DOES PARAMETER DIFFERENCES OF TWO LANGUAGES PREVENT LEARNERSTO ACCESS IN A PARTICULAR LINGUISTIC SYSTEM?

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Abstract: While learning a second/foreign language, some errors seem universal, reflecting learners ' attempts to make the tasks of learning and using the second language/target language simpler. But learners ' first language is not well encouraged and entertained to be used while learning a second or foreign language since it is believed that the parameter differences between the two languages might prevent the learners to access in a particular linguistic system or it might cause them making mistakes and errors . It is also believed that mistakes/errors made by the learners while learning the target language are a direct influence of their first language. Therefore this study aims to examine the bilingual learners ' accessibility in their first and second language with respect to wh-word order to get insight if parameter differences of two languages can result the same as discussed and consequently it would be better to avoid the first language in a language classroom. The subjects of the study were 30 young, 6th grade learners Bangladesh whose medium of instruction was English. To provide evidence, one translation knowledge task and one production knowledge task were used to capture the particular linguistic behavior of the learners . Based on the findings, the result of the study indicates that even though there are parameter differences the learners can access almost equally in the both linguistic systems . It also indicates that their knowledge of and production of wh -word order are comparable within and across first and second language . The study has some important pedagogical implications which suggest mistakes made by the learners can be used as feedback tools by the teachers in the classroom to check conceptual understanding and the subtle use of learners ' first language will be very useful for the learners .

Keywords: Universal errors, Bilingual access, Linguistic behavior, Parameter differences

1.Introduction

In contrastive and error analysis, research shows the errors made by the learners in learning a second or foreign language is not always the result of their first language influence since while learning a target language learners make some errors or mistakes that don't even belong to their first language. On the other hand, it also shows the possibility of first language transfer in learning a second or foreign language and the difficulties or the limitations of acquiring the target language when there are significant differences between the learners ' first language and the target language.

According to Ortega (2009), inter-language, a term coined by Selinker in 1972 is the linguistic system that's constructed by each learner at any given point in development whereas it is a natural language characterized by systematicity and variability. Also, it is more thanL1 influence and the sum of target input and the. There are four inter-language processes at work, such as - simplification, overgeneralization, restructuring, and U-shape behavior as the internal grammar of the learners develops aided by memory and experience. Inter-language change has always been found as systematic when it's a fact of development, non -linear when it's a fact of accuracy and unevenly paced when it's a fact of rate. These mentioned three dimensions of development, accuracy and rate are necessary for characterizing inter-language change over time altogether. Again, Ortega (2009), in her discussion on cross - linguistic influences posits all phenomena cannot be explained by the influence of mother longue or one's L1 in inter-language development since universal influences that operate in all natural languages exercise a very powerful effect also on L2 development of the learners . Here, the knowledge of the L1 interacts with such developmental forces in a systematic manner but doesn't override them. However, learners ' pre-existing knowledge of the mother tongue can influence inter-language development by delaying or accelerating the progress learners make along the natural, developmental pathways like- the order of accuracy, natural sequences and developmental stages , but it neither alters such pathways nor predetermines . According to the "principles and parameters " approach proposed by Chomsky (1981), UG is based on a set of principles that determine the operations holds universally and on a set of parameters that are principled ways in which languages always differ with respect to the application of one or another principle. On the other hand, Chomsky's the availability of Universal Grammar (UG) is still a topic of

considerable debate in adult second language acquisition (SLA) from the principles and parameters theory to the domain of SLA.The influence of L1 on the acquisition of L2 or a target language can be manifested in one or two ways with respect to cognitive development and parameter setting. If the first language parameter setting for a particular parameter is similar or identical to the target or second language, the learners will rely on their existing linguistic knowledge (L1 knowledge) in learning that target language. On the other hand, if the parameter setting is different for the two languages, the learners will have to assign a new value to the particular parameter. Thus, it might take longer to reset the parametric values to acquire comparing to those whose first languages have similarities with the target language (White, 2003).However, several research show that if UG and language acquisition device are in place as well as other linguistic systems are in mind, learners will be able to learn a language quite successfully even though there are some parameter differences between the learners L1 and the target language and the subtle use of L1during this process has several positive effects on the linguistic development of the SL learners .

