

Questionnaire "CONNECTIVE CONSTRUCTIONS"

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This questionnaire is based on a revised typology published in Adamou Evangelia & Denis Costaoeuc, 2010, "Connective Constructions in the World's Languages: A Functionalist Approach", *La Linguistique*, vol. 46-1, Paris, Presses Universitaires de France, p. 43-80., following a pilot study on connective constructions, published in Clairis C., Chamoreau C., Costaoeuc D. & Guérin F. (eds). 2005, *Typologie de la syntaxe connective*, Presses Universitaires de Rennes.

This questionnaire is composed by two documents: document A is the questionnaire to be filled; document B includes the examples from other languages illustrating the questions.

Document A

O. General information

Language name:
 ISO Code:
 Relevant bibliography:
 Main source:

Questionnaire:

Does the attribution of a quality, membership and identification takes place through:

1. Direct connection

- impossible
- secondary strategy
- main strategy

EXAMPLE:

1.1 Types of units involved, types of combinations, identification of a direct connection

1.1.1 What types of units can be involved in direct connection?

		Yes	No
as a predicate	Stative predicates (verbal encoding)	<input type="checkbox"/>	<input type="checkbox"/>
	Adjectives (non verbal encoding)	<input type="checkbox"/>	<input type="checkbox"/>
	Predicative adjectives with mixed encoding	<input type="checkbox"/>	<input type="checkbox"/>
	Numerals	<input type="checkbox"/>	<input type="checkbox"/>
	Indefinites	<input type="checkbox"/>	<input type="checkbox"/>
	Interrogatives	<input type="checkbox"/>	<input type="checkbox"/>
	Adverbs	<input type="checkbox"/>	<input type="checkbox"/>
	Nouns	<input type="checkbox"/>	<input type="checkbox"/>
	Proper nouns	<input type="checkbox"/>	<input type="checkbox"/>
	Personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>
	Else (precise):		
as a qualified unit	Nouns	<input type="checkbox"/>	<input type="checkbox"/>
	Proper nouns	<input type="checkbox"/>	<input type="checkbox"/>
	Personal pronoun	<input type="checkbox"/>	<input type="checkbox"/>
	Else (precise):		
as a predicate or a qualified unit	Nouns	<input type="checkbox"/>	<input type="checkbox"/>
	Else (precise):		

1.1.2 Types of combinations

(i.e. Noun– Noun, Pronoun – Noun, Pronoun – Stative predicate, etc.)

EXAMPLES:

1.1.3 How does the direct connection differs from a nuclear construction?

- specific person paradigm
- specific negation marker
- special TMA paradigm
- other means (precise)

EXAMPLES:

1.1.4. How does the direct construction differs from an adjectival construction?

- from the position of the units (word order)
- through case marking
- with a special suffix on the predicate
- with a specific predicate marker on predicate
- with a non specific predicate marker on predicate
- with a special marker on the qualified unit
- with a special marker on the adjectival unit
- (vs. unmarked predicate)
- specific paradigm of personal pronouns
- specific derivational process
- intonation patterns
- tonal patterns
- other means

EXAMPLES:

1.2. Constraints on direct connection

1.2.1 Are there any constraints for the use of this process?

(i.e. not possible when TMA markers, i.e. future, are involved, etc.)

- doesn't accept TMA
- accepts TMA (which?)
- specific type of predicate (which?)
- specific type of qualified unit (which?)
- doesn't accept any determinations
- specific constraints on definiteness
- specific constraints on negation
- others constraints (precise)

EXAMPLES:

1.2.2. Does the use of TMA markers affects the meaning of the attribution?

2. Connection via a non verbal connector

2.1. Connection via a specialized connector

- impossible
- secondary strategy
- main strategy

EXAMPLE:

2.1.1 Constraints

- specialized for negative sentences
- specialized for interrogative sentences
- specialized for affirmative sentences
- with specific value (declarative, durative, etc.)
- compatible with a temporal marker (i.e. past)
- limited to certain types of predicates
- limited to certain types of qualified units
- limited to permanent state
- impossible with TMA markers
- other type (precise)

EXAMPLES:

2.1.2 Type of combinations

(i.e. Noun – Connector – Noun, Proper noun – Connector – Noun, etc.)

EXAMPLES:

2.2. Connection via a non-specialized connector

- impossible
- secondary strategy
- main strategy

EXAMPLES:

2.2.1 Polyfunctionality

What kind of polyfunctional units can be used as connector?

- a personal pronoun (which?)
- a demonstrative
- a focus particle
- a relative
- a presentative
- a locative
- other type (precise)

EXAMPLES:

2.2.2 Additional value and constraints

- focalization effect
- other effect

EXAMPLES:

- specific constraints (precise)

EXAMPLES:

3. Connection via a verb

3.1. connection via a connective verb

3.1.1 via a type 'to be' verb?

- impossible
- secondary strategy
- main strategy

EXAMPLES:

- Polyfunctionality: Does it also function as an auxiliary, existential, for possession, quotative?

EXAMPLES:

- Does it receive all type of TMA determinations?

EXAMPLES:

- Specific constraints:

- specific negative marker
- specific interrogative marker
- restricted to some persons
- other constraints (precise)

EXAMPLES:

3.1.2 via a verb like 'to sit', 'to lie', 'to stand', 'to go', etc. used with the meaning 'to be'?

- impossible
- secondary strategy
- main strategy

EXAMPLES:

3.1.3 via a type 'to seem' verb?

- impossible
- secondary strategy
- main strategy

EXAMPLES:

3.1.4 via another type of connective verb (specialized)?

