

THE AUXILIARY IN AMHARIC AND ENGLISH

A CONTRASTIVE STUDY

by

Sisaye Makonnen

Institute of Language Studies

Addis Ababa University

Addis Ababa

May, 1983

THE AUXILIARY IN AMHARIC AND ENGLISH
A CONTRASTIVE STUDY

A Thesis
Presented to
The School of Graduate Studies
Addis Ababa University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Foreign Language

by
Sisaye Makonnen
May, 1983

ABSTRACT

The thesis is a contrastive study of the auxiliary in Amharic and English, using TG model.

In the study, the surface and deep structures of the auxiliary in Amharic and English have been described and analysed separately. Then, the surface structure contrast and the deep to surface structure contrast of the two languages have been investigated.

On the basis of this contrastive analysis it has been found that the constituents of the auxiliary in English (i.e., Tense, Modal and Aspect) are systematically different from the constituents of the auxiliary in Amharic (i.e., Aspect, Modal and Tense) even in this order. Based on the result of this comparison, hypothetical predictions of errors have been made which may be committed by Amharic speakers in learning the auxiliary in English.

Finally, pattern practice based on the generative and transformational rules discussed in the study has been recommended as a method of overcoming the predicted errors.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	<u>Page</u> III
CHAPTER	
1. INTRODUCTION	
1.1 The Problem and Definitions of Term Used	1
1.2 Problem	1
1.2.1 Statement of the Problem	2
1.2.2 Importance of the Study	2
1.3 Review of Literature	2
1.4 The Transcriptions in the Text	3
1.5 Theoretical Framework	5
2 THE AUXILIARY IN AMHARIC	7
2.1 Aspect	7
2.2 Modal	9
2.3 Tense	10
2.4 The PS Rules of the Amharic Auxiliaries	12
2. 5 Sentences in Amharic	16
2.5.1 Affirmative Sentences	16
2.5.2 Questions	17
2.5.3 Negatives	22
2.5.4 Tag Questions	26
2. 5.5 Passives	29
3 THE AUXILIARY IN ENGLISH	33
3.1 Tense	33
3.2 Modal	34
3.3 Aspect	37
3.4 The PS Rules of the English Auxiliaries	38
3.5 Sentences in English	41
3.5.1 Affirmative Sentences	41
3.5.2 Questions	42
3.5.3 Negatives	47
3.5.4 Tag Questions	48
3.5.5 Passives	51

4. THE AUXILIARY IN AMHARIC AND ENGLISH A CONTRASTIVE ANALYSIS	54
4.1 The PS Rules of the Amharic and English Auxiliaries	54
4.1.1 Aspect	54
4.1.2 Modal	55
4.1.3 Tense	56
4.2 Deep to Surface Contrast of the Amh and Eng Auxiliaries	57
4.2.1 Aspect	57
4.2.2 Modal	57
4.2.3 Tense	58
4.3 The Surface Structures of the Amh and Eng Sentences	59
4.3.1 Questions	59
4.3.2 Negatives	60
4.3.3 Tag Questions	61
4.3.4 Passives	61
4.4 Deep to Surface Contrast of the Amh and Eng Sentences	62
4.4.1 Questions	62
4.4.2 Negatives	65
4.4.3 Tag Questions	66
4.4.4 Passives	67
5.	
5.1 Summary	68
5.2 Hypothetical Predictions of Errors Based on the Contrast	70
5.3 Conclusion	73
BIBLIOGRAPHY	76

ACKNOWLEDGMENTS

I am greatly indebted to my advisor Dr. Klaus Wedekind whose valuable suggestions, comments and questions have helped me in completely revising this thesis. So, my first heart-felt thanks go to him for his willingness to help me by sacrificing his precious time.

I am also grateful to Dr. Hailu Araaya whose advice and contrastive criticism have become my guiding principles in the Graduate School and in writing this thesis again.

I am equally thankful to Dr. Taddese Beyene whose comments and suggestions have helped me in rewriting this thesis all over again.

My thanks also go to Ato Habte Mariam Marcos who has sacrificed his very busy hours in reading this paper and in giving his valuable suggestions towards its improvement.

Finally, I am deeply grateful to all my instructors in the Graduate School whose courses have helped me in one way or another in Writing this study.

S.M

CHAPTER 1

INTRODUCTION

1.1 The Problem and Definitions of Term Used.

This thesis deals with the problem of learning the English auxiliary as encountered by students in secondary schools in Ethiopia. The writer has been observing this problem for some years. This may have been recognised by others, but the writer of this study has not come across any research made on it.

Twaddell in his analysis of the auxiliary in English has touched upon the difficulty in learning the auxiliary. He has written about the importance and the high frequency of this category of grammar.¹ He has recognised the grammar of the auxiliaries as a major learning problem.²

In Ethiopia, the problem of secondary school students in learning English is similar to what Twaddell has said. So, the following incorrect sentences made by these students may show the extent of this problem.

- a. I go to school yesterday.
- b. My mother cooking food now.
- c. We had been eaten oranges.
- d. We have study English.
- e. I am open the door.
- f. I was eaten my lunch.
- g. He was sent the letter.
- h. The boy was came yesterday.
- i. I am not played football yesterday.

The causes of the above errors in learning English may be many. According to Johansson an error can be explained by interlingual interference only i.e., by the differences between the native and the foreign language. Often an error could be described as being due to interference within the foreign language (intralingual interference). Sometimes, there is no clear-cut boarderline between interlingual and intralingual interference.³

¹W.F Twaddell. The English Verb Auxiliaries. (Providence, Rhode Island: Brown University Press, 1963.) P.1

²Ibid. P.25

³Stig Johansson. "The Uses of Error Analysis and Contrastive Analysis." (Part I) Language Learning. 29(1975):251

In his article on the same topic in the same journal, Johansson says CA (Contrastive Analysis) should be used to explain difficulties which have already been observed rather than to predict such difficulties.

Beyond and above the importance of CA in explaining learner's difficulties, he points out the advantage of confronting two languages, from the point of view of translation theory, language typology and the study of language universals. It can also be an excellent way of highlighting the structure of the languages compared. This means that CA could be an aid in formulating accurate descriptions of individual languages.⁴

To the writer's knowledge, CA of the present topic has not been done by any other person yet.

1.2 Problem

1.2.1 Statement of the Problem. It was the purpose of the study,

1.2.1.1 To describe and analyse the auxiliary in Amharic and English;

1.2.1.2 To make a contrastive analysis of the auxiliary in Amharic and English;

1.2.1.3 To make a hypothetical prediction of errors based on the contrast;

1.2.1.4 To suggest a method of overcoming the predicted errors in teaching the English auxiliary to Amharic speakers.

1.2.2 Importance of the Study. The communicative use of English by students has been decreasing continuously in the government secondary schools in Ethiopia. There are a number of causes for this. One of the reasons may be that the tests and the examinations in secondary schools are multiple choice tests of the Ethiopian School Leaving Certificate Examination model (ECLCE). This condition has made the students develop their recognition skills at the expense of their productive skills. The text books and the method of teaching are oriented towards the former goal.

⁴ Stig Johansson. "The Uses of Error Analysis and Contrastive Analysis." (Part II) PP.331-334

So, in the present study, the structural differences of the auxiliary in Amharic and English may be clearly seen. These dissimilarities may help to predict the likely areas of interference when Amharic speakers learn English as a foreign language. Writers of English teaching material, as well as teachers of English having identified these areas of interference, will be in a better position to prepare relevant lessons.

The solution of this nation-wide problem needs a lot of research, and there is no adequate material on the problems of teaching English to Amharic speakers yet. It is hoped that the present study of Amharic and English auxiliaries may help in teaching the English auxiliary to Amharic speakers.

1.3 Review of Literature.

Much has been written about CA and its use in foreign language teaching. So in light of the objective of this thesis, the growth, the development and the use of CA will be discussed briefly.

Literature On Contrastive Analysis

Dykstra in an article gives the dictionary definition of "Contrast" as difference in qualities as shown by comparison.⁵

In a book on contrastive analysis, Lotz in his "Introductory Remarks" also writes about contrastive analysis: "Contrastive analysis the close scrutinizing comparison of two related items is, of course, old in the study of language."⁶

What Ruth Hok has written is close to Lotz statement. She says presenting items in contrast has been recognised as an effective teaching procedure at least since the time of Aristotle. Hok also

⁵Gerald Dykstra. "Perspective On the Teacher's Use of Contrast" Language Learning.6(1956):1

⁶John Lotz. "Introductory Remarks" in Report of the Nineteenth Annual Round Table Meeting On Linguistics and Language Studies. by James E. Alatis (Washington D.C: Georgetown University Press, 1968.) P.1

writes that those who do not yet apply CA in teaching can facilitate their work if they do so. According to Hok, contrastive analysis answers Two important questions of teaching: these are; what items shall I teach? and how shall I teach them?⁷

Afolyan in his article on contrastive linguistics also gives three distinct uses of the contrast in teaching. The first is its being an efficient guide in determining syllabus content. The second is its usefulness in effective grading and staging of syllabus material selected. That is, in applying the well-tried educational principles from the known to the unknown, the easy to the difficult or simple to complex. The third one is that it can provide help in the presentation of materials in class.⁸

However, the advent of Chomsky's revolutionary linguistic theory has turned the attention of linguists to both the surface and the deep structure of language in their contrast.

So, Di Pietro in his contribution to the 19th Annual Round Table Meeting (1968) defines contrastive analysis in the following way; "CA can then be defined as the process of showing how each language interprets universally shared features as unique surface forms."⁹

Besides, Stockwell in his contribution to the same Meeting writes that the underlying structures of languages share an enormous amount of similarity, and the differences of surface structure result from different transformational rules.¹⁰

At present it appears that contrastive analysis is not only confined to the analysis of surface difference of languages; but also to discover universal features of languages and to achieve good results in teaching both surface and deep contrasts of languages are proposed by linguists.

⁷Ruth Hok. "Contrast: An Effective Teaching Device." Language Teaching. 17(1963):118-122

⁸A. Afolayan. "Contrastive Linguistics and the Teaching of English as a Second or Foreign Language." Language Teaching. 25(1970):228-29

⁹Di Pietro. "Contrastive Analysis and the Notion of Deep and Surface Grammar." p.68

¹⁰Robert P. Stockwell. "Contrastive Analysis and Lapsed Time." P.22

1.4 The Transcriptions in Text.

In the contrastive study of the Amharic and English auxiliaries, it has been necessary to transcribe the words, phrases or sentences of Amharic while comparing the two languages. For this study, the following symbols are used, based on the transcriptions in Bender and Hailu's Amharic Verb Morphology.¹¹

p: vl bilabial stop	j: vl palatal affricate
b: vd bilabial stop	š: vl palatal fricative
ɸ: vl bilabial glottalized	ž: vd palatal fricative
m: vd bilabial nasal	c': vl palatal glottalized
f: vl labiodental fricative	ɸ: vd palatal nasal
t: vl alveolar stop	y: vd palatal semi v
d: vd alveolar stop	k: vl velar stop
s: vl alveolar fricative	g: vd velar stop
z: vd alveolar fricative	h: vl glottal fricative
w: vd bilabial semi v	? : vl glottal stop
t': vl alveolar glottalized	k': vl velar glottalized
s': vl alveolar glottalized	k'w: vl velar glottalized labialization
n: vd alveolar nasal	g'w: vd velar stop labialization
l: vl alveolar lateral	h'w: vl glottal fricative labialization
r: vl alveolar semi v	k'w: vl velar glottalized labialization
c: vl palatal affricate	

Vowels

i: front spread closed	a: front spread open
e: front spread half-closed	u: back round closed
ɨ: central spread closed	o: back round half-closed
ɤ: central spread half-open	

1.5 Theoretical Framework.

William G. Moulton in an article to the 19th Annual Round Table Meeting gives two reasons for using a model in contrastive study. His first reason is that one needs a scheme for human language that will account for what one can observe directly and infer indirectly. The second is that it is practically necessary to device a framework which one can apply while contrasting two languages.

¹¹ M. Lionel Bender and Hailu Fulass. Amharic Verb Morphology. (East Lansing, Michigan: The African Study Center Michigan State University, 1978) P.14

According to Moulton, it's with such a framework at one's disposal that can one put the two languages side by side, note the contrasts, and then hope to understand the interference they will produce in the learner.¹²

In this study, the T.G model has been used. Hence, the surface structures of the auxiliary in Amharic and English have been contrasted. An attempt has also been made to contrast the transformational rules of the auxiliaries of both languages from deep to surface structure.

Finally, the writer has found useful Jacobs and Rosenbaum's method of analysis of the idiosyncratic features of an element in the deep structure as they have used it in their book English Transformational Grammar. The usefulness of the feature analysis is stated in the words of Jacobs and Rosenbaum as follows: "These features may influence in important ways the choice of words and arrangement of words in surface structure."¹³

So, in this study their method of analysis has been adopted. Their method of analysis is essential in the description and analysis of the auxiliary in Amharic and English because it clearly shows the individual features of element of the auxiliaries in the deep structure. This helps to identify the element easily.

¹² Moulton. "The Use of Models in Contrastive Linguistics." p.28

¹³ A. Jacobs and Peters S. Roenbaum. English Transformational Grammar. (New Delhi: Wiley Eastern Limited, 1968.) p.62

CHAPTER 2

The Auxiliary in Amharic

The auxiliary in Amharic Shows past, present or future action and time and it also indicates probability or uncertainty of an action which is going to take place, which would have taken place or which has taken place.

The past, present or future action is identified by an aspect; the past, present or future time by a tense-marker and the probability or uncertainty of an action (which is going to take place, which would have taken place or which has taken place) is shown by a modal.

- E.g a. t₁nant matt'a (perf, past) 'He came yesterday.'
 b. yewmatt'a (perf, nonpast) 'Look! He is coming.'
 c. mattoall (complex s, tense-marker) 'He has come.'
 d. matt'onabbara (complex s, tense-marker) 'He had come.'
 e. yimat'ay, honall (complex s, modal nonpast) 'He may come.'

Therefore, the constituents of the auxiliaries are aspect, modal and tense.

2.1 Aspect. Aspect determines the morphological shape of a verb root whose consonant radicals give the basic lexical meaning of the verb root and the vowel morphemes (aspect morphemes which associate with the radicals) indicate the various meanings of a verb e.g whether it is past, present or future action.

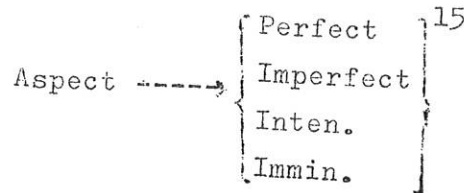
- E.g a h-d- (verb root) -e- (aspect morphemes)
hed 'He went'
 b. h-d- (verb root) -e-o (aspect morphemes)
hedo! 'He has gone!'
 c. -h-d (verb root) -e- (aspect morpheme)
y, hed? 'Will he go?'

Taddese in his Tense in Amharic has clearly indicated the constituents of an aspect as follows:

Aspect ---- { Perfective }¹⁴
 { Imperfective }

¹⁴Taddese Bayene. Tense in Amharic. n.d Unpublished. P.20.

However, Hailu gives the parts of an aspect as;



What Hailu calls "perfect" and "imperfect aspect refers to the same data as the "perfective" and "imperfective" aspect of Taddese. Moreover, that which is included as "intentional" aspect is an imperfective aspect which begins with prefix la-. This may be included under the imperfective aspect. But in the writer's analysis ¹⁶ "imminent" will be excluded, because the verb forms which Hailu considers as "imminent" aspect are infinitives or verbal nouns which begin with the prefix ma-. Here these verbal nouns will not be considered like other forms of verb roots which are grouped under the perfective and imperfective aspect because in sentences these verbal nouns perform the function of a noun.

- E.g a. limta new (imperf, nonpast) 'He will come.'
 b. limta nabbara (imperf, past) 'He was going to come.'
 c. mantatu new (infin, nonpast) 'He is to come'
 d. mantatu nabbara (infin, past) 'He was to come'

So for this study the "aspect" will be taken as consisting of the "perfective" and "imperfective" aspect only.

2.1.1 Perfective Aspect. Perfective aspect expresses present or past action.

- E.g a. twat heda (perf) 'He went in the morning.'
 b. yaw heda (perf) 'Look! He is going.'

Hailu states that the perfect aspect indicate a completed action.¹⁶ This description does not fit the example given in b above: The perfective aspect in b expresses a present action which is going on. (i.e., an incompleated action)

¹⁵ Hailu Fulass. The Auxiliary in Amharic n.d Unpublished P.6
¹⁶ Ibid. P.3

Besides, Leslau writes that the perfect aspect most of the time expresses past tense. He adds that the term 'past' has been avoided in his book because the perfect occasionally expresses tenses other than past.¹⁷ This description does not elaborate which tenses in particular are identified by perfect aspect.

2.1.2 Imperfective Aspect. An imperfective aspect indicates present or future action.

- E.g a. yimataall(imperf) 'He comes, he will come or he is coming.'
 b. limata naw (imperf) 'He will come or he is going to come.'

2.2 Modal. In Amharic "modal" is an optional constituent of the auxiliary. It shows probability or uncertainty of an action which is going to take place, which would have taken place, or which has taken place.

- E.g a. saymata aykarim 'He may come.'
 b. yihed yimaslappall 'I think, he may go.'
 c. yimata noroall 'He would have come.'
 d. motto noroall 'I don't know that he has come.'
 e. yimata yihonall or
 yimatayihon yihonall 'He may come.'
 f. motto yinor yihonall 'Having come, he may be present.'

However, according to Hailu, the modals in Amharic are only yihon and noro. He says;

The modals that are a part of the Amharic auxiliary are yihon and noro. The modal yihon (derived from hona 'he became') has the shape of the imperfect. The modal noro (derived from the verb nora 'he lived') has the shape of the gerundive perfective. --- both yihon and noro are fixed, i.e., they can not be declined at all.¹⁸

¹⁷Wolf Leslau. Amharic Textbook. (Wiesbaden: Otto Harrassowitz, 1967) P.64.

¹⁸Hailu. The Auxiliary in Amharic. P.4.

However, the modal in Amharic may not be limited to only y.hon and noror. There may even be more than those given in the examples above.

Hailu also gives restrictions for the use of the modal in Amharic. He states that the modal is an optional constituent of the auxiliary; the modal does not occur with the simple perfect and the tense-marker, for the modal is always all.¹⁹

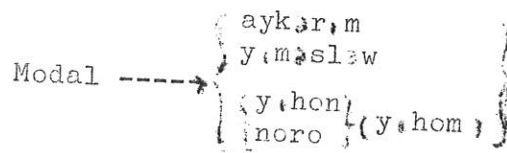
The tense-marker for the modal need not always be all.

E.g a saymata aykar,m Ø 'He may come.'

b. yamsta y.məslaw nəbbəɾə 'He thought he would come.'

c. saymata aykar,m nəbbəɾə 'He would have come.'

So, the modal in Amharic may be rewritten as;



2.3 Tense. In Amharic, tense indicates the time of the action of a verb, whether it is past or nonpast.

Here, the description and analysis of the tense does not differ much from Taddese's Tense in Amharic.²⁰ In his analysis, the copulative verbs (naw and all) are used with the same name, with perfective and imperfective aspect, to make complex sentences and they also show the tense of these sentences.

The copulative verbs have the same morphological shapes when they are used as copula and as tense-markers. But they do not have the same sense when they are used as copula and tense-markers in predicative sentences on the one hand and as tense-markers in complex sentences on the other.

E.g a. aləmu təmari naw (copula, nonpast) 'alemu is a student.'

b. aləmu gənəb allaw (copula, nonpast) 'Alemu has money.'

