

A SYNTACTIC STUDY OF WH-QUESTIONS IN BENGALI

MD SHAHIN HOSSAIN

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF LINGUISTICS**

**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA, KUALA LUMPUR**

2018

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2018

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A SYNTACTIC STUDY OF WH-QUESTIONS IN BENGALI

ABSTRACT

This dissertation aims at investigating syntactic structures of wh-questions in Bengali Language (BL). It also aims to see whether it follows overt wh-movement or covert wh-movement or anything else and to represent the syntactic structures of BL wh-questions in contrast to the English language. It is confined to written Bengali language only. “Minimalist Program” introduced by Chomsky has been employed as the theoretical framework in the study. The research has been conducted by implementing syntactic process to explore and describe wh-question formations in BL. The data of this study has been collected through a questionnaire from 20 Bengali native speakers who were pursuing undergraduate and post-graduate studies at different faculties in University of Malaya. The results show that to form wh-questions, BL wh-items follow alternations. They can remain in situ and can move to various syntactic positions round the sentence. It follows full wh-movement and partial wh-movement. Wh-items often take scope left to right while in other languages such as in English, they always follow right to left. To form complex wh-question, even an embedded clauses which are conceived in the same way as English can syntactically move from its original position to sentence initial position or within the matrix clause to form wh-question in BL. It is also possible in BL that wh-word remain in situ in embedded clause and embedded clause move to 2nd cause position while matrix clause moves to initial position.

It is hoped that this study will positively contribute to the void of knowledge and raise our awareness and understanding of the syntactic structures of wh-questions in BL. It will be beneficial, especially, to students of linguistics to study further in this area and Bengali Speakers, in general, to understand better about the syntax of BL wh-question.

Moreover, it might be insightful to policy makers and language reformers in standardizing Bengali language.

Key Words: wh-items, wh-movement, syntax, BL syntax, syntax.

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ABSTRAK

Disertasi ini bertujuan mengkaji struktur sintaksis *wh-question* (persoalan-wh) dalam bahasa Bengali (BL), bagi melihat sama ada ia mengikut *wh-movement* (pergerakan-wh) dengan nyata atau tidak nyata atau mengikut pergerakan lain dan menjelaskan struktur sintaksis persoalan-wh bagi BL dalam perbandingannya dengan bahasa Inggeris. Program *Minimalist* yang diperkenalkan oleh Chomsky telah diaplikasikan sebagai kerangka teori dalam kajian ini. Kajian ini dijalankan dengan mengadaptasikan proses sintaksis bagi meneroka dan menggambarkan pembentukan persoalan-wh dalam BL. Kajian ini terhad kepada BL dalam bentuk tulisan sahaja. Data kajian diperoleh dari kaji selidik yang diberikan kepada 20 orang penutur asli Bengali yang sedang melanjutkan pembelajaran sebagai siswazah dan pasca-siswazah di pelbagai fakulti di Universiti Malaya. Dapatan kajian mendapati, bagi membentuk persoalan-wh, butiran-wh perlu mengikuti penyelingan. Ia boleh berada di kedudukan asal dan bergerak ke pelbagai posisi sintaksis seputar ayat. Ia mengikut pergerakan-wh penuh dan separa penuh. Butiran-wh selalunya mengambil arah kiri ke kanan sementara dalam bahasa lain mengikut arah kanan ke kiri. Bagi membentuk persoalan-wh, klausa perancangan boleh digerakkan secara sintaksis dari posisi asal ke permulaan ayat atau berada di lingkungan klausa matriks bagi membentuk persoalan dalam BL.

kajian ini akan memberikan impak positif mengisi kelompongan pengetahuan dan meningkatkan kesedaran kita dan pemahaman kita terhadap persoalan-wh struktur sintaksis dalam BL. Kajian ini akan bermanfaat, terutamanya kepada pelajar di bidang linguistik dan penutur asli bahasa benggali iaitu secara umumnya memberikan pemahaman yang lebih baik tentang sintaksis persoalan-wh dalam BL. Tambahan pula, ia mungkin akan

memanfaatkan penggubal polisi dan pengislah bahasa ke arah menstandardkan Bahasa Bengali.

Kata kunci: butiran-why, pergerakan-wh, sintaksis, sintaksis BL.

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ACKNOWLEDGMENTS

Above all, I am extremely grateful to the Almighty Allah for enabling me to bring this study into reality. I hereby take the opportunity to extend my profound gratitude and appreciation to the following individuals who positively contributed to the success of my journey of study overseas:

To my grandparents, parents, sisters, brothers, cousins and uncles for their love, encouragement and constant moral and financial support.

To my supervisor Dr. Toshiko Yamaguchi and Dr. Chew Shin Yi for their unwavering guidance and suggestions in order to make this study a well-done achievement.

To my syntax professor Dr. Kais Amir Kadim who taught me syntax and inspired me to study syntax deeply.

To my honorable College teacher Md Golam Mastofa (Shanarpar Rawshan Ara College, Narayngonj, Bangladesh) who has taught me the moral values of life, helped me to be a more human and always inspires me for higher education.

To all my friends especially Shahana Sultana Lima, Mr. Karwan, Mr. Jahid and Mr Siam who always helped me and provided valuable opinions on numerous issues in this study.

Thank you once again and may Allah always bless you!

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LIST OF SYMBOLS AND ABBREVIATIONS

A	:	Adjective
ACC	:	Accusative Case
ACC-2	:	Second Accusative Case
ACP	:	Attract Closest Principal
ADJ	:	Adjunct
ADP	:	Adverbial Phrase
ANOVA	:	Analysis Of Variance
AP	:	Adjective Phrase
ASB	:	Asiatic Society of Bangladesh
BL	:	Bengali Language
C	:	Maximal projection of CP
COMP	:	Complementizer
COM	:	Complement
CONJ	:	Conjunction
CP	:	Complementizer Phrase
C.Wh-Q.	:	Complex Wh-question
DP	:	Determiner Phrase
D- Structure/		
DS	:	Deep Structure
D.S.	:	Declarative Sentence
EA	:	Egyptian Arabic
E.C.	:	Embedded Clause

Emb.	:	Embedded
EPP	:	Extended Projection Principle
E.V.P.	:	Embedded Verbal Position
EXT	:	Extension
FocP	:	Focus of Phrase
GB	:	Government and Binding Theory
IP	:	Inflectional Phrase
I.P.	:	Initial Position
LD	:	Long-distance
LF	:	Logical Form
M.C.	:	Matrix Clause
MP	:	Minimalist Program
M.V.P.	:	Matrix Verbal Position
N	:	Noun
NEG	:	Negative
NOM	:	Nominative Case
NP	:	Noun Phrase
Obj	:	Object
P	:	Pre-position
P.E.V.P.	:	Post-Embedded Verbal Position
PF	:	Phonetic Form
P.M.V.P.	:	Post-Matrix Verbal Position
PP	:	Pre-positional Phrase
P.P.	:	Post-Position

Q.F.	:	Question Formation
SOV	:	Subject Object Verb
SPC	:	Specifier
Sub	:	Subject
SS	:	Surface Structure
S-Structure/	:	Surface Structure
SUV	:	Superiority Violations
SVO	:	Subject + Verb + Object
S.Wh-Q.	:	Simple Wh-question
T	:	Maximal Projection of TP
TG	:	Transformational Grammar
TP	:	Tense Phrase
TopP	:	Top Phrase
UNESCO	:	United Nation Educational Scientific Cultural Organization.
UK	:	United Kingdom
V	:	Verb
V.future	:	Verb in Future Tense
V.NEG	:	Negative Verb in Present Tense
VP	:	Verbal Phrase

Chapter 1

Introduction

1.1 Background of the Study

The aim of linguistic study is to understand how humans deal with language. Given this, Syntax, one field of linguistics, studies the ways in which sentences, clauses and phrases are organized. Syntactic studies are responsible for explaining a wide range of syntactic structures that are found in different languages. It is the main pursuit of syntacticians to identify the syntactic roles of each constituent within a sentence and to analyse its structure using syntactic tools. Bengali language (henceforth, BL), spoken in Bangladesh, is an Indo-Aryan group of the Indo-European languages. It is the national and first official language of Bangladesh (Steinhardt, 2010) and also the first official language of few northeastern states of Republic of India-West Bengal, Assam, Tripura as well as Andaman and Nicobar Islands. There are about 230 million BL native speakers in Bangladesh including the northeastern states of India as stated above (Thompson, 2012, p. 1).

This study aims to explain the syntactic structures of wh-interrogative in BL similar to Fakhri (2014) who conducted a study in Najrani Arabic to investigate the syntactic behaviour of wh-movement in his language. It is one of the leading pursuit of linguists to explore and describe the structure of utterances (Tottie, 1998).

BL has classified word classes into inflected and non-inflected. Nouns, pronouns, and verbs are identified as inflected words and adjective, adverbs, conjunctions, postpositions, emphasizees, participles and interjections are identified as Non-inflected word (Thompson, 2012, p. 47). In BL, phrases can be merely a noun word or even a single deictic *ei* 'this'. Noun phrases can function as subjects, complement of subject,

complement of object, object or locative phrases in sentences but its internal structure should be same (Thompson, 2012, p. 127). The basic sentence structure in BL is SOV (subject + object + Verb). Subject can be a noun or a pronoun. Object can be a complement or a locative. It depends on what the verb requires. Often ‘Verb’ stands at the end of the sentence (Thompson, 2012, p.185). See the examples in (1) and (2) below:

(1) a. D.S. : Amra class-e jassi
 NOM EXT. Locative Present.
 we class-to go
 “We go to class”

(2) a. D.S. : Miss Tuntuni akta valo maya. ache.
 NOM COMPLEMET Present
 Miss Tuntuni a good girl is
 “Miss Tuntuni is a good girl”

Every language around the world possesses different types of questions. In English, there are varied types of questions such as; yes/no question, tag question, wh-question, choice question, embedded question and so on. Likewise, according to Gupta (2014), BL has three types of question, namely; simple question, dual question and compound question. Wh-question is a type of sentence in every language, formed syntactically, to ask for information. Fromkin (2001) quoted about the language universality that every language must have a method of questioning. In multiple wh-fronting languages, such as; Bulgarian, Romanian, Polish, and Czech, all wh-questions appear in the initial position of a clause, whereas in languages like; English and German, only a single wh-item is fronted to the sentence-initial position and wh-phrases stay in-situ, (Rudin 1988). There are three distinguished strategies recognized by linguists that are followed by most languages. They are full wh-movement, wh-in-situ and partial wh-movement. However, it is commonly believed that the sentence pattern in Bengali is SOV, and it is wh-in situ language. Consider the example in (3):

(3) a. D.S. : John akta boi Pore.
 NOM ACC Present
 John a book read
 “John reads a book”

b. Q.F. : John ki Pore?
 John what read?
 “What does John read?”

Whereas in English, the sentence structure is SVO (subject + verb + object) and *wh*-word moves to the specifier position of highest CP in the sentence initial position. See the example in (4) below:

(4) a. D.S. : John reads a book.
 NOM V ACC
 John reads what

b. Q.F. : What does John read?

1.2 Statement of the Problems

It is the linguistic universality that every language undergoes syntactic rules while forming questions. These approaches include *wh*-in situ, partial-movement and full-*wh*-movement. In English, while questioning *wh*-word moves from original position to initial position of sentence that is called full *wh*-movement (Adger, 2002: p. 285).

However, Ramchand (1996) claimed that the basic word order of BL is SOV and *wh*-items remain in situ. Steinhardt (2010) stated that BL follows SOV word order. Bhattacharya (2000) stated about the basic word order of major constituents of BL syntax. He mentioned that in BL, simple sentence pattern is SOV and long sentence pattern is: adjunct + subject + predicate adjunct + indirect Object + direct Object + complement of verb + finite main Verb + Negative. Islam (2016), in his unpublished critical evaluation, stated that BL is *wh*-in situ language and involve in covert *wh*-movement rather than overt *wh*-movement.

The linguistic problem lies in the fact that Simpson & Bhattacharya (1999) and Bhattacharya & Simpson (2003) came up with a new claim and tried to establish their claim that BL word-order is actually SVO and there is obligatory overt wh-movement in BL syntax. It does not follow wh-in situ movement. They said that it should be assumed that in all languages wh-movement may not happen to the initial complementizer position of sentences but rather wh-movement can take its licensing position lower than consistent initial or starting position of subject. Islam (2016) argued that Bangla has many linguistically valid characteristics of having wh-in situ language. Covert wh-movement is generally believed to be applicable to account for those characteristics and the issue has been controversial. Also, the researcher has found few significant research problems in this area that urged him to conduct the study.

Having done a literature review on wh-movement in BL, the current study has found that very rarely and scarcely comprehensive academic studies have been carried out in this area. Another vital fact that has pushed the present researcher to carry out this research is the less validity and acceptability of previous studies.

1.3 Research Objectives

Gad (2011) explored the type and nature of wh-questions in EA and the variety of representation of syntactic structures in EA wh-question. As such, this study looks at the BL syntax, more explicitly, an in-depth inspection of the syntactic representation of BL wh-questions. There are three research objectives as shown below:

- (i) To demonstrate the syntactic structures of wh-questions in BL.
- (ii) To investigate how the results of RQ1 agree or disagree with the previous studies
- (iii) To represent the syntactic structures of BL wh-questions in contrast to the English language.

1.4 Research Questions

In conjunction with the above-mentioned objectives, this study asks the following three research questions.

(i) What are the syntactic structures of wh-questions in BL?

(ii) How do the results of RQ1 agree or disagree with the claims of the previous studies that BL follows obligatory overt wh-movement and covert wh-movement??

(iii) How can the syntactic structures of wh-questions in BL be represented in trees in contrast to the English language?

1.5 Significance of the Study

While BL syntax has been one of the major fields of linguistics. Very rare academic studies have been conducted on this sub-area. Therefore, the present research is conducted based on authentic written data to shed light on the syntactic structure and common strategies of wh-question formation in BL. Consequently, the inquiry in this study will explore the ways in which wh-questions are formed in BL. The findings will certainly help the students of linguistics, especially the native learners of BL, and provide BL practitioners or apprentice a better understanding of the nature of BL. The results of the study will surely be a vital source of information on BL syntax, specifically, wh-mechanisms that will positively enrich the scholarly knowledge among linguists who are involved in BL and related languages. Furthermore, this study will definitely add to the previous literature. Therefore, it is very crucial to explore and describe the syntax of wh-questions in BL to provide a foundation for the realization of BL wh-question's syntactic structure.

1.6 Scope and Limitation of the Study

This study will only focus on the syntactic analysis of wh-questions in BL. This study will also limit itself to formal written BL. The participants of the study are only 20 BL native speakers who are studying in Malaysia. It limits to the fact that it did not test the participant's grammatical skills on BL. It is also be limited to a questionnaire survey, one method of data collection. Consequently, the study does not have scope to triangulate the data for the study.

1.7 Definition of the key terms

Universal Grammar

UG is a theory which refers to grammatical properties of all human languages that there are some fundamental similarities that are shared by all human languages and they can be attributed to innate principal that are unique to languages, Chomsky 1986: 3, 2007: 1. It is perceived by Chomsky (1986) that UG is highly constrained and an intricate structure.

Syntactic Units:

Syntax is the study of rules and regulations underlying sentences formation. Syntactic Units refer to lexical categories, such as: words that have meaning and are inflected like the parts of speech; Noun, Verb, Adjective that play syntactic role in sentences formation.

Locative Phrases

It refers to goal or ending point of motion or site of the event. It denotes localization merely. A locative phrase may comprise of both locative noun and locative phrases.

Choice Questions

Choice questions are such type of questions that are formed with any choice as options and the respondents are asked to choose one option out of the choices as the correct answer for the question.

Hypothetical Questions

Hypothetical questions are asked to hearer to gather general idea about what he/she would do in an assumed situation or context. It is like questionnaire. Example; 'what would you do if you had a super power?'

Multiple Wh-fronting Languages

On the basis of wh-phrase, all languages are classified within four families. Such as English language type; languages in which only wh-phrases or words move, Chinese language type; languages in which wh-phrases or words remain in-situ, French language type; languages in which both options of wh-movement and wh in-situ are available, and finally Multiple wh-fronting languages; languages where multiple wh-phrases can happen and all wh-phrases move, such as; Bulgarian language. Rudin (1988) cited that in a sentence may have multiple wh-phrases and all of them move to Specifier position of CP overtly. For example: 'Na kogo kakvo dade Ivan?' means 'to who what gave Ivan' or 'what did Ivan give to who?'

Embedded Clause

Embedded clause refers to a clause positioned in the middle or at the end of another clause, namely; matrix clause or root clause. Embedded clause also refers to subordinate clause or dependant clause. Often embedded clause is positioned within the root matrix clause and it is marked with comma, such as; *Mr Siam, who is a librarian, has*

been father yesterday of this new baby. Often embedded clause is seen at the ending position of matrix clause, such as: *Jahid did not know that Siam has been a father.* Here, *Jahid did not know* is matrix clause and *that Siam has been a father* is embedded clause.

Obligatory Overt Wh-movement

Overt wh-movement refers to a movement which follows condition on extraction domain (CED). CED is such a condition which prevents movement of element out of syntactic island. It maintains phrasal and pied-piping theories. Obligatory overt wh-movement refers to overt wh-movement which is obligatory. Bhattacharya & Simpson (2003) mentioned that BL has obligatory overt wh-movement and it is veiled with a conspiracy of few factors.

1.8 The Structure of Dissertation

The current dissertation consists of 5 chapters and two appendices.

Chapter 1 deals with a brief overview of the present study background, research objectives, and research questions, significance of the study as well as the scope and limitations of the study.

Chapter 2 includes background, history, orthography and syntax of BL. It discusses different syntactic terms related to the topic. It highlights the review of the past literature which are up to date and relevant with the research issue. Also, at the end it offers a brief definition of theoretical framework which has been employed in this study.

Chapter 3 affords the methodologies that have been adopted to conduct the research. It offers a brief discussion for research design, authentic data collection method for the study, research materials, participants of the study and most importantly ethical consideration.

Chapter 4 reveals the procedures of data analysis and shows the results. It answers the research questions with examples and explanation.

Chapter 5 concludes the study by summarizing the findings and suggesting further studies.

