

متغيرات أدوات السؤال في النحو العالمي الكلي و مواقع أدوات السؤال في اللهجات الليبية

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ملخص الدراسة :

تبحث هذه الدراسة في مدى تطابق أدوات السؤال في اللهجات الليبية مع المبادئ والمعايير الخاصة بالنحو العالمي الكلي (UG). تقول نظرية ال-UG إن جميع اللغات البشرية تحتوي على مجموعة من المتغيرات التي يتم تعيينها وفقاً لنوع المدخلات اللغوية التي يتعرض لها الطفل. هذا الاختلاف في المتغيرات الثنائية ينتج عنه تنوع اللغات. على سبيل المثال: تنتقل wh إلى بداية الجملة في اللغة الإنجليزية بينما تظل في وضعها في الصين؛ لدراسة هذه حركات ومكان أدوات السؤال في اللهجات الليبية، استخدمت ثلاثة أنواع من الجمل، الجمل الاسمية (NS)، الجمل الفعلية (VS) والجمل التي لا تحتوي على أفعال (V)، إلى جانب الجمل ثنائية الأفعال، والجمل المدمجة. قام الباحث بتحويل هذه الجمل إلى أسئلة باستخدام كل الطرق الممكنة لتكوين السؤال لكل نوع من الجمل. تبين أنه يمكن تكوين عدة أسئلة متنوعة لكل جملة وفي بعض الأحيان وصل عدد الأسئلة إلى تسعة أسئلة لجملة واحدة حيث إن أداة السؤال قد تأتي قبل الفاعل، وبعد الفاعل، وفي النهاية.

لهذا أوضحت الدراسة أن المتغيرات الثنائية لل- wh في النحو الكوني غير قابلة للتطبيق في اللهجات الليبية.

ومع ذلك، اقترت نظرية ال-UG أن بعض جوانب النحوية في بعض اللغات مستثناة من UG مما يشير إلى أن القواعد الأساسية فقط هي التي تغطيها UG، ولكن الجوانب التي لا يمكن التنبؤ بها من قبل ال-UG فهي تعتبر "ملحقات". ولتأكيد ما إذا كان انتقال wh في اللهجات الليبية هي من الملحقات أو من الأساسيات، وهناك حاجة إلى مزيد من الدراسات عن اللهجات الليبية.

Wh-Parameter and the Position of the Question Words in Libyan Dialects

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Abstract

This study investigates the conformity of question words in Libyan dialects to those of the principles and parameters of the universal grammar as proposed by mentalism theory. UG says that all human languages contain a set of parameters which are set according to the type of the input that the child is exposed to. It is this variation of the binary parameters that result in these different languages. For example, wh-questions in English move to the beginning while in China they remain in their position, (Radford 1997). The movement and the position of wh- words in Libyan dialects are investigated on three types of sentences, nominal sentences (NS), verbal sentences (VS) and verbless sentences (V), besides two-verb sentences and embedded sentences. The researcher tried every possible way of changing into questions. It appeared that there are some variations in forming questions for a sentence. In some cases, there are nine different ways of forming questions for the same sentence. It also showed that the position of wh- questions can be at the beginning, after the subject, and at the end. In addition, five strategies to form wh-questions are observed, three involve fronted wh- constituent, the gap strategy, the resumptive strategy, and the Class II resumptive strategy, the fourth is in-situ, and the fifth after-subject position.

Thus, it is claimed that the binary parameter of wh movement is not applicable in LD. However, UG theory claimed that some aspects of language are excluded from UG suggesting that only core grammar is covered by UG, but the aspects that are not predictable from UG are said to be ‘the periphery’. To confirm whether or not the wh- movement in LD is periphery, further studies on LD are required.

The Transliteration System Symbols

Arabic sound	symbol	Arabic sound	symbol	Arabic sound	Symbol
ا	a	ر	r	ف	F
ب	b	ز	z	ق	q */g/
ت	t	س	s	ك	K
ث	th	ش	sh	ل	L
ج	j	ص	s	م	M
ح	h	ض	dh	ن	N
خ	kh	ط	t	هـ	H
د	d	ع	‘	و	W
ذ	d	غ	gh	ي	Y

* /g/ represents the dialectical pronunciation of the sound /ق/.

