

**INTERROGATIVE CONSTRUCTIONS IN
POKO ALLETE (GAWWADA)**

BY

ZELALEM GUDETA

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BY

ZELALEM GUDETA

Approved by Board Examiner:

Advisor

Boye Tumam

Signature

[Signature]

Examiner

Wondwosen Tesfaye

Signature

[Signature]

Examiner

Signature

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ABSTRACT

The thesis deals with interrogative constructions in Allete by using a descriptive approach. After the necessary data were collected, the researcher described the morphological, syntactic, lexical properties and intonational behavior of interrogative constructions. Throughout the study, the declarative and interrogative are contrasted with each other and amply illustrated. In Allete, the interrogative particle **-m** is always suffixed to polar questions. The response of yes/no interrogatives is usually preceded by **ee** 'yes' or **axay** 'no'. One can also answer interrogatives by repeating the verb. In polar interrogatives, constituents remain in situ. A special kind of polar questions are tags, which can be used in various ways.

The study identifies that, in contrast, there is no **-m** suffix in content interrogatives. There is no obligatory **wh**-phrase movement. Examples are given of multiple **wh**- features.

Allete has an interrogation intonation. After the intonation of polar and content questions are discussed, special attention is given to echo questions. The study examines the differences of echo questions in declaratives, interrogatives, imperatives, and exclamatory sentences. Echo questions do not have their own syntactic structure, but can be constructed from any sentence type

LIST OF ABBREVIATIONS AND NOTATION

ACC	Accusative
Alv.	Alveolar
Bil.	Bilabial
CNT	Continuous
CP	Complement Phrase
CS	Causative
DEF	Definiteness
DistP	Distributive Phrase
Ejec.	Ejective
F	Feminine
FOC	Focus
FP	Focus Phrase
Fric.	Fricative
Glott.	Glottal
IMM	Immediacy
Impl.	Implosive
INS	Instrument
IPFV	Imperfective
Labd.	Labiodentals

Lit.	Literally
Nas.	Nasal
NEG	Negation
NOM	Nominative
NT	Neutral modality
Pal.	Palatal
PFV	Perfect
Phar.	Pharyngeal
PL	Plural
PN	Proper name
PNLOC	Proper name location
POSS.	Possessive
PRES	Present
PRT	Particle
Q	Question
RL	Realis
SEQ	Sequential
TR	Transitive
Uvul.	Uvular
vd	Voiced
Vel.	Velar

vl	Voiceless
VM	Verb Marker
VP	Verb Phrase
1	First Person Singular
2	Second Person Singular
3	Third Person Marker
?	Unacceptable
*	Ungrammatical
~	Intonation pattern

CHAPTER ONE

1. Introduction

1.1. The People and their Language

The Gawwada people, who according to my informants, nowadays call themselves 'Alle', live on the highland to the East of the Weito River, and to the west of Lake Chamo in the Southern Nations, Nationalities, and people Regional State. The Gawwada along with the Dobasse, who live in Darashe Special Woreda, which is neighboring Konso, have claimed they are one people. As the result of this, currently the new administrative 'Alle' woreda is established and for the time being the woreda's town is nominated to be called by the name 'Gewwada town'. The woreda administration is surrounded by different neighbors such as southern Omo, Konso, Derashi and Gamogofa. The new woreda administration has commenced its service since September 2010. It sends one representative of the people of 'Alle' to the Ethiopian Parliament. Hereafter, I deal with the name of the language as 'Allete' instead of Gawwada.

The total number of Allete /Gawwada together with Dobasse/ speakers is 68,600 in accordance with the 2007 Population and Housing Census of Ethiopia. Since the major economic activity of the people is farming, they produce maize, sorghum, coffee, and vegetables. Besides, the people breed domestic animals. Furthermore, some of them participate in trade activities in Gawwada and nearby towns such as Konso, and Arba Minch. _____

Even if Gawwada is one of the least studied languages of the Lowland East Cushitic group, at this time it is getting emphasis by different scholars. There are some differences among scholars in terms of the language classification. According to Bender (1971:187), Gawwada is included in the Werizoid group, which consists of Werize, Gawwada, Gobeze and Tsamai, and he put the group under the Oromoid Lowland East Cushtic classification. In a later book (1976:43) he categorized Gobeze, Werize, and Gawwada under the sub-classification of Gawwada languages of South Oromo of Lowland East

Cushitic. On the other hand, Black (1976) put the Werizoid group as an independent third division of East Cushitic.

Tosco (2007:505) described that Gawwada is a part of the so called Dullay dialect cluster. This cluster is made up of Dullay and Yaaku called the “Transversal Southern Lowland East Cushitic”¹. However, Dawit Tilahun (2005:12) argues against this classification and suggests the language to be placed with Konso rather than a third branch of Low East Cushitic. Grimes (1988) cited in Haregeweyin (2003) also classified Werizoid under the Konsoid group and declares Gawwada as a member of Konsoid languages. Although the sub-classification is controversial, the above mentioned scholars all agreed in classifying Werizoid under Lowland East Cushitic.

Black (1976:222) and Tosco (2007:505) mentioned that Gawwada speakers have no difficulties to speak Konso and Ts’amakko respectively in addition to their own language. According to my informant, not only Konso is spoken in the area but also, as some Amhara, and Oromo people live in the area, many people have become bilingual or multilingual in this language.

1.2. Objective of the Study

The main objective of the study is to identify and describe the morphology, syntax, and lexical properties of interrogative constructions in Allete. The study also investigates the derivation of interrogative constructions and various interrogative elements that occur in constructions.

Specifically the study tries to:

- a) Describe the various constituents of interrogative elements that occur in interrogative constructions of Allete.
- b) Investigate the morphological and syntactic positions of the interrogative elements.

¹ The Yaaku language is now adays nearly extinct. It was spoken in the Mount Kenya area.

1.3. Significance of the Study

This research describes some of the important points of different kinds of interrogatives in the language.

Therefore, the study:

- a) may add some linguistic value to the study of Allete in particular and Werizoid group in general.
- b) serves as a source of information for curriculum developers and teaching material producers.
- c) serves as resource material for future researchers.
- d) encourages further documentation of the language.
- e) may inspire other researchers to put their effort on the investigation of under studied languages, like Allete

1.4. Methodology

The research follows standard linguistic study procedures of data collection, transcription, analysis and interpretation. The data is elicited from native speakers of the language and conclusions are drawn from the results of the analysis in the light of the descriptive theory. Since I am not a speaker of the language, questionnaires have been prepared in English.

1.5. Delimitation of the Study

This research is done on the morphological and syntactic behavior and lexical properties of interrogative constructions from a descriptive point of view. The research is a purely descriptive one. The analysis of the data is based on the observable facts to show how interrogatives are used in the language. Due to financial and time limits, the data are collected from two native speaker of the languages who lives in Gawwada town and checked by one native informant who resides in Addis Ababa.

1.6. Previous works on the language

A survey of previous research on the language shows, Allete is one of the least studied languages of Ethiopia. Most works on Allete only deal with aspects of the phonology and morphology of the language. Materials that can be mentioned as references for Gawwada are few. For instance, Black (1976:224-226) in his article entitled ‘Werizoid’ reports some phonological and morphological aspects of Gawwada. Concerning the phonological aspect, he has identified 24 consonant phonemes: p, t, c, k, ʃ, h, q, ʔ, b, d, t', tʃ', k', f, s, ʃ, x, m, n, ɲ, l, r, w, and j. In addition to this, he made an attempt to identify the negative and affirmative aspects of the verb and also gender and case markers of the language .

32 consonant phones (segments) of Gawwada with illustrative examples are presented in Haregeweyin (2003) entitled “Aspects of Gawwada Phonology”. On the basis of minimal pairs, she identified 26 consonant phonemes: / p, b, t, d, k, g, q, ʔ, ɸ, ɸ', f, s, ʃ, h, x, tʃ, t', tʃ', k', m, n, l, r, w, and j/. The article identifies four new phonemes: b, d, and tʃ', and g, which are not recorded by others. However, she argues against the phonemic status of [ɲ] and [ʃ] which are recorded by Black (1976).

Geberew Tulu in his (2003) MA thesis has described phonological and morphological aspects of Gawwada. He raised some points on the issue of phonemic inventory of the language. Geberew doesn't accept the phonemic status of the voiced plosives which are recorded by Haregeweyin (2003) and the palatal nasal [ɲ] which is recorded by Black (1976:224) for they hardly occur in contrastive environments. In contrast, he affirmed that the phonemic status of voiced velar implosives / ɸ / and the pharyngeal stop /ʃ/ and presented the phonemic chart of Gawwada consisting of 24 consonant phonemes: / p, t, k, q, ʔ, ɸ, ɸ', p', t', tʃ', k', f, s, ʃ, x, h, m, n, (ɲ), l, r, w, and j/.

Concerning the morphological aspect, Geberew identifies the inflectional and derivational aspects of the language in relation to nouns, pronouns, adjectives, and verbs. In connection with derivation, he shows how new words are formed from existing words through morphological processes.

Dawit (2005) wrote his MA thesis entitled “A Phonological Reconstruction of Proto Borena, Konso, and Gawwada towards determining the place of Gawwada in Low East

Cushtic sub- grouping”. In the thesis, Dawit reported that the language has 25 consonant phonemes: / p, t, k, ʔ, G, ɟ, d, b, t', k', f, s, ʃ, x, ɣ, j, ɲ, n, m, l, r, w, h, ʕ, h, /

Asefa doubts the phonemic status of the voiced plosives /b/ and /d/ in contrastive environment and he proposed 27 consonant phonemes of Gawwada. These are / J, t, k, ʔ, b, d, ɟ, G, f, s, ʃ, x, ɣ, h, ʕ, h, P', t', č', k', ɲ, n, m, w, r, l, p /.

