacing the verb because its I strong feature allows it. English, on the other hand, uses I-to-C; I being occupied by an auxiliary or by *Do*-support. Bearing this in mind, we contemplate the possibility that in Spanish the V main remain I. These assumptions have also consequences on the derivation of indirect questions in Spanish.

Recapitulating first what we have said about English indirect questions, they are affected by *Wh*-movement but not by SAI. So, now, compare the following set of examples in Spanish and in English. Tree analyses are provided to ease the discussion.

- (24) a. ¿Cuándo empieza la película?
 b. Me gustaría saber cuándo empieza la película
- (25) a. ¿When does the film start?
 b. I would like to know when the film starts

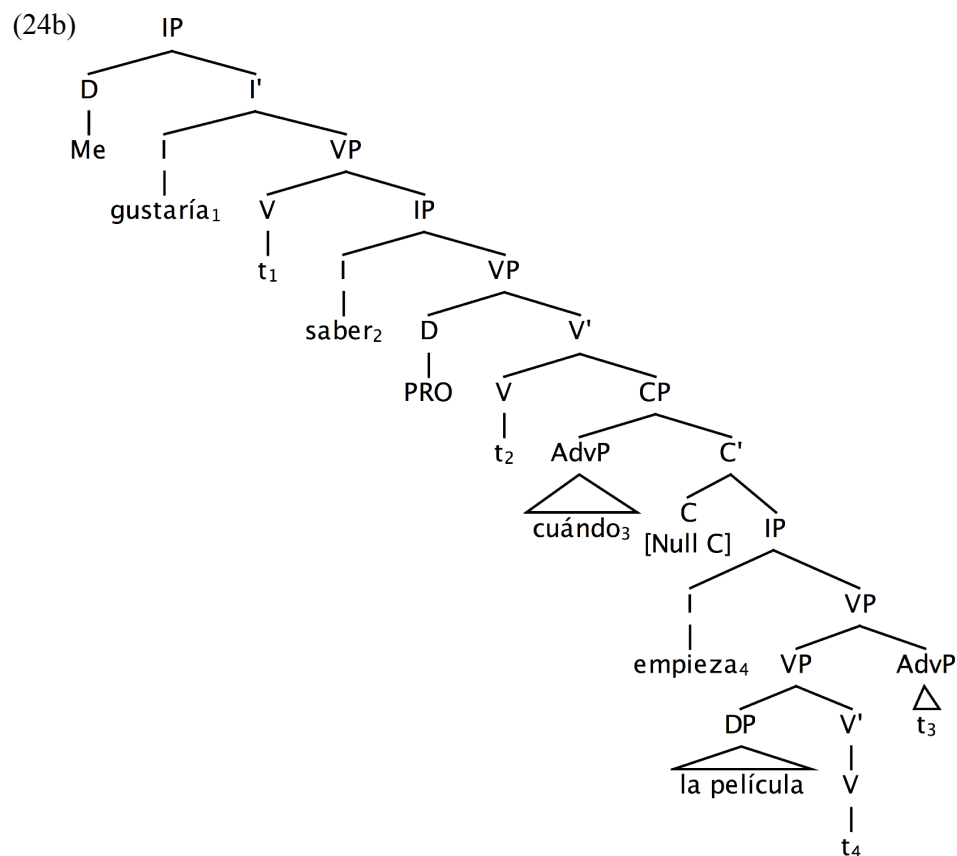
A first look at the examples reveals some differences but also some similarities. Analysing first the examples (24a) and (25a), which correspond to direct interrogative constructions, we can see a *Wh*-Phrase in initial - presubject - position; followed by the verb in Spanish (due to the strong features of I there is V-to-I) and followed by the *Do*-support in English (due to the weak features), which are both followed by their subjects. In English, after the subject we have the lexical verb.



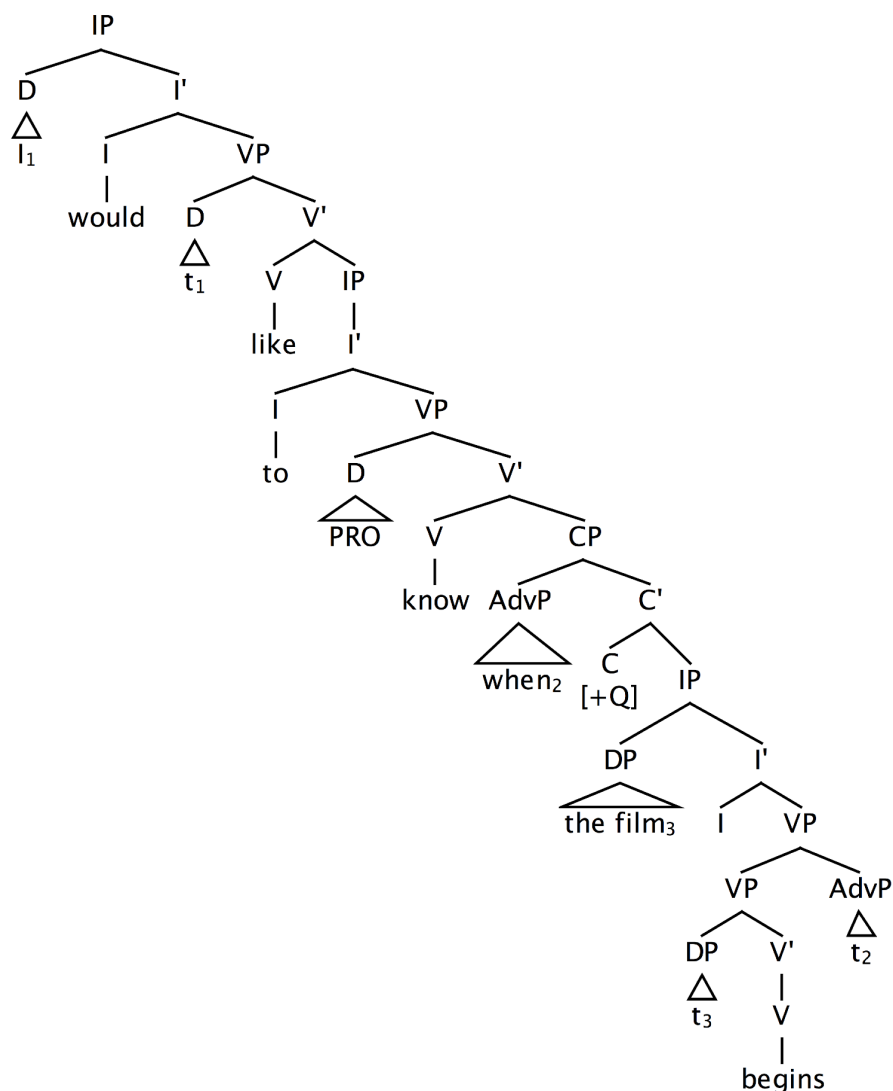
But, our concern now are indirect questions. They show a divergent behaviour expressed by (26):

(26) ... [CP cuándo [IP empieza [VP la película]]]

... [CP when [IP the film [VP starts]]]



(25b)



In (24b), the verb precedes the subject while in (25b) it does not. This shows that, as Rizzi (1996) pointed out, English has an asymmetry between direct and indirect questions. It seems obvious that Spanish does not have this asymmetry: constructions in (24a) and in (24b) are identical. But, while example (25a) undergoes SAI, examples in (24) do not. The phonological realisation of both processes is very similar: a verb (an auxiliary in the case of English) that precedes the subject. But, in Spanish, following

Zagona (2006) , there is no SAI. If we analyse more thoroughly the tree analysis, we will realise that what seems a Subject Auxiliary Inversion is not.

If we describe the derivation of the embedded clause in the English example (25b), we can see how the strong [+WH] attracts the *Wh*-phrase from its adjunct position to Spec, CP and a null C fulfils the [+Q] requirement. Then, the subject that is originated in Spec, VP, raises to Spec, IP. As in English I features are weak, there is no V-to-I movement. The result is an indirect question with the same subject-verb order as a declarative. In Spanish, on the contrary, this is not the case as we can see in (24b). We can observe the *Wh*-movement too, from an adjunct position to the initial position due to [+WH] strong features. But then, the N-features are weak so the subject is not displaced to Spec, IP but remains in its original position Spec,VP. Also different from English is the movement of the verb: inflection is strong so it attracts the verb to I. The result is a phonetic realisation in which the verb precedes the subject, as in SAI, but the underlying structure is different.

3. SECOND LANGUAGE ACQUISITION

3.1 A First Approach to SLA

Chomsky's theory of Principles and Parameters (1981) established the framework to combine and relate the research in First Language Acquisition and Second Language Acquisition (SLA). According to Llinàs et al. (2014), "this approach assumes that UG is the set of universal principles shared by all languages. Parameters are particular choices that languages make from a set of possible options." In other words, Chomsky's theory assumes that when children are born they have an innate predisposition to learn a language; this predisposition is a system guided by UG (Universal Grammar).

Following Chomsky (1981), Universal Grammar is divided in two different concepts: Principles and Parameters. Principles are general rules that all languages share, for example, the Head Principle. It states that all Phrases need a head, and this must be realised in all languages. This knowledge is innate in children. Parameters, on the other hand, are sets of options that each language chooses and that are responsible for language variation. For instance, associated to the Head Principle, there is the Head Parameter which gives languages two options: head-initial or head-last. This specific knowledge is what children must learn.

Chomsky's Principles and Parameters theory has shaken up the field of Second Language Acquisition. The existence of Principles argued for a universal Language Acquisition Device (LAD) that could have enormous importance when studying SLA: is UG available for learners of a second language or not? As White (2000) states,

parameters opened an investigation on the variation between languages and how this could affect a second language: can parameters be reset?

It is important to see that it is impossible to talk about SLA without making reference to the L1. The learner's L1 could have a crucial role in the development of an L2. In the next section, we will analyse the different possibilities proposed to account for the acquisition of a second language, specially as far as transfer is concerned.

3.2 An Account of Transfer

White (2000) describes five possible scenarios for the development of L2 acquisition, which are briefly developed in Figure 1. She describes each perspective from two main points of view: on the one hand, the role of the L1 played in the learning process of an L2 and; on the other hand, the degree of UG presence. The first perspective corresponds to **transfer**, a term that will be developed in more depth later on in this section. The second one corresponds to **access**. Moreover, she also describes the possible outcome for each perspective in terms of Target Language (TL) attainment. For the purposes of this study, we are going to focus our discussion on the concept of transfer.

Vivianne Cook (2003) wrote “transfer means carrying over the forms and meanings of one language to the other, resulting in interferences.” Children learning a first language encounter their LAD without a previous parameter setting, they need to infer the positive or negative set for those parameters of their language through input. The task of second language learners is the same: discover the specific parameters of the new language through input. Nevertheless, they are already carrying a whole group of set parameters. Having this in mind, it is easy to realise that this knowledge will

somehow affect the process of learning of the new language. This effect can be an advantage or a disadvantage. *Positive transfer* is considered an advantage for the learner. It consists of a certain aspect of the learner's L1, a parameter, that coincides or that can be accommodated to the L2. In this sense, transfer facilitates the process of learning the new aspect of the L2. As a counterpart, *negative transfer* is considered a constraint for learning. A learner overgeneralises a rule existent in his/her L1 into the L2 producing an ungrammatical outcome in the target language.

This paper explores the role of negative transfer. It considers the possibility that Spanish L2 learners of English could be transferring the strength of I in embedded questions.

	FULL TRANSFER/ PARTIAL ACCESS	NO TRANSFER/ FULL ACCESS	FULL TRANSFER/ FULL ACCESS	PARTIAL TRANSFER/ FULL ACCESS	PARTIAL TRANSFER/ PARTIAL ACCESS
INITIAL STATE	L1 final state	UG	L1 final state	UG and part of L1	L1 and part of UG
GRAMMAR DEVELOPMENT	<ul style="list-style-type: none">• UG is not available• Access to UG through L1• No parameter resetting	<ul style="list-style-type: none">• UG available• L2 = L1 development• No L1 transfer	<ul style="list-style-type: none">• UG available• Parameter resetting• L1 transfer	<ul style="list-style-type: none">• UG available• L1 transfer	<ul style="list-style-type: none">• Part of UG available• L1 transfer
FINAL STATE	No TL attainment	TL attainment	Not complete TL attainment	Possible TL attainment	No TL attainment

Table 1: White's claims on UG availability and transfer

3.3 Acquisition of the Syntax of Questions

As developed in section 2, the derivation of interrogative constructions is based on two movements: Wh-movement and Subject-Auxiliary movement. In this section, we are going to deal with the process of acquisition of the syntax of questions. For that reason, it is important to notice that the two transformational rules already mentioned have something in common: the landing site of their displaced constituents. Both rely on the assumption of a functional projection higher than IP: CP. Therefore, to tackle the issue of the acquisition of the structure of questions we need to take into account the acquisition of the CP.

