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## Three Dichotomies in the Kavalan Demonstrative System

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### 1. Introduction

#### 1.1 Research on demonstratives

➤ Definition: “a grammatical word (or, occasionally, a clitic or affix) which can have pointing (or deictic) reference” (Dixon 2003: 61)

➤ Why DEMs are interesting?

→Synchronically: multiple functions in the spatial, temporal, and/or discourse domain

→Diachronically: source of a variety of grammatical markers, including third person pronouns, complementizers, definite articles, direction markers, copulas, etc. (see Diessel 2006 for a detailed discussion)

➤ Dixon’s (2003: 62) tripartite typology of demonstratives

a. *Nominal*—can occur in an NP with a noun or pronoun (e.g. “[this stone] is hot”) or, in most languages, can make up a complete NP (e.g. “[this] is hot”).

b. *Local adverbial*—occur either alone (e.g. “put it here”) or with a noun taking local marking (e.g. “put it (on the table) there”)

c. *Verbal* “do it like this”, with an accompanying mimicking action — can occur as the only verb in a predicate, or together with a lexical verb.

#### 1.2 Background info on the Kavalan language

➤ Distribution: Fongbin Township, Hualien County, Taiwan

➤ Speakers: less than four hundreds (see Hsieh and Huang 2007)

➤ Status: *critically endangered* (UNESCO’s Atlas of the World’s Languages in Danger 2009)

➤ Focus (or voice) system: Actor, Patient/Locative, Benefactive/Instrumental

### 2. The demonstrative system in Kavalan: an overview

Table 1: Demonstratives in Kavalan (cf. Jiang 2006: 115)

Types		Nominal	Local Adverbial	Verbal
Visibility	Distance			
Visible	proximal	<i>zau</i>	<i>ta-zi-an</i>	<i>(s)na-zau</i>
Visible/	medial	<i>unay/’nay; yau</i>	<i>ta-unay-an/tayan</i>	<i>sna-unay; (s)na-yau</i>
Invisible	distal	<i>wi-’u</i>	<i>ta-wi-an</i>	<i>*(s)na-wi-’u</i>

## 2.1 Nominal demonstratives

➤ *zau*, *unay/nay*, and *wi'u* can make up a complete NP, but *yau* cannot.

- (1) *zau nani, wasu; unay nani, saku; wi'u nani, sizi.*  
 this DM dog that DM, cat that DM goat  
 'This is a dog, that is a cat, and that over there is a goat.' (Fieldnote 090603\_24)
- (2) \**yau nani, saku.*  
 that DM cat  
 'That is a cat.' (Fieldnote 090603\_25)
- (3) *sinapawan=ti=isu tu zau/unay/\*yau.*  
 marry=PFV=2SG.NOM OBL this/that/that  
 'Have you married this/that (person)?' (Fieldnote 090603\_42)

➤ All nominal demonstratives can occur in an NP. For *zau*, *yau*, and *wi'u*, a linker is preferably used between the head noun and the demonstrative. For *unay/nay*, however, no linker is needed.

- (4) *tu tuRabi=ti nani maynep=ti ya sunis a zau*  
 and.then evening=PFV DM AF.sleep=PFV NOM child LNK this  
 'And then (when) it is evening, this child falls asleep.' (frog\_abas, IU 5)
- (5)...(5.5) *maynep=ti sunis a yau. \*  
 sleep=PFV child LNK that  
 'That child fell asleep.' (frog\_imui, IU 5)
- (6)a *mana nayau-an-su biyat-ku zin-na sunis 'nay*  
 why do.that.way-LF-2SG.GEN frog-1SG.GEN say-3GEN child that  
 "Why did you do to my frog like that?", said that child." (frog\_negni, IU 19)
- (6)b *ti-bawki nangan na sunis unay*  
 PNM-PN name GEN child that  
 'That child's name is Bawki.' (frog\_negni, IU 20)

➤ Interestingly, *unay*, but not *yau* or *wi'u*, also refers to some temporal point away from now, whether in the past or in the future.