¹⁹ Ibid. P.5

²⁰ Taddese. Tense in Amharic. PP.1-26

- c. alemu limata new (Complex s, nonpast) 'Alemu will come.'
 d. alemu mattoall (complex s, nonpast) 'Alemu has come.'

Here, to simplify the analysis of tense the copula in a predicative sentence will be referred to as both a "copulative verb" and as a "tense-marker", but with a complex sentence, only as a "tense-marker".

The copulative verbs may show the state of being or having certain characteristics. This is indicated by the copula new. Or they may indicate possession of something by the copula alle.

- E.g a. abbaba astamari new (copula, nonpast) 'Abebe is a teacher.'
 b. abbaba astamari nabbara (copula, past) 'Abebe was a teacher.'
 c. abbaba mashaf allew (copula, nonpast) 'Abebe has a book.'
 d. abbaba mashaf nabbarow (copula, past) 'Abebe had a book.'

Both alle and new may also express the presence of a thing. E.g issu bet alle or issu bet new means, 'He is in the house.'

2.3.1 Nonpast. The tense-markers for nonpast are alle and new. Both alle and new are used with the perfective and imperfective aspect to form complex sentences.

- E.g 1. yibalall (Complex, imperf, nonpast) 'He eats, he will eat or he is eating.'

The different meanings of the above example may explicitly be indicated by temporal adverbs.

- a. hullgize yibalall (simple present, habitual action) 'He always eats.'
 b. naga yibalall (simple future) 'He will eat tomorrow.'
 c. ahun yibalall (present continuous) 'He is eating.'
 2. baltoall (complex, perf, nonpast) 'He has eaten.'
 3. libala new (complex, imperf, nonpast) 'He will eat or he is going to eat.'

2.3.2 Past. The tense-marker which shows past is nabbara. However, the perfective aspect which is used with simple sentences has no visible tense-marker on the surface structure. It shows past time unless one uses some other temporal adverb to show some other time.

- E.g a. issu motta (simple, perf, past) 'He came.'
 b. issu rota (simple, perf, past) 'He ran.'
 c. issu heda (simple, perf, past) 'He went.'

"nabbara," the past tense-marker is also used with the perfective and imperfective aspect to form complex sentences which are past.

- E.g a. yirot nabbara (complex, imperf, past) 'He was running.'
 b. lirot nabbara (complex, imperf, past) 'He was to run.'
 c. roto nabbara (complex, perf, past) 'He had run.'

To summarize, in Amharic a tense is either nonpast or past. In a predicative or complex sentence the nonpast tense-markers are now and alla and their past tense-marker is nəbbərə. However, the perfective aspect which is used with a simple sentence is a past tense. So,

Tense-----→ { Nonpast
Past }

Nonpast---→ { alla
now }

Past-----→ nəbbərə

2.4 The PS rules of the Amharic Auxiliaries.

The preceding brief description and analysis of the auxiliary in Amharic may be summed up by the following rewrite rules.

1. Aux-----→ Aspect+ (Modal)+ Tense
2. Aspect-----→ { Perfective
Imperfective }
3. Modal-----→ { ayk'ər,m
y,məslaw
{ y,hon, y,hon }
[noro] }
4. Tense-----→ { Nonpast
Past }
5. Nonpast-----→ { alla
now }
6. Past-----→ nəbbərə

Conditions: 1. In generating a sentence which has both an aspect and a tense, only the following combinations are allowed.

- a. { Perf
Imperf } + { 0+inton
alla
nəbbərə }
- b. 1 Imperf + { now
nəbbərə }

2. In generating a sentence which has all of the constituents of the auxiliary i.e., an aspect, modal and a tense only the following combinations are allowed.

- a. sa-+Imperf+aykeram+ $\begin{Bmatrix} \emptyset \\ \text{nəbbərə} \end{Bmatrix}$
- b. $\begin{Bmatrix} \text{Perf} \\ \text{Imperf} \end{Bmatrix}$ + yimeslaw + $\begin{Bmatrix} \text{alla} \\ \text{nəbbərə} \end{Bmatrix}$
- c. $\begin{Bmatrix} \text{Perf} \\ \text{Imperf} \end{Bmatrix}$ + $\begin{Bmatrix} \text{yihon} \\ \text{noro} \end{Bmatrix}$ + (yihon) + alla
- d. Perf + yihon + nəbbərə

E.g 1. a. mətto! 'He has come!'

b. yiməta? 'Shall he come?'

c. məttoall 'He has come.'

d. yiməta nəbbərə 'He was coming.'

e. liməta nəw 'I will come.'

f. liməta nəbbərə 'He was going to come'

2. a. sayməta aykeram $\emptyset$ 'He may come.'

b. sayməta aykeram nəbbərə 'He might have come.'

c. yiməta yimeslawall 'He thinks he will come.'

d. yiməta yimeslaw nəbbərə 'He thought he would come.'

e. yiməta yihonall 'He may come.'

f. yiməta noroall 'He might have come.'

g. mətto yihon yihonall 'Probably, he has come.'

h. mətto noro yihonall 'Having come, he may be present.'

i. mətto yihon nəbbərə 'They might have come.'

j. mətto yihon nəbbərə 'They might have come.'

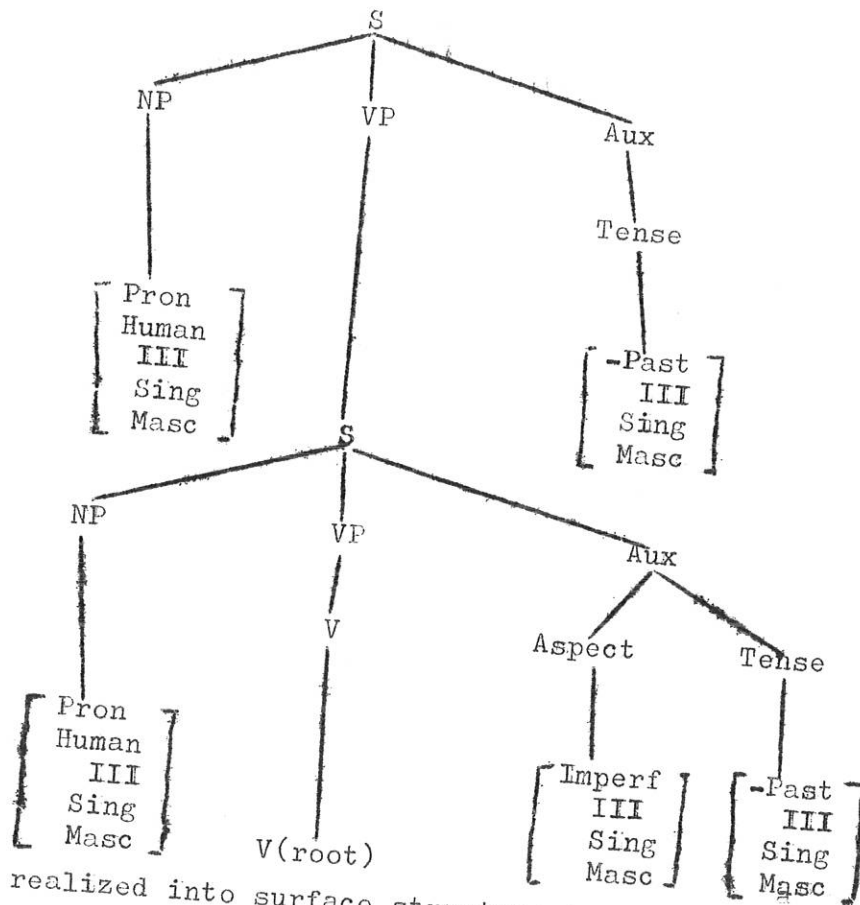
Now the writer will attempt to show the deep structures of the auxiliary in Amharic and how they are realized from deep to surface structure, using the following examples.

E.g a. y.mətall

b. mətta

c. issu təmari nəw

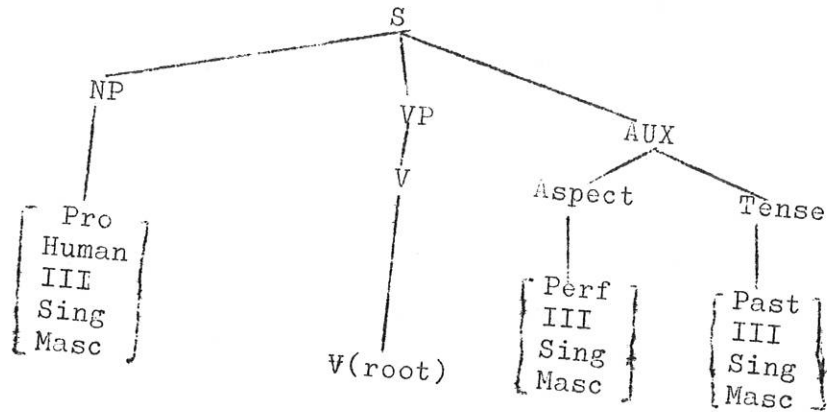
a. y.mə'tall



It may be realized into surface structure by applying the following rules:

- a. By identical noun phrase deletion rule; this deletes the pronoun subject of the embedded sentence:
 'ssu + 'ssu + m-t-all + allə
 'ssu + m-t-all + allə
- b. By copying the correct imperfect aspect into the verb root:
 'ssu + mə'taall + allə
- c. By deleting the tense of the embedded sentence which is similar to the tense of the matrix sentence:
 'ssu + mə'ta + allə
- d. By affix-hopping which attaches the tense- marker to the imperfect aspect and prefixes the correct personal affix to the verb:
 'ssu + y.mə'tall
- e. By deleting the subject of the matrix sentence after the verb has got its personal affix which indicates the subject:
 y.mə'tall

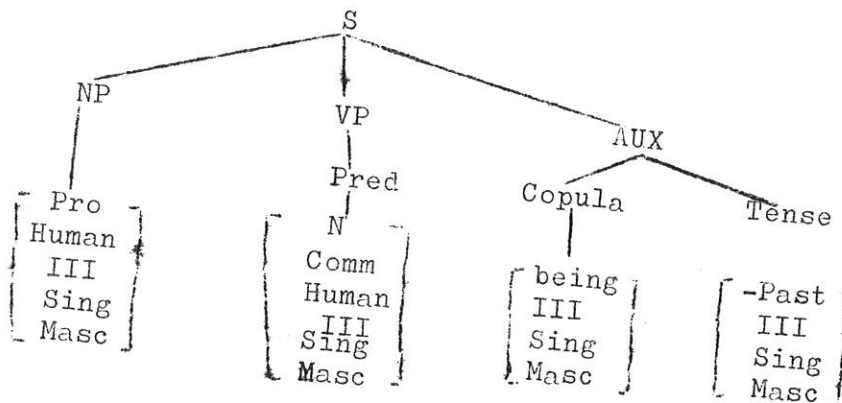
b. māt'ta



It is realized into surface structure as follows:

- By copying the correct perf aspect into the verb root:
 issu + m-t-
 issu + māt'ta
- By affix-hopping which attaches the tense-marker to the perf aspect.
 Here, the tense-marker of this simple sentence is past which is not visible on the surface structure:
 issu + māt'ta +
- By deleting the subject after the perf aspect has got its correct personal suffix:
 māt'ta

c. issu tōmari nōw



It may be realized into the surface structure by attaching the correct tense-marker to the copula. Here, the tense-marker becomes part of the copula. Then, the copula will be the tense-marker as well as the verb of the sentence. After that, by replacing the idiosyncratic features of each constituent with the correct element.

2.5 Sentences in Amharic. The main aim of this sub-section is to describe the position and the function of the Amharic auxiliaries in the affirmative as well as in the different transformations of sentences.

Here, the normal order of the Amharic sentences will be considered.

2.5.1 Affirmative Sentences. In this discussion the interest is in the affirmative sentences which have separate subject, object or attribute, verb and auxiliary.

Cotterell in his article entitled "The Amharic Primary Natural Sentence," quotes the research made on Amharic language by Russel G. Davis. The quotation reads, "The verb in the last position is firmly fixed in written Amharic. Of our total of 1,697 sentences we found only 20 occurrences of a verb that was not in the last position."²¹ From the observation of the writer of this study in Amharic speaking communities this can be confirmed for in spoken Amharic as well.

In the final section of his article Cotterell writes about the order of the affirmative sentence as the subject coming at the beginning of a sentence, followed by a direct object, then the indirect object and finally the verb comes at the end.²²

What Dawkins has written about the order of the Amharic sentences is not different from that of Cotterell. When subject, object or attribute are independent of the verb form, the normal, but not invariable, order is; subject, object or attribute and verb.²³

This short explanation indicates the common order of the Amharic sentences. So, in a sentence, the position of the auxiliaries is with the verb root at the end of a sentence. An affirmative sentence in Amharic may be rewritten as;

S ----> NP + VP + Aux

²¹F.P. Cotterell. "The Amharic Primary Neutral Sentence." Journal of Ethiopian Studies. 4, No.2(1966) P. 20.

²²Ibid. P.30.

²³C.H. Dawkins. The Fundamental of Amharic. (Addis Ababa: Sudan Interior Mission, 1960.):37-40.

E.g a. bakk'ala injera yibjall
NP VP AUX

'Bekele eats injera, Bekele will eat injera or Bekele is eating injera.'

b. lajju kwass licaawat naw
NP VP AUX

'The^{boy} will play football or the boy is going to play football.'

c. abbaba astamari nabbara
NP VP AUX

'Abebe was a teacher.'

2.5.2 Questions. Under this sub-topic the discussion is limited to the common order of questions in Amharic. Like the affirmative sentences, Amharic questions have a common order which is used in spoken and in written Amharic.

There are two types of questions: The first may be called Yes/No questions and the second Wh-questions.

2.5.2.1 Yes/No questions. A sentence is transformed into a Yes/No question by intonation or by adding -n or way at the end of an affirmative sentence without changing the form and the order of the sentence. The three ways of transforming sentences into a question do not differ in meaning. They are interchangeable. Any one of the three may be used as an alternative of the other two.

E.g a. {ssu hedə + inton? } 'Did he go?'
{ssu hedə + n? }
{ssu hedə + way? }

b. {ssu hedəall + inton? }
{ssu hēdēall + n? } 'Has he gone?'
{ssu hedəall + way? }

c. {ssu hedonəbbərə + inton? }
{ssu hedonəbbərə + n? } 'Had he gone?'
{ssu hedonəbbərə + way? }

However, nowadays, in spoken as well as in written Amharic way is more commonly used to ask a question than the other two. At present, -n is rarely used except in formal speech and in written Amharic. Asking question by intonation is usually heard in spoken Amharic.

The common order of an Amharic affirmative sentence is NP + VP + AUX. To transform this into a question one of the three ways of changing an affirmative sentence into a question is attached to the end of the

- E.g a. bəkk'ələ injəra yibəlalall 'Bekele eats injera, Bekele will
NP VP AUX eat injera or Bekele is eating
injera.'
- b. lɨjju kwass lɨcawət nəw 'The ^{boy} will play football or
NP VP AUX the boy is going to play football.'
- c. abbəbə astəmari nəbbərə 'Abebe was a teacher.'
NP VP AUX

2.5.2 Questions. Under this sub-topic the discussion is limited to the common order of questions in Amharic. Like the affirmative sentences, Amharic questions have a common order which is used in spoken and in written Amharic.

There are two types of questions: The first may be called Yes/No questions and the second Wh-questions.

2.5.2.1 Yes/No questions. A sentence is transformed into a Yes/No question by intonation or by adding -n or way at the end of an affirmative sentence without changing the form and the order of the sentence. The three ways of transforming sentences into a question do not differ in meaning. They are interchangeable. Any one of the three may be used as an alternative of the other two.

- E.g a. issu hedə + inton? } 'Did he go?'
issu hedə + n? }
issu hedə + way? }
- b. issu hedəall + inton? }
issu hēdəall + n? } 'Has he gone?'
issu hedəall + way? }
- c. issu hedənəbbərə + inton? }
issu hedənəbbərə + n? } 'Had he gone?'
issu hedənəbbərə + way? }

However, nowadays, in spoken as well as in written Amharic way is more commonly used to ask a question than the other two. At present, -n is rarely used except in formal speech and in written Amharic. Asking question by intonation is usually heard in spoken Amharic.

The common order of an Amharic affirmative sentence is NP + VP + AUX. To transform this into a question one of the three ways of changing an affirmative sentence into a question is attached to the end of the

affirmative sentence order. So, transformational rules may be rewritten as;

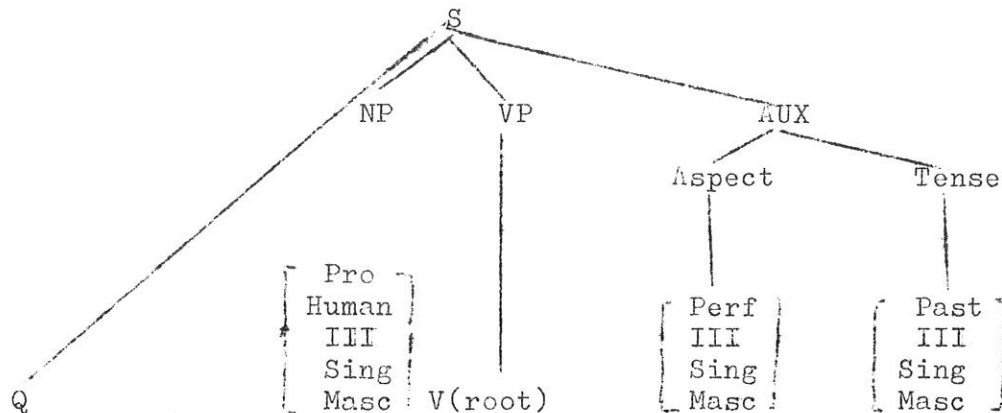
Yes/No Question Transformation

SD: Q + NP---VP---Aux
 SC: 1 2 3 4--- 2-3-4 { $\begin{matrix} \text{inton} \\ \text{-n} \\ \text{way} \end{matrix} \}$

In the Structure Change Q is replaced by one of the three question forming particles.

The examples given above in a and b may have the following deep structures respectively.

a. The deep structure of the sentence in A.