However, in this study the voiced plosives /b/ is taken as phonemic as in *bazo* ‘lake’, and *xabo* ‘skin’; for /d/ *dalde* ‘goat’ and *lugude* ‘hen’ can prove the phonemic status of the voiced plosives /b/ and /d/. Dawit also doubts the phonemic status of the bilabial implosive /b/; however, *bole* ‘gorge’, *belle* ‘friends’, *ɟubalit* ‘rabbit’ and *ʃambo* ‘boy’ can show the phonemic status of the bilabial implosive /b/.

Therefore; in this study, 28 consonant phonemes of Allete are proposed as revealed in the following chart:

		Bil.	Labd.	Alv.	Pal.	Vel.	Uvul.	Phar.	Glott.
Stop	vl	p		t		k	q		ʔ
	vd	b		d		g			
Impl.	vd	β		ɖ		ɣ			
Fric.	vl		f	s	ʃ tʃ	x		ħ	h
Ejec.				tʰ	tʃʰ	kʰ			
Nas.	vl								
	vd	m		n	ɲ				
Lat.				l					
Flap				r					
Glide		w			j				

Chart 1: the consonant phonemes of Allete

Despite the fact that the above mentioned authors have some differences with regard to the consonant inventory, all of them agree on the vowel phonemic inventory of the language, i.e., Gawwada has a five vowel system. The vowel phonemes of Gawwada are presented in the chart below.

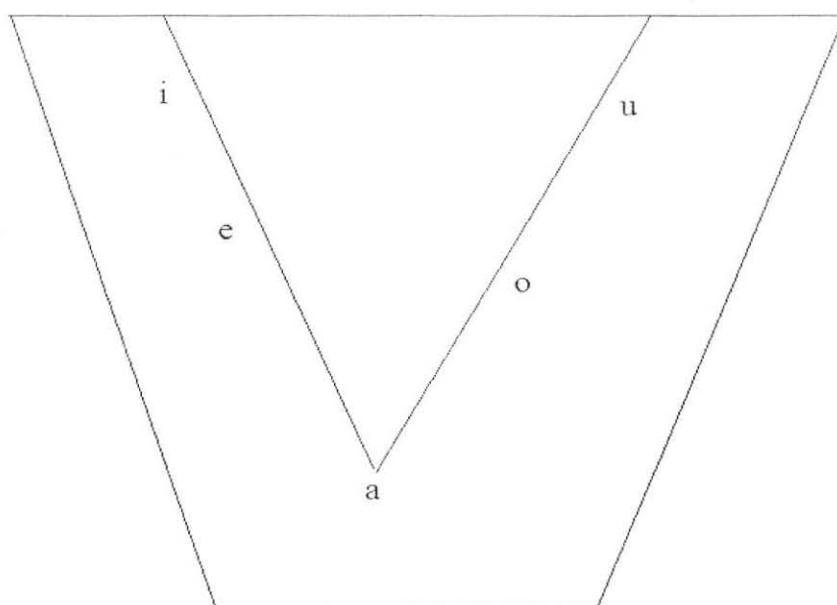


Chart 2: the vowel phonemes of Allele

Regarding the morphosyntactic features of the language, different authors have tried to cover it to some extent. Black (1976:26) mentioned the negative and affirmative aspects of the verb and the markers of gender and case. Gebrew (2003) in his MA thesis has also analyzed the morphology which focused on the inflectional and derivational processes in the language in relation to nouns, pronouns, adjectives, and verbs. Moreover, he has identified the perfective and the imperfective aspects of the language.

Amborn and Sasse (1980:75-78) in his comparative study presents some phonological and morphological aspects of the Werizoid group. Particularly, relating to morphology, he identifies some inflection and derivation of nouns, pronouns, adjectives, and verbs of Werizoid group. He shows: number and gender markers in demonstrative pronouns; perfective, imperfective and future markers in tenses and the imperative markers in clauses of the group.

Tosco (2007:505-528), in his article entitled 'Gawwada Morphology', illustrates important morphological aspects of Gawwada. The article describes morphological elements such as words, stems, affixes and clitics. Beside these, the canonical word shape, syllable structure and epenthesis in the language are described. He also examines the rich verbal derivational system of the language in relation to causative, middle (autobenefactive), passive (reflexive), semelfactive, intensive, inceptive and ingressive. In addition to inflection, adjectival verbs and nouns are considered as relation to gender and number.

In relation to syntax, Tosco (2008:207-225) in his article entitled 'Between Coordination and Subordination in Gawwada' discusses some syntactic concepts under sub-topics: basics on word order and adpositions, the adpositions in their phrasal context. Tosco (2009:124-141), in his article entitled 'Loanwords in Gawwada', recommends the language is categorized under Eastern Cushitic as an independent third division. Another feature of the language is loanwords from Amharic, Oromo and Konso. Besides, the number, types of loanwords and the grammatical borrowing in the language are assessed.

To summarize the points raised thus far, different scholars have tried to account for the phonology and morphology of Allete or Gawwada in general. However; since their primary objectives didn't include accounting for the syntax of interrogatives, their work lacks a detailed analysis of interrogatives. Therefore, this study investigates the derivation of interrogative constructions and various interrogative elements that occur in in the language.

CHAPTER TWO

2. Review of Related Literature

2.1. General Description of Interrogative

According to Saha (1984:127) interrogation represents a fundamental property of the human mind. The only one who can have a potential to understand such network of linguistics relationship on this earth is a human being. As the human being is capable of language, interrogative constructions are an important part of language description.

There are several kinds of questions in language. The main typological division is between yes-no questions and wh-questions and the other is between echo questions and non echo questions. The last major division is direct and indirect questions (Radford, 1988:462). Nevertheless; Huang (1996:264) argues that in most languages of the world interrogative constructions are classified as general questions, which include yes-no question and alternative choice questions and special questions, which are known as content questions or wh-questions.

Interrogative sentences are usually used to ask questions (Aarts, 2001:59). Consider the followings:

- (1) Can you read this?
- (2) Do you come?
- (3) Will you go with me?
- (4) What did you drink?
- (5) Why did you go?
- (6) How did you close the door?
- (7) Do you want Coca Cola or Pepsi?
- (8) Is it car or bike?
- (9) Should I move up or down?

The interrogatives in (1)–(3) as yes/no questions because they elicit either ‘yes’ or ‘no’ as answers, and to the interrogatives in (4)–(6) as open interrogatives or wh-questions because they can potentially take out several answers. As a result, in answer to question (1), (2) and (3) it could be ‘yes’ or ‘no’ and in answer to (4) ,it would be ‘soda and beer’, ‘water’ and ‘juice’, etc. In answer to question (5) it is possible to give an answer why the person went to the party and in (6) various explanations can be given how the door was closed.

The yes/no interrogatives are syntactically different from the open interrogatives in that they demonstrate inversion of the subject with an auxiliary verb. The open interrogatives are characterized by the initial question words starting with the letters wh. These are called wh-words. In (7), (8) and (9) alternative interrogatives are used: the possible answers to such interrogatives are given in the same way the question is asked. Therefore, the possible answers to (7) are ‘coca cola a’ and ‘Pepsi’, to (8) they are ‘car’ and ‘bike’, and (9) can be answered as ‘up’ or ‘down’.

Aarts (2001:59) also mentioned that even if the interrogatives in (1)–(9) are difficult to interpret other than questions; there are situations in which interrogative sentences are not used to ask questions at all. Let’s take the next example; we would not expect to get the answer explicitly.

10. How many times do I have to tell you not to lick your plate!

2.2. Yes/no Interrogative

In English questions requesting a yes or no answer usually require the auxiliary verbs and modal auxiliaries that precede the subject. Any statement can be turned into a yes/no question by these verbs (Berk, 1999:154).

However; the formation of *yes-no questions*, is quite simple in Chinese. It merely attaches the *yes- no* question marker *ma* to the end of a statement (Huang, Audrey and Yafei 2009:238),

- (1) a. ta zhu zher.
 he live here
 'He lives here.'
- b. ta zhu zher **ma**?
 he live here Q
 'Does he live here?'

- (2) a. ta bu zhu zher.
 he not live here
 'He does not live here.'
- b. ta bu zhu zher **ma**?
 he not live here Q
 'Does he not live here?'

A *yes-no* question wishes the addressee to point out whether a given statement is true or false. A *yes-no* question is used to ask for the addressee's confirmation of that belief. The speaker's disbelief can be signaled by intonation or with the astonishment marker *nandao* 'do you really mean to say':

- (3) a. nandao ta shi laoshi ren ma?
 actually he be honest person Q
 'Do you really mean to say that s/he is an honest person?'
- b. ta nandao shi laoshi ren ma?
 he actually be honest person Q
 'Is s/he actually an honest person?'

As shown above, Huang, Audrey and Yafei mentioned that *nandao* may precede or follow a subject. In (3a), the scope of the question includes the subject; in (3b), the

subject is outside the range of the question. With *nandao* preceding the subject, the focal point of the question may be about the identity of the subject referent, i.e., whether s/he is the person associated with the property of being honest. Whereas *nandao* following the subject, the identity of the subject referent is presupposed, and the focal point of the question is whether this subject referent does have the property of being honest.

According to Downing and Lock (2006:183) in the *yes/no* type, it is only the polarity that is in question. The speaker asks for confirmation or denial of the proposition, to be expressed by *yes* or *no*.

(4) A. Do you buy field glasses?