1.9 Summary

This chapter has generalized the research topic and significantly showed the importance to carry out the research by stating the research problem and pointing out the literature gap. At the starting point of the chapter, it has dealt with a brief background of the study with reference of few past studies. It has also discussed the UG and defined the syntax. Then, the researcher has pointed out very shortly which family BL belongs to and where it had been derived. It has also referred how many types of interrogative sentences are found in BL. The researcher specified the statement of problem for this research in which he has cited and discussed critically the past studies and identified the research problem. Then, the researcher has stated three research objectives and accordingly three research questions. Afterward, he has signified the study that the inquiry in this study will surely resolve the linguistic problem of confirmation and fixation about the nature and type of wh-movement in BL. At the end of the chapter, the researcher has not forgotten to cite the scope and limitations of his study.

Chapter 2

Review of Literature

2.1 Introduction

This chapter begins with the introduction of the Bengali people and the areas where the BL speaking people live in. It narrates the BL history that how Bengali people achieved BL as their mother language; where BL has derived from; how many speakers BL has and what is the position of BL on the basis of speaker's number in the world. It tells about the regional dialects of BL that the Bengali people use along with formal BL. It reveals Bengali orthography. It mentions the syntax of Bengali sentence and phrase. Later, it shed light on the different syntactic terms that are very interrelated to the research area, such as wh-movement, wh-partial movement, wh-in situ, embedded wh-question, long distance wh-movement, multiple wh-movement, cross-linguistic variation in wh-construction, head movement, and A-movement. It defines the Government and Binding (GB) Theory which is the most interconnected theory to the syntax of wh-movement, X-bar theory, and also syntactic islands constraints. This chapter significantly cites few more recent, relevant and critical past studies which were focussed on syntactic study of wh-movement in various languages at different times. At the end of the chapter it touches the Minimalist Program that has been employed as the theoretical framework in the study.

2.2 Bengali Language and People

BL is the seventh most spoken native language in the world. The native speakers of BL are popularly known as 'Bengali' all over the world and BL is one of the most widely spoken languages in the world. The word 'Bangladesh' is derived from two words *Bangla* and *Desh*. Here *Bangla* literally means Bengali language and *Desh* means

country. So, Bangladesh refers to a place or country of Bengali Language. (Steinhart, 2010)

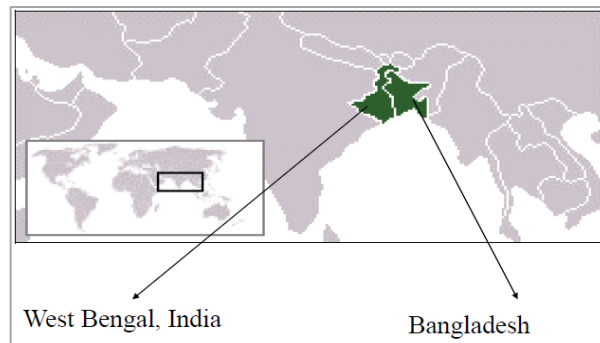


Figure 2.1: The geographical area of BL

In South Asia, five language families are found, namely; Indo-Aryan, Dravidian, Iranian, Tibeto-Burman and Austro-Asiatic. In South Asia, particularly in the Indian Subcontinent including India, Bangladesh, Nepal, Pakistan, Maldives, Sri Lanka and Bhutan, the Indo-Aryan Languages are largely spoken. Consequently, these countries are regarded as the soul of Indo-Aryan speaking zone (Cardona & Jain, 2014). It covers almost 4.5 million square kilometers in which a figure of 1 billion speakers of Indo-Aryan language was projected in 2001. For communication purpose especially outside the countries, official work and higher education English is widely used (Breton 1999:200).

For BL native speakers, to obtain BL as mother language has been one of the biggest parts of their history. They had sacrificed their lives to obtain BL as their mother tongue. Even, their independence war to be born as Bangladesh in 1971 is intimately interrelated with the BL movement (Bhasha Andolon) in 1952 (Steinhart, 2010). Before 1971, Bangladesh was named East Pakistan and it was a part of West Pakistan (present Pakistan). West Pakistan dominated and exploited East Pakistan and tried utmost to spread Urdu Language in East Pakistan. In 1951, though the number of BL speakers was more numerous in East Pakistan, Urdu was tried to establish as the sole national language

in East Pakistan by West Pakistan ruling government. On 21st February, 1952, many students of Dhaka University and activists took out procession to protest it and walked into military. Immediately, police fired and five young students were killed. Indeed, this incident sparked in the BL Movement (Bhasha Andolon). Consequently, West Pakistan was enforced to recognize BL as East Pakistan language. This successively led to the political movement against the ruling West Pakistan (present Pakistan) and eventually directed to the Bangladesh Liberation War. In 1971, a new independent country named Bangladesh was born in world map (Steinhart, 2010). From 1952, 21st February is observed as Mother Language day in Bangladesh and few Indian states where BL speaking people live. In 1999, UNESCO has declared 21st February as International Mother Language Day to recognize the sacrifice of lives for mother language in 1952 to spread linguistic and cultural diversity and multilingualism (Thompson, 2012, p.2).

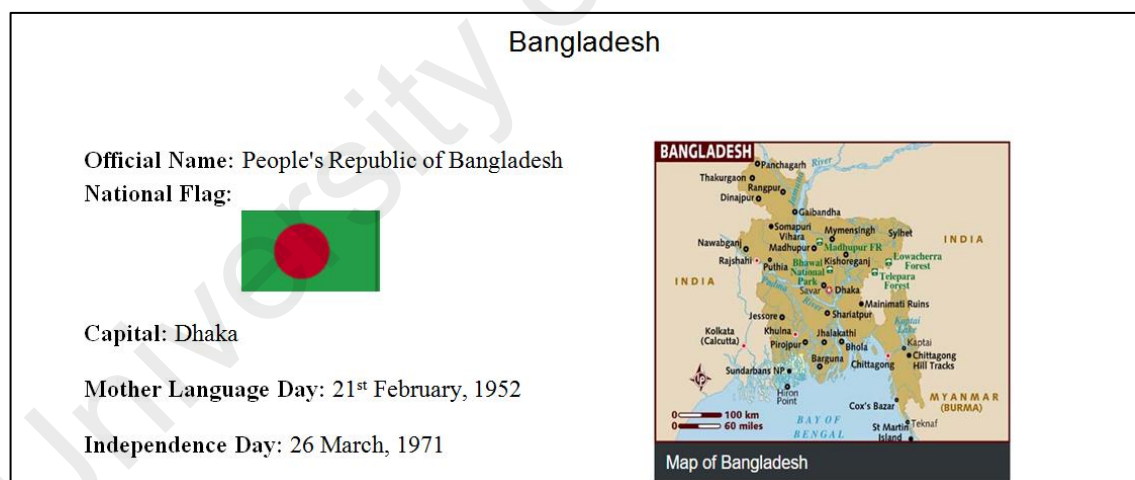


Figure 2.2: Map of Bangladesh

BL literary history has been classified into three periods, namely; old Bengali period (950-1350), intermediate Bengali period (1350-1800) and modern Bengali period (1800 to the present-day), (Thompson, 2012, p.2). The very old period has been come up with a collection of some poems, namely; charva songs composed by the Buddhist

Siddhacharyas. The middle or intermediate period mainly refers to the 15th century which mostly covered with narrative poetry genre of religious content. There was nothing much literary achievement to boast of in the 16th and 17th century but the secular passionate rhyme fictions written merely by Muslim. In the 18th century two new forms of poetry, namely; the Kavi and the Panchali were found. In the modern period, the actual literary renaissance of Bengali took place. The founders of the modern age of Bengali literature were mainly Bankim Chandra Chatterjee (1838-1898) and Michal Madhusudan Datta (1834-1873). Madhusudan is considered to be the first Bengali poet who wrote in blank verse and united western stimuli into the essence Indian fiction. It is his greatest epic Meghnadvadh Mohakavya (1861) that was written in blank verse having the similar aroma of Milton's Paradise Lost.

Rabindranath Tagore (1861-1941) was one of the greatest poet, short-story writer, novelist, essayist and dramatist in BL and at the same time he was musician and painter who was worldwide famous (Thompson, 2012, p.4). The Bengali poet, Rabindranath Tagore was the first Asian who won novel prize in 1913. He has written the national song of Bangladesh. Even the national anthem of India was written by him- (Steinhart, 2010). Kazi Nazrul Islam, the national poet of Bangladesh (1899-1976), Jibanananda Das (1899-1954), Shamsur Rahman (1929-2006), Sunil Gangopadhyay (1934 -) are the famous poet of Modern Bengali Literature. Though BL is said to be an Indo-European language, other languages prevailing in South Asia remarkably the Tibeto-Burman, the Austroasiatic and the Dravidian families influenced BL vocabulary and contributed to BL to form some structural forms.

2.3 Bengali Language and Dialects

Nabila (2012, p. 7) stated that a single language may have one standard variety and many regional varieties. The regional or geographical varieties of a language are the varieties that are modified or changed from person to person, region to region of a country, due to socio-economic set up or in course of time and place or educational background. These varieties are referred to dialects of a language. Chambers & Trudgill (2004, p. 3) quoted dialects as inferior, poor-status and even rustic form of language that usually belongs to rustic or common rural and working class people who lack in prestige and out of standard education. They also termed dialects as a part of language which is spoken only in remote area but it does not have written form and it is derived from a standard form of language. The dialects of BL are regarded to be part of Eastern Indo-Aryan language group. Though the standard form of BL is used nationally both in spoken and written forms in every corner of Bangladesh, there are more than five dialects of BL used in different parts in Bangladesh that are constrained to geographical area respectively. Such as: Barisali dialect, Khulna dialect, Sylheti dialect, Noakhali dialect, Mymensingh dialect and Chittagonian dialect. These dialects are regional dialects that are different from each other phonologically, morphologically and even syntactically. Shuchi (2013, p. 21) classified the dialects of BL into four groups, such as; the dialects of North Bengal which include those of Pabna, Bogra, Rajshahi and Dinajpur; dialect of Rangpur; the dialects of East Bengal comprising of those of Sylhet, Barisal, Mymensingh, Dhaka, Faridpur, Khulna, Jessore and Tripura; and the dialects of South Bengal that cover those of Noakhali and Chittagong. Moreover, in the hill tracts of Chittagong, two dialects are spoken by Murong and Chakmas. Faquire (2012) mentioned that Asiatic Society of Bangladesh (ASB) in 2006 published a collection of articles in the Banglapedia that along with the standard form of BL, there is at least 16 geographical varieties of Bangla that are spoken in the districts area of Bangladesh namely; Barisal, Comilla, Sylhet, Rangpur,

Rajshahi, Chittagong, Bogra, Mymensingh, Dhaka, Pabna, Noakhali, Kushtia, Khulna, Jessore, Faridpur and Dinajpur.

Shuchi (2013, P., 21) stated that BL has three linguistic forms in use in Bangladesh. They are namely; colloquial construction that is used as the standard form of BL (locally called Chalito Bhasha), decent form (locally called Shadhu Bhasha) and the regional dialects used by the different region respectively. People from different region prefer to use their own dialect in their communal gathering but whenever they come in touch with the people of different region they usually use the standard form of BL. Moreover, people who come from different regions possessing their own dialect but have good educational background always speak the standard form of BL everywhere.

2.4 Bengali syntax

The sentence word order in Bengali language is Subject + Object + Verb, (Thompson, 2012, p. 185). But its variation is available. Often there can be found sentences without object in BL. In this case, verb comes immediately after subject, (Thompson, 2012, p. 186). Such as *John khasse* “John is eating”. Here, *John* is subject and *khasse* “eating” is verb. As there is no object in the sentence verb comes after subject.

Unlike English, BL has postpositions. Bhattacharya (2000) mentioned that in BL noun is followed by postpositions. In this case, subject can be nominative, genitive and locative and Object can be dative and accusative. He cited that BL has the nature of being both head-initial and head-final language as complementizer may position in initial and final. For example, in BL the complementizer *je* ‘that’ can happen in the initial position of a phrase. Again, another complementizer in BL *bole* ‘that’ may happen in the final position of phrase (Bhattacharya, 2000). In BL, relative clause is formed and started with *je* that and correlative pronoun *se* who. And both can be in the final or initial position in

the clause. In negation, BL use *na* 'no' which can be post-verbal if the clause is finite and can be pre-verbal if the sentence is non-finite. Thompson (2012, p. 127) mentioned that noun phrase can consists of subject, object and complement or locative in BL. Often it may range but the internal structure remains unchanged. The modifiers such as possessives (*amar* 'my'), deictic (*e, ei* 'this'), quantifiers (*onek* 'much'), qualifiers (*valo* "good", *kharap* 'bad') in BL are connected with noun phrases. Beside the modifier, there are classifiers, such as; *ta, ti* etc. are attached with noun. Thompson (2012, p. 133) stated that unlike English, there is no individual negative noun, pronouns or adjective words rather it has few negators like *na, nei* 'no' which cannot be classified as lexical category. Negation in BL sentence usually comes after verb. In the type of existential sentences, verb and negation are positioned together. In the terms of classification of sentences, as like English, BL has three types of sentence based on internal structure, namely; *Saral Bakko* (Simple Sentence), *Jatil Bakko* (Complex sentences) and *Jaougig Bakko* (Compound sentence), Thompson (2012, P., 195). Wh-question can be formed by all three types of sentences.

2.5 Question items and Types of Question Formation in BL

In BL, wh-question and yes/no questions occur frequently. In the formation of yes/no questions, it maintains the simple structure, like Subject-object-verb (SOV) but a question marker *ki* 'what' is injected after subject. The answers of this yes/no questions are very straight, such as; *haa* yes and *na* no (Thompson, 2012, p. 200). In BL, wh-questions can be simple wh-questions and complex wh-questions. Tense is followed to forming wh-questions. The finite verb contains tense. It does not guide any special rules for tense but maintains tense by actual time. Every finite verb has different form according to the classification of tense. Unlike English, BL does not have auxiliary or modal verb.

ke	<i>who</i>	pronoun
ki	<i>what</i>	pronoun
kænô	<i>why</i>	adverb
kæmôn	<i>how</i>	adverb
kotha	<i>where</i>	adverb
kobe	<i>when</i>	adverb
kôkhôn	<i>when</i>	adverb
kon	<i>which</i>	adjective
kôtô	<i>how much</i>	adjective
kôy, kô	<i>how many</i>	adjective

Table 2.4: Wh-words in BL (Thompson, 2012)

2.6 Wh-movement

Wh-questions are certain types of questions syntactically formed. They are referred to wh-questions because they contain wh-words, such as *when*, *where*, *who*, *what*, *which*, *why* and *how*. The term wh-movement refers to the syntactic movement of these wh-words within the sentence. Abedi (2012) defined that under the basis of Chomsky's GB theory, wh-movement is a process of various rules. He stated that while imposing rules, wh-word from its root position in the D-structure moves to the specifier position of CP and then happens to the S-structure. The position where the wh-word moves finally is called wh-word landing position. According to Chomsky (2000), wh-word landing position is assumed to be the specifier position of complementizer phrase that is regarded to be non-argument position.

2.6.1 Wh-partial Movement

Partial wh-movement refers to a type of movement in which wh-word exiles to basically lower position but it should have moved to the specifier position of largest CP. It differs to the full completion of movement. Schippers (2010) mentioned that there are some languages which do not possess long distance movement but instead of it follows alternative forms of movement namely; partial wh-movement and wh-copy form. A number of languages, such as; Hindi, Polish, Russian, Hungarian, Romani, and many Germanic languages belong to this policy. He explained that partial wh-movement moves

partially inside the specifier position of embedded clause and scope marker occupies the specifier of highest CP. McDaniel (1989) said that partial wh-movement is a characteristic of wh-construction in which wh-words undergo usually lower position than the position that is taken by scope marker. Cole & Hermon (2000) established that there are some languages, such as; Malay, Ancash, Iraqi Arabic and Slave follow a movement called partial movement. They claimed that all types of three wh-movements are possible in Malay namely; wh-full movement, partial movement and wh-in situ.

2.6.2 Wh-movement in Embedded Wh-questions

It refers to a type of wh-question in which wh-word originates in embedded clause and it does not undergo T to C movement rather it uses distinct complementizer like: *if* or *whether*. Comorovski (1986, P., 175) said that in Romanian language, it permits long distance movement of some wh-phrases in the same clause and it can move to the starting point of either embedded clauses or matrix clauses. He said that wh-words or phrases that originate in various embedded clauses, can be fronted of the same higher clause.

2.6.3 Long Distance Wh-movement

Long distance wh-movement refers to complexity or complex sentence in which wh-words cross over or jump more than one nodes from embedded clause in successive cyclic way maintaining subjacency condition to reach the logical and final destination, specifier position of highest CP in matrix clause. Slavkov (2015) commented that because of syntactically high processing and complexity, long distance wh-movements are said to be difficult in acquisition. He mentioned that long distance wh-movements occur in biclausal or complex question with few intermediate steps following subjacency condition and GB Theory before flying to the logical and final position of matrix clause. Kaplan (2005) cited that Long distance wh-movement is a syntactic phenomenon in which the

wh-element, avoiding comparatively weak island constraints and passing the syntactic nodes and landing in the intermediate position successively and cyclically, is traced directly from A-position to the final highest destination. Baier (2014) mentioned that long distance wh-movement is a successive cyclic movement that follows process of local but short steps. Kaplan (2005) stated that long distance wh-movement is a syntactic situation in which a syntactic element undergoes A-movement through the long distant sentence. While movement happens, wh-words do not stop by syntactic islands rather skips the intermediate landing position to be successive-cyclic.

2.6.4 Head Movement:

In wh-question formation, two types of movement generally occur in a sentence that possess auxiliary inversion, such as in English *do, did, am is, are, shall, will* and so on. One movement is wh-element movement from any position like; VP, PP, NP or Adjunct or even subject position to specifier position of the highest CP that is very common to many languages which undergo movement operations. There is another type of movement termed as (+WH) feature like V to T, or T to C. This type of movement is called head movement because it moves head to head (V is the head of VP, T is the head of TP and C is the head of CP). Radford (2009, p. 132) has stated that V to T and T to C movement seem to be vital. This, in fact, involves a movement of a head word from one lower phrase to the head position of another higher phrase. As it is moved head to head, it is regarded head movement. Gad (2011, p. 41) mentioned that locality condition, namely head movement constrained dominates on head movement. He stated that a head is moved to another head through the position of its intervening head. He quoted that there can be found a lot of head movements and two of them are V to I and I to C. In yes/no type of question, only head movement happens from I to C or T to C.