EXAMPLES:

3.2. Connection via a non-connective verb (full lexical meaning, not specialized for connective constructions)?

3.2.1 Intransitive nuclear verbs used in connective constructions

- impossible
- secondary strategy
- main strategy

EXAMPLES IN NUCLEAR AND CONNECTIVE CONSTRUCTIONS:

Is there a change in meaning when used in connective constructions?

EXAMPLES:

Is an adposition needed when these verbs are used in connective constructions?

EXAMPLES:

3.2.2 Transitive nuclear verbs used in connective constructions (subject predicate)

- impossible
- secondary strategy
- main strategy

EXAMPLES IN NUCLEAR AND CONNECTIVE USES:

Is there a change in meaning and/or valency when used in connective constructions?

3.2.3 Transitive nuclear verbs with an object or subject predicate

- impossible
- secondary strategy
- main strategy

EXAMPLES WITH AN OBJECT PREDICATE:

EXAMPLES WITH A SUBJECT PREDICATE:

Diathesis alternations involved:

- active/passive
- active/reflexive
- active/middle voice
- other alternation

Document B

Examples of the Questionnaire 'Connective constructions'

1. Direct connection

EXAMPLES

Moroccan Arabic (Afro-Asiatic, Chatar-Moumni 2005)

ħməd muεallim 'Ahmed is a teacher.'

French (Indo-European, Guérin 2005) in exclamative uses: *Génial, ce film!*

1.1.4. How does the direct connection differs from an adjectival construction?

EXAMPLES

- From the position of the units

Turkish (Altaic, Divitcioglu-Chapelle 2005)

a) direct connection

Mehmet küçük

Mehmet little

'Mehmet is little.'

b) adjectival use

küçük Mehmet

little Mehmet

'little Mehmet'

- With a predicate marker

In Deuri, a predicate marker on the qualifier indicates the connective construction:

Deuri (Sino-Tibetan, Jacquesson 2005: 111)

a) direct connection

la popô-wâ su-i

this tree-TH high-P

'This tree is high.'

b) adjectival use

su popô

high tree

'high tree(s)'

Other uses of the predicate marker:

la mosi-ya ko-i

this man-TH come-P

'This man is coming.'

- Personal pronoun

In a connective construction use of a free pronoun instead of a clitic (the clitic is used with TAM and NEG).

Araki (Austronesian, François 2002: 152)

niko moli

2SG chief

'You are a chief.'

1.2.1. Are there any constraints for the use of this process? (i.e. not possible when TAM markers, i.e. future, are involved, etc.).

EXAMPLES

In Turkish (Altaic, Divitcioglu-Chapelle 2005)

ev güzel-miş

house pretty+PAST.EVID

'(It is said that) the house was pretty.'

but for the future the connective verb *ol-* 'to be/become' is obligatory: *ev güzel olacak*
'The house will be pretty'.

In Hungarian, direct connection is restricted to connections between a noun and the personal pronoun 3 (for the other grammatical persons, a connecting verb is necessary).

Hungarian (Uralic, Nyeki 1993)

Őn tanár

P3 professor

'He is a professor'

or 'You (Respectful) are a professor.'

2. Connection via a non-verbal connector

2.1. Connection via a specialized connector

EXAMPLES

In Nanafwe (Niger-Congo, Bohoussou & Skopeteas 2005)

jàswá-n tí kpâ

boy-DEF (sp. c.) good

'The boy is nice.'

2.2. Connection via a non-verbal unit with full lexical meaning

EXAMPLES

Moroccan Arabic (Afro-Asiatic, Chatar-Moumni 2005)

āna hūwa əl muəllim

P1 P3 DEF teacher

Litt. : I him the teacher

'I am the teacher.'

a. Does it also function as a locative, comparative, other?

In Pulaar (Gaawoore) a locative *woni* is used in case of focalization:

Pulaar (Gaawoore) (Niger-Congo)

Hammo woni dimo

Hammo FOC-PRED noble

'It's Hammo who is noble.' (Sow 2003: 99)

3. Connection via a verb

3.1. connection via a connective verb

3.1.1 via a type 'to be' verb

Basque (Basque)

Etxe hori eder- ren- a d- u- k
house DEM2/ABS(Ø) beautiful- most- DEF/ABS(Ø) 3ABS- be- AL.MASC
'This house is the most beautiful.' (Coyos 2005: 94)

3.1.2 via a verb like 'to sit', 'to lie', 'to stand', 'to go', etc. used with the meaning 'to be'

Kewa (Papuan)

ni kadipi te-a
I red say-3SG.PRES
'I am red.' (from the sun) (Franklin 1981 cited in Dixon 2002)

3.2. Connection via a non-connective verb (full lexical meaning, not specialized for connective constructions)

3.2.1 Intransitive nuclear verbs used in connective constructions

Nashta (Indo-European)

Connective use

izlja-va-m kutfabafia
come.out-imperfective-1SG village.president
'I'm elected village president.' (Adamou 2005)

Nuclear use

izlja-va-m vonka
come.out-imperfective-1SG outside
'I'm going out.' (Adamou 2005)

3.2.2 Transitive nuclear verbs used in connective constructions (subject predicate)

Nanafwe (Niger-Congo)

Connective use

ɔ swàn kòfí
3SG learn Koffi
'His name is Koffi.' (Bohoussou & Skopeteas 2005)

Nuclear use

ɔ swàn ānglê
3SG learn English
'H/she learns English.' (Bohoussou & Skopeteas 2005)

3.2.3 Transitive nuclear verbs with an object or subject predicate

French (Indo-European)

Attribution of a quality to the subject (passive voice):

Paul est élu président (par ses collègues)

'Paul is elected president (by his colleagues).' (Guérin 2005)

Attribution of a quality to the object (active voice):

Ses collègues ont élu Paul président

'His colleagues elected Paul president.'