Questionnaire "CONNECTIVE CONSTRUCTIONS"

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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

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Language name:
ISO Code:
Relevant bibliography:
Main source:
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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)	☐	☐
	Adjectives (non verbal encoding)	☐	☐
	Predicative adjectives with mixed encoding	☐	☐
	Numerals	☐	☐
	Indefinites	☐	☐
	Interrogatives	☐	☐
	Adverbs	☐	☐
	Nouns	☐	☐
	Proper nouns	☐	☐
	Personal pronouns	☐	☐
	Else (precise):		
as a qualified unit	Nouns	☐	☐
	Proper nouns	☐	☐
	Personal pronoun	☐	☐
	Else (precise):		
as a predicate or a qualified unit	Nouns	☐	☐
	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?

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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 ☐

EXAMPLE:

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)
ḥməd muɛallīm '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   b) adjectival use
 Mehmet   küçük   *küçük   Mehmet*
 Mehmet   little   little   Mehmet
 'Mehmet is little.'   '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   b) adjectival use
 la   popô-wâ su-i   *su   popô*
 this tree-TH   high-P   high   tree
 'This tree is high.'   '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)
Ön   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   tì   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   muɛallīm
P1   P3   DEF   teacher
Litt. : I him the teacher
'I am the teacher.'

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

Nuclear use
ɔ̀   swàn   āŋglɛ̂
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.'