Logical Relations in Tungag Discourse

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The purpose of this paper is to describe and illustrate the ways in which logical relations are marked in Tungag discourse. Chronological relations are not covered in this paper. My intent is that the information can be useful both to translators as well as consultants in their assessment of the quality of Tungag translation (especially of texts of the non-narrative type).

Tungag speakers and writers employ their own system of marking relations necessary for successful communication. They rely heavily on overt linguistic forms to connect clauses, sentences and larger units of discourse. However, there are also logical relations marked by the absence of connectives together with reliance on the semantic content of propositions.

The relations here presented are taken from natural Tungag text.1 Relations at the sentence level are the following:

1 circumstance (p-3)
2 purpose (p-3)
3 complement (p-4)
4 comparison/illustration/reminder (p-4)
5 conjunction (p-5)
6 paraphrase/alternative (p-5)
7 condition (p-6)
8 grounds/reason (p-7)
9 contrast (p-8)

Beyond the sentence level the following relations are presented:

10 developmental connective au (p-9)
11 contrastive sikei (p-10)
12 interjections (p-11)
13 conclusion/summary devices (p-11)

All Tungag connectives are preposed to the clause.

This paper follows the outline which the above list of relations logically provides. An appendix displays in chart form the connectives and logical relations presented in the body of the paper.2

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*Tungag is an Austronesian language spoken in New Ireland Province in Papua New Guinea. The language community has a population of approximately 12,000 people who live in about 60 main villages on and near Lavongai Island. For a description of Tungag phonology and lower level grammar see Fast Phonology and Fast ‘Grammar Essentials’ respectively.

1The analysis in this paper is based on a corpus of 1,200 lines of text, making up 53 different texts, including letters, written and oral explanations and exhortations. I would like to thank the members of the Tungag community who produced and/or edited these texts.

2 For sample texts in Tungag see the appendices in Fast Fronting and Fast Participant.
1 Circumstantial Clauses

The connective *si* is used to mark a clause as containing circumstantial information in relation to the main clause. The circumstantial clause is characterized by optional nominal morphology and an optional absence of person marking. Note the examples in (1-2).

1) *nau ve kag aina e Metetui si arai ani matmat suke*  
*I with my wife at village.name Circ see DEF corpse that*  
‘I and my wife (will be) at Metetui in regards to the viewing of the corpse there.’

2) *ka-po-atogon a keve bil ki-po-petekai*  
3s-CONT-have DEF p thing 3p-CONT-different  
*si kam ago ve nau na-po-tamam*  
Circ your stay with me 1s-CONT-father.your  
‘There are a number of things which are different as regards your life with me (who) am your father.’

2 Purpose

There are two connectives that mark purpose, *asi* and *ani*. The clause to which the connective is pre-posed expresses the purpose of the previous clause. The connective *asi* is used when the speaker wishes to connect two clauses having the same subject. In this case the verb phrase of the purpose clause has no person and aspect affixation and can take a possessive marking (3).

3) *ku-luk kam mang matan taun asi susuai ani kam katakai-i-akalit*  
2s-take your certain kind time PUR ask DEF your teacher  
‘Take the opportunity to ask your teacher.’

The connective *ani* is used to mark purpose in a clause where the subject is different than in the previous clause (4,5)

4) *ku-aiweven kapa ani mang matan ki-ago ta gulkan ta tam*  
2s-watch.out also PUR certain kind 3p-stay Cmpl play OBL you  
‘Be careful also so that others do not take advantage of you to your detriment.’

5) *na-po-buk ua ani ku-using kag akalit*  
1s-CONT-want 2s PUR 2s-follow my teaching  
‘I want you to follow my teaching.’

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*The following abbreviations are used in this paper: 1,2,3 - person; Circ - Circumstance; Cmpl - Complement; CONT - Continuous; d - Dual; DEF - Definite; DV - Developmental; Excl - Exclusive; GEN - Genitive; Incl - Inclusive; Int - Intention; MA - Motion away; MT - motion towards; NEG - Negative; OBL - Oblique; p - Plural; PAR - Paraphrase; PF - Perfect aspect; PPT - Point-in-past-time aspect; PUR - Purpose; s - Singular number; SPN - Stressed pronoun*
3 Complement

The connective *ta* marks a clause as the complement of the preceding speech or perception proposition. These propositions contain verbs like ‘say, ask, command, feel, watch-out, see, understand.’ Indirect and direct speech are marked with *ta*, except where direct speech takes on a dramatic form, i.e. the narrator assumes the voice of the participants rather than reporting their speeches, in which case no connective is used. Note the use of *ta* marking complement in (6-8).

