Wh-Questions In English, Najdi Arabic, Upper Egyptian Arabic: A Comparative Study

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Abstract
This paper investigates the wh-questions strategies in Najdi Arabic (NA), Upper Egyptian Arabic (UEA), and English (E) and aims to make a comparison between them. The method in this paper is qualitative; its data are derived from previous studies in the field of the syntax of wh-question of Arabic dialects, both argument and adjuncts. Both NA and UEA use the gap, class 2 gap strategy, resumptive and class 2 resumptive strategy, and in situ strategy. The result shows that Arabic dialects are more productive than English in question structures in both argument and adjuncts wh-questions. English does not use resumptive and resumptive class 2 strategies because no pronominal addition is attached to the main verb in the English questions structure.
Keywords: Wh-Question Words; Question Strategy; NA; UEA; In-Situ Question; Gap Strategy; Resumptive Strategy.

INTRODUCTION

Interrogative is a term that is used to refer to wh-question and yes-no questions. Interrogative structures or wh-questions need an answer that provides information. The interrogative question has specific syntactic structures. They use wh-words e.g. who, what, where, when, how, etc. Each dialect has a specific syntactic structure for wh-question. An interrogative or question term is defined as a specific sentence structure marked with a question mark at the end and needs an answer or response. There are many types of questions: yes/no questions, wh-questions, alternative, echo, and tagging questions. Many scholars said that in many Germanic languages including English, wh-questions begin with w e.g., who, what, and where. Wh-questions itself has two kinds nominal and adjuncts. Each language and dialect has its own question structure, question words, and strategy. The research gap is UEA yes/no question strategy that needs more studies because no one has talked about it and it is a subject for future studies.

In the 1950 s Chomsky and his colleagues developed many syntactic theories including Universal grammar, transformational grammar, transformational generative grammar, Minimalism, and generative grammar. Generative Grammar means that sentences are generated by a subconscious set of procedures (Carnie, Andrew, 2006: 5). The ways to model these procedures are rules of grammar not grammar that tells you to put -s at the end of the present tense verb for singular but the kind of grammar that tells you the order of words in the sentence. Chomsky (1993,1995) developed two important programs: the Minimalism program MP and phase theory. Minimalism aims to describe the question structure economically, while the phase theory restricts the syntactic operations in the question and puts the question word in CP's head. Rizzi (1997, 2001) suggested that the three layers in question structure are (a) Interrogative P, (b) Focus P, and (c) WhP. Najdi Arabic (NA) is spoken in Riyadh region, Hail, and Qassim. Some tribes in the Eastern region of Saudi Arabia are speaking NA like Al-Ajman tribe. It's

spoken also in the Syrian desert and by Syrian Bedouin tribes. Little studies have been written about UEA, specifically wh-questions. it is spoken in Said Maser, Gina, Bani Suef, and Assiuot. It is not common in Cairo or Alexandria. It is characterized by its unique morphology and phonology. The similarities and differences between NA and UEA are discussed in this paper. As a matter of fact, similarities among all the human languages in question and sentence structure are fields of comparative linguistics.

According to Arab grammarians, there are two kinds of interrogatives. The first kind is real interrogative (Istfham Haqiqi) which is taken literally and requires information and opinions that the questioner does not know. This kind of question uses wh-words at the beginning of the question (who, where, when…etc) e.g. A) Where does your family live? The answer will be They live in Saudi Arabia. This answer is what the questioner wants to know. In the Najdi dialect, there are many equivalent wh-words e.g. (ween, meta, man…etc) man begina alayum? (who is going to 3PIF-visit us today?), the answer ʔmte Meneerah (my aunt Meneerah). In UEA, they use (Feen, meen, ween, etc) e.g. Feen merat aboya mroha? (where does my stepmother 3PIF-go? , raht le ahlaha (she goes to her family).

