An Overview of Contrastive Analysis of Intonation and Structural-Semantic Characteristics of Disjunctive (Tag Questions) and Alternative Questions in English and Armenian

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It is generally assumed that language is a means to cooperate and determine harmoniously, or a tool for intercommunication, presumably, a medium to express thoughts, ideas, concepts, or as unlikely as it may seem – emotions. In order to communicate one should put words together so that they express relevant meanings. This connection creates a sentence which is as complete and independent that it can function as a unit of communication. Nevertheless, it can perform this function owing to definite phonetic properties which are called supra-segmental features. They bear essential information that the words of the utterance do not convey. The grammatical meanings and phonetic structures of sentences are interconnected with each other and cannot exist separately. This undisputed connection between grammatical meanings and different intonations determine different communicative types of sentences. They are the building-blocks of language, allowing us to communicate with each other. In English, not only sentence types, but also the actual meanings of two sentences belonging to the same syntactic and communicative type may be differentiated through the opposition of terminal tones. In this case, sentences have different meanings because one and the same word is pronounced with different terminal tones in them and has, therefore, different meanings, although as a vocabulary item pronounced in the citation form it has only one meaning. Both in English and Armenian the sentence is an essential speech unit, which is as complete and independent that it can function as a unit of communication.

The main communicatively-different types of sentences are those which represent statements, general, special, alternative and disjunctive questions, commands, requests and exclamations. It is important to consider each communicative subtype of utterance from the following four viewpoints which have a direct bearing on its intonation:

a) the grammatical structure of the utterance;

b) its connection with the preceding context;

c) the number of times one and the same sentence is uttered;

d) the attitudinal colouring of the utterance.

By the attitudinal colouring of an utterance is meant the sum total of its features, which besides and simultaneously with the intellectual (notional, logical, etc.) content of the sentence, tells the listener about the speaker's attitude towards this content and toward the surrounding reality, which includes the life-situation the speaker finds himself in, as well as his attitude toward the person spoken to [9, 129-130].

The interest in interrogative sentences, conditioned by the rapid development of structural grammar and the increase in examination of live speech and communication processes has been revived in recent decades. At the present stage of linguistics the study of grammatical, functional, intonation and communicative features of interrogative sentences is becoming a necessity. It is difficult to conceive our life completely lacking in questions as they make the conformation in our surroundings and conditions smoother and the intelligence-acquisition viable. There are multiple ways by which the implementation of language is accomplished but one of the most distinguished modes is apparently asking questions for the sake of information.

This research article is an attempt to reveal a number of intonation and structural-semantic characteristics of Disjunctive and Alternative questions in English and Armenian.

The present research article falls into two sections. The first section deals with the disjunctive questions in English and Armenian in terms of scope, structural types, functions, and particularly intonation and semantic characteristics. Following the same way, the second section is concerned with the alternative questions in English and Armenian, concentrating on the structural types, semantic and intonation particulars in both languages.

Disjunctive or tag questions are one of the most prominent phenomena in English. They occur in actual speech and word-for-word records of interpersonal discourse. Disjunctive or tag questions are predominantly used in verbal communication, and on account of this the predetermined connotation of a disjunctive question is greatly affected by the modulation of intonation or pitch in the voice. Question tags are a great way to add more depth and context to our conversations in English and Armenian. They help us extract more information from our conversations, build better relationships and make communications smoother.

Disjunctive questions are used with the intention of urging the hearer either to express his agreement to the statement that he has just made or to assure the

speaker that it is true. According to their grammatical structure disjunctive questions consist of two sense-groups:

a) the first sense-group contains a statement spoken with a falling tone;
b) the second sense-group contains a short question which requires either a confirmation or a negation: e.g.

It's ˈdifficult to proˌnounce| ˌisn't it? // You are ˈnot ˌhungry| ˌare you?

Utterances with this type represent a curious blend of a statement and a question. From the point of view of their grammatical structure they consist of a declarative sentence, followed by a mini-question tag. One might expect that since the final part of the structure is interrogative, the communicative aim of the utterance is also interrogative. In actual speech, however the utterance acquires its final shape and a definite aim only after a definite intonation pattern has been superimposed on it. In disjunctive questions the predominance of the declarative or of the interrogative part is finally settled by intonation [1, 52-55].