Key words: Libyan dialects, movement, question words, wh-parameter,

0. Introduction

How languages are acquired or/and learned has long been the central issue for linguists, educators, and even psychologists. Theories have been developed on this aspect such as behaviourism, cognitivism, and mentalism. This last one seems

to be the most influential theory mainly on first language acquisition. It posits that human beings are born with the basics of language called Universal Grammar. In other words, there are language principles that exist in all languages and that these principles are innate in the human brain. The variations of languages are the result of setting a set of parameters according to the input the acquirer is exposed to, (discussed below).

This study investigates the conformity of movement and the position of question words in Libyan dialects with those principles and parameters of the universal grammar as proposed by mentalism theory.

1. Research Questions and Research Methods

This study aims at trying to find answers to the following questions:

- 1- What possible positions might question words occupy in Libyan dialects?
- 2- Do Libyan dialects involve movement of question words, or not?
- 3- Do Libyan dialects conform to the WH-movement' parameter of the UG, or not?

According to Cook and Newson (2007), the development of UG has taken two levels. The first level focuses on the general concepts about languages and language acquisition, and the second level deals with the description of syntax. So, to be investigated thoroughly, the discussion of the WH- movement in this study is not on the syntactical level, rather it focuses on whether or not there is movement in Libyan dialects as in some other languages.

This means that the study is a descriptive type of study, and in turn, the research methods are mainly investigating the documents on WH-movement in Libyan dialects and then comparing it to that of the UG. Here, the English language is used to represent UG because the discussion of the theory is mainly done in English. There seems to be no much literature written on Libyan dialects, especially the grammatical structures, therefore, the method used for investigating the questions in Libyan dialects is based on the intuition and judgement of Libyan dialect speakers. That is, I, as a native speaker of this dialect, write the different types of questions available in this dialect, and then, for the validity and reliability of the study, I discuss these question forms with other different native speakers of Libyan dialect. Also, through these interviews, I can discuss any other possible question forms that could possibly be used in LD. For example, I noticed that the question words can be initial, middle or at the end of the sentences but not after the uninflected verb as in:

- علاش احمد مشا للسوق؟ 'alash Ahmed mesha lesug?
- احمد علاش مشا للسوق؟ Ahmed 'alash mesha lesug?
- احمد مشا للسوق علاش؟ Ahmed mesha lesug 'alash?

In English, there is only one question form 'Why did Ahmed go to the market?'

Although I know that these ways of forming questions are accepted in Libyan dialects, I discussed them with some other speakers for double checking.

Being the main participant in this study, I target the place where I live 'Zintan' to represent the Libyan dialects which do not seem to differ very much in this aspect.

Based on the findings of the study, a comparison is drawn to see whether or not the wh-movement' parameter in Libyan dialects conform to that of the UG.

2. UG and Dialects

Before discussing the wh-movement in dialects, it must be explained whether dialects are in fact included in UG. Behaviourism believed that language acquisition occurred through the interaction of stimulus- respond and reinforcement, and this process of L1 acquisition was adopted for L2 acquisition/learning as well. This meant that the environment in which the acquirer lives has a major role in the acquisition process. After the emergence of mentalism theory, the effect of the environment was ruled out. Mentalism claimed that language acquisition occurred due to an innate form of language 'UG' but not through imitation, which meant that the environment has only the role of triggering of the acquisition. Furthermore, the theory of UG mainly based on the knowledge of L1 with single grammar, and it rarely mentioned bilinguals, (Cook and Newson 2007). This apparently meant that L1 dialects and L2 were not counted. However, researchers like (Mitchell and Myles 2004, Lakshmanan and Selinker 2001, and White 1990) tried to include L2 acquisition within UG though it only centred around the question whether or not UG was available for L2 learners. Cook and Newson (2007) said that a narrow kind of bilingualism exists in every language, and that a person with different dialects is said to be bilingual. Thus, they include dialect with L2 as well.

