

Laura Arnold

Linguistics and English Language Postgraduate Conference The University of Edinburgh

4 June 2015

Verbal subject marking in Ambel

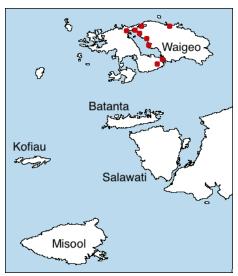
1. Introduction

- 2. Subject marking in Ambel: The basics
- 3. Accounting for apparent irregularities
- 4. Verb classes
- 5. Conclusion

Introduction •0000

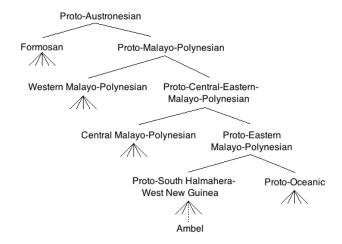


Ambel: Language background



Introduction

Ambel: Language background



See Kamholz (2014) for subgrouping of SHWNG languages

Ambel: Typological background

- SVO constituent order
- ▶ Largely analytic

Introduction 00000

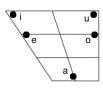
- ► Head marking: possessive morphology, subject marking on verb
- Clause-final negation and aspect markers

Ambel: Phonology

Consonants:

► Vowels:

	bilabial	alveolar	velar
stops	p b	t d	k g
fricatives	f	s	
nasals	m	n	
liquids		l r	
semivowels		у	w



- ► Lexical tone: Two-way underlying contrast (Arnold 2015)
- ► Syllable structure:
 - ► Most frequent: CV(C)
 - ► Maximal: CyVyC, CwVwC

Verbal subject marking in Ambel

- 1. Introduction
- 2. Subject marking in Ambel: The basics
- 3. Accounting for apparent irregularities
- 4. Verb classes
- 5. Conclusion

- ► All verbs in Ambel are obligatorily marked with the person, number, and animacy of the syntactic subject:
 - (1) (ine) y-abí y-áp be ya-síri (1sg) 1sg-want 1sg-paddle to 1sg-fish 'I want to go fishing.'
 - (2) (isne) **t**-abí **t**-áp be **ta**-síri (1PL.I) 1PL.I-want 1PL.I-paddle to 1PL.I-fish 'We want to go fishing.'

- ► Unlike nearby related languages (e.g. Taba, Bowden 2001), the form of the marking is straightforwardly nominative-accusative:
 - ► The form of subject marking is the same whatever the semantic role of the syntactic subject

Agent	Agent-like S	Patient-like S
na-kapíl dún	na -katón	na-mdól
3sg.an-grill fish	3sg.an-sit	3sg.an-fall
'S/he grills fish.'	'S/he sits.'	'S/he falls.'

, o

- ► As with possessive morphology (see Arnold 2014), subject marking in Ambel is particularly rich:
 - ► Four-way number distinction (singular, dual, paucal, plural)
 - ► Inclusive/exclusive distinction in the first person
 - Animate/inanimate distinction in the third person (singular vs. non-singular)
- ► The data presented today will focus on forms with singular animate subjects.

Subject marking in Ambel

► For most native verbs, the form of the subject marking is predictable from the phonological shape of the root:

Ro	ОТ	1sg	2sg	3sg.an
V-initial	/-ánum/	y -ánum	ny -ánum	n -ánum
	'drink'	'I drink'	'You drink'	'S/he drinks'
C-initial	/-tápe/	ya -tápe	nya -tápe	na -tápe
	'stab'	'I stab'	'You stab'	'S/he stabs'

► Loan words always take C-initial prefixation, even if the root is V-initial:

e.g. ya-istirahat 1sG-rest 'I rest' < PM istirahat 'rest'

► This is taken as evidence that the subject marking pattern 1sg ya-, 2sg nya-, 3sg.An na- is productive in Ambel.