B. No.

A. At all? You don't?

(B's reply might be):

B. You can get them from the shops.

English language is featured in the use of such responses like *Yes, it is, No, we don't, I can't, has he?* on the basis of declarative and interrogative patterns.

2.3. Tag Interrogative

Fiengo (2007:68) mentioned that tag questions are closed questions and are used to pursue the listeners. Tag questions may appear in both affirmative and negative forms. And Yule (2006: 224) explained that tag questions in English are short questions consisting of an auxiliary and a pronoun added to the end of a statement just like this: (*I hate it when it rains all day, don't you?*).

A tag interrogative is a yes/no question. But it is consisting of a declarative sentence and a "tag" that needs confirmation or disconfirmation of the declarative sentence. Frequently, tag interrogatives are a secondary yes/no interrogatives. When using tag interrogatives it means that we are fully forming yes/no interrogatives (Payne, 1999:297).

According to Berk M. (1999:155) described tag questions comes after statements and they look for affirmation of the clause contained in the statement. According to Downing and Lock (2006:187) tags question are dependent sentence, but they do expect response from the listener. Structurally, tags are abbreviated *yes/no* interrogatives and are attached to one of the following sentence types:

- a declarative clause: It was calm in there, *wasn't it?*
- an exclamative clause: How calm it was in there, *wasn't it?*
- an imperative clause: Be calm for a moment, *will you?*

Unlike Berk, Downing and Lock mentioned that declaratives are by far the most common. The tags are usually placed at the end **1–5**, but sometimes in the middle **6**:

- 1** Brook is in Germany, *isn't he?*
- 2** She isn't with Thomas, *is she?*
- 3** You live in Liverpool, *don't you?*
- 4** They don't arrive in Africa, *do they?*
- 5** It doesn't really fit you, *does it?*
- 6** It's simple, *isn't it*, to get the taxi?

The formation of a tag question in English is an enormously complicated process. Creating a tag question for the sentence, the speaker has to recognize the subject and the first auxiliary in the verb phrase. After that, the speaker is obliged to conclude whether the sentence is affirmative or negative and construct a tag that is the opposite. A positive tag is used when a speaker seeks to confirm a negative proposition, and a negative tag is used when a speaker wants to confirm a positive proposition,

2.4. Characterization of Interrogative

2.4.1. Focus

As a matter of fact the concept of wh-questions is strictly connected with focus. In order to avoid misunderstandings from the theory of focus, it is necessary to give clarification.

“There are two types of focus that is information focus and identification focus. Information focus is the unmarked kind of focus which is related to the expression of contextually new, not presupposed information. And it is typically not associated with syntactic movement. Identification focus has quantificational properties and involves an operator which expresses extensive identification. Identification focus may be accompanied by focusing particles. (Stoyanova, 2008:11).”

As is explained in Palmer (2009:291) focus is a means of foregrounding information. For example, Kokota has two focusing strategies that focus marks a particular argument, by locating the argument in clause-final position and marking it with the focal particle *si=*. The second focus strategy is the content of the entire clause using the focal particles *sini* and *si=*.

- (1.) a. *ke broza lao putuo, toke putuo sare si=ge*
PFV. pack go PNLOC arrive PNLOC thereP Foc=SEQ
'[We] packed up and went to Putuo, arrived there at Putuo and then'

So many scholars define 'Focus' in different literature. According to Lopez (2009:34) Focus is part of the sentence that provides a resolution for the variable. Consider following examples: the dialogue set up by the wh-question shows some information unresolved, represented by the variable x.

- (3.) -What did John bring? [x /John brought x]
 -John brought the wine. [x = the wine, 'the wine' is focus]

In the example (4): the illustration is a pretty different senses in which context is significant to understand the structure of language and the interpretation of sentences in use.

- (4) Speaker A: Who has played for two national team?

Speaker B: JOHN has played for two national team.

The capital letters in JOHN show that this word is pronounced with more emphasis. The word is to some extent louder and comparatively longer than the accompanying words. In fact, the rest of 'B's utterance in (4) is completely redundant so that it is better to omitted them. Let's consider (5), a minor variant on (4) in which speaker 'B' emphasizes a different word:

- (5) Speaker A: Who has played for two national team?

Speaker B: John has played for TWO national team.

Speaker B's involvement to (5) sounds very odd and might be seen as signaling B's mishearing or misunderstanding of what 'A' has said. The reason for the oddness of B's utterance in(5) is instinctively clear that A and B both know that the conversation is about two national team and A wants to know the player of the two team. But the reply in (5) makes it sound as if A needs to know the exact number of teams that John has played (Radford, and et al, 2009:389).

2.4.2. Wh-movement

According to Huang, Audrey and Yafei (2009:260) the observable fact of *wh*- movement has been a central topic of research from the time when the earliest days of generative grammatical studies. The research on those languages employing *wh*-movement has formed the basis of important theoretical constructs and principles that characterize

generative syntactic theory. Watanabe (2003:209) said that **wh**- elements such as who and what consist of a **wh**-feature, an indefinite part, and the [+human] feature

In other languages such as Amharic (Girma 2005a:71 and Baye 2000), Oromo (Baye, 1988), Dime (Mulugeta, 2008), Chinese (Aoun and Li 1989), Japanese (Saito 1985), Hindi (Kachru et al, 1976) and Western Arabic (Benhallam 1980) have SOV. In those languages, one would expect **wh**-in –situ because of their word order.

The “rule” of wh-movement is traditionally, understood to consider the movement of interrogative phrases in direct and indirect questions, as well as the movement of relative pronouns in relative clauses. There are two central properties of wh-movement in Spanish. The first one is that a single wh constituent appears in clause-initial position, and, second, the position of the verb is restricted in certain ways. The clause-initial position of wh-phrases is illustrated in (2):

(1.) Juan leyó ese libro.

J. read that book

(2.) a. Qué libro leyó Juan? (Direct Question)

which book read J.

“Which book did Juan read?”

b. María no sabe [qué libro leyó Juan]. (Indirect Question)

M. not know which book read J.

“Maria doesn’t know which book Juan read.”

In the direct question (2a) and the indirect question (2b), the wh-phrase *qué libro* “which book” appears in a clause-initial position, not in object position following the verb, as in (1). Movement is indispensable for the sentence in order to have an ordinary interrogative reading. This is demonstrated by the contrast between (2a), where the wh-phrase has moved, and “echo-questions” like (3b):

- (3.) a. Speaker A:
 María leyó el diario.
 “Maria read the paper.”
- b. Speaker B:
 (*)¿María leyó qué?
 M. read what
 “Maria read what?”

The sequence in (3b) is only possible in a context like (3a), where it “echoes” the previous sentence. To ask a question about what María read, it could not be used in a neutral context (Zagona, 2002:241).

2.4.3. Multiple Wh- question

Multiple wh-questions contain more than one interrogative wh-expression. A significant syntactic property of such questions in English is that only one of the wh-expressions can be preposed. Consider the following question:

- (1) (a) They might think *who* has filled *what*?
 (b) Who might they think has filled what?
 (c) *What might they think who has filled?
 (d) *Who what might they think has filled?
 (e) *What who might they think has filled?

(1a) is an echo question in which the italic wh-words *who* and *what* remain in situ; (1b–e) are non-echoic questions in which either or both of the two wh-words are placed initial (Radford, 2009:215).

Tallerman (2005:221) claimed that in some language, multiple wh-questions may be formed by fronting one wh-phrase and leaving any others in-situ, or as in other language, by leaving all wh-phrases in-situ.

Tallerman added in Malagasy, which has the basic constituent order VOS, all two possibilities occur, subject to some syntactic restrictions. The two alternatives are as follows: (a) like English, one *wh*-phrase can front to clause-initial position and the other *wh*-phrases remain in-situ; and (b) like Japanese, all *wh*-phrases remain in-situ. These strategies are illustrated in turn in (2) through (3):

- (2)
- a. **Iza** no nivity **inona?** (Malagasy)
 who PRT bought what
 'Who bought what?'
 - b. **Inona** no novidin **iza?**
 what PRT bought who
 'Who bought what?'

- (3)
- a. Anasan' **iza inona** ny savony?
 washes who what the soap
 'Who washes what with the soap?'

In Hungarian, multiple questions need a singular answer and those requiring a pair-list answer have different syntactic structures. Kiss,(2004:99-101) mentioned that Multiple questions triggering a singular answer are rare and highly restricted.. Multiple questions connected with a pair-list answer involve only one *wh*-question; the rest of *wh*-phrases function as universal quantifiers in them. In a 'true' double question, one of the *wh*-phrases occupy Specifier, and the other one remains in situ; for example:

- (2.) a. [FP KI *vesz* el [VP *kit a regeny vegen*]]?
 Who marries _{VM} whom the novel's end-at
 'Who marries whom at the end of the novel?'
- b. [FP KI *verekedett* [VP *kivel*]]?
 who fought who-with
 'Who fought with whom?'

The *wh*-phrase to be raised to Specifier can be chosen freely; and it does not favor one *wh*-phrase over the other. A pair list answers are not encouraged in the type of *wh*-

question. Pair-list answers are triggered by a different type of question, which apparently also contains multiple *wh*-phrases.

2.5. Classification of Content Interrogative

Language in the world may have particular words which considered as question word. These words are frequently similar or identical to pronouns used in different languages. In English the set of content words is almost identical to the set of relative pronouns (Payne, 1999:299).

Berk (1999:154) and also Tallerman (2005:217) information seeking questions, also called *wh* questions, always enclose an information looking for word—*who, what, where, when, why, whose, which, or how*.. These are typically called *wh* words, even though *how* is not spelled with *wh*. The word order in a *wh* question is always the same.

Who is sitting in my chair?