- (7)a. *sinapawan=ti=isu unay*  
 marry=PFV=2SG.NOM that.time  
 'Were you married at that time?' (Conv\_earthquake, IU 26)
- (7)b. \**sinapawan=ti=isu yau/wi'u*  
 Intended meaning: 'Were you married at that time?' (Fieldnote 090603\_41)
- (8) *unay/\*yau/\*wi'u si, tanan=pa=iku.*  
 that.time CONN go.home=FUT=1SG.NOM  
 'At that time, I will be going home.' (Fieldnote 090603\_13)

## 2.2 Local adverbial demonstratives

➤ The following utterances are from the same speaker in the same conversation occurring in the same place. Distance from near to far with respect to the speaker: PakteRung > the church or the school > the huge rock.

- (9) *naquni waway na utuz tazian ta pakteRung-an*  
 how way 3GEN earthquake here LOC PN-LOC  
*zin-ku timaisu nani*  
 say-1SG.GEN 2SG.OBL DM  
 ‘I ask you, “What was the earthquake here at PakteRung like?”’  
 (Conv\_earthquake, IU 5)
- (10) *yau=pama=imi ta.. tayan ta zana kyokay tangi*  
 EXIST=still=1EPL.NOM LOC there LOC vicinity church now  
*ta zana e’ taqsian*  
 LOC vicinity FIL school  
 ‘We were still at..., there near what is the church now, near the school.’  
 (Conv\_earthquake, IU 58)
- (11) *tawian ta betu-an ’nay Raya-ay betu ’nay siangRay*  
 there LOC stone-LOC that big-REL stone that PN  
*zin-ta tangi*  
 say-1IPL.GEN now  
 ‘Over there at that rock, that huge rock, (which) we now call siangRay.’  
 (Conv\_earthquake, IU 84)

### 2.3 Verbal demonstratives

➤ Verbal demonstratives are crosslinguistically rare. “*I know of only two languages with verbal demonstratives—Boumaa Fijian and Dyirbal—and in each instance there is just one verb “do it like this” (with transitive and intransitive variants in Dyirbal). Further work may well reveal a language with a contrast between two verbal demonstratives, but I suspect that most languages which show this category will have a single item.*” (Dixon 2003: 88)

➤ Kavalan shows a contrast between two verbal demonstratives: (*s*)*nazau* ‘do/be like this’ and (*s*)*nayau* or *snaunay* ‘do/be like that’. Cf. Sung et al. (2006), where *nazau* and *nayau* are treated as adverbial demonstratives.

- (12) *nayau-an-ta k<um>tun nazau-an-ta s<m>anis*  
 do.like.that-LF-1IPL.GEN <AF>chop do.like.this-LF-1IPL.GEN <AF>bark  
 ‘We chop (banana trees) like that. We bark (banana trees) like this.’  
 (Conv\_teaching.weaving, IU 97)

➤ Syntactically, Kavalan verbal demonstratives function as the head of a predicate, whether or not there is another lexical verb in the same clause.

- (13) *nayau- nayau-a-kita kunku-ta naRin=ti*  
 FS do.like.that-IRR-1IPL.GEN story-1IPL.GEN NEG=PFV  
 ‘Let’s have our story (told) like that. It’s over.’ (Conv\_earthquake, IU 405)
- (14) *snaunay ya ni-sangi-ku.*  
 be.like.that NOM PST-do-1SG.GEN  
 ‘What I did was like that.’ (Fieldnote 090603\_15)

(15) *nayau=ti*                    *ya bai-bai-ta*                    *m-Rimazuq*  
 be.like.that=PFV    INT RED-grandmother-1IPL.GEN    AF-foolish  
 ‘Our ancestors were foolish like that.’ (Conv\_earthquake, IU 371)

(16) *nayau-an-ku*                    *mawRat* *ya*                    *biyat-su.*  
 do.like.that-LF-1SG.GEN AF.play    NOM    frog-2SG.GEN  
 ‘I play with your frog like that.’ (Fieldnote 090603\_03)

➤ In general, most adverbial modifiers behave like verbs in Kavalan.