However, considering a dialect as a second language is conditioned by the fact that the dialect should have a degree of grammatical differences.

A study conducted by Alesawe (2015) showed that Libyan dialects have many different aspects of grammar from that of the modern standard Arabic in a way that makes these dialects seem to be a second language (also, Alesawe's study (ibid) showed that there are no any significant grammatical differences between Libyan dialects, therefore, at least in this study, they are treated as one dialect).

The question that is raised now is: 'is the Libyan dialect an L1 or L2?' Simply put, since UG originally deals with child acquisition of their L1, the first language that is acquired is the dialect not the standard Arabic. Standard Arabic, in many cases, is learned at school. Thus, the Libyan dialect, not the standard Arabic that must be considered as an L1, consequently, it should be the focus of the UG theory. Thus, henceforth, the Libyan dialects are considered as an L1, and they will be treated as one dialect, and referred to as 'LD'.

3. WH- Parameter and Universal Grammar (UG)

The theory of universal grammar (UG) which was developed by Chomsky in late 1960s has been the centre of language acquiring and learning studies. This theory has changed the way linguists and educators think of how languages are learned or acquired. Chomsky argues that language acquisition is growing more than it is learning in that the UG is innate in the acquirer's mind and that it is part of the human genetic inheritance. Chomsky

sometimes labels the UG as the language acquisition device (LAD) or language organ, (Cook and Newson 2007).

UG consists of a set of principles that are universal in all human languages, and these principles contain a set of parameters which are set according to the type of the input the child is exposed to. It is this variation of the parameters that result in these different languages. Radford (1997) depicts these parameters as a set of binary switches which the acquirer set to one of two positions according to the input. For instance, one principle of UG says that languages are either pro-drop or non-pro-drop. The acquirer only needs evidence from the environment to set the parameter to either position ‘pro-drop’ or ‘non-pro-drop’.

Another parameter is wh-parameter. Radford (1997) says that wh-questions in English move to the beginning while in China they remain in their position. He adds: *‘Interestingly, this parameter appears to be binary in that allows for only two possibilities – viz. a language either does or does not allow wh-movement, P 18’*. Thus Radford concludes that wh- movement parameter is also binary in that there is no one language that can have wh- movement or non-movement at the same time. For example:

- John went to the mall.
- Where did John go (to the mall)

The phrase ‘to the mall’ is changed into ‘where’ and this question word moved to the beginning. This is the typical English way of forming questions in which the question word moves to the beginning. No any other way is excepted unless in echo questions

where the question word remains in its position as in: ‘John went to where?’

The embedded questions in standard English have a different form from that of the normal ones mentioned above. For instance:

- Alice wanted to know where John went.
- I wonder which dish they picked. (Radford,1997)

In these sentences, the embedded questions have the same word order as that of normal sentences. Radford (ibid) mentions that there is operator movement in some English varieties. So, the sentence: ‘They wondered what had John done’ is acceptable in those varieties but not in standard English.

As mentioned in the introduction, the discussion of this movement is not based on a syntactical point of view such as how this wh-question word moves or what process it undergoes, rather, I only consider the fact that wh-question words in English move at the beginning, and consider the fact that wh-parameter is only binary, i.e. a language either involves movement or not. Also, the example mentioned above is to illustrate the wh-parameter. For further details of wh-movement see (Radford 1997. P 267, Culicover 1997. P 98, and Haegeman 1994. P 303).

4. Question Words in the Libyan Dialect LD

Conventionally, the term ‘wh’ is derived from English language because the question words in English start with ‘wh’ such as where, what, why ... etc. However, in LD, the question words of course start with different letters, therefore, these LD question words are referred to as ‘question words’ in this study.

The most common LD question words are: من menu (من men) who, ايما aimeta when, شن shen what, (الواه) علاش 'alash (alwah) why, كيف keef how, ايهم (ايما) ayhum (ayma) which, وين wyn where, and قداش gidash how many/much. These question words will be used in different types of sentences to see their possible positions and what movement, if there is any, is involved.

Note: The question words (من menu) and (من men) are the same. In this study, I will use (من menu) because it is more dialectical, and it seems to me it is more commonly used.