It may be realized into surface structure question as follows:

a. By copying the perf aspect into the verb root:

Q + ssu + h-d-

Q + ssu + hed₂

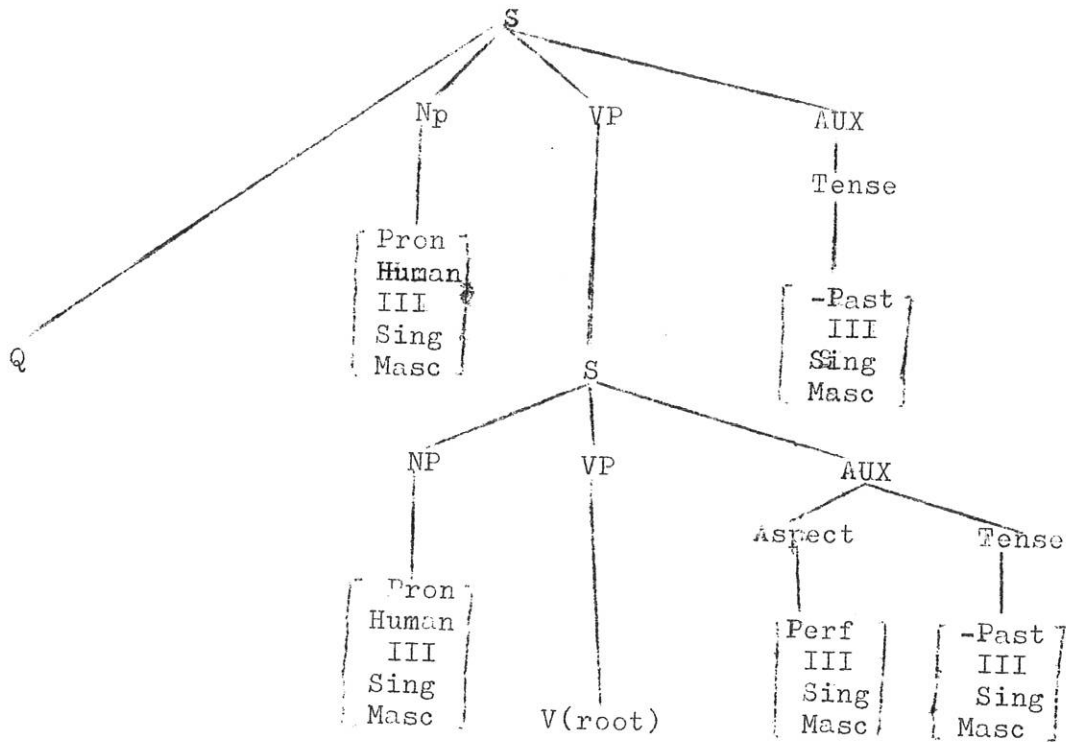
b. By tense-affix that attaches a tense-marker to the perfective aspect which is not visible on the surface structure:

Q + ssu + hed₂ + Ø

c. By substituting the question marker by either inton, -n, or way at the end of the sentence to change the sentence into a surface structure question:

ssu + hed₂ + { $\begin{matrix} \text{inton} \\ \text{-n} \\ \text{way} \end{matrix} \}$

b. The deep structure of the sentence in b.



The question may be realized into surface structure as follows:

a. By identical subject deletion rule which deletes the subject of the embedded sentence:

Q + :ssu + :ssu + h-d-all + all

Q + :ssu + hed-all + all

b. By copying the perf aspect into the verb root to give the verb the correct shape:

Q + :ssu + hedoall + all

c. By deleting the tense-marker of the embedded sentence which is identical with the tense-marker of the matrix sentence:

Q + :ssu + hedo + all

d. By tense-affix which attaches the correct tense-marker to the verb:

Q + :ssu + hedoall

e. By substituting the question marker by either inton, -n or why at the end of the sentence:

:ssu + hedoall + { inton
-n
why }

2.5.2.2 Wh-questions. When Dawkins discusses the order of sentences, he says that a word or a phrase that is to be emphasized should be placed before a verb. Dawkins goes on to say that an interrogative word or phrase, since the whole interest of the question lies on it, is generally used before a verb.²⁴

So, here, the discussion about Wh-questions will be limited only to question words which are placed before a verb.

In Amharic, these interrogative words are either interrogative pronouns or adverbs. The most important ones are:

<u>Pronouns</u>	<u>Adverbs</u>
man 'what'	mace 'when'
mann 'who'	yat 'where'
yatu 'which'	ndet 'how'
	lamin 'why'

- E.g a. issu man wassade? 'What did he take?'
 b. mann t. galgallah? 'Whom are you looking for?'
 c. mace t. metallah? 'When will you come?'
 d. yat hedah nabbare? 'Where had you gone?'

Based on the previous discussion about the common order of the affirmative sentences and this short analysis of the Wh-question, its transformation may be written as follows:

Wh-question Transformation

SD: Q + NP-VP-Wh Q-Aux

SC: 1 2 3 4 5---->(2)-4-3-5

In the Wh-question transformation, the NP Which is represented by 2 is optional. When the question is about the NP it is obligatorily omitted. The question word is represented by 4 precedes the VP which is shown by 3 and then the auxiliary is followed and that is indicated here by 5.

²⁴ Ibid.

Jacobs and Rosenbaum consider all question in English as interrogative pronouns. They show the difference between the interrogative pronouns and adverbs in the feature analysis of a question word. So, Jacobs and Rosenbaum say, "WH-questions are questions about noun phrases. The WH-question words 'who', 'what', 'when', 'where', and 'which' are interrogative pronouns."²⁵

Hence, in the analysis of Wh-question in Amharic the writer of this study has applied Jacobs and Rosenbaum's method of analysis because the writer thinks that in the analysis of Wh-question in Amharic, it will not be wrong if both the interrogative pronouns and adverbs are included under the interrogative pronouns as long as their differences are clearly indicated in the features of the individual question word.

The interrogative pronouns are replaced by pro-constituents in the deep structure i.e., elements which are not specified.

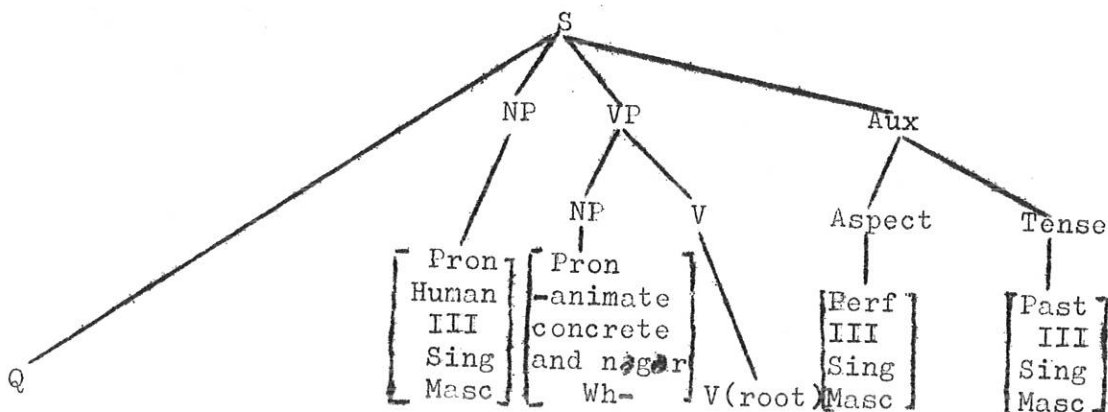
The Amharic interrogative words may be replaced by the following pro-constituents in the deep structure.

m:n by and n:gar	yat by and bota
mann " and saw	ndet " and huneta
m:ce " and gize	lom,n " and m:knayat

The Wh-questions in a and b may have the following deep structures.

a. issu m:n w:ssada?

from the deep structure (issu and n:gar w:ssada)



²⁵ Jacobs and Rosenbaum. English Transformational Grammar. P.153.

It may be realized into surface structure Wh-question as follows:

a. By copying the proper perfect aspect into the verb root:

Q +issu + and nāgar + w-s-d-

Q +issu + and nāgar + wassada

b. By tense-affix that attaches a tense-marker to the perf aspect and it is not visible on the surface structure:

Q +issu + and nāgar + wassada + Ø

c. By replacing the question marker by and nāgar in front of the sentence:

and nāgar +issu + wassada

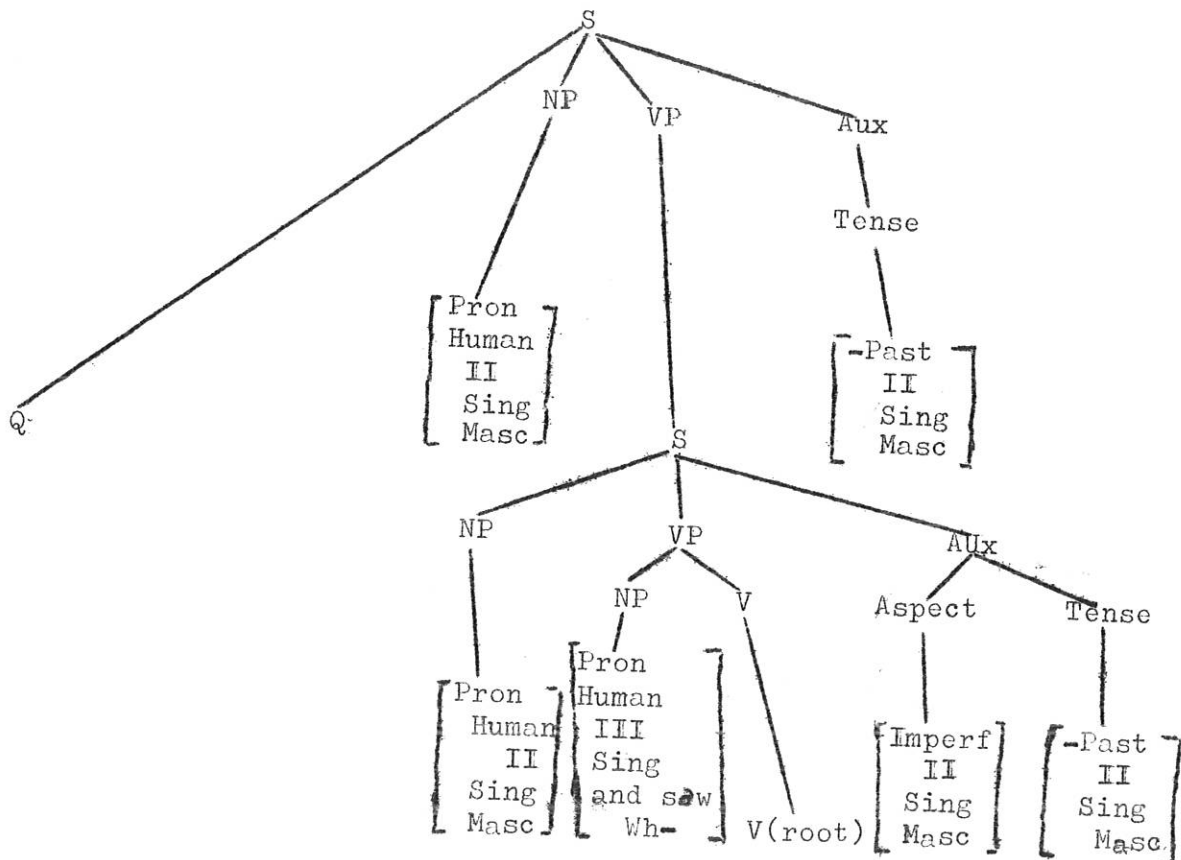
d. Finally, by inserting min which is the surface structure equivalent of and nāgar between the subject and the perf aspect in place of and nāgar

issu + min + wassada

issu min wassada?

b. mann t:fa:lgalləh?

from the deep structure antə and səw t:fa:lgalləh



The surface structure of the Wh-question may be realized in the following ways:

- a. By identical subject deletion rule which deletes the subject of the embedded sentence:

Q + antə + antə + and saw + f-l-g -all +allə

Q + antə + and saw + f-l-g-all +allə

- b. By copying the imperfective aspect into the verb root:

Q + antə + and saw + fa:l.g.all + allə

- c. By identical tense-marker deletion rule, this deletes the tense-marker of the emedded sentence:

Q + antə + and saw + fa:l.g + allə

- d. By affix-hopping that attaches a personal affix and a tense-marker to the perf aspect:

Q + antə + and saw + t.fəl.galləh

- e. By replacing the question marker by and saw in front of the sentence:

and saw + antə + t.fəl.gallə

- f. By inserting mann which is the surface structure equivalent of and saw between the subject and the imperf aspect in place of and saw:
antə + mann + t.fəl.gllə

- g. By subject deletion, here the subject of the sentence is deleted after the verb has got its proper subject affix;

mann+ t.fəl.galləh

mann t.fəl.galləh

2.5.3 Negatives. The following quotation from Isenberg's book summarizes about the different forms of the negative in Amharic.

The negative participles a-, al-m and a-m are joined to the Finite verb. al-m is used throughout the Preterite; and with the first person singular of the Present Tense. In the other personal forms, the l is ejected, and a-m remains. The mere a- is used in the subjunctive, and in all cases where the negative verb receives any additional prefixes.²⁶

²⁶ Charles William Isenberg. Grammar of the Amharic Language. (London: Richard Watts, Crown Court, Temple Bar, 1842) P.152

Isenberg also gives examples of the following types for his analysis.

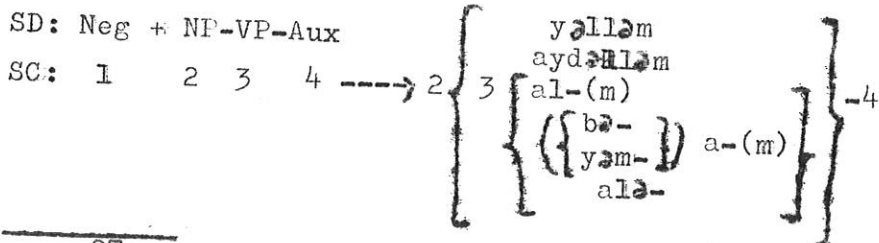
- E.g a. Preterite al mättam
 b. Present Indicative aymatam
 almatam
 c. Subjunctive aymata
 atmata
 d. With additional prefixes which absorb the a-
 bihed (pos)
 bayhed (neg)
 yammata (pos)
 yammata (neg)
 e. ala- is prefixed to Infinitives
 alamawak'
 alamatazzazz

Armbruster in the Initia Amharica²⁷ and Dawkins in The Fundamentals of Amharic²⁸ have analysed the negative in Amharic in the same manner as Isenberg.

However, in Amharic there are also two words which form their negatives in a special way. These are alla and naw. The negative of alla is yallam and that of naw is aydallam.

- E.g a. issu alla
 issu yallam
 b. issu naw
 issu aydallam

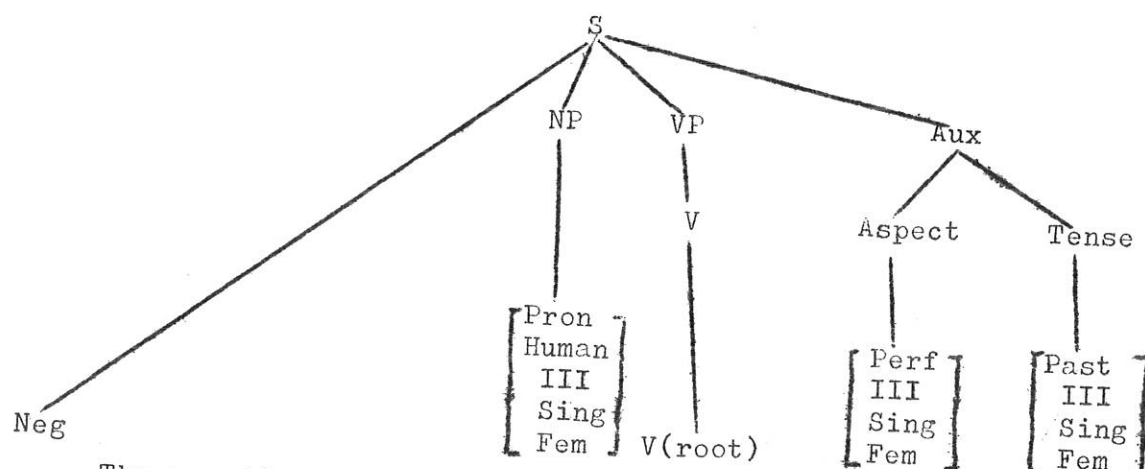
So, the negative transformation in Amharic may be summed up by the following symbols.



In the Structure Change the negative marker is replaced by a negative forming morphemes or prefixes and suffixes or prefixes only. Besides, in the above rules the prefix ba is used before a negative prefix when a word begins with ba or the prefix yam is used before a negative prefix when a word begins with yam. Hence, a negative form is selected from the above rules according to the form of a verb.

The two negative sentences in a and b may have the following deep structures.

a. isswa alhedaccam



The negative sentence may be realized into surface structure:

a. By copying the perf aspect into the verb root:

Neg + isswa + h-d-

Neg + isswa + hed

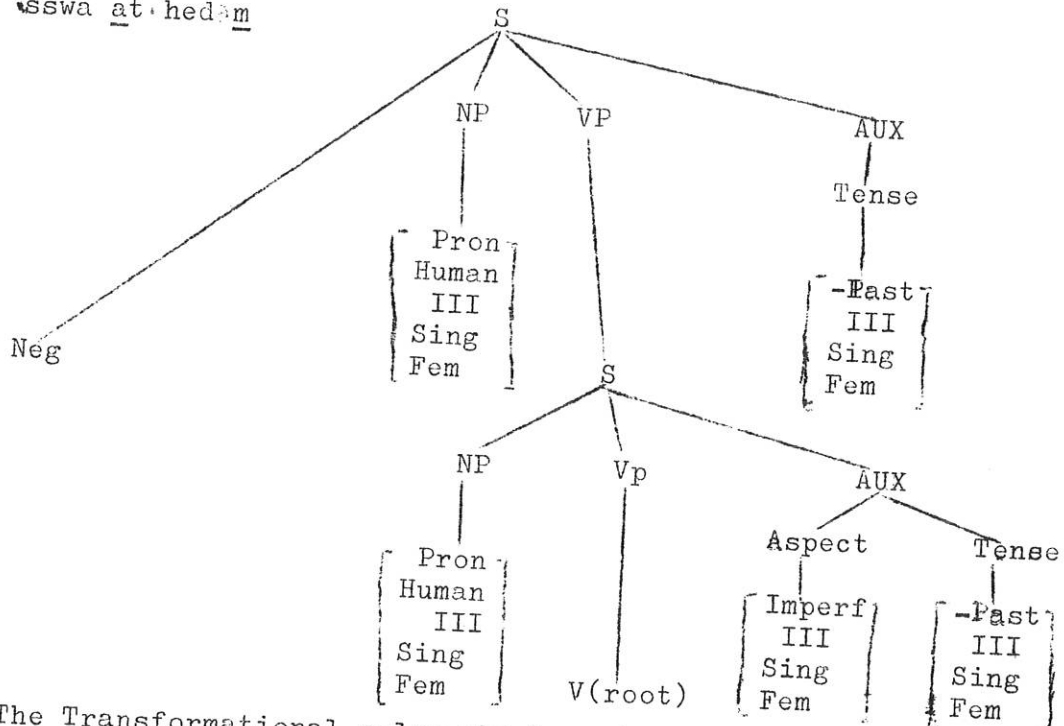
b. By affix-hopping which gives the correct personal affix and tense-marker to the perf aspect:

Neg + isswa + hedacc + Ø

c. By negative affix which prefixes al- and suffixes m to the perf aspect in place of the negative marker:

isswa + alhedaccam

b. ɔsswa at.hedəm



The Transformational rules which realize the negative sentence are:

a. The identical subject deletion rule which deletes the subject of the embedded sentence:

Neg + ɔsswa + ɔsswa + h-d-all + allə

Neg + ɔsswa + h-d-all + allə

b. By copying the imperf aspect into the verb root:

Neg + ^{ɔsswa}hedall + allə

c. By deleting the tense-marker of the embedded sentence which is identical with the tense-marker of the matrix sentence :

Neg + ɔsswa + heda + allə

d. By affix-hopping which attaches the correct personal affix and tense-marker to the imperf aspect:

Neg + ɔsswa + t.hedalləcc

e. By Neg-affix which prefixes a- and suffixes -m to the imperf aspect in place of the Neg-marker:

ɔsswa + at.hedəm

ɔsswa at.hedəm

2.5.4 Tag Questions. The references that the writer has consulted say nothing about tag questions in Amharic except Dawkins's The Fundamentals of Amharic. Even this book does not say directly that there are tag questions in Amharic. The book only mentions the existence of another negative construction quite distinct from the regular negative sentences. This negative construction is used for asking a question which expects an affirmative answer.

According to Dawkins, to construct these negatives the gerund or the contingent is followed by an auxiliary verb in the negative.²⁹

In this study those special negative constructions will be considered as tag questions in Amharic because they are more or less comparable to the tag questions in English than other Amharic sentences.

E.g a. *issu yit'eta yalləm?* 'He will drink, won't he?

b. *issu t'etto yalləm?* 'He has drunk, hasn't he?

c. *issu t'etto alnəbbərəm?* 'He had drunk, hadn't he?