Disjunctive questions are very often used in dialogical speech. In English we distinguish the following communicative subtypes of this question: true, suppositional, certainty, stimulating.

True disjunctive questions contain 2 types of grammatical structures:

1) the first part coincides with a narrative-affirmative sentence and the second part is a short general question containing negation; e.g. Medicine is a kind of weapon, isn't it?

2) as to its grammatical form the first part coincides with a narrative-negative sentence and the second part is an affirmative general question; e.g. There is nobody in the world now but you and me, is there?

Auditory analysis has shown that while uttering true disjunctive questions, the speaker isn't confident in his utterance and wishes to get a precise answer. From the point of view of its meaning the first sense-group is more important than the second one. These questions are uttered with a sequence of rising tones [╱/ ╱] . The first sense-group is pronounced with a low rise and the second one with a high rise;

e.g. Medicine is a kind of ˌweapon| ´isn't it?

e.g. There is nobody in the world now but you and ˌme| ´is there?

Suppositional disjunctive questions contain 4 types of grammatical structures:

1) the first part is a narrative-affirmative sentence + short general question with negation, e.g. Your name is Jane, isn't it? [13, 284].
2) the first part is a negative sentence + affirmative short question tag; e.g. And you won't marry him, Jane, will you? [13, 492].
3) both parts are characterized as affirmative; e.g. It's just nasty, is it?
4) both parts contain negation; e.g. You don't believe a word of it, don't you?

In suppositional disjunctive questions the speaker is confident in his utterance and supposes or anticipates the character of the answer. As to the auditory analysis, suppositional disjunctive questions are uttered in two sense-groups, where the first sense-group is more important than the second one. The first sense-group is pronounced with a falling tone and the second sense-group with a rising tone; e.g. It's nearly time for ˎtea| ˏisn't it?

Certainty disjunctive questions contain two types of grammatical structures:
1) the first part is narrative-affirmative in its form and the second one is a short general question with a shade of negation; e.g. That would be a pure adventure, wouldn't it?
2) the first part is a narrative-negative statement and the second one is an affirmative short general question; e.g. Your health is not good, is it?

In certainty disjunctive questions the speaker is certain in both the utterance and the answer. Sense-groups are pronounced with falling tones. In this case they are used with the intention of urging the hearer either to express agreement to the statement that has just been made or to assure the speaker that it is true; e.g. You will ˎcome with us| ˎwon't you?

Stimulating disjunctive questions have the following grammatical structures:
1) the first part is narrative-affirmative in its form and the second one is a short general question with a shade of negation; e.g. They'll be a bit excited, won't they?
2) the first part is a narrative-negative sentence and the second part is a short question tag; e.g. It wouldn't be a good lesson for me, would it?

In uttering stimulating disjunctive questions the speaker expresses his thoughts but is not sure that the listener will agree and stimulates the one to give the expected answer. In most cases the first sense-group bears Low-Rise, while the second one is used with a Low Fall; e.g. It 'not the 'same as ˏmine| ˎisn't it?

Among less common types of tag questions, one may be mentioned in which both statements and questions are positive: e.g. Your car is outside, is it? // e.g. You've had an accident, have you? This tag always has a rising nucleus, and the situation is characteristically preceded by *oh* or *so*, indicating the speaker's arrival at a conclusion by inference or by recalling what has already been said. The tone may sometimes be one of sarcastic suspicions: e.g. So that's your little game, is it? [7, 195]. According to Kirkpatrick B., we can add a positive question tag to a positive statement when we want to indicate exceptional interest, surprise, anger and annoyance:

e.g. You *have* lived here for some time, *have* you?

That *is* an apple tree, *is* it? I thought it was a pear tree.

He *has* decided he wants his job back, *has* he? Well, he's not going to get it [6, 190].

As maintained by Floris Roelofsen and Sam van Gool, syntactically, two kinds of disjunctive interrogatives are distinguished. On the one hand, there are those that consist of a single interrogative clause containing a disjunction. On the other hand, there are those that consist of two interrogative clauses, conjoined by disjunction. They refer to the first type as narrow-scope disjunctive interrogatives, and to the latter as wide-scope disjunctive interrogatives.