(17) Examples from (Chang 2004: 3)

a. *paqanas=iku*                    *t<m>ayta tu*    *sudad*  
 AF.slow=1SG.NOM <AF>see    OBL book  
 ‘I read books slowly/carefully.’

b. *paqanas-an-ku*    *t<m>ayta ya*    *sudad*  
 slow-LF-1SG.GEN <AF>see    NOM book  
 ‘I read the book slowly/carefully.’

➤ In terms of functions, Kavalan verbal demonstratives can be used deictically or anaphorically.

(18) *snayau-ika*                    *s<m>angi!*  
 do.like.that-IMP.NAF    <AF>make  
 ‘Have (it) made like that.’ [speaker mimes an action] (Fieldnote 090603\_04)

(19) a. *aisu*                    *taro q<m>an tu*    *biyat-ku*    *zin-na*  
 2SG.NOM    ??    <AF>eat    OBL frog-1SG.GEN say-3SG.GEN  
 ‘He said (to his dog), “Was it you who ate my frog?”’ (frog\_negni, IU 17)

(19) b. *mana nayau-an-su*                    *biyat-ku*    *zin-na*    *sunis ’nay*  
 why    do.that.way-LF-2SG.GEN frog-1SG.GEN say-3GEN child that  
 “‘Why did you do that to my frog [i.e. eat it]?’ said that child.” (frog\_negni, IU 19)

### 3. Three dichotomies in the Kavalan demonstrative system

#### 3.1 Dichotomy 1: *-zi* ‘this place’ vs. *-zui* ‘that place’

➤ Local/directional adverbial demonstratives

Table 2: Local/directional adverbial demonstratives in Kavalan (Cf. Jiang 2006: 87)

Meanings	in/on/at	from	via/through	toward	to
Proximal	<i>ta-zi-an</i>	<i>maq-zi</i>	<i>paqa-zi</i>	<i>pasa-zi</i>	<i>s-zi</i>
Distal	<i>ta-wi-an</i>	<i>maq-zui</i>	<i>paqa-zui</i>	<i>pasa-zui</i>	<i>s-zui</i>

Iconic word order:

(20) *maqzi=iku*                    *ta rpaw-an*    *ni*    *abas mautu*  
 from.here=1SG.NOM LOC house-GEN GEN PN    AF.come  
 ‘I came from Abas’ house here.’ (Jiang 2006: 71)

(21) *paqazi=iku ta karingku-an t<m>anan*  
 via.here=1SG.NOM LOC PN-LOC <AF>return.home  
 ‘I returned home via Hualien here.’ (Jiang 2006: 64)

(22) *qatiw=pa=iku pasazi ta karingku-an*  
 IRR.go=FUT=1SG.NOM hither LOC PN-LOC  
 ‘I am going hither to Hualien.’ (Jiang 2006: 64)

Hither vs. thither:

(23) a. *t<m>ibuq=ti pasazi ta== zan-zanum-an*  
 <AF>fall=PFV hither LOC RED-water-LOC  
 ‘(The child) fell hither into the water.’ (frog\_abas, IU 75)

(23) b. *m-zaqis=ti sunis ’nay pasazui ta paRin-an*  
 AF-ascend=PFV child that thither LOC tree-LOC  
 ‘That child went thither up to the tree.’ (frog\_syuran, IU 42-43)

(24) *qatiw=pa=iku szi/szui*  
 IRR.go=FUT=1SG.NOM hither/thither  
 ‘I am going here/there.’ (Fieldnote 090603\_35)

✧ According to Li & Tsuchida (2006: 513), *wis-* is listed as a morpheme meaning ‘go to’. The examples given include *wis-tati* ‘go.to-outside’ and *wis-lamu* ‘go.to-village’. In light of example (24), however, *wistati* and *wislamu* should be better analyzed as *wi s-tati* ‘go to-outside’ and *wi s-lamu* ‘go to-village.’ Another evidence of *s-* as a morpheme is found in (25), where *babaw* is a noun meaning ‘upside’.