The negative auxiliaries which are usually used after the gerund or contingent in this type of constructions are yalləm and alnəbbərəm.

Therefore, the sentence construction which is considered here as tag question in Amharic may be rewritten as:

Tag Question Transformation

SD: Tag Q + NP-VP-AuX

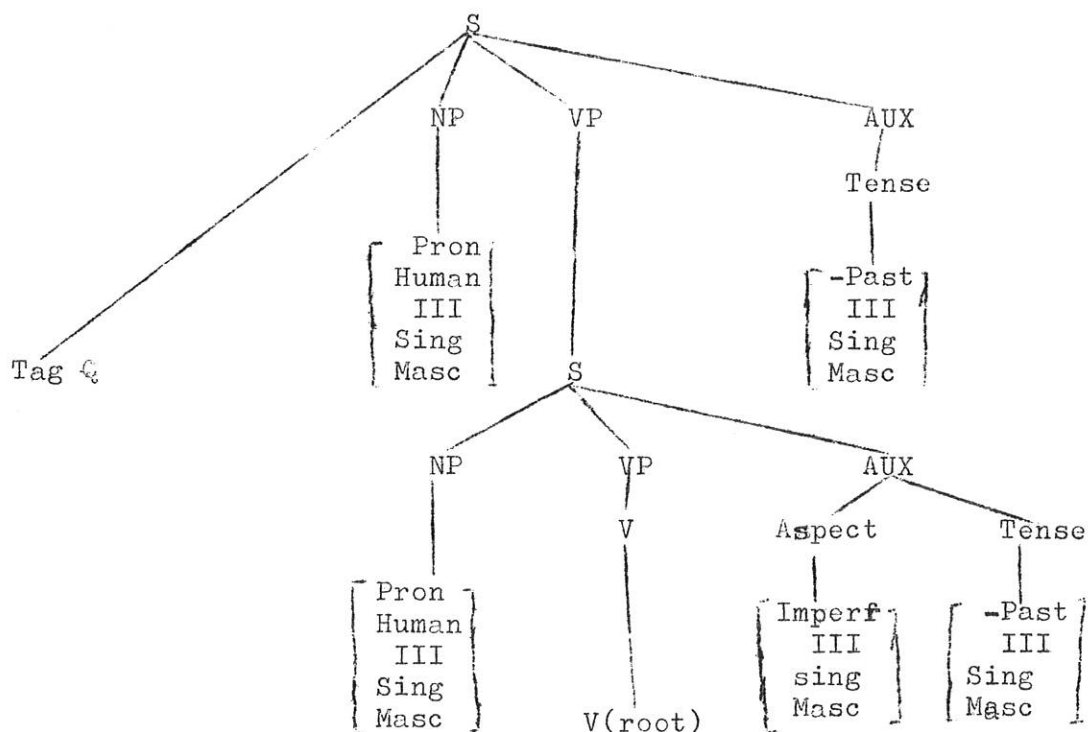
SD: 1 2 3 4 ----> 2-3 { yalləm }
 { 4 + Al-m }

In the transformational rules, the Tag Q-marker is replaced by the morpheme yalləm or the prefix and suffix al-m.

The deep structures of the following two tag questions in amharic may be represented as:

a. *issu yit'eta yalləm?*

²⁹Ibid.



It may be realized into surface structure as follows:

- a. By identical subject deletion rule which deletes the subject of the embedded sentence:

Tag Q + issu + issu + t-t-all + all

Tag Q + issu + t-t-all + all

- b. By copying the imperfect aspect into the verb root:

Tag Q + issu + t-t-aall + all

- c. By deleting the tense-marker of the embedded sentence which is similar to the tense-marker of the matrix sentence:

Tag Q + issu + t-t-a + all

- d. By affix-hopping which attaches the correct personal affix and tense-marker to the imperf aspect:

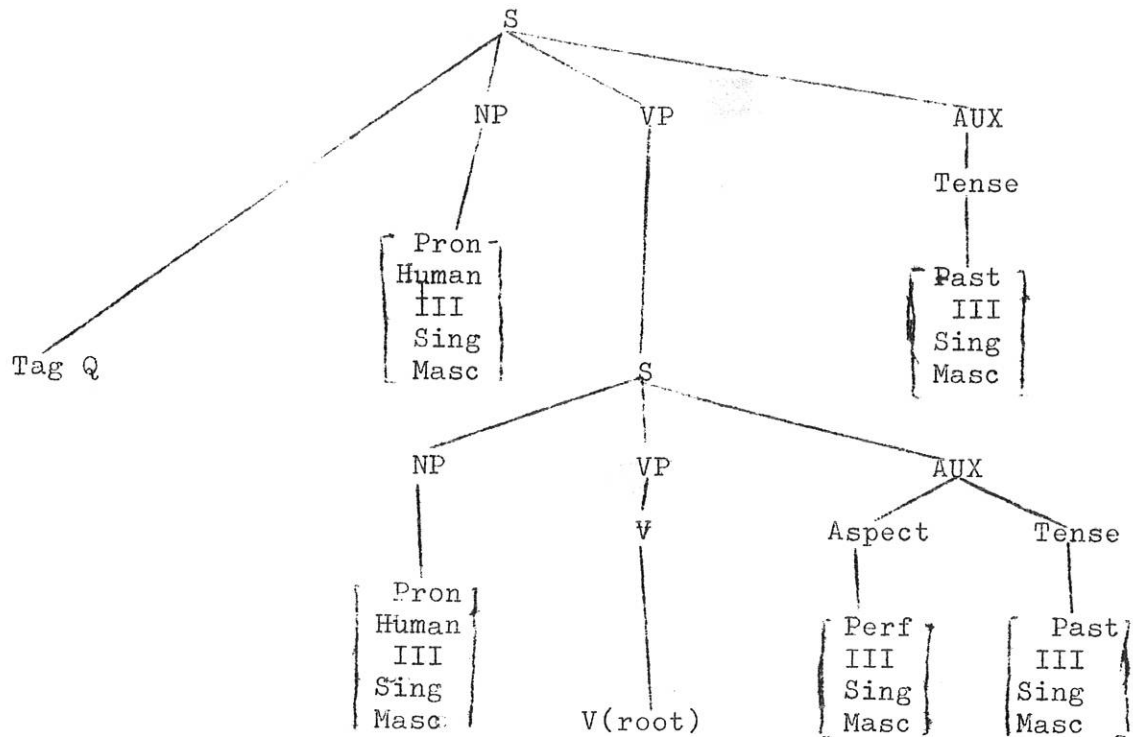
Tag Q + issu + y-t-t-aall

- e. The tag question marker triggers the transformation of the positive tense-marker by its opposite negative tense-marker and thereby the tag question marker is deleted:

issu + y-t-t-a + y-all

issu y-t-t-a y-all?

b. issu t'otto alnabbəram ?



The surface structure may be realized in the following ways:

a. By identical subject deletion rule which deletes the subject of the embedded sentence:

Tag Q + issu + issu + t-t- nabbər + nabbəə

Tag Q + issu + t'-t'-nabbər + nabbəə

b. By copying the perf aspect into the verb root:

Tag Q + issu + t'ta nabbər + nabbəə

c. By deleting the tense-marker of the embedded sentence that is identical with the tense-marker of the matrix sentence:

Tag Q + issu + t'ota + nabbəə

d. By affix-hopping which attaches the correct personal affix and tense-marker the perf aspect:

Tag Q + issu + t'otto+ nabbəə

e. The tag question marker triggers the prefixing of al- to the tense-marker and the suffixing of -m to it and then the tag question marker is deleted:

issu + t'otto+ alnabbəram

issu t'ottoalnabbəram?

2.5.5 Passives. Tekle Mariam writes that when an active sentence is transformed into passive, the subject becomes an object of the preposition bə- and the object becomes subject.³⁰ But he does not say anything about the forms a verb takes in the transformation of passives.

On the other hand, Dawkins says that the principal parts of the verb which have no prefixes such as simple perfect, gerund and agent simply add the passive prefix tə- and its other parts are identical with the basic form. And in those principal parts of the verb which have prefixes, such verbs are contingent, jussive and infinitive the passive prefix tə- is assimilated by the first radical, which thereby becomes doubled or geminated.

When he goes on to write about the passive form of an imperative Dawkins says that its passive prefix tə- is not assimilated by the first radical, which therefore, does not double. About the verbs whose radical is a, Dawkins writes that the passive prefix and the first radical unite to form ta. This ta is retained throughout the conjugation, and it doubles as the first radical in the imperfect forms of a verb when it becomes passive.³¹

In Amharic passive sentence, the object is almost always mentioned as a separate form of a verb, but the agent is rarely or not at all mentioned.

E.g a. betu təsarra (common) 'The house was built.'

betu bəlijju təsarra (rare) 'The house was built by the boy'

b. zafu y.kkōrətall (common) 'The tree will be cut or the tree is being cut.'

zafu bəsəwəyyaw y.kkōrətall (rare) 'The tree will be cut by the man or the tree is being cut by the man'

The following are different forms of passive sentences in Amharic.

E.g a. betu tətərrəg (perf) 'The house was cleaned.'

b. betu tətərgoall (perf) 'The house has been cleaned.'

³⁰ Tekle Mariam Fantaye. Hohote Tebebe. (Addis Ababa: Central Printing Press, 1964 E.C.) P.53.

³¹ Dawkins. The Fundamentals of Amharic. PP.40-43.

- c. betu y₁tt₂argall (imperf) 'The house is cleaned, the house will be cleaned or the house is being cleaned.'
- d. betu m₁tt₂argu n_{aw} (infin) 'The house is to be cleaned.'
- e. m₁stru taww_{ak'} (perf) 'The secret was known.'
- f. m₁stru y₁ttaww_{ak'}all (imperf) 'The secret is known or the secret will be known!'

The following transformational rules may summarize the passive transformation.

Passive Transformation.									
SD: Pas + NP ₁ - NP ₂ - V - Aux									
SC: 1	2	3	4	5	-----	3-(ba+ 2)	ta- 1st radical a perf t₂ {Perf Imp} 1st radical gemin {imperf infin} 4 5		

In the Structure Change the passive marker is replaced by passive forming prefixes or passive forming geminating morphemes.

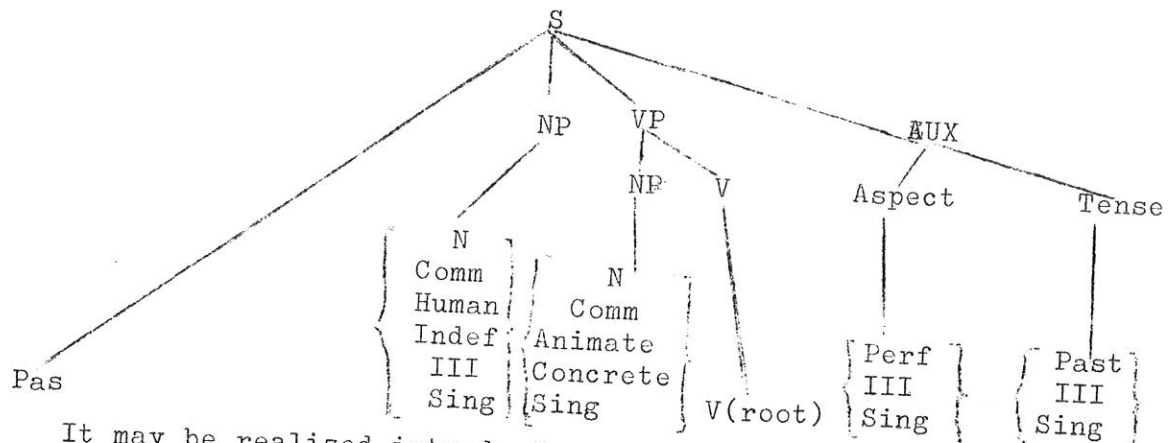
In the above rules 2 represents the subject, 3 the object, 4 the verb and 5 the auxiliary. When a sentence is transformed into passive 3 which is an object in the active sentence becomes subject and the subject will be an object of ba which is 2, in the rule, it is in parentheses i.e., in Amharic it is usually omitted in this kind of construction.

In the big braces, there are three rows. In the first row ta- is prefixed to a perfect verb whose first radical is a. In the second t₂- is prefixed to either perfective or imperative verb and in the third the first radical is geminated if the verb is either imperfective or infinitive. So, in the rules the correct form has to be selected according to the form of a verb.

Below, the passive sentences a and b have the following deep structures.

a. betu t₂t₂arrag

from the deep structure saw betun t₂arrag



It may be realized into surface structure passive in the following ways:

- a. By copying the perf aspect into the verb root:

Pas + saw + betun + t-r-g-

Pas + saw + betun + t'arrag

- b. By passivization, it changes the subject into an object of a preposition bə- and the object into a subject and adds the correct prefix to the verb:

bəsaw + betu + tə- + t'arrag

- c. The agent deletion rules deletes the passive agent bəsaw:

betu + tə- + t'arrag

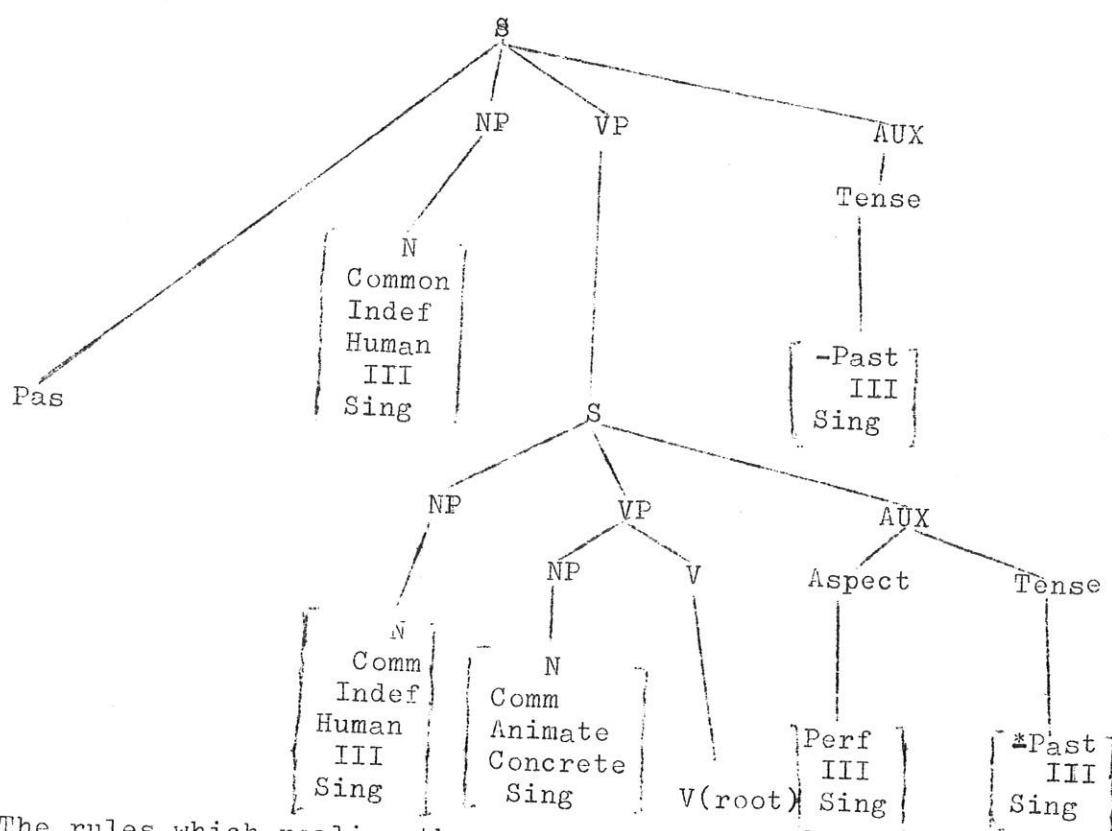
- d. By affix-hopping that attaches the affix and the tense-marker to the verb:

betu + tət'arrag +θ

betu tət'arrag

- b. betu tət'argoall

from the deepstructure saw betun t'argoall



The rules which realize the surface structure are:

- By identical subject deletion rule which deletes the subject of the embedded sentence:
- By deleting the tense-marker of the embedded sentence which is identical with the tense-marker of the matrix sentence.
- By copying the perfect aspect into the verb root.
- By passivization, it changes the subject into an object of a preposition be- and the object into a subject and prefixes the correct affix to the verb.
- By agent deletion rule that deletes the passive agent be-saw.
- By affix-hopping, it attaches the affix and the correct tense-marker to the verb.

CHAPTER 3

The Auxiliary in English

In English, the auxiliary together with the noun phrase and a verb phrase is one of the constituents of a sentence.

Langendoen defines the auxiliaries as any of those verbs, including the auxiliaries, do, have and be, which precedes rather than follow, the negative constituent and which occur at the beginning of an interrogative sentence, or immediately following an interrogative word.³²

In a sentence, the auxiliary in English has three constituents in the following order:

Aux ----> Tense + (Modal) + (Aspect)

E.g a. He came. He + past + come (Tense)

b. He will come. He + nonpast + will + come (Tense & Modal)

c. He has come. He + nonpast + have -en + come (Tense & Aspect)

d. He will have come. He + nonpast + will + have -en + come
(Tense, Modal & Aspect)

In the above example, Tense is used in all of the four sentences. This shows that tense is compulsory in the construction of a sentence in English. But "Modal" and "Aspect" are optional constituents: both may be present in a sentence one of them may be present or all of them may be absent as shown in the example.

3.1 Tense. Tense shows the time of the action of a verb as happening or existing.

In English, there are two tenses "nonpast" and "past".

3.1.1 Nonpast. A nonpast tense is identified by its inflectional endings.

A nonpast verb which is used with the first, second or third person plural has Ø as its inflectional ending. But, a nonpast verb which is used with third person singular has three different inflectional endings according to the phonological properties of the

³²D. Terence Langendoen. The Study of Syntax: The Transformational Generative Approach to American English. (New York: Holt, Rinehart and Winston, Inc., 1969) P.149

preceding phoneme. These are, /-z/, /-iz/ and /-s/. The inflectional ending /-z/ is used after voiced non-sibilants, /-iz/ occurs after sibilants and /-s/ after voiceless non-sibilants. These three different inflectional endings which are conditioned by different preceding phonemes are realized as -s and -es inflectional endings on the surface structure.

E.g A. They tell_ /Ø/ us the story.

b. He tells /z/ us the story.

c. She teaches /-iz/ English.

d. The looks /s/ at the board.

3.1.2 Past. This is also identified by the inflectional change of a verb.

In addition to Ø inflectional change and an irregular modification with a verb (both may be viewed as irregular), the past tense has three inflectional changes that are determined by the preceding phonemes. These are, /-id/ which occurs when the preceding morpheme ends in either t or d, /-d/ occurs after any voiced phoneme other than d and /t/ occurs after a voiceless phoneme with the exception of t. The surface structures of the past inflectional endings are; irregular and -ed.

E.g a. The boy cut_ /Ø/ the tree yesterday.

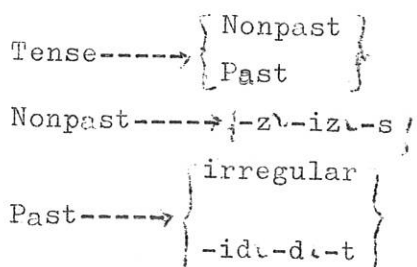
b. The boy broke (irregular) the table.

c. The girl planted /-id/ the tree.

d. The farmer skinned /d/ the goat.

e. The baby touched /t/ his father.

so, tense in English may be rewritten as:



3.2 Modals. Menon identifies the modals by their functions in sentences. He says that the modal auxiliaries help to express such conditions as certainty, obligation, possibility and necessity.³³

³³E.R.R. Menon. Standard English Grammar. (Calcutta: Oxford University Press, 1979.) P.156

Jarvis defines the modals as; "The modal auxiliaries in English are words used to signal the speaker's involvement in the states of affairs expressed by the propositional element in the sentence."³⁴

By the proposition of a sentence he means that whether a sentence is a statement, question or denial. According to Jarvis, the modal shows the speaker's attitudes over and above the proposition.