Some examples are given in (1) and (2) below.

(1) Narrow-scope disjunctive interrogatives:
  a. Does Ann or Bill play the piano?
  b. Does Ann love Bill or Chris?

(2) Wide-scope disjunctive interrogatives:
  a. Does Ann play the piano, or does Bill play the piano?
  b. Does Ann play the piano, or Bill?

It is possible to assume that (2b) has exactly the same underlying syntactic structure as (2a); only some material is left unpronounced [8, 5].

Disjunctive questions can be pronounced in different ways, and their interpretation is partly determined by the choice of intonation pattern. Special emphasis is put on two prosodic features that seem to have significant semantic impact. First, in the case of a narrow-scope disjunctive interrogative it is important whether the disjunction is pronounced 'as a block' or whether each of the disjuncts is given separate emphasis. Second, in case the disjuncts are given separate emphasis, it is important whether there is a rising or a falling pitch contour on the second disjunct. The different intonation patterns are given in (3) and (4), where underlining is used to represent emphasis, and↑ and↓ indicate rising and falling pitch.

(3) Intonation patterns for narrow-scope disjunctive interrogatives:
  a. Block intonation: Does Ann-or-Bill↑ play the piano?
  b. Open intonation: Does Ann↑ or Bill↑ play the piano?
  c. Closed intonation: Does Ann↑ or Bill↓ play the piano?

(4) Intonation patterns for wide-scope disjunctive interrogatives:
  a. Open intonation: Does Ann↑ play the piano, or Bill↑?
  b. Closed intonation: Does Ann↑ play the piano, or Bill↓? [8, 7].

Disjunctive questions may be pronounced not only with the sequences of the marked tones

⬊ || ⬎ (Low Fall // Low Rise) and ⬊ || ⬊ (Low Fall // Low Fall), but

also with the following sequences of tones:

a) You could ˌbuy one,| ˌcouldn't you? ⌐◡ ‖ ⌐◡ (Low Rise //Low Rise; a hesitant statement is followed by an interrogative tag; final result – a question)

b) It wasn't ˌmy fault,| `was it? ⌐◡ ‖ ⌐◟ (Low Rise // High Fall; a hesitant statement is followed by a statement-like tag; final result – a statement)

c) You mean last ˇMarch,| ˌdon't you? ⌐◟◡ ‖ ⌐◡ (Fall-Rise // Low Rise; an implicatory statement is followed by an interrogative tag; final result – a question)

d) It's `not too ˌbig,| `is it? ⌐◟ – ⌐◡ ‖ ⌐◟ (High Fall +Low Rise // High Fall; an emphatic, non-categoric statement is followed by a stamen-like question; final result – an emphatic statement).

Thus the tone used in the declarative part of the disjunctive question expresses the speaker's view of the situation, while the tone used in the question tag anticipates the listener's attitude [1, 53-54].

Disjunctive questions are not well-studied in Armenian. On the whole seven types of disjunctive questions are distinguished with the tags: չէ՞, այնպես չէ՞, ի՞նչ է, ճի՞շտ է, ճիշտ չէ՞, հա՞, հը՞:

When we take into consideration the meaning expressed by these question-tags, we see that questions with the tags չէ՞, այնպես չէ՞, ի՞նչ է, ճի՞շտ է, ճիշտ չէ՞ have the same meaning, namely, the speaker wishes to hear the confirmation of his/her idea expressed in the first sense-group. The question tags այնպես չէ՞, ճի՞շտ է are primarily used in literary speech, while the tags չէ՞, հա՞, հը՞ are characteristic of the informal colloquial speech. While using the question tag չէ՞, the speaker wants to know the listener's attitude toward the phenomenon, action or reality which is mentioned in the first part of the question. Usually the speaker knows that the answer would coincide with his/her opinion; e.g. Ուրեմն այս ամբողջը սուտ է, չէ՞: The question tag այնպես չէ՞ expresses practically the same meaning as the previous one but in this case the speaker wants the listener to agree more passionately and is quite certain that their opinions will coincide. The question tags այդպես չէ՞, այնպես չէ՞ are classified under the same group; e.g. Փեսացուն կարծեմ նորավարտ մաթեմատիկոս է, այդպես չէ՞: // Երևի դուք էլ եք լսել այդ մասին, այնպես չէ՞: The question tag ի՞նչ է expresses both surprise and bewilderment, something very unexpected. The speaker usually knows beforehand the listener's intentions and starts the conversation with the mentioned question; e.g. Որոշել ես հեռանալ մեզանից, ի՞նչ է: // Անպայման կռիվ եք ուզում, ի՞նչ է: The question tag ի՞նչ է can occupy an initial position; e.g. Ի՞նչ է,