2.6.5 A-movement

A-movement refers to an element-movement known as non-argument position roughly in which an element can bear a semantic role with respect to main predicate of the clause. Gad (2011, P., 43) cited that A-movement means the movement of element in a non-argumentative positions. The maximal projections namely; DP, PP, NP, AP and ADP are referred to undergo A-movement as they take a position of non-argument. Topic movement, Focus movement and wh-movement are classified as A'-movement. This is because the final destination of their movement is Specifier position of CP/TopP/FocP respectively.

2.6.6 WH in-situ

Wh-in situ means no movement of wh-word in the sentence. It remains in its root position where it generates. Hsu (2009) mentioned that wh-in situ languages, such as; Chinese Mandarin and Japanese remain their wh-words in peripheral root position unlike English, a language of full wh-movement. He cited that the languages having movement and the languages having wh-in situ perform contrarily in some syntactic situations. The differences between syntactic representations of both wh-in situ languages and wh-movement languages do not lie only in the terms of location of wh-words rather the syntactic procedures that they experience. Cheng & Rooryck (2000) mentioned three types of wh-in-situ, such as; there is one type of wh-question formation in which one wh-word undergoes movement and another experiences no movement. Second type is that wh-in situ is found in languages, such as; Japanese and Chinese where wh-in-situ is not constrained to multiple questions. And the third type is that wh-in-situ is witnessed in French in which both wh-movement and wh-in-situ are found. To them, wh-in-situ in French seemed to be different from those in Chinese and Japanese since both these languages possess wh-particles but there is no wh-particles in French. Reglero (2005)

cited with past references that in Spanish language a diversified pattern of wh-movement is observed. He mentioned that in Spanish, wh-word can move or it can remain in situ. He showed the reason that in Spanish, there is no neutral or fixed word order in declarative sentence.

2.6.7 Covert Wh-movement and Overt Wh-movement:

Languages vary with respect to whether this movement is overt or not; while wh-movement in English is overt, it acts to be covert in few languages like Chinese. Covert movement is always featural allowing only features to move. It generally maintains condition A. See the following example (11):

- (5) (a) * John knows Mary was looking at which picture of himself.
(b) John knows which picture of himself Mary was looking at.

(Sugimura, 2008)

Covert phrasal movement is only possible for a structurally lower wh-phrase (wh₂), but not for a structurally higher wh-phrase. Panpothong (2001) cited Huang (1982) and stated that in English, wh-phrases overtly move to a clause peripheral position while in Mandarin Chinese, wh-phrases covertly move at logical form (LF). On the other hand, Syntax of Overt wh-movement always follows conditions on extraction domain (CED). It is always phrasal, generalizing pied-piping. Example:

- (6) (a) * What did Mary go to bed [after Peter ate *t*]
(b) Who went to bed [after Peter ate what]

CED is a condition that forbids extraction of an element out of a syntactic island such as an adjunct or a subject clause.

2.7 Multiple Wh-questions

Multiple wh-question refers to the type of questions that consist of two or more than two wh-words. For example, ‘who brought what for who?’ The answer of the question should be like ‘Mr. Jahid brought some flowers for Miss Souravi’. In multiple wh-questions, there can have more than one wh-words but only one wh-word or phrase undergoes movement and the rest are said to remain in situ. In the case of movement, it follows attract closest principal (ACP). According to Mirsaeedi & Mansouri (2012), in multiple wh-questions to select one wh-operator to move out of two or more than two wh-words it applies ACP condition. This is because there is no scope to move both wh-operators as the sentence will be ungrammatical if it is done so. They cited that in the projection of multiple wh-questions, on the basis of extended projection principle (EPP) the specifier position of the CP requires wh-feature to attract as it is empty. As there are multiple wh-words or features in the question, it follows ACP which means it takes the nearest wh-word. Grohmann (2003) stated that the syntactic properties of multiple wh-question differ among languages. He argued that the multiple wh-questions in German follows the same strategies like those of Bulgarian as all wh-words or phrases overtly move to finer articulated CP. Again, German seems to be like Italian in the case of no formation of true multiple constituent question. McDaniel (1989) mentioned that like English, multiple questions in German and Romania follows the ACP application that one wh-feature is traced to the specifier position of largest CP and the rest remain in situ.

2.8 Cross-linguistic Variation in Wh-question

The term ‘cross-linguistic variation’ refers to the variations of linguistic units or structure used across languages in the world. Moreover, these variations are seen in wh-constructions. Arnon, Snider, Hofmeister & Jaeger (2006) wrote on SUV (superiority violations) that causes cross linguistic variation. They mentioned that the dissimilarity

between different languages, such as English, Russian and German lies in the fact that the one policy of strict movement is compulsorily maintained in English while Russian and German does not. However, they considered the latest study in German and reported that German follows strict ordering preferences like English. Adger (2002, p. 305) mentioned that wh-movement of languages depends on the fact that some languages have strong [Q-wh] features that bring most variability to the properties of functional head. Again, there are some languages having comparatively weak [Q-wh] features and generally these are wh-in-situ languages. The example of this type of language can be the head final languages, such as; Japanese and Chinese in which the position of verb is to the right of its complement (as it is head final languages) and that's why the CP arises to the right of the inflected verb. The wh-word seems normally to be accusative (in the object position) and it finally it does not undergo any movement rather it remains in-situ. He cited that there are also such languages, such as; Bulgarian in which all the wh-features are moved to marginal position in the clause.

2.9 X-bar Theory

X-bar theory refers to the theory which imposes syntactic constraints on phrase structure that was first proposed by Chomsky in 1970. X-bar theory is said to be the practical theory for phrase structure. According to this theory, a phrase should have intermediate constituents which are projected from a head X and this constituency is shared by more than one lexical category. Here, lexical category means parts of speech such as; N, V, A, and P. The X of X-bar stands for this lexical categories. X is an arbitrary and X can be N for noun, A for adjective, V for verb and P for preposition. Adger (2002, P., 91) cited that originally X-bar theory was consisted of few rules that enforced constraints on the formation of the phrase structure that all kinds of phrases should have a head and specifier of X structure. X-bar theory is generated in diagram and the diagram

looks like tree with its branches. Therefore, it is said X-bar Theory in Tree Diagram. This theory is related with six conditions namely: Lexicality means all nonterminal should be pre-terminal projection; Centrality means the starting point should be maximal projection; Uniformity means there should be similar bar-level for each maximal projections; Maximality means each non-head should be considered maximal projection; Succession means representation of the projection should be in a successive way; and Optionality means only the non-head should be optional. X-bar theory can be termed as method of phrase or sentence analysis that divides lexical categories into the constituents. See the figure 2.3:

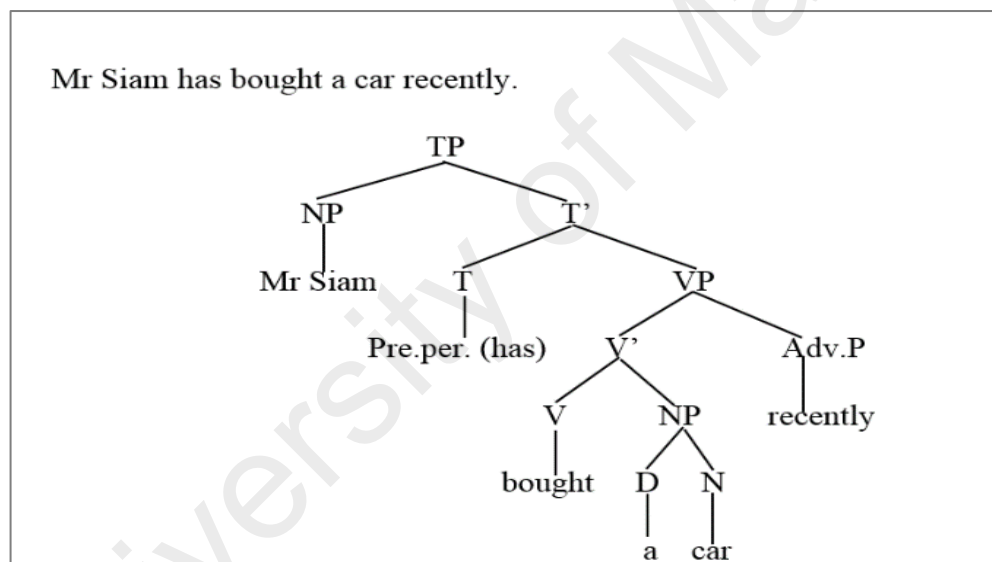


Figure 2.3: Sentence in Tree Diagram

In the above sentence, *Mr Siam* is a maximal projection of TP which has taken the Specifier position of largest TP bar. *Has* is the minimal projection and head of TP. *Bought* is the minimal projection and it is the head of VP. The Determiner *A* is the head of DP and *car* is the maximal projection of VP and both of them play the role of complement of VP. *Recently* is the maximal projection of adverbial phrase which takes the role of Adjunct.

2.10 Syntactic Islands Constraints

Syntactic islands refer to some syntactic structures of syntactic units which function to hinder an element to escape or move from.

Wh-islands:

Wh-island usually occurs in complex wh-questions and especially in embedded clauses. Wh-island is headed by wh-words. Wh-island constraints are seen in complex wh-question when a wh-word is tried to move from lowest position to highest specifier position of CP and in the intermediate CP holds another wh-feature. The wh-word in intermediate CP hinders to move as island. That's why it is called wh-islands. If it is further moved violating the constraint by wh-word in intermediate CP (so called wh-island), the sentences will be ungrammatical.

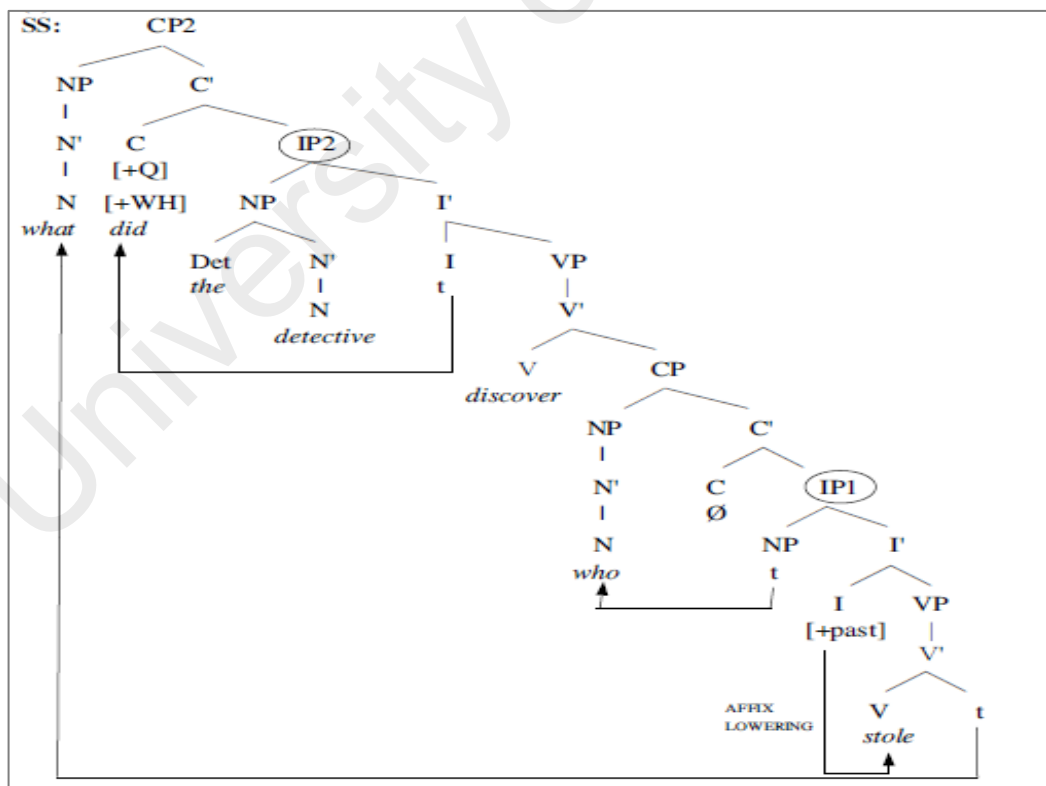


Figure 2.4: Syntactic islands

In the above figure, there is an intermediate CP and its specifier position is already taken by the wh-word *who* and it now functions as wh-island for another wh-word *what*. So, in the above sentence, the movement of *what* is ungrammatical as it violates the subjacency condition and wh-island constraint.

NP or DP-islands

NP or DP-islands refer to NP or DP when it serves as islands in complex wh-questions. As like wh-island, NP or DP islands have conditions on movement. Movements are not allowed crossing NP or DP islands. Often NP or DP is called nodes. According the subjacency conditions, while movement of a wh-feature, it cannot cross two islands or two nodes. It will be violating the subjacency condition and the sentence will be ungrammatical.

2.11 Literature Review on Wh-question

Wh-movement is a syntactic phenomenon. Since last few decades, an increasing number of studies on the syntax of wh-movement had been carried out in many human natural languages. However, the researcher has found that there are very rare studies conducted on the wh-movement of BL syntax.

2.11.1 Past studies on BL

2.11.1.1 Bhattacharya & Simpson (1999)

Bhattacharya & Simpson had conducted two studies on wh-movement of BL syntax at different times. Simpson & Bhattacharya (1999) conducted their first study on wh-movement of the BL syntax. The findings of their study is controversial. They stated that BL does not follow SOV as its word-order rather it follows SVO. Secondly, in all languages, wh-features do not move to the initial-CP position rather it moves to a lower

position and finally it remains in situ. There is no movement occurred here. This is because in this example in (13), wh-phrase arises for object and it remains in-situ in object position.

In the example in (14), they repeated same argument. The word structure of example in (14); *Jon ke chole geche bollo* ‘John who left said’ can have two forms as it has two possible statements and both are literally accepted. One structure of its statement can be like ‘*Jon* (matrix subject) *baba* (embedded subject) *chole geche* (embedded verb) *bollo* (main verb or matrix verb) ‘John father left said’. The word order of the statement is matrix subject (*Jon* John) + embedded subject (*baba* father) + embedded verb (*chole geche* left) + matrix verb (*bollo* said). According to this statement, it is found that wh-word *ke* ‘who’ happen in the position of embedded subject *baba* ‘father’ and finally it remains in the position where it arises. Here, no movement happened rather it remains in situ. The second structure of this example can be like, *Jon bollo ke chole geche* ‘John said who left’ and its statement can be *Jon bollo baba chole geche* ‘John said Father left’. If it is carefully examined, it is certainly found that question forming depends on the statement structure. In this statement, *baba* ‘father’ is in post-verbal position. The wh-word *ke* ‘who’ in the question remains in the same position. In BL, often it is seen that a statement or a question may have two forms. Simpson & Bhattacharya (1999) referred to many examples from BL. As a native speaker of BL, the researcher believes that the structures of their few examples are not grammatical. Besides, they did not mention how they collected the data to conduct their study and who were their participants.

2.11.1.2 Simpson & Bhattacharya (2003)

Simpson & Bhattacharya (2003) conducted another study on BL with the same data adding few examples and explanation from different languages. They continued to claim that BL has obligatory overt wh-movement and it does not remain in situ. They

copied all the previous discussions and arguments conducted in 1999. The basic principle of their argument is BL word order is SVO. In both of their studies they continued to argue that if it assumed optional that BL word order is SVO, there must be an obligatory overt wh-movement. This is the fact of all their arguments in favor of overt wh-movement in BL. The researcher would like to state that it is not a matter of assuming rather than find out. In this circumstance, the researcher has intended to conduct this study to explore the syntactic structure of BL wh-question formation.

2.11.1.3 Islam (2016):

Islam (2016) wrote a critical evaluation of overt wh-movement in Bangla proposed by Simpson and Bhattacharya (2003). He stated that Bangla is wh-in situ language and involve in covert wh-movement rather than overt wh-movement. He argued that Bangla has many linguistically valid characteristics of having wh-in situ language. Covert wh-movement is generally believed to be applicable to account for those characteristics. He cited Cheng (2009) who defines four common characteristics of a wh-in situ language. Those are; selectional requirements, locality constraints, scope taking, and crossover effect. Bangla possesses first three characteristics of them. To cite previous studies, he stated that only overt syntax is not able to explain wh-in situ in Bangla and obviously it involves the semantic properties of covert wh-movement. He argued that that the concept of assuming Bangla as SVO language brings about a lot of difficulties. As it is said by Simpson and Bhattacharya (2003) that Bangla or other SOV languages are actually derived from SVO structure, it is typologically true that it arises problem. The typological evidence shown by Dryer (2013) shows that out of 1377 languages, 488 languages follow SVO structure while 565 languages follow SOV structure. Therefore, there might arise question naturally that why these major number of typological SVO language fail to surface as SOV. He concluded that Bangla is wh-in situ language. Covert

wh-movement is necessary component only to explain the semantic interpretability of the sentences with wh-expressions in Bangla.

2.11.2 Past Studies on Other Languages

For other languages, the researcher has found few more relevant studies.

2.11.2.1 Schippers (2010)

Schippers (2010) investigated the syntactic status of partial wh-movement and wh-copying and compared to long-distance wh-movement in Dutch. He stated with few references that it had been generally claimed that there is no partial wh-movement and wh-copying in Dutch. He cited to another observation who claimed that Dutch adults use LD wh-movement constructions comparing to Dutch children who seemed to produce partial wh-movement and wh-copying construction. He employed 'the package WebEx' (Keller et al., 1998) as framework to determine the relative acceptability of the wh-movement and wh-copying constructions under consideration. He had 40 participants of Dutch native speakers consisted of 21 males and 19 females. They were higher educated and minimum age was 26. Before real experiment, all participants had gone through a practice test. They were given 5 arbitrary sentences to judge relative acceptability. After practice test, they all were proceeded to actual experiment. The researcher used 30 questions for three categories namely; LD wh-movement construction, wh-copying construction and partial wh-movement. Half of them from each category were concerned with subject extractions and the rest were concerned with object extractions. The participants were also given filler sentences of varies grades of grammaticality. They were asked to rate the questions with number greater than zero as well-formedness. The researcher found that LD wh-movement was the highest rated and partial wh-movement was 2nd highest. To govern the differences, the researcher employed ANOVA. It showed

a vital effect for type. It was not for argument or interaction. The researcher concluded the results that wh-copying construction is judged to be the lowest acceptable. On the other hand, LD-wh movement is the most acceptable than the partial wh-movement. My study also looks at wh-movement in BL but its purpose is to see if there is any movement or not.