(25)... *puniR=ti wia=ti uman wia=ti s-babaw*  
 full=PFV go=PFV again go=PFV to-upside  
 ‘(The basket) was full. (He) went again. (He) went upward.’ (pear\_ipay, IU 7)

➤ Other lexical items that bear the contrast between *-zi* and *-zui*:

(26) *tizi/tizui ta tama-na ya sunis a yau.*  
 become.this.way/become.that.way LOC father-3GEN NOMchild LNK that  
 ‘That child becomes this/that way like his father.’ (Fieldnote 090603\_08)

(27) *qa-qaRzi tamun-ku, qa-qaRzui tamun-su.*  
 RED-up.to.here vegetable-1SG.GEN RED-up.to.there vegetable-2SG.GEN  
 ‘My (garden) of vegetables is up to here; yours is up to there.’ (Fieldnote 090603\_31)

(28) *taRizi rpaw-ku, taRizui rpaw-su.*  
 near.here house-1SG.GEN near.there house-2SG.GEN  
 ‘My house is near here; yours is near there.’ (Fieldnote 090603\_31)

3.2 Dichotomy 2: *zau* ‘this’ vs. *yau* ‘that’

## ➤ A newfound paradigm of demonstrative human pronouns

Table 3: Third person pronouns in Kavalan (Li &amp; Tsuchida 2006: 30)

	Nominative		Genitive		Oblique	Locative
	Bound	Free	Bound	Free	Free	Free
Singular	∅	aizipna <b>tiyau</b>	-na	zana	timaizipna <b>tiyau</b>	tamaizipan <b>tiyauan</b>
Plural	∅	<b>qaniyau</b>	-na	zana	<b>qaniyau</b>	<b>taqaniyauan</b>

Table 4: Demonstrative human pronouns in Kavalan

Number	Distance	Nominative	Oblique	Genitive	Locative
Singular	Proximal	<b>ti-zau</b>		<b>ni-zau</b>	tizawan ( <b>&lt; ti-zau-an</b> )
	Distal	tiau ( <b>&lt; ti-yau</b> )		niau ( <b>&lt; ni-yau</b> )	tiawan ( <b>&lt; ti-yau-an</b> )
Plural	Proximal	<b>qani-zau</b>			taqanizawan ( <b>&lt; ta-qani-zau-an</b> )
	Distal	qaniau ( <b>&lt; qani-yau</b> )			taqaniawan ( <b>&lt; ta-qani-yau-an</b> )

➤ *ti-*: personal name marker(29) a. *m-lizaq tu sunis ti-Rungay*

AF-like OBL child PNM-PN

‘Rungay likes children.’

b. *p<m>ukun ti-utay ti-imui*

&lt;AF&gt;hit PNM-PN PNM-PN

‘Utay is hitting Imuy.’ (Jiang 2006: 8)

➤ *qani-*: associative plural of personal name(30) *mana mai mautu ti-amui qani-buya?*

why NEG AF.come NCM-PN APL-PN

‘Why didn’t Amui, (or) Buya and his associates, come?’ (Conv\_relatives, IU 49)

➤ *ni*: genitive case marker for person pronouns

(31) Examples from Jiang (2006: 12)

a. *sunis ni ipay*

child GEN PN

‘Ipay’s child’

b. *pukun-an-na ni ipay tu tunun ya sunis-na*

hit-LF-3SG.GEN GEN PN OBL stick NOM child-3SG.GEN

‘Ipay hit her child with a stick.’