What are you listening to?

Where are the boys swimming?

When will you come?

Why did she dress?

The responses to content questions are different from the responses given to yes-no question; the responses to content question must be informative phrase (Carnie, 2003:282). Similarly Jacobson (1978:320) describe that a speaker of content question seek information about one or more variables.

2.6. Intonation

All spoken languages make use of intonation, despite the fact that the exact use differs greatly from one language to another and from one dialect to another. Intonation patterns are an important issue, although it is regularly neglected part of speaking a foreign

language. And many intonation patterns which sound polite in one language or dialect sound rude or funny in another. (Radford, A etal, 2009:44)

As Payne (1999:295) explained:

“Yes/no questions generally have a tendency to involve in distinctive intonation patterns. The intonation pattern in English engaged in yes/no questions is regularly rising. But sometimes it can be falling, as in Russian. Question intonation can either be the only indication that a clause is a question or it can accompany any of the other strategies.”

According to Horn (2003:88) there are different categories such as rising declaratives, falling declaratives, and rising interrogatives which requires going beyond a simple binary distinction between rising and falling, ‘question’ and ‘statement’, intonation. Intonation involves the occurrence of frequent pitch patterns. Basically tone is a feature of the lexicon, whereas intonation is a feature of sentences (Cruttenden, 1997:8-9).

2.7. Echo Question

According to Radford (2009:454) echo question is a kind of question that repeats part, or sometimes all, of an immediately preceding utterance by another speaker. But Downing and Lock (2006:184) also claimed that it is the motivation for using echoes is that the hearer did not understand and make himself difficult to believe, or did not hear correctly what had been said:

- (1) a. I’m going to sell my supermarket. Sell it?
b. What did you give to her? What did I give to her?

As Berk, (1999:153) mentioned that Questions that exploit only intonation are called echo questions because they often repeat information provided by a previous speaker. However, Adger, (2003:352) said echo questions are usually used to express surprise or amazement.

- (1) a. I have just met Robert.
b. You have just met who?
- (3) a. She did not come to my home.
b. She did not come where?

Culicover (1976:73) also explained that echo questions are used in context where the hearer does not catch all the utterances of the speaker or if he is surprised by the utterance of the speaker.

CHAPTER THREE

In this chapter, I deal with some characteristics of Allete interrogatives. The purpose is to show the structure of Yes/No, conducive interrogatives and tag questions in Allete. In the following sections we shall see each of them separately.

3. Yes/No Interrogatives

3.1. General Description of Yes/No Interrogatives

According to Givon (1990, 786), there are two main strategies for forming Yes-No questions: (a) the change of intonation, pitch accent and / or vowel length, and (b) the presence of a question particle or a bound morpheme. While some languages may utilize only one of these, some utilize all of them. Allete uses a question suffix/marker and intonation. To be exact, a Yes-No question in Allete is composed of the corresponding statements and the question marker **-m** appearing in sentence - final position. There is no word order difference between declaratives and yes/no interrogatives. The difference only lies in that the latter takes the interrogative suffix with a rising intonation. Rising intonation on the final word of the sentence shows surprise. However; falling intonation in yes/no interrogatives identifies a sense of finality, of completeness, and certainty. I will discuss intonation in chapter five. In addition to this, Allete uses ‘**anu**’, ‘**atu**’ and ‘**je**’ as negative markers, ‘**anu**’ is used for 1, ‘**atu**’ for 2 and ‘**je**’ for 3 person.²

²“In Gawwada, negative verbs are formed from their positive counterpart by vowel rising and the prefix {*ye-*} in first, second, and third persons respectively. Amborn (1980:113) reports that in related languages such as Werize and Tsamai the negative verbal form is expressed by prefixing personal pronouns in first and second persons while the negative morpheme {*ye-*} is used in the domain of third persons. However, in the present study, the negative verbal form in first and second persons is expressed not only through personal pronouns but also involves vowel rising at word boundary.”

Let's consider the following examples of Yes-No questions in Allete.

1.

a. **ise maskote - si i - k'ub - t - i - m**

she window- DEF 3 - close - F -PFV - Q

'Did she close the window?'

b. **ee ise maskote- si i - k'ub - t - i**

yes she window-DEF 3 -close - F - PFV

'Yes, she closed the window.'

c. **axaj, ise maskote - si je - k'ub - u**

no she window- DEF NEG- closed - PFV

'No, she did not close the window'

2.

a. **jambo - si orhe - si - si i - ?ugf - i - m**

boy - DEF milk- DEF- ACC 3 -Drink - PFV - Q

'Has the boy drunk the milk?'

b. **ee jambo - si orhe - si - si i - ?ugf - i**

yes boy - DEF milk -DEF - ACC 3 - drink- PFV

'Yes, the boy has drunk the milk.'

c. **axay jambo - si ujah - e - si - si je - ji - u**

no boy -DEF egg - PL- DEF- ACC NEG- eaten-PFV

'No, the boy has not eaten the eggs'

From the examples which are illustrated above, we notice that the response to yes/no interrogatives possibly will be preceded by **ee** 'yes' or **axaj** 'no' which occurs at the beginning of a declarative clause. It is also possible to answer a yes/no question in the way of the following.

The language also accommodates to response without using yes or no rather it uses the subject and the verb only.

3.

a. **galito - si ato a - foq - t - i - m**
galito - ACC you 2 - hit - F - PFV - Q
'Did you hit Galito?'

b. **ano foq - i**
I hit - PFV
'I hit.'

c. **ano anu - foq - u³**
I NEG - hit - PFV
'I didn't hit.'

4.

a. **galabo ?ase nu mat'afa i - teh - i - m**
galabo ase to book 3 - give - PFV - Q
'Did Galabo give a book to Ase?'

b. **iso i - teh - i**
he 3 - gave - PFV
'He gave'

³ According to Banti, historically, imperfective paradigms with {-a} and perfective with {-i} are typical of Cushitic (Banti, 1984:105). In Werizoid group, Amborn (1980:107) also reports that {-i} marks perfective and {-a} imperfective aspects. However; according to my data the perfective marker 'i' becomes 'u' when the sentence is changed to negation.

22.

a. aǵ - ɖe - si siti - ɖe je - feǵ - ɖe
bird- PL- DEF tail - PL NEG - has - PL.
'The birds don't have tails.'

b. isunde i - feǵ - a - m
they 3- have - IPFV - Q
'have they?'

In conclusion, the examples demonstrate that if the responder believes the first speaker tells a true proposition, his yes/no interrogative will agree in polarity; however, if the responder has a reason to doubt this, he reverses the yes/no interrogatives.

3.3.3. Tag Question

The tag interrogative is another ordinary interrogative mechanism. Tags in Allele are characterized by the following features: Tag interrogatives on declaratives and tag interrogatives on non- declaratives that include exclamation and imperatives which frequently in the language.

3.3.3.1. Tag Interrogatives on Declaratives

In Allele, a tagged declarative has the same sentence structure order as a non-tagged declarative and for that reason it appears that the same meaning as the interrogative that is identical to the main clause. However the tag interrogative itself has a completely different derivation from the interrogatives. For example, (23a) and (23b) are given the same structure:

23. a. **watadara-ɗe - si mijige- si - si i - ɗoɗ - i, i - ɗoɗ - i - m**
 solders – PL-DEF tunnel- DEF-ACC 3 - make- PFV, 3- make - PFV- Q
 Lit. ‘The soldiers made the tunnel, did they make?’
 ‘The soldiers made the tunnel, didn’t they?’
- b. . **watadara-ɗe - si mijige - si - si i - ɗoɗ - i - m**
 solders - PL -DEF tunnel- DEF- ACC 3 – make – PFV - Q
 ‘Did the soldiers make a tunnel?’

It is obvious that (23a) and (23b) have similar meaning but (23a) tag declarative comes from the first proposition of the speaker which is desired a confirmation. Where as the ordinary interrogative (23b) has the full range of uses, including a completely non-conducive use, however, the tagged declarative is conducive which affirmative answer is expected.

24.

- a. **ɗarmo - si saɗaŋɗo - si - si i - ji - i**
 lion - DEF meat - DEF- ACC 3 - eat - PFV
 ‘The lion has eaten the meat.’
- b. **ɗarmo - si saɗaŋɗo- si - si i - ji - i, i - ji - i - m**
 lion - DEF meat - DEF- ACC 3 - eat - PFV, 3 – eat- PFV – Q
 Lit. ‘The lion has eaten the meat, has it eaten?’
 ‘The lion has eaten the meat, hasn’t it?’

Tags are always conducive. Similar to ordinary interrogatives, they may possibly be either positively conducive (expecting agreement) or negatively conducive (expecting disagreement), but they cannot be neutral. Let’s examine the following.

25.

a. **isunde xaro- si - ?ila i - xa? - i**
 they air - DEF - on 3. - fly - PFV
 ‘They flew in the air.’

b. **isunde xaro- si- ?ila i - xa?- i, Isunde je - xa? - u - m**
 isude air - DEF - on 3 - fly - PFV, they NEG - fly - PFV - Q
 Lit. ‘They flew on the air, didn’t they fly?’
 ‘They flew on the air, didn’t they?’

c. **isunde xaro - si - ?ila je- xa? - u, Isunde i - xa? - i - m**
 they air - DEF - on NEG- fly- PFV, they 3 - fly - PFV - Q
 Lit. ‘They didn’t fly in the air, did they fly?’
 ‘They didn’t fly in the air, did they?’

As stated in example, (25c) is a negative conducive and (25b) is a positive conducive. The most commonly identified function of such tag is tag obtain confirmation that is the speaker thinks the proposition is true, but wants the hearer to confirm it. However it is not crucial for the speaker to be unsure about the truth of the proposition.

