The Syntax and Semantics of Stative Verbs in Kavalan

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Outline

1. Introduction
2. Verbs and verb classification in Kavalan
3. Morphosyntax and semantics of each subclass of stative verbs in Kavalan
4. Conclusion
1. Introduction

- Previous studies on verb classification either focus on large-scaled classification of verbs in general (cf. Vendler 1957, 1967; Dowty 1979), or focus on the syntactic properties of some specific types of verb classes, e.g.,


1. Introduction

- Most, if not all, of these studies, are devoted to the classification of **dynamic verbs**.
- Stative verbs: one single class of homogeneity and conformity.
1. Introduction

- The main purpose:
- To investigate the subclassification of the stative verbs in Kavalan.
- To explore the syntax and the semantics of each subclass of stative verbs in the language.
1. Introduction
A Brief Sketch of the Languages investigated

The Kavalan Population: 1,472

(Council of Indigenous Peoples, Taiwan, July 2018)
A Brief Sketch of the Kavalan Language

1. belongs to the big Austronesian language family

2. predicate-initial language

3. makes do with a fairly limited repertoire of grammatical categories, making no syntactic distinction among such categories as verb, adjective, adverb, and preposition.
A Brief Sketch of the Kavalan Language

- lexical items that denote such concepts as MANNER, FREQUENCY, SCOPE, TIME or ATTRIBUTE, which other languages frequently lexicalize as adverbs or adjectives are verbs in Kavalan.
A Brief Sketch of the Kavalan Language

4. Most of the Austronesian languages display a four-way distinction in their voice/focus systems:

- **AV**: Agent voice  
- **PV**: Patient voice
- **LV**: Locative voice
- **IV/BV**: Instrumental/Beneficiary

Kavalan displays only a two-way distinction:

- **AV**: Agent voice  
- **PV**: Patient voice
AV (me-/<em>/) clauses

(1a) pemukun tu wasu ya lazat a yau.
   p<em>ukun tu wasu ya lazat a yau
   <AV>hit OBL dog NOM person LNK that
   ‘That man hit a dog.’

(1b) melizaq ya sunis ku.
   me-lizaq ya sunis=ku
   AV-happy NOM child=1SG.GEN
   ‘My child was happy.’

(2) pemukun ya lazat a yau tu wasu.
   p<em>ukun ya lazat a yau tu wasu
   <AV>hit NOM person LNK that OBL dog
   ‘That man hit a dog.’
PV (-an) clauses

(3)

a. pukunan na ya sunis ’nay.
   pukun-an=na     ya sunis   ’nay
   hit-PV=3SG.GEN  NOM child that
   ‘He hit that kid.’

b. ’tung-an=na ni utay ti-buya.
   kill-PV=3SG.GEN GEN PN NCM-PN
   ‘Utay killed Buya.’
2. Morphosyntactic criteria for a verb in Kavalan

- (i) appears in sentence-initial position;
- (ii) attracts bound pronouns and aspectual markers;
- (iii) has various verbal (focus/voice) derivations;
- (iv) able to take imperative markers.
2. Major verb classes in Kavalan

- (i) **dynamic verbs**, e.g. *qan* ‘to eat’, *bedung* ‘to break’, *pusenizas* ‘to roof’, *bassing* ‘to sneeze’
- (ii) **stative verbs**,
- (iii) **adverbial verbs**

Each of which can be further classified into several subcategories based on the shared semantic functions and morphosyntactic behavior.
2.2 Adverbial verbs: FREQUENCY

(4)

a. ngisaw-i{\textit{k}} a temunuR, mai ti kalingunan na.

\text{ngisaw-i}ka \\
\text{constantly-IMP.PV} \\
kalingun-an=na

\text{forget-PV=3SG.GEN}.

You need to exhort him repeatedly (so that) he won’t forget (it).

b. naRin mengisaw temamak tu buqes, qasukaw tu mata.

\text{naRin} \\
\text{me-ngisaw} \\
\text{AV-often} \\
qa-sukaw \\
IRR-bad

Do not dye hair too often; it will harm eyes.
2.2 Adverbial verbs: FREQUENCY

\[\text{(4)}\]

c. ngisawan su meqila, mai ti mipil aizipna.

\[
\begin{array}{cccccc}
\text{ngisaw-an=su} & \text{me-qila} & \text{mai=ti} & \text{m-ipil} & \text{aizipna} \\
\text{often-PV=2SG.GEN} & \text{AV-scold} & \text{NEG=INCHO} & \text{AV-listen} & \text{3SG.NOM} \\
\end{array}
\]