Lightbown and Spada (1993) proposed a series of stages that L2 learners go through when acquiring English questions. It is represented by Table 2.

Stage	Description	Example
1	Rising intonation on words/formulae	Four children?
2	Rising intonation on clauses	The boys throw the shoes?
3	A question word is placed at the front of the clause, but often without a copula, auxiliary, etc., moving.	Is the picture has two planets on top? Where the little children are?
4	Copula <i>be</i> moves to the front in yes/no questions, ans to second position in <i>wh</i> -questions	Is there a fish in the water? Where is the sun?
5	Auxiliaries, modals and <i>do</i> move to the front or to second position	Can you tell me? What is the boy doing? How do you say 'proche'?
6	Non-movement of the copula, auxiliaries, etc., in embedded questions is acquired. Question tags are acquired.	

Table 2: Proposed stages in the L2 development of English questions (Hawkins, 2001)

Hawkins (2001) related the proposal of these stages with the CP. He starts from the assumption that during the process of acquisition, lexical categories, which carry meaning, are acquired first. From that point, he states that the first two stages are produced without CP. Learners, at these two stages, are producing lexical projections and adding a rising tone to indicate the listener that it is a question. Having covered the two first steps, Hawkins makes a special note on the third stage. Here learners start to identify that placing an auxiliary or a *wh*-word in first position is considered a marking for questions. Nevertheless, as Hawkins points out, this does not mean that they have

already acquired the mechanisms of movement behind that displacement. In most of the cases, they insert an auxiliary or a *wh*-word in first position but they keep the verb in its original position. Examples of this can be observed in (35):

(35) a. **Is** he is happy?

b. **Do** you can go?

In fact, it is in this stage when we are assuming that the CP is established. Learners realise that they need to ‘insert’ a constituent before the subject that marks that the following clause is an interrogative sentence. This leads us to two conclusions: first, that they need an extra position before the subject, and second, that they are noticing the [+Q] feature that this new position requires. The question now is if they are aware that this position is C. There are two main arguments that Hawkins provides to affirm that learners, indeed, project a CP at this third stage. The first one is that if we assume that UG establishes IP as the complement of C, having to place an auxiliary before the subject will, with no doubt, lead the learner to place it under C; if, he/she has access to UG. In *yes/no questions*, at this stage they are inserting an extra constituent to fill in the [+Q] requirement, so they are treating the auxiliary as a free morpheme. This way, I-to-C is not needed, because the auxiliary is generated in C.

From this first reasoning follows the second reason: *wh*-questions. At this stage, they still appear without SAI. I-to-C is learned in first language acquisition when the child realises that [+Q] is a strong feature that is an affix, so it needs to be bound to another constituent. As at this stage, learners are treating auxiliaries as free morphemes, they do not apply movement. Moreover, in *wh*-questions, as there is a *wh*-phrase in a pre subject

position, learners let C empty. The reason to claim this follows from the assumption that lexical categories are learnt first. “A free question morpheme realising C and selecting an IP complement requires less grammatical machinery than moving I-to-C.” (Hawkins, 2001) It is grammatically more simple. At the beginning, CP is just a position for markers for questions, it is not a complete functional layer.

During stages 4 and 5, learners surpass this initial free morpheme insertion and realise that [+Q] is a strong feature and that movement is required. The insertion will disappear, auxiliaries will be displaced through I-to-C and Wh-phrases will be followed by the appropriate auxiliary in C. Finally, the last stage is the moment when learners acquire the asymmetry that direct and indirect questions suffer as far as SAI is concerned.

Previous research, as Hawkins (2001) discuss, has shown that a generalisation of I-to-C in embedded questions is observed. He interprets it as “an overgeneralisation of the inflections status of Q to all CP contexts”. The fact that this overgeneralisation is present has lead us to wonder why this happens and which must be its source.

3.4 Research Questions

As we have seen in the previous sections, the process of derivation of questions in English and Spanish has similarities and differences. As Marciano Escutia (2002) points out, “Spanish speaking students tend to produce and accept indirect embedded questions that are ungrammatical in Modern Standard English because of the subject-auxiliary inversion they show”. We have analysed that although their phonetic realisation seems to be similar, in nature they are produced by two very different processes: V-to-I and I-to-C.

The purpose of this study is to try to discover the source for this misconception through relating this observation about Spanish L2 learners of English with their process of acquisition. Therefore, two main research questions have been formulated:

- RQ1: Can L2 learners be suffering a L2-structure interference? i.e. can the source of I-to-C in embedded questions be related to the previous acquisition of I-to-C in direct questions?
- RQ2: Can L2 learners be influenced by their L1, Spanish? Can Spanish movement of verbs to I be the source of I-to-C in English embedded questions?

Furthermore, with the data collected from the experiment, we will try to connect the results of the test with the theoretical background of L2 acquisition.

4. METHODOLOGY

4.1 Participants

4.1.1 Subjects

As subjects for this study, five different levels have been selected:

- Second ESO group
- Fourth ESO group
- 2º Bachillerato group
- Second year English Studies degree group (2º EEII)
- Fourth year English Studies degree group (4º EEII)

The first three groups are from IES Joan Miró, an English bilingual High School from San Sebastián de los Reyes, Madrid. The Second and Fourth ESO groups have 5 obligatory classes of English Language per week. Besides, Second ESO has Social Sciences, Natural Sciences, Music and Physical Education in English. Fourth ESO has all the previous plus Biology and Geology and Technology. In the Common European Framework, they should have a level A2 to enter in the bilingual section and end up with a B1 to pass. In relation to 2º Bachillerato, they have only 3 hours of English Language obligatorily and the rest of subjects are in Spanish. This course is not in the bilingual section but they are expected to have around a B1 - B2 in the Common European Framework.

In relation to the university group, both are from the Universitat Autònoma de Barcelona. Second year students are expected to have a level in between B2 and C1

while fourth year students are expected to have almost achieved the C2 in the Common European Framework.

The groups were constituted as Table 3 shows.

Group	Number of participants
2 nd ESO	21
4 th ESO	29
2 nd Bachillerato	18
2 nd EEII	35
4 th EEII	15

Table 3: Number of Participants

The purpose of this experiment is to see if there is transfer from the L1 or interference of another structure from the L2 in what embedded questions are concerned. Additionally, through the different levels, we will be able to observe if there is development in the acquisition: when embedded questions are really acquired and when students start to produce them fluently. Finally, by analysing the data obtained, the source for the construction of embedded questions would be explored.

4.1.2 Control group

Four English native speakers were asked to do the test as a control group. Their answers were used to compare with the results from the non-native participants and to validate the test. They have acquired the asymmetry in the use of SAI in direct and indirect questions. Their samples are included in the *Appendix C*.

4.2 Method and Procedure

In order to collect information about the formal linguistic-based research methodologies Gass & Mackey's *Data Elicitation for Second and Foreign Language Research: Linguistic-based Research* (2011) has been used. In this chapter, they explain two of the techniques that will be used in this paper. They consider sentence combining tests as the more "profitable" for relative clause research. Although this paper deals with embedded questions, these two constructions have certain similarities, for example, they are introduced by a CP layer. Moreover, they also include an exhaustive analysis of acceptability judgment tests. Their advice is to take into account many factors such as the number of sentences, the instructions given or the timing of the test. The observations about the complexity of this kind of test is what led us to carry out first a pilot test and improve the final version (section 4.3.§). Finally, a third task, translation, was considered necessary to obtain production of data of direct questions in English.. Subjects had 35 minutes to complete the three tasks. An example of the test can be found in *Appendix B* and samples from the subjects in *Appendix D*.

The purpose of this study is to clarify if there is transfer in the production and comprehension of embedded questions by L2 learners of English or if there is interference from the L2 itself. The goal is to make students deal with several sequences involving embedded questions. For that, three tasks were designed. Each of them will be developed in detail in the following sections.

Finally, in relation to scoring, all tests were corrected only taking into account the presence or absence of SAI. It depended on a dichotomous choice: correct if SAI was

applied in a correct context, i.e direct questions, and incorrect if it was applied in an incorrect context, i.e. embedded questions.

During the processing of the data, some problematic cases were attested: omissions of auxiliary, omissions of subject, answers in black, etc. All these cases cannot be taken into account for the purpose of this study, so they are not part of the results. In the figures elaborated for this study, they are reflected as non-applicable. Som of these problematic cases will be commented in the discussion section. It is important to point out that data from the distractors was not taken into account for the results either.

4.2.1 Task 1: Translation

The translation task has a clear purpose, provide, or not, evidence to know if subjects are aware that SAI must be applied in direct questions. Also, these examples will give us an idea of how acquired the acquisition of questions is. It is important to see also if they are aware of *Wh*-movement and if it is applied correctly. It is the base for drawing conclusions about embedded questions.

Students were presented 8 interrogative sentences in Spanish: 5 experimental items and three distractors. For example:

(1) La casa era pequeña pero bonita

Expected answer: *The house was small but beautiful*

(2) ¿ Qué comerá Juan mañana?

Expected answer: *What will Juan eat tomorrow*

Example (1) is a distractor: a declarative simple sentence to translate into Spanish.

Example (2) is an interrogative direct question that, in English, involves SAI.

The main aim of this task is to find out if learners know that in direct questions Subject Auxiliary Inversion must be applied.

4.2.2 Task 2: Sentence Combining

Sentence combining is expected to show students' knowledge about building embedded questions. Students were provided 15 pairs of sentences that they had to combine trying to use all the words from both sentences and maintaining the tense and meaning of the original ones. The beginning of each sentence is provided to reduce the possible ambiguities and to bring students closer to the expected outcome.

(3) The lesson has begun. I wanted to know when.

Expected answer: the student wanted to know when the lesson has begun.

Within the 15 pairs, 5 of the sets were distractors. As distractors, similar constructions have been used, some of them do not involve a *Wh*-phrase, as in (15), and some of them use *Wh*-phrases as relatives, as in (12).

(15) The exam was very difficult. Mary said this.

Expected answer: Mary said that the exam was very difficult

(12) A woman lives next door. I have told you about her.

Expected answer: I have told you about the woman who lives next door

The main aim of this task is to find out if learners know that there is I-to-C in embedded questions.

4.2.3 Task 3: Grammaticality Judgment

The grammaticality judgment task will give us an overview about intuitions and explicit instruction on the part of the subjects. The decision of considering a sentence grammatical or not may rely on two possible sources: explicit instruction or intuitions.

Native-speakers of a language are said to have a sense of grammaticality that L2 learners develop through their process of acquisition. Although the intuition is not as widely developed as in native-speakers, it is a frequent resource for learners. On the other hand, subjects can use their received instruction to argue for the grammaticality or ungrammaticality of a sentence, which will give show us that they have explicit knowledge about the rules. To delve into this, subjects were asked to give a reasoning or a corrected version for those sentences marked as ungrammatical.

In this case, subjects are presented 10 sentences and two options: grammatical or ungrammatical. For example:

(9) I wonder how much did she pay for those boots.



Correct



Incorrect

The main aim of this test is to see if subjects are aware that there is no I-to-C in embedded questions. Moreover, it will allow to see if any subjects now explicitly this rule.

4.3 Pilot Test

A first pilot test (*Appendix A*) was carried out to see if the selected sets of examples were appropriate and if the subjects arrived to the expected outcomes. Relevant information was brought up and allowed us to improve the structure of the test.

The general configuration of the test was different from the one in the final test. Two tasks were used: a sentence combining and a grammaticality judgment task. The first task, sentence combining, included 25 pair of sentences, with their translation into Spanish. Within them, in 10 the *Wh*-Phrase was already provided in one of the original sentences. In 10 other sets, the students were presented two original sentences in which no *Wh*-phrase was mentioned. Finally, the remaining 5 sets were distractors. The subjects agreed that the first exercise was too long. Instructions were clear although there were some problems with certain examples. Those conflictive examples were removed and the first exercise was reduced to 10 pair of sentences plus 5 distractors. It was also discovered that adding the translation for each sentence caused distractions so translations were also removed.

Moreover, taking into account the reasoning of RQ1, it is necessary to get evidence that the subjects, in fact, know the rules of direct question formation. To consider the possibility that the use of SAI in embedded question may be the interference from the direct questions, it was necessary to prove that learners did know how to form direct questions. For that reason, a translation task was added.

Finally, to balance the test, the grammaticality judgment task was extended to 10 utterances: 7 questions and 3 distractors.