3.3.3.2. Tag Interrogatives on Imperatives

The occurrence of a negative in the tag of an imperative is totally optional. However if the imperative is affirmative the tag question will be negative and if the imperative is negative the question will be affirmative. Let’s see the following examples.

26. **iskipirto - si aḡi, atu - aḡi - t - a - m**
 pen - DEF take, NEG - take - F - IPFV - Q
 Lit. ‘Take the pen! Won’t you take?’
 ‘Take the pen! Won’t you?’

27. **hantu ḡabin, atu - ḡabin - t - a - m**
 now catch, NEG - catch - F - IPFV - Q
 Lit ‘Catch it now! Won’t you catch?’

According to the data presented in the above, like (29a), the tag differs in meaning comparing it to the interrogatives construction (29b). For the reason that the latter is interrogative which implies that the hearer will agree, but in (29a) without the tag, the hearer doesn't. Consider the following:

30.

a. **iso t'irakko mala hesa, iso je - hesa - m**
he man what nice, he NEG - nice - Q
'What a nice man he is!, isn't he?'

b. **?iso t'irakko mala hesa, iso hesa - m**
he man what nice he nice - Q
'What a nice man he is! is he?'

The illustration in (30b) is unacceptable. The justification for this is, of course, that the tag on exclamation must be negative because the first utterance of exclamation is positive.

To sum up the chapter, the response of yes/no interrogatives usually preceded by yes 'ee' or no 'axaj' and also in another case answering the interrogatives by repeating the verb. Constituents remain in their previous place which means the subject occurs in subject position and the object occurs in object position. Based on the practical explanation in conducive interrogatives, the yes/no interrogatives of the response could be mostly agreed. In the case of imperative and exclamatory, the occurrence of negative in the tag is obligatory reversed.

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a. **iso t'irakko mala hesa, iso je - hesa - m**
he man what nice, he NEG - nice - Q
'What a nice man he is!, isn't he?'

b. **?iso t'irakko mala hesa, iso hesa -m**
he man what nice he nice - Q
'What a nice man he is! is he?'

The illustration in (30b) is unacceptable. The justification for this is, of course, that the tag on exclamation must be negative because the first utterance of exclamation is positive.

To sum up the chapter, the response of yes/no interrogatives usually preceded by yes 'ee' or no 'axaj' and also in another case answering the interrogatives by repeating the verb. Constituents remain in their previous place which means the subject occurs in subject position and the object occurs in object position. Based on the practical explanation in conducive interrogatives, the yes/no interrogatives of the response could be mostly agreed. In the case of imperative and exclamatory, the occurrence of negative in the tag is obligatory reversed.

CHAPTER FOUR

4. Content Interrogatives

In the preceding chapter, I have discussed yes/no interrogatives. In this chapter, content interrogatives will be presented in detail.

4.1. General Description of Content Interrogatives

In the previous chapter, I dealt with polar interrogatives in which the question mark –**m** appears in sentence final - position. However; in the case of content interrogatives this is ungrammatical. The following words share a host of properties, and they generally correspond in meaning to the English words they are paired with. I will refer to these words as the ‘Interrogatives pronouns’ of Allele. These pronouns are:

- a. (**baraŋi**) When
- b. (**mala**) Why/how
- c. (**mo**) What
- d. (**hanŋa**) Which
- e. (**axa**) Where
- f. (**mei**) how many/much
- g. (**jaħa**) Who

The following examples are ‘simple questions’ containing interrogatives words.

31.

a. Isunde xisi mo

they these what

‘What are they?’

b. Isende xisi ǧolle

they these cattle

‘They are *cattle*.’

32.

a. **xusa aha**

that who

‘Who is that?’

b. **ise g̃etitte**

she Getitte.

‘She is *Getitte*’

33.

a. **isunde axa**

they where

‘Where are they?’

b. **isunde kifilate g̃itate**

they classroom in

Lit. ‘They are in the *class room*.’

In the above examples, the italicized words or phrases in the answer are the part of information that the interrogatives was eliciting. We can get another grammatical sentence after we delete the other word or phrase from the answer except the desired information. Let’s see the following examples:

34.

a. **isunde mo**

they what

‘What are they?’

b. **ɲappa**

‘tomatoes’

35.

a. **xusa yaha**

that who

‘Who is that?’

b. **getitte**

‘Getitte’

36.

a. **isunde axa**

they where

‘Where are they?’

b. **kifilate gitate**

classroom in

‘In the class room.’

We can observe from the examples that, **mo** ‘what’ has relationship with non-animate noun phrase, **jaha** ‘who’ animate or human noun phrase. Accordingly, the interrogative pronouns **jaha** ‘who’, **mo** ‘what’ and **axa** ‘where’ all contain the feature of wh- feature. However, **jaha** ‘who’ is marked in the lexicon with the feature of [+ Human]; **mo** ‘what’ is marked with the feature of [- Human]; **axa** ‘where’ is marked with the feature of Place.

In Allele the interrogatives pronouns **jaha** ‘who’, **mo** ‘what’, **hunja** ‘which’ and **axa** ‘where’ can be used as indefinite pronouns.

37.

a. **jaha af - i**

who go- PFV

‘Who went?’

- b. **jaha-akha je - af - u**
 Who-NEG NEG- go- PFV
 ‘No one went’

38.

- a. **ato mo a - ji - a**
 you what 2 - eat - IPFV
 ‘What do you eat?’

- b. **ano mo-akha anu - ji - a**
 I what-NEG NEG - eat - IPFV
 ‘I do not eat nothing’

The data showed that the combination of interrogative pronoun with ‘**akha**’ which reverse to negative implication gives an indefinite pronoun.

4.2. Focus

In Allele, the focus particle ‘**kulaj**’ is used in polar questions and declaratives. Nevertheless in wh-questions ‘**ada**’ is claimed. There are also interrogatives to be considered as focus-neutral. For focus-neutral content interrogatives in (39a), we have a focus-neutral answer in (39b). And for a focused content and polar interrogatives in (40),(41),(42) and (43) respectively,

39.

- a. **jaha af - i**
 who go - PFV.
 ‘who went?’

- b. **kasa af - i**
 ‘kassa go – PFV
 ‘Kassa went’

40.

a. **jaħa oġaj - i - aħa**

who come - PFV- FOC

‘WHO came?’

b. **genniso- kulaj i - oġaj - i**

genniso - FOC 3- come - PFV

‘GENNISO came’

41.

a. **aturade -si aħa- mo i - ġaħ - t - i**

Cat -DEF FOC-what 3 - catch - F-PFV

‘WHAT did the cat catch?’

b. **aturade-si tabataġo-si-si-kulaj i - ġaħ - t - i**

Cat--DEF rat - DEF- ACC -FOC 3- catch - F- PFV

‘The cat caught the RAT.’

42.

a. **aħa - mo a - bitam - i**

FOC- what 2 - buy- PFV

‘WHAT did you buy?’

c. **mat’fa-si-kulaj an - bitam - i**

book- DEF- FOC 1 - buy- PFV

‘I bought the BOOK.’

43.

a. **isunde-kulaj befe i - ji - i - m**
they- FOC lunch 3 – eat – PFV- Q
'Did THEY eat lunch?'

b. **isunde- kulaj befe i - ji - i**
they -FOC lunch 3 – eat – PFV
'THEY ate lunch.'

We can notice from the above example, all the declarative sentence and polar interrogative uses the Focus particle '**kulaj**' and the other content questions use '**ada**'. The declarative sentence can be focused or remain neutral.

4.3. Wh- Movement

In Allele, **wh**-items in interrogatives remain in situ, as shown in 44, 45 and 46.

44.

a. **jaha af - i**
who go - PFV
'Who went?'

b. **olado i - af - i**
olado 3 - go - PFV
'Olado went?'

45.

a. **isunde baraḡi i - af - i**
they when 3 - go – PFV
'When did they go?'

b. **isunde ?anderaḡi i - af - i**

they before yesterday 3 - go – PFV

They went before yesterday

46.

a. isunde axa i - hiɟad - a

they where 3 – play - IPFV

‘Where are they playing?’

b. isunde liʔakido i - hiɟad - a

they in the field 3 - play - IPFV

‘They are playing in the field.’

The above examples illustrated that in Allete, there is no obligatory **wh**-phrase movement in the derivation. So, Allete content interrogatives behave not in the same way as clear movement rather every constituent of the content interrogative remain in place as their responses. Therefore, we can say that Allete content interrogatives involve no movement.

4.4. Multiple Wh- phrases

When we examine content interrogatives, a single **wh** was used in a sentence. Multiple **wh**- features can also be seen in Allete.

47.

a. jaħa mo las - i

who what sell - PFV

‘Who sold what?’

b. ɟelase mat’afa - si i - las - i.

ɟelase book - DEF 3 - sell - PFV

‘Gelase sold the book.’

48.

a. **jaha sama - axa oƣaj - i**

who to-where come - PFV

‘Who came for what?’

b. **lala mane - si - ƣiristana sama i - oƣaj - i**

lala house - DEF - christen to 3 - come - PFV

‘Lala came to the church’

From the above examples, Sentences (47) and (48) illustrate that there is independent syntactic motivation for introducing more than one occurrence of **wh** in a single structure. If we examine the content interrogatives in (47a) and (48a) and the respective answers in (47b) and (48b), there is a visible connection between the ordering of **wh**- phrases and the constituents in the particular declarative clauses.

4.5. Classification of Content Interrogatives

4.5.1. Nominal Interrogatives

Substitute of a noun phrase in either the subject or object position with an interrogatives pronoun **jaha** ‘who’ or **mo** ‘what’ are possible. The difference between **jaha** and **mo** is that of person and non-person correspondingly that is [+ human].