քեզ արդեն երջանիկ ես համարում: In disjunctive questions with the tag ճի՞շտ է the speaker shows that s/he is aware of his interlocutor's actions and wants him to prove what he says, e.g. Ինքդ ես գնացել ու պատմել, ճի՞շտ է: // Դու էլ ես այստեղ եղույթ ունեցել, ճի՞շտ է: The question tag ճիշտ չէ՞ expresses the same meaning as the previous tag. In this case the speaker wants his listener to prove his opinion very strongly; e.g. Դու արդեն որոշել ես մեկնել, ճիշտ չէ՞; // Երեկ դո'ւ էիր զանգահարում և լռում, ճիշտ չէ՞: The question tag հա՞ is used with the intention to hear one more time the information the speaker had heard before and find out whether the listener is sure of the fact or not; e.g. Միայն թե դու գնաս այստեղ, հա՞: This type of question may also express irony; e.g. Քո երազանքների ասպետն է, հա՞: Questions with the tag հը՞ have the same meaning as those with the tag հա՞; e.g. Տեր Աստված, և ով է հնարել այս ապուշ ռեժիմը, հը՞: In some cases the speaker knows beforehand that his listener wants to say something, so he asks, in order to find out his opinion immediately; e.g. Հիմա բոլորդ էլ նույն բանն եք մտածում, ո՞ւր էի կորել այս երեք օրը, հը՞: The question tag հը՞ may also occur at the beginning of the question; e.g. Հը՞, դու դեռ քո կարծիքին ես:

The analysis of the Armenian question tags reveals the following factors: the question tags are divided into 3 groups:

1) tags that may occur only in a final position (այնպես չէ՞, ճի՞շտ է, ճիշտ չէ՞);

2) tags that may have final and medial positions (հա՞);

3) tags that may have initial, medial and final positions (ի՞նչ է, հը՞).

As to their grammatical structure disjunctive questions in Armenian may have different expressions:

a) a narrative-affirmative or a negative sentence + a question tag; e.g. Վախենում ես գրկվել նրա բարեհաճ ուշադրությունից, այնպես չէ՞:

b) an exclamation + a question tag; e.g. Ի՛նչ գրավիչ աղջիկ է, չէ՞:

c) a general question + a question tag, e.g. Հայրը որդու վրա չի կարող բարկանալ, ի՞նչ է:

d) a special question + a question tag; e.g. Ի՞նչ ես անում այստեղ, հը՞:

According to their semantic function there is a definite correspondence between the Armenian and English disjunctive questions:

1) The English true disjunctive questions correspond to the Armenian disjunctive questions with the tag չէ՞. In these questions the speaker is not sure of the accuracy of the statement.

2) The English certainty disjunctive questions correspond to the Armenian disjunctive questions with the tag այնպես չէ՞: In both languages the speaker asks the question in order to be confident of the accuracy of the

statement which one makes; e.g. Դու կմասնակցես արարողությանը, այնպես չէ՞: // You can do it alone, can't you?

3) The English stimulating disjunctive questions correspond to the Armenian disjunctive questions with the tags ճի՞շտ է, ճիշտ չէ՞. In both languages the speaker urges the listener to give an answer.