2.11.2.2 Gad (2011)

Gad (2011) studied an experimental research on the account of wh-question in Egyptian Arabic (EA). He stepped normally to find out the nature and the type of wh-movement construction in EA and particularly to find out whether there is any optionality. He intended to investigate different strategies to form wh-questions imposed by EA grammar. This led him to carry out the experimental study. He employed the Minimalist Program introduced by Chomsky (1995) as theoretical framework. To meet up the aim of his research, he addressed around 5 significant research questions, such as; what are the common strategies followed by EA native speaker to form wh-question in EA that is very similar to my research questions. To conduct the experimental research, he employed Mixed Method Explanatory design technique (Creswell 2003: 208-209). To collect quantitative data with the purpose of overview to general strategy used in forming wh-question, he used Burns (2009: 117) non-observational methods which implied that data was collected through closed-response questionnaire attached different types of questions. To collect qualitative data, he engaged (Brown 2009: 200) observational method that indicated that data was collected through open-response questionnaire. To increase the validity of data, the researcher conducted a pilot study to check the practicality of the questionnaire and modified and refined if needed. The research had 25 sample who were all postgraduate PhD students studied in different universities in UK. They came from different cities of Egypt. They were all Egyptian by birth or for working.

The researcher made the questionnaire on grammaticality justification. The researchers provided with participants 48 questions for both open-ended questionnaire, where participants were asked to decide whether they are grammatical or ungrammatical and if ungrammatical provide a grammatical counterpart on the basis of his knowledge, and close-ended questionnaire in which participants were asked to choose 'right' or 'wrong'. In open ended questionnaire, participants were asked to write the correct structure. To distribute questionnaire, some participants were approached physically and some others were contacted with email. The findings of the study were that the EA is a language which follows wh-in situ and wh-fronting as well as maintain optionality but optionality is not possible for all cases. It also revealed that wh-in situ policies attained the highest rate of grammaticality. The present study is parallel to Gad (2011) in that it tries to explore the nature and type of BL syntax as Gad (2011) explored the nature of EA.

2.11.2.3 Chernova (2014)

Chernova (2014) investigated the syntax of wh-movement in multiple questions in different languages. The aim of her research was to study the typological distinctions among wh-fronting languages with the way of recognized wh-questions constructions. She collected data from English, Chinese, Russian, Spanish, and Bulgarian language. She employed Minimalist Program (MP) presented by Chomsky-1993 as the theoretical framework. Analysing the authentic data, she found that in all wh-fronting languages, wh-words are rendered interpretable with the help of a Q-particle that merges with the wh-word and moves to C in time for interpretation. Like Chernova (2014), the current researcher tries to investigate the syntax of BL whether it is wh-fronting or wh in-situ language.

2.11.2.4 Abedi (2012)

Abedi (2012) conducted a study on the wh-movement in English and Persian within the framework of GB theory. He attempted to compare English wh-movement and Persian wh-movement. For this purpose, he applied Government and Binding Theory as the framework for his research. After analysing data so far, the researcher summarized the characteristics of wh-movement as such:

- (i) While movement, wh-word or phrase leaves a trace in its root position which is phonetically null.
- (ii) After the movement happen, it has constituent command over its effect.
- (iii) While wh-movement occur, it follows Subjacency Condition.
- (iv) Wh-words are moved abiding by islands constraints.
- (v) If the rules for wh-movement are properly applied case-filter and theta criterion principles are satisfied.

The results of the study showed both some similarities and dissimilarities between English wh-questions and Persian wh-questions. As for findings, the researcher found some similarities between them, such as; both languages observe case filter principle, theta principle and both have dominance of case-generator to wh-word. The dissimilarities were like:

- (i) English has fixed rules to happen wh-movement while Persian has optional nature for it.
- (ii) English has fixed syntactic location for CP specifier in which wh-words are moved while Persian experiences various syntactic location for the movement of wh-word.
- (iii) There are many various D-structure and S-structure in English whether very identical D-structure and S-structure are found in Persian.

(iv) Subjacency condition and constituents command are maintained strictly in processing wh-movement in English while Persian belongs to optionality.

(v) Syntactic trigger is seen in interrogative feature in English while in Persian pragmatic trigger of the movement is observed.

The present study is equivalent to Abedi's (2012) investigation to see the wh-movement in English and Persian hat the present study finds out the similarities and dissimilarities in forming wh-question in English and BL.

2.11.2.5 Muriungi1, Mutegi & Karuri (2014)

Muriungi1, Mutegi & Karuri (2014) conducted their study on the wh-question formation in Gichuka, a Bantu language spoken in Kenya. The research problem was that different human languages follow different strategies in wh-question formation such as; English follows full wh-movement, German follows full and partial wh-movement; Kikuyu, Zulu, Dholuo and Babine follow all the three policies namely wh in-situ, partial and full wh-movement. The researchers thought unfortunately, it remained unknown that which strategy Gichuka allow in wh-question formation. Their research objectives were to discuss the policy followed by Gichuka in forming subject, object and adjunct wh-questions and describe the structural representation of wh-questions in Gichuka. For this purpose, they collected data from Gichuka speakers. The result showed that wh-phrases can move to the canonical specifier position of largest matrix clause CP which is called full wh-movement or/and it can land permanently to the specifier position of embedded clause CP which is called partial wh-movement or/and it can remain its root underlying root positions which is called wh-in situ. Again, while forming subject wh-question, it does not follow wh-in situ strategy. The current study is linked to Muriungi1, Mutegi & Karuri's study (2014) in that it looks at the strategy of wh-question formation in BL.

2.11.2.6 Fakh (2014)

Fakh (2014) aimed to discover the syntax of subject wh-movement of NA (Najrani Arabic). He attempted forward with addressing the research questions like; is there any syntactic constraint to move subject wh-words from specifier of VP to specifier of IP and CP at PF? is 'illi'(that) relative pronoun or complementizer and so on. He tried to explore the possibility of subject wh-movement overtly VP to IP and then CP at PF. The findings of the study showed that in Najrani Arabic, the tracing of subject wh-phrase is restricted from extended DP in the specifier position of TP as it is a phase. The researcher assumed that in Subject wh-question in Najrani Arabic *illi* does not function properly as a complementizer rather it creates a syntactic island restriction to the subject wh-movement. At this stage, the researcher approached a different framework on Focus movement analysis used by Rizzi (1997, 2001) and Gad (2011) and he disputed that the structure like wh-phrase + *illi* that + VP happens in PF and it is headed by *illi*. He stated that in Najrani Arabic, no wh-feature but a feature generated subject wh-movement and then wh-words do not happen in the CP projection but rather in specifier position of PF. The relative pronoun *illi* occupied the head C position of CP. Taking the head C position, *illi* produces the Focus projection, the right licensing position for the wh-phrase in specifier position of Focus projection. Hence, the researcher projected that strong Focus feature motivates the movement to happen before Spell-out. Because of feature checking considerations, the subject wh-phrase moves overtly to Specifier of Focus. He pointed out that accordingly, in Najrani Arabic, Focus movement analysis is superior to that of the specifier of CP as it offers a unified treatment of subject wh-movement in a methodical mode. The present research is related to Fakh (2014) it that it is also going to investigate the nature of wh-question construction in BL and to see if there is any movement of wh-phrases in BL or they remain in situ.

2.11.2.7 Fakh (2015)

Fakh conducted another study (2015) titled wh-question in Hodeidi Arabic spoken by the western part of Yemen. He investigated the Hodeidi Arabic syntax for wh-question construction. The objective of the study was to demonstrate whether Hodeidi Arabic has overt-wh-movement or not. He tried to find out the contact between Chomsky's (1999, 2000, 2001, 2005, and 2006) Phase-Based analysis and wh-question mechanism in Hodeidi Arabic. He employed Chomsky's (1999, 2000, 2001, 2005, and 2006) Phase-Based approach as the framework of his research. He also analyzed the data in the light of Chomsky's Minimalist Program. The outcomes of his study revealed that Phase Impenetrability Condition introduced by Chomsky (2000, 2001) is maintained by Hodeidi Arabic. This is because in the given phase while all the syntactic actions complete, the complement or the domain of the phase cannot undergo any further movement. It also showed that TP joins to the null-head C from a C'. Because of having edge feature (EF), immediately the head C develops into CP. He pointed out that C functions as probe. It possesses an EF that causes the movement operation of the subject wh-words 'min' means 'who' to the specifier of CP. For right representation, at the end of the process the head C and subject wh-phrase will be traced to the interface levels. Finally, the derived form is presented as interrogative.

2.11.2.9 Yong & Meng (2015)

Yong & Meng (2015) conducted research to find out the similarities and dissimilarities between English and Mandarin Chinese in forming wh-questions. The aim of their study was to offer an overview of syntax of wh-question constructions in both languages as an academic basis for native English speakers of Chinese as a second languages and for their teachers. To analyze data, they found that though the word order of both English and Mandarin Chinese follows subject + verb + object, in forming wh-

questions they follow different procedures. In English while wh-words move to initial position, in Mandarin Chinese they remain in situ. Consequently, it becomes much difficult to form Chinese wh-questions for native English speaker, particularly in first phase. The present study is correlated with Yong & Meng' (2015) study in the terms that it focuses on syntax of wh-question in BL.

2.12 Theoretical Framework 'Minimalist Program'

The current study has applied Minimalist Program introduced by Chomsky as theoretical framework. According to Gad (2011, P., 44), Chomsky (1992) projected the Minimalist Program as a revision or adjustment for all previous theories that appeared from the Principal and Parameters framework. In the Minimalist Program, the internal principals of specific language are mostly precious than the principles shared by all languages. It looks at the exclusion of both deep structures and surface structures that were applied to some extent of syntax within the Principles and Parameters framework. DS and SS approach have been replaced by Spell-out level and it is a point where derivation is directed to Phonetic Form (PF) and Logical Form (LF) components. To identify the Spell-out level is very specific. This is because the terms covert syntax and overt syntax are related to this Spell-out level. If the wh-movement occurs before the so called Spell-out level, it is termed as overt movement and if the wh-movement occurs after the Spell-out level, it is called covert movement.

The derivation switches with a point that is called Operation Merge. In this point of merge, two lexicon elements are nominated to unite together to form a constituent such as a projection. In later phase, another element is selected and merged to the derivation so that it can form another new projection having newly nominated element. This operational process is continuous till every item in the numeration has to be undergone. The operation namely Agree occurs in a specifier-head relation. The relation happens

between lexical items and a feature F in another node of the same derivation. Move is the final operation of procedure. A contact is created by it between the lexical item and the phrase formed by the feature F (FP). FP is merged to [a P] in which F holds the spec of a. The specifier position of 'a' is now occupied by F. Movement can be possible safely after checking this feature. But before checking the feature if movement takes place, the entire derivation is troubled to ruin. Wh-movement in this framework has the following mechanism: "the wh-phrase has an un-interpretable feature [wh-] and an interpretable feature [Q], which matches the un-interpretable probe [Q] of a complementizer. Again, Chomsky, in 2001, put forward a mechanism of wh-in-situ agreement that the researcher of the current study will apply to this study to analyze BL.

2.13 Summary

This chapter has introduced Bengali language and areas where it is spoken as their first and mother language and its derivation; Bengali speakers who use Bengali language as spoken and written form, its various dialects; its world-wide position; Bengali orthography. As the current research study the syntax of BL wh-movement, it has also discussed Bengali syntax, question words in BL and types of wh-question formation in BL. Moreover, this chapter has tried to focus on different syntactic terms that are related to the research area such as: wh-movement, wh-partial movement, wh- in situ, embedded wh-questions, long distance wh-movement; multiple wh-movements; cross-linguistic variation in wh-constructions; head movement; A-movement; Government and Binding (GB) Theory; X-bar Theory; Syntactic islands constraints such wh-islands, NP or DP islands. The chapter has more precisely but critically referred to few more recent, relevant and applicable past studies which had been directed to syntactic study of wh-movement in different times in different human languages. At the end of the chapter, Minimalist Program that has been employed as the theoretical framework is defined shortly.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter deals with methodology that the study has adopted. This chapter refers to the research design (section 3.2) and then, participants and materials (section 3.3), and procedure of data collection (section 3.4). Finally, section 3.5 discusses ethical matters.

3.2 Research Design

The research has been conducted by implementing syntactic process to explore and describe wh-question formation in BL. To respond the three research questions (Section 1.4), the researcher has designed the questionnaire in order to elicit data. To ensure the validity and reliability of the data collection, the questionnaire was distributed to BL native speakers, as Creswell (2012) stated “A case study is an in-depth exploration of a system based on data collection”. The questionnaire focused on written BL and used choice questions with open option to enhance a range of possible answers that may reflect the participants own views about the position of wh-words.

3.3 Questionnaire and Participants

The sample of the questionnaire consisted of 20 BL native speakers both male and female who are currently pursuing undergraduate, graduate and postgraduate studies in different faculty of University of Malaya, Kuala Lumpur. They were chosen randomly. 3 participants were female and 17 participants were male. Female participants were very

few. This is due to the fact that only few BL female native speakers were studying at the University of Malaya, whereas much more BL male native speakers were studying at the same university. 4 participants were undergraduate, 9 participants were graduate and 7 participants were postgraduate students. They were chosen because the researcher believed that the data must be truer if they are collected from educated native speakers of BL. Four of the participants were studying master of linguistics. Their participation in the study has made more grammatically judgment of their responses as Henry (2005: 1599) argued that the speakers who are trained in linguistics offer proficient response as they are conscious of what grammatical judgment means. The range of age of the participants are 19-35 years old. They are from different districts of Bangladesh and they have their own regional languages but all of them have completed their upper intermediate level under standard BL medium instruction.

These participants were given the questionnaire with 40 declarative sentences. The questionnaire had 2 sections. The first section consisted of 20 simple declarative sentences and the second section consisted of 20 complex declarative sentences. All the declarative sentences and options were written in BL. In each sentence, the answer words were typed in bold, italic and underlined. See the following example in (9) for simple declarative sentence and (10) for complex declarative sentence with translation in English:

(9) তার সততার জন্য সবাই তাকে পছন্দ করে / tar sototar jonno sobai take posondo koren. [Everybody likes him for his honesty]

(i) সবাই তাকে পছন্দ করে কেন? / sobai take posondo kore keno?

(ii) সবাই কেন তাকে পছন্দ করে? / sobai keno take posondo kore?

(iii) কেন সবাই তাকে পছন্দ করে? / keno sobai take posondo kore?

(iv)-----

Translation in English:

- (i) Everybody him like why?
- (ii) Everybody why him like?
- (iii) why Everybody him like?

(10) স্বর্ণা মা-কে বলেছে যে দিপ পড়ে না / Sorna maa-ke boleso je Dip pore na. [Sorna told mother that Dip does not study]

- (i) স্বর্ণা কাকে বলেছে যে দিপ পড়ে না? / Sorna kake bolese je Dip pore na?
- (ii) কাকে স্বর্ণা বলেছে যে দিপ পড়ে না? / kake Sorna bolese j Dip pore na?
- (iii) দিপ পড়ে না স্বর্ণা কাকে বলেছে? / Dip pore na Sorna kake bolese?
- (iv)-----

Translation in English:

- (i) Sorna whom told that Dip not study?
- (ii) Whom Sorna told that Dip not study?
- (iii) Dip not study Sorna whom told?

In questionnaire, it was not translated in English. On the basis of the answer word, wh-questions were made. For each sentence, there were 4 options; one to three (i-iii) options had three choices with wh-items in different syntactic positions (see the above example 9, and 10). In 120 alternatives (in total) under both simple and complex sentences wh-items were moved randomly to 19 syntactic position. See Table 3.1 below:

No	Position of wh-word to form question in BL	For Simple Wh-question	For Complex Wh-question	Total
1	Wh-word in situ	19	17	36
2	Embedded clause in initial position with wh-word in situ		8	8
3	Wh-word in post-embedded verbal position		7	7
4	Wh-word in post-matrix position		2	2
5	Wh-word in pre matrix verbal position		2	2
6	Wh-word in post-verbal position	18		18

No	Position of wh-word to form question in BL	For Simple Wh-question	For Complex Wh-question	Total
7	Wh-word in initial position	15		15
8	Wh-word in post-subject Position	5		5
9	Wh-word in pre-verbal position	3		3
10	Wh-word in situ in embedded clause and embedded clause into matrix clause		6	6
11	Wh-word in initial position of matrix clause		3	3
12	Wh-word in initial position of embedded clause and embedded clause into matrix clause		2	2
13	Wh-word in pre-embedded verbal position and embedded clause into matrix clause		3	3
14	Wh-word in post-embedded verbal position into matrix clause		1	1
15	Wh-word in pre-embedded verbal position		1	1
16	Wh-word in situ in pre-embedded verbal position and embedded clause in initial position		2	2
17	Wh-word in pre-embedded verbal position and embedded clause in initial position		4	4
18	Wh-word in pre-matrix verbal position and embedded clause in initial position		1	1
19	Wh-word in situ in matrix clause and matrix clause in initial position		1	1
	Total	60	60	120

Table 3.1: Syntactic position of wh-items in the options in questionnaire

In each sentence, the last option (iv) was open and asked the participants to write new question on the basis of their knowledge if they think all the three choices already provided by the researcher are syntactically not accepted or grammatically wrong (see the above example 9). The participants were asked to choose an option as correct question

formation and tick the box provided in the right side of the options. They were also asked that they can tick two or three choices if they judge them grammatical. (See the Appendix-A)

3.4 Procedure of Data Collection

First, the researcher asked the participants to sign the consent form which was attached with the questionnaire. They were informed about the aim of the study and that their information and answers will be kept strictly confidential and will be used for research purpose only. The questionnaire was distributed to the participants in the main library of University Malaya. They were allowed to take the questionnaire with them home to fill it with enough time and the researcher collected it the following day. The researcher thought that engagement of native expert participants would ensure the data to be pure and authentic, and it would serve the purpose of reliability and validity of the data.