Strang also limits her description and analysis of the modals to nine items. She says that eight of them can be arranged into four pairs. The formal relationships between members of the pairs are unique. That is, they do not show nonpast and past relations like other verbs. They indicate those relationships only when they are used in dependent clauses.³⁵

Those nine modals that are analysed by Strang are the following:

- a. Will shows mood of determination
- b. Shall " mood of resolution
- c. May " permission and probability
- d. Might " concession
- e. Can " potentiality
- f. Must " compulsiveness
- g. Would " condition
- h. Should "determination-condition
- i. Could " potentiality-condition³⁶

The "auxiliaries" need and dare which were part of the modal auxiliaries are, nowadays, used as main verbs. They are rarely used as auxiliaries. They may be excluded from the analysis of the modals; however, the writer of this study sees no reason why Strang has not included ought to in the analysis of the modals. Ought to may be used as an auxiliary in place of should to express obligation. It also performs any function in a sentence as any of the nine modals analysed by Strang.

³⁴R.A. Jarvis. "A Pedagogical Grammar of the Modal auxiliaries." Language Teaching. 26(1971):241

³⁵Barbara M.H. Strang. Modern English Structure. (25 Hill Street, London: Edward Arnold (Publishers) Ltd., 1978)

³⁶Ibid.

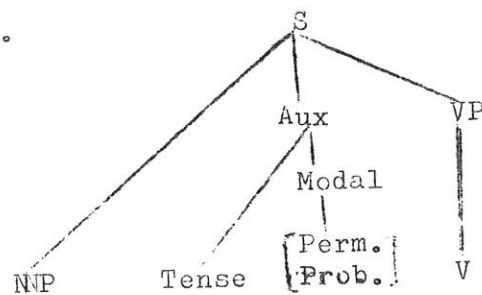
So, the sense of each modal given by Strang above and the additional sense it conveys in a particular situation i.e., whether it shows probability, possibility, certainty, obligation, or necessity may be used to indicate the underlying features of a modal.

E.g A. She may come.

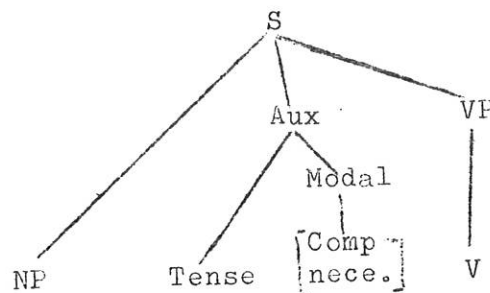
b. He must write the letter.

c. The man should go.

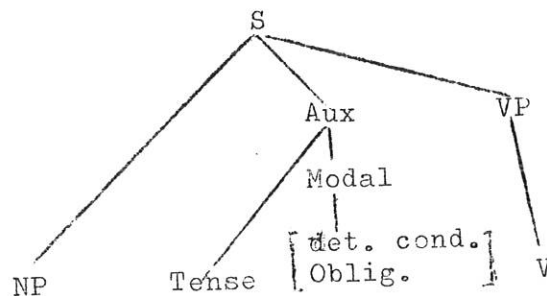
a. She may come.



b. He must write the letter.



c. The should go.



This kind of analysis may help to identify each modal in the deep structure. As shown in the above diagrams; each modal is represented in the deep structure by its basic meaning and by the additional meaning it may have in a particular context.

The modals which have been discussed may be rewritten as follows:

Modal ----- { will; shall; can; may
would; should; could; might
must; ought to }

3.3 Aspect. Strang defines aspect as; "Aspect is any one of the several groups of forms in the conjugation of the verb which serve to indicate the manner in which the 'action' denoted by the verb is considered as being carried out."³⁷

In English, aspect has two constituents; they are the perfective and the progressive aspect.

3.3.1 Perfective aspect. Langendoen defines this as follows; "Perfective aspect is an indication that a state or action held or took place prior to a specified point in time. It is expressed in sentences by the auxiliary verb have followed by a past participle."³⁸

This may be explained by the following examples.
E.g a. The boys have cut the trees. The boys+nonpast+have -en+cut+the trees.

b. The has eaten bread. The boy+nonpast+have -en+eat+bread
c. They had built the house. They+past+have -en+build+the house

3.3.2 Progressive aspect. Langendoen also defines this as; "Progressive aspect is an indication that an action is in progress at a specified point in time. Expressed by the auxiliary verb be followed by a present participle."³⁹

E.g a. The boys are cutting the tree. The boys+nonpast+be -ing+cut+the tree.

b. The boy is eating bread. The boy+nonpast+be -ing+eat bread

³⁷Ibid. P.143

³⁸Langendoen. The Study of Syntax. P.153

³⁹Ibid. P.154

c. They were building the house. The + be -ing + build + the house

The constituents of an aspect may be summarized by the following symbols.

Aspect ----> { Perfective
 { Progressive
Perfective ----> { have -en
Progressive ----> { be -ing }

3.4 The PS Rules of the English Auxiliaries.

Based on the preceding short discussion, the auxiliary in English may be rewritten as follows:

1. Aux ----> Tense + (Modal) + (Aspect)

2. Tense ----> { Nonpast
 { Past }

3. NNonpast ----> { ^o
 { -zɪzɪ-s }

4. Past ----> { irregular
 { ɪdɪ-dɪ-t }

5. Modal ----> { will; shall; can; may
 { would; should; could; might
 Must; ought to }

6. Aspect ----> { Perfective
 { progressive }

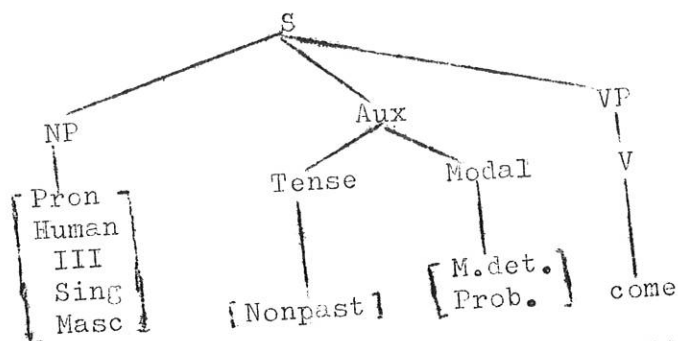
7. Perfective ----> { have -en }

8. Progressive ----> { be -ing }

The deep structure of the auxiliary in English and how it may be realized from deep to surface structure will be analysed as in the following examples:

- a. He will come.
- b. He came
- c. He has come.
- d. He will have been coming .
- e. He is a student .

a. He will come.



It may be realized into surface structure as follows:
 a. By substituting the correct modal which is represented as mood of determination and probability in the deep structure:

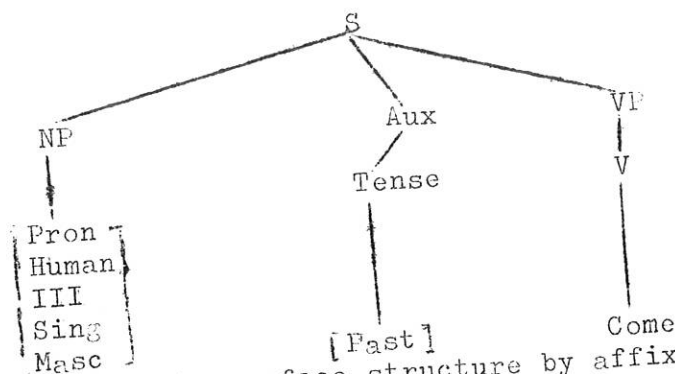
He + nonpast + will + come

b. By affix-hopping, it attaches the tense-marker to the modal to give it its proper shape:

He + will + Nonpast + come

He will come.

b. He came.



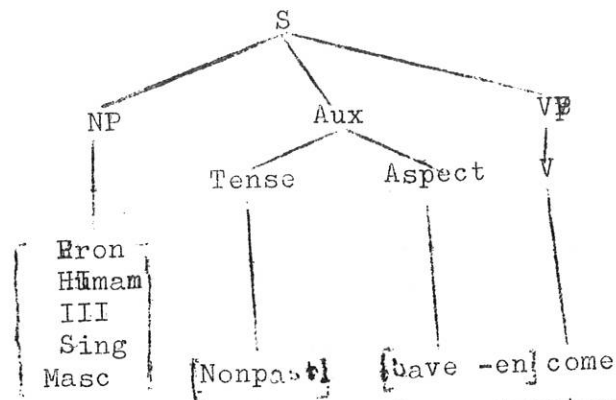
It is realized into surface structure by affix-hopping which attaches the tense-marker to the main verb:

He + Past + come

He + come + Past

He came.

c. He has come.



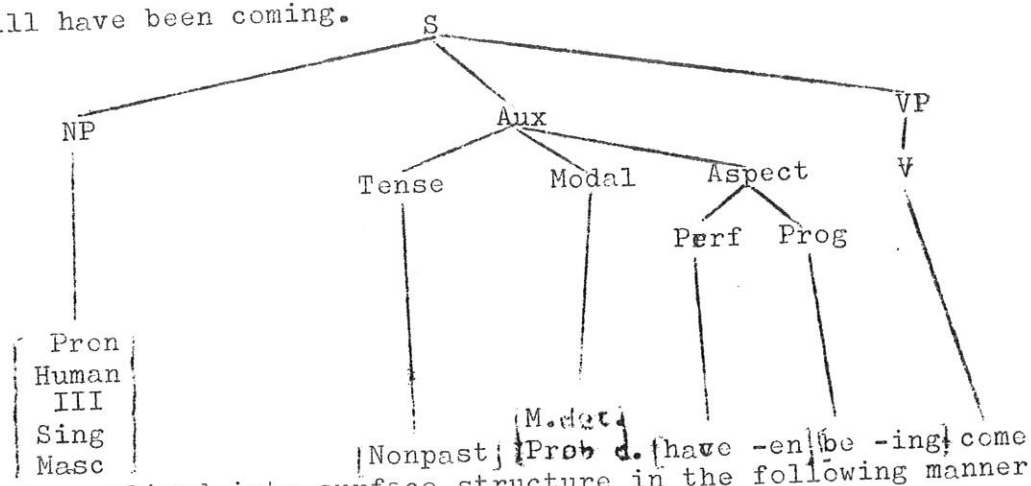
The sentence is realized into surface structure by applying affix-hopping only once. This attaches the tense-marker to the auxiliary and the affix to the main verb:

He * Nonpast + have -en + come

He + have + Nonpast + come + -en

He has come.

d. He will have been coming.



It is realized into surface structure in the following manner.

a. By substituting the proper modal which is represented as mood of determination and probability in the deep structure:

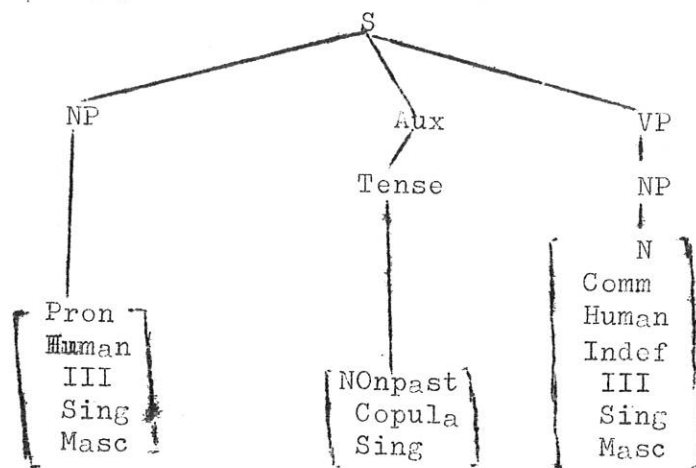
He * Nonpast + will + have -en + be -ing + come

b. By affix-hopping, this attaches the tense-marker to the modal and the affix to the verb:

He + will + Nonpast + have -en + come + -ing

He will have been coming.

e. He is a student.



It is realized into surface structure by replacing the correct elements according to the idiosyncratic features of each element in the deep structure.

3.5 Sentences in English. The main purpose of this sub-section is to describe and analyse the position and function of the auxiliary in English in the affirmative sentences as well as in the different transformations of sentences such as question, negative, tag question and passive.

3.5.1 Affirmative Sentences. In English, the normal order of the auxiliaries in an affirmative sentence is between the NP and VP.

This may be rewritten as:

S ---- NP + Aux + VP

E.g a. Bekele will eat bread. Bekele + nonpast + will + eat bread.

NP Aux VP

b. She had written a letter. She + Past + have -en + write a letter.

NP Aux VP

c. He might have learned English. He + Past + may + have -en learn English.

NP Aux VP

To write the following description and analysis the different transformations of English sentences, the writer has mainly relied on the following books:

Culicover's Syntax,⁴⁰ Jacobson's Transformational Generative Grammar,⁴¹ Wardhaugh's An Introduction To Linguistics,⁴² Huddleston's An Introduction to English Transformational Syntax⁴³ and Akmajian and Heny's An Introduction to the Principles of Transformational Syntax.⁴⁴

3.5.2 Questions. There two types of questions in English. They are Yes/No question and Wh-question.

3.5.2.1 Yes/No Questions. In this types of questions, the speaker seeks agreement or disagreement of the entire content of the questioned sentence.

This question is formed by inverting the auxiliary to the left of the subject. If the auxiliary is have, be or the modal, this is shifted to the left of the subject to change the sentence into a question. If one of these three constituents is absent, only the tense-marker is shifted to the left of the subject. Then, Do-Support rule is applied to front either do, does or did according to the person and the tense to change the sentence into a question.

E.g a. The man has played volleyball. (affirmative)

Has the man played volleyball? (Yes/No Question)

b. The man is playing volleyball. (affirmative)

Is the man playing volleyball? (Yes/No Question)

⁴⁰ Peter W. Culcover. Syntax. (New York: Academic Press, 1976.) PP.38-54

⁴¹ Bent Jacobson. Transformational Generative Grammar. (Amsterdam: North-Hall and Publishing Company, 1978.) PP.35-78 and PP.275-324

⁴² Ronald Wardhaugh. An Introduction to Linguistics. (New York: Mc Graw-Hall Book Company, 1977) PP.128-140.

⁴³ Rodney Huddleston. An Introduction to English Transformational Syntax. (HongKong: Sheck Wah Teng Printing Press, 1976.) PP.73-83 and PP.143-193.

⁴⁴ Adrian Akmajian and Frank Heny. An Introduction to the Principles of Transformational Syntax. (Cambridge, Massachusetts: The MIT Press, 1979) PP.141-203.

- c. The man will play volleyball. (affirmative)
Will the man play volleyball? (Yes/No question)
d. The man plays volleyball. (affirmative)
Does the man play volleyball? (Yes/ No question)

So, the Yes/No question transformation may be represented by the following symbols.

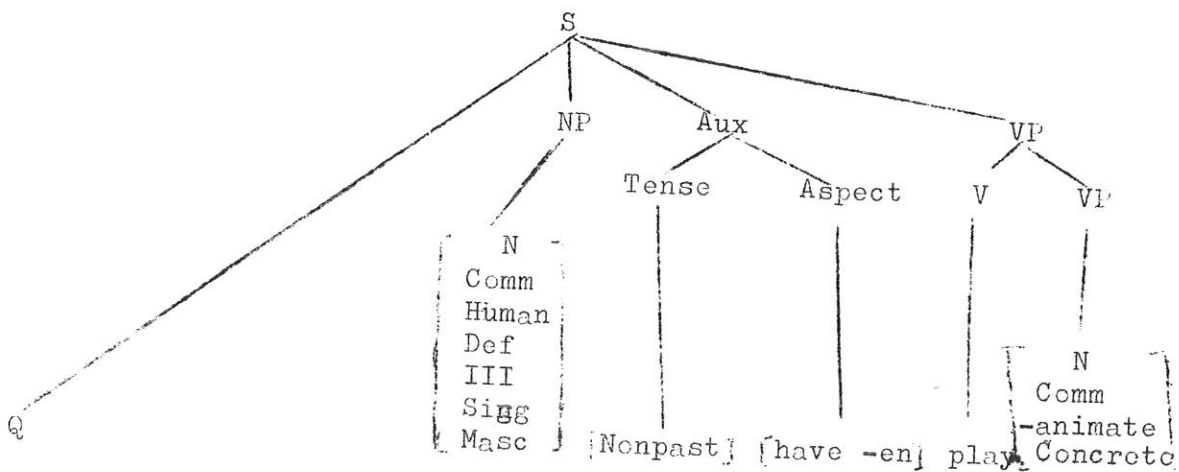
Yes/No Question Transformation.

SD: Q + NP ---- Tense { have
be
modal }
1 2 3
SC: Ø 3 2

In the Structure Change when the auxiliary is inverted the question marker is deleted.

In the rules have, be, and modal are in braces Within parentheses. One of these three constituents may be selected and shifted to the left of the Np or all of them are optional and may not be present. In that case the tense-marker shifts in front of the NP and by Do-support rule a sentence is changed into a question.

The deep structures of the following two Yes/No questions are:
a. Has the man played volleyball?



The rules that realize the sentence into surface structure are:

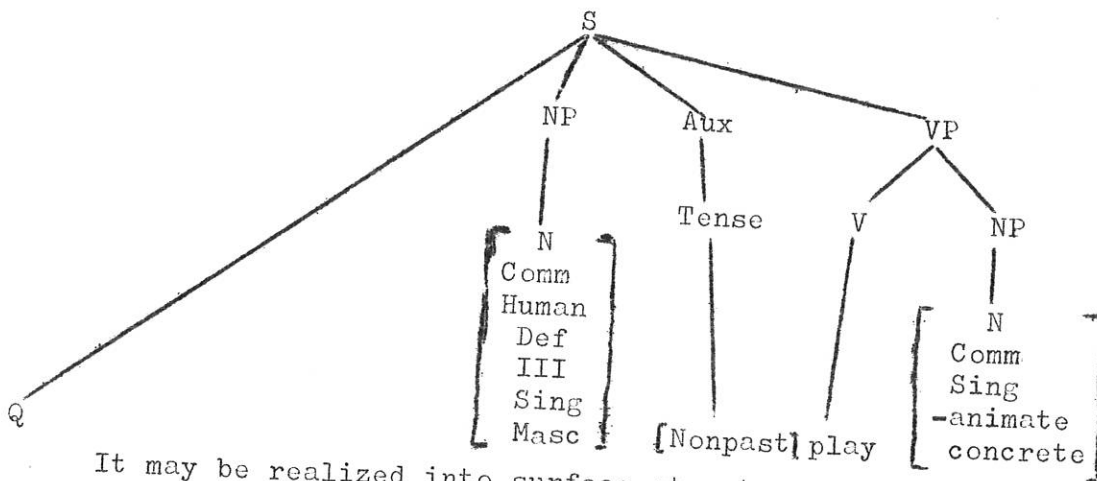
a. By question transformation (inversion) rule that shifts the tense-marker and have to the left of the NP:

Q + the man + nonpast + have -en + play + volleyball
nonpast + have + the man + -en + play + volleyball

b. By affix-hopping that attaches the tense-marker to the auxiliary and the affix to the main verb:

have + nonpast + the man + play + -en + volleyball
Has the man played volleyball?

b. Does the man play volleyball?