49.

a. **jaha las - i**

who sell - PFV

‘Who sells?’

b. **galƣalo i - las - i**

galƣalo 3- sell - PFV

‘Galƣalo sells.’

c. * **aturade las - i**

cat sell - PFV

‘The cat sells’

50.

a. **gillo mo i - las - i**

gillo what 3 - sell - PFV

‘What did Gillo sell?’

b. **gillo maxina - si i - las - i**

gillo Car - DEF 3 - sell - PFV

‘Gillo sold the car.’

c. ***gillo jambo - si i - las - i**

gillo Boy - DEF 3 - sell - PFV

‘Gillo sold the boy.’

From the above illustration we can understand that the answer in (49c) and (50c) are not acceptable i.e. ungrammatical. The reason is that in (49c) the answer should be person and in (50c) it should be non- person.

When the name interrogative is constructed and its answer will always be a noun phrase with the noun **maɟahɟo** ‘name’. And as the interrogative and the response structure is in the same order.

51.

a. **maɟahɟo xusu jaħa**

name his who

‘What is his name?’

b. **maɟahɟo xusu gelase**

name his Gelase

‘His name is Gelase.’

As it is exemplified in the above, it is possible to substitute certain elements of the nominal interrogatives, with interrogatives pronoun to form different kinds of interrogatives.

4.5.2. Locative Interrogatives

The interrogatives pronoun **axa** 'where' is used locative interrogatives. The most common type of locative interrogatives **axa** 'where' may occur in the regular locative position is after the subject.

52.

a. **base - si axa i - aji - t - i**
bus - DEF where 3 - go - F - PFV
'Where did the bus go?'

b. **base - si arbamin tje gula i - aji - t - i**
bus - DEF A.Minch to 3 - go - F - PFV
'The bus went to Arbaminch.'

53.

a. **maxina - si axa**
car - DEF where
'where is the car?'

b. **maxina - si garaate gitate i - ?aji**
car - DEF garage in 3 - there
'The car is in the garage.'

54.

a. **irga?o - si axa**
axe - DEF where
'Where is the axe?'

b. irfaʔo – si manete gitate i - ʔaʒi

axe - DEF house in 3 – there

‘The axe is in the house.’

4.5.3. Temporal Interrogatives

In Allele, the temporal interrogatives pronoun **baraʒi** ‘when’ is of as two types. The first one is the temporal interrogatives which is mostly used to request time and giving a general sense of duration, with a more limited sense. The second kind of temporal interrogatives pronoun has no limited day.

55.

a. hiʒambawxe - si baraʒi stadijome ʒula i - aʒ - i

players - DEF when stadium to 3 - go – PFV

‘When did the players go to the stadium?’

b. isunde ʔanderaʒi i - aʒ - i

they before yesterday 3- go – PFV

They went before yesterday

56.

a. Folisa-de - si awxo-si - si baraʒi i - ʒabn - a

police-PL-DEF person- DEF- ACC when 3- arrest- IPFV

‘When do the police arrest the man?’

b. isunde qajinaʒi i - ʒabn - a

‘they tomorrow 3 - arrest - IPFV

‘They will arrest tomorrow.’

As stated above, the kind of temporal interrogative pronoun is **baraḡi** ‘when’ which has a more limited sense of ‘which day’ with the answer of **?anderaḡi** ‘before yesterday’ and **qajinaḡi** ‘tomorrow.’

57. **baraḡi dīb - i**
 when rain- PFV
 ‘When did it rain?’

58. **isunde baraḡi i - qot - i**
 they when 3 - plough -PFV
 ‘When did they plough?’

As we see from the above illustration, the difference in meaning is asked at any time of year in asking about the seasons for planting. However, it can also be asked for a certain day.

4.5.4. Adverbial Interrogatives

‘**mala**’ ‘how’ is the interrogative word which is used for adverbial interrogatives, if the sense of the interrogatives is a direct request for explanation of an action.

- 59.
- a. **ato mala a - dan - t - i**
 you how 2 - drive - F- PFV
 ‘How did you drive?’
- b. **ano lokkoj an - dan- t - i**
 I slowly 1 - drive – F- PFV
 ‘I drove slowly.’

- 60.
- a. **ise mala i - dī - t - i**
 she how 3- dance-F – PFV
 ‘how did she dance?’

- b. **ise doma i - di - t - i**
 she nice 3 - dance - F - PFV
 'She danced nice'

In the above example, adverbial interrogatives demonstrate how an action is executed.

4.5.5. Descriptive Interrogatives

Descriptive interrogatives are interrogatives which give reason why an action is described. The descriptive interrogatives pronoun is the same as the adverbial word **mala** 'how'.

61.

- a. **xusa mala?**

it how

'How is it?'

- b. **xusa i - het'a**

it 3 - good

'It is good.'

62.

- a. **isunde mala i - ?age**

they how 3 - there

How are they?

- b. **isunde i - het'a**

they 3 - good

Lit. 'They are good.'

'They are wonderful.'

Beside this, the interrogatives word (**mo**) 'what' shows the same function.

63.

a. **iso mo i - ligi**
he what 3 - look
'What does he look like?'

b. **iso je - het'a**
he NEG - good
Lit. 'He is not good'
'He looks awesome.'

64.

a. **xusa mo i - ofo?i**
it what 3 - smell
Lit. 'What does smell?'
'How does it smell?'

b. **xusa ofo?i het'a**
it smell good
'It smells good.'

According to the data which is explained in the above, when we compare (61) and (62) with that of (63) and (64) both take the interrogative word in sentence medial position.

4.5.6. Instrumental Interrogatives

In Allete **mo** 'what' along with the instrumental postposition **tag** 'by/ with' is used to express instrument or means of doing something.

65.

a. **ato mo tag a - qaqit - i**
you what INS 2 - cut - PFV
'By what did you cut?'

- b. **ano mak'ase taḡ an - qaḡit - i**
 I scissors INS 1 - cut - PFV
 'I cut with scissors.'

66.

- a. **iso mo taḡ ḡat'o - si i - ḡaris - i**
 he what INS hair - DEF 3 - arrange - PFV
 'By what he arranged the hair?'

- b. **iso ḡat'o - si silmakko taḡ i - ḡaris - i**
 he hair - DEF comb INS 3 - arrange - PFV
 'He arranged the hair by comb.'

From the above examples it possible to recognize instrumental interrogatives as used to request by what means an action is executed. The interrogatives part may occur in sentence middle position.

4.5.6. Numeral Interrogatives

Allete language permits that interrogatives quantifiers **mei** 'how many /much' comes after noun, and functions like any other numeral, except that there can be no determiner occurring before it.

67. **tamarito mei kitilate ḡitate ḡaḡe**
 student how many class in there
 'How many students are in the class?'

68. **t'ank'arsite mei t'armusate ḡitate ḡaḡe**
 ink how much bottle in there
 'How much ink is in the bottle?'

69. ?emte **mei** ?a?e
sheep how many there
'How many sheep are there?'

According to the data which is explained in the above, 'students' and 'ink' are being referred to the numeral interrogatives **mei** 'how much/many'. This means that **mei** is used for both countable and uncountable nouns.

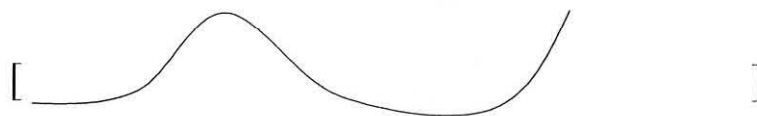
CHAPTER FIVE

In this section I discuss the intonation prototype associated with yes/no interrogatives and content interrogatives. Intonations of interrogatives are characterized by a higher start than statements.

5.1. Intonation on yes/no Interrogative

The characteristics of Yes/No interrogatives are most commonly rising intonation. The following instance evidently ascertain rising intonation in Allete as an intonation phoneme. Rising intonation on the final word of the sentence shows surprise. The graphical representations of intonation contours throughout this section are not intended for accuracy but serve only as basic sketches.

70. **kase luġete hiġaġ a - lġasa - a - m**

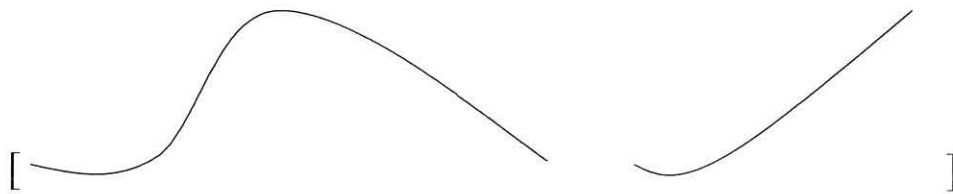


ball foot play 2 - can - IPFV - Q

‘Can you play football?’

While we used rising intonation with tag interrogatives, it confirms uncertainty.

71. **ġambo - si i - skibirto - si i - baġi, i - baġi - i - m**

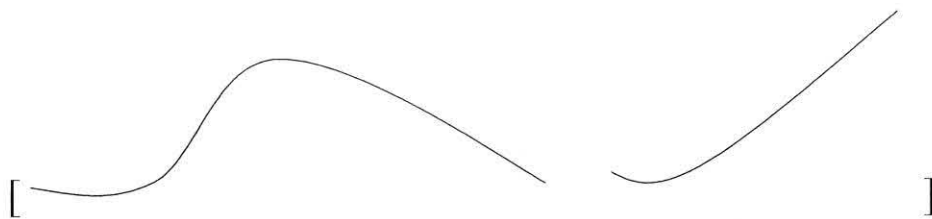


boy - DEF 3 - pen - DEF 3 - hide, 3 - hid - PFV - Q

Lit. ‘The boy hid the pen, did he hide?’