Wh-question has many strategies. There are four strategies the gap strategy, the class 2 strategy, the resumptive strategy, and the in-situ strategy. Those strategies are used in many Arabic dialects e.g. Syrian, Palestinian, Najdi, and Egyptian. Assunitan(2002) points out that NA uses two question strategies. Assunitan (2022), Girgis (1972), and Solttan (2011) discussed the formulation of wh-questions in many Arabic dialects. Wahba (1984) discusses Egypt's wh-phrases within the structure of the (G) government and (B) binding Theory (Chomsky 1980). Assunitan (2002) discusses that the first design used by the grammar of EA to form a wh-question requires that the wh-phrase appears in Comp and is co-indexed with a resumptive pronoun which marks the extraction site. The same design also forms other structures, such as relative clauses and topicalized constructions. The relativized and topicalized sites within these constructions are marked by resumptive pronouns. Wahba (1984: 59) discusses that wh-questions are derived by wh-movement. The result from this movement is subjected to a morphological rule in order to be split out as resumptive pronouns. In nominal wh-questions, resumptive pronouns act like their English counterparts (Le. The wh-traces). They are restricted by the wh-phrases in Comp via the operation Move alpha6 • Therefore, Assunitan (2002) analyses wh-questions in EA in terms of the rule Move alpha defined in Chomsky (1981). A. Miini illi Mona Darabit -hum? Whom that Mona hit (3SF.PAST) -them 'Who did Mona hit?' b. [illi +wh [Mona Darabit miin]] (Wahba 1984: 64).

This study aims to compare the wh-question structure in NA, UEA, and E. This is a very important study because it sheds light on three interrogative forms and question structure which considers very important for learners and researchers of Arabic dialects in sociolinguistics, syntax, and comparative linguistics. It is also important for TESOL teachers as well. Linguistics students and teachers need this study to differentiate between the three interrogative forms. First, the kinds of NA questions are discussed with examples. Second, the types of UEA question strategies are discussed with examples. Third, English interrogative forms and strategies are discussed. Two questions are raised here 1: what are the question strategies of NA, UEA, and E? 2: what are the differences and similarities between NA, UEA, and E?

METHOD

The research problem is finding the difference and similarities between NA, and UEA, and E some data is taken from previous studies in the syntax of wh-question strategies in Arabic dialects. The most important data in this paper is about Strategies for forming the Wh-Interrogative in NA. Assunitan (2002) mentioned the most used wh-question strategies used in NA and other Arabic dialects like Syrian, Palestinian…etc. Assunitan (2002) listed the question strategies as gap strategy, class 2 gap strategy, resumptive strategy, class 2 resumptive strategy, and in situ strategy. The same analysis of question strategies techniques is followed in this paper. Therefore, NA and UEA are using the five wh-question strategies (gap, class 2 gap, resumptive, class2 resumptive, and in situ) and E is using two strategies (gap strategy and class 2 strategy). Soltan (2011) explained two question strategies in EA which are in situ and ex-situ and explained the occurrence of particle huwwa in the initial position of the question and this structure is used in UEA as in this example huwwa Ahmad 3PIF-rawah feen?. Alsager (2017) describes the wh-question and yes/no question structures in the framework of Chomsky's minimalism in which the clause is described in an economic way and phase theory which restrict the syntactic operations. Alsager (2017) investigates the wh-questions in MSA modern standard Arabic in Rizzi's Cartography and phase theory by Chomsky in order to show why there is flexibility in some wh-questions and there is not in others. In this paper, the same technique of Alsager (2017) is used in the syntactic analysis of the examples and in the tree diagram of some questions. As a result, the question word is located in the CP head.

RESULTS AND DISCUSSION
The Wh-Questions Strategies In Najdi Arabic (NA), Upper Egyptian Arabic (UEA), And English (E)
1. Wh-questions structure in E

The word order in English sentences; it has (SVO) order as in Anderson buy a new iPhone. But (VSO) order in English is not grammatical as in *slap Ahmad Osama. These two examples are in active voice. In the passive voice, the order is (OSV) as in a new iPhone is bought by Anderson. In NA the two orders acceptable (VSO) and (SVO) in active voice. In UEA (SVO) and (VSO) are acceptable in active voice.