It may be realized into surface structure as follows:

a. By question transformation (inversion) rule that shifts the tense-marker in front of the NP:

Q + the man + nonpast + play + volleyball
nonpast + the man + play + volleyball

b. By Do-Support (Do-insertion) rule that inserts Do to the left of the NP:

nonpast + do + the man + play + volleyball

c. By affix-hopping that attaches the tense-marker to Do to give it its proper shape:

do + nonpast + the man + play + volleyball
Does the man play volleyball?

3.5.2.2 Wh-Questions. These questions differ from Yes/No question in two ways: One, they begin with an interrogative pronoun such as who or what or an interrogative adverb such as where, when or how instead of the auxiliaries. Two, they require specific information as an

answer rather than yes and no.

Wh-questions begin with a question word which is followed by a tense-marker followed by either have, be or modal or do is inserted by Do-support followed by a subject. In a sentence where the Yes/No question has already formed it only requires the fronting of the question word to the left of the question to construct Wh-question.

Wh-questions are questions about noun phrases. So, here, they will be considered as interrogative pronouns.

E.g a. The girl writes a letter.

Does the girl write a letter? (Yes/No question)

Why does the girl write a letter? (Wh-question)

b. The girl is writing a letter.

Is the girl writing a letter? (Yes/NO question)

Where is the girl writing a letter? (Wh-question)

c. The girl has written a letter.

Has the girl written a letter? (Yes/NO question)

Who has written a letter? (Wh-question)

Wh-question may have the following transformational symbols:

Wh-question Transformation.

SD: Q + Wh --- NP --- Tense (have
be
modal)

1

2

3

SC:

1

3

2

2 is deleted in the Structure Change when the question word is about NP. In the rules, the question word is fronted to the left of the Np after the Yes/No question transformation.

In the deep structure each one of the question word may be represented by the following expressions or preconstituents.

Why ---- Wh-some reason

What --- Wh-some thing

Where -- Wh-some place

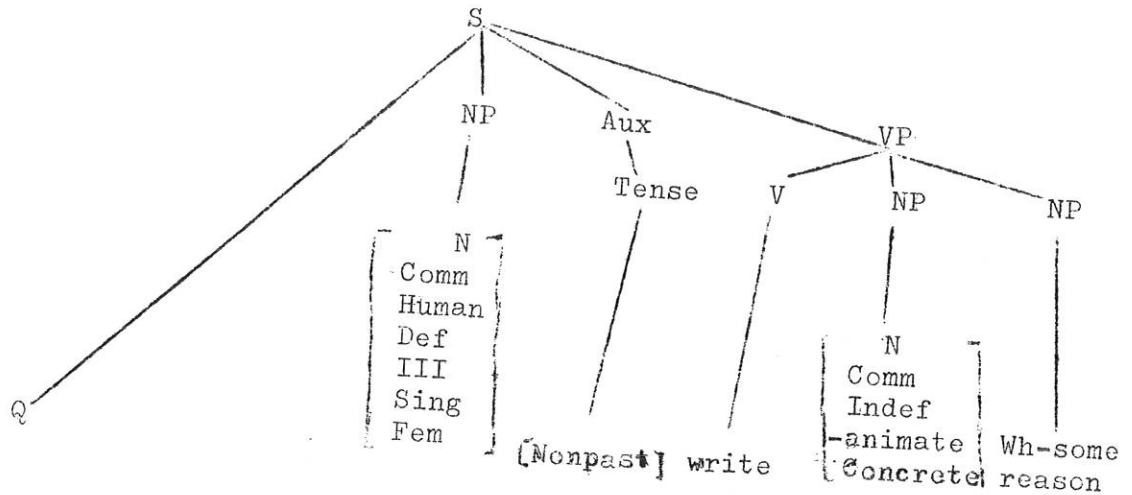
How --- Wh-some means

When -- Wh-some time

Who --- Wh-some one

The Wh-questions a and b may have the following deep structures.

a. Why does the girl write a letter?



The Wh-question is realized into surface structure as follows:

a. By question transformation (inversion) rule that shifts the tense-marker to the left of the NP:

Q + the girl + nonpast + write + a letter + Wh-some reason

Nonpast + the girl + write + a letter + Wh-some reason

b. By Wh-question transformation, this moves the pro-constituent to the left of the tense-marker and then replaced by the proper surface structure question word:

Wh-some reason + nonpast + the girl + write + a letter

Why + nonpast + the girl + write + a letter

c. By Do-support which inserts Do between the tense-marker and the NP:

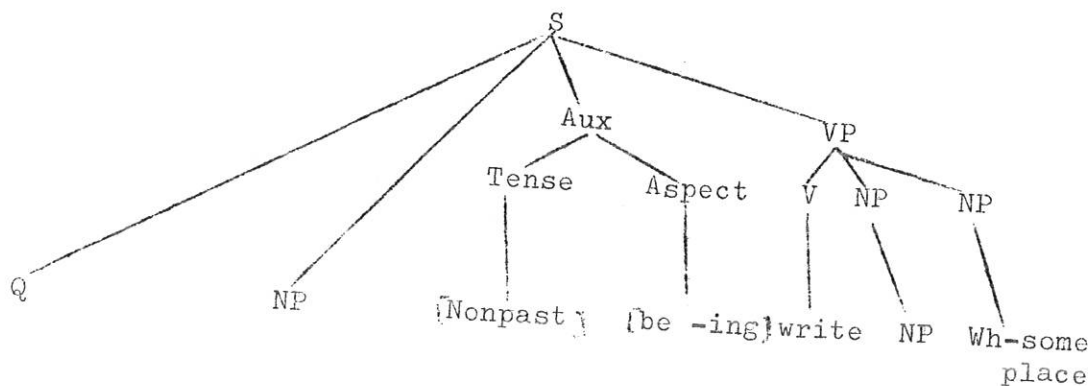
Why + nonpast + do + the girl + write + a letter

d. By affix-hopping, this attaches the tense-marker to the auxiliary:

Why + do + nonpast + the girl + write + a letter

Why does the girl write a letter?

b. Where is the girl writing a letter?



- It is realized into surface structure by the following rules:
- By question transformation (inversion) rule.
 - By Wh-question transformation.
 - By affix-hopping, this attaches the tense-marker to the auxiliary and the affix to the main verb.

3.5.3 Negatives. The discussion under this sub-topic is limited to the negative sentences that are formed by the insertion of not. To transform a sentence into negative, not is inserted after a tense-marker and if there is no any other auxiliary verb, Do-support rule is applied, after a modal if there is one or after have or be if any one of them is present in a sentence. However, if modal, have and be are present in a sentence not is inserted after the modal and if have and be are used in a sentence not is after have.

E.g a. He dances. (tense-marker)

He does not dance. (Do-support)

b. He will dance. (modal)

He will not dance.

c. He may have been dancing. (modal, have, be)

He may not have been dancing.

The transformational rules of the negative sentences may be summarized by the following symbols.

Negative Transformation.

SB: Neg + NP ---- Tense { have
be
modal }

1 2 3

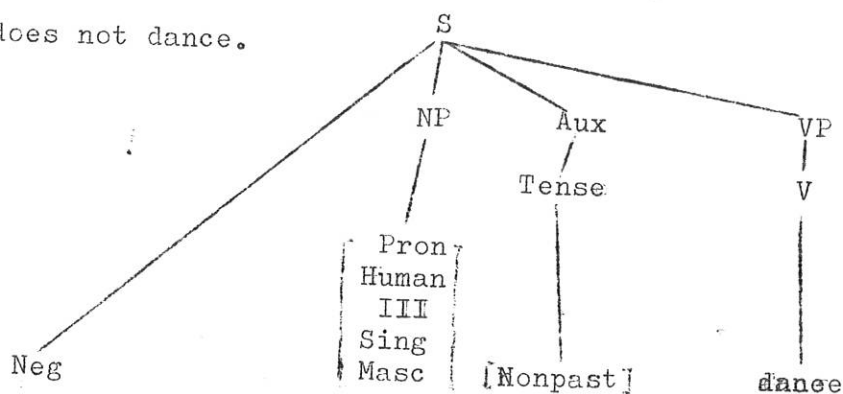
SE: 2 3 + not

In the Structure Change the negative marker is replaced by not.

In the rules, either have, be, or modal may be selected and is followed by not, or all three constituents may not be selected and in that case not is preceded by a tense-marker and the Do-support rule is applied.

The deep structures of the following negative sentences are:

- a. He does not dance.



It is realized into surface structure as follows:

- a. By negative transformation which inserts the word not after the tense-marker:

Neg + he + nonpast + dance

He + nonpast + not + dance

- b. By Do-support which adds Do before not:

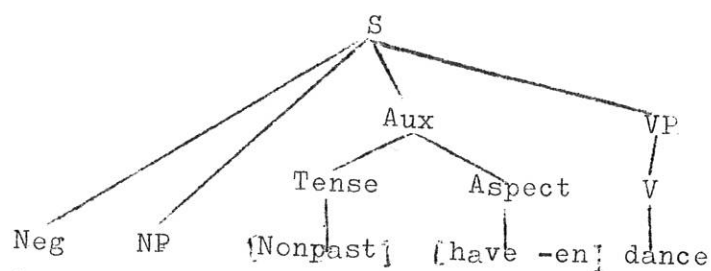
He + nonpast + do + not + dance

- c. By affix-hopping that attaches the tense-marker to the auxiliary:

He + do + nonpast + not + dance

He does not dance.

- b. He has not danced.



The sentence is realized into surface structure by the following rules.

- a. By negative transformation which adds not after have.

- b. By affix-hopping, this attaches the tense-marker to the auxiliary and the affix to the main verb.

3.5.4 Tag Questions. In tag question transformation, if the main part of a sentence is simple present or simple past positive, the second part will be the tense-marker, the negative not and a pronoun which is similar to subject of the main sentence. Then, Do-support

is applied to give it the proper tag question form. On the other hand, if the main part of the sentence is negative, not is deleted from the second part.

In sentences which have have, be, or modal if the main part of the sentence is positive, the second part will be the tense-marker, either have, be or modal then not is added and a pronoun which is similar to the subject of the main sentence follows. but, if the main part of the sentence is negative not is cancelled from the second part.

- E.g a. The girl comes, doesn't she?
b. The girl does not come, does she?
c. The men have come, haven't they?
d. The men have not come, have they?

The tag question transformation may be summarized as;

SD: Tag Q + NP----- Tense { have
be
modal } - (not) - x

1 2 3 4 5

SC: 2 3 4 5 3 # nt 2

SC: 2 3 4 5 3 # nt 2
Conditions: a. nt must not be added if not is present as term
 4 of the SD.
 use of 2 in the SC must be

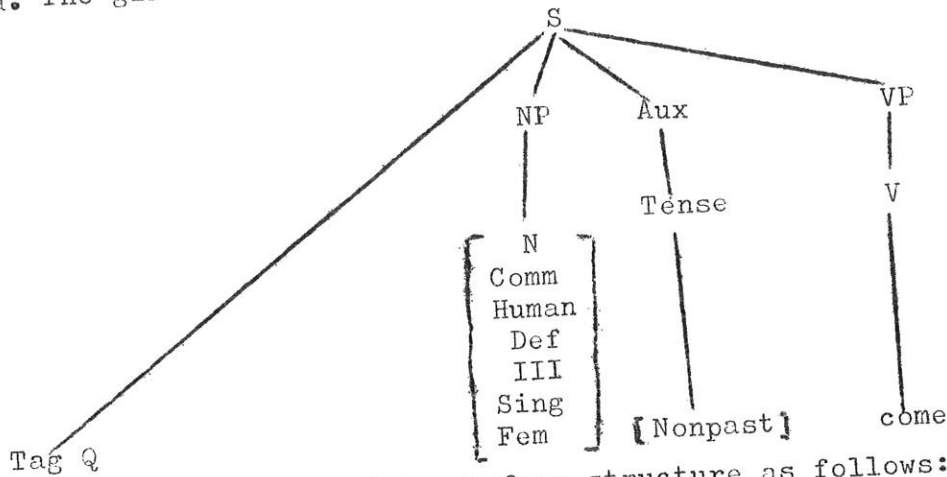
b. The second occurrence of 2 in the SC must be the pronoun corresponding to 2 of SD.

In the **Structure Change** the tag question marker is deleted because the rules have created the proper tag question form.

In the rules above NP is represented by 2 in the Structure Description (SD). Auxiliaries are represented by 3 and not by 4 anything which comes after not is represented by x and which is again represented by 5. Now, in the tag question transformation i.e., In the Structure Change (SC) NOS. 2, 3, 4 and 5 are the main parts of the sentence. 3 in the second part of the sentence is an auxiliary. nt (it will not be inserted here if 4 is used in the main part of the sentence) followed by 2 which is the subject repeated here as a pronoun.

The deep structures of the following tag questions are;

a. The girl comes, doesn't she?



It is realized into surface structure as follows:

a. By tag question transformation which copies in the second part the tense-marker, inserts not and adds a pronoun which is similar to the subject of the main sentence:

Tag Q + the girl + nonpast + come

the girl + nonpast + come # nonpast + not + she

b. By Do-Support Which inserts Do in the second part of the sentence between the tense-marker and not:

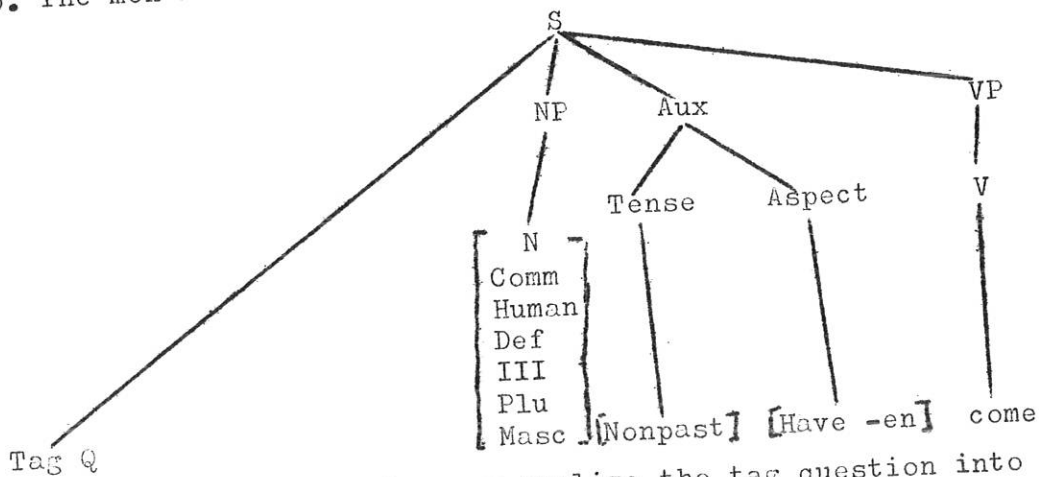
the girl + nonpast + come # nonpast + do + not + she

c. By affix-hopping that attaches the tense-marker to the auxiliary and the main verb:

the girl + come + nonpast # do + nonpast + not + she

The girl comes, doesn't she?

b. The men have come, haven't they?



The following rules may realize the tag question into surface structure.

- a. By tag question transformation that copies in the second part of the sentence, the tense-marker, have inserts the word not and copies the pronoun which is similar to the subject of the main sentence.
- b. By affix-hopping that attaches the tense-marker to the auxiliary and the affix to the main verb.

3.5.5 Passives. In English, to change an active sentence into passive, the main verb must be Vt and the object of the sentence must refer to a person different from the subject. The subject of the active sentence is changed into an object of a preposition (i.e., agent) and the object into a subject. Sometimes, the agent of a passive sentence is deleted. The main verb of the active sentence is changed into past participle and is preceded by an auxiliary verb according to the tense and the number of the subject.

E.g a. He broke ~~his~~ leg.

* His leg was broken by him.

b. She broke the chair.

The chair was broken by her.

c. Someone will break the chair.

The chair will be broken. (The agent is deleted)

The passive transformation may be represented by the following symbols.

Passive Transformation.

SD. Pas + NP ----Aux ---- V----NP

1 2 3 4 5

SC: 5 3 be -en⁴ by 2

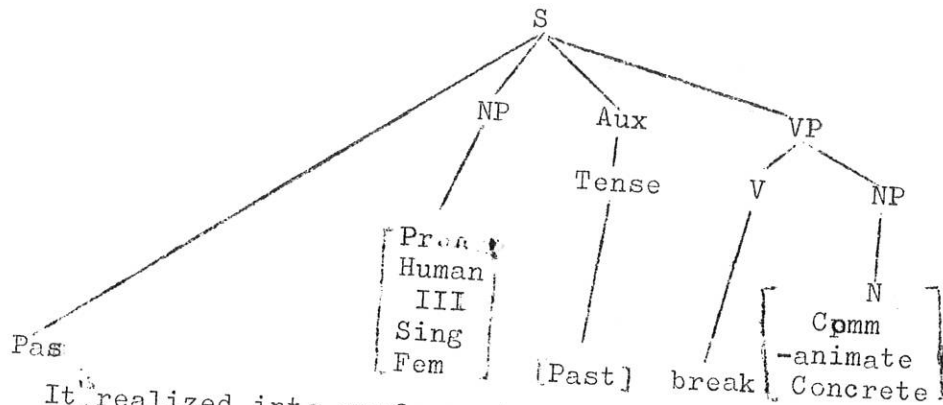
In the Structure Change the passive marker is deleted because the rules have created the proper passive form.

The above rules may be paraphrased as follows:

In the original active sentence NP(subject) is represented by 2, auxiliary by 3, main verb by 4 and the NP(object) by 5. When the sentence is transformed into passive, 5 (which was the object) moves to the first position. Then, it will be followed by 3 (auxiliary) and be -en (which forms the auxiliary and the past participle) is inserted; then it will be followed by 4 (the verb). The preposition by comes before 2 (which was the previous subject and now an object)

The deep structures of the passive sentences a and b are:

a. The chair was broken by her.



It is realized into surface structure passive as follows:

a. By passivization, it changes the subject into an object of a preposition and the object into a subject and it also inserts be + -en:

Pas + she + past + break + the chair

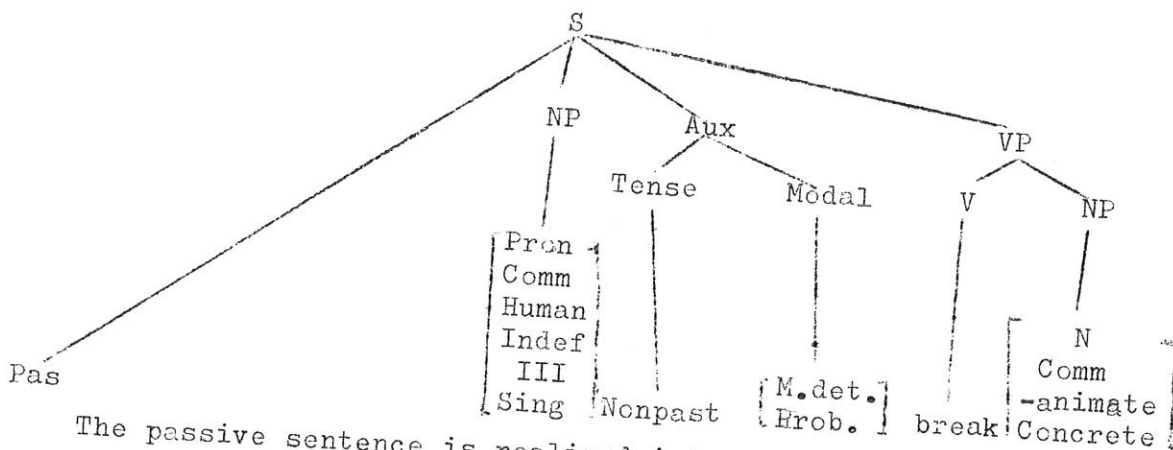
the chair + past + be -en + break + by + she

b. By affix-hopping which attaches the tense-marker to the auxiliary and the affix to the main verb:

The chair + be + past + break + -en + by + she

The chair was broken by her.

b. The chair will be broken.



