

The Acquisition of WH questions by Persian and English speaking children

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ABSTRACT

This research is case study which was designed to investigate the acquisition of WH-question by Persian and English speaking children between 2 to 4 years old. Four girls and their input were precisely analyzed in order to figure how WH-questions are effective in their speaking in their daily lives. In the current study the subjects were randomly selected and the matter of gender was not considered. This study designed to find out how children acquire used to WH-question during their special age. The study was conducted in 44 hours in eighty-four sessions. Each session lasted for 45, 60, 90 or less than 40 minutes. This study uses real language, real people, Real places to connect learners of English to the world. All their partners were their parents, peers, and care-giver. Their voice was recorded by a phone in different time and the Persian speech was recorded in Iran and the English speech in the United Kingdom. At last, all their dialogues were analyzed to find out how they learn to use WH-questions. In conclusion, it was found that children who are 2-aged presented a large number of WH-questions and 4 aged children use less than WH-questions in compared with the younger children. The result showed that English girls used more WH-question than Persian girls and children who are four aged used more WH-question than children who are two aged in English and Persian. Finding in this research showed that, there are no significant relationship between children input and the children feedback. It means that input has no effect on children acquisition and children acquired WH-question without mirror the input. At the end, this research presented some limitations and suggestions for further study.

Key terms: question, WH-question, acquisition

1. INTRODUCTION

It is absolutely essential that children are needed to understand and be able to ask and answer WH questions. These simple questions allow children to participate in conversation and promote their knowledge, and gather information about themselves and their world. When children learn to ask

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WH question, they usually follow a developmental and predictable sequence "what" is the first question that is mastered, followed by "who" and "where". In the long run, an understanding of "when" and "why" develop, with "why" being the most difficult to master.

These simple questions may be hard for some children to answer; however, there are many strategies that parents can use to help their children learn them. Cues or hints can help children in answer the questions or suitable reply to a situation. We can use visual cues for help children to understand and to state WH questions.

These visual cues may include showing photographs, illustrations, or real objects to increase a suitable act to a question. For example, show your child an illustration of a lady wearing a ring and ask; what do you wear on your finger?

The child surveys the illustration and answers the question. It may be essential to tell your child the answer to the question and then answer to the question again. Be sure to work on only one WH question type at a time. In other words, be sure your child understands "what" questions before beginning to teach "who" questions. Your child understanding and planning of simple WH question sketching for developing skills in communicating, generalizing, and processing information in his or her environment.

Parents have innumerable opportunities to give children practice in questioning and answering techniques, as well as provide visual cues for their children to help them acquire new language skills. The mastery of these simple questions is invaluable to the early learner.

(Becky, et al., 2006)

2. LITRATURE REVIEW

2.1. What is question?

A question is a linguistic expression used to make a request for information, or the request made using such an expression. The information requested should be provided in the form of an answer. Questions have developed a range of uses that go beyond the simple eliciting of information from another party. Rhetorical questions, for example, are used to make a point, and are not expected to be answered. Many languages have special grammatical forms for questions (for example, in the English sentence "Are you happy?", The inversion of the subject you and the verb are shows it to be a question rather than a statement). However, questions can also be asked without using these interrogative grammatical structures – for example one may use an imperative, as in "Tell me your name."

Kevin H. Knuth (2002) mentioned that a given question can be described in terms of the set of statements or assertions that answer it. To use of logical inference to these sets of assertions allows one to derive the logic of inquiry among questions. There are interesting symmetries between the logics of inference and inquiry; where probability explains the degree to which a premise implies an assertion, there exist an analogous measure that describes the bearing or relevance that a question has on an outstanding issue. These have been extended to suggest that the logic of inquiry results in functional relationships analogous to, although more general than, those found in information theory.

2.2. WH- Question

The WH-questions is considered as the 'base' of the improve communication abilities in English and Persian because WH-questions can provide participate in conversations and show their knowledge and collect a lot of information about everything. In fact, WH-questions express something about ask or answer the questions. Besides, Ebrahim Chegeni (2005) pointed out about the WH-questions have a different type in English and Persian including *asking question*, *operator question*, *rising question*, and *connected question* which are often associated with them. English question sentences are formed with the following forms.

1-by the use of asking questions like: What, when, where, which, why, who, how

2-by the use of operator in starting place like: Can she come? Do you want to leave?

3-by the use of sentence tune (with rising tune), like: Ready?