As to its intonation peculiarities, in Armenian, the second sense-group is mainly pronounced with a rise. The character of rise may be different: Low Rise expresses uncertainty; High Rise – the wish to get a precise answer. In Armenian the tag ի՞նչ է in most cases is uttered with a Fall. Thus, summing up the results of comparative analysis, we see that:

1) Disjunctive questions in both languages consist of 2 sense-groups;

2) They express the same attitude in both languages: the speaker wants to know whether the statement he has just made is correct or not or wants to know the opinion of the hearer on some points;

3) In English the first sense-group may be pronounced with rising or falling tones. The second sense-group is pronounced with rising or falling tones depending on the type of the question, that is, the degree of the speaker's confidence. Accordingly, disjunctive questions are characterized by Descending or Level Scales (Heads). In Armenian the second sense-group is pronounced with rising tones, with the exception of the tag ի՞նչ է, which is pronounced with a falling tone. Accordingly Armenian disjunctive questions are characterized by Sliding and Scandent Scales;

4) In English there is a close grammatical connection between the first and the second parts of disjunctives, while in Armenian this phenomenon is not observed;

5) In English disjunctive questions of the first sense-group are always either a narrative sentence + a tag, or negative sentence + a tag. Unlike this, in Armenian we also find an exclamation + a tag: e.g.

Դու ինձ չես հավատում, չէ՞: (negation+tag) // Մեր պայմանը մոռացել ես, ի՞նչ է: (interrogation+tag) // Ի՞նչ գեղեցիկ տեսարան է, չէ՞: (exclamation+tag)

In contrast to other types of questions, alternative questions have not been under consideration which is perhaps explained by the fact that the linkage between alternative questions and the other types of questions is not often clearly or explicitly expressed and defined; moreover, detailed examination of alternative questions primarily assumes contending with divergent syntactic and semantic items, namely disjunction, coordination, syntax and semantics of interrogatives, and the application of *whether* and *if*.

In case of an alternative question, a question is the form A or B asking which

of the propositions is true. For the alternative reading, the question cannot be answered by 'yes' or 'no' and has to be answered by a sentence providing information about the truth and falsity of the respective disjuncts such as John is in London, or Mary is not in London [4, 96].

In English an alternative question is a type of question in which the interrogator proposes the hearer equitable options combined with the exclusive disjunction "or" and the response is predicted to be determined with one of the offered options.

Two types of alternative questions are distinguished in English, the first resembling a *Yes-No* question, and the second a *wh-question*:

e.g. Would you like chocolate, vanilla, or strawberry (ice-cream)? (1)

Which ice-cream would you like? Chocolate, vanilla, or strawberry? (2)

The first type differs from a *Yes-No* question only in intonation; instead of the final rising tone, it contains a separate nucleus for each alternative: a rise occurs on each item in the list, with the exception of the last one, on which there is a fall, indicating that the list is complete. The difference in intonation between alternative and Yes-No questions is important: ignoring it can lead to the misunderstanding – as the contrast between these replies indicates:

Alternative: A: Shall we go by BUS or TRAIN? B: By BUS.

Yes-No: A: Shall we go by bus or TRAIN? B: No, let's take the CAR.

The second type of alternative question is really a compound of two separate questions: *a wh-question* followed by an elliptical alternative question of the first type. Thus, the alternative "Which ice-cream would you like? Chocolate, vanilla, or strawberry?" might be taken as a reduced version of "Which ice-cream would you like? Would you like chocolate, vanilla, or strawberry?" [7, 195].

The intonation pattern, used for alternative questions, is called a contrastive intonation. The first element of the disjunction rises strongly, then there is a pause before "or", the second part of the disjunction may start a little higher and then quickly falls [5, 101-114]. Bolinger states that when asking an alternative question, the speaker is simply in search of the answer to whether A or B holds. The speaker wants to give the impression that s/he has no bias with respect to one or the other alternative as being more useful for the conversation goal [3, 152].

The most usual way of pronouncing alternative questions is to make two sense-groups and use a rising tone in the first sense-group and a falling tone in the last one: e.g. ᶦWould you like ˌtea |or ˌcoffee? The final fall shows that these are the only choices and that the list is complete. In fast colloquial speech an alternative question may be reduced to one sense-group with no rise of tone in the middle: e.g. ᶦWould you like ᶦtea |or ˌcoffee? [1, 52]. Alternative questions express the speaker's attitude

both toward the content of his own utterance and the life situation s/he is in. This dual attitude finds its reflection in the fact that in asking an alternative question, the speaker, under the circumstances, is made to offer the listener two kinds of choice: limited and unlimited. Non-final sense-groups in alternative questions with limited choice take the Low or the High narrow Rise which may be preceded by the Descending Stepping Scale, while the last sense-group is pronounced with a falling tone(Low or High Wide), e.g. Is ˈthis exˈpression ˈused in ˈactual ˌspeech, |or ˈis it ˈonly a ˌbookish exˌpression? or D'you preˈfer ˌapples, |or ˌpears,| or ˌplums,| or ˋcherries?