The passive sentence is realized into surface structure by the following rules:

a. By substituting the correct modal for that represented in the deep structure:

Pas + someone + nonpast + will + break + the chair

b. By passivization which changes the position of the subject and the object and which inserts be + -en :

The chair + nonpast + will+ be -en + break + by + someone

c. By agent deletion, that deletes the object of the Preposition:

The chair + nonpast + will + be -en + break

d. By affix-hopping, this attaches the tense-marker to the auxiliary and the affix to the main verb:

The chair +Will + nonpast + be + break + -en

The chair will be broken.

CHAPTER 4

The Auxiliary in Amharic and English:

A Contrastive Analysis

Here, an attempt will be made to compare items of the auxiliary in Amharic and English.

In the contrastive presentation the writer uses the order of the constituents of the auxiliary in Amharic to compare them with the equivalent constituent of the auxiliary in English. So, first the PS Rules of the Amharic auxiliaries are presented with the corresponding rules of English auxiliaries next to each other.

4.1 The PS Rules of the Amharic and English Auxiliaries.

(To simplify the comparison, the conditions which allows the possible combinations in Amharic PS Rules have been left out.)

<u>Amharic</u>	<u>English</u>
1. Aux ---> Aspect+(Modal)+Tense	1. Aux ---> Tense+(Modal)+(Aspect)
2. Aspect ---> { Perfective Imperfective }	2. Aspect ---> { perfective Progressive }
3. Modal ---> { ayk'ar,m y,məsləw { y,hon noro } y,hon) }	3. Perfective ---> { have -en }
4. Tense ---> { Nonpast Past }	4. Progressive ---> { be -ing }
5. Nonpast ---> { allə nəw }	5. Modal ---> { will; shall; can; may would; should; could; might must; ought to }
6. Past ---> nəbbərə	6. Tense ---> { Nonpast Past }
	7. Nonpast ---> { -zə-izə-s }
	8. Past ---> { irregular -idə-də-t }

4.1.1 Aspect.

<u>Amharic</u>
Aspect ---> { Perfective Imperfective }

<u>English</u>
Aspect ---> { Perfective Progressive }
Perfective ---> { have -en }
Progressive ---> { be -ing }

- E.g a. hedo (perf)
 b. hedə (perf)
 c. hed (imperf)
 d. matto (perf)
 e. yiməta (imperf)

- a. He has gone. (perf)
 b. They have written. (perf)
 c. He had played. (perf)
 d. He is going (prog)
 e. They were playing (prog)

In the above examples, the perfective or imperfective aspect in Amharic is indicated by different vowel morphemes. However, in English the perfective (have -en) and the progressive (be -ing) aspect are used before a main verb and affixed to a main verb. Besides, in Amharic the perfective or imperfective aspect may not express the same sense as the perfective or progressive aspect unless a tense-marker is added to it.

- E.g a. hedoall
 b. sifəwall
 c. təcawito nəbber

- a. He has gone.
 b. They have written
 c. He had played

4.1.2 Modal.

Amharic

Modal → { ayk'rim
 y.məsləw
 y.hon } y.hon
 { noro }

English

Modal → { will; shall; can; may
 would; should; could; might
 must; ought to }

The number of modals in Amharic has not yet been fully determined. Compared to the use of the modals in English, the modals in Amharic have a more restricted use in the language.

Amharic

- E.g a. sayhedə ayk'rim
 'He may go'
 b. yiməta y.məsləwall
 'I think, he may come.'
 c. t.məta noroall
 'You might have come.'
 d. matto y.hon y.hon all
 'Probably, he has come.'

English

- a. I will come (determination)
 b. He may come. (probability)
 c. May I come? (permission)
 d. They should do the work. (obligation)
 e. They must do the work. (necessity)
 f. We can do the work. (ability)

So the modal in Amharic do not express all of the ideas expressed by the modals in English from a-f above, and Amharic uses some other linguistic forms to paraphrase the same meaning.

4.1.3 Tense.

<u>Amharic</u>	<u>English</u>
Tense ---→ {Nonpast Past }	Tense ---→ {Nonpast Past }
Nonpast ---→ {alla new }	Nonpast ---→ { -zi-iz/-s }
Past ---→ nabbəra	Past ---→ {irregular -id/-t }

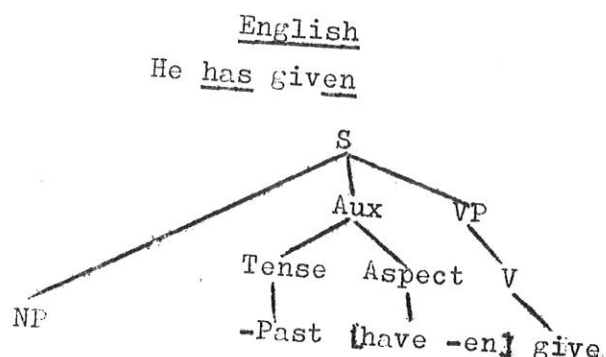
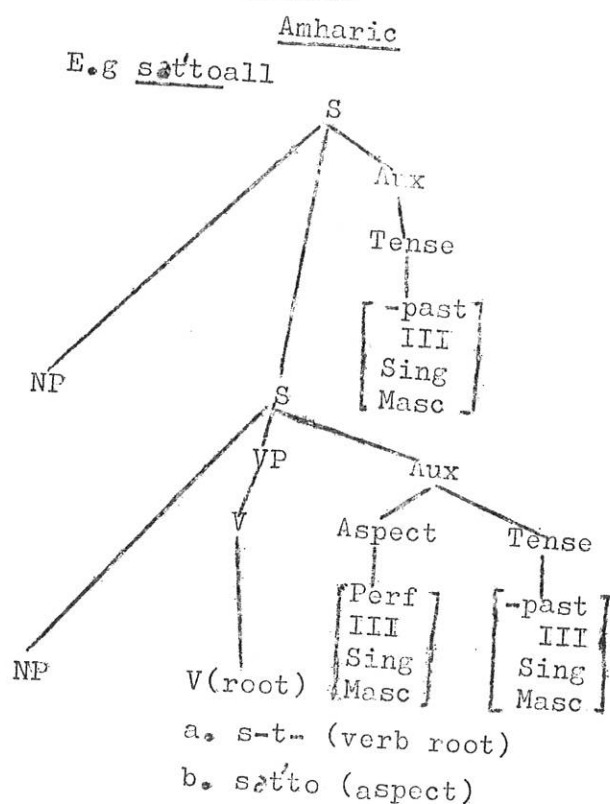
In Amharic the tense-markers are few in number; they are attached at the end of a perfect or imperfect verb or they may be part of the copula in predicative sentences. However, in English the inflectional endings which serve as tense-markers change with the preceding sound of a verb or they may have irregular forms.

<u>Amharic</u>	<u>English</u>
E.g a. innəssu zaf y kórətallu(-past)	a. They cut / trees.(-past)
b. issu wənberun y t'ərgall(-past)	b. He rubs/-z/ the chair.(-past)
c. issu zziya y darsall(-past)	c. He reaches/-iz/ there.(-past)
d. issu bəkflu w st' y sərall(-past)	d. He works/-s/ in the class. (-past)
e. issu məstəwatun səbbərə (past)	e. He broke(irreg)the glass. (past)
f. issu astəyayəṭun ak'ərrəb (past)	f. He forwarded/-id/his suggestions.(past)
g. issu zafun wəṭṭa (past)	g. He climbed/-d/the tree. (past)
h. issu balijjagəradwa sakə (past)	h. He laughed/-t/ at the girl. (past)

In these examples, the different nonpast and past inflectional endings in English have been replaced by only two tense-markers in Amharic.

4.2 Deep to Surface Contrast of the Amharic and English Auxiliaries.

4.2.1 Aspect.

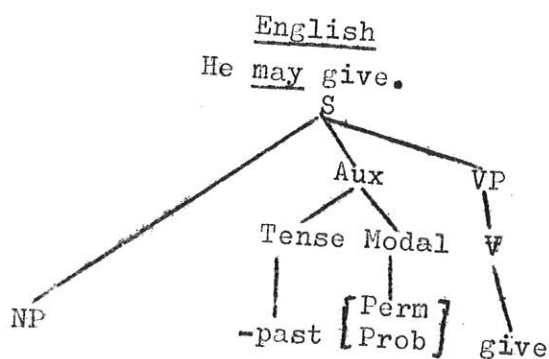
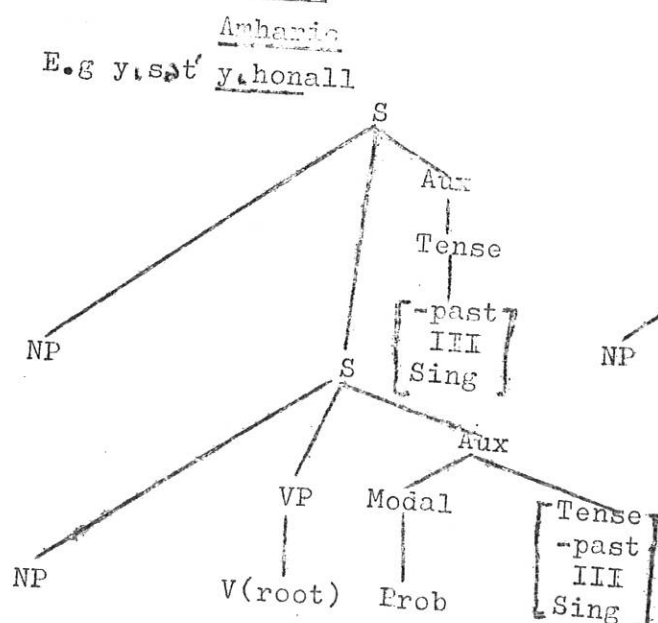


- a. he+nonpast+have -en+give
b. he+have+nonpast+give+-en

He has given.

In Amharic, the aspect is realized into surface structure by copying the perf aspect (vowel morphemes) into the verb root; in English by affix-hopping which attaches the tense-marker to have and the affix to the main verb.

4.2.2 Modal.

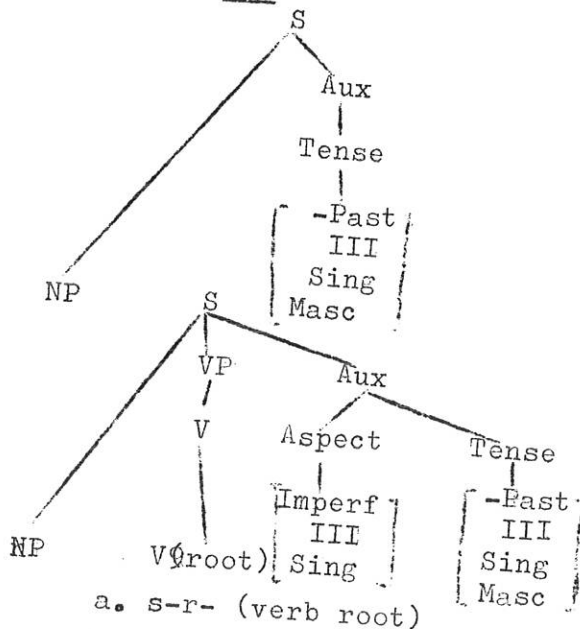


Both the Amharic and English modals may be realized into surface structure by replacing the proper surface structure modals for those which are represented in the deep structure.

4.2.3 Tense.

Amharic

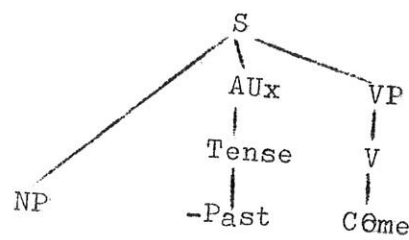
E.g yisār all



- a. s-r- (verb root)
- b. yisār(aspect)
- c. yisārall(tense)

English

He comes.



- a. He + nonpast + come
 - b. He + come + nonpast
- He comes.

In Amharic, the tense is realized into surface structure by copying the imperfect aspect into the verb root and by affix-hopping and in English only by affix-hopping.

Thus, the deep to surface realization of the Amharic and English auxiliaries may be summarized as follows:

Amharic

- a. By copying either the perf or imperf aspect into the verb root.
- b. By substituting the proper modal for that which is represented in the deep structure.
- c. By affix-hopping which attaches the correct tense-marker to the imperf or perf verb or the copula.

English

- a. By substituting the proper modal for that which is represented in the deep structure.
- b. By affix-hopping which attaches the tense-marker to main verb or the auxiliary and an affix to a main verb.

4.3 The surface Structures of the Amharic and English Sentences.

4.3.1 Questions.

4.3.1.1 Yes/No Questions.

<u>Amharic</u>	<u>English</u>
SD: Q+NP--VP--Aux	SD: Q+NP-- Tense { have be modal }
SC: 1 2 3 4 → 2-3-4 { inton -n way }	1 2 3 SC: 0 3 2

The transformational rules clearly show the difference of question transformations in Amharic and English. In Amharic, any Yes/No question may be constructed by attaching one of the three elements which is in the braces i.e., inton, -n or way at the end of an affirmative sentence. But in English have, be or modal are inserted before a NP. If none of these three is present, a tense-marker is shifted before the NP and "Do-Support rule" is applied. Besides, the forms of these constituents change with the tense and the number of the subject.

<u>Amharic</u>	<u>English</u>
E.g a. y.mətall way?	a. <u>Does</u> he come? <u>Will</u> he come? or <u>Is</u> he coming?
b. mətta way?	b. <u>Did</u> he come?
c. mətto all way?	c. <u>Has</u> he come?
d. mətto nəbbə way?	d. <u>Had</u> he come?

In the above examples, the different Yes/NO questions in English may be replaced by any one of the three question forming particles in Amharic. In the examples the English questions are replaced by only one Yes/NO question forming particle (i.e., way).

4.3.1.2 Wh-questions.

<u>Amharic</u>	<u>English</u>
SD: Q+NP--VP--WhQ--Aux	SD: Q+WH--NP-- Tense { have be modal }
SC: 1 2 3 4 5 → (2)-4-3-5	1 2 3 SC: 1 3 2

In Amharic, the Wh-question is constructed by placing the question word before a verb. On the other hand, Wh-question in English first shifts have, be or modal before the subject and if any one of these is not present the tense-marker is shifted before the NP and the Do-Support rule is applied. After that, the question word is fronted.

<u>Amharic</u>	<u>English</u>
E.g a. y.mə'tall (affirm)	a. He comes. (affirm)
lə'mən y.mə'tall? (Wh-Q)	Does he come? (Yes/No Q)
	Why does he come? (Wh-Q)
b. hədə (affirm)	b. He went. (affirm)
	Did he go? (Yes/No)Q)
c. wədətə hədə? (Wh-Q)	cc. Where did he go? (Wh-Q)

4.3.2 Negatives.

<u>Amharic</u>	<u>English</u>
SD: Neg+NP--VP--AUX SC: 1 2 3 4→25	SD: Neg+NP-- Tense SC: 1 2 3 + not
yəlləm aydəlləm al-(m) ba- (y.m-}a-(m)	have be modal

In the above rules, negatives in Amharic are formed by changing the positive copula into its opposite, by prefixing or by prefixing and suffixing affixes to a verb according to the different conjugations of a verb. In English, sentences are, however, changed into negative by inserting not after have, be, modal or if one of these is absent, Do-Support rule is applied and the correct form of do is used and not is followed after that.

<u>Amharic</u>	<u>English</u>
E.g A. issu əllə (affirm)	a. He is present (affirm)
issu yəlləm	b. He is <u>not</u> present. (neg)
b. issu nəw (affirm)	b. hē is. (affirm)
issu aydəlləm (neg)	He is <u>not</u> . (neg)
c. issu yəmə'tall (affirm)	c. He comes. (affirm)
issu aymə'tam (neg)	He does not come. (neg)
	He will come. (affirm)
d. issu mə'tta (affirm)	He will <u>not</u> come. (neg)
issu əlmə'ttam (neg)	d. He came (affirm)
	He did <u>not</u> come. (neg)

- e. issu mmmatatu new (affirm) a. He is to come. (affirm)
 issu al mmmatatu new (neg) He is not to come. (neg)

In the examples, the different negative morphemes, prefixes and suffixes are replaced by only one negative forming morphemes in English.

4. 3.3 Tag Questions.

<u>Amharic</u>		<u>English</u>	
SD: Tag Q+NP-Vp-Aux		SD: Tag Q+NP-- Tense { have, be, modal } not -x	
SC: 1 2 3 4 -- 2-3 { 4+ al-m }	yallam	1 2 3 4 5	SC: 2 3 4 5 3 # nt 2

According to the transformational rules, tag question in Amharic is formed by a positive form of a verb followed by either the negative form of the nonpast tense-marker, yallam or by the negative form of the past tense-marker, alnegbaram. But a tag question in English is formed in quite a different way i.e., by either a positive sentence followed by a negative question or a negative sentence followed by a positive question (according to the conditions of tag question transformation presented in Chapter 30). The question at the end may be have, be, modal or if one of these is not present the correct form of Do is used.

<u>Amharic</u>	<u>English</u>
E.g a. y.mata <u>yallam</u> ?	a. He comes, doesn't he? He will come, won't he? He is coming, isn't he?
b. matto <u>yallam</u> ?	b. He has come, hasn't he?
c. matto <u>alnegbaram</u>	c. He had come, hadn't he?

4.3.4 Passives.

<u>Amharic</u>	<u>English</u>
SD: Pas+NP ₁ -NP ₂ -V-Aux	SD: Pas+NP+Aux-VP-NP
SC: 1 2 3 4 5 --3-(b +2) { ta-1 st radical aperf to- { Perf Imp 1 st radical gemin { impe infin }	1 2 3 4 5 -5
	SC: 5 3be -en 4 by 2

In Amharic, a sentence is changed into passive by a verb-prefix or by gemination of the first radical of a verb according to the form of a verb. The active subject will be an object of a preposition or may be omitted, and the object will be the subject. Likewise, in English, a subject will be an object of a preposition by an object will be subject. The main verb is changed into past participle and is preceded by the correct form of an auxiliary presenting the person or the number of the passive subject.

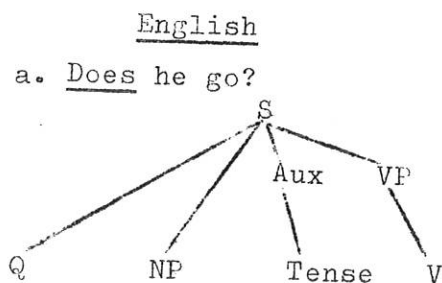
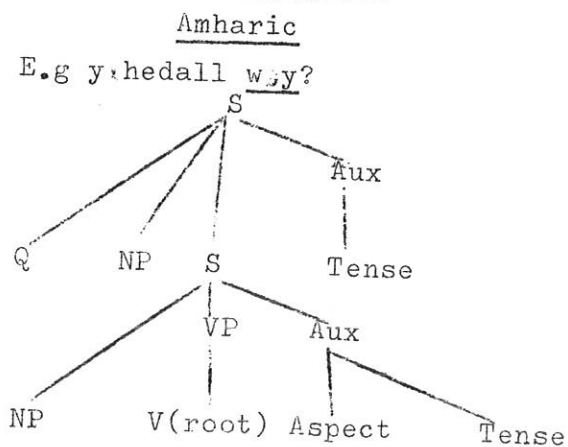
<u>Amharic</u>	<u>English</u>
E.g a. ስሙ ይገደባል	a. He will <u>be</u> killed.
b. ስሙ ተገደደ	b. He <u>was</u> killed.
c. ስሙ ገደብኩልኝ	c. He is going to <u>be</u> killed.