6) *ku-po-malangas ta vuk taun lik palau na ku-papelek iau*  
2s-CONT-aware Cmpl piece time small just and 2s-leave 1s  
‘You are aware that in a very short while you will leave me.’

7) *ki-antok ua ta ku-sakol ia*  
3p-tell 2s Cmpl 2s-replace 3s  
‘They will tell you to replace it.’

8) *ki-la-sui ta ku ane voi*  
3p-PF-ask Cmpl 2s toward where  
‘They asked, "Where are you going?"’

4 Comparison/Illustration/Reminder

The connective *val* has the basic meaning of ‘like/as.’ This connective is used to signal the three related semantic meanings: comparison of two actions (9-10); specific illustration of a generic proposition (11); and, reminder to the audience of prior knowledge (12).

9) *ku-lu-suai ania val ku-po-lu-suai ani manmanik rikek*  
2s-chase-remove 3s like 2s-CONT-chase-remove DEF insect bad  
‘Chase it (bad behaviour) away like you would chase away a bad insect.’

10) *nganlak ka-raung a mangsikei iria*  
later 3s-kill DEF certain.one 3p  
*val keve sukal ang ka-ta-la-tanga iria*  
like p plant DEF 3s-PPT-PF-cut 3p  
‘Later he will kill one of them like the plants which he had just cut.’

11) *ki-alis ia ta mang keve alilis val ki-alak pok ia ta*  
3p-give 3s OBL some p gift like 3p-put.on again 3s OBL  
*lei e kungana na ki-alis i a ta inangun*  
shell on arm and 3p-give 3s OBL shell.money  
‘They give her some gifts such just as they put shells on her arm again and they give her shell money.’

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*It should be noted that the particle *ta* also functions at clause level as a marker that signals an oblique argument in a clause. See, for example, the use of *ta* in (11).*
12) nei pukuŋiŋ ka-po-atogon malepen val ku-po-malangas ta tana
in my.body 3s-CONT-have sick as 2s-CONT-aware Cmpl 3s
‘In my body there is sickness, as you are aware.’

5 Conjunction

When an argument has more than one equally prominent part to it the clauses which encode these arguments are connected with the conjoining particle na/a. The sentences in (13,14) have two equally prominent condition clauses; the second is connected to the first with the particle na/a.

13) man a mang anu ka-po-spak eiang
if DEF certain one 3s-CONT-drunk there
a ka-po-sang atava ta kar
Conj 3s-CONT-run alongside OBL car
‘If someone is drunk and drives nearby with a car...’

14) ka-po-atogon a mang vuk ei ang lak nei lu
3s-CONT-have DEF certain piece wood DEF still in house
na vubutinlu ka-po-uli-buk-angan ania
Conj white.ant 3s-CONT-always-want-eat 3s
‘There is still that one certain post in the house and the white ants are continually eating it.’

6 Paraphrase / Alternative

A negative-positive paraphrase is used commonly for the purpose of strengthening a statement or enforcing a concept that is assumed to be misunderstood by the audience. The second of the two units in paraphrase relationship is characterized by an absence of any connective, shown in (15,16) by the symbol {}.

15) parik ka-pa-anguan-ago-aroronan {}
not 3s-NEG-again-stay-well PAR 3s-CONT-stay GEN sad
‘She was not in a good state of mind anymore, she was sad.’

16) parik ki-pa-taun ania si mang taun na ki-angan ia si mang taun
not 3p-NEG-bake 3s GEN one day and 3p-eat 3s GEN one day
parik {} ki-taun ania teneivauk na ki-angan ngelik pok ia
no PAR 3p-bake 3s morning and 3p-eat afternoon again 3s
‘They do not bake it one day and eat it the day after, no. They bake it in the morning and eat it that same afternoon.’