5. RESULTS AND DISCUSSION

5.1 Results

5.1.1 Task 1: Translation

In this task, subjects were presented 5 direct questions that they have to translate from Spanish into English. In this case, figures 1, 2, 3, 4 and 5 reflect the general results for each group in general terms. Figure 6 shows the results of the five groups.

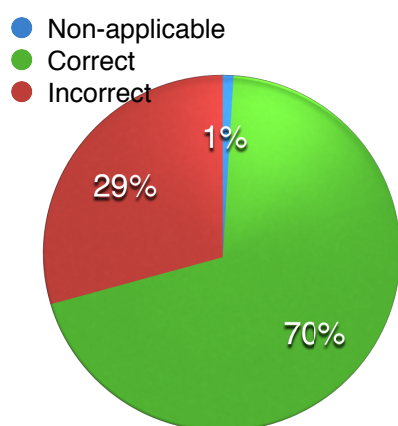


Figure 1: Results Task 1 2nd ESO

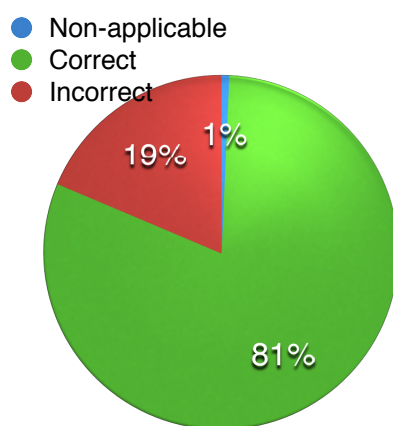


Figure 2: Results Task 1 4th ESO

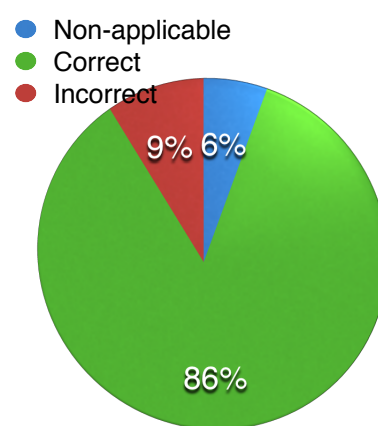


Figure 3: Results Task 1 2nd Bach.

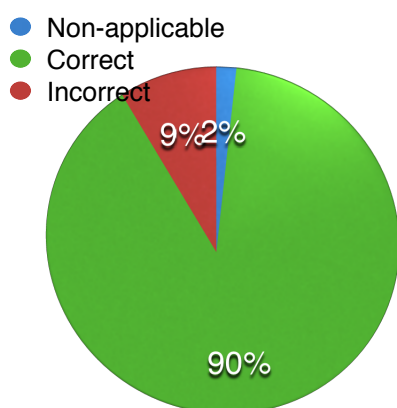


Figure 4: Results Task 1 2nd EEII

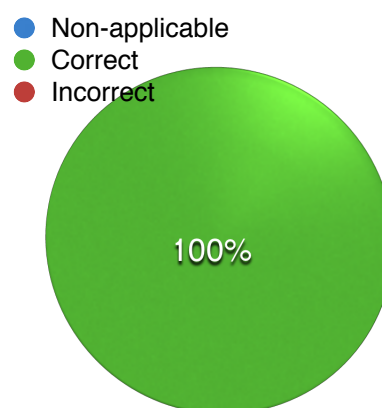


Figure 5: Results Task 1 4th EEII

The percentages of figures 1 to 5 show that the higher the level, the better they perform.

As we can see in Figure 6, the results of the Task 1 indicates that there is an

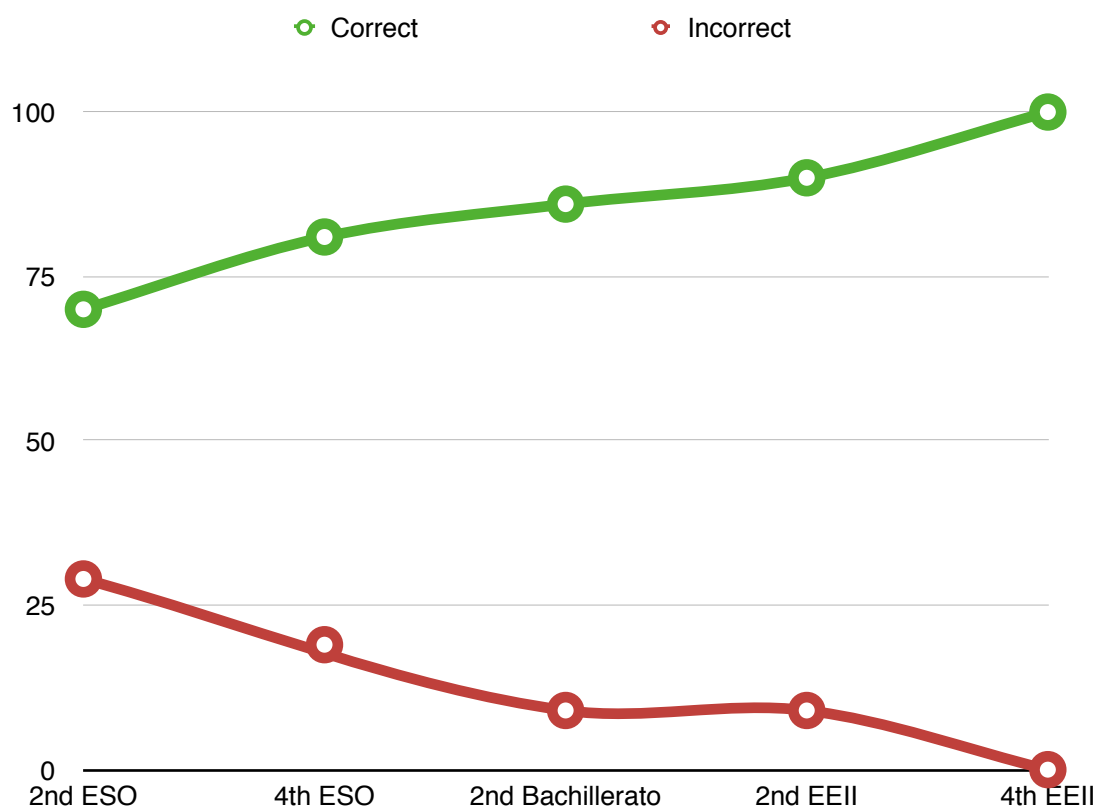


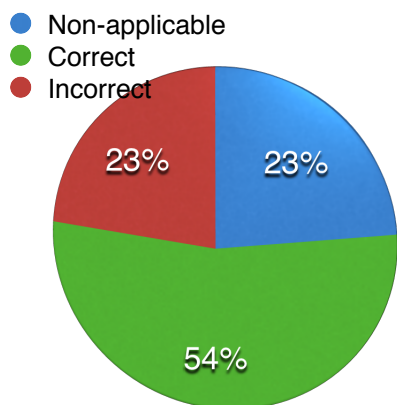
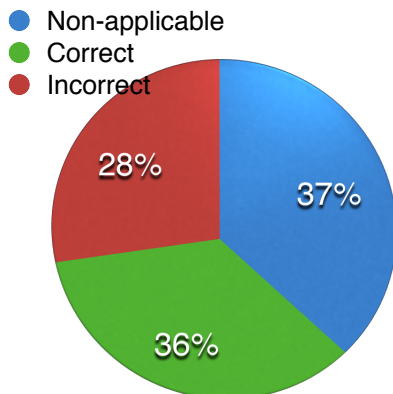
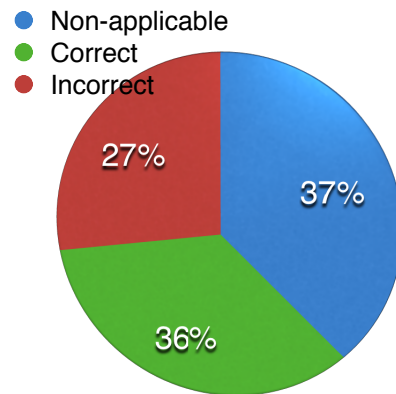
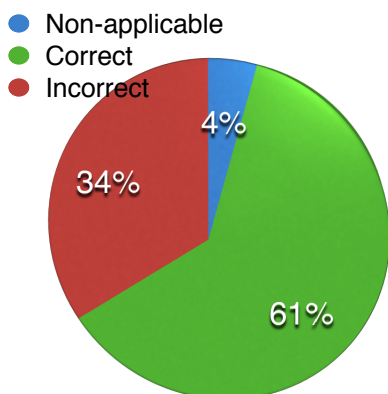
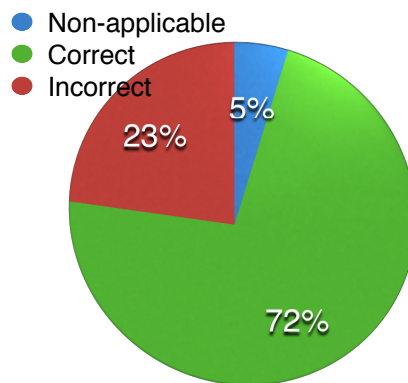
Figure 6: General Development in Task 1

improvement in the acquisition of SAI in direct questions. In this case, the error observation seem to be more revealing. While still there is a 29% of failure in the production of the correct sequence for a direct question in the 2nd ESO group, it is possible to observe how this rate is lowering through the different groups. In the last group, 4th year of English Studies, SAI in direct questions in completely acquired with a 100% of rate of success. These results allow us to state that most of the subjects have acquired that SAI must always be used in direct questions.

5.1.2 Task 2: Sentence Combining

The sentence combining task approached directly the topic of this research: the production of SAI in embedded questions. Subjects were presented 10 pair of sentences

that required them to produce an embedded question using a Wh-element to join both sentences. The results of this test are reflected in Figures 7 to 12.

Figure 7: Results Task 2 2nd ESOFigure 8: Results Task 2 4th ESOFigure 9: Results Task 2 2nd Bach.Figure 10: Results Task 2 2nd EEIIFigure 11: Results Task 2 4th EEII

In this task, the rate of problematic cases that were not valid for this experiment has increased significantly, specially in certain groups. Omissions of auxiliaries and subjects are the most common reasons why these samples have been discarded, as we cannot determine if the rule is acquired or not.

In relation to the actual results and looking closely to the rate of success of each group the results are unexpected. The 2nd ESO group performed better than the two following groups, 4th ESO and 2nd Bachillerato. Between the two latter there seem to be

an standstill in the development of the acquisition. Later, there is a significant increase of the success rate in 2nd EEII, that is surpassed by the 4th EEII group. This development can be more clearly seen in Figure 12, which shows a diagram of the development of the five groups.

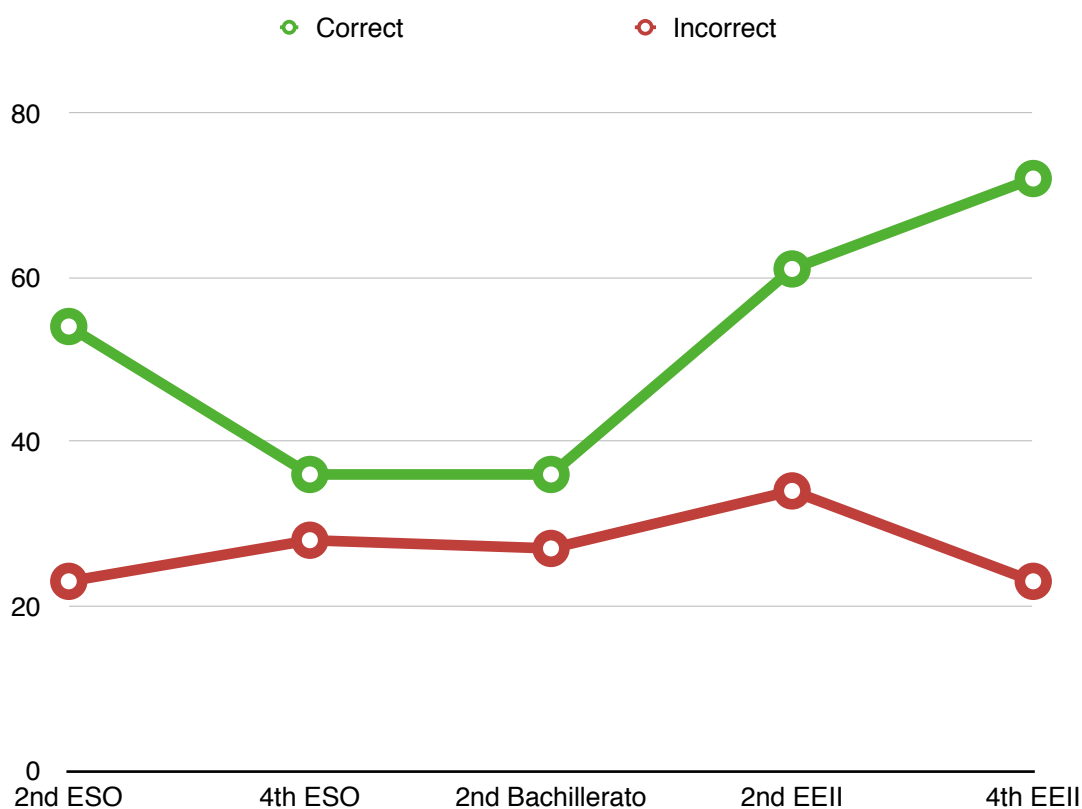


Figure 12: General Development in Task 2

It is also interesting to pay attention to the development of the failing rate in this case. Firstly, it is important to take into account that the results in this matter of the three first groups is highly influenced by those non-applicable cases. Those cases do not belong to any of the two categories that we are dealing with because they do not serve as evidence but there must be a reason why there is such an increase in these three groups.