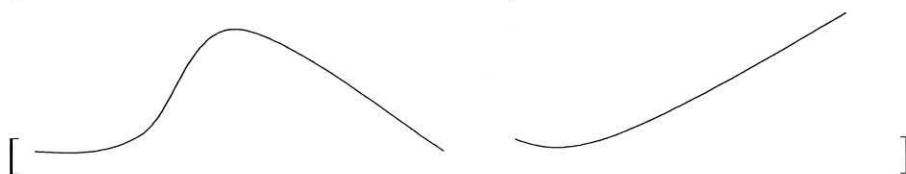
‘The boy hid the pen, did he?’

72. **jaje tisi kafalo - si je - kafal -u, je - kafal - u - m**



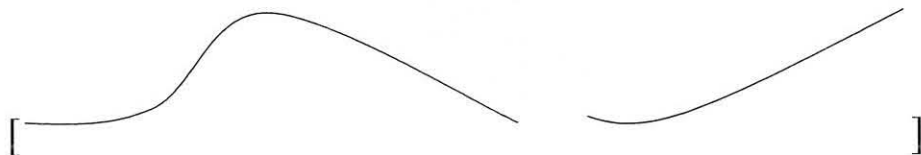
mother her payment -DEF NEG - pay-PFV, NEG - Pay - PFV - Q
 'Her mother hasn't paid the fee, hasn't she?'

73. **jete - si mat'afa iso i - basant - i, i - basant - i - m**



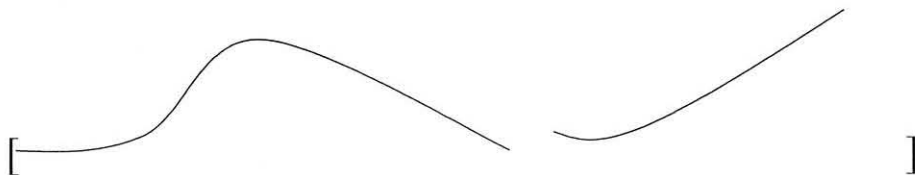
girl - DEF book him 3 - lend - PFV, 3 - lend - PFV - Q
 'The girl lent him a book, did she?'

74. **ise g'alo - si g'ula i - aji - t - a, i - aji - t - a - m**



she market -DEF to 3 - goes - F - IPFV, 3 - goes - F - IPFV - Q
 'She goes to the market, does she?'

75. **iso g'odmo xusu manetesi ye - god - u, je - god - u - m**



he work his home NEG - do - PFV, NEG - do - PFV - Q
 'He doesn't do his home work, doesn't he?'

Rising intonation commonly point out that the speaker believes them to be incomplete by themselves, and require supplementation of some type, by himself or by the hearer.

76. **oɟaj isunde i - ɟeʔasa - m**



come they 2 - should - Q
 'Should they come?'

77. **ano ʔuɟi an - ɟeʔasa - m**



I drink 1 - should - Q
 'Should I drink?'

Falling intonation in yes/no interrogatives identifies a sense of finality, of completeness, and certainty.

78.

a. ano halxo het'a an - tajad - i

I husband good 1 - get - PFV

Lit. 'I got a good husband.'

'I got a handsome husband.'

b. a - taja - t - i - m



2 - get F- PFV - Q

Lit. 'did you get?'

'Did you?'

79.

a. ano wut'ete het'a an - oġas - i

I result good 1 - score - PFV

Lit. 'I scored good result.'

'I scored good grade.'

b. a - oġas - t - i - m

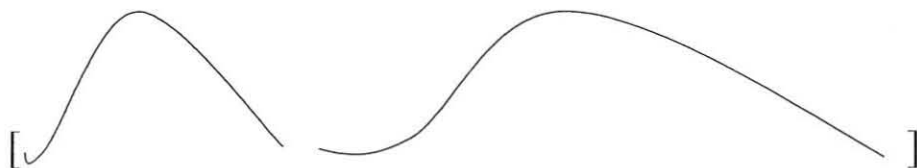


2 - score - F- PFV- Q

'Did you?'

In yes/no interrogatives falling intonation associated with exclamation particularly are used to convey fearful meaning like (80) and (81).

80. oh, waġo xaju, ise miaje - si i - oġas - t - i - m



god my, she child -DEF 3 - bring - F - PFV - Q

'Oh my God, did she bring the child?'

81. ano anu- aman - u, iso xoli i - hiḡado - i - m

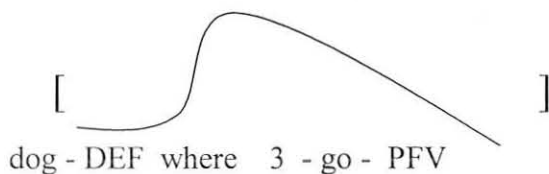


I NEG-believe- PFV he again 3 - play - PFV - Q
 ‘I don’t believe, did he play again?’

5.2. Intonation on Content Interrogative

Allete languages of Content interrogatives are characterized by a highest point of occurrence on the interrogative pronoun followed by a quick falling intonation on the rest of the statement. The interrogative pronoun, no matter what its position in the statement, is made significant by the higher beginning and by a quick fall on everything.

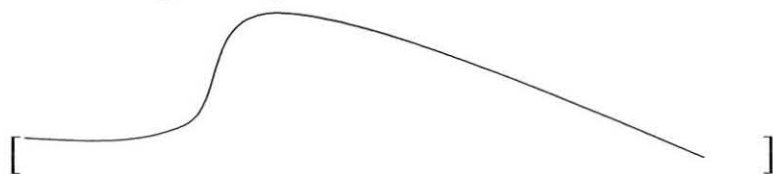
82. xaro - si axa i - aḡ - i



dog - DEF where 3 - go - PFV

‘Where did the dog go?’

83. ise mo-nuḡi maḡaḡe - si i - k’ub - t - i



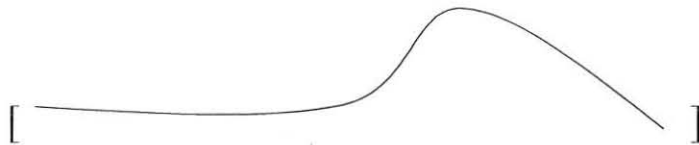
she what-for door - DEF 3 - close - F - PFV

‘Why did she close the door?’

As the above examples, interrogative pronouns give attention on a specific item. However; falling intonation also prevail on interrogatives which don’t have interrogative

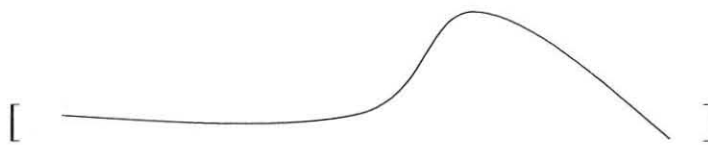
pronoun. In this case the speaker claims a center of attention like the following illustrations.

84. **iso jaje tususa dabdabe i - na - t'af - i - m**



he mother his letter 3 - to - write - PFV - Q
 'Has he written a letter to his mother?'

85. **isunde ɟalabɟo - si xama i - likase - m**



they night - DEF there 3 - spend - Q
 'Have they spent the night there?'

The falling intonation indicating centers of attention and has an implication of finality.

To conclude, Allete has interrogation intonation. Rising intonation generally implies that the speaker considers them to be incomplete by themselves, and needing supplementation. The primary meaning of falling intonation indicating centers of attention and has an implication of finality. Content interrogatives, in Allete, are characterized by a peak occurring on the interrogative pronoun followed by a rapidly falling intonation.

5.3. Echo Questions

Interrogative constructions such as yes/no interrogatives, content interrogatives and intonations are elaborated as much as possible. This section considers in much more detail issues of echo questions. Echo questions, in Allete, can be constructed from

different types of sentence: one in which a preceding sentence is repeated, and the other is one in which a wh- expression replaces part of the stimulus.

Let's observe the following examples.

86.

a. **ise pappaa i - las - t - i**
she tomato 3 - sell - F - PFV
'She has sold a tomato.'

b. **ise pappaa i - las - t - i**
she tomato 3 - sell - F - PFV
'She has sold a tomato?'
Lit. Do you mean 'She has sold a tomato?'

c. **ise mo i - las - t - i**
she what 3 - sell - F - PFV
'She has sold what?'

The above examples demonstrate that echo questions are constructed from other clause types (declarative) and also used if somebody or the hearer is not sure about what the speaker saying. In (86b) shows the preceding utterance is repeated and (86c) is one in which a wh-expression replaces part of the stimulus.

5.3.1. Echo Question on Declaratives

If the sentence is declaratives, the echoes are usually repeating the whole part of the preceding utterance of the former speaker.

87.

a. **ise je - las - u**
she NEG - sell - PFV
'She didn't sell.'

b. ise je - las - u
she NEG - sell- PFV -

‘She didn’t sell?’

Lit. Do you mean ‘She didn’t sell?’

88.

a. ano maxana - si - si an - bitam - i

I car - DEF -ACC 1 - buy - PFV

‘I have bought the car.’

b. ano maxana - si - si an - bitam - i

I car - DEF- ACC 1 - buy - PFV

‘I have bought the car?’

Lit. Do you mean ‘I have bought the car?’

The example in (87b) and (88b) show echo questions for a declarative sentence will have two messages, on one occasion as an acknowledgment and another as a higher-level clarification of the original utterance.

