

## AGAINST AN INITIAL WH FILTER IN AMHARIC\*

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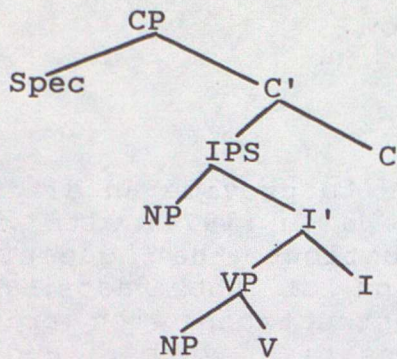
### 1. INTRODUCTION:

The objective of this paper is to provide an alternative analysis to a constraint proposed by Hailu (1974) with respect to the ungrammaticality of constructions that question the subject in situ. As a description of the facts, Hailu's observation holds true for all constructions with transitive verbs. Constructions with intransitive verbs, and small clause constructions, however, contradict Hailu's observation. The alternative solution proposed here will provide an explanation to the facts observed by Hailu. The same analysis will provide an explanation to the data which stood as counter evidence to Hailu's constraint.

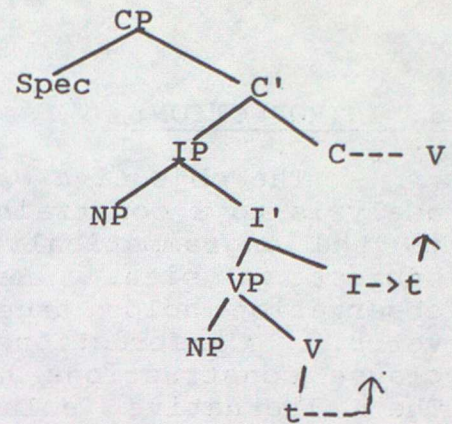
#### 1.1 BACKGROUND:

Amharic is an S O V language (Greenberg (1963), Bender (1976), Hailu (1974), Taddese (1972)). XPs are head final. Prepositions in pps are analysed as case markers (Tremblay & Kabbaj forthcoming). Following Koopman's (1983) V to I movement and Tremblay's (1986) analysis of V to I to C in Amharic CP structure, the following Deep and Surface Structures are proposed for Amharic.

a. D-Structure



b. S-Structure



There is no Wh movement in syntax (i.e no Wh in Spec of CP).

Examples:

(2) a. Kābbādä lä-alämu mäs'haf sät't'-ä(-w).

Kebede to-Alemu a book gave-3smS(-3smO)

'Kebede gave a book to Alemu.'

b. \* mīn kābbādä lä-alämu sät't -ä(-w)?

What Kebede to-Alemu gave-3smS (-3smO)

'What did Kebede give to Alemu?'

c. kābbādä lä-alämu mīn sät't-ä(-w)?

Kebede to-Alemu what gave-3smS(-3smO)

'What did Kebede give to Alemu?'

In addition to this empirical evidence, the absence of a syntactic movement is further confirmed by the absence of the properties of the rule that moves Wh phrases into Comp (commonly known as Wh diagnostics (Chomsky 1977)). One of these properties is the presence of a Wh word on the surface in the Comp position of an S' (for us, in the SPEC of CP). As shown in (2) however, no Wh word appears in Comp at S-Structure in Amharic. Therefore, one of these properties is lacking. Elements (like Relativizer, Complementizer...etc) that normally appear in Comp by themselves in English are prefixed to the verb in Amharic.

Examples:

- (3) a. kǎbbädä yä-mätt-äw lǎj mät't'-a.  
 Kebede REL-hit-3smS-3smO boy came-3sms  
 'The boy who Kebede hit came.'
- b. täsfaye alämu kǎbbädä-n ðndä-mätt-a(-w) näggär-ä-N  
 Tesfaye Alemu Kebede-ACC that-hit-3smS(-3smO)  
 'Tesfaye told me that Alemu hit Kebede.'
- c. kǎbbädä girma si-mät'-a hed-ä.  
 Kebede Girma when-came-3smS went-3sms  
 'kebede left when Girma came.'

The second property is the existence of a gap inside IP. There is no such gap in Amharic.