Going back to the failing rate, it is relevant to notice that the starting group of this study, 2nd ESO, and the final group, 4th EEII, have the same failing rate, 23%. As in

the case of success, 4th ESO and 2nd Bachillerato groups are both very close. In 2nd EEII, there is a raise of the percentage, but a great decrease of non-applicable cases.

of the percentage, but a great decrease of non-applicable cases.

5.1.3 Task 3: Grammaticality Judgment

The last task is a grammaticality judgment exercise. Subjects needed to consider 7 examples, decide if they are grammatical or not and, in the latest case, correct them or give an explanation. In this task, those cases in which a subject has marked a sentence as ungrammatical but have not given an explanation or correction have been considered non-applicable and are not considered in these results. The results are illustrated by the following figures:

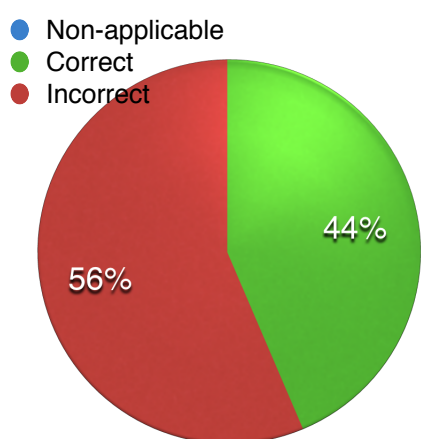


Figure 13: Results Task 3 2nd ESO

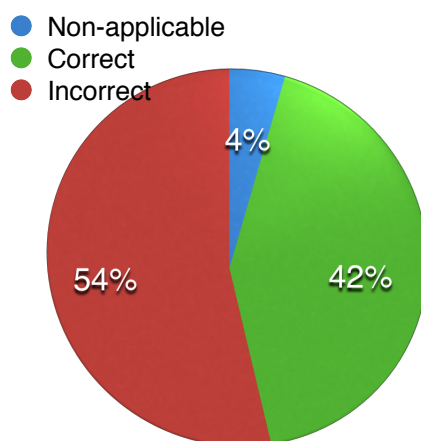


Figure 14: Results Task 3 4th ESO

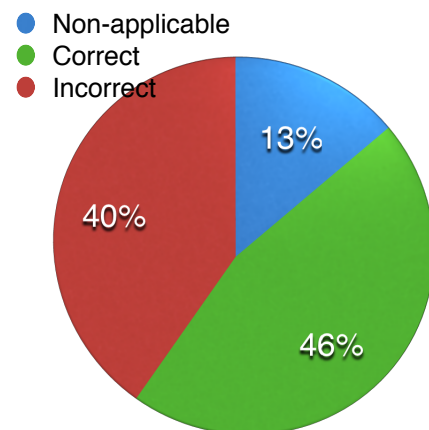


Figure 15: Results Task 3 2nd Bach.

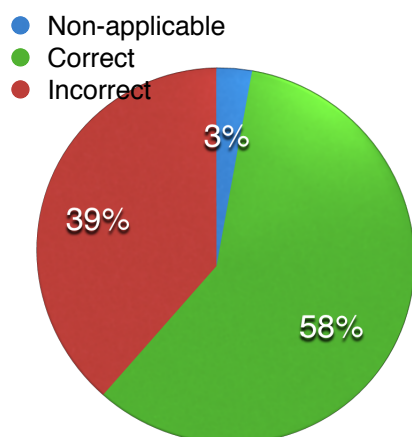


Figure 16: Results Task 3 2nd EEII

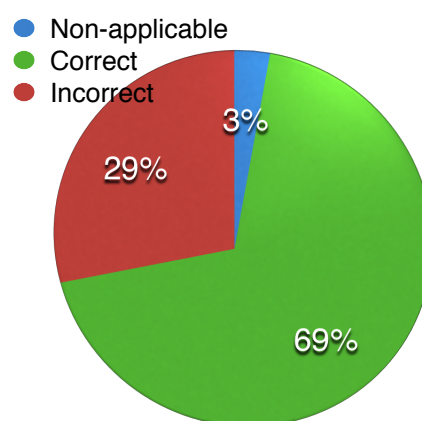


Figure 17: Results Task 3 4th EEII

As far as figures are concerned, in this test we can see the highest failing rates, but there is a linear development through the different groups, as Figure 18 shows. Subjects found more difficulties when they had to point out specific mistakes in ungrammatical sentences although the non-applicable cases rate has diminished considerably, which means that not many answers were left in blank. In the two first groups, 2nd ESO and 4th ESO, the failing rate is higher than 50%. Figure 15 shows that in 2nd Bachillerato there is a relative balance between failing and success, although there is a slight advantage of correct answers. In 2nd EEI and 4th EEII, the failing rate starts to decrease in favour of success rates. Nevertheless, it is important to mention that even in the highest level, 4th EEII, the failing rate is almost a 30%.

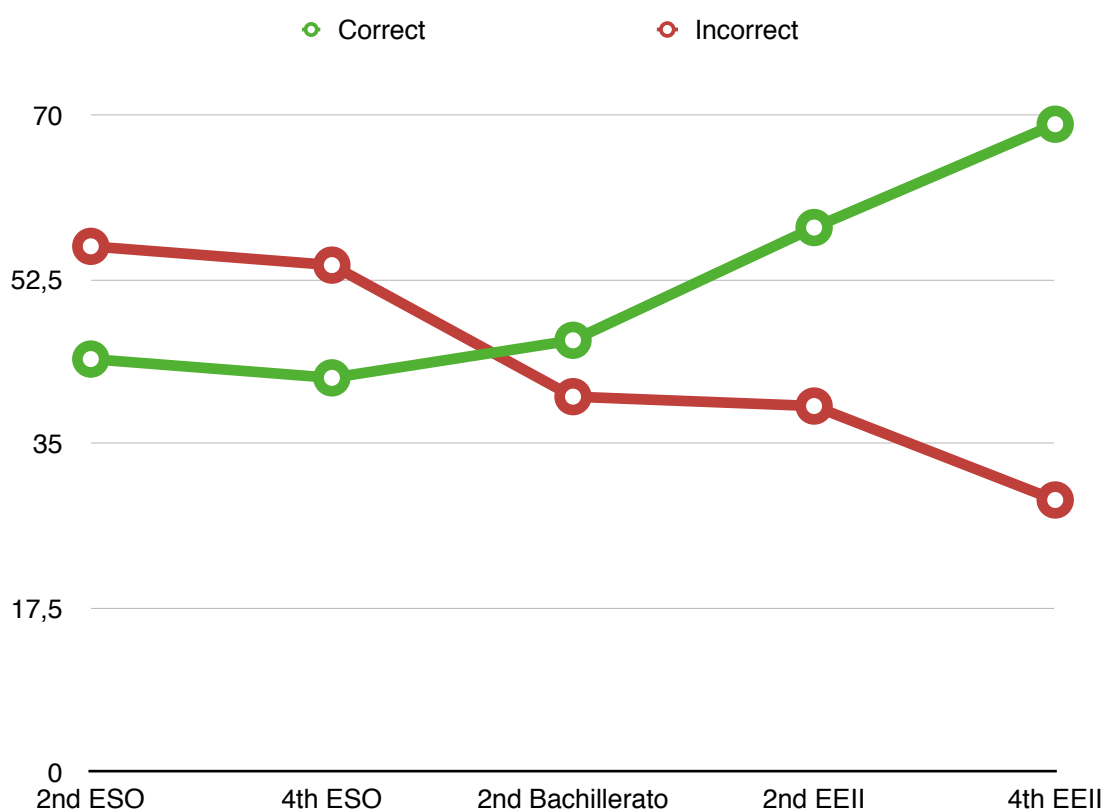


Figure 18: General Development in Task 3

Looking at Figure 18, it is very significant to see how the percentage of incorrect outcomes exceed the percentage of correct outcomes in the first group. But, in 2nd Bachillerato, there is a shift that inverts the situation. What is called a cross-over phenomenon. Successful rates start to grow and failing rates to diminish.

This test has revealed another types of information, which is not represented by the previous figures: only some of the students of 2nd EEII and most of the students of 4th EEII have metalinguistic knowledge about the process that we are dealing with. They are able, not only to point out the mistake in the sentences, but also to explain that SAI is the movement responsible for the ungrammaticality. There are some cases in the other groups that are able to explain that the auxiliary must be placed before the subject but without using technical terms such as “auxiliary” or “subject”.

These results will be considered more closely and interpreted in the discussion section.

5.2 Discussion

A thorough analysis of the different tasks has revealed a lot of information concerning the use of SAI in embedded questions and its possible source. Nevertheless, other kinds of information have been also observed and, as they have a great significance for our topic of concern, they have been considered worth mentioning. To do so, this section has been divided into three sections, one devoted to each task. It is important to mention that for the figures and tables that appear in this section, those non-applicable cases have not been taken into account because they do not provide any valid information.

5.2.1 Translation Task: an Interpretation

For our RQ1, based on the proposal of a possible influence of the direct questions' L2-structure into indirect questions, it is crucial to know if L2 learners of English do know that they have to apply SAI in direct questions. The translation task has revealed information not only about SAI, but also about the presence of V-to-I in L2 learners' outcomes. Table 4 includes the experimental items.

Item	Sentence	2 nd ESO	4 th ESO	2 nd Bach	2 nd EEII	4 th EEII
(2)	¿Qué comerá Juan mañana? [What will Juan eat tomorrow?]	✓	✓	✓	✓	✗
(3)	¿Dónde está bailando María? [Where is María dancing?]	✓	✓	✓	✓	✗
(4)	¿Cuándo llegará tu familia? [When will your family arrive?]	✓	✓	✓	✓	✗
(6)	¿Cómo iréis a la fiesta? [How will you go to the party?]	✗	✗	✗	✗	✗
(7)	¿Por qué está llorando tu madre? [Why is your mother crying?]	✓	✓	✓	✓	✗

Table 4: Instances of V-to-I in L2 English among groups

The main piece of information provided by the analysis of this task is that L2 learners apply V-to-I to direct questions in English. This seems to be a case of interference from the L1. Lexical verbs in Spanish have the possibility to move to I, so Spanish L2 learners of English may be transferring this property to English verbs. But, their outcomes are ungrammatical because in English, only auxiliary verbs can be in I. As we can see in Table 4, the 4th EEII group is the only one that does not present any case of

V-to-I. Regarding the rest of the groups, all of them have significant amount of cases of V-to-I. 80% of the incorrect answers in this task are due to V-to-I application in direct questions in English.

Strikingly, as the table shows, sentence (6) seems to be resistant to V-to-I. Nevertheless, it has been problematic for learners in other ways. It is the only case in which learners have translated the sentence using a declarative word order: there is not SAI either. Example (6.1) has been extracted from one of the subjects. This error has prevailed from 2nd ESO to 4th ESO. After that, only an isolated instance has been found in 2nd EEII. The 88% rate of incorrectness for this example corresponds to students who have formed this direct question following the order of a declarative sentence, as in:

(6.1) *How you will go to the party?

This particular example is characterised for having a covert subject in Spanish and the Wh-Phrase “*how*”. Any of them can be the source for this error. Nevertheless, subjects do include a pronoun as subject of the sentence in their English translation; therefore, there is no evidence to argue for an error related to the subject.

Moreover, the translation task has also revealed some subjects that produce reduplications of the auxiliary when forming a question. They are isolated cases in 2nd ESO and 2nd EEII. In all cases the reduplication was found in the items (2) and (6), in which they had to use the auxiliary *will* for the future tense.

(2.1) *What does Juan will eat tomorrow?

(6.2) *Who did will go to the party?