According to Benmamoun (2000) and Aoun and et al (2010), there are three LD sentence types, nominal sentences (NS), verbal sentences (VS) and verbless sentences (V). The first two sentences have present, past and future forms. They are as follows:

Future	مالك بيولع الضي باش يقرا	Malik biwala' aldhay bash yagara.
		Malik will turn on the light to read.
NS Present	مالك ايولع في الضي باش يقرا	Malik iwala' fi aldhay bash yagara.
		Malik is turning on the light to read.
Past	مالك ولع الضي باش يقرا	Malik wala' aldhay bash yagara.
		Malik turned on the light to read.

Future بيمشي محمد للمدرسة الصبح Bymshi Mahamed
lilmadresah alsubah.

Mohamed will go to school in
the morning.

VS Present ماشي محمد للمدرسة تو Mashi Mahamed lilmadresah
tau.

Mohamed is going to school
now.

Past مشا محمد للمدرسة الصبح Mesha Mahamed
lilmadresah alsubah.

Mohamed went to school in
the morning

∇ مفتاح السيارة على الطاولة Meftah alsayara 'ala
altaula.

The car key is on the table.

Besides these sentences, a two-verb sentence and an embedded
sentence are also used:

- مصطفى قال لاقيت علي في السوق. Mustafa gal lagyt Ali fi alsug.
Mustafa said that he met Ali at the market.
- سالم قاللي (راهو) العمال خدو لبضاعة و رحو امس.
Salem galili (rahu) al'omal khadu lebdha'a o raohu ames.

Salem said that the people took the goods and went back home yesterday.

Note: the word (راهو rahu) sometimes functions as a dialectical complementizer which is the equivalent of the standard Arabic (ان *anna* or بأن *be'anna*). It is similar to the other dialectical complementizer (اللي *illi*) but (راهو *rahu*) can be omitted.

- سالم قاللي العمال اللي خدو لبضاعة وروحو امس

The two complementizers can co-occur as in:

سالم قاللي (راهو) الجماعة اللي خدو لبضاعة وروحو امس.

There are some variations of the typical sentences such as those containing pronouns instead of proper nouns, those that their future marker is (ح *h*) instead of (ب *b*), and that the verbless sentences may contain a pronoun and an adjective or a noun instead of noun and a prepositional phrase. However, syntactically they appear to behave similarly. For example, there is no syntactic difference between the future marker (ح *h*) and (ب *b*), and there is no difference between sentences that contain pronouns and those that contain proper nouns when changing into questions or negatives. Thus, typical sentence types are used for exemplification throughout this study. In addition, the scope of this study is discussing the possible positions that a question word may occupy in sentences, but not the reasons and methods of *wh*-movements. Also, investigating all the question words and all the possible forms of questions would be too long to be discussed in this study because some question words, such as ‘علاش’ *alash* meaning why, can have as many as nine different

ways of questions for the same sentence. The question words ‘منو menu’ means ‘who’ and ‘منو اللي menu illi’ meaning ‘who is that/are those’ are not absolute synonymous i.e. they can be interchanged in some situations but not in others.

For the reasons mentioned above, and for the purpose of this study, which is conducted to show the possible positions which a question word would occupy, only the most common question words with typical sentence types (mentioned above) are used to demonstrate these possible positions. Furthermore, as mentioned in the previous paragraph that some question words can have nine forms of questions for one sentence, and because most of these question words behave similarly, only some of them are used. There is no any particular reason for choosing them. For example, if the question word (علاش ‘alash) in the sentences below is replaced by ‘ايمتا aimeta when’ or ‘كيف keef how’, there will be no any syntactic change. Variations of some question words such as ‘منو menu’ and ‘منو اللي menu illi’, ‘قداش gidash’ and ‘قداش ليك gidash leek’ are excluded as the targeted question word is enough to demonstrate the aim of the study.