Examples:

- (4) a. kabbädä yä-ayy-ä-w säw  
Kebbede REL-see-3smS (-sm0 man)  
Lit: The man Kebbede saw him.'
- b. \*kabbädä yä-ayy-ä säw  
kebbede REL-see-3smS man  
'The man Kebbede saw'
- c. kabbädä ayy-ä(-w)  
Kebbede saw-3smS(-3sm0)  
'kebbede saw (him)'

The last diagnostic property is the application of subjacency. In Amharic, subjacency does not apply as, relativization does not obey CNPC.

Examples:

- (5) yä-mätt-aw-in säw-yyä almaz yä-agäNN-ä-čiw säw  
REL-hit-3smS-3sm0-ACC man the Almaz REL-find-3smS-3sm0 man  
gar tänägaggär-ku  
with talked-1sm/fs

'I talked with the man who Almaz found the man who hit him'..

## 1.2 THE PROBLEM:

Questioning a subject in situ in a construction where the V takes a complement results in ungrammatical sentences.

Examples:

(6) a. kǎbbädä yonas-*in* mǎtt-a(-w).

kebbede Yonas-Acc hit-3smS-3sm0

'Kebbede hit Yonas.'

b. \*mann Yonas-*in* mǎtt-a(-w)?

Who Yonas-ACC hit-3smS-3sm0

'Who hit Yonas?'

The same is true with copulative (equational) sentences. Taddese has also noticed this fact. "In equational sentences, both the subject NP and the predicate attribute may be questioned, but mere substitution of a question word in the place of the questioned constituent would result in ungrammatical sentences ---" (1972 :202)

Examples:

(7) a. kǎbbädä astāmari-w nāw

Kebbede teacher-the/his is

'kebbede is the/his teacher.'

b. \*man astāmari-w nāw?

Who teacher-the/his is

'Who is the/his teacher?'

For a language that has no wh movement in the syntax, not to allow questioning the subject in situ seems to be paradoxical. Therefore, why questioning subjects in situ in such constructions is not possible needs proper explanations.

### 1.3. SUGGESTED SOLUTIONS TO THE PROBLEM:

Hailu Fulas (1974) proposed the following filter: "A questioned constituent may not occur as the initial element of its clause." This filter, apart from not being explanatory, has standing counter-examples. Constructions with intransitive verbs, are a few such counter-examples. In such constructions, the subject can be questioned in situ.

Examples:

(8) a. kǎbbädä mä't't' -a  
kebbede came-3smS  
'Kebbede came.'

b. mann mä't't' -a?  
Who came-3smS  
'Who came?'

In a small clause construction, questioning the object in situ is not possible. Hailu's filter says nothing about such constructions; in fact, the filter predicts that such constructions would be grammatical, since the Wh word is not

clause initial. The reason for the ungrammaticality of (9 b) below, however, cannot be anything other than the Wh word being in situ. This is attested by comparing the minimal pairs in (9 a) and (9 b).

(9) a. Kəbbädä-n bā-atkilt bota-w wɨst' agänn-ä (-w).

kebbede-ACC CA=garden place-the inside found-3smS(3sm0)

'He found kebbede inside the garden.'

b. \* mann-in bā-atkilt bota-w wɨst' agänn-ä(-w).

Whom-ACC CA=garden place-the inside found-3smS(-3sm0)

'Who did he find in the Garden?'

The examples in (8b) and (9b) are counter-examples to the filter proposed by Hailu. To sum up, we reject Hailu's filter because, it lacks explanatory power. It is not at all clear why a language would need such a constraint. It has apparent counter-examples. Therefore, if it were to be accepted, it would remain to be a language particular rule.

Having rejected Hailu's filter, we would like to provide an alternative solution to the problem. The solution that we propose appeals to William's (1980) theory of Predication and Huang's (1982) theory of Wh movement.

If roughly generalized, the predication theory says that there is a tight relationship between the subject and its predicate. This relationship is expressed by the c-command relationship that both categories enter into. A predicate is

commanded by, and commands its subject. We will assume that this relationship holds for Amharic. Unlike Williams, however, we will assume that traces are not visible for predicates.

Huang (1982:254), in his theory of Wh movement, says, "--- language families do not differ with respect to whether they have a Wh movement rule or not; but may differ in where they use the rule, in the syntax or in the LF."3 According to this theory, we will assume that the Wh rule in Amharic applies at LF.