Wh-word order and parametric differences issues

Word order is linear sequencing of words within a phrase or sentence. There are parameter differences for word order in languages . For example- S+V+O is the general sentence structure for English, Bahasa whereas it is S+O+V for Bangla, Turkish, Korean, Japanese, Turkmen etc. Again, in the case of Wh -word order, different languages have different word orders in specific types of construction as in - under the same word order, like S+V+O, there are possible differences . In English wh -questions, the wh expression is moved to the beginning of the sentences whereas in Chinese and Bahasa they remain in situ (no movement) and in the case of Bangla, the wh expression can move t o the beginning or at the end or it can come in the middle (scrambling).For example-

1. a) What do you think Mr. Philip will say?
   b) Ni xiangxin Mr. Philip huishuoshenme?(Chinese language)
you think he will say what
2. a) What will Elis present?
   b) Elis akanpresentasiapa? (Bahasa language)
      Elis will present what
3. a) Who is going to the market?
  b) Bazarejasseke? (Bangla language)

  c) Bazarekejasse?
     Market who is going
  d) kebazarejasse?
     Who is going to the market?

From the examples of 1, 2, 3, it is clear that the differences of grammatical structures in wh -word order among English, Chinese, Bahasa and Bangla are constrained by para meter principles . English has [+movement] setting while Chinise and Bahasa have [-movement] setting and Bangla includes both [+movement] and [-movement] along with scrambling.Since there are certain differences between the two languages, Bangladeshi learne rs of English need to reset their wh-word order parameter in order to acquire English language. Thus it leads to the question whether the Bangladeshi learners of English are able to acquire wh -word order in English or not. Therefore, this study will attempt to investigate the learners ' (Bangladeshi) accessibility of the L1 and L2 linguistic systems with respect to wh-word order and the why not to avoid the subtle use of L1 in a language classroom.

2. Literature Review

Several studies have been conducted in the field of wh-word order acquisition by ESL/EFL learners, researchers and experts . Three studies conducted in EFL/ESL context will be discussed in briefly in this paper. Stromswold, in his study (1995), *The Acquisition of Subject and Object Wh -Questions*, investigated the acquisition of subject and object wh-questions by English-speaking children. The study was based on the following variables: the age of acquisition of subject and object matrix questions, sampling artifact and the acquisition of subject and object questions, adult input and the acquisition of subject and object questions . 12 children with the age range from 1:2 to 2:6 during the first transcript and from 2:3 to 6:0 during the final transcript were the subjects of the study. The study was based on transcripts of these children from CHILDES that contained number of wh -utterances and frequency of who, what and which utterances . About the order of acquisition of subject and object matrix questions these following three predictions were made:the wh-subject in situ prediction: children acquire subject questions before object questions ,the Vacuous Movement and Rizzi-Manzini prediction: children acquire subject questions and o bject questions at the same age, the Antecedental Government Prediction: children acquire object questions before subject

ques tion. The result of the study suggested the following: (1) there was no support for the claim that children acquire subject questions before object questions, (2) the overall and *who* analyses suggested that children acquired subject and object questions at the same age, and (3) the result of the *what* and *which* analyses suggested that children acquired subject questions later than object questions . The findings showed that children who used relatively more subject questions seemed to be somewhat more likely to have acquired subject questions seemed to be somewhat more likely to have acquired subject questions at an earlier age than children who used relatively few subject questions . However, contrary to the predictions of the sampling explanation, children who used relatively few object questions were somewhat more likely to have acquired object questions at an earlier age than children who used relatively more object questions .