4-by the use of enclosure or trail question, like: Isn't it, is it, can he, won't she, do you

The different type of question have different scheme tune or to strike sentences and each of them to ask certain answer of listener:

1- yes-no question: this kind of question are made by the use of a auxiliary verb, containing rising tune and the listener should answer these with "yes" or "no".

2- WH-question: start with asking word and the place of verb and subject are replaced, have the intonation (like predicative sentences) and should give certain information in answer.

3-closed-choice question: on the every case the speech tune rising up. Replier should answer with selecting one of the several asking case.

4-tag-question: include predicative sentences that followed by tag-question. When tag-question were rising it needs to accept: he's happy, isn't he? But if tag-question tune were rising-falling, questioner are believed that everything that say are reality and only need to accept by corresponding side.

5-echo-question: the structure of echo-question is similar to predicative sentences; contain rising tune and need to confirm or repetition of listener and only express unbelievable the previous speaker.

2.3. Acquisition of WH-question in English

One of the main skills for getting information is making inquiry. Some of questions frequently used for asking question like: "what", "where", "who", "why", "how much", "how", etc. studied showed that, English children acquisition of WH-question by followed a unique sequence. These children used "what" as a first question. Nahid Jalilevand , Mona Ebrahimipour(2010)

Children gradually acquired language in their environment. Asking question is a strong device for motivating improvement of language. Using question by parents and trainer to collect the models of how to asking and how to answer the question for children (Tye-murrayn,2004). In one-word speech step, the children expressed their request by one-word question. For example, child point

to the table and by one-word speech, ask "milk". Mother ask him/her "what do you want? Do you want milk?" in this way the child get familiar with two kind of asking question; asking question by using WH-question and asking question by rising-tone. In English language question word that start with WH are called (WH-question) (Owans Re, 2011). In English language development of WH-question, have almost certainly acquired sequence, the first question that developed is "what" and "where" then, "who", "whose" and "which", finally "when", "how" and "why". (Hegde MN,2006)

Children in the age of 12-22 month state their questions by rising-tone, and then use of WH-question like what and where by rising-tone. They were used simple question in the age of 2-2/5 and in the age of 3-4 years they used "what", "why" and "how" and in the age of 31-32 month they used correct form of question such as adults. (Owners RE,2011)

2.4. Acquisition of WH-question in Persian

Language psychologist and language experts are claimed that, questions are reflected improvement of children language. Expressed questions by adults were used as children training tools for specific language skills. Ability of asking questions is a profitable tool for gathering information about environment world and solving their problems. Previous studied shown that most children before age 4 are capable to comprehend and state WH-question like "what", "where" and "who". A case study in Persian language has confirmed these results. Their aim of study was evaluating the ability of 4-6 year olds to comprehend and express WH-question. They selected randomly 72 children in age 4-6. WH-questions was include "chi", "koja", "ki", "chera", "key". Two picture used for comprehension and four picture for statement. In comprehension part, children should answer the question about pictures and in statement part, children should asking question after presentation motivating sentences by speaker doll. The main aim of their research was whether Persian children in 4 and 5 aged have the ability of comprehension and stating WH-questions? Statistical Finding helped to answer this question. All children in comprehend WH-question "chi", "koja", "ki", "chera" were earned two perfect score with zero standard deviation but, boys and girls in 4-5 age on WH-question "key" earned 1/89 score and 0/333 standard deviation. Result showed that children have comprehension ability and WH-questions statement. comprehension of WH-question "chi", "koja", "ki", "chera", "key" for 4-6 age children was simple and they can use of this questions in asking sentences but, there were application errors on their statement. (Rezvan Akbari Mani and et al, 2013)

2.5. How is WH-question acquired?

Synchronous with mental, emotion and behavior improvement, children are learned to use of words for describe something that they saw, hear, think and feel. Nowadays researcher know that children are learned language grammar and the way of using them by the elders (for speaking together) before saying the first words tongued. Children, are learned speaking in the two years old and they learned used of their lips, tongue, palate and teeth which are grow on their mouth for

produced different sounds ; in the first and second month children can produced simple sound like "a" or "ah" and thereafter, the simple sound converted to real words.

Afterwards, they tried to select more words between their parent and partners who were speak and learned them. Then, between 1-2 years old gradually they try to utterance the two-words or three-words. Speaking has a deep link with listening, it means that children by listening to others talking are able to learned sentences structure and words sound. In fact, many researcher are believe that children learned WH-question accompany others words that they acquired of their environment. Also, the motivation degree that children earned of their environment has very important role in learning WH-question (White,1990) .

