

Questionnaire for connectives

LiSU team

Follow-up questionnaire Q2

Language: Kiitharaka

Date: 8 March 2024

Inventory of connectives elicited in Q1

Context	Coordinator(s) elicited
A1 Conjunctive, no contrast	na
A2 Conjunctive, contrast	îndî
A3 Conjunctive, contrast, negated conjunct	îndî
B1 Disjunctive, with speaker knowledge	kana gatî ka ... na.. wa-o [lit.: between ... and ... one of them]
B2-1.1 Disjunctive w/o speaker knowledge, statement, exclusive/unspecified	kana [contains a modal expression]
B2-1.2 Disjunctive w/o speaker knowledge, statement, inclusive	kana
B2-2 Disjunctive w/o speaker knowledge, question	kana
C1 both clauses false	ti ... na ti [ti = negation]
C2 free choice	kana
C3 negation	Same as in C1

A. Conjunctive connectors:

A1. Connector elicited in the no contrast context

1) *Context (stative, conjunctive, no contrast)*: Susie works as a doctor in a hospital. In her spare time, she gives classes at the local college. You tell your friend about Susie:

(juxtaposition)

Susie i ndagitaarî, i mwarimû
Susie ni n-dagitaarî ni mû-arimû
Susie foc 9-doctor foc 1-teacher

Comment: needs “na”, without it, it sounds like you are correcting yourself

1a) *Context (disjunctive, with speaker knowledge)*:

You and your friend are playing a game guessing what Susie’s job is. Your friend has no clue, and she asks you for a hint. You know that Susie is a doctor, and that she doesn’t have any other profession. This is your hint:

Susie i ndagitaarî **na** i mwarimû

1b) *Context (disjunctive, without speaker knowledge)*:

Your friend asks you what Susie’s job is. As far as you know, Susie might be a doctor. You’re not sure though, it’s also possible that she’s a teacher. You say to your friend:

Susie i ndagitaarî **na** i mwarimû

Comment: ‘na’ is not appropriate, corrected to:

Susie i ndagitaarî **na** n’wa wîgue i mwarimû

Comment: this would mean that she could be both
(n’wa wîgue ~ possibility)

1c) *Context (disjunctive, without speaker knowledge, inclusive):*

Your friend asks you what Susie's job is. You're not sure. As far as you know, she might be a doctor now, she might be a teacher, she might also be both. You say to your friend:

Susie i ndagitaarî **na** i mwarimû

corrected to:

Susie *n'wa wîgue* i ndagitaarî **kana** i mwarimû

"Susie might be a doctor or a teacher."

1d) *Context (both clauses false):*

Your friend asks you what Susie's job is, but you don't know. However, you know for sure that Susie is not a doctor and that Susie is not a teacher, so you tell your friend:

Susie i ndagitaarî **na** i mwarimû

corrected to:

Susie **ti** ndagitaarî **na ti** mwarimû

2) *Context (conjunctive, eventive):* Paul needs to do some ironing, but he finds it boring, so he turns on the TV to watch his favourite program while he irons.

(juxtaposition)

Paul	arîona	TV,	akîbaacaga	nguo
Paul	a-rî-on-a	TV	a-kî-baac-ag-a	n-guo
1.Paul	1.sm-pres-see-fv	TV	1.sm-pres.stat?-iron-hab-fv	10-clothes

Comment: that's fine

(possibly skip if stative and eventive examples elicited the same coordinator) – can be skipped in Kiitharaka:

2a) Context (disjunctive, with speaker knowledge):

Paul's mother told him to iron his shirts, but Paul is not doing that. Instead, he is watching TV. Paul's sister knows that Paul is watching TV, and when their mother asks her what Paul is doing, she is in a difficult situation. She doesn't want to lie but she also doesn't want to snitch on Paul, so she says that he is doing one of those two things:

2b) Context (disjunctive, without speaker knowledge):

Paul needs to iron his shirts, but he would much rather watch his favourite TV programme. Paul's sister knows that he is definitely doing one of these things, but she doesn't know which of the two things Paul decided to do. So when her mother asks her what Paul is doing, Paul's sister says:

2c) Context (disjunctive, without speaker knowledge, inclusive):

Paul needs to iron his shirts, but he would much rather watch his favourite TV programme. Paul's sister knows that he is doing one of these things, but he might also be doing both, as Paul is very good at multitasking. So when her mother asks her what Paul is doing, Paul's sister says:

2d) Context (both clauses are false):

Paul needs to iron his shirts, but he would much rather watch his favourite TV programme. Paul's mother asks his sister which of these things Paul is doing, but the sister knows that Paul is not ironing and he is not watching TV. She actually saw Paul sleeping on the sofa! Paul's sister says:

A2. Connector elicited in the contrast context:

3) *Context (stative)*: You live in a place where doctors are wealthy. Susie works as a doctor. She mainly treats patients who cannot pay for their treatment, so Susie earns much less money than other doctors do. You tell your friend about Susie:

(juxtaposition)

Susie i ndagitaarî, timûtoongu
Susie ni n-dagitaarî ti-mû-toong-û
1.Susie foc 9-doctor neg-1sm-rich-fv.stat?

3a) Context (disjunctive, with speaker knowledge):

You live in a place where doctors as well as people who don't have much money get discounts on public trains. Your friend asks you why Susie paid so little for her last train ride. You know that Susie is not a doctor and that Susie is very poor, but she doesn't want people to know that. Since you don't want to embarrass Susie and you also don't want to lie, you mention two possible reasons for Susie's discount:

Susie i ndagitaarî, **îndî** timûtoongu

3b) Context (disjunctive, without speaker knowledge):

You live in a place where doctors get paid very well and are highly appreciated, and where poor people get a lot of support. For example, doctors as well as people who don't have much money get discounts on public trains. Your friend asks you why Susie paid so little on her last train ride. You don't know anything about Susie, but you can think of two possible reasons:

Susie i ndagitaarî, **îndî** timûtoongu

3c) Context (disjunctive, without speaker knowledge, inclusive):

You live in a place where some doctors earn very little money and accumulate a lot of debt to finish their studies. So doctors sometimes struggle financially, but they are highly appreciated. Therefore, all doctors get discounts on public trains no matter how much money they have. Besides, all poor people get discounts on trains as well. Your friend asks you why Susie paid so little on her last train ride. You don't know much about Susie, but you can imagine that Susie might be a doctor, she might be poor, she might also be both. You say to your friend:

Susie i ndagitaarî, **îndî** timûtoongu

3d) Context (both false):

You live in a place where all doctors get paid very well and are highly appreciated, and where poor people get a lot of support. In fact, doctors as well as people who don't have much money get discounts on public trains. Your friend asks whether Susie will get a discount. You know that Susie doesn't meet either condition for a discount, so you say:

Susie i ndagitaarî, **îndî** timûtoongu

Context (eventive): Jen bought a big ice cream cone. Instead of eating it herself though, she gave it to a sad-looking stranger who was sitting by himself on a bench.

(juxtaposition)

Jen n'agûrire nderemende, agûrîre muntû ataiyî.
 Jen ni-a-gûr-ire n-deremende a-gûr-îr-ire mu-ntû a-ta-iyî
 Jen foc-1sm-buy-pfv 9-sweets 1sm-buy-appl-pfv 1-person 1sm-neg-know

Comment: would be ok as 2 sentences

A3. Connector elicited in the contrast - negated conjunct context:

Context: Paul told his grandmother that he works in a hospital and now his grandma tells everyone that Paul is a doctor. But this is not true, Paul actually works at the reception!

(juxtaposition)

Paul ti ndagîtaârî, i karani
 Paul ti n-dagitaârî ni karani
 1.Paul neg 9-dagitaârî foc clerk

Comment: that's fine

Context: Jen was planning to buy herself some ice cream after work, but the store was all out of ice cream! So Jen decided to buy some chocolate instead.