In alternative questions with unlimited choice all the sense-groups take a rising tone (Low or High), e.g. ˈCan I ˈget you a ˈcup of ˌcoffee, |an ˈice ˌcream| or a ˌlemonade? [9, 139]. Under this account, the final fall is what is required for an alternative question. It indicates that the list of alternatives is closed, and such a closure leads the speaker to believe that the correct answer is among the items he lists, he is not likely to close off the list, and as a result there is no comparable presupposition. When there is no presupposition, there is no an alternative question [10, 114]. Bartles points out: "In order for multi-phrasal, wide-scope disjunctive question to be interpreted as an alternative question, not only did its final phrase accent have to be falling, but also all non-final phrase accents are rising, the utterance is interpreted as a Yes//No sequence for it lacks the connotation of exhaustiveness of choices which is crucial to alternative questions. If on the other hand, non-final phrase accents are falling and the final phrase accent is rising, the resulting sequence is incoherent" [2, 178].

In Armenian, alternative questions (twofold or two-phrase and multifold or multi-phrase subtypes) have specific syntactic structures and particular communicative targeting of the speaker. In case of twofold (or two-phrase) alternative question the interrogation mark always falls on the predicate of the first syntagm of the question. The final syntagm always coincides with one of the members of the first syntagm. The interrogation mark falls on that coincident word which is taken as the first unit of the alternative question. In case of a twofold alternative question, the final item coincides with the predicate of the first syntagm, therefore the interrogation mark falls exactly on it. In twofold alternative questions, the Infinitive is frequently used. In such cases the second item of the question is the verb of the same first syntagm in a negative form, or any verb with a quite opposed meaning, e.g. Կարդա՞լ, թե հանձնվել։ Լինե՞լ, թե չլինել [12, 122]. In case of a multifold (or multi-phrase) alternative question, the question mark falls definitely on any member (with the exception of the predicate, which is matchable with the final part of the multifold question-subtype). It is important to note that Armenian-speaking learners very often put the question mark on the predicate of the first

syntagm of the multifold question-subtype, thus deviating from the set of rules, e.g. Զրի զնա±մ, թե hացի: The final unit of multifold question-subtype coincides with: a) the subject of the first part of the question, e.g. Դո՞ւ ես լավ սովորում, թե ընկերդ; b) the direct object of the first part of the question, e.g. Գի՞րք ես կարդում, թե ամսագիր; c) one of the indirect objects of the first part of the question, e.g. Ումո՞վ ես զնալու, թե մեքենայով; d) one of the adverbial modifiers of the first part of the question, e.g. Քաղաքո՞ւմ ես ապրում, թե գյուղում; Այսօ±ր ես մեկնելու, թե վաղը; e) the whole first part, e.g. Աշոտենց տա±նն ես ընելու, թե զնալու ես Սուրենենց տուն: The multifold alternative questions, as already mentioned, can have two or more interrogative units. The probability of the anticipated response is weakened and conditioned by the increase in the number of interrogative units. The speaker can assumably hear the expected answer in case of twofold alternative questions. The speaker chooses two possible answers and asks his interlocutor a question in order to find out the very answer that corresponds to the reality [12, 123-124]. According to auditory analysis, the final unit of each alternative is uttered with a rising tone in Armenian, while the final unit of the question is pronounced with a fall, e.g. Քեզ ի՞նչ դնեմ՝ զաթա՞, նապոլեո՞ն, թե՞ փախլավա: The same phenomenon is observed in English, e.g. ˊWould you ˊlike ˌtea| or ˋcoffee?