3.5 Ethical Considerations

To the researcher, it is significant to emphasize on the ethical issue that might arise. To consider it, the researcher went to the participants and asked their consent to participate the study. The researcher said to them it is a voluntary participation and provided them consent letter to sign if agree and ensured confidentiality and anonymity. The participants were politely requested to read the form first and sign it. The participants were also informed the purpose of the research. The participants were ensured that the information provided by them will be kept lock and secrete. It was also ensured that they can ask any question related to the study if they want.

3.6 Summary

This chapter has referred to the research design applied to the study and methodology that has been employed in the study. It has highlighted the method of data

collection and how the data has been transcribed and then analyzed for describing the syntactic presentation of difference wh-question constructions in BL. In particular, it has described the participants and their characteristics in details. It has also cited the ethical considerations for the study.

University of Malaya

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

The present chapter represents the analysis of the data on the basis of questionnaire described in Chapter 3 and findings. To answer three research questions (see, section 1.4) it provides appropriate interpretation of the syntactic position of wh-items in BL. This chapter has four sections, namely; procedures of data analysis, research questions with answer, the movement of wh-items in simple wh-question complex wh-question in BL; and discussion of the findings under research question 1. In Discussion, it has been classified into three sections namely; movement of subject wh-words; movement of object wh-words; and movement of wh-adjunct.

4.2 Procedures of Data Analysis

This section describes the step through which the data was systematized and analyzed. Microsoft Excel program was used as a tool for this purpose. In the Microsoft Excel program, for each question 20 number of rows were selected as the sample were 20 and 3 columns were selected for three alternatives. For few questions 4 columns were selected when participants wrote new question in the open option (iv). Each column was named according to the position of wh-word. Whenever the respondents offered new question formation in the open option (iv), the column was named 'rewrite'. The data was divided into two parts, namely; 1st section for simple wh-question, and 2nd section for complex wh-question. Then, the responses were counted for each wh-word positions (see appendix A).

To attain the first and second objectives, the researcher has employed syntactic analysis with example. With the light of Minimalist Program, the movement of wh-word has been syntactically analysed. To attain the third objective, the researcher has used tree diagram (X-bar) and label bracketing with illustrations to show the different syntactic movement of wh-items in English and BL. The researcher has illustrated all the syntactic positions in which wh-words can move around the sentence.

To analyse data, it is found that few respondents chose two options, few of them chose three options and others chose one option as correct question formation. It was also found that there were 4 new responses offered by the respondents in the open option in (iv). The position of wh-movement of 3 responses out of 4 were already offered and mentioned by the researcher in the questionnaire and 1 strategy of wh-movement was new. The position of wh-words in the new four responses were:

Respondent	Question no.	Position of wh-word	New type/ Already mentioned/ offered
Respondent 7	23	wh in situ in pre-embedded verbal position and embedded clause in initial position	mentioned already
Respondent 7	28	Embedded clause in initial position with wh in situ	mentioned already
Respondent 12	29	wh in situ in pre-embedded verbal position and embedded clause in initial position	mentioned already
Respondent 12	33	wh-in situ in embedded clause and embedded clause move to 2nd cause position	New type of movement

Table 4.1: Position of wh-movement in new four responses

4.3 Research Questions and answer

This section answers three research questions addressed in section 1.4

4.3.1 Answering Research Question One

The first research question is repeated as follows:

- (i) What are the syntactic structures of wh-questions in BL? (Section 1.4)

4.3.1.1 Simple Wh-question Formation in BL

As mentioned above, the primary goal of the present research is to investigate the syntactic structures of wh-question in BL. The data reveal that BL wh-items in simple wh-question can move to various syntactic positions within the sentence. See Table 4.2 below:

No	Position of Wh-word	%
1	Wh-in situ	84.77%
2	Wh-word move to post-verbal position	18%
3	Wh-word move to initial position	21%
4	Wh-word move to post-subject position	70%
5	Wh-word move to pre-verbal position	38.33%

Table 4.2: Findings for simple wh-questions in BL

The data reveal that to form simple wh-questions, BL wh-items remain in situ commonly with alternation. Table 4.2 shows that wh-items in forming simple wh-question remain in situ (84.77%); followed by wh-word move to post-subject position (70%); wh-word move to pre-verbal position (38.33%); wh-word move to initial position (21%); and wh-word move to post-verbal position (18%). Though BL proved to be free word of structure, wh-word cannot be positioned in pre subject position as data reveals. It may be ungrammatical.

4.3.1.2 Complex Wh-question Formation in BL

So far the findings of this study reveals that to form BL complex wh-question, the movement of wh-words have variations. Having wh-in situ position commonly, they move to different syntactic positions within the sentence as like simple wh-question formation. To compare with English, it finds dissimilarities with the movement of wh-words. In BL the position of wh-words can syntactically occur in various position in matrix clause and embedded clause. See the table 4.2 below:

No	Position of Wh-word	%
1	Wh-in situ	66.17%
2	Wh-word move to pre-subject position Embedded clause in initial position with wh-word in situ	42.5%
3	Wh-word move to post-embedded verbal position	15.71%
4	Wh-word move to post-matrix position	15%
5	Wh-word move to pre-matrix verbal position	17.5%
6	Wh-word in situ in embedded clause and embedded clause move into matrix clause	23.33%
7	Wh-word move to initial position of matrix clause	41.67%
8	Wh-word move to post-embedded verbal position into matrix clause	00%
9	Wh-word move to initial position of embedded clause and embedded clause move into matrix clause	22.5%
10	Wh-word move to pre-embedded verbal position and embedded clause move into matrix clause	26.67%
11	Wh-word move in pre-embedded verbal position	85%
12	Wh-word in situ in pre-embedded verbal position and embedded clause move to initial position	52.5%
13	Wh-word move to pre-embedded verbal position and embedded clause move to initial position	35%
14	Wh-word move to pre-matrix verbal position and embedded clause moved to initial position	65%
15	Wh-word in situ in matrix clause and matrix clause move to initial position	35%

Table 4.3: Findings for complex wh-questions in BL

And one respondent has written a new movement, namely; wh-word in situ in embedded clause and embedded clause move to 2nd cause position. This characteristic has differentiated BL from other languages. In the table 4.3 above, it is clear that in BL complex wh-question, wh-word move in pre-embedded verbal position (85%); followed by wh-items remain in situ (66.71%); wh-word move to pre-matrix verbal position and embedded clause moved to initial position (65%); wh-word in situ in pre-embedded verbal position and embedded clause move to initial position (52.5%); wh-word move to pre-subject position embedded clause in initial position with wh-word in situ (42.5%); wh-word move to initial position of matrix clause (41.67%); wh-word in pre-embedded verbal position and embedded clause move to initial position (35%); wh-word in situ in matrix clause and matrix clause move to initial position (35%); wh-word in pre-embedded verbal position and embedded clause move into matrix clause (26.67%); wh-word in situ in embedded clause and embedded clause move into matrix clause (23.33%); wh-word in initial position of embedded clause and embedded clause move into matrix clause (22.50%); wh-word in post-embedded verbal position (15.71%); wh-word in pre-matrix verbal position (17.50%); wh-word in post-matrix verbal position (15%); as well as it is also possible that wh-word remain in situ in embedded clause and embedded clause move to 2nd cause position while matrix clause moves to initial position. As the result shows, unlike English, interrogative sentences having wh-word in BL have alterations. Unlike head final languages, wh-items can be positioned in situ and further they move to various syntactic position of sentences. In the subsequent sections, argument and analysis have been done with example. It is seen that in BL, the subject wh-word *ke* 'who', object wh-words *ki* 'what' and *kake* 'whom/who', and all wh-adjuncts, such as; *kothaey* 'where', *kokhon* 'when', *kivabe* or *koto* 'how' and *keno* 'why' follow wh-in situ strategy commonly to form simple and complex wh-question. Consider the sub-sections below:

4.3.1.3 Movement of Subject Wh-word

The result shows that the subject wh-word *ke* ‘who’ moves to various syntactic positions within a sentence to construct both simple and complex wh-questions. It can remain in situ and can move to pre-subject (before the subject) position; post-verbal (after the verb) position; post-subject (after the subject) position and pre-verbal (before verb) position.

The subject wh-word both in simple and complex questions, remain in situ position. Consider the following simple wh-question in example (11):

(11) Simple

a. D.S. : **Jerry** take sahajjokorecilo
 NOM ACC V.Past
 Jerry he help
 “Jerry helped him”

b. Q.F. : **ke** take sahajjokorecilo
 Who he helped
 “Who did help him?”

Subject wh-word in situ

In the example in (11), the subject wh-argument *ke* ‘who’ remains in situ to form question. The structure of the question is like; Sub-wh items + accusative case + verb. Wh-word arises in the sentence initial position and finally remain in the same position where they origin. The wh-word *ke* ‘who’ can move to another syntactic positions around the sentences. See the following simple wh-question in example (12):

(12) Simple

a. D.S. : **Mr. Karwan** Jerry-ke engreji shikahay
 NOM ACC ACC2 V.Present
 Mr. Karwan Jerry English teach
 “Mr. Karwan teaches Jerry English”

b. Q.F. : Jerry-ke engreji shikhay **ke?**
 Jerry English teach who?
 “Who does teach Jerry English?”

Subject wh-word in post-verbal position

Consider the above example in (12). The subject wh-word *ke* ‘who’ occurs for the subject *Karwan* in the initial position of the sentence. To form question, it syntactically moves after the verb “teach” to the lower CP. It is full wh-movement. As it moves from highest CP to lower CP it violates Bach (1971) the Standard Theory which implies that all movement should be right to left (lower CP to highest CP). Again, subject wh-word can move to post-subject position. See the following simple wh-question in example (13):

(13) Simple

a. D.S. : **Mr. Karwan** Jerry-ke engreji shikahay
 NOM ACC ACC2 V.Present
 Mr. Karwan Jerry English teach
 “Mr. Karwan teaches Jerry English”

b. Q.F. : Jerry-ke **ke** engreji shikhay?
 Jerry who English teach?
 “Who does teach Jerry English?”

Subject wh-word in post-subject position

See the above example in (13). The wh-word *ke* ‘who’ raises for the subject *Mr. Karwan* in the initial position of the sentence. To form question, it experiences partial

(14) Simple

a. D.S. : **Jerry** take sahajjokorecilo
 NOM ACC V.Past
 Jerry he help
 “Jerry helped him”

b. Q.F. : take **ke** sahajjokorecilo?
 Him who helped?
 “Who did help him?”

movement to post-subject position. It is called partial movement. Subject wh-word can also move to pre-verbal position. Consider the following simple wh-question in example (14):

BL allows the subject wh-word to move pre-verbal position in simple wh-question formation. Consider the above example in (14). The wh-word *ke* ‘who’ occur in the subject position for the subject *Jerry*. To form question, it moves partially to the position before verb. When the subject wh-word moves the pre-verbal position, the structure of question is object + subject wh-word + verb. This movement is partial movement. Consider the following complex wh-question in example (15):

(15) Complex

- a. D.S. : Siam bollo **Ripon** cholegese
 : NOM V.Past NOM V.Past
 Siam say Ripon leave
 “Siam said Ripon left”
- b. Q.F. : **Ke** cholegese Siam bollo?
 Who left Siam said?
 “Who did Siam say left?”

Embedded clause moves to initial position while subject wh-word in situ

To form complex wh-question in BL, the subject wh-word *ke* ‘who’ can remain in situ in embedded clause and embedded clause undergoes full movement to the initial position of the sentence. In the above example in (15) the structure of the declarative sentence is matrix clause (subject + verb) and embedded clause (subject+ Verb). The subject wh-word *ke* ‘who’ raises for the embedded subject *Ripon*. To form question wh-word *ke* ‘who’ in its position where it originates. Here, embedded clause with wh-word experiences full-movement. Now, consider the following complex wh-question in

example (16) in which subject wh-word moves to post-matrix verbal (after the verb of matrix clause) position.

(16) Complex

a. D.S. : **Jerry** chestakorlo se cholejete
 NOM V.Past NOM V.Past
 Jerry tried She would leave
 “Jerry tried she would leave”

b. Q.F. : Cholejete chestakorlo **ke?**
 Leave tried who?
 “Who did try to leave?”

Subject wh-word in post-matrix verbal position
--

The subject wh-word can move to the post-matrix verbal position while questioning. Consider example in (16). The subject wh-word *ke* ‘who’ occur in the initial position of highest CP. While forming question, it moves to post-matrix verbal position of Lower CP. In this strategy, the wh-word moves to a position immediately after the matrix verb of the sentence. This movement is partial movement as the wh-word moved inside the same clause. In order to form the complex wh-question, the subject wh-word can follow this strategy. See the following complex wh-question in example (17) where subject wh-word moves to post-embedded verbal (after the verb of embedded clause) position.

(17) Complex

a. D.S. : **PS club** jitbe bole amar monehoe
 NOM V.future COM NOM V.Present
 PS club win that I think
 “I think that PS club will win”

b. Q.F. : Tomar monehoe jitbe **ke?**
 You think will win who?
 “Who do you think will win?”

Subject wh-word move to post-embedded verbal position

As shown in example (17), the subject wh-word can move to post-embedded verbal position to construct complex wh-question in BL. In the above example (17), the subject wh-argument *ke* ‘who’ stands for respectively embedded subject *PS Club*. To form question, it moves to partial movement from left to right. In BL subject wh-word also moves to pre-matrix verbal (before the verb of matrix clause) position. Consider the following complex wh-question in example (18):

(18) Complex

a. D.S. : **Jerry** chestakorlo se cholejete
 NOM V.Past NOM V.Past
 Jerry tried She would leave
 “Jerry tried she would leave”

b. Q.F. : Cholejete **ke** chestakorlo?
 Leave who tried?
 “Who did try to leave?”

Subject wh-word move to pre-matrix verbal position

In BL, subject wh-word can move to pre-matrix verbal position. In the above example (18), the subject wh-argument *ke* ‘who’ follows the pre-matrix verbal position in BL. It is syntactically possible in BL that to form complex wh-question wh-word can

undergo the pre-matrix verbal position. Again, subject wh-word can move to initial position of matrix clause. Consider the following complex wh-question in example (19):

(19) Complex

a. D.S. : Tume prottektaseleke boleso **maa**
 NOM ACC V.Past NOM
 You every boy say mother
 tader-ke eid-e notun jama kinedibe.
 ACC ADJUNCT ACC2 V.future
 them during Eid new shirt buy.
 “You said to every boy that mother will buy them new shirt during
 eid”

b Q.F. : **Ke** prottektaseleke eid-e notun jama kinedibe
 Who every boy eid-during new shirt will buy
 tume taderke boleso?
 You them said?
 “Who did you say to every boy will buy them new shirt during eid?”

Subject wh-word in the initial position of the matrix clause
--

In BL, the subject wh-word *ke* ‘who’ can also find its ultimate syntactic position in the initial position of matrix clause. In the above example (19), the wh-word *ke* ‘who’ happens for embedded subject *maa*. To construct question, it moves to the initial position of its matrix clause from embedded clause. Here, the subject wh-word follows full-wh-movement from lower CP to highest CP. See the following example in (20) in which subject wh-word move to initial position of embedded clause within matrix clause.

(20) Complex

a. D.S. : Tume prottektaseleke boleso **maa**
NOM ACC V.Past NOM
You every boy say mother
tader-ke eid-e notun jama kinedibe.
ACC ADJUNCT ACC2 V.future
them during Eid new shirt buy
“You said to every boy that mother will buy them new shirt during
eid”

b. Q.F. : Tume prottektaseleke **ke** taderke eid-e
You every boy who them during eid
Notun jama kinedibe boleso?
New shirt will buy said?
“Who did you say to every boy will buy them new shirt during eid?”

Subject wh-word in the initial position of the embedded clause
within the matrix clause

Consider the above example in (20). The structure of its declarative sentence is matrix clause and then embedded clause. To form complex question, subject wh-word moves to the initial position of embedded clause and embedded clause moves within matrix clause. Now see the following complex wh-question in the example (21) where subject wh-word moves pre-matrix verbal position while embedded clause moves to initial position.

(21) Complex

a. D.S.	: Siam	Jahid-ke	bollo	je	Dip.
	NOM	ACC	V.Past	COM	NOM
	Siam	Jahid	tell	that	Dip
	Dhaka-e		jabe-na.		
	ADJUNCT		V.future.NEG		
	Dhaka-	to	not go		

“Siam told Jahid that Dip won’t go to Dhaka”

b. Q.F.	: Dip	Dhaka-e	jabe-na	Jahid-ke	ke	bollo?
	Dip	Dhaka-to	won’t go	Jahid	who	told?

“Who did tell Jahid that Dip won’t go to Dhaka?”

Subject wh-word in the pre-matrix verbal position and embedded clause in the initial position

To form complex wh-questions in BL, subject wh-word can move to pre-matrix verbal position while embedded clause moves to the initial position of sentence. To analyze the above example (21), the structure of declarative sentence follows matrix clause (Subject + Object + verb) and then embedded clause (Subject + Adjunct + verb). The wh-word *ke* ‘who’ rises for the matrix subject “Siam”. To form question, it moves partially to pre-matrix verbal position while embedded clause moves to the initial position. To form complex wh-question, subject wh-word can remain in situ in matrix clause while matrix clause moves to initial position. Consider the following complex wh-question in example (22):

(22) Complex

a. D.S. : Dip asar age **baba** asecilo
NOM V.Past CONJ NOM V.Past
Dip come before Father come
“Father had come before Dip came”

b. Q.F. : **Ke** asecilo Dip asar age?
Who came Dip before came
“Who had come before Dip came?”

Subject wh-word in situ in the matrix clause and the matrix clause in the initial.
--

BL allows subject wh-word to remain in situ in matrix clause while matrix clause moves to the initial position of sentences. Consider the above example (22). The structure of the declarative sentence is that embedded clause is in initial position and matrix clause is the second clause. To form question, the subject wh-word *ke* ‘who’ occurs for matrix subject and remains in situ while the matrix clause experiences full movement.

To analyse the above examples carefully, it has been resulted that to form both simple and complex wh-questions in BL, the subject wh-words can remain in situ and at the same time it can move to various syntactic position within a sentence. It is very clear that one declarative sentence can have many question formations in BL. To form question, it follows alternation with different syntactic position of wh-word.