According to Lightbown and Spada (1993), this would mean that they are in the third stage of the acquisition of questions in English.

At this point, except for the 4th EEII group, we can assume that not all subjects are familiar with the application of SAI in direct questions in English, but a high percentage (85%) is. Although the rate of incorrectness in this task is very low (13%), within it, an 11% of the errors made by the learners are instances of an inaccurate use of V-to-I., as figure 19 shows. The resting 2% corresponds to a lack of SAI.

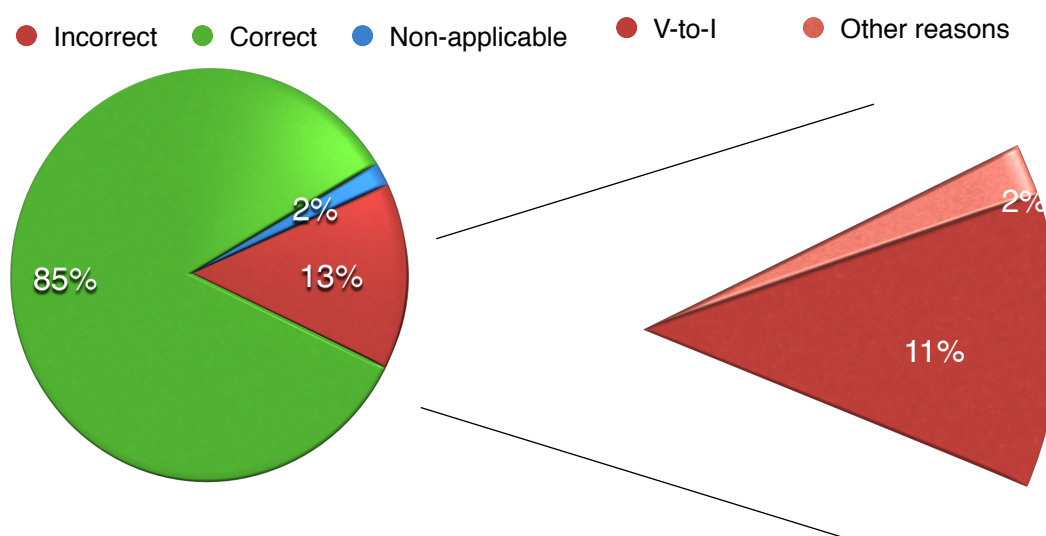


Figure 19: Detailed description of Incorrectness in Task 1

The incorrect use of V-to-I in the process of question formation indicates that in direct questions may be interference of the L1, Spanish. This information is crucial for our RQ1. There is a 85% of the L2 learners of English that do know that SAI is mandatory in direct questions. Therefore, we can assume that they can be candidates for the interference of this structure into embedded questions. We have an initial base to argue for our first research question.

5.2.2 Sentence Combining Task: an Interpretation

The purpose of this task was to collect data directly focused on embedded questions in English. From the data collected in this task, we have focused on two main

issues: V-to-I and SAI. This has given us a cue for the possible source of the misapplication of SAI in embedded questions. The items presented to the learners are provided in Table 5, their internal structure is signalled by means of bracketing.

Item	Sentence
(1)	<i>Her mother wonders</i> [_{CP} <i>what song</i> [_{IP} <i>Mary is</i> [_{VP} <i>singing</i>]]]
(2)	<i>I asked the owner</i> [_{CP} <i>what</i> [_{IP} <i>the rabbit was</i> [_{VP} <i>drinking</i>]]]
(4)	<i>I wanted to know</i> [_{CP} <i>when</i> [_{IP} <i>the lesson has</i> [_{VP} <i>begun</i>]]]
(5)	<i>The mother wanted to know</i> [_{CP} <i>how many chocolates</i> [_{IP} <i>the children</i> [_{VP} <i>bought</i>]]]
(6)	<i>I don't know</i> [_{CP} <i>when</i> [_{IP} <i>my father will</i> [_{VP} <i>leave</i>]]]
(8)	<i>I wonder</i> [_{CP} <i>where</i> [_{IP} <i>my neighbour will</i> [_{VP} <i>move</i>]]]
(10)	<i>I found out</i> [_{CP} <i>why</i> [_{IP} <i>my mother is always</i> [_{VP} <i>cooking spaghetti</i>]]]
(11)	<i>The kid wondered</i> [_{CP} <i>which T-shirt</i> [_{IP} <i>he should</i> [_{VP} <i>wear</i>]]]
(13)	<i>I want to find out</i> [_{CP} <i>where</i> [_{IP} <i>they are</i> [_{VP} <i>celebrating a party</i>]]]
(14)	<i>I wonder</i> [_{CP} <i>when</i> [_{IP} <i>the bus had</i> [_{VP} <i>arrived</i>]]]

Table 5: List of items Task 2

In Figure 20, we can observe a detailed development of the rate of incorrectness by sentence and by group. From now on, those percentages higher than 50% will be considered relevant for this discussion. It is important to state from the beginning of our discussion that the rates of incorrectness in this task are due to an erroneous application of SAI in embedded questions. This piece of information is vital for our research questions. No significant instances of V-to-I have been found in this task.

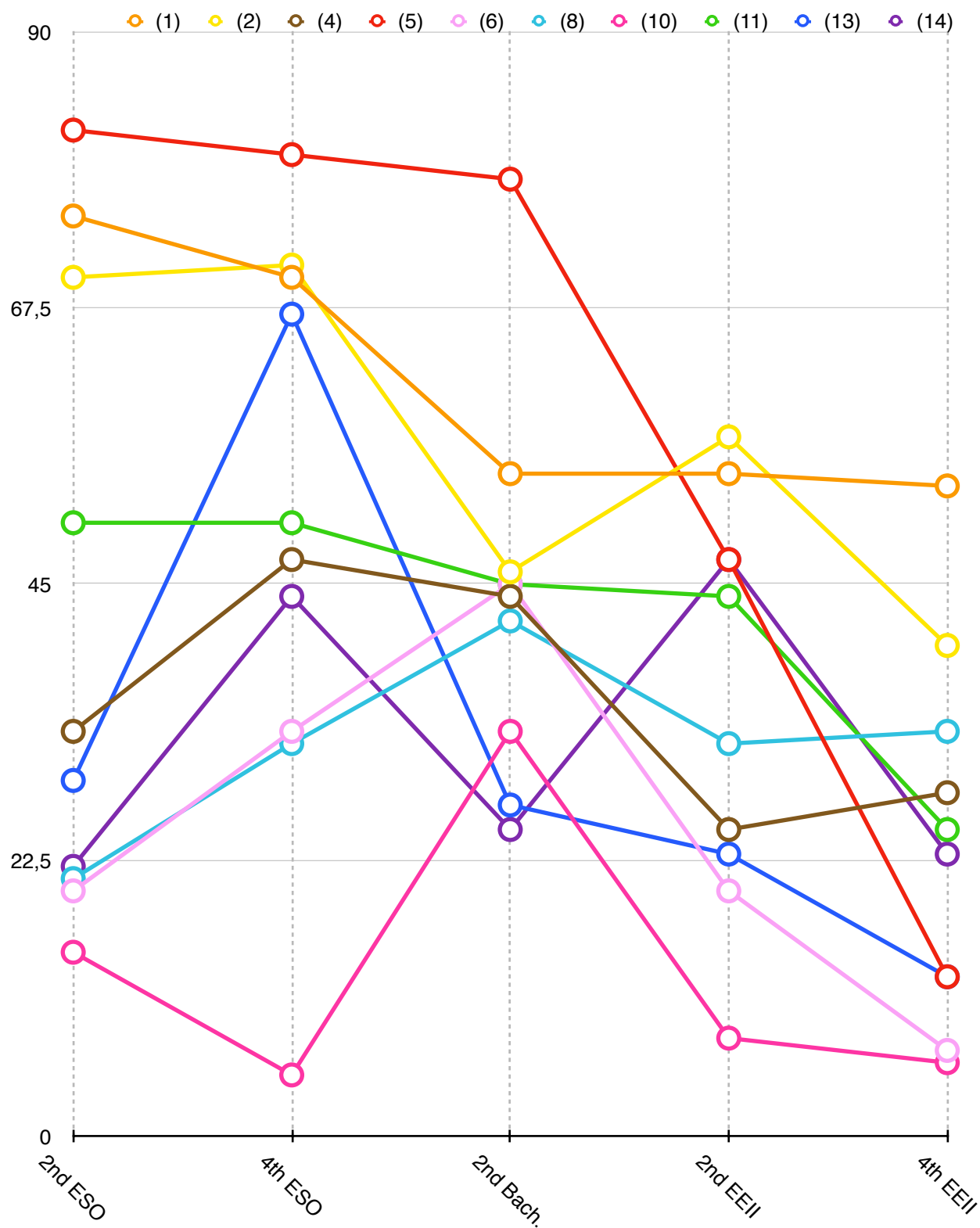


Figure 20: Detailed description of Incorrectness in Task 2 by question

This could mean a refutation to our RQ2: Spanish V-to-I is not taking place in embedded contexts but there is a significant amount of instances of application of SAI.

We would like to analyse some sentences in more detail because they have revealed more problematic for L2 learners than others. There are three main sentences that, as it is possible to observe in Figure 20, they maintain significant high rates throughout the five groups. They are sentence (1), (5) and (11), represented by colour orange, red and green, respectively.

(1) *Her mother wonders* [_{CP} what song [_{IP} *Mary is* [_{VP} *singing*]]]

(1.1) *Her mother wonders what song is Mary singing*

(5) *The mother wanted to know* [_{CP} how many chocolates [_{IP} *the children* [_{VP} *bought*]]]

(5.1) *The mother wanted to know how many chocolate have the children bought*

(11) *The kid wondered* [_{CP} which T-shirt [_{IP} *he should* [_{VP} *wear*]]]

(11.1) *The kid wondered which T-shirt should he wear*

In all three sentences, L2 learners of English seem to tend to apply SAI, as shown in (1.1), (5.1) and (11.1), more frequently than in other constructions. In order to try to understand why these sentences are more susceptible to this kind of movement than others, we have analysed the internal syntactic structure of the three sentences and they share a main characteristic: they all present a complex Wh-Phrase introducing the CP. Although instances of SAI has been found in all sentences in this task, it is striking the variability of these instances. Some sentences, as the ones mentioned above, seems to have a higher rate of application than others. The syntactic behaviour does not seem to

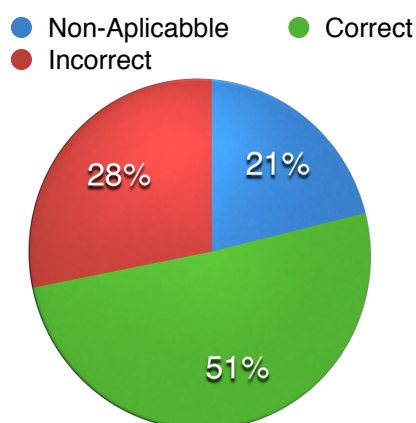


Figure 21: Total Percentages Task 2

be a crucial factor here, as we can find equivalents for the three sentences with the same syntactic distribution but with much lower rates. As figure 21 shows, there is an 28% of errors in this task. From this 28%, an 11% is due to an erroneous application of SAI in indirect questions.

The other crucial point related to our research questions was to find instances of V-to-I in embedded questions. The results of Task 1 have provided a base to argue for transfer from the L1 to the L2, nevertheless, it was necessary to find examples of subjects applying V-to-I also in embedded contexts. If instances of V-to-I were found, this could have meant that there was an interference of the L1 through the L2. Learners imitate the mechanism of movable lexical verbs from Spanish when constructing direct questions in English. Consequence of this are the instances of V-to-I in indirect questions. From this point, learners may overgeneralise the erroneously learned rules of direct questions to construct indirect questions. So, when forming indirect questions, learners will be using the rules from their L1 that they have inferred from the direct question formation.

Nevertheless, this was not the case. The instances found were isolated to single subjects that had not acquired the rule yet. With the data obtained, we cannot say that Spanish L2 learners of English are transferring the movement of the V to English verbs in embedded contexts. Therefore, our RQ2 seem to be rejected by this data. Contrarily, this data seem to support our first RQ1. L2 learners of English acquire first the rules of direct question formation, which includes SAI. When learning how to deal with indirect

questions, they seem to be influenced by the already acquired rules of direct question formation, more specifically SAI. Therefore, they apply SAI as movement showing interrogative mode.

5.2.3 Grammaticality Judgment Task: an Interpretation

The grammaticality judgment task shows that L2 learners not only produce but also accept embedded questions with SAI. This task has also shown, on a second level, that only 2nd EEII and 4th EEII show metalinguistic explicit knowledge about SAI.