4.1. Nominal Sentences (NS)

The most variation of questions seems to be with nominal sentences (NS):

- 1- ‘الضي بيولع مالك علاش biwala’
aldhay?
- 2- ‘الضي بيولع علاش مالك Malik ‘alash biwala’
aldhay?
- 3- ‘الضي علاش بيولع مالك Malik biwala’
aldhay
‘alash?

- 4- علاش الضي مالك بيولعه ؟ 'alash aldhay Malik biwala'h?
- 5- الضي علاش مالك بيولعه ؟ Aldhay 'alash Malik biwala'h?
- 6- الضي مالك علاش بيولعه ؟ Aldhay Malik 'alash biwala'h?
- 7- علاش مالك بيولعه الضي ؟ 'alash Malik biwala'h aldhay?
- 8- مالك علاش بيولعه الضي ؟ Malik 'alash biwala'h aldhay?
- 9- مالك بيولعه الضي علاش ؟ Malik biwala'h aldhay 'alash?

The English equivalent is 'Why will turn on the light?'

The present and the past forms of these sentences is the same as the future form except that the verb in the present form is usually followed by the preposition 'في fi) as in:

- 10- علاش مالك ايولع في الضي ؟ 'alash Malik iwala' fi aldhay?

(Verbs that do not require place prepositions such as 'يضرب' yadhrib ايناقتش inaqish ...etc' are followed by 'في fi'. It is not within the scope of the study to discuss this in detail.)

The pronominal resumptive element is attached to this preposition as in:

- 11- علاش مالك ايولع فيه الضي ؟ 'alash Malik iwala' fih aldhay?

The question form 'علاش الضي بيولع مالك 'alash Malik biwala' aldhay?' meaning 'Malik will turn on why the light?' is not acceptable. This seems to be the case with all

other examples. That is, the question word does not seem to follow the verb. However, when the verb is inflected by the pronominal clitic, it can be followed by a question word. This could be explained by the fact that the clitic represents the object. This is more common in poems, such as 'مشيتي تبكي ليش' *tebki lysh*, 'مشيتي وين' *meshyti wyn* ...etc. Note: the question word 'ليش' *lysh* is used in some other Libyan and Arabic dialects equivalent to 'علاش' *alash* which is more commonly used in LD.

4.2. Verbal Sentences (VS)

The verbal sentences (VS), future, present and past, can have the following possible positions of the question word:

12- Aimeta biymshi Mahamed
ايما بيمشي محمد للمدرسة ؟
lilmadresah?

13- Biymshi aimeta Mahamed
بيمشي ايما محمد للمدرسة ؟
lilmadresah?

14- Biymshi Mahamed
بيمشي محمد للمدرسة ايما ؟
lilmadresah aimeta?

15- Aimeta almadresah
ايما المدرسة بيمشيلها محمد ؟
biymshilha Mahamed?

16- Almadresah aimeta
المدرسة ايما بيمشيلها محمد ؟
biymshilha Mahamed?

17- Aimeta almadresah
ايما المدرسة محمد بيمشيلها ؟
Mahamed biymshilha?

The proper English equivalent is 'When will Mohamed go to school?'

Sentences (number 15, 16, and 17) are not nominal sentences. They are verbal topicalised sentences. Topicalisation is discussed next section.

4.3. Verbless Sentences (∇)

Finally, the verbless sentences (∇) can have four different forms.

- 18-؟ وين مفتاح السيارة Wyn meftah alsayara?
19- مفتاح السيارة وين ؟ Meftah alsayara wyn?
20- السيارة مفتاحها وين ؟ Alsayara meftaha wyn?
21- السيارة وين مفتاحها ؟ Alsayara wyn meftaha?

The English equivalent is 'Where is the car key?'

4.4. Two-Verb and Embedded Sentences

The sentences with two verbs and the embedded sentences can also have various forms of questions. In some cases, the sentence is paraphrased or some changes might occur.

4.4.1. Two-verb sentences

Five questions can be formed out of this sentence. The first one is verbal sentence.