Shimizu (1996) in his study attempted to investigate the acquisition of Subjacency in wh -movement and topicalization by Japanese learners of English. The following were the assumptions of his study: (1) In L1 acquisition an innate UG plays a central role and the gap between available input and attained competence must be guided by UG. (2) If knowledge learners attain could not have come via their L1, and which could not have been induced from the input alone, arguments for a role for UG in L2 are strengthened. (3) The movement of a ph rase is constrained by subjacency which is a principle of UG. (4) The *Barriers* framework distinguishes between strong and weak subjacency violation. (5) Topicalization and wh -movement in English is constrained by subjacency. (6) There are no subjacency in Japanese.The hypotheses of the study were the following: 1 (a) Overall, Japanese learners observe subjacency in English wh -movement. Their scores on grammaticality judgments will be abov e -chance. (b) Japanese learners of English judge the grammaticality of the sentence relevant to the strong construction types more accurately than the grammaticality of the sentences relevant to the weak construction types in topicalization. The findings of this study showed that the Japanese learners of English, in general, observed subjacency, although not so strictly as the native speakers did. The Japanese learners distinguished between grammatical and ungrammatical sentences in both wh -movement and topicalization. They also made a distinction between weak and strong subjacency violations which was predicted by the Barriers framework. The results indicate that the Jpn L1subjects did distinguish between the Japanese sentences which would be grammatical in English and the sentences which in English would be ungrammatical. Whether for a syntactic reason or some other reason The Jpn L1 group was less likely to accept some s entences with island constraints .In some cases such as grammatical topicalization, t he EFL subjects performed similarly to the Jpn L1 group. In other cases like ungrammatical wh -movement, their performance seemed to have between the performance by Eng L1 and the performance by Jpn L1. One sees some influence from their L1 in these cases whereas there are some cases in which the EFL subjects ' performance resembled the English L1 group's performance. According to the case, one sees EFL's performance similar to the performance of JpnL1, similar to the performance of English L1 or between the performance of Jpn L1 and the performance of Eng L1. This is what suggests that the interlanguage of the EFL learners is in transition from their L1 to the L2 and that they are in the process of acquiring subjacency in English.

In the study *On the Issue of Completeness in Second Language Acquisition* , Schachter (1990) investigated the evidence for the presence or absence of the principle of UG, *Sunjacency* in the four grammars of different groups . The subjects were the proficient non -native speaker of English; Korean, Chinese, Indonesian and Dutch and there was a group of native speakers of English as a control group. Cited from Ostu (1981), s he points out that there is a class of principle whose function is dependent on other properties, noninnate orinnate. According to her, subjacency is one the principles that cover the area of wh -movement, topicalization etc. They exhibit dependency relations between the extracted element and its trace. Schachter claimed that "If the learner has not mastered structures that exhibit such relations, subjacency will have nothing to constrain " which implies that sunjacency is an innate endowment that does not "active", until some other properties is masterted. In her study, he tried to examine the knowledge of the following three interrelated phenomena in English: 1) knowledge of language distance wh - movement in English 2) knowledge of four syntactic constructions out of which wh -movement is impossible and 3) knowledge of subjacency violation of these four constructions . Her proposed h ypotheses were: 1) knowledge of grammatical wh-movement would have an effect on knowledge of subjacency violations involving wh -movements 2) knowledge of the grammatical constructions that constitute islands would have an effect on knowledge subjacency violations involving extractions out of them 3) there will be a language -specific effect on knowledge of subjacency.For justifying the hypotheses, she used GJ tasks which were constructed in English and they involve structures which were used to test subjacency. The task contained a total of nine subjects, each designed to probe for a separate linguistic property. The subjects of the study were different language speake rs, such as - 18 Dutch, 21 Indonesian, 20 Chinese, and 20 Korean speakers . There were 19 nat ive speakers of English as control group. All the participants of the study were advanced speaker of English.The result showed that native language had a significant effect on knowledge of one principle of UG in adult second language acquisition of grammar s . Dutch learners performed similarly like native speakers on judgments of subjacency violations because Dutch language operates as

English language regarding subjacency. In contrast, Korean learners performed quite poorly because their native language shows no subjacency effects . Chinese and Indonesian learners ' performance was better than the Korean and worse than the Dutch because their languages show partial overlap with English in subjacency effects . Thus, it indicates that more limited subjacency effects in their native languages did not in general allow them to generalize to all possible effects in English. Thus Schachter proposes that Incompleteness hypothesis is the one that helps learners in acquiring the target language. Therefore according to her study, if we narrow it down and relate it implies that if there is different parameter setting for wh -word order between two languages, learners might have difficulties and poor performance to reset their parameter setting in relation to wh -word order setting. As a result,the accessibility of the two language system in relation to w.h -word order will not be balanced.