In Figure 22, it is possible to observe the absolute rates from the subject's results in task 3. The percentages of correct and incorrect answers have a very slight difference. A 45% percent of the answers to these questions have been erroneous. Moreover, there are certain examples that maintain a very high rate of incorrectness throughout the five groups.

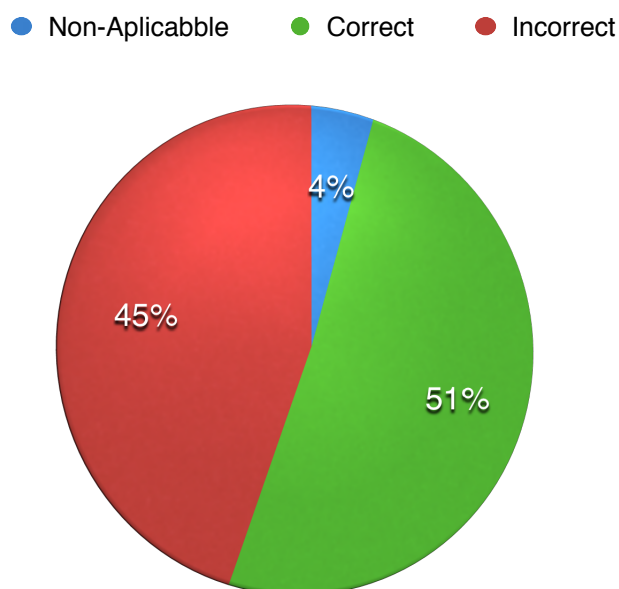


Figure 22: Total Percentages Task 3

Figure 23 shows a detailed register of the rates of incorrectness for each item and group.

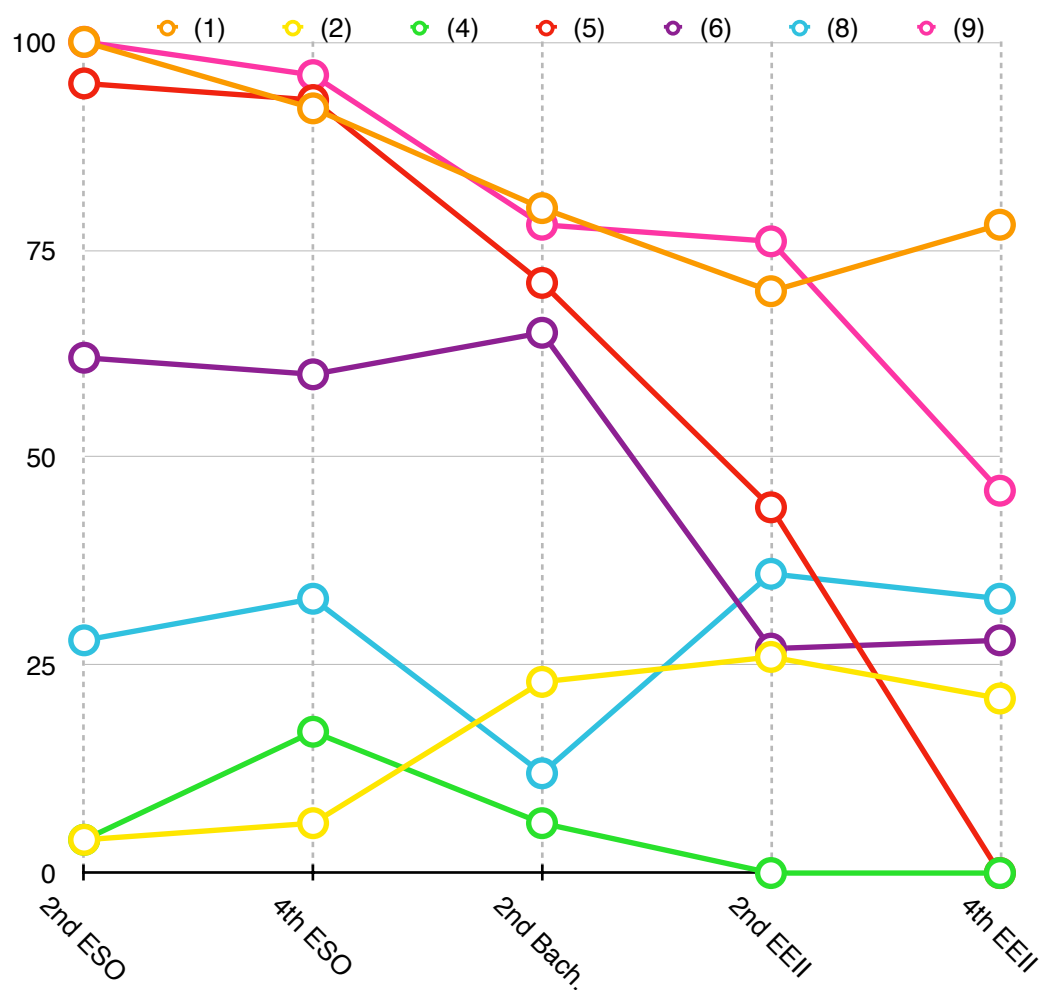


Figure 23: Detailed description of Incorrectness in Task 3.

This is the case of sentences (1) and (9).

(1) **You don't know how much is that watch going to cost, don't you?*

(1') *You don't know* [_{CP} *how much* [_{IP} *that watch is* [_{VP} *going* [_{IP} *to* [_{VP} *cost*]]]]]

(2) **I wonder how much did she paid for those boots*

(2') *I wonder* [_{CP} *how much* [_{IP} *she* [_{VP} *paid for those boots*]]]

Both examples present a high rate of incorrectness even in 4th EEII. Analysing the underlying structure of both sentences, represented in (1') and (2'), we can see that both sentences share the same type of syntactic distribution. They also have in common the Wh-Phrase “*how much*”. This observation, together with the analyses of the

sentences from task 2, let us argue for the importance of the Wh-Phrase used to introduce the embedded question. As another piece of evidence to support this claim, we can see the analysis of items (6) and (8).

(6) **Do you know what time start classes?*

(6') *Do you know* [_{CP} *what time* [_{IP} *classes* [_{VP} *start*]]]

(8) *Do you know what time the bank closes?*

(8') *Do you know* [_{CP} *what time* [_{IP} *the bank* [_{VP} *closes*]]]

Again, both sentences share a CP introduced by a complex Wh-Phrase, in this case, “*what time*”. Although the incorrectness rates are not as high as in the previous set of examples, a high percentage of subjects have marked sentence (6) as grammatical. Some others have consider it ungrammatical because it does not include an auxiliary in the embedded question so a dummy-*Do* was inserted by them. In relation to sentence (8), subjects have considered just the contrary: the sentence was marked as ungrammatical. Two different solutions were provided by subjects: the insertion of an auxiliary *do* or the movement of the verb before the subject, V-to-I. The few recorded instances of V-to-I were all found in these two examples. This data confirms that our RQ2 cannot be considered a solution for the source of the application of SAI in embedded questions. The instances of V-to-I found are minimal and restricted to a few subjects. Notwithstanding, the positive grammatical judgment that learners attribute to embedded questions with SAI mean an important number of learners (45%) that are not familiar with the asymmetry between English direct and indirect questions.

6. CONCLUSIONS

This paper has tried to discern the possible sources why Spanish L2 learners of English apply Subject-Auxiliary Inversion in English embedded questions. Two main research questions have been the focus of this study: on the one hand, the possibility of having an L2-structure interference and, on the other hand, the possible transfer or effect of the L1, directly or indirectly.

The results of our experiment seem to refute the second proposal. Although important amounts of cases in which subjects use V-to-I were found in direct interrogative contexts, in indirect questions, there were only a few instances of clear V-to-I. This means that L2 learners of English are not transferring the movable property of Spanish verb into English verbs. L2 learners of English do know that this language does not allow lexical verbs to move, only auxiliaries.

However, the data showed significant amounts of SAI application in embedded questions. Using as a base that a high rate of subjects are aware of the requirement of applying SAI in direct questions, we will propose that there is an interference of a structure from the L2 itself. L2 learners of English learn that SAI is mandatory in direct question and they overgeneralise this rule to all interrogative contexts, including embedded questions.

As regards further research, it would be interesting to see if instruction can make a difference: explicit instruction about English indirect questions may solve the problem. Moreover, this test also showed that there are certain embedded questions that are more susceptible to the unnecessary application of SAI, even in higher levels of proficiency. The analysis of these data has suggested a possible relation with complex

Wh-Phrases. Nevertheless, as this was not the focus of this study, no more conclusions can be drawn from this. It would be necessary to design a similar test but taking into account the different syntactic structures presented to the subjects.

Summing up, Spanish L2 learners of English seem to be using the same mechanisms of question formation in direct and indirect questions. Therefore, we can assume that they are not aware of the characteristic asymmetry that differentiates English from Spanish. Although our first research question argued for a transfer from the L1, data has proved otherwise. The source for the application of SAI in embedded contexts seem to be L2 structural interference from the mechanisms of direct question formation.

7. BIBLIOGRAPHY

- Brucart, J. & Hernanz, M.L. (1987) *La sintaxis*. Barcelona: Editorial Crítica.
- Capdevilla, M., Cuartero, N., Curell, H., Llinàs, M. (2007). Chapter 4: The sentence types in detail. *Introduction to English Descriptive Grammar* (pp. 50 -54) Bellaterra: Servei de Publicacions Universitat Autònoma de Barcelona.
- Chomsky, N. (1981) *Lectures on Government and Binding: The Pisa Lectures*. Holland: Foris Publications.
- Chomsky, N. (1995). *The Minimalist Program*. Massachusetts: MIT Press.
- Cook, V. (2003) *Effects of the Second Language on the First*. Great Britain: Cromwell Press Ltd.
- Crain, S. & Lillo-Martin (1999). Chapter 18: Wh-Movement. *An Introduction to Linguistic Theory and Language Acquisition*, (pp.188 - 200) Oxford: Blackwell.
- Crain,S. & Lillo-Martin (1999). Chapter 19: Cross-Linguistic Aspects of Wh-Questions. *An Introduction to Linguistic Theory and Language Acquisition*, (pp. 201-208) Oxford: Blackwell.
- Escutia, M. (2002) *Effect of the first language on Spanish Learners' Production of English Embedded Interrogative Clauses*. Madrid: Centro de Estudios Superiores Felipe II.
- Francom, Jerid. (2012). Wh-movement: Interrogatives, Exclamatives, and Relatives. In J. Hualde, A. Olarrea and E. O'Rourke (Eds), *The Handbook of Hispanic Linguistics* (pp. 533-553). Oxford: Wiley- Blackwell.
- Gass, S. & A. Mackey (2011). Chapter 4: Linguistics-based Research. *Data Elicitation for Second and Foreign Language Research*, (pp. 71-107) New York: Routledge.
- Hawkins, R. (2001). Section 3.3.3: Strong and Weak Inflections in I. *Second Language Syntax. A Generative Introduction*, (pp. 93-94). Oxford: Blackwell.
- Hawkins, R. (2001). Section 4.8: The Second Language Acquisition of English Questions. *Second Language Syntax. A Generative Introduction*, (pp. 146-153). Oxford: Blackwell.

- Haegeman, L. & Gueron, J. (1987) *English Grammar: A Generative Perspective*. Oxford: Wiley- Blackwell.
- Krashen, S. D. (1995). *Principles and practice in second language acquisition*. New York: Phoenix ELT.
- Lightbown, P. M. & N. Spada (1993). *How Languages Are Learned*. Oxford: Oxford University Press.
- Llinàs, M., Capdevilla, M., Domínguez, J., Moyer, M., Pladevall, E. & Tubau, S. *Basic concepts for the Analysis of English Sentences*. Bellaterra: Servei de Publicacions Universitat Autònoma de Barcelona.
- Radford, A. (1997) *Syntax: A Minimalist Approach*. Cambridge: Cambridge University Press.
- Rizzi, L. & Belletti, A. (1996) *Parameters and functional heads: Essays in Comparative Syntax*. New York: Oxford University Press.
- Saville-Troike, M. (2006) *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Suñer, Margarita. (1994) *Verb Movement and the Licensing of Argumental Wh-phrases in Spanish*. in *Natural Language and Linguistic Theory*. Volume 12, issue 2. Kluwer Academic Publishers.
- Torrego, E. (1984). On Inversion in Spanish and Some of its Effects. *Linguistic Inquiry* Vol. 15, No. 1, pp. 103-129.
- White, L. (2000) Second Language Acquisition: From Initial to Final Stage” in Archibald, J *Second Language Acquisition and Linguistic Theory*. London: Blackwell.
- Zagona, K. (2006) *Sintaxis Generativa del Español*. Madrid: Visor Libros.