The above two assumptions explain why questioning the subject in situ results in ungrammatical sentences. The Wh word (in accordance with Huang's theory) moves at LF to the SPEC of CP, which is assumed to be the left of C. This movement would leave the subject inaccessible to its predicate. Trace is not visible to the predicate, therefore, the c-command relationship that existed between the subject and the predicate prior to the movement would be blocked by IP, as IP is no more dominating the Wh word but the trace. The only way to save such a structure is by re-establishing the c-command relationship of the subject and the predicate. This is possible by moving the object to the Topic position which is assumed to be either to the left or to the right of CP.

Examples:

- (10) a. Kābbädä astämari-w nāw.  
kebbede teacher-the/his is  
"Kebbede is the/his teacher."

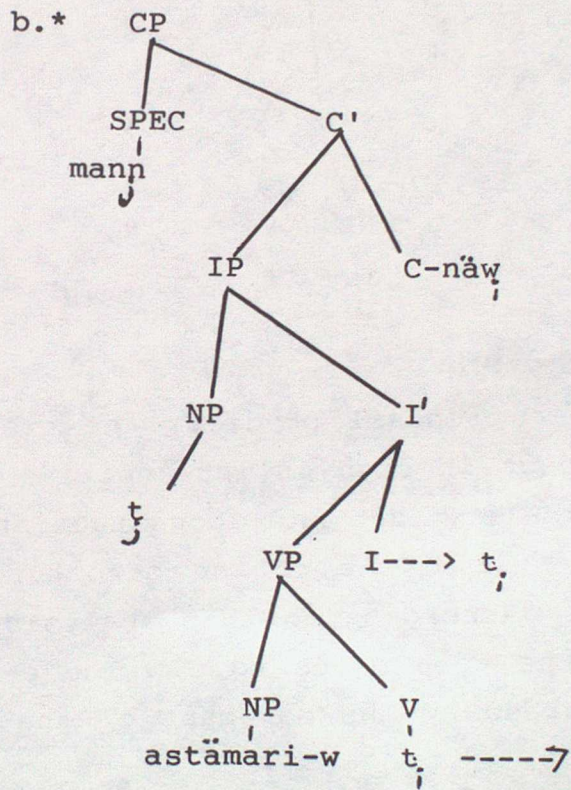
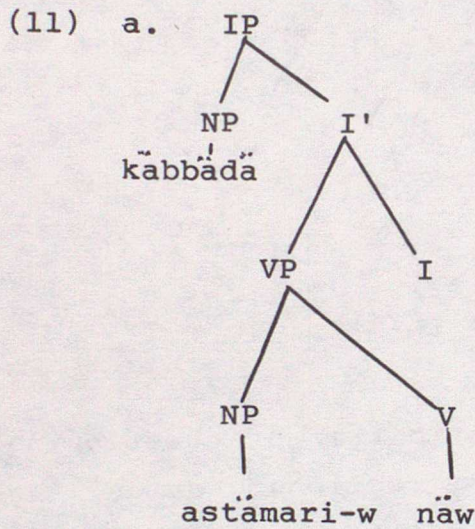