Both interrogatives and echo question may be answered either in the affirmative or in the negative. Let’s examine the following:

89.

a. ?aso i - qot - i

aso 3 - dig - PFV

‘Aso dug.’

b. ?aso i - qot - i

aso 3 - dig- PFV

‘Aso dug?’

c. axaj

‘No’

90.

c. **gelase i - xaɗ - i**
gelase 3 - climb - PFV
'Gelase climbed.'

d. **gelase i - xaɗ - i**
gelase 3 - climb- PFV
'Gelase climbed?'

e. **ee**
'Yes'

According to the above examples, echo questions from declaratives are not characterized by the interrogative particle **-m** even if the relation of their structures is similar. Contrasting the declaratives as in (87a), (88a), (89a) and (90a), they applied a falling intonation nevertheless in echo declaratives as in (87b), (88b), (89b) and (90b), they applied rising intonation.

5.3.2. Echo Question on Interrogatives

Let's examine Allele echo questions both on yes/no interrogatives and content interrogatives. First, Let us consider on yes/no interrogatives.

91.

a. **gale jito - si i - ji - t - i - m**
galle food -DEF 3 - eat - F - PFV - Q
'Did Galle eat the food?'

b. **gale jito - si i - ji - t - i - m**
galle food - DEF 3 - eat - F - PFV - Q
'Did Galle eat the food?'

Lit. Did you mean, 'did Galle eat the food?'

92.

a. **iso i - oɟaj - a - m**
he 3 – come – IPFV- Q
'Does he come?'

b. **iso i - oɟaj – a - m**
he 3 – come – IPFV-Q
'Does he come?'

Lit. Do you mean, 'does he come?'

The examples in yes/no interrogatives of (91a) and (92a) and yes/no echo question as in (91b) and (92b) have resemblance on the structure of the sentence. However; they have difference on the picking of intonation. Yes/no echo interrogatives usually use rising intonation

Let's see the wh- echo questions

93.

a. **ɟambo -ɗe - si axa i - hiɟa - ɗe**
boy - PL - DEF Where 3 – play - PL
'Where did the boys play?'

b. **ɟambi - ɗe - si axa i - hiɟa - ɗe**
boy - PL -DEF where 3 - play - PL
'Where did the boys play?'

Lit. Did you mean, 'where the boy play?'

94.

a. **ato mo a- ʔuɟi**
you what 2 - drink
'What do you drink?'

b. ato mo a- ʔuǰi
you what 2 - drink

‘What do you drink?’

Lit. Do you mean ‘what do you drink?’

The illustration in (93a) and (94a) with (93b) and (94b) on the above shows that wh- echo questions commonly used when the hearer sure about what the speaker saying.

Echo questions in content or the yes/no interrogative can have a result of astonishment, if the hearer can not trust his ears.

95.

a. ato oǰaj - a - m
you come – IPFV-Q

‘Will you come?’

b. ato oǰaj - a - m
you come – IPFV- Q

‘Will you come?’

Lit. Do you mean ‘will you come?’

96.

a. xisa mo
these what

‘What are these?’

b. xisa mo
these what

‘What are these?’

Lit. Do you mean ‘what are these?’

5.3.3. Echo Question on Imperative

Echo question on imperatives also is also possible in the language the same as the preceding section. However in this section the question particle - **m** is not used.

97.

- a. **maxna - si aḡin - t - a**
car - DEF take - F- IPFV
'Take the car!'
- b. **maxna - si aḡin - t - a**
car - DEF take - F- IPFV
'Take the car?'
Lit. Do you mean 'Take the car?'

98.

- a. **olo ḡutadi**
NEG smoke
'Do not smoke!'
- b. **olo ḡutadi**
NEG smoke
'Do not smoke?'
Lit. Do you mean 'Do not smoke?'

The above examples shows that echo imperatives as in (97b) and (98b) have no difference structure compare to the utterance except the rising intonation.

5.3.4. Echo Question on Exclamation

Echo question on exclamatory can also be applied as the same as the other clause type.

99.

- a. **ise nat'ibe het'a i - oɣas - t - i**
she result good 3 - score - F - PFV
'She has scored good result.'

- b. **het'a**
'Good!'

- c. **het'a**
'Good?'
Lit. Do you mean 'Good?'

100.

- a. **iso xolaso bare i - xolas - i**
he answer right 3 - give - PFV
'He gave the right answer.'

- b. **bare!**
'Right!'

- c. **bare**
'Right?'
Lit. Do you mean 'Right?'

101.

a. ise jito sora i - ʒaʔi - t - i
she food delicious 3 - cook - F - PFV
'She cooked a delicious food.'

b. sora!
'Delicious!'

c. sora
'Delicious?'
Lit. Do you mean 'Delicious?'

According to the data, echo exclamation on (99c),(100c) and (101c) take rising intonation without its interrogatives particle but (99b),(100b) and (101b) do not.

In conclusion, echo questions, in accordance to sentence structure, are not different from any clause type such as declaratives, content interrogatives, imperatives and exclamation. However the only difference is picking of intonation and interrogative particle on yes/no question.

CHAPTER SIX

6. Summary and Conclusion

6.1. Summary

In this section I summarize the core points discussed in all the preceding chapters. The main objective of this study is to identify and describe the interrogative constructions of Allele.

The first chapter of the thesis contains a brief description of the people and the language, the significance of the study, the methodology, the delimitation and previous studies on the language.

Chapter two reviews the literature that has direct relevance to the study. Under this chapter of several scholars on the interrogative constructions of different languages are discussed. And we deal with Yes/No question, tag question, characteristics of interrogation, focus, wh-movement, multiple wh-questions, classification of content interrogative, intonation and echo question.

In the third chapter of the thesis, the general description of Yes/No question, derivation of Yes/No question, strategies of forming Yes/No question such as reduced and conducive questions as well as tag questions are discussed in detail. Yes/No questions in Allele are derived from declarative sentences either by suffixing the question marker **-m** on the final sentence of the verb and/or by applying a rising intonation on the clause. We have seen that polarity and intonation play a role in determining the function of questions and tags by implying agreement with or in doubt of the truth of propositions.

Chapter four deals with wh-question or content interrogative. Content interrogatives are formed using one of the Wh- pronouns. The question mark **-m** appears in sentence-final position of any Yes/No question; however, in the case of content interrogative this is ungrammatical and the suffix **- m** is never used. The wh-pronouns are: **yaha** ‘who’, **mo** ‘what’, **baraḡi** ‘when’, **axa** ‘where’, **hunḡa** ‘which’, **mala** ‘why/how’, **mei** ‘how many/much’.

Regarding the classification of content pronoun, the study demonstrates different classes based on the information they elicit. **yaha** ‘who’, **mo** ‘what’, are classified under nominal interrogative, because they are used to ask about the identity of a participant, but they differ in [+/- human] feature. The pronoun **axa** ‘where’ is classified in the locative pronoun and used to construct locative interrogative. **baraḡi** ‘when’ is under temporal interrogative which are used to ask the temporal events or an action. **mala** ‘/how’ is used to construct manner of action and describe something visual so that it is classified under adverbial. Finally, **mei** ‘how many/much’ is used for countable and uncountable nouns.

The last chapter of the analysis included intonation and Echo question. The two intonation patterns typically associated with Yes/No question and content interrogative were examined. And the echo questions were discussed in terms of declaratives, interrogatives, imperatives and exclamation.

6.2. Conclusion

To conclude, in this study I have tried to describe the interrogation constructions of Allete language. As in many languages, polar and content interrogatives show differences. In Allete, both morphology and intonation help to distinguish the main types of question.. In Allete language the interrogative particle ‘**-m**’ is always suffixed in polar questions. The answer for Yes/No question contains a positive or negative declarative clause preceded by Yes ‘**ee**’ or No ‘**axay**’ or may only repeat the verb. Constituents remain in situ. Tags in non-conductive environments must agree in polarity with the statement preceding it. Reduced interrogatives may or may not agree in polarity

depending on the use: to signal listening or agreement with the previous speaker, or to indicate disagreement.

The study identified that, in Allete, there is no **'-m'** suffix in content interrogatives. Like in polar questions, there is no obligatory **wh**-phrase movement in the derivation and **wh**-constituents remain in-situ. Allete allows multiple **wh**-feature in a single sentence. [+human] question word is different from [-human] question words, so lexical features also play a minor role in describing interrogatives in Allete. The language on the declarative sentence and polar interrogative uses the Focus particle **'kulaj'** and the other content questions use **'ada'**. The declarative sentence can be focused or remain neutral.

The choice of intonation pattern also roughly corresponds to falling and rising intonation. A high pitch is associated with a lack of information or a request for confirmation (information on the truth of a proposition). This can be either on the **wh**-question word in content questions or sentence-final in polar questions. In contrast, a polar question with falling pitch (e.g. reduced question) indicates completeness or certainty and therefore mainly functions to confirm the speaker that he is being listened to.

Echo questions can be constructed from different types of sentence: one in which a preceding sentence is repeated, and one in which a **wh**-expression replaces part of the stimulus or the sentence of the object. Moreover, the study examines that echo questions do not have independent syntactic structure as the result of this they reflect the structure of the main statement. The study shows that the grammatical areas of morphology, syntax, lexicon and intonation are all part of the description of Allete interrogative constructions.

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DECLARATION

I, the undersigned, declare that this thesis is my own original work and all sources of materials (e.g. books and journals) used for the thesis have been duly acknowledged.

zelalem Gudeta

January 2013

Addis Ababa University, School of Graduate studies

CONFIRMATION

This thesis has been submitted for examination with my approval as thesis advisor.

Anne-Christie Hellenthal (Ph.D)

Advisor

January 2013

Addis Ababa University School of Graduate Studies