(juxtaposition)

Jen atiragûra nderemende agûrire chokorîti
 Jen a-ti-a-gûr-a n-deremende a-gûr-ire chokorîti
 1.Jen 1sm-neg-past-buy-fv 9-sweets 1sm-buy-pfv chocolate

Comment: that's perfect

B. Disjunctive coordinators:

B1. Connector elicited in the disjunctive context with speaker knowledge about which clause is true:

8) Context: You and your friend are playing a game guessing the jobs of Paul and John. She can't think of the answer, and she asks you for a hint. You know that Paul is a doctor, and that John used to be a doctor but is not anymore. So you say:

(juxtaposition)

Paurû i ndagitarî, Njoni i ndagitarî

? Paurû i ndagitarî **kana** Njoni i ndagitarî

Comment: this could be correct depending on how we play the game
Corrected to:

Ndagitaarî i Paûrû **kana** Njoni.

8a) Context (conjunctive, no contrast):

Your friends Paul and John both work as doctors in a hospital. Your sister asks you what Paul and John do for a living. You say:

Gatî ga Paurû na Njoni, ûmwe wao i ndagitarî
Gatî ka Paûrû na Njoni, û-mwe wa-o ni n-dagitarî
Between of Paul and John, 1-one conn-them cop 9-doctor

Paurû i ndagitarî **kana** Njoni i ndagitarî

Comment: in the context it should be inclusive, not exclusive

8b) Context (conjunctive, contrast):

Paul and John are brothers but they used to have very different interests when they were young. Paul was good at science and interested in medicine. John loved art and wrote poems. You are surprised when I tell you that they actually chose the same profession:

Gatî ga Paurû **na** Njoni, ûmwe **wao** i ndagitarî

Paurû i ndagitarî **kana** Njoni i ndagitarî

8c) *Context (disjunctive, without speaker knowledge):*

Your sister asks you what Paul and John do for a living. You know one of them is a doctor but you don't know which one. You say:

Gatî ga Paurû **na** Njoni, ûmwe **wao** i ndagitarî

Comment: very good

? Paurû i ndagitarî **kana** Njoni i ndagitarî

Comment: not ungrammatical, but sounds a bit repetitive

Corrected version:

Paurû **kana** Njoni i ndagitarî

8d) *Context (disjunctive, without speaker knowledge, inclusive):*

Your sister asks you what Paul and John do for a living. You know at least one of them is a doctor. You can't quite remember though, maybe John is a doctor, maybe Paul is a doctor, maybe both of them are doctors. You say:

Gatî ga Paurû **na** Njoni, ûmwe **wao** i ndagitarî

Comment: when I say this, I'm sure it's not both of them

Paurû i ndagitarî **kana** Njoni i ndagitarî

Paurû **kana** Njoni i ndagitarî

corrected to:

N'wa wîgue Njoni **kana** Paûrû i ndagîtaarî

MOD

additional example, adapted from Q1:

11) Context: Your friend asks you what John's job is. You're not sure: he might be a doctor, he might be a writer, he might also be both. You say:

Njoni *n'wa wigue* i ndagitarî **kana** Njoni *n'wa wigue* i mwandîki

Comment: that's good

8e) *Context (both false):*

Paul and John are brothers, and their parents always wished that they would become doctors. Now Paul is a writer and John is a linguist. Their mother says, with disappointment in her voice:

Gatî ga Paurû na Njoni, ûmwe wao i ndagitarî

Paurû i ndagitarî **kana** Njoni i ndagitarî

B2. Connector elicited in the disjunctive context without speaker knowledge about which clause is true

B2-1-1. Within a statement (exclusive/unspecified)

Context: You have lost your phone. You remember it at your work office desk before cycling home. You tell your friend:

N'wa wigue ntigire thimû ûbiciini **kana** nteere njîraani
Ni-wa wigue ni-tig-ire thimû û-bicii-ni kana ni-te-ire n-jiraa-ni
Foc-? be 1sg.sm-leave-pfv phone 14-office-loc or 1sg.sm-leave-pfv 9-path-loc

Comment: that's good

Ntigire thimû ûbiciini **kana** nteere njîraani

Translation (volunteered): "I left the phone in the office or lost it on the way"

Comment: sounds like you are certain that you left it in the office

(juxtaposition)

N'wa wigue ntigire thimû ûbiciini nteere njîraani

Context: John used to be a doctor and a professional writer, but he recently quit (only) one of the professions. You don't know which profession he quit.