## ➤ Examples of demonstrative human pronouns

- (32) A: *mai matiw ti-buya t<m>aqsi.*  
 NEG AF.go PNM-PN <AF>study  
 ‘Buya didn’t go to school.’ (Fieldnote 090603\_38)
- B: *taRaw tiau.*  
 be.sick DEM.SG.DST  
 ‘He (distal) is sick.’ (Fieldnote 090603\_39) [DEM as 3rd PRO]
- (33) a. *tayta-an-ku ya tizau/tiau*  
 see-LF-1SG.GEN NOM DEM.SG.PROX/DIST  
 ‘I saw this/that (person).’ (Fieldnote 090603\_05)
- b. *tayta-an-ku ya qanizau/qaniau*  
 see-LF-1SG.GEN NOM DEM.PL.PROX/DIST  
 ‘I saw these/those (people).’ (Fieldnote 090603\_26) [Nominative DEM]
- (34) a. *tayta-an-na nizau/niau aiku ta razan-an s<m>aqay.*  
 see-LF-3GEN DEM.GEN.SG.PROX/DIST 1SG.NOM LOC street-LOC <AF>walk  
 ‘This/that (guy) saw me walking on the street.’ (Fieldnote 090603\_21)
- b. *zana nizau/niau ya sulal a zau.*  
 3GEN DEM.GEN.SG.PROX/DIST NOMbook LNK this  
 ‘This book belongs to this/that (person).’ (Fieldnote 090603\_11) [Genitive DEM]
- (35) ...(.7)*paqanengi-ay-ka=ti patur tu kaput-na m-niz*  
 do.well-REL-IMP.AF=PFV teach OBL friend-3GEN AF-all  
*na qanizau kin-ausa-ay zaqa=isu*  
 GEN DEM.PL.PROX CLSF.HUM-two-RELtell.so=2SG.NOM  
 ‘‘Earnestly teach (Kavalan to) all the friends of these two (students),’’ I tell you so.’  
 (Conv\_relatives, IU 200) [Genitive DEM]
- (36) *matiw sa waRi nani nis-an-na qrapian-na*  
 go to sea DM take.off-LF-3.GEN underpants-3GEN  
*na qaniau na baqian*  
 GEN DEM.PL.DIST GEN grandfather  
 ‘(When) going to the sea, those grandfathers (of ours) would take off their underpants.’  
 (Conv\_earthquake, IU 117-18) [Genitive DEM]
- (37) a. *t<m>ayta=iku tu tizau/tiau.*  
 <AF>see=1SG.NOM OBL DEM.SG.PROX/DIST  
 ‘I saw this/that (person).’ (Fieldnote 090603\_06)
- b. *t<m>ayta=iku tu qanizau/qaniau.*  
 <AF>see=1SG.NOM OBL DEM.PL.PROX/DIST  
 ‘I saw these/those (people).’ (Fieldnote 090603\_27) [Oblique DEM]
- (38) a. *yau tizawan/tiawan ti-abas-an ya Ribang-ku.*  
 EXIST DEM.LOC.SG.PROX/DIST PNM-PN-LOC NOM thing-1SG.GEN  
 ‘My stuff is here/there at Abas’ place.’ (Fieldnote 090603\_07)
- b. *taqanizawan/taqaniawan ya sulal-ku.*  
 DEM.LOC.PL.PROX/DIST NOM book.1SG.GEN  
 ‘My book is here/there at their place.’ (Fieldnote 090603\_23) [Locative DEM]

➤ For the contrast between (s)*nazau* ‘do/be like this’ and (s)*nayau* ‘do/be like that’, please see examples (12-16).

### 3.3 Dichotomy 3: *yau* ‘NEAR’ vs. *wi* ‘FAR’

➤ Demonstrative modifiers

(39) *sunis a yau/wi’u*  
 child LNK DEM.MED/DIST  
 ‘that child/that child over there’

➤ Locative predicates

(40) *yau=iku ta libeng; wi=isu ta babaw.*  
 be.at.NEAR=1SG.NOM LOC downside be.at.FAR=2SG.NOM LOC upside  
 ‘I am down here; you are up there.’ (Jiang 2006: 118)

(41) *yau ta babaw na paRin ya.. biyat a yau nani*  
 EXIST LOC topside GEN tree NOM frog LNK that DM  
 ‘Those frogs are on the tree.’ (frog\_abas, IU 98)

(42) *wi: ta babaw turiaq a yau*  
 be.at.FAR LOC topside wasp LNK that  
 ‘Those wasps are high above.’ (frog\_abas, IU 35)

➤ DEMs and Locative predicates in other Formosan languages

(43)a. Central Amis (Zeitoun et al. 1999: 20)

**ra** wawa aku ci aki  
 that child IS.GEN.FREE NOM Aki  
 ‘That child of mine, Aki . . .’

(43)b. Central Amis (ibid.: 23)

**ira ho** ku culaʔ i toŋroh nu caʔaʔa  
 exist still NOM book PREP surface GEN shelf  
 ‘There are still books on the shelf.’