2.6. WH-question in teaching

According to (Vahidpour, 2015) research, in teaching there are several WH-questions that investigated in following:

1- "who" question word in English language are pointed to subject in sentences and in fact replace to subject for example:

Who teaches in this class? (che kasi dar in class tadrīs mikonad)

In conclusion, when using of "who" that the subject is clear and recognition.

2- "whom" question word is the questioning pronoun that become to the object and in Persian it means that (che kasi ra; be che kasi) . For example:

I saw Eli last night.(man dishab eli ra didam)

Whom did you see last night? (dishab che kasi ra didid)

As seen in above when using "whom" that the object was unknown; in English language sometimes used of "who" instead of "whom" without any difference in meanings. For example:

Whom did you see? (che kasi ra didid)

Who did you see? (che kasi ra didid)

3-"which" or "which one" question word are used in objective and subjective case. For example: which one is true?(kodam yek sahih ast)

Or which philosophy idea is logical? (kodam aghideye falsafi manteghi ast)

4- "what" question word to use as pronoun and adjective and object and subject. If are use to subject auxiliary verb didn't follow it but if use in object specified verb come after that. For example:

What makes it sweet? "subject " (che chizi an ra shirin karde)

What did you last night? "object " (che kari ra dishab anjam dadeid)

What book do you read? "adjective " (che ketabi ra mikhanid)

5- "whose" question word are state possessive in sentences ; it means that when possess of something or person is unknown and passive are used. For example:

Whose mobile is this?(in mobile male che kasi ast?)

Whose is this? (in male che kasi ast?)

In the first example for the reason of "whose" come before the noun is adjective question, while in the second example because it comes before the verb in the sentences is pronoun question.

6- "when" question word in fact indicate the question adverb of time and in Persian means (key? Che moghe) . For example:

When did she leave Qazvin? (che moghe oo Qazvin ra tark kard)

7- "how long" question word also is adverb and is about time and in Persian means (che modat). This question word are used for asking the time length or the time period of a person? For example: how long did you stay there? (che modat dar anja mandid)

8- "where" question word indicated the question place adverb and in Persian it means (koja) ; this question word come at the first of sentences and used for asking the places or the place of something. Attention to the following example:

Where did he go? (oo koja raft)

9- "how many times", " how often" words are indicated the questioning adverb of frequency and it means how often (chand vaght) and how many times (chand bar). This question word is used when, the number of doing or asking the state of a person; for example:

How often does he go to the club?(oo chand vaght be bashgah miravad)

How many times a week does he go to the club?(hafteyi chand bar be bashgah miravad)

10- "how" word in Persian means (chetur) and are indicated the questioning adverb of quality and the case; this questioning word when are used in sentences that asking the quality of doing thing of a person; for example:

How did you go there? (chetur be anja raftid)

11- "how much" question word is a questioning adverb and it means(cheghadr). When is used that asking about the amount or the measure of something; for example:

How much did you pay for the gift? (cheghadr pol baraye hadye pardakhtid)

12- "how far" question word are indicated the questioning adverb of distance and used for asking the distances between two places; pay attention to the following:

How far is Qazvin to chalous? (faseleye Qazvin ta chalous cheghadr ast)

13- "why" question word are indicated the questioning adverb of cause and effect; and is used to asking the cause of doing something; for example:

Why did he go to the france? (chera oo be farance raft)

2.7. WH-question comprehension

(Nation & Snowing, 1998) on their research mentioned that, Students who have success with comprehension understand the underlying meaning of different question forms. Teachers assess a student's ability to comprehend text read silently, orally, or aloud by another person by asking WH- questions (who, what, when, where, why).

When answering questions, a student must understand the meaning of each question form and quickly discriminate between the question types. When a student is asked a "who "question, he or she must be able to quickly comprehend that "who" means "a person" versus a when question which means "a date, month, year, or time of day."

Students who have difficulty with the comprehension of text may have language deficits in understanding the meaning of and discriminating between different forms of WH- questions.

Studies have found that students with underlying language impairments and poor comprehension not only had difficulty answering questions after reading the text, but they had the same difficulty answering questions when the text was read aloud to them. Therefore, it's important to find out whether there may be underlying language issues.

- **Pattern of comprehension development**

Comprehension begins at birth and continues to develop over a lifetime, but its development for academic purposes begins in kindergarten. By three years of age, a child is beginning to understand and can answer simple questions within the environment.