Another type of paraphrase occurs where a clause is restated more specifically or equivalently. For this relation the connective vo/o is used, meaning approximately ‘that is’ or ‘more specifically.’ These restatements occur when the speaker/writer assumes that the hearer/reader needs further assistance than the first clause. The second clause can be shortened (ellipsis) by dropping the person and aspect morphemes (17) or it can be a full clause parallel to the first one (18).
17) *ku-sakol ia o samui ia*
   2s-replace 3s or pay for 3s
   ‘You replace it, that is, you pay for it.’

18) *ka-po-angkoai si songo ani mang vap duk*
   3s-CONT-able GEN call DEF some people many
   *o ka-po-aurok a mang matan*
   or 3s-CONT-make.happy DEF some kind
   ‘He can invite many people, that is, he makes some (people) happy.’

An alternative relation is also marked with the connective *vo/o*. This signals an either-or situation (19). The context is supplied in the gloss.

19) *man ka-po-tauan o man ka-po-aina*
   if 3s-CONT-man or if 3s-CONT-woman
   ‘(When someone has died,) whether it is a man or a woman, (there is a ceremony to be performed.’

7 **Condition**

The condition relation is marked with the connective *man* preposed to the condition clause. Actual condition (speaker assumes it will happen) and hypothetical condition are both marked with the connective *man*. These can be seen respectively in (20-21):

20) *man na-an-la-kivung le tarung-me-la-abis lak*
    when 1s-MA-PF-meeting finish 1dIncl-MT-PF-work yet
    ‘When I have finished at the meeting, we will come (and) work yet.’

21) *man a mang anu ka-po-spak eiang*
    if DEF certain one 3s-CONT-drunk there
    *a ka-po-sang atava ta kar*
    and 3s-CONT-run alongside with car
    *ka-po-angkoai si vil punuk anim*
    3s-CONT-possible PUR do dead you
    ‘If someone should be drunk and drives by with a car he could easily kill you.’

The clause order depends on which part of the argument is prominent. If the condition is prominent (as in 20-21 above) the condition clause precedes the main clause. If the consequence of the condition is prominent it will precede the condition (as in 22 below).

22) *sukana ka-rikek luai anim man parik ku-pa-lomlomonai aro ani*
    there 3s-bad very for you if not 2s-NEG-think well about
    *mengen ke na-po-mengen ua ta tana*
    talk this 1s-CONT-talk 2s Cmpl 3s
    ‘Thus it will be most unfortunate for you if you do not consider carefully this advice I am giving you.’
The contra-factual condition relation is also expressed with the connective *man*. This is achieved by using the Point-in-Past-Time (PPT) aspect\(^5\) in the condition clause.

23) *man* na-ta-lomomonai aro na-la-abis ia
   if 1s-PPT-think well 1s-PF-work 3s
   ‘If I (had) thought clearly, I (would) have done it.’

8 Grounds / Reason

Tungag speakers frequently make a statement to which they supply some supporting grounds. The statement can be a conclusion (24), an exhortation (25), an appeal (26) or a promise (27). The grounds-clause is marked with the connective *using*, meaning 'because, for, since.'

24) kakara ta abis eke *using* ki-po-arai ania ta kara mengen
   our OBL work here since 3p-CONT-see 3s CMPL our language
   ka-po-angkoai si luk sumasuma
   3s-CONT-able PUR get fast
   ‘It is our work here since it is known that our language is quick to be learned.’

25) ku-pokai anim na ku-nat roron *using* roron ka-po-uli-angasik anim
   2s-turn 2s and 2s-boy good because good 3s-CONT-always-help 2s
   ‘Change yourself and be a good boy because goodness will always help you.’

26) taun ke milong ve tasim milong-ago ta me sereian eke
   time this 2d with your.brother 2d-stay Cmpl MT arrive here
   *using* nau ve kag aina e Metetui
   because 1s with my wife at <name>
   ‘Today you and your brother should not come because I and my wife (will be) at Metetui.’

27) *na-ka-alis aliu lak ia*
   1s-INT-give along later 3s
   *using* na-po-gus nei kag buk i atailai
   since 1s-CONT-search in my book GEN taboo
   ‘I will have it taken over there later since I am still searching (for it) in my Bible.’