4.3.1.4 Movement of Object Wh-items in BL

The result shows that the object wh-words *kake* ‘whom/who’ and *ki* ‘what’ mainly follow the wh-in situ strategy as subject wh-word does. In addition to, object wh-words move to various syntactic positions within the sentence. See the example in (23) in which object wh-items remain in situ.

(25) Simple

a. D.S.	: Mr. Kelvin	Dip-er-kase	akta kolom	chaycilo
	NOM	ACC	ACC2	V.Past
	Mr. Kelvin	Dip	a pen	ask for
	“Mr. Kelvin asked Dip for a pen”			

b. Q.F.	: Mr. Kelvin	Dip-er-kase	chaycilo	ki?
	Mr. Kelvin	Dip	asked for	what?
	“What did Mr. Kelvin ask Dip for?”			

Object wh-word in post-verbal position
--

Look at the above example in (25). To analyse the example, it is seen that the object wh-word *ki* ‘what’ occurs in pre-verbal position but in order to form question it moves partially to the post-verbal syntactic position. The object wh-word in BL can also take the pre-verbal position. Now, see the following simple wh-question in (26) in which BL object wh-word move to pre-verbal position.

(26) Simple

a. D.S.	: Mr. Jahid	akhon	gumaccen
	NOM	ADJUNCT	V.Present
	Mr. Jahid	now	sleep
	“Mr. Jahid is sleeping now”		

b. Q.F.	: Mr. Jahid	ki	korteccen	akhon?
	Mr. Jahid	what	is doing	now?
	“What is Mr. Jahid doing now?”			

Object wh-word in pre-verbal position

BL allows the object wh-word to move partially to pre-verbal position to form simple wh-question. To analyse the above example in (26), it is found that object wh-word move to pre-verbal position. When the subject wh-word moves to the pre-verbal position, the structure of question is: subject + wh-word + verb. Again, object wh-word move to post-subject position. See the example in (27):

(27) Simple

a. D.S. : Mr. Dip boi-mela–theke **Romeo and Juliet** boi-ti kinecilo
 NOM EXT ACC V.Past
 Mr. Dip book-fair – from the Romeo and Juliet book buy
 “Mr. Dip bought the book named Romeo and Juliet from book fair”

b. Q.F. : Mr. Dip **Kon boi-ti** boi-mela-theke kinecilo?
 Mr. Dip which book from book fair bought?
 “Which book Mr. Dip buy from book fair?”

Object wh-word in post-subject position

In BL, object wh-word is allowed to move to post-subject position. To consider the above example in (27), the object wh-word *Kon boi ti* ‘which book’ originates in pre-verbal position and to form question it moves partially to the post-subject position. Consider the following complex wh-question in example (28) in which embedded clause move to initial position while object wh-word in situ position:

(28) Complex

a. D.S. : Mahasin Janto Je Jahid **Phal** kheacilo
 NOM V.Past COM NOM ACC V.Past
 Mahasin know that Jahid fruits eat
 “Mahasin knew that Jahid ate fruits”

b. Q.F. : Jahid **ki** kheacilo mahasin janto?
 Jahid what ate Mahasin knew?
 “What did Mahasin know Jahid ate?”

Embedded clause in initial position with object wh-word in situ

To form complex wh-question in BL, the object wh-word *ki* ‘what’ can remain in situ in embedded clause while embedded clause occupies full movement to the initial position of sentence. To analyze the above example in (28), the structure of the declarative sentence follows: matrix clause (subject + verb) and embedded clause (subject + Object + Verb). In the sentence, the object wh-word *ki* ‘what’ happens for embedded object *phal* ‘fruit’. While questioning the embedded clause moves to the initial position of the

sentence with wh-word *ki* in its position where it originates. In BL, object wh-word can move to post-embedded verbal position also. See the following complex wh-question in example (29):

As shown in example (29), to construct complex wh-question, the object wh-word can move partially to the post-embedded verbal position. To consider the example in (29),

(29) Complex

a. D.S. : Mahasin Janto Je Jahid **Phal** kheacilo
 NOM V.Past COM NOM ACC V.Past
 Mahasin know that Jahid fruits eat
 “Mahasin knew that Jahid ate fruits”

b. Q.F. : Mahasin janto Jahid kheacilo **ki?**
 Mahasin knew Jahid ate what?
 “What did Mahasin know Jahid ate?”

Object wh-word in post-embedded verbal position

the object wh-word *ki* ‘what’ rises for embedded object *phal* ‘fruit’. To form the question, it moves partially to the post-embedded verbal position. Here, the wh-word experiences partial movement within the same clause. Consider the following complex wh-question in example (30) in which object wh-word remains in situ in embedded clause while embedded clause moves within matrix clause:

(30) Complex

a. D.S. : Tara sunece Tashfiq **akta-gan** korbe.
 NOM V.Past NOM ACC V.future
 They hear Tashfiq a-song sing
 “They heard Tashfiq will sing a song”

b. Q.F. : Tara Tashfiq **ki** korbe sunece?
 They Tashfiq what will do heard?
 “What did they hear Tashfiq will do?”

Object wh-word remain in situ in embedded clause while embedded clause moves within matrix clause

Consider the above example in (30). The structure of its declarative sentence is: matrix clause and then embedded clause. The object wh-word *ki* ‘what’ occur for the embedded object *gan* ‘song’. It shows that the object wh-word *ki* remains in situ in embedded clause in which it originates while embedded clause moves into matrix clause. Now see the following complex wh-question in example (31) in which object wh-word move to initial position of matrix clause:

(31) Complex

- a. D.S. : Sorna **maa-ke** bolese je Dip pore-na
 NOM ACC V.Past COM NOM Present.NEG
 Sorna mother tell that Dip not study
 “Sorna told mother that Dip does not study”
- b. Q.F. : **kake** Sorna bolese je Dip pore-na?
 Who Sorna said that Dip does not study?
 “Who did Sorna tell that Dip does not study?”

Object wh-word in initial position of matrix clause

In BL, object wh-word *kake* ‘whom’ can also find its ultimate syntactic position in the initial position of matrix position. In the example (31), the object wh-word *kake* ‘whom’ happens for matrix object *maa* ‘mother’. To question, it moves to the initial position of its matrix clause. Here, the wh-word *kake* ‘whom’ experiences partial movement. Now, see the similar question in the following example in (32) in which object wh-word remain in situ in matrix clause while embedded clause moves to sentence-initial position:

(32) Complex

a. D.S. : Sorna **maa-ke** bolese je Dip pore-na
 NOM ACC V.Past COM NOM Present.NEG
 Sorna mother tell that Dip not study
 “Sorna told mother that Dip does not study”

b. Q.F. : Dip pore-na Sorna **kake** bolese?
 Dip does not study Sorna who said?
 “Who did Sorna tell Dip does not study?”

Object wh-word remain in situ in matrix clause while embedded clause moves to sentence-initial position

To construct complex wh-questions in BL, object wh-words can remain in situ in matrix clause while embedded clause fully moves to the initial position of the sentences. To study the above example in (32), the structure of declarative sentence follows: matrix clause (Subject + Object + verb) and then embedded clause (Subject + verb). The object wh-word *kake* ‘whom’ rises for the matrix object *maa* ‘mother’. To form question, embedded clause undergoes full movement the initial position and matrix clause undergoes to be 2nd clause with wh-word in situ position.

To summarize the movement of object wh-phrases in BL, it can be asserted that object wh-items take various syntactic positions within the sentence as subject wh-word does. Unlike English, BL does not follow mandatory syntactic rules for wh-movement operation rather it has optionality. The results find the similarity with Bhattacharya (2000) who stated that BL is a free word of language.

4.3.1.5 Movement of Wh-adjuncts

As like subject wh-word and Object wh-words, wh-adjuncts in BL mainly follow wh-in situ strategy. Moreover, they move to the various syntactic positions with the

sentence. Consider the following simple wh-question and complex wh-question in example (33) to (36) in which wh-adjuncts remain in situ:

(33) Simple

a. D.S. : Jeri **biddhalay-e** giecilo
 NOM ADJUNCT V.Past
 Jeri school to go
 “Jeri went to school”

b. Q.F. : Jeri **kothaey** giecilo?
 Jeri where went?
 “Where did Jeri go?”

Wh-adjunct in situ

Consider the above example in (33) in which the wh-adjunct *kothaey* ‘where’ remains in the position where it originates. To analyse the example in (33), in the declarative statement the wh-adjunct *kothaey* ‘where’ raises for the adjunct *biddhalaya* ‘school’ and to form question it remains in situ. Consider the following complex wh-question in example in (34):

(34) Complex

a. D.S. : Dip jane je **ajke** Zarif asbe.
 NOM V.Present COM ADJUNCT NOM V.Future
 Dip know that today Zarif come
 “Dip knows that Zarif will come today”

b. Q.F. : Dip jane je **kokhon** Zarif asbe?
 Dip know that when Zarif will come?
 “When does Dip know that Zarif will come?”

Wh-adjunct in situ

In the above example in (34), the wh-adjuncts *kokhon* ‘when’ arises in the embedded clause and remains in the same position where they originate as like wh-adjunct *kothaey* in (33). See the following simple wh-question in example (35):

(35) Simple

a. D.S. : Mr. Karwan **university-bus-e** um-campus-e jan
 NOM ADJUNCT ADJUNCT. 2 V.Present
 Mr. Karwan by university bus UM campus to go
 “Mr. Karwan goes to UM campus by university bus”

b. Q.F. : Mr. karwan **kivabe** um-campus-e jan?
 Mr. Karwan how UM campus to go?
 “How does Mr. Karwan go to UM campus?”

Wh-adjunct in situ

BL allows the adjunct wh-words *kivabe* ‘how’ to remain in situ. Consider the above example in (35), in which the adjunct wh-word remain in the same position similar to the declarative sentence. See the following simple wh-question in example (36):

(36) Simple

a. D.S. : **Tar-sototar-jonno** sobai take posondokoren
 ADJUNCT NOM ACC V.Present
 for his honesty everybody him like
 “Everybody likes him for his honesty”

b. Q.F. : **Keno** sobai take posondokore?
 Why everybody him like?
 “Why does everybody like him?”

Wh-adjunct in situ

Consider the example in (36). The adjunct wh-word *keno* ‘why’ occurs and remains in situ to form simple wh-question. The wh-word happens for adjunct in the initial position in the declarative sentence. To form question, it follows the similar word order as declarative sentences. In addition to, adjunct wh-words can move around the sentences like subject wh-word and object wh-words in BL. BL adjunct wh-words also

move to other syntactic position within the sentence. See the following simple wh-question in example (37) in which wh-adjunct move to post-subject position:

(37) Simple

a. D.S. : **Daridrota-r-jonno** Mr. John porashona bondhokorecilo
 ADJUNCT NOM ACC V.Past
 because of poverty Mr. John studies stop
 “Mr. John stopped his studies because of Poverty”

b. Q.F. : Mr. John **keno** porashona bondhokorecilo?
 Mr. John why studies stopped?
 “Why did Mr. John stop studies?”

Wh-adjunct move to post-subject

Consider the above example in (37). In BL wh-adjuncts can move partially to post-subject position. In the example, wh-adjunct *kothaey* ‘where’ occurs in pre-verbal position but while questioning, it undergoes movement to post-subject position. Now see the example in (38) in which wh-adjuncts move to sentence-initial position:

(38) Simple

a. D.S. : Mr. Dip **London-e** jaben
 NOM ADJUNCT V.Future
 Mr. Dip London to go
 “Mr. Dip will go to London”

b. Q.F. : **kothaey** Mr. Dip jaben?
 Where Mr. Dip will go?

Wh-adjunct move to the initial position

In BL, wh-adjuncts are allowed to move to the highest CP to the initial position of sentence. In the above example in (38), the wh-word *kothaey* ‘where’ moves to the initial position of questions. The wh-word moves fully to the initial specifier position of CP. It experiences full-movement. Now consider the example in (39) that shows that BL wh-adjunct also move to post-verbal position.

To consider the above example in (40), the wh-adjunct *koto lok* “how many people” occur in post-subject position. To form question, it moves partially to pre-verbal position. See the following complex wh-question in example (41) where wh-adjunct move to post-embedded verbal position:

(41) Complex

- a. D.S. : Dip jane je **ajke** Zarif asbe.
 NOM V.Present COM ADJUNCT NOM V.Future
 Dip know that today Zarif come
 “Dip knows that Zarif will come today”
- b. Q.F. : Dip jane Zarif asbe **kokhon?**
 Dip know Zarif will come when?
 “When does Dip know that Zarif will come?”

Wh-adjunct move to the post-embedded verbal position
--

As shown in (41), to construct complex wh-question in BL the wh-adjunct can partially move to post-embedded verbal position. The wh-adjuncts *kokhon* ‘when’ and rises in embedded clause. To form question, it moves to post-embedded verbal position. It experiences partial movement here as it moves within the same clause. In BL, it is possible that wh-adjuncts remain in situ in embedded clause while embedded clause move to initial position. See the following complex wh-question in example (42):

(42) Complex

- a. D.S. : Tume vabso Siam **bari** jabe
 NOM V.Past NOM ADJUNCT V.Future
 You think Siam home go
 “You thought Siam will go home”
- b. Q.F. : Siam **kothaey** jabe tume vabso?
 Siam where will go you thought?
 “Where did you think Siam will go?”

Wh-adjunct in situ in the embedded clause while the embedded clause in the initial position

To form complex wh-question in BL, the wh-adjunct *kothaey* ‘where’ can remain in situ in embedded clause while embedded clause undergoes full movement to the initial positions of sentence. In the above example in (42), the structure of its declarative statement is: matrix clause (subject + verb) and embedded clause (subject+ adjunct +Verb). To form question, the adjunct wh-words *kothaey* ‘where’ remain in situ while embedded clause moves to the initial position of sentence. Again, it is also possible in BL that wh-adjuncts remain in situ in embedded clause while embedded clause move within matrix clause. Consider the similar question in example (43) in which wh-adjuncts remain in situ in embedded clause while embedded clause moves within matrix clause:

(43) Complex

- | | | | | | | |
|---------|---|-------------------------------------|--------|----------------|-------------|----------|
| a. D.S. | : | Tume | vabso | Siam | bari | jabe |
| | | NOM | V.Past | NOM | ADJUNCT | V.Future |
| | | You | think | Siam | home | go |
| | | “You thought Siam will go home” | | | | |
| | | | | | | |
| b. Q.F. | : | Tume | Siam | kothaey | jabe | vabso? |
| | | You | Siam | where | will go | thought? |
| | | “Where did you think Siam will go?” | | | | |

Wh-adjunct in situ in the embedded clause while the embedded clause moves within the matrix clause

Consider the example in (43). The structure of its declarative sentence is: matrix clause and then embedded clause and. While forming question, the wh-adjunct *kothaey* “where” and remain in situ in embedded clause and embedded clause move within the matrix verb. See the following complex wh-question in example in (44) in which wh-adjuncts move to pre-embedded verbal position while embedded clause move within matrix clause:

(44) Complex

a. D.S. : Jahid jane **taka-na-thakar-jonno** Siam biekoreni
NOM V.Present ADJUNCT NOM V.Past.NEG
Jahid know due to financial constraint Siam not marry
“Jahid knows Siam did not marry due to financial constraint”

b. Q.F. : Siam **keno** bie-koreni Jahid jane?
Siam why did not marry Jahid know?
“Why does Jahid know Siam did not marry?”

Wh-adjunct move to the pre-embedded verbal position while the embedded clause moves within the matrix clause

BL wh-adjuncts can move to pre-embedded verbal position while embedded clause moves within matrix clause. In the above example in (44), wh-adjunct undergoes partial movement. The structure of their declarative sentences follows matrix clause and then embedded clause. It is seen that to form the question the wh-adjunct undergoes the pre-embedded verbal position and embedded clause moves within matrix verb. See the example in (45) where wh-adjuncts move to pre-embedded verbal position:

(45) Complex

a. D.S. : Jahid jane **taka-na-thakar-jonno** Siam biekoreni
NOM V.Present ADJUNCT NOM V.Past.NEG
Jahid know due to financial constraint Siam not marry
“Jahid knows Siam did not marry due to financial constraint”

b. Q.F. : Jahid jane Siam **keno** biekoreni?
Jahid know Siam why did not marry?
“Why does Jahid know Siam did not marry?”

Wh-adjunct move to the pre-embedded verbal position while the embedded clause moves within the matrix clause

In BL, adjunct wh-words are allowed to move partially to pre-embedded verbal position. To consider the above example in (45), it is seen that to construct complex wh-question in BL, the wh-adjunct *keno* ‘why’ move to pre-embedded verbal position from its situ. Here, wh-adjunct occupies partial movement within the embedded clause. Now

consider the following complex wh-question in example (46) where wh-adjunct move to pre-embedded verbal position while embedded clause moves into initial position:

(46) Complex

a. D.S. : John vebecilo **Mr. Siam-er-kase** notun-boi paoajabe
 NOM V.Past ADJUNCT ACC V.future
 John think to Mr. Siam new book will be-found
 “John thought new book will be found to Mr. Siam”

b. Q.F. : Notun-boi **kothaey** paoajabe bole John vebecilo?
 New book where will be available that John thought?
 “Where did John think new book will be found?”

Wh-adjunct move to the pre-embedded verbal position while the embedded clause move into the initial position

Consider the above example in (46). To construct complex wh-questions in BL, wh-adjuncts move partially to pre-embedded verbal position while embedded clause fully moves to the initial position. In BL, it is also possible that wh-adjunct remain in-situ in embedded clause while embedded clause moves to 2nd clause position. See the example in (47):

(47) a. D.S. : John **agami-mashe** mobile kinbe
 NOM ADJUNCT ACC V.future
 John next month mobile buy
 bole Dia jane
 COM NOM V.Present
 that Dia know
 “Dia knows that John will buy new phone next month”

b. Q.F. : Dia jane John **kokhon** mobile kinbe?
 Dia know John when mobile will buy?
 “When does Dia know that John will buy new phone?”

Wh-adjunct remain in-situ in embedded clause while the embedded clause moves to the 2nd clause position

Consider the example in (47). The structure of its declarative sentence follows: embedded clause and matrix clause. While forming question, matrix clause moves to

initial position and the embedded clause moves to 2nd clause position with wh-adjunct *kokhon* ‘when’ in situ.