2. 1 Problem   Statement

Research shows the possibility of L1 transfer in learning L2 and the difficulties or the limitations of acquiring L2 when there are significant differences between the learners ' L1 and the target language. Since Bangla and English have some differences in terms of wh-word order, it's a matter of great concern for both English as a second language or English as a foreign language teachers as well as learners of the language. Therefore, it 's important to investigate whether the accessibility of bilingual learners like – Bangladeshi learners of English in their L1 and L2 with respect to wh word order is balanced or not and therefore using L1 in the class should not be considered as a threat.

3. Method

The data was collected once and from one homogenous group of learners whereas there was no control group. The task used here required the learners to translate 10 English wh sentences into Bangla whereas 5 were subject questions and 5 were object questions and 12 Bangla wh sentences into English. Among these 12 Bangla wh sentences, 6 were subject questions and 6 were object questions . These 6 and 6 subject and object questions were again divided into 2 sentence medial scrambling, 2 sentence end scrambling and 2 prototypical. Apart from these, 5 filler sentences which are not questions were added in both English and Bangla translation tasks . All those 10 filler sentences were active sentences which were chosen as 2 present tense sentences (with subject and object), and 3 present continuous sentences (with subject an d object). These sentences were randomized with the question statements so that the learners are not bored with the same pattern and it doesn 't affect their performance. Also, in research filler sentences are used in a subtle manner since it helps to get t he learners ' actual language behavior. The sentences used in the translation tasks were carefully chosen to make it appropriate to the participants as well as to the goal of the study. The sentences are also carefully contextualized by using names and verb s which are familiar to Bangladeshi learners . This translation task was designed to investigate whether the learners ' use of wh-word position differs in terms of Bangla and English translation and also to investigate even though wh -words are in different s crambling position in Bangla whether the learners are able to reset the w-h word order parameter of English and vice versa. The second tasks used here was the question generation tasks as to check their production knowledge. They were given two completely new short texts in both English and Bangla and asked to make any three questions from each text after reading them. This task was basically designed to check whether while asking questions in English the learners are resetting the parameter in relation to wh-word order setting of Bangla, i.e. whether the learners are able to make wh -questions positioning the w-h word in the beginning from the scramble position, such as - sentence medial or sentence end or initial or prototypical in Bangla. The tas ks used in this study had four segments . The first was a questionnaire to elicit information about the subjects of the study. The purpose of the questionnaire was to gather data with regard to basic personal information and the language profile of the subjects . The data collected helped to identify subjects with similar SES and language profile, so as to ensure homogeneity among the participants as well as to compare and contrast with other participants . The second segment was the first part of the translation task th at is English to Bangla translation and the third was Bangla to English translation. The fourth segment was the question generation tasks from the two texts . In addition, items familiarization related to the tasks were also provided so that the learners ca n be familiar with the type of tasks they were going to work on. Here, for translation tasks, some board works were done where 2 Bangla to English and 2 English to Bangla questions statements were translated. On the other hand, for questio n generation task s two carefully chosen texts both in Bangla and English were distributed to the learners along with three questions from the texts for each. Then, the texts were read aloud before the participants and they were asked to give some questions apart from the given sample questions . Thus, the questions generations tasks were familiarized to the participants . The tasks were administrated in one day. The learners were given one hour and thirty minutes to complete the whole tasks including the questionnaire depending on the tasks and the age level of the learners . They were given 20 minutes to complete the questionnaire and 1 hour and 10 minutes for completing the translation and

question generation tasks . Also, in the very beginning, another 30 minutes were spent for the task familiarization phase.

3.1 Materials

The data was collected through translation and question generation tasks and it was collected as written format from the learners as their response. To check their production knowledge they were given two s hort, 100-150 words narrative texts both in Bangla and English based on their proficiency level (the English text was taken from 6 th grade English text book, SCERT- Kerala and the Bangla text was taken from 6th grade Bangla text book, West Bengal). Since, the learners are very young and they listen and tell stories all the time, narrative is a genre which is chosen carefully to capture their spontaneous production behavior and the texts were chosen from this source so that the learners find it completely new.