‘You scolded him too often; (that’s why) he does not listen to you.’
2.2 Adverbial verbs: SCOPE

(5) a. niz ika qeman, naRin izawan, qabangti ti.

niz-ika   q<em>an   naRin   izaw-an

all-IMP.PV    <AV>eat    NEG    be.left.over-PV

Qu-bangti-ti

IRR-go.stinky=INCHO

‘Eat (them) all; do not make any leftovers, or they will go stinky.’

b. meniz imi matiw manmu qaykasa saleppawan.

me-niz=imi   matiw   manmu   qay-kasa

AV-all=1EPL.NOM    AV.go    AV.help    pick-mung.bean

saleppawan

family

‘All our family went to help pick mung beans.’
2.2 Adverbial verbs: SCOPE

(5)

c. nizan su mala, qunian ti ta tuRuz ay?
   niz-an=su        m-ala,     qun-i-an=ti      ta    tuRuz=ay
   all-PV=2SG.GEN   AV-take    do.what-PV=INCHO  LOC   back=REL

   '(If) you took all (the dishes), what would the people that line behind you
do (eat)?
2.2 Adverbial verbs: MANNER

(6)

a. mengasan isu semaqay, qumni ita qaseq?
   me-ngasan=isu       s<em>aqay    qumni=ita    qaseq
   AV-slowly=2SG.NOM   <AV>walk     when=1IPL.NOM  arrive
   ‘You are walking so slowly; when will we arrive?’

b. ngasan-an ku pasaqay tu qitun ,mai ti isu menguda .
   ngasan-an=ku      pasaqay tu qitun
   slowly-PV=1SG.GEN  drive      OBL vehicle
   mai=ti=isu       me-nguda
   NEG=PERF=2SG.NOM  AV-motion.sickness
   ‘I will drive slowly (so that) you won’t feel carsick.’
2.2 Adverbial verbs: TIME

(7)

a. surap ka masuwa temawara taRbabi.

\text{surap-ka} \quad \text{masuwa} \quad \text{temawara} \quad \text{taRbabi}

early.in.morning-IMP \quad Av.wake.up \quad tomorrow \quad morning.

‘Get up early tomorrow morning.’

b. pasurap ika paqatiw sunis temaqsi.

\text{pa-suRap-ika} \quad \text{pa-qatiw sunis} \quad t<em>aqsi

cau-early.in.morning-IMP.PV \quad \text{cau-go} \quad child \quad <AV>study

‘Have the child go to school early in the morning.’

c. semurap iku matiw sa leppaw na.

\text{s<em>uRap=iku} \quad \text{matiw} \quad sa \quad \text{leppaw=na

<AV>early.in.morning=1SG.NOM \quad \text{AV.go} \quad \text{LOC} \quad \text{house=3SG.GEN}

‘I went to his home early in the morning.’
3. The characteristics of the stative verbs in Kavalan

(8)

a. qaytalun iku matiw qawka suppaRan ku aizipna.

qaytalun=iku  matiw  qawka  suppaR-an=ku  aizipna
AV.third.time=1SG.NOM  AV.go  then  know-PV=1SG.GEN  3SG.NOM

I did not know him until I went there for the third time.

b. mezukat ita pasani, qasukaw senaqay ta, suppaR tiRus paqsuppaR timaitan.

me-zukat=ita  pasa-ni  qa-sukaw
AV-go.out=1PL.NOM toward-where  IRR-be.bad
senaqay=ta  pa-q-suppaR  tiRus  timaitan
luck=1PL.GEN  CAU-STAT-know  divine.bird  1PL.LOC

No matter where we are going, the divine bird will appear to tell us if something bad is going to happen to us.
3. Subclasses of stative verbs in Kavalan

not a homogeneous type

Four subclasses:

3.1 Verbs of Bodily Sensation (sensation verbs)

3.2 Adjectival Verbs

3.3 Cognition Verbs

3.4 Emotion Verbs
3.1 Verbs of Bodily Sensation
(sensation verbs)

(9)

a. sessen iku, siqudusan ku qudus su.

\[\text{seessen} = \text{iku} \quad \text{si-qudus-an} = \text{ku} \quad \text{qudus} = \text{su}\]
\[\text{AV.cold} = \text{1SG.NOM} \quad \text{wear-clothes-PV} = \text{1SG.GEN} \quad \text{clothes} = \text{2SG.GEN}\]

‘I was cold; (therefore) I put on your clothes.’

b. sebi ti sunis su, pasisu ika ta!

\[\text{sebi} = \text{ti} \quad \text{sunis} = \text{su} \quad \text{pa-sisu-ika} \quad \text{ta}\]
\[\text{AV.hungry} = \text{INCHO} \quad \text{child} = \text{2SG.GEN} \quad \text{CAU-breast.feed-IMP.PV} \quad \text{PART}\]