Table 1. Structure In E, NA, UEA

English sentences	Najdi Arabic (NA)
Active voice (SVO)	
Mohammed went to the mall	Rah Mohammed le alsouq
Mohammed bought a new car	Mohammed shara sayarah jedeedah
Passive voice (OVS)	
The villa that Ahmad bought has been sold out	alvilla illi shraha ahmad enbaʔt

English sentences	UEA
Active voice (SVO)	
Ibrahim went to Cairo	Ibraheem nazal masser
Souad has bought a new galabiah for the wedding	Eshtret Souad qlabyah lil alfarh enahar da
Passive voice (OVS)	
the dinner that Nadyah cocked was made with rabbit meat	in ellʔsha illi tabakatu Nadyah kan molukheyah belaranb

2. Wh-Questions Structure in NA

NA is the dialect of the Najd region (Riyadh region, Riyadh city, and the cities around it). One of NA features is using k, ʃ, s, and ts as feminine suffixes e.g., kaif halʃ? Akhbarts? How are you? The wh-words that are used in it are weʃ,weʃho, and weʃo, which means what and ween (where), meta (when) leeʃ,leeh, warrah (why) ay (which). The word order of its question follows this structure (wh-word -V-S-?) The wh- word first then the verb then the question mark, example: Leeʃ is the wh-word (why) reht is the verb mʔhm is the object(wh-word -V-S-O) the wh-word then the verb(reht) then the object(ma'hm) then the question mark(?)

Table 2. Wh-Questions Structure In E and NA

English sentences	Najdi Arabic (NA)
Why didn't you go with them?	Leeʃ ma reht mʔhm?
What is the color of the table?	Eesh lawn altawelah?
Who did greet you?	Man illi sallam alayk?
When did you start the lecture?	Meta bedetu almuhadharah?
How are you, Ahmad?	Kaif halek ya Ahmad?
How many students are present today?	Kam ʔdad altalebat alyawm?
Which time do you prefer?	Aay waqet ynasbik?
Where would the party take place?	Ween betkoon alhafilah?

Assunitan (2022) discussed the in-situ question strategy forms a wh-question by leaving the wh-word in its real position without movement. Most Arabic dialects use in-situ questions for example in the Najdi dialect Ahmad saken ween? Where did Ahmad live-3PIM? in this example, the question word ween stays in its original place at the end of the question, it is called an in-situ question. Question words are always at the beginning of the question as in ween Sara raht? (where does Sara go-3PIF?), In an in-situ question, the wh-word stays at the end of the question as in sara rahet feen? Where did sara go-3PIF? Feen here in Upper Egyptian means where and in Najdi ween.

3. Wh-Question Structure in UEA

Soltan (2010) discusses that, in addition to the in-situ position, wh-phrases in EA can be in the left-peripheral position in a split structure. The fronted wh-phrase can optionally be followed by a pronominal copula huwwa. The wh-question with a fronted wh-phrase contains a relative clause which is headed by illi. This wh-question has the following syntactic structure: men (huwwa) illi shoft-u-h imbaarih? who COP (3SM) COMP you see (2SM.past)-him 'Who is it that you saw yesterday? (Soltan2010: 1).

UEA is the dialect spoken in Giza, Beni suef, Minia, Fayum, Assiut, Suhag, and Qena. It is characterized by its different lexemes e.g., hnakka, hnakkahiti, and upahnakkahiti (here, there, over there). Wh-words are feen, ween (where), Eah (what), any (which), emmta (when), leeh, leeʃ (why), keef, ʃloon (how), kaam (how many and how much).

Table 3. Wh-Questions Structure In E and UEA

English sentences	UEA
Why did not you go yesterday?	leeʃ ma endeleetʃ embareh?
Who did you see yesterday in the restaurant?	Meen shoft fi almata'm?
Why do you wake up early?	Eeh elly sahak badry?
When will the exam start?	Emmta alekhtebar haybda?
How did you see the thief?	Keef shoft elharamy?
Which color did you choose?	Any loon ekhtart?
What is the reason that makes you back off?	Eeh assabab illi khalaky tetrajʔe?

Wh-Question Strategy In Najdi Arabic (NA), Upper Egyptian Arabic (UEA), And English (E)

1. Wh-Question Strategy in English

In E, the question formation strategies are the in-situ strategy, gap strategy, resumptive strategy, and class II gap strategy, and they are divided into two types (argument wh-interrogative) Which book/ how many books/ who/ what and (disjuncts wh-questions) When/ where/ how/ why. English question order is (wh-word, V, S,) For example who does 3PIM-bring this present? What did you 2PIM-get from the grocery? When will you 2PIF-come this evening? How did you 2PIF-get there? How many candies did you 2PIF-eat yesterday? How much is this bag? Which book did you 2PIF-choose? Why do you 2PIF-sleep early every night? Where did Ali 3PIF-go yesterday?