Appendix A: Pilot Test

Exercise 1: You have a list of 25 pairs of sentences below. Please, combine each pair in a single sentence. You should keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. You will find the Spanish translation under each pair to help you. [*Ejercicio 1: A continuación, hay una lista de 25 parejas de frases. Por favor, combina cada pareja en una sola oración. Debes mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado. Encontrarás la traducción en español debajo de cada pareja para ayudarte.*]

- Mary is singing. Her mother wonders what song.

[*María está cantando. Su madre se pregunta qué canción.*]

Her mother _____

- The rabbit was drinking something. I asked the owner what.

[*El conejo estaba bebiendo algo. Le pregunté al dueño el qué.*]

I asked _____

- My father had left. I don't know the time.

[*Mi padre se ha ido. No se la hora.*]

I _____

- Someone had been stealing. They found out who.

[*Alguien había estado robando. Ellos averiguaron quién.*]

They _____

- The tourists didn't know the location of the National Museum. They asked someone.

[*Los turistas no sabían la localización del Museo Nacional. Ellos preguntaron a alguien.*]

The tourists _____

- The actor was inspired. The interviewer asked the way he was inspired.

[*El actor estaba inspirado. El entrevistador preguntó la manera en la que se inspiraba.*]

The interviewer _____

- The bus had arrived. I wonder what time.

[*El autobús había llegado. Me pregunto a qué hora*]

I wonder _____

- The party was celebrated. I wanted to find out where.
[*La fiesta se estaba celebrando. Yo quería averiguar dónde.*]

I wanted _____

- Sergio had to enter. He didn't know in what moment.
[*Sergio tenía que entrar. No sabía en qué momento*]

Sergio didn't know _____

- People live in France. They are called French.
[*La gente vive en Francia. Se les llama franceses.*]

People _____

- A telephone was ringing. The assistant asked which.
[*Un teléfono estaba sonando. La asistente preguntó cuál.*]

The assistant _____

- She has bought those boots. You have to tell me where.
[*Ella había comprado esas botas. Tienes que decirme dónde.*]

You have _____

- My mother had always made spaghetti. I found out the reason.
[*Mi madre siempre había preparado spaghetti. He averiguado la razón*]

I found out _____

- The train had already left. I wonder what time.
[*El tren ya ha salido. Me pregunto a qué hora.*]

I wonder _____

Exercise 2: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. The translation is again given to help you. [*Ejercicio 2: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente. La traducción vuelve a aparecer para ayudarte.*]

You don't know how much it is going to cost, don't you?
[*No sabes cuanto va a costar, ¿verdad?*]

Have you any idea of how much longer I will have to wait?

[*Tienes alguna idea de cuanto más voy a tener que esperar?*]

Where did she get her coat from?

[*De donde ha sacado su abrigo?*]

Let me know what do you think.

[*Hazme saber lo que piensas*]

Appendix B: Final Test Sample

NAME (OPTIONAL):		
AGE:		
	COURSE:	
Test		
<hr/> <p>Task 1: You will find eight sentences in Spanish. Please, translate them into English. <i>[Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]</i></p>		
<p>(1) La casa era pequeña pero bonita</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(2) ¿Qué comerá Juan mañana?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(3) ¿Dónde está bailando María?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(4) ¿Cuándo llegará tu familia?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(5) ¡Mira! ¡Alguien ha olvidado su cartera!</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(6) ¿Cómo iréis a la fiesta?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(7) ¿Por qué está llorando tu madre?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>(8) Mañana voy a comprar huevos en el supermercado</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>		
<p>1</p>		

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [*Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.*]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...*bought a book on Wednesday*

(1) Mary is singing. Her mother wonders what song.

Her mother wonders...

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner...

(3) You have always loved me. I don't know why.

I don't know...

(4) The lesson has begun. I wanted to know when.

The student wanted to know...

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know...

(6) My father will leave. I don't know when.

I don't know...

(7) Something good had happened. He knew.

He knew...

(8) My neighbour will move. I wonder where.

I wonder...

(9) Mary is happy. John thinks so.

Mary thinks...

(10) My mother is always cooking spaghetti. I found out why.

I found out...

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered...

(12) A woman lives next door. I have told you about her.

I have told you...

(13) They are celebrating a party. I want to find out where.

I want to find out...

(14) The bus had arrived. I wonder when.

I wonder...

(15) The exam was very difficult. Mary said this.

Mary said...

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [*Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.*]

Example:

(0) You doesn't know the time

☐ Correct

☒ Incorrect

~~El auxiliar no corresponde con el sujeto "you" / You don't know the time~~

(1) You don't know how much is that watch going to cost, don't you?

☐ Correct

☐ Incorrect

(2) Have you any idea of how much longer I will have to wait?



Correct



Incorrect

(3) Where did she get her coat from?



Correct



Incorrect

(4) What your favourite colour is?



Correct



Incorrect

(5) Let me know what do you think.



Correct



Incorrect

(6) Do you know what time start classes?



Correct



Incorrect

(7) When you are going to eat that cake?



Correct



Incorrect

(8) Do you know what time the bank closes?



Correct



Incorrect

(9) I wonder how much did she pay for those boots.



Correct



Incorrect

(10) What you will do about is?



Correct



Incorrect

Appendix C: English Native Speaker's Sample

AGE: 20
COURSE:

Test

(not native speaker of Spanish)

Task 1: You will find eight sentences in Spanish. Please, translate them into English.
[Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]

- (1) La casa era pequeña pero bonita
The house was small but pretty
- (2) ¿Qué comerá Juan mañana?
What will John eat tomorrow?
- (3) ¿Dónde está bailando María?
Where is Mary dancing?
- (4) ¿Cuándo llegará tu familia?
When will your family arrive?
- (5) ¡Mira! ¡Alguien ha olvidado su cartera!
Look! Someone has forgotten their card!
- (6) ¿Cómo iréis a la fiesta?
How did you get to the party?
- (7) ¿Por qué está llorando tu madre?
Why is your mother crying?
- (8) Mañana voy a comprar huevos en el supermercado
Tomorrow I am going to buy eggs in the supermarket.

1

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...**bought a book on Wednesday**

(1) Mary is singing. Her mother wonders what song.

Her mother wonders...**what song Mary is singing.**

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner...**what the rabbit was drinking.**

(3) You have always loved me. I don't know why.

I don't know...**why you have always loved me**

(4) The lesson has begun. I wanted to know when.

The student wanted to know...**when the lesson began.**

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know...**how many chocolates the children bought.**

(6) My father will leave. I don't know when.

I don't know...**when my father will leave.**

(7) Something good had happened. He knew.

He knew...**that something good had happened.**

(8) My neighbour will move. I wonder where.

I wonder...**where my neighbour will move to.**

(9) Mary is happy. John thinks so.

~~Mary~~ ^{John} thinks...**that Mary is happy**

(10) My mother is always cooking spaghetti. I found out why.

I found out... *why my mother always cooks spaghetti*

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered... *which T-shirt he should wear.*

(12) A woman lives next door. I have told you about her.

I have told you... *about the woman who lives next door.*

(13) They are celebrating a party. I want to find out where.

I want to find out... *where they are celebrating a party*

(14) The bus had arrived. I wonder when.

I wonder... *when the bus arrived.*

(15) The exam was very difficult. Mary said this.

Mary said... *that the exam was very difficult.*

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.]

Example:

(0) You doesn't know the time

☐

Correct

☒

Incorrect

El auxiliar no corresponde con el sujeto "you" / You don't know the time

(1) You don't know how much is that watch going to cost, don't you?

☐

Correct

☒

Incorrect

question tag should be 'do you?'
auxiliary doesn't invert

(2) Have you any idea of how much longer I will have to wait?



Correct



Incorrect

(3) Where did she get her coat from?



Correct



Incorrect

(4) What your favourite colour is?



Correct



Incorrect

subject and auxiliary invert

(5) Let me know what ~~do~~ you think.



Correct



Incorrect

no do-support required

(6) Do you know what time start classes?



Correct



Incorrect

'classes' come before 'start'

(7) When you are going to eat that cake?



Correct



Incorrect

subject aux-inversion occurs

(8) Do you know what time the bank closes?

☒ Correct

☐ Incorrect

(9) I wonder how much ~~did~~ she pay for those boots.

☐ Correct

☒ Incorrect

pay → past tense 'paid'
no do-support required

(10) What you will do about is?

☐ Correct

☒ Incorrect

Subject aux inversion
is should be 'it'

Appendix D: Subjects' Samples by Group

2nd ESO

6

NAME (OPTIONAL):

AGE: 13

COURSE: 2^o B

Test

Task 1: You will find eight sentences in Spanish. Please, translate them into English.
 [Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]

(1) La casa era pequeña pero bonita
The house was little but beautiful

(2) ¿Qué comerá Juan mañana?
What is Juan going to eat tomorrow?

(3) ¿Dónde está bailando María?
Where is dancing Maria?

(4) ¿Cuándo llegará tu familia?
when is going to come you family?

(5) ¡Mira! ¡Alguien ha olvidado su cartera!
Look! Someone has forgotten her/his purse!

(6) ¿Cómo iréis a la fiesta?
How are you going to the party?

(7) ¿Por qué está llorando tu madre?
why is crying your mother?

(8) Mañana voy a comprar huevos en el supermercado
Tomorrow I will go to buy eggs to the supermarket

1

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...*bought a book on Wednesday*

(1) Mary is singing. Her mother wonders what song.

Her mother wonders. *what song Mary is singing*

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner. *what was drinking the rabbit*

(3) You have always loved me. I don't know why.

I don't know. *why you have always loved me.*

(4) The lesson has begun. I wanted to know when.

The student wanted to know. *when has the lesson begun.*

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know. *how many chocolates have the children bought*

(6) My father will leave. I don't know when.

I don't know. *when will my father leave.*

(7) Something good had happened. He knew.

He knew. *that something good had happened.*

(8) My neighbour will move. I wonder where.

I wonder. *will my neighbour move.*

(9) Mary is happy. John thinks so.

~~Mary thinks~~
John thinks that Mary is happy

(10) My mother is always cooking spaghetti. I found out why.

I found out...*why my mother is always cooking spaghetti.*

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered...*which T-shirts should wear.*

(12) A woman lives next door. I have told you about her.

I have told you...*about the woman that lives next door.*

(13) They are celebrating a party. I want to find out where.

I want to find out...*where they are celebrating a party*

(14) The bus had arrived. I wonder when.

I wonder...*when the bus had arrived*

(15) The exam was very difficult. Mary said this.

Mary said...*that the exam was very difficult.*

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.]

Example:

(0) You doesn't know the time



Correct



Incorrect

El auxiliar no corresponde con el sujeto "you" / You don't know the time

(1) You don't know how much is that watch going to cost, don't you?



Correct



Incorrect

- (2) Have you any idea of how much longer I will have to wait?

☐

Correct

☒

Incorrect

Have you got any idea of how much longer
I will have to wait.?

- (3) Where did she get her coat from?

☒

Correct

☐

Incorrect

- (4) What your favourite colour is?

☐

Correct

☒

Incorrect

What is your favorite colour?

- (5) Let me know what do you think.

☒

Correct

☐

Incorrect

- (6) Do you know what time start classes?

☐

Correct

☒

Incorrect

Do you know what time does classes starts?

- (7) When you are going to eat that cake?

☐

Correct

☒

Incorrect

When are you going to eat that cake?

(8) Do you know what time the bank closes?

☐

Correct

☒

Incorrect

Do you know at what time does the bank
closes?

(9) I wonder how much did she pay for those boots.

☒

Correct

☐

Incorrect

(10) What you will do about is?

☐

Correct

☒

Incorrect

what will you do for this?

4th ESO

NAME (OPTIONAL):
AGE: 16
COURSE: 4th

Test

Task 1: You will find eight sentences in Spanish. Please, translate them into English.
[Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]

- (1) La casa era pequeña pero bonita
The house was little but beautiful
- (2) ¿Qué comerá Juan mañana?
What will Juan eat tomorrow?
- (3) ¿Dónde está bailando María?
Where is María dancing?
- (4) ¿Cuándo llegará tu familia?
When will your family arrive
- (5) ¡Mira! ¡Alguien ha olvidado su cartera!
Look! Someone forget his pocket
- (6) ¿Cómo iréis a la fiesta?
How are you going to the party?
- (7) ¿Por qué está llorando tu madre?
Why is your mother crying?
- (8) Mañana voy a comprar huevos en el supermercado
Tomorrow I will buy eggs in the supermarket

1

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...**bought a book on Wednesday**

(1) Mary is singing. Her mother wonders what song.

Her mother wonders...**sing that song**

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner...**the rabbit was drinking something**

(3) You have always loved me. I don't know why.