- ► There are some C-initial verbal roots that do not follow the regular pattern of prefixation:
 - At first glance, when these verbs are marked for a 1sc or 2sc subject, they appear to undergo a process of irregular stem alternation
 - Forms marked for a 2sg or 3sg.AN subject are sometimes prenasalised

Rоот		1sg	2sg	3sg.an
t-initial	/-tú/	[t∫ú]	[(n)t∫ú]	[(n)tú]
	'wash'	*[ya-tú]	*[nya-tú]	*[na-tú]
d-initial	/-dow/	[d3ow]	[(n)d3ow]	[(n)dow]
	'push'	*[ya-dow]	*[nya-dow]	*[na-dow]
<i>b</i> -initial	/-bun/	[d3un]	$[(n)d\Im un]$	[(m)bun]
	'hit, kill'	*[ya-bun]	*[nya-bun]	*[na-bun]
<i>I</i> -initial	/-lá/	[ɬá]	[(n)łá]	[(n)lá]
	'swim'	*[ya-lá]	*[nya-lá]	*[na-lá]
<i>m</i> -initial	/-mát/	[myát]	[myát]	[mát]
	'die'	*[ya-mát]	*[nya-mát]	*[na-mát]

Exceptions 2: Apparent stem alternation

- ► In the remainder of this presentation, I will argue that these apparently irregular surface forms are in fact regularly derived
- ► The surface forms of these verbs are entirely predictable from the phonological shape of the root, if we:
 - 1. Posit <y>-infixation in the 1sg and 2sg, and /n/-prefixation in the 2sg and 3sg.an
 - 2. Make reference to a small number of other regular phonotactic restrictions and phonological processes found elsewhere in Ambel, and allomorphy

Verbal subject marking in Ambel

- 1. Introduction
- 2. Subject marking in Ambel: The basics
- 3. Accounting for apparent irregularities
- 4. Verb classes
- Conclusion

Root		1sg	2sg	3sg.an
t-initial	/-tú/ 'wash'	[t∫ú]	[(n)t∫ú]	[(n)tú]
d-initial	/-dow/ 'push'	[dʒow]	[(n)d3ow]	[(n)dow]
<i>b</i> -initial	/-bun/ 'hit, kill'	[dʒun]	[(n)dʒun]	[(m)bun]
<i>I</i> -initial	/-lá/ 'swim'	[<mark>ł</mark> á]	[(n) <mark>ł</mark> á]	[(n)lá]
m-initial	/-mát/ 'die'	[myát]	[myát]	[mát]

- ► Reasons to posit <*y*>-infixation for all these verbs:
 - ► Clear-cut case of <*y*>-infixation for *m*-initial verbs
 - Some closely related languages spoken on Raja Ampat have
 -infixation in the 1sG and 2sG when the verbal root is C-initial:

	Root	1sg	2sG	Reference
Ma'ya	-ba ¹² s	b< y >a ¹² s	m-b <y></y> a ¹² s	van der Leeden (n.d.)
	ʻlift'			

► t- and d-initial verbs:

► [tʃ] and [dʒ] come from underlying sequences of /t+y/ and /d+y/ respectively:

e.g.
$$t$$
-initial / t ψ / \rightarrow [t] ψ]
<1sG>wash 'I wash'

 d -initial / d ϕ / \rightarrow [d 3 ϕ 0]
<1sG>push 'I push'

► t- and d-initial verbs:

- There is independent evidence to suggest that [t∫] and [dʒ] segments found in monomorphemic words in Ambel are also realisations of sequences of /ty/ and /dy/:
 - The distribution of [tʃ] and [dʒ] within the syllable: [tʃ] and [dʒ] only occur in syllable onsets (thus preserving maximal CyVyC structure)
 - The distribution of Cy onsets across the phonological inventory:
 If [tʃ] and [dʒ] were realisations of separate phonemes /tʃ/ and /dʒ/,
 we would expect to see [ty] and [dy] alongside [tʃ] and [dʒ]

► b-initial verbs:

► [dʒ] comes from an underlying sequence of /b+y/:

e.g.
$$/b < y > un/ \rightarrow [d3un]$$

 $< 1sG > hit$ 'I hit'

► There is no independent evidence to suggest that underlying $/by/ \rightarrow [d_3]$ in monomorphemic words:

e.g. /byáw/
$$\rightarrow$$
 [byáw] 'blue'

► *I*-initial verbs:

▶ [4] comes from an underlying sequence of /l+y/:

e.g.
$$/I < y > \acute{a}/$$
 \rightarrow [$\mathring{4}\acute{a}$] $< 1sG > swim$ 'I swim'

► The segment [4] is not attested in monomorphemic words

▶ m-initial verbs:

► [my] comes from an underlying sequence of /m+y/:

e.g.
$$/m < y > \acute{a}t/ \rightarrow [my\acute{a}t]$$

 $< 1sc> die$ 'I die'

► Sequences of [my] are not attested elsewhere in the corpus

Ro	от	1sg	2sg	3sg.an
t-initial	/-tú/ 'wash'	[t∫ú] /t <y>ú/</y>	[(n)t∫ú]	[(n)tú]
d-initial	/-dow/ 'push'	[dʒow] /d <y>ow/</y>	[(n)d3ow]	[(n)dow]
<i>b</i> -initial	/-bun/ 'hit, kill'	[dʒun] /b <y>un/</y>	[(n)dʒun]	[(m)bun]
<i>l</i> -initial	/-lá/ 'swim'	[łá] /l <y>á/</y>	[(n)łá]	[(n)lá]
<i>m</i> -initial	/-mát/ 'die'	[myát] /m <y>át/</y>	[myát]	[mát]

Nasal prefixation in 2sg and 3sg.AN

Ro	ОТ	1sg	2sg	3sg.an
t-initial	/-tú/ 'wash'	[t∫ú] /t <y>ú/</y>	[(n)t∫ú]	[(n)tu]
d-initial	/-dow/ 'push'	[dʒow] /d <y>ow/</y>	[(n)d3ow]	[(n)dow]
<i>b</i> -initial	/-bun/ 'hit, kill'	[dʒun] /b <y>un/</y>	[(n)dʒun]	[(m)bun]
<i>I</i> -initial	/-lá/ 'swim'	[{á] /I <y>á/</y>	[(n)łá]	[(n)lá]
m-initial	/-mát/ 'die'	[myát] /m <y>át/</y>	[myát]	[mát]

Nasal prefixation in 2sg and 3sg.AN

- ► Whether the nasal segments are realised depends on the phonotactic context:
 - Recall the maximal syllable structure is CyVyC or CwVwC
 - ► The nasal segment only fully manifests if preceded by an open syllable:

		No preceding o	pen syl	Preceding open syl
e.g.	t-initial	[tú] [ⁿ tú]	*[ntú]	[láw.ra n .tú]
	/-tú/ 'wash'	'he/she washes'		'Laura washes'
	b-initial /-bun/ 'hit'	[bun] [mbun] 'he/she hits'	*[mbun]	[láw.ra m .bun] 'Laura hits'

- ► The form of the nasal depends on the stem to which it attaches:
 - ▶ When preceding a labial segment, $/n-/ \rightarrow [m]$:

e.g. /láwra n-bun/ \rightarrow [láw.ram.bun] Laura 3sc.AN-hit 'Laura hits'

▶ When preceding a nasal segment, $/n-/ \rightarrow [\emptyset]$:

e.g. /láwra n-mát/ \rightarrow [láw.ra.mát] Laura 3sg.AN-die 'Laura dies'

► Elsewhere, $/n-/ \rightarrow [n]$:

e.g. /láwra n-lá/ \rightarrow [láw.ran.lá] Laura 3sg.AN-swim 'Laura swims'

Nasal prefixation in 2sg and 3sg.AN

- ► The form of the nasal depends on the root to which it attaches:
 - ▶ Place assimilation of nasal consonants is found elsewhere in Ambel e.g. 3sg.INAN adjective subject marking:

```
/aN-/ \rightarrow [am-] / \underline{\qquad} [+obstruent, +labial]
              e.g. [am-byáw] 'It is blue'
               [an-] / ____ [+obstruent, +alveolar]
               e.g. [an-tádʒu] 'It hurts'
               [aŋ-]
                                     [+obstruent, +velar],
        \rightarrow
                                      [+glottal], [+liquid]
                       [an-héy]
                                     'It is good'
              e.g.
               [a-]
                                     [+nasal]
                       [a-matém] 'It is black'
               e.g.
```