- 22- وين قال مصطفى لاقى علي ؟ Wyn gal Mustafa laga Ali?
23- وين مصطفى قال لاقيت علي ؟ Wyn Mustafa gal lagyt Ali?
24- مصطفى قال لاقيت علي وين ؟ Mustafa gal lagyt Ali wyn?
25- مصطفى وين تلاقى هو و علي ؟ Mustafa wyn telaga howa wa Ali?
26- مصطفى وين تلاقى هو و علي ؟ Mustafa wyn telaga howa wa Ali?

4.4.2. Embedded Sentences

سالم قاللي (راهو) العمال خذوا لبضاعة و روحوا امس.

Salem galili (rahu) al'oma khadu lebdha'a o raohu ames.

Salem said that the people took the goods and went home yesterday.

For this type of sentence, many questions words are used for different parts of the sentence. For example, questions on the subject and the object of the main clause, and the subject and the object of the complementizer clause.

27- menu galili منو قاللي العمال خذوا لبضاعة و روحوا امس؟
al'oma khadu lebdha'a o

raohu ames.

28- Lmenu gal لمنو قال سالم العمال خذوا لبضاعة و روحوا امس؟
al'oma khadu lebdha'a o

raohu ames.

29- menu illi منو اللي سالم قاللي عليهم خذوا لبضاعة و روحوا امس؟
Salem galili 'alium

khadu lebdha'a o raohu ames?

30- Illi Salem اللي سالم قاللي عليهم خذوا لبضاعة و روحوا امس منو ؟
galili 'alium

khadu lebdha'a o raohu ames menu?

31- Shen شن خذوا العمال اللي قاللي عليهم سالم قبل ما يروحوا امس؟
khadu al'oma illi galili

'alium Salem qabel ma iraohu ames?

العَمال اللي قاللي عليهم سالم شن خذوا قبل ما يروحوا امس؟ -32
Al'oma illi galili

‘alihum Salem shen khadu qabel ma iraoahu ames?

5. Data Analysis

Three types of sentences, nominal, verbal, and verbless sentences besides a two-verb and an embedded sentences have been used to examine where LD question words possibly go when forming questions, and whether or not there is any movement involved in this process. Also, because using all the questions words in all types of sentences would result is prolonged examples and paragraphs, only some of these questions words have been used to illustrate the positions and wh-movement.

Before analysing and discussing the data, the phenomenon of topicalisation must be explained first. The explanation of topicalisation is provided briefly in terms of its role in the variation of question forming because it does not lie within the scope of this study. For detailed information on topicalisation see (Brustad 2000, chapter 10).

Brustad (2000) studied the syntax of Moroccan, Egyptian, Syrian and Kuwaiti dialects. She observed that the speakers of these dialects usually mention the topic on which they are talking about at the beginning i.e. before the subject. For example:

- كلهم زعلان عليهم Kulhum z'alan ‘alihum. All of them, (I am) angry at them.

(P: 332)

This sentence is from Kuwaiti dialects in which the speaker mentioned ‘كلهم kulhum’ at the beginning, and then he/she said

that he/she is angry with them. The sentence without topicalisation is: *Z'alan 'alihum kulhum* زعلان عليهم كلهم. This way of topicalisation is also commonly used in LD. The following are some examples:

- أنا صلحت الجهاز *Ana salahet aljihaz*. I repaired the equipment.
- الجهاز أنا صلحته *Aljihaz ana salahtah*. The equipment, I repaired it.

The first example gives the meaning that I, but not anyone else, fixed the equipment, while the second sentence means that the talking is about the equipment and someone wanted to know who fixed it, then I said (if you are talking about the equipment, I fixed it).

Thus, in topicalisation, the object comes before the subject and leaves its trace on the verb by the pronominal clitic. When the verb is followed by a preposition, the trace is inflected on this proposition:

الضي مالك ايولع فيه. *Aldhay Malik iwala' fih* .

The object (الضي *aldhay*) moved from after the preposition (في *fi*) to the beginning, and it left its trace on the preposition which became (فيه *fih*). Its untopicalised counterpart is the example number:

مالك ايولع في الضي . *Malik iwala' fi aldhay*.