To summarize the movement of BL wh-adjunct, it is found that wh-adjuncts in BL remain in situ and also move various syntactic positions within the sentence as subject wh-word and object wh-words.

4.3.2 Answering Research Question Two

(ii) How do the results of RQ1 agree or disagree with the claims of the previous studies? (Section 1.4)

Previous authors made different claims concerning the word-order of BL and some were concerned more especially with wh-questions. See the following table:

Name	Year of Publication	claim
Islam	2016	Bangla is wh-in situ language and involve in covert wh-movement.
Henry Thompson	2012	The basic sentence structure in BL is SOV
Steinhardt	2010	BL follows SOV word order.
Bhattacharya & Simpson	2003	BL word order is SVO, there must be an obligatory overt wh-movement and it does not remain in situ.
Bhattacharya	2000	In BL, simple sentence pattern is SOV and BL is free word of structure.
Simpson & Bhattacharya	1999	BL does not follow SOV as its word-order rather it follows SVO. Secondly, in all languages, wh-features do not move to the initial-CP position rather it moves to a lower position-CP and in BL it happens. They argued that the previously accepted characters of BL, as it is SOV and it is wh-in-situ language is not correct.
Ramchand	1996	The basic word order of BL is SOV and wh-items remain in situ.

Table 4.4: Claims of previous BL authors

Ramchand (1996) claimed that BL syntax is SOV and it always follow wh-in situ. Simpson and Bhattacharya (1999) and Bhattacharya and Simpson (2003) came up with a new proposal that BL is SVO language and BL follows what they call obligatory wh-movement. They argued that though BL was usually considered a wh-in situ language, they emphasized that such a perception has been wrongly established because there was a simple tendency to see wh-movement in the sentence initial position. They proposed new explanation such that BL is SVO language, rather than SOV language, and that the licensing position for BL wh-words is post-subject position, rather than sentence initial position. The following example in (48) and (49) have been extracted from Bhattacharya and Simpson (2003) in which they showed the process of overt obligatory wh-movement in BL wh-question.

Deep structure:

(48) Sub	V	[CP .. wh...]
John	poRlo	[kon boi-Ta]
John	read	which book-CL

“Which book did John read?”

Surface Structure:

(49) Sub	[CP. wh...] i	V ti
John	[kon boi-Ta] i	poRlo ti
John	which book-CL	read

“Which book did John read?”

Thus, the authors assumed about the BL sentence pattern is SVO rather than SOV and proposed that BL is an obligatory wh-movement language.

On the other hand, Islam (2016) claimed that Bangla is wh-in situ language involved in covert wh-movement. He argued that BL has many linguistically valid

characteristics of having wh-in situ language. Covert wh-movement is generally believed to be applicable to account for those characteristics. He stated that to form wh-question, BL wh-items replace the relevant word in the declarative sentence. The following examples in (50), and (51) are from Islam (2016).

Wh- in situ:

- (50) John kii kha-be
 John what eat-Fut.3P
 S O V
 “What will John eat?”

He explained that to happen covert wh-movement, the raising wh-word undergoes the logical form (LF).

Covert wh-movement:

- (51) a. Kii i John ti kha-be
 What i John ti eat-Fut.3P
 “What will John eat?” or
 b. John khabe kii
 John eat-Fut.3P what
 “What will John eat?”

Thus, Islam (2016) claimed that BL follows wh-in situ involved cover wh-movement. Huang (1982) stated that covert movement is always featural allowing only features to move. It generally maintains condition A. Consider the example (52):

- (52) a. * John knows Mary was looking at which picture of himself.
 b. John knows which picture of himself Mary was looking at.

(Huang, 1982)

Covert phrasal movement is only possible for a structurally lower wh-phrase but not for a structurally higher wh-phrase.

The present study finds the differences with the previous studies on BL. As far as the data reveals, it is seen that though BL wh-items obviously follow alternation. They follow full wh-movement while wh-items move to the highest CP in the sentence-initial position and partial wh-movement while they move partially to lower CP. Often wh-items move left to right while in other languages wh-items always move right to left (such as X bar). It is found that BL wh-words can move from sentence initial position to sentence final position which is very rare in other languages. The study also finds that even embedded clause can syntactically move from its original position to sentence initial position or within the matrix clause. In fact, wh-items syntactically can take any positions within the sentence or more precisely; post-verbal position, sentence-initial position, initial position to post-verbal position, and pre-verbal position to post-verbal position and post verbal position to pre-verbal position. In English, by contrast, all wh-words undergo full wh-movement to the initial position of a sentence leaving a trace from which they originate. At the level of semantics, in addition to, both the formation of questions for one statement receive the same interpretation, independently whether wh-words remain in situ or not. Consider the example (53) where BL wh-items undergo full movement.

- (53) a. D.S. : se protidin-hoki-khelte **matth-e** jaye
 NOM EXT ADJUNCT V.Present
 He every day to play Hockey to field go
 “He goes to the field every day to play Hockey”
- b. Q.F. : **kothaey** se protidin hockey khelte jaye?
 Where he every day to play Hockey go?
 “Where does he go every day to play Hockey?”

Here, BL wh-word *kothaey* “where” takes scope over the sentence and move to the highest CP in the sentence-initial position. It is full wh-movement as Adger (2002: p. 285) stated that while questioning, if *wh*-word moves from original position to initial position of sentence that is called full wh-movement. Again, since it follows partial wh-movement, wh-items can move left or right syntactic position. Consider the following examples (54) and (55)

- (54) a. D.S. : **Mr. Karwan** Jerry-ke engreji shikahay
 NOM ACC ACC2 V.Present
 Mr. Karwan Jerry English teach
 “Mr. Karwan teaches Jerry English”
- b. Q.F. : Jerry-ke **ke** engreji shikhay?
 Jerry who English teach?
 “Who does teach Jerry English?”

In BL wh-adjuncts takes partial scope. See the above example (54). The wh-word *ke* “who” raises for the subject *Mr. Karwan* in the initial position of the sentence. To form question, it experiences partial movement to post-subject position. Now, see the example (55). The wh-adjunct *kothaey* “where” occurs in pre-verbal position. To form question, it undergoes partial movement to post-subject position.

- (55) a. D.S. : Se protidin-hoki-khelte **matth-e** jaye
 NOM EXT ADJUNCT V.Present
 He every day to play Hockey to field go
 “He goes to the field every day to play Hockey”
- b. Q.F. : Se protidin **kothaey** hockey khelte jaye?
 He everyday where to play Hockey go?
 “Where does he go to play Hockey every day?”

To summarize, BL is a type of language (French type language) in which both options of wh-movement and wh-in situ are available. The result finds difference with Bhattacharya & Simpson (2003) and Simpson & Bhattacharya (1999) who stated that BL is not a wh-in situ language and it has always overt wh-movement. The result is dissimilar with Ramchand (1996) who claimed that wh-items in BL always remain in situ. It also finds dissimilarity with Islam (2016) who claimed that BL is wh-in situ language involving covert wh-movement. The current study discovers that wh-items in undergo three types of movements, such as; full wh-movement, partial wh-movement and wh-in situ.

4.3.3 Answering Research Question Three

(iii) How can the syntactic structures of wh-questions in BL be represented in trees in contrast to the English language? (Section 1.4)

English is broadly known as wh-fronting language. While movement, it strictly maintains the rules imposed by GB theory. Chomsky (1957) stated that there should be a landing position in which wh-items move. In English it is assumed under the specifier position of highest complementizer phrase in the initial position of sentence. According to Abedi (2012), to form wh-interrogative in English, two elements undergo movement

operation, namely; head movement and wh-element movement. Head movement refers to auxiliary movement termed as (+WH) features from head to head movement (T-C) and wh-element moves from any argumentative position in the sentence to the specifier position of highest CP. English has two types of movement in the sense of distance, namely; wh-movement without distance, and long distance wh-movement. When wh-movement happens in simple sentence within one clause, it is termed as wh-movement without distance. If wh-movement occurs in complex or compound sentence having one matrix clause and one or several embedded clauses, it is termed as long distance wh-movement.

One of the prominent syntactic characteristics of English is that the wh-elements always move to right from left, lower CP to highest CP. In this process two principals, namely; Constituent command or C-command and subjacency condition must be satisfied. If fails, it would result ungrammatical. In long distance wh-movement, wh-elements move in a successive cyclic way considering subjacency conditions and syntactic islands. Successive cyclic way refers that while moving from lower CP to highest CP in English bi-clausal question, wh-elements first moves to specifier position of intermediate CP and then move to specifier position of highest CP.

On the other hand, BL is said wh-in situ, full movement and partial movement. While movement, it does not follow the rules imposed by GB theory. In BL wh-items can move not only to the initial position of sentence but they can move to various syntactic position within the sentence. There is no auxiliary or modal verb in BL. That's why, only wh-items are involved in movement operation. One of the different syntactic characteristics of BL is that to form complex wh-question, often a full embedded clause moves within matrix clause or it can move to the initial position of sentence. The data analyze (chapter 4) results that in BL wh-items never follow any successive cyclic method to be grammatical question. Unlike English, often they move right to left, highest CP to

lower CP. It seems to be very difficult and ungrammatical to present BL wh-question in tree diagram. Unlike English, it does not follow syntactic constraint to generate node. In BL, CP can generate various syntactic position in the tree diagram.

There are 3 examples presented in tree diagram and label bracketing to see the movement of wh-items in English and BL. All the examples are extracted from the questionnaire.

Example (56):

Gobeshok	prosnomalar maddhome	tottho	songrohokorecilo
NOM	ADJUNCT	ACC	V.Past
Researcher	by questionnaire	data	collect
“Researcher collected data by using questionnaire”.			

(Declarative sentence-15; Appendix-2)

For this simple declarative sentence, there is one structure to form wh-question in English such as “How did researcher collect data?” On the other hand, there are three structures to form wh-question for the same declarative sentence. See the example (57) for wh-question in English:

(57) How did researcher collect data?

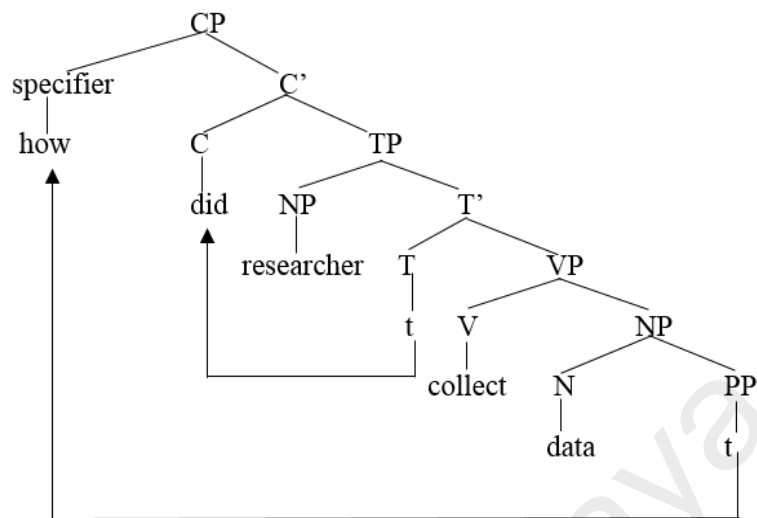


Figure 4.1: Wh-movement in English

English is full wh-movement language. According to Chomsky, wh-words in English move from its underlying abstract position to its landing position, the specifier position of the highest complementizer phrase. To form wh-question in English, it undergoes two movements: wh-element movement, and head movement. In the figure 4.1, two movements are involved. The wh-word *how* has fronted to the specifier position of complementizer phrase (CP). It moves from right to left, lower position to higher specifier position. It undergoes full wh-movement. The wh-word *how* originates in the PP node at the lower position of the tree and to form question it moves to specifier position of CP with (+WH) features in the C which is termed as argumentative position. It is called head movement as it moves from head T of TP to head C of CP. As English does not follow optionality, wh-word is always fronting to sentence initial position. Now consider the example (58) a for wh-question formation in BL.

(58) a. Gobeshok **kivabe** tottho songrohokorecilo? (Wh-in situ)

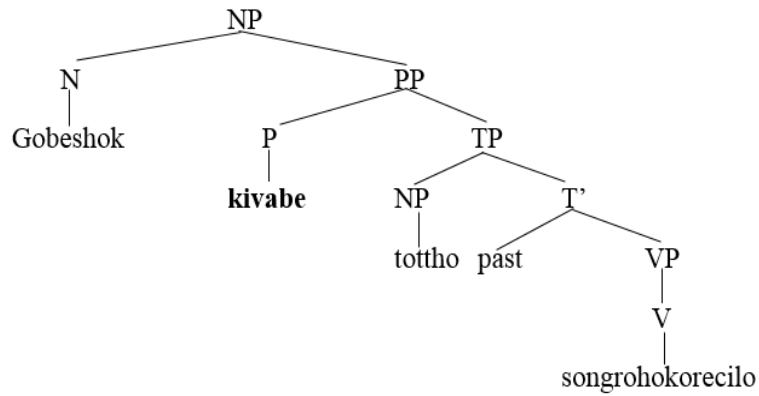


Figure 4.2: Wh-word in situ in BL

BL is said wh-in situ commonly. In the figure 4.2, BL wh-word *kivabe* “how” remains in situ where it originates. There happens no movement. To analyse the question, it is seen that NP generates PP and PP generates TP. It is syntactic constraint that PP cannot generate TP. See another structure to form question in BL with movement in example (58) b. for the same declarative sentence.

(58) b. Gobeshok tottho songrohokorecilo **kivabe**? (Wh-word move to the post-verbal position)

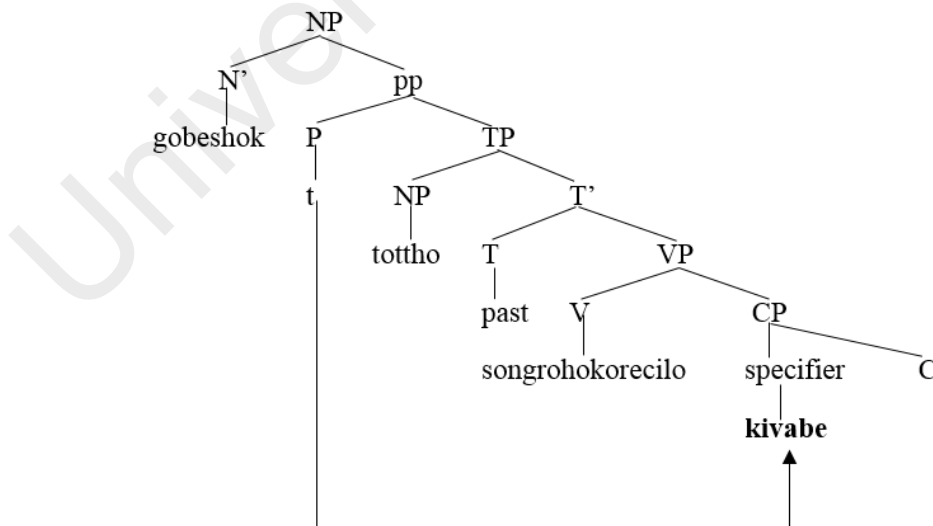


Figure 4.3: WH movement in BL

In the above example (58) b, there happens movement. Unlike English, BL wh-word *kivabe* “how” moves from left to right, higher to lower CP. In example (57), wh-word *how* in English moves to the specifier position of CP whereas in BL wh-word moves to the post-verbal position as its landing position. Unlike English, it does not have (+WH) features. So there happens no head movement. It is very hard to apply GB theory in BL syntax as GB theory says all movement should be right to left, lower position to highest position. Again, it does not follow constituent commands as English follows. See the example (58) c. to see another structure to form question for the same declarative sentence.

(58) c. **Kivabe** Gobeshok tottho songrohokorecilo? (Wh-word move to the initial position)

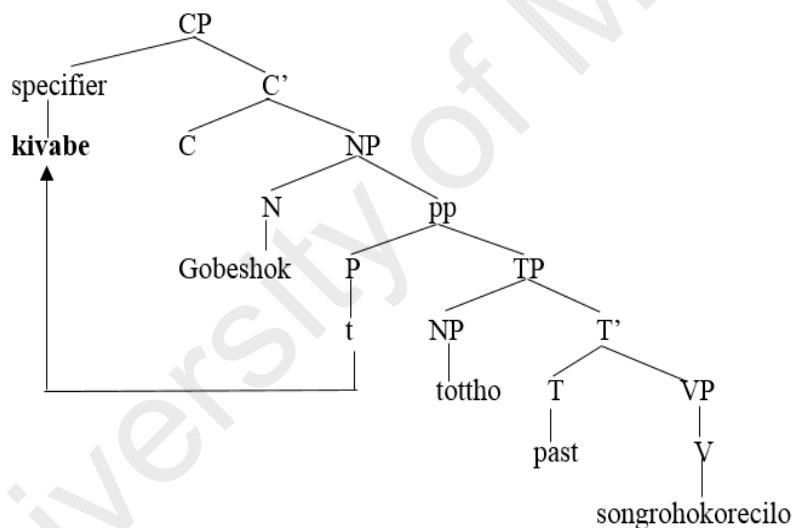


Figure 4.4: Wh-movement in BL

As English, the BL wh-word *kivabe* moves to specifier position of CP from lower P. The head (+WH) feature of CP is empty as BL wh-items don't have WH-feature. This movement is fronted right to left. This is the optionality of BL syntax that wh-words can remain in situ (58) a, and can move to other syntactic position CP (58) b, (58) c; lower

CP or highest CP. Complementizer phrase can generate freely round the sentences as they don't have to maintain c-command, subjacency condition and syntactic islands. It is observed that one declarative sentence in BL can have several question formation as it maintains optionality. Consider example in (59) below:

Example (59):

Jahid	jane	taka-na-thakar-jonno	Siam	biekoreni
NOM	V.Pre	ADJUNCT	NOM	V.Past.NEG

Jahid know due to financial constraint Siam not marry
 “Jahid knows Siam did not marry due to financial constraint”

(Declarative sentence no-29; Appendix 2)

As like example-1, for this complex declarative sentence, there is one structure to form wh-question in English like, “Why does Jahid know Siam did not marry?” Contrary in BL, there are three structures to form wh-question for this simple statement. See the example in (60) for English:

(60) Why does Jahid know Siam did not marry?