(juxtaposition)

Njoni i ndagitarî, mwandîki

Njoni ni n-dagitarî mû-andîk-i

John cop 9-doctor 1-writer-noml

Gatî ka ûndagitaarî **na** wandîki, îmwe ya-ci-o n'-yo Njoni arutaga
Between 12-of doctorship and writership, one of-10-them is-what John does

this is fine

B2-1-2. Within a statement (inclusive)

B2-2. Within a question

13a) *Context:*

You have lost your phone. You tell a friend that you remember having it last either on the bus coming home from work, or at your work office desk. Your friend asks you:

Ûtigire	thimû	ûbiciini	kana	Ûtigire	mbaciini?
Û-tig-ire	thimû	û-biciini	kana	Û-tig-ire	m-baci-ni
1sg.sm-leave-pfv	phone	14-office-loc	or	1sg.sm-leave-pfv	9-bus-loc

gatî ka mbaci **na** ûbici, amwe a-gu n'oo n-tigire thimû.
between of bus and office, 16-one 16-dem foc-pron (there) 1sg.sm-left phone
“Between the bus and the office, it is one of the places that I left the phone.”

the above is an assertion!

gatî ka mbaci **na** ûbici, i kû ûtigire thimû.

between of bus and office where 2sg.sm-left phone

“Between the bus and the office, where did you leave the phone?”

C. Other connectors:

C1. Connector elicited in the context where both clauses are false

14) *Context*: Paul works in a hospital. He is not a doctor and he is not a nurse. He works at the reception. When your friend asks you what Paul's job is, you tell her:

(juxtaposition)

Paûrû **ti** ndagitarî, **ti** naasi

Paûri ti n-dagitarî ti naasi

Paûrû neg 9-doctor neg nurse

Comment: again, this sounds like correction without a connector

14a) *Context (conjunctive, no contrast)*:

Paul works in a hospital. In this hospital, it is normal that qualified doctors like Paul also do the work of nurses, so all doctors are nurses at the same time. When your friend asks you what Paul does for a living, you say:

Paûrî **ti** ndagitarî **na** **ti** naasi

14b) *Context (conjunctive, contrast)*:

Paul works as a doctor in a hospital. The hospital is terribly understaffed. Now there is a huge crisis because several nurses have quit their jobs at the same time. In addition to his normal tasks as a doctor, Paul now also has to do the nurse's jobs. Paul's sister never gets to see him anymore, she tells you:

Paûrû **ti** ndagitarî **na** **ti** naasi

Comment: would be ok with a different reading, as in “I don't know what he is anymore.”

14c) Context (*disjunctive, with speaker knowledge*):

You and your friend are playing a game guessing the jobs of different people. She can't guess what Paul does, and she asks you for a hint. You know that Paul works as a doctor (and nothing else), so this is your hint:

Paûrû **ti** ndagitarî **na ti** naasi

14d) Context (*disjunctive, without speaker knowledge*):

Your friend asks you what Paul does for a living. You always confuse Paul with his brother Peter. One of them is a nurse and one is a doctor, but you can't remember which of the two professions Paul has. You say:

Paûrî **ti** ndagitarî **na ti** naasi

14e) Context (*disjunctive, with speaker knowledge, inclusive*):

Paul works in a hospital. In this hospital, some qualified doctors also do the work of nurses, so some doctors are nurses at the same time. But there are also employees who only work as doctors as well as employees who only work as nurses. You don't remember which of these arrangements applies to Paul. As far as you know, Paul might be a doctor, he might be a nurse, he might also be both. When your friend asks you what Paul does for a living, you say:

#Paûrî **ti** ndagitarî **na ti** naasi

C2. Free choice

Context: There are two sweets on the table. A cupcake and a cookie. Paul can choose either one of them but not both. You don't care which one he chooses.