2. Who, Whose, And Whom In Sentence And Question

In English, there are three pronouns that may confuse students which are who, whose, and whom. Who is a subject pronoun used for asking or talking about the subject of the action as in who does make this dish? As a relative pronoun, it is used in a sentence to indicate the doer of the action as in This is the man who stole the shop last week. Whose is used as a possessive pronoun that refers to the person that something belongs to e.g., the girl whose mother comes today is genius, whose door is open last night? Who is a pronoun used to indicate the object that is affected by the verb, the student whom he met died yesterday → *whom* refers to the object the student. Example: whom does he meet today?

3. Minimalism

Chomsky developed the minimalist program which aims to describe the clause structure as a simple and economical mechanism as possible, and he advanced his famous research program to include phase theory, which aims to restrict syntactic operations. Minimalism explains the sentence and question word order including semantic features and named it phi (Ө) features which are (person, number, gender, and case). Minimalism divided the sentence into CP, TP, VP, NP, IP, PP, DP…etc. CP is a complementizer phrase, VP is a verb phrase, NP is a noun phrase, DP is a determiner phrase, PP is a prepositional phrase, TP is a tense phrase and it bears the semantic features and IP is an inflectional phrase. All these phrase types describe the locations of the words in a sentence or in question and the tree diagram and brackets can illustrate it perfectly. For example, 1. [VP [V eat] [N salad]].2. Ahmad 3PIF-eats a cupcake.
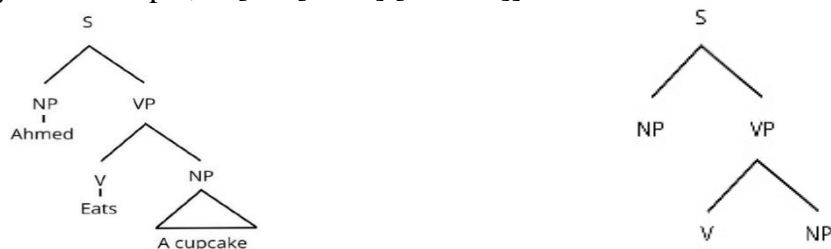
Lansik, and Howars(2002) pointed out that in many other languages, including Chinese and Japanese, interrogative expressions seem to remain 'in situ', unmoved, as seen in the contrast between (8) and its English translation in (9). (8) ni xihuan shei (you like who? – Chinese) (9) Who do you like? Chomsky developed two transformational rules, optional and obligatory, to make interrogative in English. Bach 1971 created a theory in which he stated that the wh-word is always to the left and never to the right, this explains

why all wh-words in most Germanic languages are on the left as in English wh-questions words (who, when, which, why…etc.) for examples Where is your mother now?   How is school? What is your name? How much is your bag? How many girls are there? Which watch did you choose? Who is your child? Where is the mall? When do you leave today? English never uses wh questions in situ, while Arabic language and Arabic dialects use wh questions in situ as in the NA

Table 4. Wh-Questions Structure In E and NA

English sentences	Najdi Arabic (NA)
Where is the boy who broke-3PIF the faze?	Alwalad illi kaser alfazah ween rah?
	Alwalad comp kaser alfazah ween rah
Where is the teacher stand in the class?	Ween almuʔlem wagef fi alfasil?

The wh-word ween stays in its place and never goes to the left. In NA and UEA, all the wh-words either stay in situ or goes to the right (ween, feen, meta, emmta, etc).