Nasal prefixation in 2sg and 3sg.AN

Rоот		1sg	2sg	3sg.an
t-initial	/-tú/	[t∫ú]	[(n)t∫ú]	[(n)tú]
	'wash'	/t <y>ú/</y>	/n-t <y>ú/</y>	/n-tú/
d-initial	/-dow/	[d3ow]	[(n)d3ow]	[(n)dow]
	'push'	/d <y>ow/</y>	/n-d <y>ow/</y>	/n-dow/
<i>b</i> -initial	/-bun/	[dʒun]	[(n)dʒun]	[(m)bun]
	'hit, kill'	/b <y>un/</y>	/n-b <y>un/</y>	/n-bun/
<i>l</i> -initial	/-la/	[{a]	[(n){a]	[(n)la]
	'swim'	/I <y>á/</y>	/n-l <y>á/</y>	/n-lá/
m-initial	/-mát/	[myát]	[myát]	[mát]
	'die'	/m <y>át/</y>	/n-m <y>át/</y>	/n-mát/

Verbal subject marking in Ambel

- 1. Introduction
- 2. Subject marking in Ambel: The basics
- 3. Accounting for apparent irregularities
- 4. Verb classes
- 5. Conclusion

► Three patterns of prefixation looked at so far:

- 1. 1sc /ya-/, 2sc /nya-/, 3sc.an /na-/
 The regular, productive paradigm of subject marking in Ambel.
 Used with most C-initial native roots, and all loan verbs
- 2. 1sg /y-/, 2sg /ny-/, 3sg.an /n-/ Used with all native V-initial roots
- 3. 1sg /<y>/, 2sg /n-<y>/, 3sg.an /n-/ Used with some C-initial verbs
- ► The form of subject marking is partly predictable based on the phonological shape of the root, but it is not wholly predictable:
 - ► All verbs following pattern (2) are V-initial BUT not all V-initial verbs follow pattern (2)
 - All verbs following pattern (3) are C-initial BUT not all C-initial verbs follow pattern (3)

Verb Classes

- ▶ This motivates an analysis of Ambel in which the form of verbal subject marking is partly phonologically determined, and partly lexically determined:
 - ► Class I: 1sg /ya-/, 2sg /nya-/, 3sg.AN /na-/ The regular, productive paradigm of subject marking in Ambel. Used with most C-initial native roots, and all loan verbs
 - ► Class II: 1sg /y-/, 2sg /ny-/, 3sg.an /n-/ Used with all native V-initial roots
 - ► Class III: 1sg /<y>/, 2sg /n-<y>/, 3sg.an /n-/ Used with some C-initial verbs

Verbal subject marking in Ambel

- 1. Introduction
- 2. Subject marking in Ambel: The basics
- 3. Accounting for apparent irregularities
- 4. Verb classes
- 5. Conclusion

Conclusion

- ► Apparently irregular verbs in Ambel are in fact regularly derived. Observed surface forms are due to:
 - <y>-infixation in 1sg and 2sg
 - ► Nasal prefixation in 2sc and 3sc.AN
 - ► A small number of other phonotactic restrictions, regular phonological processes, and some allomorphy
- ▶ What form the subject marking takes is not wholly predictable from the shape of the root
 - ► This motivates an analysis which distinguishes three lexically-specified verb classes in Ambel

References

- ARNOLD, LAURA, 2014. Possessive constructions in Ambel: An areal and historical perspective. Presentation given at the LEL Postgraduate Conference, the University of Edinburgh.
- -, 2015. Lexical tone in Ambel. Presentation given at the P-Workshop (the Phonetics/Phonology Workshop), the University of Edinburgh, 14 May. Materials available at: https://www.academia.edu/12382220/Lexical tone in Ambel.
- BOWDEN, JOHN, 2001. Taba: Description of a South Halmahera language. 521, Canberra: Pacific Linguistics.
- KAMHOLZ, DAVID, 2014. Austronesians in Papua: Diversification and change in South Halmahera-West New Guinea. Ph.D. thesis, University of California, Berkeley.
- VAN DER LEEDEN, A. C., n.d. Ma'ya dictionary, morphology, and syntax: Morphology 1-5. Unfinished ms.

With thanks to...



- All the Ambel people I have met and worked with so far, for their hospitality, patience, and enthusiasm. Special thanks are due to Wolter Gaman, Alfred Gaman, Darius Wakaf, and my teachers, Martinus Wakaf and Korneles Fiay;
- ► All the staff at the Center for Endangered Languages Documentation at the Universitas Negeri Papua, Manokwari;
- Bert Remijsen and David Kamholz for discussions relating to this presentation;
- The Arts and Humanities Research Council, the British Academy, the University of Edinburgh, and the Hans Rausing Endangered Languages Documentation Project for their generous financial support.