(44) Paran Seediq (Chang 1997, as cited in Zeitoun et al. (1999: 21))

a. subətan na laqi **gaga** butakan (ka) ricah  
 beat GEN child that stick (NOM) plum  
 ‘That child beat the plum with that stick.’ (p.13)

b. **gaga** sapah laqi-mu  
 be.at house child-IS.GEN  
 ‘My child is at home.’ (p.35)



## ➤ Spatial deictic predicates

- (45) a. *yau=ti sunis 'nay*  
 appear=PFV child that  
 'Here comes the child.'
- (45) b. *wia=ti sunis 'nay*  
 leave=PFV child that  
 'There goes the child.' (Jiang 2006: 118)
- (46) a. *qa-yau=ti ya pruru*  
 EPM-appear=PFV NOM watermelon  
 'Watermelons are about to be available.' (Fieldnote 090603\_17)
- b. *qa-wia=ti=iku t<m>anan*  
 EPM-leave=PFV=1SG.NOM <AF>go.home  
 'I am about to leave (and) go home.' (Fieldnote 090603\_18)

## ➤ Temporal (or metaphorical) deictic predicates

- (47) a. *yau=ti/\*mautu=ti sqawaru*  
 appear=PFV/AF.come=PFV summer  
 'The summer has come.'
- b. *wia=ti/\*matiw=ti sqawaru*  
 leave=PFV/AF.go=PFV summer  
 'The summer has gone.' (Jiang 2006: 119)

## ➤ Aspectual auxiliaries

- (48) *yau=imi q<m>an sataRbabi nani*  
 PROG=1EPL.NOM <AF>eat breakfast DM  
*yau=ti utuz a yau*  
 appear=PFV earthquake LNK that  
 '(When) we were having breakfast, the earthquake broke out (lit. appeared).'  
 (Conv\_earthquake, IU 18-19) [Progressive]
- (49) a. *wi: muRing sunis 'nay, mai m-rimek.*  
 CONT AF.cry child that NEG AF-stop  
 'The child cries on and on, without making a stop.' [Continuative]
- b. *wi: satzay aimi, mai m-Ribang.*  
 CONT sing 1EPL.NOM NEG AF-rest  
 'We sing on and on, without taking a rest.' [Continuative] (Jiang 2006: 194)
- (50) a. *wia=ti Raya uzan.*  
 INCHO=PFV great rain  
 'The rain is getting heavier and heavier.' [Inchoative]
- b. *wia=ti q<um>nut ya tama-ku.*  
 INCHO=PFV <AF>angry NOM father-1SG.GEN  
 'My father is getting angry.' [Inchoative] (Jiang 2006: 194)

Table 5: Contrast between *yau* and *wi* (Cf. Jiang 2006: 196)

Domains	Functions	<i>yau</i> 'NEAR'	<i>wi</i> 'FAR'
Place deixis	Spatial modifier	N <i>a yau</i> 'that N'	N <i>a wi'u</i> 'that N over there'
Motion predicate	Locative predicate	<i>yau + ta</i> N(-an) 'to be located at N (here)'	<i>wi + ta</i> N(-an) 'to be located at N there'
	Spatial deictic predicate	<i>yau=ti</i> + N 'N moves towards speaker' 'N comes into view'	<i>wia=ti</i> + N 'N moves away from speaker' 'N goes out of view'
	Temporal deictic predicate	<i>yau=ti</i> + N(time) 'N has come/arrived'	<i>wia=ti</i> + N(time) 'X has gone/X is over'
Aspectual auxiliary	Temporal contouring	<i>yau</i> + V (Progressive)	<i>wi:</i> + V (Continuative) <i>wia=ti</i> + V (Inchoative)

Cf. Deictic particles in Tokelauan (< Oceanic) also indicate aspect (Hooper 2002). While *mai* 'toward speaker' expresses progressive aspect (or ongoing of action), *atu* 'away from speaker' expresses inchoative aspect (or commencement of action).