4. Phase theory

        McGinnis, M. (2002) suggested that Phases are chunks of syntactic structure that are sent off to PF and LF for interpretation before the derivation continues. Thus, a difference in phase structure can give rise to syntactic, semantic, and phonological differences. Chomsky hypothesized phase theory. It means that all derivations processes are working and all features are checked. A phase contains a phase head and a phase domain. When all features have been checked the phase is sent to further computations. A sentence can be divided into two phases, CP and VP. Chomsky considers CP and VP to be strong phases because of their propositional content, and their interaction with movement and reconstruction. Propositional content: CP and VP are both propositional but for different reasons. CP is considered a propositional phase because it is a full clause that has tense and force: example (1) shows that the complementizer in the CP phase conditions finiteness (here past tense) and force (here, affirmative) of the subordinate clause. VP is a propositional phase because all the theta roles are in VP: in (2) the verb drink in the VP phase assigns the Theme theta role to the DP the soup and the Agent theta-role to the DP Hind.
 a.   Ahmad said [cp that Hind will drink the soup]
 b.   [Ahmad [vp <Hind> drink the soup]

5. Cartography

        Cartographic syntax, or Cartography, is a branch of Generative syntax. The idea of Cartographic syntax is that syntactic structures are created according to the same patterns in all languages of the world. It is proposed that all languages show a structure of hierarchical projections with specific meanings. Cartography belongs to the theory of generative grammar and is regarded as a theory belonging to the principles and parameters. The pioneers of Cartography are the Italian linguists Luigi Rizze and Guglielmo Cinque. The Cartographic theory was developed with "the emergence of syntactic analyses that interpreted functional heads" in the literature of the 1980s. Functional heads are the minimal structure of functional categories such as Agreement (Agr), Tense, Aspect, and Mood. They are different from lexical heads as they are not part of lexical classifications such as Verbs (V) and Nouns (N). In the work of Guglielmo Cinque from 1999 the cartographic approach was used to make a detailed

map of the structure of a clause. Cinque suggests a "fixed universal hierarchy of clausal functional projections".

In the syntax, it is proposed that adverbs are adjuncts in the syntactic structure, but he argues that treating the adverbs in this manner is a big mistake because adjuncts take different positions which are not always grammatical. Therefore, he proposes adverbs are specifiers of distinguished major projections". Furthermore, after a great cross-linguistic test one of the notes was that adverbs from pretendedly different classes have a fixed order in all languages. Another note was that the morpho-syntactically expressed practical heads also have a constant hierarchy. When compared, the two hierarchies (specifically, the hierarchy of adverbs (advps) and that of practical heads) look like numbers, types, and relative order.

In the hierarchy, from 1b the durative adverb class (ordinarily) is closer to the verb while the habitual class (quickly) is farther away from it. Therefore, an inversed order of the adverbs would result in ungrammaticality, which is the case for example 2b.

1)verb>Aspect completive>Aspect durative>Aspect retrospective>Aspect continuous>Aspect frequentative>Aspect habitual

2)verb>Advp completive>Advp durative>Advp retrospective>Advp continuous>Advp frequentative>Advp habitual

Durative>habitual

a. Sara can quickly be ordinarily seen in her kitchen on Saturdays
b. *Sara can ordinarily be quickly seen in her kitchen on Saturdays

6. Wh-Questions Cross-Linguistically

In NA, UEA, and E wh-words are various and each one is specified with a purpose (who, meen, mein) is used to ask about a person male and female, single and plural. (What, eesh, eeah) is used to ask for things, not humans: bags, bottles, shoes, names, cities, countries. (Where, ween, wein) is used to ask for places and locations.

Table 5. Wh-Questions Cross-Linguistically

English sentences	NA, UEA
Who did eat the tuna sandwich?	Meen 3PIM-akal alsanditch be altonah?
who did take my phone?	Mein 3PIM-akað almobile beta'y?
what is the lesson title today?	Eesh enwan alders alyawm?
What did you have on breakfast today?	Eeh 3PIM-aklet ala alfitar alyaoum?
Where is the new Indian restaurant that opened in Riyadh?	Where are you from? Ween almatam alhendi aljedeed illi fetah fi alriyadh?

In wein, the sound (ei) indicates the long /e/sound which is used by people of Upper Egypt most times in their words like (leih, and fein), while Najdi people use the short /e/ sound in these words. Another distinguishable sound is short /a/ and long /a:/ in Upper Egypet people frequently use /a:/ in their speech. (when, meta, emmta) is used to ask for time. (How much, bkam, beka:m) are used to ask for uncountable things: money, rice, and prices. (How many, Kam, ka:m) is used to ask for countable things and stuff. (Which, ay, any) for things as well but only if the questioner faced multiple things and he/she wants to ask only for one person/ thing.