‘Your child is hungry; breast feed him.’
3.1 Sensation Verbs

- (10) The argument configuration of Sensation Verbs:

\[ V\text{-}an(PV) + \text{NOM}_{\text{Experiencer} } + \text{OBL}_{\text{Stimuli}} \]
PV -an clauses in Kavalan (11)

a. qadded
qadded-an na qaga=ku
sit-PV GEN brother=1SG.GEN
ma-metmet=ti
MA-crush=PERF

b. mamamaqan aiku tu sezang zau.
mamamaq-an aiku tu sezang zau
hot-PV 1SG.NOM OBL sun this

‘My biscuits were sat by my brother and (therefore) got crushed.’

‘It is so scorching hot that I am getting a heatstroke.’

-an clauses of other verbs
-an clauses of body sensation verbs

EXPERIENCER
EXTERNAL FORCE/OBLIQUE
EXTERNAL FORCE/GENITIVE
PATIENT
Sensation Verbs

(12)

(a) mangtenan iku tu qudus zau.

mangten-an=iku  tu qudus  zau

tight-PV=1SG.NOM  OBL clothes this

'The clothes are so tight (that I can’t stand them anymore).'

(b) qaRiman iku qeman tu mulu zau.

qaRim-an=iku  q<em>an  tu mulu  zau

sour-PV=1SG.NOM  <AV>eat  OBL tangerine this

'This tangerine is so sour that I can hardly stand eating it.'
Sensation Verbs

(13)

(c) bangtuan iku tu mangiR su, banaw ka tu zapan su.

bangtu-an=iku  tu  mangiR=su
smelly-PV=1SG.NOM  OBL  athlete’s foot=2SG.GEN
banaw-ka    tu    zapan=su
wash-IMP.AV   OBL  foot=2SG.GEN

‘Your feet are so smelly that I cannot stand the smell anymore. Please wash your feet.’

d. dangtesan aizipna tu baut zau, taqan na ti qan.

dangtes-an  aizipna  tu  baut  zau
fish.like.smell-PV  3SG.NOM  OBL  fish  this

‘This fish is so smelly that he is unwilling to eat it.’
3.2 Adjectival Verbs

(14)

a. missi niqudu na tina ku tu babuy.

\[\text{m-issi} \quad \text{ni-qudu} \quad \text{na} \quad \text{tina}=\text{ku} \quad \text{tu} \quad \text{babuy},\]

\[\text{AV-fat} \quad \text{NI-raise} \quad \text{GEN} \quad \text{mother}=\text{1SG.GEN} \quad \text{OBL} \quad \text{pig}.\]

‘The pigs that my mother raises are fat.’

b. mebakes izar na qaqka ku.

\[\text{me-bakes} \quad \text{izar} \quad \text{na} \quad \text{qaqka}=\text{ku},\]

\[\text{AV-strong} \quad \text{body} \quad \text{GEN} \quad \text{brother}=\text{1SG.GEN}.\]

‘My brother is strong and sturdy. (lit.: My brother’s body is strong.’
The morphosyntactic characteristic of adjectival verbs in Kavalan

وية

The superlative prefix *sa-*

(15)

\[
\begin{align*}
\text{a. } \text{saqiwat ay aimi nansasuani wama aizipna.} \\
\text{sa-qiwat=ay} & \quad \text{aimi} & \quad \text{nansasuani} & \quad \text{wama} & \quad \text{aizipna} \\
\text{SUPERL-thin=REL} & \quad 1\text{EPL.NOM siblings} & \quad \text{only} & \quad 3\text{SG.NOM} \\
\text{‘Of all the siblings among us, he is the thinnest.’}
\end{align*}
\]

\[
\begin{align*}
\text{b. } \text{sabakes ay lazat tazian wama aizipna.} \\
\text{sa-bakes=ay} & \quad \text{lazat} & \quad \text{tazian} & \quad \text{wama} & \quad \text{aizipna} \\
\text{SUPERL-strong=REL} & \quad \text{person} & \quad \text{here} & \quad \text{only} & \quad 3\text{SG.NOM} \\
\text{‘Of all the person here, he is the strongest one.’}
\end{align*}
\]
3.3 Cognition Verbs

Verbs denoting such cognitive processing as the formation of thinking or mental activities of memory retrieving.