Paurû n-wa arîe cupcake **kana** cookie
Paûru ni-wa a-rî-e cupcake kana cookie
Paul foc-? 1sm-eat-fv.sbjv cupcake or cookie

Comment: that's good, means: Paul can/is able to eat a cupcake or a cookie, the modal meaning comes from "(n)-wa" (the focus marker "n" would be there anyway)

? Paurû n-wa arîe cupcake **kana** Paurû n-wa arîe cookie

Comment: again, this sounds repetitive with the full clauses

Gatĩ ka cupcake **na** cookie, Paûrû n'wa arĩe kî-mwe gĩ-a-bi-o
Between of cupcake and cookie, Paul MOD eat 7-one 7-conn-8-pron

C3. Disjunction under negation

Context: Susie always wanted to be a doctor, and she always loved running. When she was a kid, she dreamt of a double-career as a doctor and a professional runner. Unfortunately for Susie, neither of these plans worked out. She works a job she doesn't like and she has no time for running.

Target sentence: Susie isn't a doctor or a runner. (= It's not the case that Susie is a doctor or that Susie is a runner.)

Summary table

core form	full form	negation	A1	A2	A3	B1	B2-1.1	B2-1.2	B2-2	C1	C2	comments
na	na	neither	1*	n/a	n/a	0	0	0	n/a	0	n/a	
na	gati ka ... na ...	neither	0	0	n/a	1*	1	0	1	0	1	lit.: between A and B, one ... (disjunctive use)
na	ti ... na ti	below	0	0	n/a	0	0	0	n/a	1*	n/a	ti = negation
na	MOD + na	neither	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	subsuming modal expressions added to “na”
îndî	îndî	neither	n/a	1*	1*	0	0	0	0	n/a	n/a	
kana	kana	neither	0	0	n/a	1*	1*	0	1*	0	1*	in B2-1.1. volunteered in one context but not accepted in another
kana	MOD + kana	neither	n/a	n/a	n/a	n/a	1*	1*	1*	n/a	n/a	subsuming modal expressions added to “kana” (outside of FC contexts)
juxtaposition	juxtaposition	neither	1/0	0	1*	0	0	n/a	n/a	0	n/a	A1: acceptable only in the episodic context

Instructions:

The table has connective expressions as rows and their properties (compatibility with specific contexts and other syntactic properties) as columns. **Mark the items that are elicited in Q1 with an asterisk * in the original context in which it was elicited.**

Core/full form columns

If an expression consists of multiple morphosyntactic elements, we identify the core element among them. The core element is entered under the “core form” column while the full form is entered under the “full form” column. The juxtaposition case is listed as the \emptyset item.

There are some (soft) principles for identifying the core element:

- Choose an element that is more specific in terms of the semantic coverage (in terms of the contexts it is compatible with) as the core element.
- When choosing between a particle that attaches to component clauses (conjuncts/disjuncts) and an element that intervenes between clauses, choose the latter as the core element.

The Negation column

Under the negation column, one enters information about the presence of negation in the full form. The possible response options are:

- Above: negation appears syntactically above the coordination
- Below: negation appears in each conjunct/disjunct
- Neither: otherwise

Note:

- For connectives elicited in A3 (i.e. the *sondern*-type connective), we have “neither” as the value since the negation only shows up in the first conjunct and not in the second.

Columns A3-C2

Under these columns, one enters either 1 or 0 to indicate the compatibility of the full form with the contexts.

Remarks about specific columns:

A3. Contrast - negated conjunct

This is relevant only if the language has a contrast between the connective elicited in A2 and A3 (the *aber/sondern* contrast in German) in the Q1 results. If it turns out that the language does not have this contrast, we enter 1 under the A3 column for the connective that has been elicited in Q1, and enter N/A in other rows.

C2. Free choice

It is considered given that the elicited form involves a modal *scoping above* the coordination. So, do *not* consider a full form involving a modal. This means that, in English for example, the core form *or* is marked as 1 under C2, in light of examples like “Paul can eat a cookie or a cake”.

C3. Disjunction under negation

This context is used only if there is a dedicated connective found to be compatible with C1. Otherwise, there is no need to create a column for this context.