Table 6. Wh-Questions Cross-Linguistically

English sentences	NA, UEA
when will the meeting today?	meta alejtema' alyawm?
how much is the laptop?	bekam a laptop?
How much is this phone?	Beka:m almobile da?

How many children are in KJ?	Kam ʔdad alatfal fi alrawdh?
How many cars are in the garage?	Ka:m ʔdad alsayrat fi algara:j?
Which T-shirt do you want?	ay t-shirt tebi?
which jellabiya do you want to wear?	Ani jellabiya 'awez telbes?

The question structures in E must contain auxiliaries and helping verbs, examples: who does cock the pizza? if they do not exist as in what told Mona Sara? And who brings Ahmad with him? Where live Ahmad? questions in these examples are ungrammatical. Besides the auxiliaries, questions in E must contain copula (is-are, am) as in What is the color that you like a lot? and why are you late this morning? The second question structure in E is the complex question structure. It contains relative clauses as in Who is the man that comes with Ahmad?

Wh-question words in English are placed at the beginning of the question and never become at the end because there are no in situ questions in E. Question words stay at their place (at the end of the question) as in most Arabic dialects. The wh-words in situ question stay at the end and never go to the right (the beginning of the question) as in ween saken Ahmad? And Ahmad saken ween? Where did Ahmad live?

The similarities between NA and UEA, and E are that they are using the relative pronoun (illi) (that, who, whom) as in men albent illi tabakhat alpizza? Who is the girl who cock the pizza? The difference is that NA and UEA can use in situ questions while E can't use this strategy. In E the helping verb precedes the subject, but the subject can't precede the helping verb in question as in Where can I sell this t-shirt? In NA and UEA, the verb can precede the subject, and the subject can precede the verb in the question as in man sawat alpizza? Who did cock the pizza? Men Ahmad jab maʕh alyaum? Whom did Ahmad bring with him?

The question strategy is as follows:

1. the gap strategy; in which the question words moved to the left and joined to a gap into a side of the question, is used in NA, UEA, and E and it has two kinds of argument wh-questions in Najdi. Example: ʔay/min/kam/ telephone axaðt mona? Which/who/how many phones did Mona take? In Upper Egyptian any/meen/kæm mobile xaðat Mona? Which /who/how phone did Mona take. Adjunct wh-questions, example: meta /ween/keef/leeʃ katabt addars? Leeh/feen/ween/emmta katabt addars? Why/where/when did you write the lesson?

2. the class 2 gap strategy; is used in NA, UEA, and E in this strategy there is a gap in relative clauses and it has a productive way only with argument wh-questions Example: min /ʔay/kam/weʃ illi salmt ʔlih alyoum? meen/ʔny/kæm/Eeh illi salemt ʔlih alyoum? who/which/how many that you greet today? Adjunct; for example: meta/ween/keef/leeʃ Ali illi rah le alsouq? Emmta /feen/ween/keef/leeʃ/leeh Ali huwwa/huw illi rah le alsouq? When/where/how/why did Ali who go to the mall?

3. The resumptive strategy; in this strategy a pronominal element joined to the main verb. It can be seen in argument wh-questions. Example: ʔay bent gabltiha alyoum? Any bent gaeltiha alyoum? Which girl did you meet her? beKam sharitiha beh? How much this cost you? And the adjuncts wh-questions is only ween ween ʃefteha feeh? Feen /ween ʃofteeha feeh?where did you see her? Mita rhtelha ams?Emmta ruhtelha amms?when did you go to her?

4. class 2 resumptive strategy; it is used in NA and UEA. In this strategy, there is a pronominal addition of hi/hu followed by a relative pronoun illi followed by a relative clause. Example: min/weʃ/ween hi ʔilli ʃeft-ha? Meen/Eeh/feen/ween albet illi

ʃufteha? Where is the girl that you 3PIF-saw her? It cannot be used in E because there is no pronominal addition that could attach to the verb in E.

5. In situ strategy; in this strategy, the wh-words come at the end of the question is used in NA and UEA as in alhadaya man jabha?alhadaya meen jabaha? Who bring the presents? Of course, English cannot use in situ strategy because all English wh-words are located on the left side of the question.