I don't know...**you have always loved me**

(4) The lesson has begun. I wanted to know when.

The student wanted to know...**when the lesson has begun**

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know...**how many the children have bought chocolates**

(6) My father will leave. I don't know when.

I don't know...**when my father will leave**

(7) Something good had happened. He knew.

He knew...**something good had happened**

(8) My neighbour will move. I wonder where.

I wonder...**where my neighbour will move**

(9) Mary is happy. John thinks so.

Mary thinks...**so Mary is happy**

(10) My mother is always cooking spaghetti. I found out why.

I found out... *why my mother is always cooking spaghetti*

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered... *which the kid should wear a T-shirt.*

(12) A woman lives next door. I have told you about her.

I have told you... *about her a woman lives next door.*

(13) They are celebrating a party. I want to find out where.

I want to find out... *where they are celebrating a party*

(14) The bus had arrived. I wonder when.

I wonder... *when the bus had arrived*

(15) The exam was very difficult. Mary said this.

Mary said... *this the exam was very difficult.*

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.]

Example:

(0) You doesn't know the time



Correct



Incorrect

El auxiliar no corresponde con el sujeto "you" / You don't know the time

(1) You don't know how much is that watch going to cost, don't you?



Correct



Incorrect

(2) Have you any idea of how much longer I will have to wait?

☐

Correct

☐

Incorrect

Do you have any idea

(3) Where did she get her coat from?

☒

Correct

☐

Incorrect

(4) What your favourite colour is?

☒

Correct

☐

Incorrect

(5) Let me know what do you think.

☒

Correct

☐

Incorrect

(6) Do you know what time start classes?

☒

Correct

☐

Incorrect

(7) When you are going to eat that cake?

☒

Correct

☐

Incorrect

(8) Do you know what time the bank closes?

☐

Correct

☒

Incorrect

At what

(9) I wonder how much did she pay for those boots.

☒

Correct

☐

Incorrect

(10) What you will do about is?

☒

Correct

☐

Incorrect

2nd Bachillerato

NAME (OPTIONAL):
AGE: 17
COURSE: 2º bachillerato

Test

Task 1: You will find eight sentences in Spanish. Please, translate them into English.
[Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]

- (1) La casa era pequeña pero bonita
The house was small but nice.
- (2) ¿Qué comerá Juan mañana?
What will Juan eat tomorrow?
- (3) ¿Dónde está bailando María?
Where is Maria dancing?
- (4) ¿Cuándo llegará tu familia?
When will your family arrive?
- (5) ¡Mira! ¡Alguien ha olvidado su cartera!
Look! Someone has forgotten his wallet!
- (6) ¿Cómo iréis a la fiesta?
How will you go to the party?
- (7) ¿Por qué está llorando tu madre?
Why is your mum crying?
- (8) Mañana voy a comprar huevos en el supermercado
Tomorrow I'm going to buy eggs in the supermarket

1

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [*Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.*]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...*bought a book on Wednesday*

(1) Mary is singing. Her mother wonders what song.

Her mother wonders...*what song Mary is singing.*

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner...*what was the rabbit drinking.*

(3) You have always loved me. I don't know why.

I don't know...*why you have always loved me.*

(4) The lesson has begun. I wanted to know when.

The student wanted to know...*when the lesson began.*

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know...*how many chocolates have the children bought.*

(6) My father will leave. I don't know when.

I don't know...*when will my father leave.*

(7) Something good had happened. He knew.

He knew...*that something good had happened.*

(8) My neighbour will move. I wonder where.

I wonder...*where will my neighbour move.*

(9) Mary is happy. John thinks so.

~~Mary~~ thinks...*that Mary is happy.*
John

(10) My mother is always cooking spaghetti. I found out why.

I found out...*why my mother is always cooking spaghetti.*

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered...*which he should wear a T-shirt.*

(12) A woman lives next door. I have told you about her.

I have told you...*about the woman who lives next door.*

(13) They are celebrating a party. I want to find out where.

I want to find out...*where they are celebrating a party.*

(14) The bus had arrived. I wonder when.

I wonder...*when the bus had arrived.*

(15) The exam was very difficult. Mary said this.

Mary said...*that the exam was very difficult.*

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.]

Example:

(0) You doesn't know the time



Correct



Incorrect

El auxiliar no corresponde con el sujeto "you" / You don't know the time

(1) You don't know how much is that watch going to cost, don't you?



Correct



Incorrect

(2) Have you any idea of how much longer I will have to wait?



Correct



Incorrect

(3) Where did she get her coat from?



Correct



Incorrect

(4) What your favourite colour is?



Correct



Incorrect

what is your favourite colour?

(5) Let me know what do you think.



Correct



Incorrect

(6) Do you know what time start classes?



Correct



Incorrect

Do you know what time classes start?

(7) When you are going to eat that cake?



Correct



Incorrect

When are you going to eat that cake?

(8) Do you know what time the bank closes?



Correct



Incorrect

(9) I wonder how much did she pay for those boots.



Correct



Incorrect

(10) What you will do about is?



Correct



Incorrect

What will you do about is?

2nd EEII

<p>AGE: 19</p> <p>COURSE: 2nd</p> <p>Test</p> <p>Task 1: You will find eight sentences in Spanish. Please, translate them into English. [Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]</p> <p>(1) La casa era pequeña pero bonita <u>The house was little but beautiful</u></p> <p>(2) ¿Qué comerá Juan mañana? <u>What's gonna eat Juan tomorrow?</u></p> <p>(3) ¿Dónde está bailando María? <u>Where is dancing Maria?</u></p> <p>(4) ¿Cuándo llegará tu familia? <u>When your family arrive?</u></p> <p>(5) ¡Mira! ¡Alguien ha olvidado su cartera! <u>Look! Someone forgets his wallet!</u></p> <p>(6) ¿Cómo iréis a la fiesta? <u>How you are going to the party?</u></p> <p>(7) ¿Por qué está llorando tu madre? <u>Why is crying your mother?</u></p> <p>(8) Mañana voy a comprar huevos en el supermercado <u>I will buy eggs at the supermarket tomorrow.</u></p> <p>1</p>

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...**bought a book on Wednesday**

(1) Mary is singing. Her mother wonders what song.

Her mother wonders...**the song that she is singing.**

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner...**what was drinking his rabbit.**

(3) You have always loved me. I don't know why.

I don't know...**why you have always loved me.**

(4) The lesson has begun. I wanted to know when.

The student wanted to know...**when the lesson had begun.**

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know...**how many chocolates the children had bought.**

(6) My father will leave. I don't know when.

I don't know...**when my father will leave.**

(7) Something good had happened. He knew.

He knew...**that something good had happened.**

(8) My neighbour will move. I wonder where.

I wonder...**where my neighbour will move.**

(9) Mary is happy. John thinks so.

~~Mary~~ thinks...**that Mary is happy.**
John

(10) My mother is always cooking spaghetti. I found out why.

I found out...*why my mother is always cooking spaghetti.*

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered...*which T-shirt he should wear.*

(12) A woman lives next door. I have told you about her.

I have told you...*about a woman that lives next door.*

(13) They are celebrating a party. I want to find out where.

I want to find out...*where they are celebrating a party.*

(14) The bus had arrived. I wonder when.

I wonder...*when the bus had arrived.*

(15) The exam was very difficult. Mary said this.

Mary said...*that the exam was very difficult.*

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [*Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.*]

Example:

(0) You doesn't know the time



Correct



Incorrect

El auxiliar no corresponde con el sujeto "you" / You don't know the time

(1) You don't know how much is that watch going to cost, don't you?



Correct



Incorrect

The order is wrong: You don't know how much is going to cost that watch, don't you?

(2) Have you any idea of how much longer I will have to wait?

☐

Correct

☒

Incorrect

Have you got any idea of...?

(3) Where did she get her coat from?

☐

Correct

☒

Incorrect

where did she get her coat?

(4) What your favourite colour is?

☐

Correct

☒

Incorrect

What is your favourite color?

(5) Let me know what do you think.

☒

Correct

☐

Incorrect

(6) Do you know what time start classes?

☐

Correct

☒

Incorrect

Do you know at what time the classes start?

(7) When you are going to eat that cake?

☒

Correct

☐

Incorrect

(8) Do you know what time the bank closes?



Correct



Incorrect

(9) I wonder how much did she pay for those boots.



Correct



Incorrect

(10) What you will do about is?



Correct



Incorrect

what you will do about this?

4th EEII**Test**

Task 1: You will find eight sentences in Spanish. Please, translate them into English.

[Ejercicio 1: A continuación, encontraras ocho oraciones en español. Por favor, tradúcelas a inglés.]

- (1) La casa era pequeña pero bonita

The house was small but pretty.

- (2) ¿Qué comerá Juan mañana?

What will John eat tomorrow?

- (3) ¿Dónde está bailando María?

Where is Mary dancing?

- (4) ¿Cuándo llegará tu familia?

When does your family arrive?

- (5) ¡Mira! ¡Alguien ha olvidado su cartera!

Look! Someone has forgotten his purse.

- (6) ¿Cómo iréis a la fiesta?

How will you go to the party?

- (7) ¿Por qué está llorando tu madre?

Why is your mother crying?

- (8) Mañana voy a comprar huevos en el supermercado

I will buy egg at the supermarket tomorrow.

Task 2: You have a list of 15 pairs of sentences below. Please, combine each pair in a single sentence. You should try to keep the same tense and meaning that the original sentences have. You must start each sentence with the given beginning. [Ejercicio 2: A continuación, hay una lista de 15 parejas de frases. Por favor, combina cada pareja en una sola oración. Por favor, debes intentar mantener el tiempo verbal y el significado que tienen las frases originales. Debes empezar la oración con el comienzo dado.]

Example:

(0) Susan bought a book. She bought it on Wednesday.

Susan...*bought a book on Wednesday*

(1) Mary is singing. Her mother wonders what song.

Her mother wonders... *what song is Mary singing.*

(2) The rabbit was drinking something. I asked the owner what.

I asked the owner... *what does the rabbit was drinking?*

(3) You have always loved me. I don't know why.

I don't know... *why you always have loved me.*

(4) The lesson has begun. I wanted to know when.

The student wanted to know... *when did the lesson had begun?*

(5) The children have bought chocolates. The mother wanted to know how many.

The mother wanted to know... *How many chocolates the children had bought?*

(6) My father will leave. I don't know when.

I don't know... *when my father will leave.*

(7) Something good had happened. He knew.

He knew... *that something good had happened.*

(8) My neighbour will move. I wonder where.

I wonder... *where will my neighbour move.*

(9) Mary is happy. John thinks so.

Mary thinks...

John thinks Mary is happy.

(10) My mother is always cooking spaghetti. I found out why.

I found out... *why my mother always is cooking spaghetti.*

(11) The kid should wear a T-shirt. He wondered which.

The kid wondered... *which t-shirt he would wear.*

(12) A woman lives next door. I have told you about her.

I have told you... *about the woman who lives next door.*

(13) They are celebrating a party. I want to find out where.

I want to find out... *where they are celebrating a party.*

(14) The bus had arrived. I wonder when.

I wonder... *when does the bus*

(15) The exam was very difficult. Mary said this.

Mary said... *the exam was very difficult.*

Task 3: Decide if the following sentences are correct or incorrect. Those that you consider incorrect, explain why or, if you don't know how, rewrite the sentence correctly. [Ejercicio 3: Decide si las siguientes oraciones son correctas o incorrectas. Aquellas que consideres incorrectas, explica por qué o, si no sabes cómo, reescribe la frase correctamente.]

Example:

(0) You doesn't know the time

☐ Correct

☒ Incorrect

El auxiliar no corresponde con el sujeto "you" / You don't know the time

(1) You don't know how much is that watch going to cost, don't you?

☐ Correct

☒ Incorrect

You don't know that watch has cost, don't you?

(2) Have you any idea of how much longer I will have to wait?

☐

Correct

☒

Incorrect

Do you have any idea how much
time do I have to wait?

(3) Where did she get her coat from?

☒

Correct

☐

Incorrect

(4) What your favourite colour is?

☐

Correct

☒

Incorrect

what is your favourite color?

(5) Let me know what do you think.

☐

Correct

☒

Incorrect

Let me know what you think.

(6) Do you know what time start classes?

☐

Correct

☐

Incorrect

Do you know what time classes start?

(7) When you are going to eat that cake?

☐

Correct

☐

Incorrect

when are you going to eat that cake?

(8) Do you know what time the bank closes?



Correct



Incorrect

(9) I wonder how much did she pay for those boots.



Correct



Incorrect

(10) What you will do about it?



Correct



Incorrect

what will you do about it?