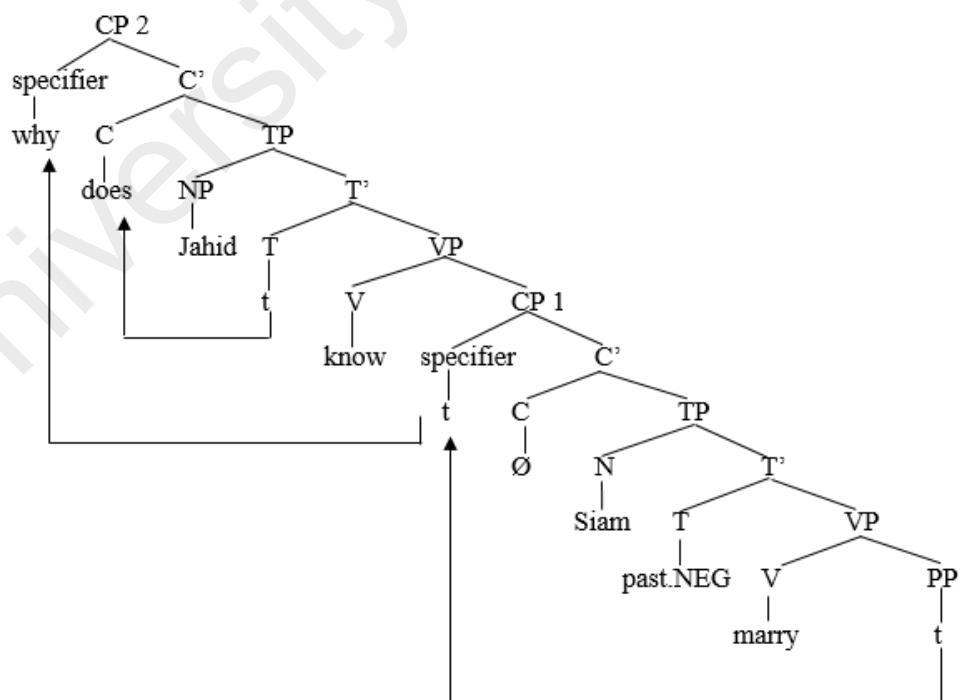


Figure 4.5: Wh-movement in English

This is long distance wh-movement. Chomsky (1995) says, in long distance wh-movement in English, it must follow subadjacency condition and syntactic islands constraint. It must move in successive cyclic way. In the example (60), two movements are involved: wh-element movement and head-movement. The wh-word *why* moves from lower position to specifier position of highest complementizer phrase. The (+WH) feature moves to the head C of CP from the head T of TP. The sentence is grammatical as the wh-word *why* moves in successive cyclic way. First, it occupies the intermediate specifier position of CP1 as it is empty. If it is already occupied by other wh-element, then *why* cannot land there and it would be ungrammatical. However, it again moves to the final specifier position of CP1 from intermediate landing specifier position. It satisfies the subadjacency condition and C-command to be grammatical. Now, consider the BL question formation in (61) a. below. It has been presented in label bracketing as it is not possible to present in tree diagram.

(61) a. Siam **keno** biekoreni Jahid jane? (Wh-word move to pre-embedded verbal position and matrix clause move o 2nd clause position)

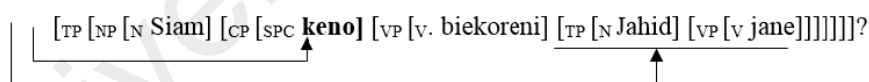


Figure 4.6: WH movement in BL

Here, it is observed that two movements happened: wh-word movement and matrix clause movement. Unlike English, it is possible in BL that a full clause can move from initial position to 2nd clause position. In (61) a, CP rises inside the TP node which is never allowed in English. Both the movements are left to right. Consider the following example to see another structure:

(61) b. Jahid jane Siam **keno** biekoreni? (Wh-word move to pre-embedded verbal position)

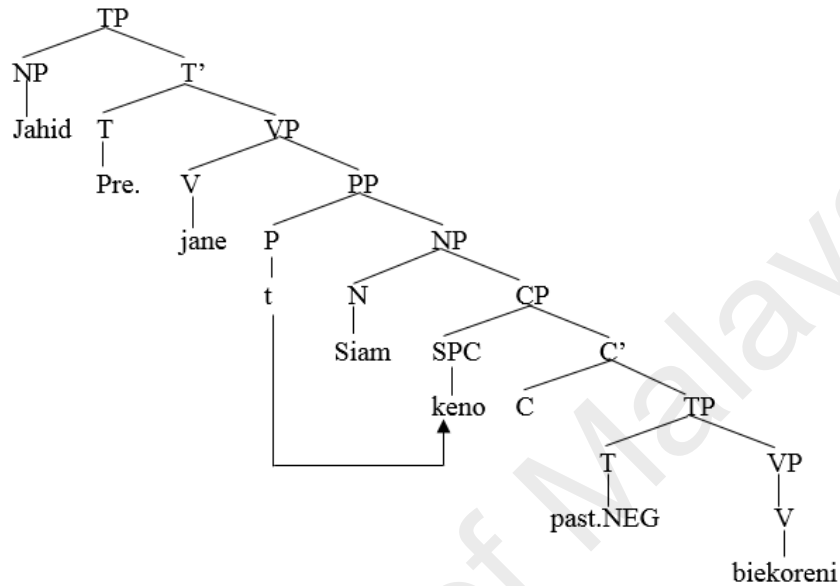


Figure 4.7: Wh-movement in BL

In the figure 4.7, unlike English the BL wh-word *keno* “why” moves to the lower specifier position of CP. C is empty as BL wh-element have (-WH) features. Unlike English, it moves left to right, higher to lower CP. It is termed as partial movement as the wh-word *keno* “why” moves to the same embedded clause. See the example in (61) c:

(61) c. Jahid jane Siam biekoreni **keno**? (Wh-word move to post-embedded verbal position)

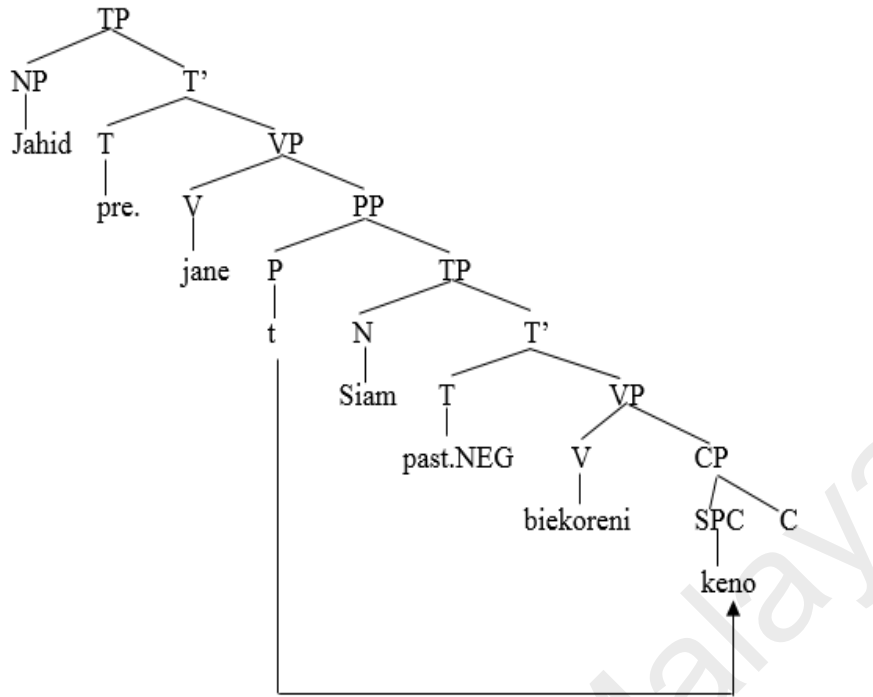


Figure 4.8: Wh-movement in BL

It is assumed that there is no similarity between English and BL wh-question in terms of wh-word movement. Rather obvious difference is observed between them with respect to the Superiority condition that a wh-word cannot move to lower CP. In English, the wh-phrase *why* in (60) satisfies Superiority condition and move to the specifier position of the highest CP via intermediate CP. Contrary, in (61) c BL wh-word *keno* ‘why’ violates Superiority condition and it moves to lower CP.

One more example has been extracted from questionnaire to see the difference in wh-question between English and BL. Consider the example in (62):

Example (62): **Jerry** take sahajjokorecilo
 Jerry him helped
 “Jerry helped him”

(Declarative Sentence no-19; Appendix 2)

As the examples in (57) and (59), there is one structure to form wh-question in English for this simple declarative sentence like, “Who did help him?” In BL, in contrast, there are three structures to form wh-question for this simple declarative sentence. See the example in (63) in English.

(63). Who did help him?

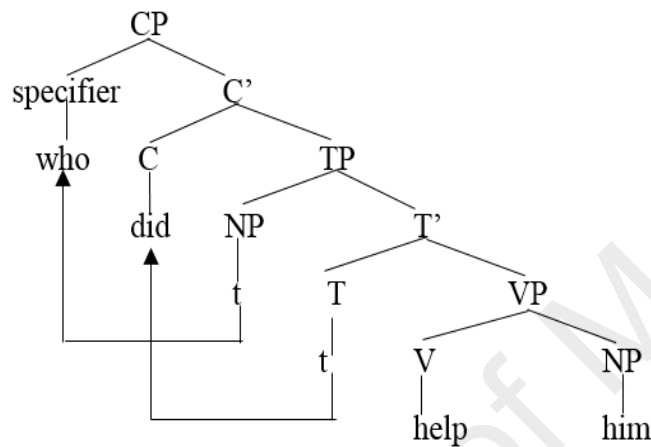


Figure 4.9: Wh-movement in English

In the above example, two movements are involved as usual. The wh-word *who* moves to the specifier position of complementizer phrase (CP). It experiences full movement. It originates in the NP of TP node. To form question, the wh-word *who* moves to specifier position of CP with (+WH) features in the C position. It is called head movement as it moves from head T of TP to head C of CP. Now consider the examples in (64) a, (64) b, and (64) c to see the different structures to form wh-question in BL.

(64) a. **Ke** take sahajjokorecilo? (Wh-word in situ)

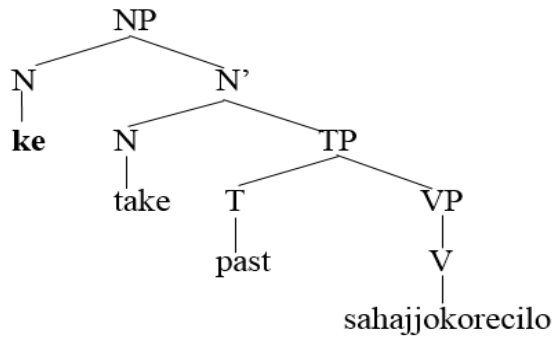


Figure 4.10: Wh-in situ in BL

BL wh-word *ke* “who” remains in situ where it originates. It experiences no movement. To analyse the question, it is seen that NP generates PP and PP generates TP. Syntactically, PP cannot generate TP because it would be ungrammatical.

(64) b. Take **ke** sahajjokorecilo? (Wh-word move to the pre-verbal position)

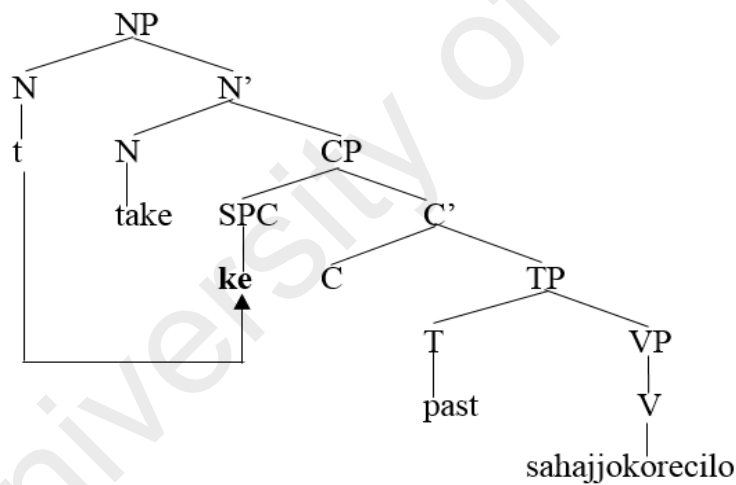


Figure 4.11: Wh movement in BL

Here, unlike English the BL wh-word *ke* “who” moves to the lower specifier position of CP. C is empty as BL wh-element have (-WH) features. Unlike English, it moves left to right, higher to lower CP. As the example (64) b, it is also partial movement

as the wh-word *ke* “who” moves into the same embedded clause while in English wh-word always moves to front position.

(64) c. Take sahajjo korecilo **ke**?

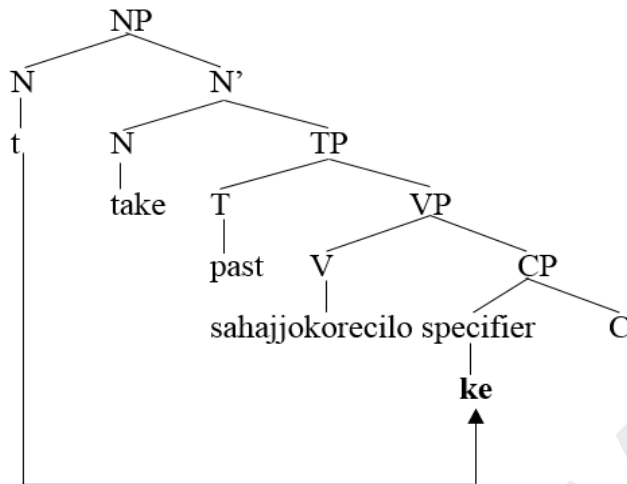


Figure 4.12: Wh-movement in BL

In the above figure, complementizer phrase rises at the ending node. Wh-word *keno* “why” move to the specifier position of the lowest CP while in English wh-word moves to the specifier position of the highest CP. Unlike English, BL wh-word *keno* moves left to right, higher to lower.

To summarize the similarities and dissimilarities of wh-question formation between English and BL, no similarity is identified between English and BL rather they possess many different syntactic characteristics, such as:

- a. English is wh-fronting language whereas BL follows alternation.
- b. English has a fixed landing position for all wh-items which is the specifier position of highest CP in the initial position of sentence whereas, BL wh-items can move lower CP to highest CP or highest CP to lower CP.

c. English experiences two movement: head movement and wh-element movement; while BL experiences one movement: wh-element movement or often a full embedded clause may undergo movement.

d. In English, wh-elements always move right to left while in BL it move right to left or left to right.

e. It is easy and grammatical to present English wh-question in tree diagram while it is difficult to present BL wh-question in tree diagram and often it looks like ungrammatical.

4.4 Summary

This chapter has discussed procedure of data analysis and answers the research questions with examples and explanation.

Chapter 5

Conclusion and Recommendation

5.1 Introduction

The first section of this chapter intends to conclude the findings about the syntactic aspects of wh-question formation in BL based on Chomsky' (1992) projected the Minimalist Program and also Chomsky's Syntactic Structures (1957) in which Chomsky hypothesized two transformational generative policies to originate interrogatives formations in English and suggested a different possible transformation to explain the origin of wh-question. The second section recommends further studies on syntactic aspects of BL.

5.2 Summary of the Findings

The present study reveals differences with the BL previous studies. It is seen that to form wh-question BL follows alternation. It follows full wh-movement and partial wh-movement and wh-in situ. Wh-items often take scope left to right while in other languages wh-items always move right to left. To form BL wh-question, even an embedded clause can syntactically move from its original position to sentence initial position or within the matrix clause. In English, in contrast, all wh-words undergo full wh-movement to the initial position of highest CP leaving a trace in which they originate. Moreover, to form simple wh-question, BL wh-items remain in situ or wh-word move to post-subject position or wh-word move to pre-verbal position or wh-word move to initial position or wh-word move to post-verbal position. To form complex wh-question, wh-items move in pre-embedded verbal position or wh-items remain in situ or wh-word move to pre-matrix verbal position and embedded clause moved to initial position or wh-word in situ in pre-

embedded verbal position and embedded clause move to initial position or wh-word move to pre-subject position embedded clause in initial position with wh-word in situ or wh-word move to initial position of matrix clause or wh-word in pre-embedded verbal position and embedded clause move to initial position. It is also possible in BL that wh-word remain in situ in embedded clause and embedded clause move to 2nd cause position while matrix clause moves to initial position.

Following the Chomsky' (1992) Minimalist Program and Chomsky's Syntactic Structures (1957) in which he suggested different possible transformation to explain the origin of wh-question, this study observed that BL wh-words follow varied positions to form wh-questions. Chomsky (1957) referred that there should be a fixed landing position within a sentence in which wh-words move. The results show that there is few syntactic positions within the sentence in which BL wh-words move because it follows alternation. A simple declarative sentence may have three alternative structure to form wh-question in BL. Often wh-words in BL move highest CP to lower CP or left to right which makes BL as a different characteristic from other languages; like English in which the movement of wh-word is always left, not to right (Bach, 1971). However, the present study finds the similarity with Gad (2011) who found in EA that it follows wh-in situ, wh-fronting as well as maintain optionality. It also goes with Muriungi, Mutegi and Karuri (2014) who found that Gichuka has full-wh movement, partial wh-movement, intermediate wh-movement and wh-in situ. Unlike English, BL does not satisfy subjacency condition, syntactic island and C-command, rather it is free of this condition and so often it is difficult to present BL wh-question in tree diagram and it looks ungrammatical unlike other languages such as; English.

5.3 Suggestions for Further Studies

This study has attempted to focus on syntactic aspects of simple and complex wh-questions in BL. In this study, there were some cases which can be termed as its limitation such as one method of data collection namely questionnaire; no judgment test to see participants' skill in their native languages and only 20 number of participants for data collection. Therefore, a further thorough research is suggested to be done on the mechanism of wh-questions in BL. To have a deeper understanding of these matters, semantic and morphological studies are required to account for the reasons and purposes of these salient phenomena. Further studies are, therefore, recommended to investigate whether the same aforementioned issues occur in BL or they have different methods of adaptation.

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