January 14, 2004

To: Linguistics 240b students
From: Larry Hyman

RE: Sharing my Kùkí-Thàadòw materials

Dear All,

Just as you thought I had turned you over to Lynn, here I am again! Hope you have all had a good break/vacation/LSA and all.

Prior to starting the field methods course, I had had the opportunity to work with Mr. Thien Haokip, a speaker of KT from the other side of the border in Manipur State, India. Although not pre-planned, I was delighted when another speaker, Ning Vei, came to our attention just before the beginning of the Fall semester, when we had to decide on the language for 240ab. I jumped at the opportunity in part because I knew there were very exciting things to discover in KT. The rest is history: I hope you agree that it has been most interesting working with Ning. I look forward to the second semester when you will go into depth on one or more projects based on the language.

For this purpose, I am making available all of my materials, which consist of the following:

1. A lexicon.

I have a lexicon of 1428 entries entered in Filemaker Pro™ 3.0, which can be converted to 5.5 or whatever later version you have access to. I also can export the data, and/or Marc or someone else can add the data to a web-based version on the course website. (Warning: I used the other transcription practice, i.e. “ie” and “uo”, so when you see “e, o, ee, oo” this means open or lax mid vowels.) Of the 1428 entries, 620 have been checked with Ning (marked by “x” in one of the fields). Of these 620, 49 have been elicited from Ning (by you), but were not in my original lexicon (from Thien). These are marked “xx” in the same field. Since I designed this lexicon for my own personal use, it is not optimal without some explanation of what each field has in it. If you go to the syllable layout, here is what you will see for the entry pèt/pèe ‘bite’, i.e. pE$t/pE$E:

<table>
<thead>
<tr>
<th>Line 1</th>
<th>stem1, stem2, gloss. Note that I did not indicate tone in the stem1 and stem2 fields.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>CV structure of stem1 followed by CV structure of stem2, followed by a notes field. The four boxes under stem1 and stem2 stand for CVVC, the maximal syllable in KT.</td>
</tr>
<tr>
<td>Line 3</td>
<td>The first box under stem1 and stem2 is each used to indicate whether the form has been validated with Ning. A single “x” means that the form is the same for Ning and Thien. A double “xx” means that it was elicited solely from Ning. (“x n” means simply that the form is “new” in the sense that I haven’t sent it to Marc yet—recall that I was checking your work and then forwarding the items to Marc for inclusion on the master list on the website.) An absence of an x means it hasn’t been checked with Ning. An indication “ch” means I have to check it. Where there were other differences, I (inconsistently) put this information in one of the two notes fields, where there may be other things as well. (I wasn’t consistent whether I put example phrases in the gloss field or a notes field.)</td>
</tr>
</tbody>
</table>
The second box under stem1 and stem2 has the tone. The third box under stem1 has “ch” for “check” or abbreviations to myself such as “mn” (meaning the form was gotten by Mischa and Nick). This field can be ignored.

The fourth box under stem1 indicates the syllable structure, as follows:

1 = CVV
2 = CVD
3 = CVVD
4 = CVT
5 = CVVT
6 = CVq
7 = CV

NB. “T” stands for -p or -t, but excludes glottal stop

The third box under stem2 may contain an “x”, which means that stem1 = stem2. (I wanted to find these cases easily.)

NB re compounds: In the case of verb compounds, I put the form of the first verb in the stem1 and stem2 CV fields. In the case of noun compounds, I put the first word in stem1 CV boxes and the second word in stem2 CV boxes. You’ll see!

Still on the third line, the first box under the gloss gives the part of speech:

n = noun
p = postposition or pronoun (there aren’t many entries)
v = verb
c = conjunction
av = adjectival verb
k = case marker
ad = adverbial
d = determiner

Where the entry was a compound, I used nc, vc etc. (You’ll improve on all of the above, perhaps!)

The last two boxes indicate the stem forms of complex/compound verbs. Here’s an example:

The first of these boxes gives the stem forms in a “stem1 context” (which I refer to as “context1” or “C1”). As seen, this entry has both verbs in stem1. The second/last box gives the stem forms of each member of the compound in a stem2 context (C2), i.e. in an ‘after’ clause. As seen, both verbs change to stem2 in this case. I also used “3” to indicate that I couldn’t tell if a member of a compound was stem1 or stem2, and “4” to indicate that I suspected that an invariant form was a noun. Thus, in the example,

the first word lúng is the word ‘heart’. Note in the notes field on line 2 that I have indicated lúng hely for C1 vs. lúng hely for C2. These are underlying tones: the latter is thus pronounced lúng hely by judicious application of our tone rules!

2. My field notes.
I have over 536 pages of field notes. Lynn has/will have a photocopy you can use (she has the first 332 pages; I have to finish photocopying). But if you have any questions (e.g. if something didn’t photocopy well, come see me). I also have a handwritten index, which you can consult to find things (e.g. page numbers where there are forms pertaining to WH questions, determiners etc.). I plan to type this up soon and share it. (It took me hours to compile!)

3. My chapters.

My original plan was to write a descriptive grammar of KT, which is what I was doing until Ning was discovered. At that point I stopped—in the middle of chapter 4. What I have are PDFs of the following 3 1/2 chapters:

   Chapter 2. Segmental phonology.
   Chapter 3. Tone.
   Chapter 4. The noun and noun phrase.
   Chapter 5. The verb.

Although chapter 2 begins “As seen in Chapter 1, words and morphemes are largely monosyllabic in KT”, I haven’t written chapter 1—that was going to be last!

4. Various handouts.

I have given some talks on KT, including a sketch delivered in Martine Mazaudon’s Tibeto-Burman seminar in Paris (in French). I will make any of these available, as needed. You can hear something about KT in my “Diachrony proposes, synchrony disposes” talk, which I will probably give in the Phorum meeting of Feb. 7 (or you can have a handout).

5. A CD

The last day we met, David Mortensen accompanied me to see Thien. We recorded tonal data that can be used to see how downdrift/downstep is realized. I can supply the texts separately, upon request.