➤ The relationship of nominal demonstratives with existential/locative predicates and tense/aspect markers in other Formosan languages:

(51) Central Amis: *ra* 'that'; *ira* 'exist' (< *i-ra* 'LOC-that'); *a-ira* indicates future tense.

**a-ira**      i      luma?      ci      aki      anuʔafak  
RED-exist    PREP house    NOM Aki    tomorrow  
'Aki will be home tomorrow.'

(Zeitoun et al. 1999: 23)

(52) Northern Paiwan: *zua* 'that'; *izua* 'exist' (< *i-zua* 'LOC-that'); *izua-zua* indicates progressive aspect.

Northern Paiwan  
**izua-zua** timadu a      kəmsakəsa  
RED-exist 3S.NOM LIN cook  
'He is cooking (there).'

(Zeitoun et al. 1999: 24)

(53) Labuan Rukai: *kai* 'this'; *yakai* 'exist' (< *i-a-kai* 'LOC-REAL-this'); *yakaikai* indicates iterative aspect.

Labuan Rukai  
y-a-**kai-kai**      baʃiw      ku      ina  
exist-REAL-RED-exist village NOM mother  
'Mother does often rest.'

(Zeitoun et al. 1999: 24)

#### 4 Conclusion

- Kavalan illustrates all the three types of demonstratives as described in Dixon (2003), i.e. nominal, local adverbial, and verbal. While nominal and local adverbial demonstratives show a contrast between three terms, verbal demonstratives make a two-way distinction.
- Not all nominal demonstratives are created equal: whether a DEM can make up a complete NP, requires a linker when modifying an NP, or may refer to time.
- Three dichotomies are found in the demonstrative system: the contrast between *-zi* and *-zui* is primarily manifested in local/directional adverbials; the contrast between *zau* and *yau* in demonstrative human pronouns and verbal demonstratives; finally the contrast between *yau* and *wi* in their diverse functions, including place deixis, motion predicates, and aspectual auxiliaries.
- It is not unusual for a particular nominal demonstrative to be closely related to existential/locative predicates and tense/aspect markers in Formosan languages. In addition to Kavalan, languages like this include Central Amis, Northern Paiwan, and Labuan Rukai. However, Kavalan is unique in using exactly the same form (i.e. *yau*) across the board.
- Remaining question: how do two pairs of locally dichotomous demonstratives (i.e. *-zi* vs. *-zui* and *zau* vs. *yau*) evolve into a globally tripartite system of demonstratives?

Kavalan	nominal	local adverbial
proximal	<i>zau</i>	<i>ta-zi-an</i>
medial	<i>yau</i>	<i>ta-unay-an</i>
distal	<i>wi'u</i>	<i>ta-wi-an</i>

Spanish	nominal	local adverbial
proximal	<i>este</i>	<i>aquí</i>
medial	<i>ese</i>	<i>allí</i>
distal	<i>aquel</i>	<i>allá</i>

#### Glosses

1 'first person'; 2 'second person'; 3 'third person'; AF 'Actor Focus'; APL 'associative plural'; CLSF 'classifier'; CONN 'connector'; CONT 'continuative'; DEM 'demonstrative'; DM 'discourse marker'; DST 'distal'; EPL 'exclusive plural'; EPM 'epistemic marker'; EXIST 'existential'; FIL 'filler'; FS 'false start'; FUT 'future'; GEN 'genitive'; HUM 'human'; IMIP 'imperative'; INCHO 'inchoative'; INT 'interjection'; IPL 'inclusive plural'; IRR 'irrealis'; LF 'Locative Focus'; LNK 'linker'; LOC 'locative'; MED 'medial'; NAF 'Non-Actor Focus'; NEG 'negator'; NOM 'nominative'; OBL 'oblique'; PFV 'perfective'; PL 'plural'; PN 'proper noun'; PNM 'personal name marker'; PROG 'progressive'; PROX 'proximal'; PST 'past'; RED 'reduplication'; REL 'relativizer'; SG 'singular'.