(16) The argument structure of Cognition Verbs:

(i) $AV-V + NOM_{cognizer} + tu$ clause
(ii) $V-an (PV) + GEN_{cognizer} + tu$ clause
a. suppaRan ku [aisu sammaymaynep].
   suppaR-an=ku aisu sam-may~may~nep.
   know-PV=1SG.GEN 2SG.NOM SAM-AV.sleep~RED~sleep.
   I knew you were pretending sleeping.

b. Raynguan ku [taniat pudamsu].
   Rayngu-an=ku taniat pu-damsu.
   not.know-PV=1SG.GEN where pay-tax.
   I don’t know where (I can) pay taxes.

c. sazmaken aizipna [mala tu kelisiw su].
   sazmaken aizipna m-ala tu kelisiw=su.
   admit 3SG.NOM AV-take OBL money=2SG.GEN.
   He admitted that he had taken your money.
3.4 Emotion Verbs

Lexical items that describe a person’s mental states or feelings, such as *melizaq* ‘be.happy’, *qumnut* ‘be.angry’, *meRetut* ‘be.scared’, and *maytis* ‘be.afraid.of’.

(18) The morphosyntactic characteristic of Verbs of Emotion:

- \[ V + \text{NP}_{\text{experiencer}} + \text{NP}_{\text{stimuli}} \]
- \[ V + \text{NP}_{\text{experiencer}} + \text{Clause}_{\text{stimuli}} \]
3.4 Emotion Verbs

(19)

a. *maytis iku Raytunguzan na wasu.*
   
   *maytis=iku* Raytunguz-an *na wasu.*
   
   **AV.fear=1SG.NOM** bark-PV **GEN dog.**
   
   I am afraid of dog’s barking (at me).

b. *mai iku sikawma tu naquni, manna qumnut isu timaikuan?*
   
   *mai=iku* sikawma *tu naquni.*
   
   **NEG=1SG.NOM** **AV.say** **OBL** what.
   
   *manna q<um>nut=isu* timaikuan.
   
   *why <AV>be.angry=2SG.NOM 1SG.LOC.*
   
   ‘I didn’t say anything; why were you angry at me?’
Nominalization forms

(20)

a. **emotion verbs:**

$qena-\ldots(-an); qa-\ldots(-an)$:

→ the stimuli that arouse some certain emotional state in the experiencer

b. **other verbs:**

$qena-\ldots(-an)$:

→ something that has been V-ed
Nominalization of Emotion Verbs

(21)

a. aizipna qenaqenut an ku ay lazat masang.
   qena-qenut-an=ku=ay lazat masang
   3SG.NOM QENA-angry-NMZL=1SG.GEN=REL people before
   'He is the person that used to make me angry.'

b. qalizaqan na Raqit ti siyang.
   qa-lizaq-an na Raqit ti-siyang
   QA-like-NMZL GEN all.people NCM-PN
   'The one that everyone likes is Siyang.'
Nominalization of other verbs

(22)

a. qenametmet na kikay beRas zau.

\textbf{qena-metmet} \hspace{1cm} \text{na} \hspace{1cm} \text{Kikay} \hspace{1cm} \text{beRas} \hspace{1cm} \text{zau}.

\textbf{QENA-crush} \hspace{1cm} \text{GEN} \hspace{1cm} \text{machine} \hspace{1cm} \text{rice} \hspace{1cm} \text{this}.

‘This is the rice crushed by machine (not by hand).’

b. qenapakil na bai ku masang zau.

\textbf{qena-pakil} \hspace{1cm} \text{na} \hspace{1cm} \text{bai=ku} \hspace{1cm} \text{masang} \hspace{1cm} \text{zau}.

\textbf{QENA-wear} \hspace{1cm} \text{GEN} \hspace{1cm} \text{grandma=1SG.GNE} \hspace{1cm} \text{before} \hspace{1cm} \text{this}.

‘These are earrings that my grandma wore before.’
Morphosyntactic characteristics of the four subclasses of stative verbs in Kavalan

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Subclass</th>
<th>Sensation</th>
<th>adjectival</th>
<th>cognition</th>
<th>emotion</th>
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<tr>
<td>No genitive marked NP in –an clauses</td>
<td></td>
<td>V</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Can be attached with sa- superlative prefix</td>
<td></td>
<td>V</td>
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<tr>
<td>Can take clausal complements</td>
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<td>X</td>
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<tr>
<td>With qena-...(–an) nominals denoting stimuli</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>V</td>
</tr>
</tbody>
</table>
4. Conclusions

1. This study has shown that in Kavalan stative verbs are not of one homogeneous type.

2. Verb classification is a device that helps capture morphosyntactic patterns of a set of shared verbs.

3. Like noun classification, verb classification is a means to revealing human’s categorization of actions, events and states.
Questions or comments??