In English such type of intonation is typical of questions where all the alternative units are enumerated. In cases when not all the alternative units are enumerated and the interlocutor is given a chance to choose an option which is not mentioned in the question, the final syntagm is also pronounced with a rising tone similar to the preceding syntagm, e.g. ˊWould you ˊlike ˌtea| or ˌcoffee? Such distinction is not observed in Armenian. Thus, it is possible to distinguish the basic intonation characteristics between the English and Armenian alternative questions. The first syntagm of alternative questions in both languages is uttered with a rising tone. The final syntagm of the alternative question in Armenian is always pronounced with a falling tone while in English a rising tone is also possible [11, 9]. It should be noted that for «Դպրոց զնալո՞ւ ես, թե ոչ» alternative question-type, «ոչ» is used as a response, as «այո» cannot be used as a reply here and it is substituted by the answer «զնալու եմ». It is explained by two reasons: a) «այո» is not used in twofold alternative questions. It is substituted by the direct form of the predicate which is used in the first syntagm and acts as the main meaningful unit; b) it is one of the units of interrogation that is given as a response to the alternative question and as the twofold alternative question does not contain the response «այո», so in place of «այո» the direct form of the predicate is used as a response which corresponds to «այո» in its meaning [12, 124]. There are subtypes of

alternative questions which act as a specific synthesis of questions formed by means of a question word or without it, e.g. «Որտե՞ղ ես ապրում՝ քաղաքո՞ւմ, թե գյուղում»: If in terms of other types of alternative questions the speaker anticipates to hear one of the units of the question in response, the responses other than the units of the question are not excluded by the speaker.

When the relation between the principal members of the question is affirmed or negated, that is, when it is necessary to specify the relation of the predicate with the subject, thereupon the interrogation is formed by means of interrogative intonation. It should be observed that in alternative questions the interrogation can properly be expressed without interrogative intonation. Anyway, the interrogative intonation is a kind of redundancy, for example, in «Գնում ես տո՞ւն, թե դպրոց», the interrogation is expressed via words liable to specification and the conjunction *թե*, that is, by means of a particular sentence structure. Thus, in alternative question the main reason that causes interrogation is the opposition of the members of the sentence which are liable to specification. Consequently, there are five formal means of expressing interrogation in Armenian alternative questions: 1) the availability of interrogative intonation; 2) the availability of interrogative word-order; 3) the availability of question-word; 4) the availability of question-particle; 5) the availability of interrogative opposition which is expressed by means of the conjunction *թե* [12, 126].

In conclusion, we would like to make mention of the fact that the contrastive study of intonation and structural-semantic features of Disjunctive and Alternative questions in English and Armenian enabled us to reveal some of the striking similarities and divergences that exist in these languages, namely the definite correspondence between the English and Armenian Disjunctive questions according to their semantic function, the formal means of expressing interrogation in English and Armenian Alternative questions, the attitudinal colourings, the intonation contours typical of the examined question-types, etc.

Since it is impossible to give a thorough analysis of intonation and structural-semantic peculiarities of Disjunctive and Alternative questions in English and Armenian within the bounds of one article, we tried to provide an overview of the most striking correspondences and divergences observed in these languages.

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Անգլերենում և հայերենում անջատական և ընտրանքային հարցերի հնչերանգային և իմաստակառուցվածքային առանձնահատկությունների ակնարկային համեմատական վերլուծություն

Նունե Մարիկյան

Ամփոփում

Հանգուցային բառեր. *հաղորդակցություն, հարցական նախադասու-թյուններ, հնչերանգային կաղապար, հարցական բառ, գրական խոսք, խո-սակցական լեզու, սահմանափակ ընտրություն, համեմատական վերլուծու-թյուն*