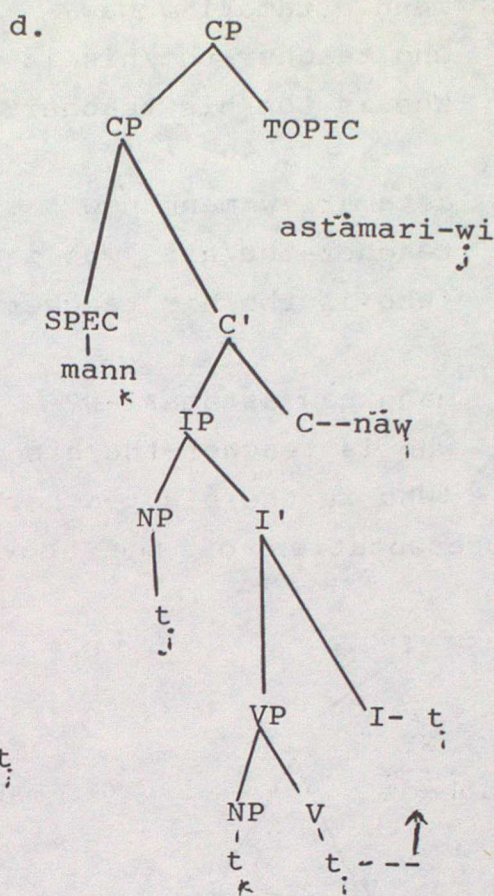
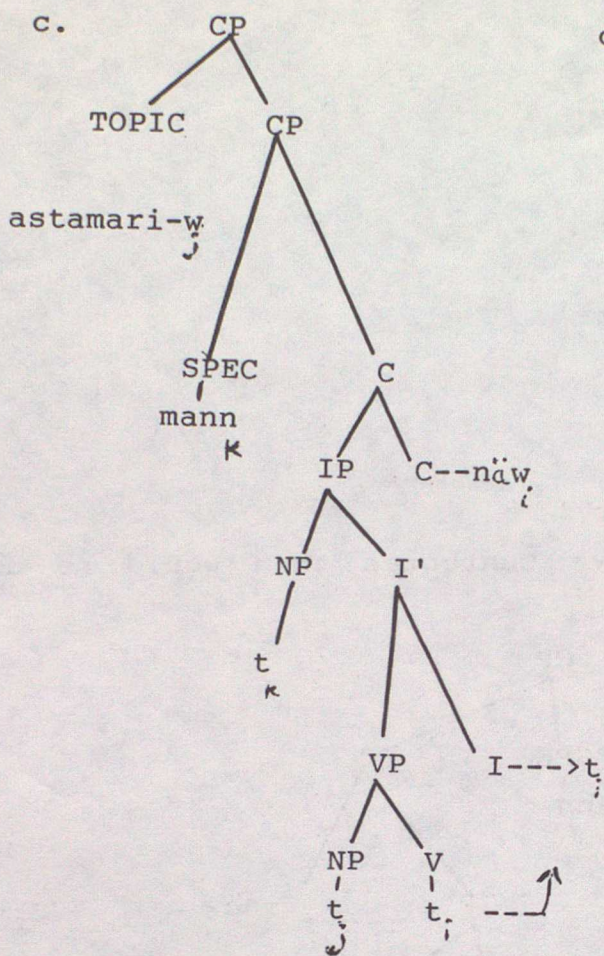
b. \*mann astämari-w nāw?  
 who teacher-the/his is  
 'Who is the/his teacher?'

c. astämari-w mann nāw?  
 teacher-the/his who is  
 'Who is the/his teacher?'

d. mann nāw astämari-w?  
 who is teacher-the/his  
 'Who is the/his teacher?'

The representation of the above sentences then would be as follows:





Our proposal predicts the grammaticality of questioning the subject in situ in intransitive constructions. For us, the grammaticality of such constructions follows naturally from Trembley's analysis of the structure of CP which we adopted earlier. According to this analysis, whenever IP is dominated by CP, the verb moves to C. The c-command relationship which is disturbed by the movement of the subject to the SPEC of CP is,

therefore, saved by the movement of the Verb to C since the moved verb can now c-command the subject and vice-versa. The reason we are not able to question the subject in situ in a transitive sentence is that such structures would not be able to maintain the c-command relationship between the subject and the predicate, since the object which is part of the predicate would be in situ blocked by IP from entering into such c-command relationship. As indicated earlier in the copulative constructions, such constructions could be saved only by moving the object to the TOPIC positions.

Small clause constructions favour our analysis more than Hailu's. The filter Hailu proposed says nothing about the fact that questioning the object in small clause construction results in ungrammatical sentences. A sentence like (9b) undermines Hailu's observation since it is a non-clause initial but ungrammatical Wh construction. Our theory, however, offers an explanation as to why questioning the object in small clause construction such as (9 b) is not possible. It is because, in such construction the predication relationship exists between the object and the pp in the same manner as it existed between the subject and the predicate. Therefore, when questioning the object, the c-command relationship would be discontinued as the object has to move to the SPEC of CP and, its trace is not visible for predication. The sentence could be saved, however, in a manner other such constructions are saved, that is, by re-establishing the c-command relationship by moving the pp to the TOPIC positions, as in the structure below:.

- (12) ba-atkilt botaw wist' kabbada mann-~~in~~ ayy-ä?  
CASE-graden place inside kebbede who-ACC saw-3smS  
'Who did Kebede see in the garden?'

The alternative analysis that is provided here accounts for all the ungrammatical sentences of Hailu and makes predictions as to how to save such structures. The prediction made by the analysis is borne out as could be seen below.

- (13) \*mann yonas~~in~~ mättaw? (H=15)  
who Yonas-dm hit-he-him  
'Who hit Yonas?'