3.1.1 Samples

After the tasks were administered, the data was analyzed by giving score to each correct answer for the translation task. For each correct answer (if the translation is correct with respect to w.h word order), one point was given as a score, and zero point for incorrect answer. There were 15 sentences to be translated from English to Bangla whereas 5 were filler sentences . Therefore, the maximum score a subject may have is 15 point and without the fillers 10. For Bangla to English there were 12 question statements and 5 filler sentences to be translated and therefore the maximum score one may have is 17 and without the fillers 12. On the other hand, for the question generation task from the texts, the responses were scored as two point for a correct question statement (with respect wh -word order position) and zero point for a wrong question statement (with respect to wh -word position) as well as analyzed carefully as part of the learners ' production behavior to investigate whether learners can access in the t wo linguistic systems or not. Here, the maximum point one participant may have is 12 in total since they were asked to make three questions from each of the text. After all responses had been analyzed and calculated, they were tabulated into mean and SD as well as were presented with some visuals . Here quantitative method is used to examine the relationship between two variables as well as to look for cause and effect relationships in a more systematic manner and therefore can be used to make predictions wh ereas qualitative method was used for content analysis and to investigate or capture expressive information.

3.1.2 Respondents Profile

The subjects for the study are 30 Bangladeshi 6th grade young English version school EFL learners whereas English is used only as a medium of instruction. They all are living in the capital of Bangladesh, Dhaka. The participants are a homogenous group who are sharing the same L1, Bangla and their age varies from 13 to 15. They are the beginner level of learners and have the English exposure only in classroom. Among 30 participants 15 are female and 15 are male. All most all the learners ' are from same kind of family background and their academic life can also be considered as identical since apart from school hours all most all of them spend some quality amount of time in taking private tuition or coaching. Though almost all of them have the habit of reading newspaper both in Bangla and English sometimes, they hardly show the interest for spending books other than the prescribed text books .

3.1.3 Data Collection

It was a one-shot research design with no intervention. Therefore, there was no pre -test or post-test. Since Bangla and English have different parameter setting for wh -word order, Bangladeshi learners of English have to reset their parameter setting in relation to wh -word order setting of English. On the other hand if UG and language acq uisition device are in place as well as the systems are already in mind the learners might be able to access their L1 and L2 equally though the nature of two languages (L1 and L2) are not the same. Therefore, this study conducted in the following variables - Independent variable: knowledge of wh word order (which includes subject and object position questions); Dependent variable: accessibility in L1 and L2 linguistic system is to look at the bilingual learners ' accessibility in their L1 and L2 with respect to wh -word order. The followings are the research questions of the study: 1.Can young ESL learners access their L1 and L2 linguistic s ystems with respect to wh - word order? 2.Is learners ' knowledge guided by the position of occurrence of wh - word as in the subject position versus the object position in both the languages? 3.Are their knowledge of and production of wh -word order comparable within and across L1 and L2?

3.2 Measurement

The findings were calculated in percentage, arithmetic middle point (Mean), standard deviation (to find out the range of variation from the central score or the mean score) and presented with tables and visuals . The result is presented at two levels, such as - performance of receptive knowledge in L1 and L2 and performance of receptive and production knowledge in L1 and L2.

3.3 Data Analysis
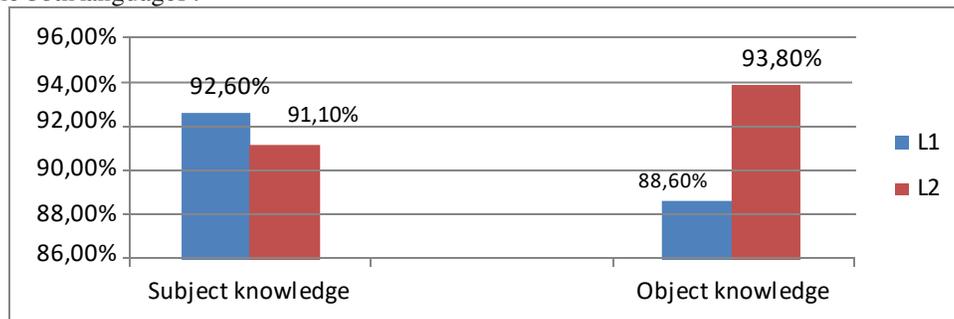
Learners ' performance of receptive knowledge in L1 and L2(figure 1) implies that the correct percentage of overall receptive knowledge in L2 (Bangla to English) being tested through translation task is 92.50% which is higher as