For example, if the mother and child are making cookies together and the mother asks, "What are we making?" most 3 year olds can readily answer "cookies". Or if the family is on a road trip to visit grandparents and the dad asks "Where are we going?" the child will respond "Nana and Papa's".

As preschoolers enter the school world, the language demands increase and the child is expected to answer question forms to show comprehension of pictures and grade level text.

The first type of question students are expected to comprehend and answer in the educational setting are question forms such as who, what, where, and when. This type of question is explicit, meaning the student can answer the question by looking at the picture or reviewing the text to find the correct answer. (Example – Teacher: What animal is trying to find honey? Student: A bear.) These question types usually have only one correct response.

Later-developing question forms involve the student using verbal reasoning skills to predict, infer, problem solve, or draw conclusions. Many of these questions begin with how and why and are termed implicit questions. (Example – Teacher: Why do you think the bear is looking for honey? Student: He was hungry; his mom sent him to get it; so his family could eat it.) Many times, these questions will have logical answers, and there may be more than one correct response. Students who have difficulty answering explicit questions usually have difficulty mastering implicit question forms.

Progress Monitoring: For a student, who is struggling with answering WH- questions, begin implementing the ideas on the next page to help him or her learn to distinguish the types of questions. To monitor progress, use the sheets that follow to record baseline, practice, and posttest data for each student.

3. METHODOLOGY

3.1. Method

In order to examining acquisition of WH-question by Persian and English speaking children between 2 and 4 Years.

The main purpose of this research is generally to explore and study the patterns of WH-questions in Persian and English. This study was done based on a quantitative data and first the data was analyzed quantitatively to recognition the patterns of WH-questions. Then, find the differences between the patterns in Persian and English. Descriptive statistics was used to analyze the data.

The participants of the study are selected from two different countries. Afterwards, participants were dialogue about non-significant subjects. Their speech was recorded and after

finishing their recorded dialogues were analyzed and studied in using WH-questions in both Languages.

3.2. Participants

The participants of present study included four English and Persian children between 2 to 4 aged and all of them were girls. The Persian conversations were recorded in Iran and the English conversations were recorded in The United States. The study used real language, real people, and real places to connect learners of English to the world.

3.3. Instruments

In order to classify children into 2 groups, we divided them in Persians and English groups that two of them were 2 aged and two of them were 4 aged. Of these, four children from 2-4 aged, were selected to take part in the study. To continue the examined, we choose randomly the voices in a certain time.

3.4. Procedure

To achieve the purpose of the study, the following procedure was followed. First, four English and Persian children between 2 to 4 aged was selected and next, The study was conducted in 44 hours in eighty-four sessions, thirty-four sessions for Ella, eighteen sessions for Lara, sixteen sessions for Lilia and sixteen sessions for Minu . The subjects were randomly selected to study. The subjects were all girls, two Persian (Lilia 2 aged, Minu 4 aged) and two English (Lara 2 aged, Ella 4 aged). Then, the subjects for considering the effects of input on children feedback was conducted in 44 hours in eighty-four sessions, thirty-four sessions for Ella's input, eighteen sessions for Lara's input, sixteen sessions for Lilia's input and sixteen sessions for Minu's input. All of input subjects were randomly selected to survey. All their partners were parents, peers, and care-giver. Lilia spoke with her mother, Minu talked with her brother, Lara accompanied with her peer, and Ella spoke with her father. Their voice was recorded by a phone. At last, all their dialogues were analyzed to find out how they learn to use WH-questions and is there any significant relationship between input and the children feedback?

4. RESULTS

4.1. Results

In this section for further understanding of the variables and summarizing the collected data, findings of the study such as frequency of children and their inputs are observed and presented in tables. However the present research was not conducted on experimental and control groups, But some data has been received through recording children's voice and their inputs which were presented in this chapter. Furthermore, a summary of the results of children reaction were provided And the statistical analysis of the data is presented in the section.