Sentence (13) is ungrammatical because mann moves at LF to the SPEC of CP, the verb mättaw, according to the structure we proposed for Amharic, IPs dominated by CP move to C but, the object yonas~~in~~ remains in situ. This disturbs the c-command relationship that existed between the subject and the predicate, hence leading to ungrammaticality. To save the structure, as is predicted, we need to move the object to the TOPIC position which is either to the left or to the right of CP. This give us sentence (14) and (15) bellow, which are grammatical.

- (14) yonas-~~in~~ mann mätt-a-w?  
Yonas-dm who hit-he-him  
'Who hit Yonas?'

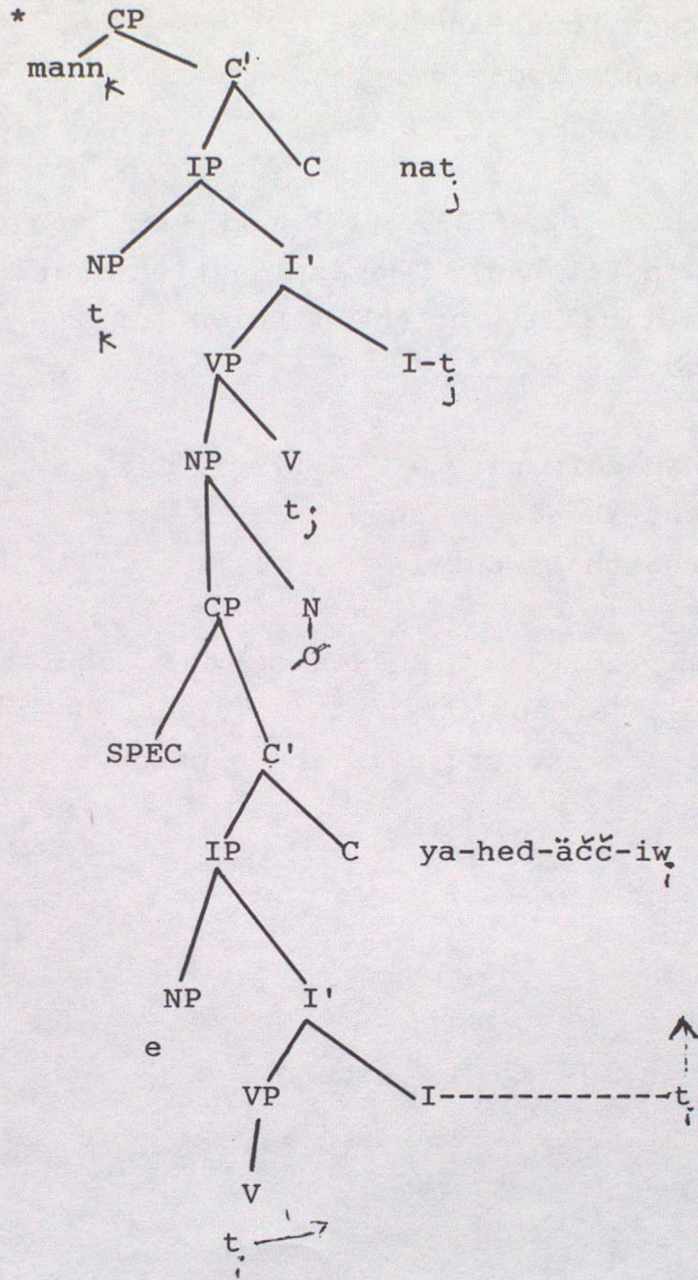
- (15) mann mätt-aw Yonas-in?  
Who hit-he-him Yonas-dm  
'Who hit Yonas?'

The tree structure for (13), (14) and (15) would be similar with that given in (11 b-d). The explanation that we would give for the ungrammaticality of (16) below is the same as the explanation we gave for (13).

- (16) \*mann yähedäččiw nat? (H=17.c)  
Who rm-went-she-df is-she  
'Who is she that went?'

The structure in (16) is the same as the copulative sentence shown in (11 a), except that the object NP in (16) is a relative clause. The structure is shown below as represented in Hailu.

17)



To save the above structure, we need to move the subject NP, which is a relative clause in this case, to the TOPIC

position. Since we have two TOPIC positions, moving it to either position restores the c-command relationship, and we get the following grammatical sentences.