compared to the L1 receptive knowledge since it is 90.60%. Since the difference between the two is not much and the overall score for both L1 and L2 is more than 90%, the result shows that the young ESL learners can access their L1 and L2 linguistic systems with respect to wh -word order almost equally.
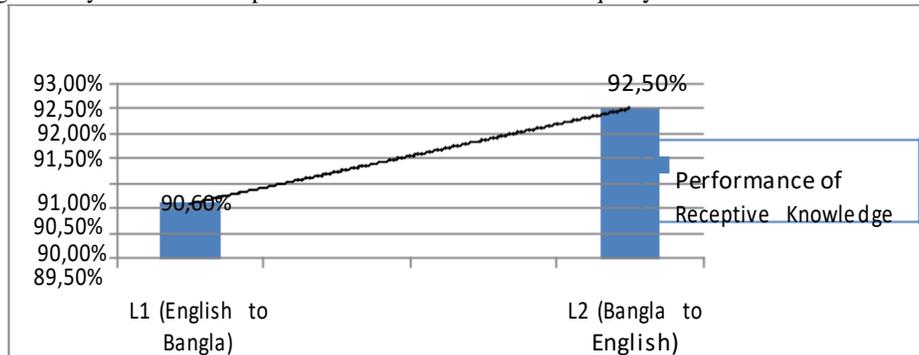
Figure 1: Performance of receptive k nowledge in L1 and L2

The learners performanceof receptive and production knowledge (figure 2) shows that the overall performance of receptive knowledge in object position is slightly higher than the subject position. It also shows that learners knowledge is guided by the position of occurrence of wh -word order as in the subject position versus the object position in the both languages .

Figure 2: Overall performance of receptive k nowledge in relation to subject and object position in L1 and L2

Group	n	Mean score	SD	t-observed value	t-critical value	df
Receptive knowledge	30	9.06 (out of 10)	1.12	5.65	2.045	29
Productiveknowledge		6 (out of 6)	0.00			

Figure 3: Performance of overall receptive and productive k nowledge in L1

Group	n	Mean score	SD	t-observed value	t-critical value	df
Receptive knowledge	30	11.01 (out of 12)	1.53	2.02	2.045	29
Productiveknowledge		5.6 (out of 6)	0.74			

Figure 4: Performance of overall receptive and productive k nowledge in L2

From 3 and 4 it's seen thatL1 production knowledge is higher and less varied than L1 receptive knowledge and L2 production knowledge is higher and less varied than L2 receptive knowledge.

4. Result and Discussion

Theanalysis of overallscoresof receptive knowledge in L1 and L2by the subjects gives a general picture of the ability of Bangladeshi young learners of English to access their L1 and L2 linguistic systems with respect to wh -word order almost equally. It shows that the acquisition of wh -word order by young Bangladeshi learners is guided by UG. If their acquisition is not governed by UG, the learners won 't be able to translate the Bangla sentences into English, and English sentences into Bangla correctly since English and Bangla have different parameter setting for wh -word order. Though, English has [+movement] setting and Bangla has [+movement] and [-movement] along with scrambling, the young Bangladeshi learners haven been able to reset their parameter settin g in relation to wh-word order setting. Therefore it can be assumed that parameter differencesof two languages cannot prevent learners ' access ' in a particular linguistic system and which is why the use of L1 while learning a SL cannot interrupt the systematic process of a target language learning. The result shows that their performance in both receptive knowledge L1 and L2 is more than 90% and the difference of the result between these two is very less . Thus, the findings answer the first research questio n positively. However, one of the conclusions drawn from the performance of receptive knowledge in L1 and L2 is: L2 receptive knowledge >L1 receptive knowledge; it's because while translating from Bangla to English, the learners need not to follow so many conditions for positioning the wh -word which they are required to do while translating from English to Bangla since unlike English it has [-movement], scrambling and it has also [+movement] like English. Also, the learners can understand their L1 better th an their L2 (the exposure they have received for their L1 is much more than their L2) which helps them understand the Bangla sentences well and therefore they have translated them well into English . On the other hand, the overall scores of receptive and production knowledge in L1 and L2 shows that the learners ' overall production knowledge is better than their receptive knowledge. The tasks conditions provided for each task can be one of the reason s for such result. Unlike translation task, no conditions are given for the production task. The learners are asked to make any question they want to ask from the given texts . No specific area, topic or context is chosen from the texts for the learners to make questions . Also, in any free conditions learners ' production knowledge is better and more spontaneous than any other knowledge since it doesn 't require the learners to effort more linguistically to think and apply their knowledge more systematically. One more important conclusion has been drawn here is: L1 prod uction knowledge > L2 production knowledge. The reason for such finding is that the learners have received more exposure in their L1 comparing to their L2. Also, Bangla being their first language is in their everyday use whereas English is used