Having explained the meaning of topicalisation, the focus is now on analysing the question forms mentioned in the previous section. As seen in the examples above, nominal and verbal sentences appeared to have different variation of questions, while

verbless sentences have four. It is also very clear that the question word can take different positions such as before the subject, after the subject and at the end of the question. According to the interviews with local people, in many cases the different positions of the question words could result in different meanings. Also, using these question words in different positions could make the question more or less popular. For instance, the most common way of forming questions is putting the question word either in the beginning or after the subject as shown in the examples number (1, 2, 13, 17, and 18). Using the question word at the end usually gives the meaning of wondering or dissatisfaction as in questions number (4) and (15), but in verbless sentences, it has the same meaning as when used at the beginning:

- مالك بيولع الضي علاش؟
Malik biwala' aldhay
'alash?

Malik will turn on the light why?

In this question, the speaker could know the reason why Malik wants to turn on the light, but he is implying the notion that there is no need to turn on the light, the room is bright enough. However, the questions (وين مفتاح السيارة؟ Wyn meftah alsayara?) and (مفتاح السيارة وين Meftah alsayara wyn?) have the same meaning which is really asking about where the key is. The notion of wondering or dissatisfaction can also be expressed through using the question word before the topicalised word as in question number (4) and (15):

- علاش الضي مالك بيولعه؟
'alash aldhay Malik biwala'h?
Why the light Malik will turn it on?

- ايمتا المدرسة بييمشيلها محمد ؟
Aimeta almadrasah biymshilha Mahamed?

When the school will go to it Mohamed?

However, this way of question forming seems less common.

Another phenomenon observed that caused some variations of question is the use/ non-use of pronominal inflection on the head. Aoun et al (2010) termed the use of pronominal as ‘resumptive’ strategies’ and non-use as ‘gap strategies’. In resumptive strategy, the pronominal clitic is cliticized onto the head, whereas in the gap strategy it does not.

- علاش مالك بيولعه الضي ؟
‘alash Malik biwala’ h aldhay?
- علاش مالك بيولع الضي ؟
‘alash Malik biwala’ aldhay?

In the first question, the verb is cliticized with (هـ ha) that represents the noun (الضي aldhay) ‘resumptive’, whereas in the second the verb is not inflected ‘gap’.

However, it is also not the scope of this study to discuss these strategies in details. For full details, see (Aoun and et al. 2010. Section 6.3 . p 130)

In the two-verb sentence, the question words appeared at the beginning, after the subject and at the end of the sentence similar to that of the normal sentences.

As for the embedded sentence, four parts have been targeted, the subject and the object of the main clause, and the subject and the object of the embedded clause.

The questions for the subject and the object of the main clause, (منو menu) and (لمنو Imenu), appeared at the beginning of the sentence and cannot appear anywhere else, whereas the question

words for the subject and object of the embedded clause (منو menu) and (شنن shen) appeared in two different positions as shown in the examples number (30, 31) and (32, 33). It is also noticed that the structures of the sentence changed when forming questions on the subject and the object of the embedded clause.

As for the movement, or as what Aoun et al. (2010) term it 'displacement', it is clear that movement takes place according to position of the question words, that is, it could occur at the beginning, middle, or at the end as shown in the following examples. For space, examples illustrating the three common positions are used.

- Malik biwala' aldhay باش يقرا الضي بيولع مالك
bash yagera.
- Front علاش مالك بيولع الضي (باش يقرا) ؟
↑ movement
- After subject مالك علاش بيولع الضي (باش يقرا) ؟
↑ movement
- In-situ. مالك بيولع الضي علاش (باش يقرا)

In the embedded sentence, the movement of the object of the main clause is normal except that the final position is not allowed.

- قاللي العمال خدو لبضاعة وروحو امس منو ؟*
- قال سالم العمال خدو لبضاعة وروحو امس لمنو ؟*

However, if the subject question word (منو اللي menu illi), is used, the particle (منو menu) can come at the end if (الي illi) comes at the beginning.

- اللي قاللي العمال خذوا لبضاعة و روحوا امس منو ؟

The movement of the subject and the object of the embedded clause involves some other changes. For example, the whole sentence becomes a complementizer as in:

- منو اللي سالم قاللي (العمال) خذوا لبضاعة و روحوا امس؟

Then, subject of the embedded clause (العمال al'oma) moves to the front.