(18) yāhedäččiw mann nat?  
rm-went-shed-df who is-she  
'Who is she that went?'

(19) mann nat yāhedäččiw?  
who is-she rm-went-she-df  
'Who is she that went?'

The ungrammaticality of (20) below again follows from our theory of predication.

(20) \*mann tāmari nāw?  
who student is-he  
'Who is a student?'

(21) tāmari mann nāw?  
student who is he  
'Who is a student?'

(22) mann nāw tamari?  
Who is-he a student  
'Who is a student?'

As shown above in (21) and (22), we can save the structure in (20) by moving the object tāmari to the TOPIC positions. Questioning the subject of a relative clause which is a subject NP as could be seen from (23) is not possible.

- (23) ?\*ma(nn) yämättaw liǰ tāmari nāw? (H=25)  
Who rm-hit-he-him child student is-he  
? 'The boy who he hit is a student?'

The structure is saved as usual by moving the object to the TOPIC positions as shown in (24) and (25).

- (24) tāmari man yämättaw liǰ nāw?  
student who rm-hit-he-him child student is-he  
? 'The boy who he hit is a student?'

- (25) man yämättaw liǰ nāw tāmari?  
Who rm-hit-he-him child is-he a student  
? 'The boy who he hit is a student?'

In cases like (24) and (25), in order for the c-command relationship between the subject and the predicate to be re-established, when we question the subject of the IP of the relative clause, we need to assume that the whole relative subject NP moves to the SPEC of CP. The evidence we have for this is the impossibility of questioning the object of the IP of the relative clause in situ in (29). Notice that questioning



the object in situ, except for small clause constructions, is not a problem. Therefore, what seems to matter here is whether or not both are dominated by a subject NP.

- (26) \*mann anč<sup>ĩ</sup> năš?  
Who you(fsg) are you  
'Who are you?'

Again moving the object NP anč<sup>ĩ</sup> to the TOPIC positions saves the sentence. Accordingly, we have (27) and (28).

- (27) anč<sup>ĩ</sup> mann năš?  
you(fsg) who are you  
'Who are you?'

- (28) man năš anč<sup>ĩ</sup>?  
Who are you you  
'Who are you?'

The following sentence shows the impossibility of questioning the object in situ inside a relative clause in a subject NP.

- (29) \*mann<sup>n</sup> yămăttăšiw ančč<sup>ĩ</sup> năš? (H-33.b)  
Who-dm rm-hit-you(fsg) you(fsg) are-you(fsg)  
(No English equivalent is provided.)

The same mechanism saves the sentence in (29)

(30) anči mannin yämättačiš năș?  
you(fsg) who-dm rm-hit-you(fsg) are-you(fsg)  
(no English equivalent is provided.)

(31) mannin yämättašiw năș anči?  
Who-dm rm-hit-you(fsg) are-you(fsg)you(fsg)  
(No English equivalent is provided.)

Finally the last ungrammatical sentence of Hailu with a clause initial Wh word is sentence (32) below.

(32) \*mann almazın yämättat nășw?  
Who Almaz-dm rm-hit-he-her who is-he  
'Who is it that hit Almaz?'

The relative clause object NP almazın yämättat could be moved to the TOPIC positions to get the two grammatical sentences, (33) and (34)

(33) almazın yämättat mann nășw?  
Almaz-dm rm-hit-he-her who is-he  
'Who is it that hit Almaz?'

(34) mann nășw almazın yämättat?  
who is-he Almaz-dm rm-hit-he-her  
'Who is it that hit Almaz?'

#### 1.4. CONCLUSION:

To summarize what we has been said so far, by rejecting the filter that Hailu had proposed to account for the impossibility of questioning the subject in situ, we provided an alternative analysis that appeals to William's theory of predication and the universal rule of Wh movement proposed by Huang. The analysis we have proposed not only explains the observation made by Hailu in terms of universals, but also accounts for data which stood as counter evidence to the filter proposed by Hailu. With the alternative analysis provided here, we are able to account for every ungrammatical sentence that was given by Hailu as evidence for the filter he had proposed. Our analysis, in addition to the explanation it provides to all the ungrammatical sentences of Hailu, makes strong predictions as to how to save sentences, (13) to (34) above. Therefore, it is our claim that this alternative analysis provided here is more adequate, explanatory and also makes correct predictions.

#### Notes

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