mostly in classroom context. Thus, the study also answers the third research question positively that the young learners ' knowledge of and production of wh -word order are comparable within and across L1 and L2. Thus the analysis of overall findings give a general picture of the young learners ' performance on both the translation and production tasks where it's seen that although the learners have performed really well, they have made some mistakes (except L1 production knowledge performance). This leads to the claim t hat Bangladeshi learners of English at best have access to UG, under Full Transfer Full Access hypothesis proposed by Schwartz and Sprouse (White, 2003). In Full Transfer Full Access hypothesis, there is nothing incompatible in the assumption that both UG and the first language grammar are implicated which means that learners are in interlanguage condition in which their mental grammars are affected by their first language. Therefore, it is very normal and acceptable that the young

Bangladeshi learners have made some mistakes in both the tasks (except L1 production knowledge performance; L2 knowledge isn't involved here). It reflects that they are still in the developmental state in which they are still in a process of restructuring of functional properties in response to second or foreign language input in English.

5. Conclusion

The findings of the study present useful information about the acquisition of wh -word order of English by young Bangladeshi learners . The study helps to understand the bi-lingual learners ' ability to access wh-order of English: whether the access is equal or not. Moreover, the study helps us to understand whether the learners ' knowledge of and production of wh -word order are comparable within and across L1 and L2 or not and why the use of L1 can be encouraged. Besides, the study provides some significant pedagogical implications such as - for language learning the learners should be facilitated with adequate comprehensible input in their learning process through which the acquisition of the target language will happen but not necessarily avoiding the use L1 since the learners ' L1 and SL/TL may have some parameter differences .

6. Limitations of the study and suggestions for further research

Even though the study has been attempted to do more systematically and has some significant implications for language learning, it has some limitations as well. First of all, a pilot study could have been conducted before the actual data collection is done. Secondly, the data is collected only through translation and question generation tasks and it is collected as written format from the learners as their response. The study would be more reliable and

systematic if there is additional tool of data collection, such as - interview or open question answer session designed in a way so that the learners ask questions on a given topic or issue for getting more variety of questions . It could have helped the study providing with more productive and spontaneous data in relation to wh -word order comparing to the production tasks given to the learners . Because while speaking the learners might have used different types and forms of questions; here we might get more prototypical questions in Bangla to analyze. Again, for the production tasks no conditions are given to the learners for making questions . They are asked to make any questions from the given texts . Therefore unlike the translation tasks here we 've got an imbalanced number of subject and object questions to analyze (some students have made only subject question whereas some has made only object question). It will be better if they are asked to make an equal number of questions about the person or thing that performs an action (subject questions) and about the person or thing that is acted upon or receives the action (object questions) from the two given texts . On the other hand the number of token for English to Bangla (10) and Bangla to English (12) are not equal even though it 's seen as a very minor limitation since the percentage score helps to analyze the data perfectly. Another limitation is that even though the study has a good number of p articipants (30 young ESL learners), it will be better if there is another group of adult learners so that the generaliza tion of the result of the study to be applied in broader terms will not be too early conclusion. From the limitations have been outlined above, we support the idea that any research finding is subject to change by considering some key factors like, nature of data collection, tasks and tools used in collecting data, participants, context etc. Thus, research is not static but dynamic nature. However, further research in this area is suggested where this study can be used as a help for the starting point or reference to conduct better and more reliable study. The following ideas are suggested to be carried out by some researchers in the same field:

-using more than two methods of data collection so that the limitation of data collected from one method can be overcome by another method

- choosing subjects (especially when they are adult) of the study whose proficiency is determined by internationally organized testing system, such as TOEFL, TOEIC and IELTS.

- having a larger sample of the study that represents different groups by which generalization of the result of the study can be derived.

- piloting the tasks that are going to be used for collect ing the data

If the suggestions mentioned above are considered in further research, they will help us to get a broad er picture of the acquisition of wh-word order from which generalizable claims can be made.

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