Table 4.1

This table is provided the frequency of recorded children's voice.

num	WH-question	Lilia freq.	Minu freq.	Lara freq.	Ella freq.
1	Chi-chie(what)	86	54	167	70
2	Koja-ku-kush(where)	52	5	120	19
3	Ki-kie(who)	7	3	7	7
4	Mitunaem(can)	1	11	0	8
5	Chera(why)	13	2	0	66
6	Kodum(which)	9	0	0	1
7	Key(when)	1	0	0	21

Table 4.2

The table 2 is presented sum of 2 aged children (Lara, Lilia) and 4 aged children (Ella, Minu).

num	WH-question	Sum of 2 aged children	Sum of 4 aged children
1	Chi-chie(what)	253	124
2	Koja-ku-kush(where)	172	24
3	Ki-kie(who)	14	10
4	Mitunaem(can)	1	8
5	Chera(why)	13	77
6	Kodum(which)	9	3
7	Key(when)	1	21

Table 4.3

The table 3 is presented the frequency of recorded input voice.

num	WH-question	Lilia input freq.	Minu input freq.	Lara input freq.	Ella input freq.
1	Chi-chie(what)	151	83	215	121
2	Koja-ku-kush(where)	63	6	67	4
3	Ki-kie(who)	32	8	17	7
4	Mitunaem(can)	1	15	46	14
5	Chera(why)	16	4	9	15
6	Kodum(which)	6	4	7	5
7	whose	0	0	5	6
8	Key(when)	0	0	4	18
9	Would	0	0	3	9

Table 4.4

The table 4 is presented sum of 2 aged and 4 aged children input.

num	WH-question	Sum of 2 aged children input	Sum of 4 aged children input
1	Chi-chie(what)	366	204
2	Koja-ku-kush(where)	130	10
3	Ki-kie(who)	49	15
4	Mitunaem(can)	47	14
5	Chera(why)	25	19
6	Kodum(which)	13	9
7	whose	5	21
8	Key(When)	4	18
9	Would	3	0

4.2. Summary

Regarding to the tables, it was found that the children who are 2-aged presented a large number of WH-questions and 4 aged children use less than WH-questions in compared with the younger children. As we seen in tables, the first WH-question that 2 aged children are used and acquired is "what", the second WH-question is "where" , the third is "who", the forth is "why", the fifth is "which", the sixth is "when, the seventh is "can".

According to the findings, Lilia (2 aged spoke her mother) used 169 WH-question. Minu(4 aged talked with her brother) applied 75 WH-question. Lara (2 aged accompanied with a peer) said 294 WH-question. Ella (4 aged spoke with her father) said 192 WH-question.

Totally 2 aged children used 413 and 4 aged children used 267 WH-questions. To draw with conclusion, younger children state more WH-questions toward older children.

And also as they get 2 years old, they acquire more widely WH-questions and use them more and more in the future. So the matter of age is really important in their acquisition.

In spite of the age factor, partner factor needs to be considered. The partner factor may be effective on WH-questions acquisition during the time.

The tables 4.1 were consider the children input and the results are showed that the frequency of children input were on "what" and the input have variety type of WH-questions and the children input definitely have more WH-question than considered children. The tables 4.2 and 4.4 showed that the sum of 2 aged children input and 4 aged children input. Based on tables, it can be seen that the relationship between children input and the all children feedback which, explain there is no significant relationship between children input and the children feedback. It means that input has no effect on children acquisition and children acquire WH-question without mirror the input.

5. Conclusion and discussion

5.1. Discussion

Investigating other studies which focused on the patterns of learning WH-questions in English and Persian, it is apparent that our study was one of the very few studies which embarked on the considering of the patterns of learning WH-questions in English and Persian.

It seems that most studies addressed other languages with focusing on different aspects of the patterns in conversations. And in fact, no previous study has addressed the patterns of learning WH-questions in English and Persian, therefore, based on the aforementioned reason, only the overall result of the study can be compared with the findings of previous researches.

A prolong study by Robert D and Vanvalin(1998) which has been examined the acquisition of WH-questions. This study revises research on English WH-questions acquisition turn to issues in the acquisition of WH-questions.

While much attention has been paid to the order of acquisition of WH-expressions, little attention has been devoted to the order of acquisition of different question types, i.e. subject vs. object questions. The first question to be investigated, then, is the order of acquisition of different question types; in particular, do children learning English produce subject question first, or object question first, or both types roughly simultaneously?

The first issue, whether children produce subject or object questions first in simple sentences, might appear to have an obvious answer: since subject questions do not involve subject-auxiliary inversion and look just like declarative sentences with the subject replaced by a WH-expression, they are syntactically simpler and should be produced first by children.

Based on (Chomsky, 1986; Crain, 1991; de Villiers & Roeper, 1991) findings, many scholars agree grammar, in particular, WH-questions acquisition is broadly important and cannot be avoided, therefore lack of a rich knowledge of grammar, WH-questions learning progression will be strongly influenced.