Another possible movement is topicalisation as in:

- منو اللي سالم قاللي عليهم خذوا لبضاعة و روحوا امس؟

In this question, the subject of the embedded clause (العمال al'oma) is topicalised and its trace is cliticized to the preposition (على 'ala becomes عليهم 'alihum)

العمال اللي سالم قاللي عليهم خذوا لبضاعة و روحوا امس ، and then the question word replaced the topicalised word.

When forming questions about the object of the embedded clause, the subject of the embedded clause becomes the subject of the whole sentence, then the question word is added. It can come at the beginning, or in in-situ position.

- Front position. شن العمال اللي قاللي عليهم سالم خذوا قبل مايروحوا امس؟

- In-situ العمال اللي قاللي عليهم سالم شن خذوا قبل مايروحوا امس؟

It is also possible that the verb of the embedded clause moves with the question word to the front position or at the end as in:

- شن خذوا العمال اللي قاللي عليهم سالم قبل مايروحوا امس؟

العمال اللي قاللي عليهم سالم قبل ما يروحوا امس شن خذوا ؟ -

6. Discussion

As shown in the data analysis section, the question words can appear in different positions. The most common position is at the beginning and the second most common position is after the subject. It is shown that the question words do not usually come after the verb unless in some special expressions such as in poems. When the question words come at the end, they usually have the expression of wonder or dissatisfaction. This variation of the positions of the question words resulted in different ways of forming questions for the same sentence. Another factor that helped in varying questions is the phenomenon of topicalisation. Besides the fact that the questions words can be used in the front, after the subject, or at the end, these words can also appear before or after the topicalised word.

Two strategies are also observed in forming questions, gap and resumptive strategies. These two strategies in LD conform to those proposed by Aoun et al. (2010). However, they mention that there are four strategies available to form wh-interrogatives, three involve fronted wh- constituent and the fourth is in-situ. The first three strategies are: the gap strategy, the resumptive strategy, and the Class II resumptive strategy, (Aoun et al. 2010. P128). As mentioned above, these four strategies are also observed in LD questions, plus that the question word can also appear after the subject and even after the topicalised word which means there are five strategies in, at least, LD.

Thus, the first two questions of the research questions, (what possible positions might question words occupy in Libyan

dialects) and (do Libyan dialects involve movement of question words, or not), have already been answered.

The third question, (Do Libyan dialects conform to the WH-movement' parameter of the UG, or not?), has also been answered in that since the wh- parameter of UG says that languages are either fronted or in-situ in terms of wh- movement, movement in LD can be to the front, in-situ, and even in the middle. In other terms, the binary parameter of wh movement is not applicable in LD.

7. Conclusion

Thus, Contrary to the English wh-question words that only appear at the beginning of the questions, and contrary to the notion suggested by the UG that says human languages can either have their wh-question words moved to the beginning or remained in-situ, this study has shown that wh-question words in LD can come in different positions although the most common position is at the beginning. It has also shown that the position of the question words usually convey different meanings such as the fact that when the question words come at the end, they usually have the expression of wonder or dissatisfaction.

This study has also shown conformation with the four strategies observed by Aoun et al. (2010). However, besides these four strategies, the question words can also appear after the subject and even after the topicalised word adding a fifth strategy in LD.

8. Recommendations

Nevertheless, UG theory claims that some aspects of language are excluded from UG. This is done through dividing the UG into two parts, the first is termed 'the core' which is the part of the

grammatical competence covered by UG, and ‘the periphery’ which includes the aspects that are not predictable from UG, (Cook and Newson 2007). Within this framework, is movement in LD classified as the core or periphery?

Thus, the recommendation of this study is directed to researchers. In order to determine whether or not the grammatical aspects in LD conform to UG principles and parameters, further studies on LD are required such as A-movement (passive), head-movement, pro-drop ...etc. If these aspects conform to UG, then the movement could be claimed to be ‘periphery’, but if they do not conform, the availability of UG in LD should be reconsidered.

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