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dichotomy definition: 1. a difference between two completely opposite ideas or things: 2. a difference between two. Learn more. These examples are from corpora and from sources on the web. Any opinions in the examples do not represent the opinion of the Cambridge Dictionary editors or of Cambridge University Press or its licensors. More examples Fewer examples. Nevertheless, the new planning-control dichotomy he proposes, though a valuable advance, is itself an oversimplification of what must be a multi-channel system. From the Cambridge English Corpus. We note that both parts of the dichotomy can be realized. From the Cambridge English Corpus. The three principles are natural dichotomies. about chromatic numbers for graphs and about ideals of countable subsets of some. index set. They are all relatively easy to state and apply and are therefore accessible to mathematicians working in areas outside of set theory. Each of these three. It is for this reason one of the. most studied such hypotheses of set theory especially in the context of covering. properties of inner models of set theory. Another set of principles which is even more relevant from this point of view are the square principles such as  $2^{\aleph_1}$  and  $2^{\aleph_2}$ . Before we introduce these principles, recall that  $C^{\aleph_1}$  ( $\aleph_1 < \aleph_2$ ) is a C-sequence if  $C^{\aleph_1}$  is a closed and unbounded subset of  $\aleph_2$  for all  $\aleph_1 < \aleph_2$ . These combinatorial. Dichotomy is from the Greek word dichotomia, which means "dividing in two." Dichotomy is a literary technique that divides a thing into two equal and contradictory parts, or between two opposing groups. In literary works, writers use this technique for creating conflicts in their stories and plays. Its common examples in literature are good and evil, soul and body, real and imaginary, heaven and hell, male and female, and savage and civilized, among others. Often, dichotomy appears in a single character; however, sometimes writers use separate characters for representing opposing ideas. Use of

The system of word accentuation inherited from Proto-Germanic underwent no changes in OE. A syllable was made prominent by an increase of force of articulation. In polysyllabic words the accent fell on the root-morpheme or on the first syllable. Three grammatical categories are represented in the OE substantives: gender, number and case. Of these three, gender is a lexico-grammatical category, i.e. every substantive with all its forms belongs to one gender (masculine, feminine or neuter). There are several types of pronouns in OE: personal, possessive, demonstrative, interrogative, definite, indefinite, negative and relative: personal: there are singular, plural and dual (for the 1st and 2nd persons) personal pronouns in OE. See more of Dichotomies on Facebook. Log In. or. Create New Account. See more of Dichotomies on Facebook. Log In. Forgotten account? or. So PSYCHOSTICK has long held a top position in the music parody world, and the explosion of their Christmas 2019 adventure, "Zombie Claus," proved that they're planning to hold that spot for a long time to come. But is there more to the rowdy Chicago crew than just boobs, beer, and dogs with s So PSYCHOSTICK has long held a top position in the music parody world, and the explosion of their Christmas 2019 adventure, "Zombie Claus," proved that they're planning to hold that spot for a long time to come. But is there more to the rowdy Chicago crew than just boobs, beer, and dogs with s I Proofs for Section 8. Dichotomies in Ontology-Mediated Querying with the Guarded Fragment. arXiv:1804.06894v1 [cs.DB] 18 Apr 2018. Andr  Hernich. We study the complexity of ontology-mediated querying when ontologies are formulated in the guarded fragment of first-order logic (GF). Our general aim is to classify the data complexity on the level of ontologies where query evaluation w.r.t. an ontology  $O$  is considered to be in PTIME if all (unions of conjunctive) queries can be evaluated in PTIME w.r.t.  $O$  and CONP-hard if at least one query is CONP-hard w.r.t.  $O$ . We identify several large, and relevant fragments of GF that enjoy a dichotomy between PTIME and CONP, some of them additionally admitting a form of counting. Contribute to DFRLab/Dichotomies-of-Disinformation development by creating an account on GitHub. Although not explicated in the definition, political disinformation campaigns almost always evidence the inauthentic amplification of content: what Heller et al. (2019) call "political astroturfing" and what Facebook identifies as "coordinated inauthentic behavior" (Gleicher 2018). Although inauthentic amplification is not "disinformation" per se, it is intended to create an illusion of consensus or popularity, and is therefore inextricably linked to political disinformation campaigns.