The similarities between NA, UEA, and English are that all of them are using gap strategy and class2 gab strategy and the differences between them are that both NA and UEA are using resumptive strategy, class 2 resumptive strategy, and in situ strategy while E cannot use these strategies in making questions because in E there is no pronominal addition can be attached to the main verb as in NA and UEA e.g men albent illi gabltiha alyaoum? Who did that girl whom you meet today? gabltiha (ha) here refers to the girl. Those pronominal additions are only found in Arabic dialects in the case of resumptive strategy.

In class 2 resumptive strategy E can use relative clauses in questions but can't use pronominal addition attached to the verb and refers to the object as in Arabic. In situ strategy is used only in the NA and UEA but in E it cannot be used, example: Nada rahet almassa lween? Nada rahet almassa feen? Where did Nada go this evening? The question word lween and feen did not change their original place and move to the beginning. They could move to the beginning but when they do not change their original place in this case in syntax it's called in situ question strategy while in the English translation (where) comes at the beginning of the question because In situ strategy can't be used in E.

No	E	NA	UEA
1	Who did sawat alpizza?	Man sawat alpizza?	Man sawat alpizza?
2	How many students will graduate this semester?	Kæm ?dad altulab illi haetkharjo eterm da?	How many students comp haetkharjo eterm da?
3	which color that you like most?	weʃho alawen illi thebeh ?	which color comp do you like?
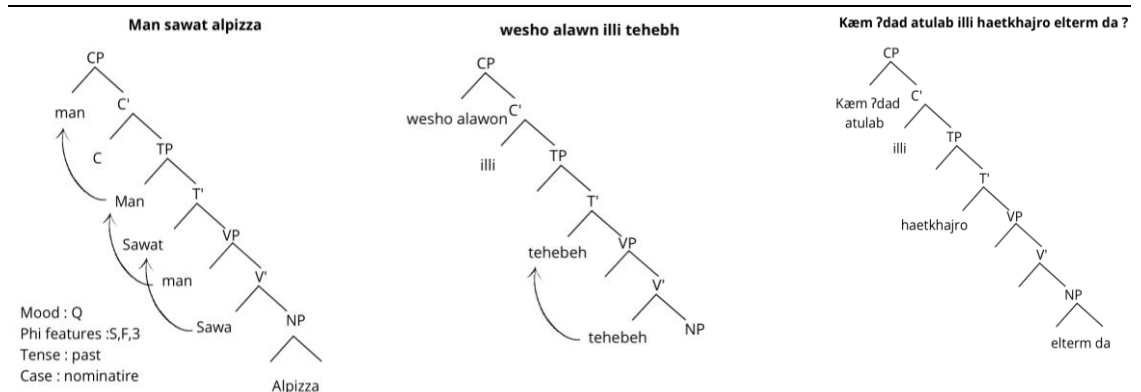
CONCLUSION

The strategies used in NA and UEA, and E in forming both argument and adjunct wh-questions. I supposed that NA, and UEA can use the five-question strategies which are gap strategy, class 2 gap strategy, resumptive strategy, class 2 resumptive strategy, and in situ strategy .on the other hand E can use only the gap and class2 gap strategy with evidence. Unlike NA and UEA, E cannot use resumptive and class2 resumptive,

and in situ strategies because No pronominal addition can attach to the main verb in E question. Wh-question strategies are a promising approach to make further studies on wh-question strategies in more Arabic dialects like Gulf Arabic, Yemeni, Sudanese, Moroccan…etc. The question strategies are mentioned in this paper in detail with examples that make it easy to write more research papers on the syntax of wh-question of more Arabic dialects. The limitations of this paper are in finding resources about UEA, few studies are talking about the UEA in general or from a pragmatic approach. But From a syntactic view, no studies are mentioned.

Some studies talked about the UEA of Qift which is a city near Qina and is known for its Christian population. Actually, each city in Upper Egypt which is called SaƟid Maser is different from other cities in UE. Qena UEA is a different form of UEA spoken in Assiut or Sohaj but it is familiar in Arab countries after the UEA series comedy Alkabeer was published in 2013 where the events took place in SƟidi Maser. Saidi is the Arabic word for UEA which is very familiar in all Arabic countries and many jokes are made about the Saidi Upper Egypt environment because of their traditional customs and their language as well. For future studies, I recommend sentence structure and yes/no question structure in UEA.

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