4.4 Deep to Surface Contrast of the Amharic and English Sentences.

Almost all simple sentences in English have equivalent complex sentences in Amharic unless they are predicative sentences with a copula. Whenever a simple sentence in English is realized from deep to surface structure the transformational rules are few in number; but, its equivalent complex sentences in Amharic applies a greater number of transformational rules for its realization.

Under this section the deep to surface structure realization of equivalent sentences in Amharic and English are presented. So, under each sub-heading of this section, the transformational rules of equivalent sentences are presented side by side. Then, a short remark is made, based on the same transformational rules of both languages to show similarities and differences.

4.4.1 Questions.



The questions are realized into surface structures:

a. By identical subject deletion rule:

Q + ssu + ssu + h-d- + all + all

Q + ssu + h-d- + all + all

b. By copying the imperf aspect into the verb root:

Q + ssu + hed + all + all

c. By identical tense-marker deletion rule:

Q + ssu + hed + all

d. By affix-hopping which attaches the personal affix and the tense-marker:

Q + ssu + yhedall

e. By subj deletion of the matrix sentence:

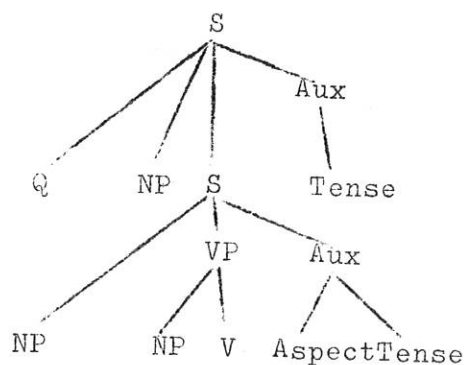
Q + yhedall

f. By question transformation which attaches a particle:

Yhedall + way

Yhedall way?

b. lamin yhedall?



a. By question transformation (inversion)rule:

Q + he + nonpast + go

Nonpast + he + go

b. By Do-Support rule:

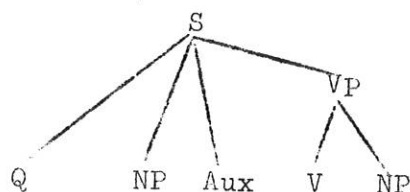
Nonpast + do + he + go

c. By affix-hopping which attaches a tense-marker to the auxiliary:

Do + nonpast + he + go

Does he go?

b. Why does he go?



They are realized into surface structures:

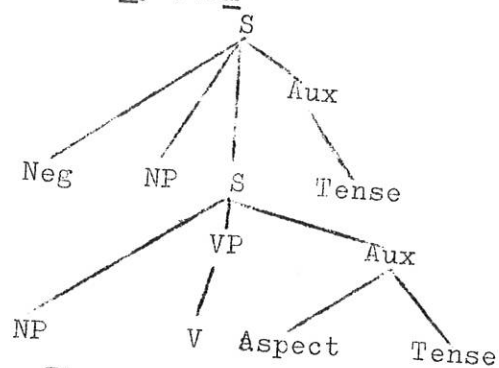
- | | |
|---|--|
| a. By identical subject deletion rule:
Q + .ssu + .ssu+ and m.kniyat+h-d+ all + all
Q+.ssu +and m.kniyat +h-d +all+ all | a. By question transformation (inversion)rule:
Q+he + nonpast+go+Wh-some reason
Nonpast+ he+ go+Wh-some reason |
| b. By copying the imperf aspect into the verb root:
Q +.ssu +and m.kniyet + hed +all+all | b. By Wh-question transformation:
Wh-some reason+nonpast+he+go
Why +nonpast +he + go |
| c. By identical tense-marker deletion rule:
Q +.ssu + and m.kniyat+hed +all | c. By Do-Support:
Why+nonpast+do+ he+ go |
| d. By affix-hopping which attaches the personal affix and tense-marker to the imperf aspect:
Q+.ssu +and m.kniyat+y,hedall | d. By affix-hopping:
Why+do + nonpast +he +go
Why does he go? |
| e. By deletion of the subject of the matrix sentence:
Q+ and m.kniyat+ y,hedall | |
| f. By Wh-question transformation:
and m.kniyat+ y,hedall
l:m.n+ y,hedall
l:m.n y,hedall? | |

To realize questions from deep to surface structure, Yes/No question transformation and Wh-question transformation rules are applied to both Amharic and English. Yes/No question transformation in English inverts the order and puts the auxiliary before the subject; but the same rule in Amharic attaches a particle. In the same way in English Wh-question transformation fronts a question word and the same rule inserts the question word before a verb.

4.4.2 Negatives.

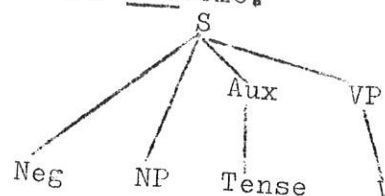
Amharic

E.g. ssu aymatam



English

He does not come.



The negatives are realized into surface structures:

a. By identical subject deletion rule:

Neg+ ssu+ ssu+ m-t' +all+ all

Neg+ ssu + m-t' + all+ all

b. By copying the imperf aspect into the verb root:

Neg + ssu + m-t' a+ all+ All

c. By identical tense-marker deletion rule:

Neg+ ssu + m-t' a + all

d. By affix-hopping which attaches the personal affix and the tense-marker to the verb.

Neg+ ssu + y. m-t' all

e. By negative transformation which prefixes a and suffixes m.

ssu + aymatam

ssu aymatam

a. By neg.transformation which inserts not:

Neg + he + nonpast + come

He+ nonpast +not+ come

b. By Do-Support:

He+ nonpast +do +not +come

c. By affix-hopping which attaches the tense-marker to the auxiliary:

He+do +nonpast+ not + come

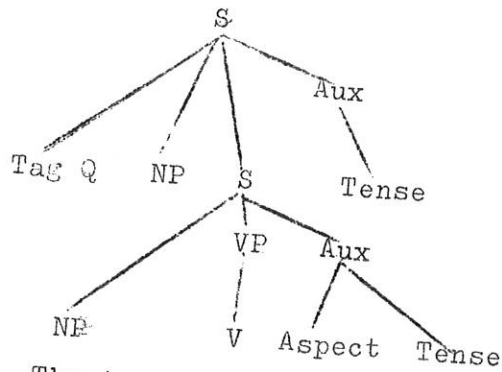
He does not come.

In Amharic, neg. transformation prefixes only an affix or prefixes and suffixes affixes to a main verb. In English, the corresponding rule only inserts not.

4.4.3 Tag Questions.

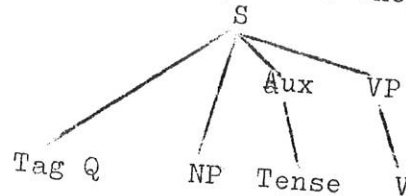
Amharic

E.g. *nnəssu yihedu yalləm?*



English

They go, don't they?



The tag questions are realized into surface structures:

a. By identical subject deletion rule:

Tag Q+ *nnəssu* + *nnəssu+h-d* + *all* + *allə*

Tag Q+ *nnəssu+h-d* + *all* + *allə*

b. By copying the imperf aspect into the verb root:

Tag Q+ *nnəssu* + *hed* + *all* + *allə*

c. By identical tense-marker deletion rule:

Tag Q+ *nnəssu* + *hed* + *all*

d. By affix-hopping which attaches the personal affix and the tense-marker to the verb:

Tag Q+ *nnəssu+yihedu* + *all*

e. By tag question transformation which triggers the change of the tense-marker to its opposite:

nnəssu yihedu yalləm

nnəssu yihedu yalləm?

a. By tag question transformation which triggers the copying

of the tense-marker, inserts not (if it is not present in the main part of the sentence) and replaces the subj by a pronoun in the second part:

Tag Q+ *they* + *nonpast* + *go*

They + *nonpast+go* + *nonpast+not* + *they*

b. By Do-Support:

They + *nonpast* + *go* + *nonpast+do+not* + *they*

c. By affix-hopping:

They + *go+nonpast* + *do* + *nonpast+not* + *they*

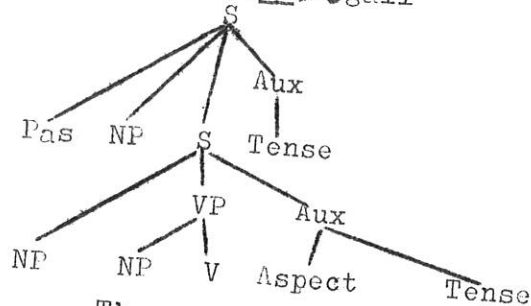
They go, don't they?

As shown in the example, in Amharic the tag question transformation rule changes the tense-marker into its opposite and in English the same rule copies a tense-marker and a pronoun similar to the subject of the sentence in the second part.

#.4.4 Passives.

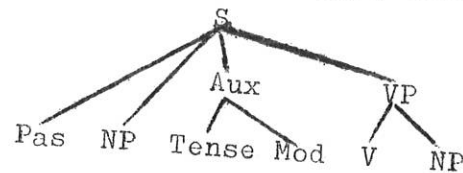
Amharic

E.g. c'ammaw y. t't'arəgall



English

The shoes will be polished



The passive sentences are realized into surface structures:

- a. By identical subject deletion a. By substituting the proper surf. rule: structure modal:

Pas + saw + saw + c'amma + t'-r-g + Pas+some one+nonpast+modal+polish+ all + all the shoes

Pas + saw + c'amma + t'-r-g + all + Pas+some one+nonpast+will+polish+ all the shoes

- b. By copying the imperf aspect into the verb root:

Pas+saw+c'amma+t'arəg+all+all

- c. By identical tense-marker deletion rule:

Pas+saw+c'amma+t'arəg+all

- d. By passivization which changes the position of the subject and the object and the verb geminates:

c'amma+basaw+y. t't'arəg+all

- e. By agent deletion rule:

c'amma+y. t't'arəg+all

- f. By affix-hopping which attaches the personal affix and the tense-

marker to the verb:

c'ammaw+ y. t't'arəgall

cammaw y. t't'arəgall

- b. By passivization rule:

the shoes+nonpast+will+be+ -en+

polish+by+some one

- c. By agent deletion rule:

the shoes+nonpast+will+be+ -en+

polish

- d. By affix-hopping:

the shoes+will+nonpast+be+polish+ -en

The shoes will be polished.

In Amharic, passivization geminates a verb or adds an affix to a verb and in English, it introduces an auxiliary and an affix (i.e., be-en). However, in both languages it changes a subject into an object and an object into a subject.

CHAPTER 5

5.1 Summary.

The constituents of the auxiliary in Amharic as well as in English are three in number having the same names. They are aspect, modal and tense. The forms and the orders of every constituent are different in the two languages.

For instance, in Amharic an aspect determined the morphological shape of the radicals of a verb root, whether it is past, present or future action; in English, it is used both before a verb and affixed to a verb to show completed or continuous action of a verb. The modal in Amharic indicates probability or uncertainty and its function is limited compared to the function of the modal in English. On the other hand, in English the functions of the modal varies with the situations and the attitudes of a speaker. In both languages tense shows past or nonpast. The tense-markers in Amharic are limited in number. But the tense-markers in English change with the preceding sound and subject of a verb.

The auxiliary in English is very important in sentence transformations i.e., in transforming sentences from basic statements into questions, negatives, tag questions, passives etc. Most of the time the auxiliary in English is defined by its position in different sentence transformations. However the Amharic auxiliary has hardly any function in these areas.

Besides, the following generative and transformational rules of the auxiliary in Amharic and English may summarize the description and analysis of the auxiliary in Amharic and English of the preceding chapters.

A concise presentation of---

5.1.1 The PS Rules of the Amharic and English Auxiliaries.

<u>Amharic</u>	<u>English</u>
1. Aux ---> Aspect + (Modal) + Tense	1. Aux ---> Tense + (Modal) + (Aspect)
2. Aspect ---> { Perfective Imperfective }	2. Aspect ---> { Perfective Progressive }
3. Modal ---> { aykərim y, m-ə-ləw y, hon norə (y, hon) }	3. Perfective ---> { have -en }
4. Tense ---> { Nonpast Past }	4. Progressive ---> { be -ing }
5. Nonpast ---> { allə nəw }	5. Modal ---> { will; shall; can; may; would; should; could; might; must; ought to }
6. Past ---> nəbbərə	6. Tense ---> { Nonpast Past }
	7. Nonpast ---> { σ -z, -iz, -s }
	8. Past ---> { irregular -id, -d-ə-t }

5.1.2 Questions.

5.1.2.1 Yes/NO Questions.

<u>Amharic</u>	<u>English</u>
SD: Q+ NP-VP-Aux	SD: Q+NP-- Tense { have be modal }
SC: 1 2 3 4 --> 2-3-4 { inton ni way }	1 2 3 SC: σ 2 2

5.1.2.2 Wh-questions.

<u>Amharic</u>	<u>English</u>
SD: Q+NP--VP--WhQ--Aux	SD: Q+WH--NP-- Tense { have be modal }
SC: 1 2 3 4 5 --> (2)-4-3-5	1 2 3 SC: 1 3 2

5.1.3 Negatives.

<u>Amharic</u>		<u>English</u>	
SD: Neg+NP--VP--Aux	yellam aydellam al-(m) ba- yam- a-(m) a-	SD: Neg+NP--Tense	{ have be modal }
SC: 1 2 3 4 → 2	3 { ba- yam- } a-(m) -4	1 2 3	
		SC: 2	3 + not

5.1.4 Tag Questions.

<u>Amharic</u>		<u>English</u>	
SD: Tag Q+NP-VP-Aux		SD: Tag Q+NP-- Tense	{ have be modal } -not-x
SC: 1 2 3 4 → 2-3	{ yellam 4 + al-m }	1 2 3 4 5	
		SC: 2 3 4 5 3 # nt 2	

5.1.5 Passives.

<u>Amharic</u>		<u>English</u>	
SD: Pas+NP ₁ -NP ₂ -V-Aux		SD: Pas+NP-Aux-VP-NP	
SC: 1 2 3 4 5 → 3(b + 2)	{ ta-1 st radical a perf ta- {perf} 1 st radical gemin {imperf infin } }	1 2 3 4 5	
		SC: 5 3be -en 4 by 2	

5.2 Hypothetical Predictions of Errors Based on the Contrast.

In the contrastive analysis the surface structures as well as the deep to surface structure differences of the auxiliary in Amharic and English have been identified. The function of the auxiliaries of each language in different sentence transformations has been contrasted.

On the surface, every constituent of the auxiliary of each language has a different structure. To realize the same constituent from deep to surface structure, each language may apply the same transformational rule; but, this does not function in the same way in each language.

So, the prediction of errors which are indicated below is based

on the comparison of the auxiliaries and sentence transformations of Amharic and English Which has been given in the preceding chapter.

5.2.1 Aspect: Both in Amharic and English aspect is a constituent of the auxiliary. As shown in the contrast, the aspect in Amharic is different from the aspect in English.

Hence, an Amharic speaker in learning the perfective or progressive aspect may use the incorrect form of have with the -en suffix, or the wrong form of be with -ing suffix with different persons and tenses such as the following. (These errors have also been observed in English teaching classes)

- E.g *
- a. He have go; he have went or he have gone.
 - * b. He has go or he has went.
 - * c. They has go; they has went or they has gone.
 - * d. I am play; I is play; I was play or I were playing.
 - * e. They is playing ; they is play; they are play or they were play.

5.2.2 Modal: Both Amharic and English have modals. The Amharic speaker does not use the modal in his language to express permission, probability, determination, ability or obligation like the modal in English. so, he may use the wrong modals other than those correct modals expressed in the following examples.

- E.g a. I Will go there. (to express determination)
- b. They must study the Lesson. (to express necessity)
 - c. He should come. (to express obligation)
 - d. they can do it. (to express ability)
 - e. May I go out? (to express permission)

5.2.3 Tense: In Amharic and English the tense-markers are different.

A speaker of Amharic learning the tense in English may make errors of the following types. (These are also actual errors committed by secondary school students.)

- E.g*a. He drink- water.
- * b. He teach- or teaches English.
 - * c. He learn- English yesterday.
 - * d. He buy or buyed sugar.
 - * e. He send or sended the letter.
 - * f. He hited the child.

5.2.4 Questions: Constructing questions in English may be very difficult for an Amharic speaker because, as shown in the comparison, the construction of a question in his language is quite different from that of English. Because of that an Amharic speaker in learning questions in English may use an affirmative sentence as Yes/No question or a question word in front of an affirmative sentence like Wh-question. or he may invert the incorrect form of have, be, modal or do.

E.g * a. He came? (Yes/No question)

* b. Why he came? (Wh-Question)

* c. Have he came? (Yes/No question)

* d. Was the boys coming here? or was the boys come here? (Yes/No Q)

* e. Is I going there? or Is I go there? (Yes/No question)

* f. Has they gone to school? or Has they go to school? (Yes/No Q)

5. 2.5 Negatives: The negative in Amharic and English are not the same. Hence, a speaker of Amharic in learning the negative in English may make the mistake of using not before a main verb or after a main verb without an auxiliary.

E.g * a. He not go or he go not.

* b. He not went or he went not.

* c. He not gone or he gone not.

5.2.6 Tag Questions: Tag question may be a serious learning problem to an Amharic speaker. The form of questions which the writer has considered as tag questions in Amharic are very different from the tag question in English.

It may be very difficult to predict the types of errors a speaker of Amharic may commit in learning tag question in English. Perhaps, He may consider as tag question Yes/NO negative questions, negative sentences or like tag questions in Amharic a positive sentence followed by not. Or he may construct the wrong form of tag in the second part of tag question constructions. (Errors of the following types are common in secondary schools.)

E.g * a. He did not come?

* b. Did he not come?

* c. They have not played?

* d. Have they not played?

- * e. She was not here?
- * f. He comes not?
- * g. They have come not?
- * h. The men came, don't they?
aren't they?
weren't they?
- * i. The boy comes, isn't he?
don't he?
didn't he?
- * j. The boys are playing, don't they?
weren't they?
haven't they?

5.2.7 Passives: Due to the structural difference of the passive in Amharic and English, an Amharic speaker in learning the passive in English may use the wrong form of an auxiliary before a past participle verb, a past participle verb without an auxiliary, a wrong form of past participle verb with or without an auxiliary. (These are common errors made by secondary school students while learning passives.)

- E.g
- * a. The books is written by the man.
 - * b. The books written by the man.
 - * c. The books are wrote by the man.
 - * d. The books wrote by the man.
 - * e. The books write by the man.

5.3 Conclusion.

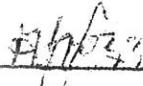
The problems of learning the auxiliary in English that have been observed in secondary schools prior to the study have now been confirmed by the contrastive analysis. It may be said that the difference of the structures of the auxiliary in Amharic and English may be one of the causes that students do not master the auxiliary in English for a long time.

So, pattern practice may be one of the methods of overcoming some of the errors an Amharic speaker may commit in learning the auxiliary in English. Here, the exercise prepared must be based on the generative and transformational rules of the auxiliaries discussed. The exercises should give the students an insight to the rules. This may help

DECLARATION

I, the undersigned declare that this thesis is my work and all sources of material used for the thesis have been duly acknowledged.

Name: Sisaye Makonnen

Signature: 

Place: Institute of Language Studies A.A University

Date of Submission June 9, 1983