As indicated by the review, WH-questions acquisition is inescapable. As kids get more established their acquisition of WH-questions and subsequently uses of them are expanded. WH-questions and their acquisition give vital cases of All inclusive Sentence structure(UG²)and language acquisition device (LAD) and have been cited in the literature as strong evidence in favor of the parameter-setting model So the present research is simultaneous with (Chomsky, 1986; Crain, 1991; de Villiers & Roeper, 1991) studies.

As indicated by Rowland(2007) appears to be keen on examining the mistake defense in asking WH-questions by kids. In this review is examined created WH-questions blunders by 2-5 matured English-talking kids and the outcomes demonstrate that the kids in yes/no questions which is state by utilized helper verb like "do", the vast majority of the others WH-question have the turned around mistake .

In asking WH-questions the errors of children were too much but, the type of auxiliary verb has no effect on amount of appear this errors.

²Universal Grammar

Just as mention in numerous studies, the children acquire to state WH-questions and had the ability to comprehend WH-questions of lower years and also, had some errors in use of WH-questions. The result of this study showed that the English and Persian speaking children had the ability to comprehend and state the WH-questions. When children are confronting a problem in their present knowledge like some ambiguity and the vacuum in their known, by asking questions they earned needed information.

5.2. Conclusion

Considering research question and hypotheses, now it is time to draw conclusions based on evidence provided in the previous chapter. Regarding the research question which focused on answer if there is a significant difference between the patterns of learning WH-questions in English and Persian?

Conclusion can be stated based on the patterns of learning WH-questions in English and Persian. Based on the features of the patterns of learning WH-questions in English and Persian it seem that, among 7 features of the patterns of learning WH-questions in English and Persian, there is no significant difference between learning WH-questions in English and Persian and younger children state more WH-questions than the older ones.

And also as they get older, they acquire more widely and harder WH-questions and use them more and more in conversations. So the matter of age is really important in their WH-questions acquisition and consequently their speaking development. In spite of the age factor, partner factor needs to be considered.

The partner factor may be effective on WH-questions acquisition during long time. This study presented that the younger children use more WH-questions like "what" and "where" but when they get older they use a lot of and different type of WH-questions. It seems that, the English children use more WH-questions than the Persian ones.

According to the second question which states, children in two aged acquired to use WH-questions and there is no significant difference between the age of learning to use WH-questions by English and Persian children.

Also the first WH-questions that children learn in English are "what" and similarity in Persian is "Chi- Chie" it means that in both languages children are the same. According to the second question finding showed that, in the age of 2 children learn to use WH-questions and quickly children are capable learn language. English children acquired WH-questions in order as, usually children begin using WH-questions with "what". In comparison, Persian children also begin using WH-questions similarity to English children in their speech.

In third question concentration was on the patterns of WH-question in CDS³(Child Direct Speech). Finding proved that, the patterns of WH-question don't mirror the child speech and by investigated the data showed that the input have no effect on child speech and the children WH-question

³Child Direct Speech

acquisition was no related on other speech that speak with children. In fact, children WH-question acquisition is not affected by their input.

With respect to the first hypothesis which states, there is not any significant difference between the patterns of learning WH-questions in English and Persian, It should be mentioned that among 7 features of the patterns of learning WH-questions in English and Persian, there is no significant difference between the patterns of learning WH-questions in English and Persian. In addition, the first WH-question that English children learn to use was similar to Persian children that both of them were "what". English children like Persian children in the age of 2 learned to use WH-questions.

5.3. Suggestions for Further Research

-Extra reviews on the learning WH-questions in English and Persian ought to include a specimen bigger than 4 members incorporated into the present review.

- The number of items in the recording conversations was done in only 84 sessions for children and 84 sessions for their input. Different reviews can incorporate a bigger number of things.

- Since this study did aim to investigate the age of the participants, other studies might take these items into consideration.

- Such that, the study was conducted only based on Persian and English conversations, it is recommended that a similar study is conducted with different languages.

- because of this study did not aim to investigate the sex of the participants, which could be important independent variables, other studies might take these independent variables into consideration.

-As noted in this examination the period time was around 44 hour discussions. Perhaps this time allotment is not sufficiently long to discover the impacts of age on youngsters' talking change. Future reviews can distribute more opportunity to the treatment time frame and manage more successful variables.

Notes on Contributors:

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Elham Pirbeig Darvishvand,holds an M.A. in English language teaching (TEFL) from Islamic Azad University at Takestan, Iran. She was teaching English in some English language institute and also has worked in translation institutes.

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