Հնչերանգը բոլոր լեզուներում խոսքի արտաքին երանգավորման միջոց է, քանի որ հենց հնչերանգի օգնությամբ ենք հասկանում՝ արդյոք արտաբեր-վածը հարց է, թե՞ պատմողական նախադասություն: Բացի այդ, հնչերանգի միջոցով կարող ենք արտահայտել ուրախություն, զարմանք, դժգոհություն և նույնիսկ զայրույթ: Ոստարաելզու խոսքի ընկալման ժամանակ (նույնիսկ լեզվին բավականին լավ տիրապետելու դեպքում անգամ) ունկնդրի ուշադ-րությունից կարող են վրիպել անձանոթ հնչերանգային միջոցներով արտա-բերված խոսքի նրբիմաստները: Բանավոր խոսքի իմաստային լիարժեք նշա-նակության համար անհրաժեշտ է հնչերանգի, համապատասխան քերական-նական կառուցվածքի և բառային կազմի զուգակցում: Հնչերանգում կարևոր-վում են երկու ասպեկտներ. առաջինը կարելի է անվանել հաղորդակցական, քանի որ հնչերանգի միջոցով արտահայտում ենք ավարտուն և անավարտ խոսք, պարզում ենք՝ արդյոք արտաբերված խոսքը հարց է, թե պատասխան և այլն: Երկրորդ ասպեկտը կարելի է անվանել էմոցիոնալ-զգայական, քանի որ հնչերանգում ամփոփված է որոշակի էմոցիոնալ երանգ, որն արտահայտում է խոսողի էմոցիոնալ հոգեվիճակը, իսկ երբեմն էլ խոսողի (ընդ որում՝ նրա կողմից ոչ միշտ գիտակցված)՝ որոշակի ձևով ունկնդրի վրա ներգործելու նպատակը: Ներկայացված հոդվածում կատարվել է անգլերենում և հայերե-նում անջատական և ընտրանքային հարցերի հնչերանգային և իմաստակա-ռուցվածքային առանձնահատկությունների ակնարկային համեմատական-զուգադրական վերլուծություն: Անգլերենում և հայերենում նշված հարցատե-սակների հնչերանգային և իմաստակառուցվածքային առանձնահատկու-թյունների զուգադրական քննությունն առաջին հերթին ենթադրում է խոսքա-յին հաղորդակցական տեսակների համապատասխան ընտրություն, իսկ խոսքային հաղորդակցության այդ տեսակներն էլ իրենց հերթին սահմանում են համանման խոսքային իրավիճակների ընտրությունը: Անջատական և ընտրանքային հարցերի հնչերանգային և իմաստակառուցվածքային առանձ-նահատկությունների քննության և զուգադրման արդյունքում վերհանվել են հայերեն և անգլերեն լեզուներում դրանց միջև զույթություն ունեցող որոշ հիմ-նական տարբերություններ և ընդհանրություններ:

Краткий сравнительный обзор интонационных и структурно-семантических особенностей разделительных и альтернативных вопросов в английском и армянском языках

Нуне Марикян

Резюме

Ключевые слова: *коммуникация, вопросительные предложения, интонационная модель, вопросительное слово, литературная речь, разговорная речь, ограниченный выбор, сравнительный анализ*

Интонация во всех языках служит для внешней окраски речи. Именно при помощи интонации мы понимаем, является ли сказанное вопросом или повествованием, к тому же с помощью интонации можем выразить радость, удивление, недовольство или даже раздражение. При восприятии иноязычной речи (даже при довольно хорошем знании языка), от слушателя часто ускользают тонкие оттенки смысла, передаваемые незнакомыми интонационными средствами. Интонация в сочетании с соответствующей грамматической структурой предложения и его лексическим составом является важным средством выражения значения высказывания. В интонации следует различать два аспекта. Первый аспект можно назвать коммуникативным, поскольку через интонацию мы передаем, является ли высказывание законченным или незаконченным, содержит ли оно вопрос, ответ и т.п. Второй аспект можно назвать эмоциональным, поскольку в интонации заключена определенная эмоция, которая всегда отражает эмоциональное состояние говорящего, а иногда и его намерение (впрочем, не всегда осознаваемое им), которое определенным образом может воздействовать на слушателя. В данной статье проводится обзорный сравнительно-сопоставительный анализ интонационных и структурно-семантических особенностей разделительных и альтернативных вопросов в английском и армянском языках. Сопоставительное изучение интонационных и структурно-семантических особенностей упомянутых вопросов в английском и армянском языках предполагает, прежде всего, выбор соответствующих коммуникативных типов высказываний, которые в свою очередь определяют выбор аналогичных речевых ситуаций, в которых данные высказывания реализуются. В результате рассмотрения и сопоставления интонационных и структурно-семантических особенностей разделительных и альтернативных вопросов были выявлены некоторые основные различия и общие черты в английском и армянском языках.