A grounds-clause can also come before the nucleus clause, when it also functions as part of a tail-head linkage with the previous sentence. The sentence written before (28) conveyed that the writer was sick. The information about his sickness forms the grounds to the next new information, namely the conclusion that he will not be able to help the addressee as previously planned.

28) *using* na-po-tokon men malepen
   since 1s-CONT-have some sick
   na-po-lomon ia ta parik na-pa-angkoai si pakangai anim
   1s-CONT-think 3s CMpl not 1s-NEG-able PUR help 2s
   ‘Since I have a slight illness I think that I will not be able to help you later today.’

\(^5\) This aspect marks an action as set at a specific point in past time.
When a speaker/writer wishes to list more than one piece of supporting grounds for a statement the joining of the statement and its grounds becomes less tightly grouped because there are several conjoined propositions all in the same relation with the one statement. The connective using is not employed in that case; rather, there is an absence of a connective (marked in the gloss as {}) and each supporting proposition is conjoined with the connective na/a.

29) *abis ke ka-po-kakag*  
work this 3s-CONT-mine

{} *abis ke na-ta-la-asuai ani vuk moni lava asi abis ania*  
- work this 1s-PPT-PF-throw DEF piece money big PUR work 3s

*na* *na-po-usausa si abis aroron ania*  
and 1s-CONT-ready PUR work well 3s

*na parik ta asi abis kuvul ve numai*  
and not Cmpl PUR work together with 2s

‘This work is mine. This work, I have already spent a big sum of money to do it and I am ready to do it well and (the purpose of it is) not to work together with you.’

The reason relation is marked with the particle using, just like the grounds relation. The distinction between the two relations is understood from context. An example of the reason relation can be seen in (30) where disregard of a command is the reason for the small happiness.

30) *kam uruk ka-liklik*  
your happiness 3s-small

*using taun ke ku-po-lomlomonai alik palau ani kag asok*  
because time this 2s-CONT-think small just DEF my command

‘Your happiness will be small because this time you disregard my command.’

9 Contrast

Contrast is marked by the use of the connective sikei. Contrast in Tungag can be marked with the use of the stressed pronoun only; the contrastive connective serves the purpose of putting focus on the clause to which it is attached. In (31) the writer employs the connective sikei as well as stressed pronouns and intensifier. The point of contrast is that of one person versus another; the focus is on the second clause.

31) *nau akorong na-po-buk-an-maiak sikei numai ka-po-ro ku-ago*  
1sSPN straight 1s-CONT-want-MA-fish but 2sSPN 3s-CONT-good 2s-remain

‘I myself want to go fishing, but you, it is better you remain.’

Contrast of place is marked similarly, as in (32), that is, with the connective preposed to the second proposition that contrasts with the first.

32) *na-po-longong lik le Moresby sikei parik na-pa-longong akus le rina*  
1s-CONT-hear little from <name> but not 1s-NEG-hear story from village

‘I hear a little (news) from Moresby but I hear no news from the village.’

6See Fast Participant for a discussion of the use of the stressed pronoun for contrast in narrative text.
The relation of contra-expectation contains an inherent contrastive element. Thus the contrasted clause in the contra-expectation relation is marked with the connective *sikei*. The information that is contrary to expectation can be formulated in two ways. Firstly, if the concession is a back-reference to previously stated thematic information the speaker will optionally prepose the concession word *tutuman* ‘true, granted’ to the clause. The sentence in (33) tells how people meet without prior arrangement. The meeting has been mentioned in the previous sentence and is now re-iterated; the new, unexpected information about there being no pre-arrangement for the meeting is conveyed in the second clause.

\[33) \text{tutuman } ki-an-angruduai \text{ sikei parik } ki-ta-pa-angmemengenai aino\]

\[
\quad \text{granted 3p-MA-recip.meet but not 3p-PPT-NEG-recip.talk before}\]

‘Granted, they go and meet, but (contra-expectation) they have not discussed it beforehand.’

The sentence in (34) shows the relation without the use of the concession word.

\[34) \text{parik ka-pa-alilis lava sikei kara God tauia ka-alomonaus ia}\]

\[
\quad \text{not 3s-NEG-gift big but our God rich 3s-bless 3s}\]

‘It is not a big gift, but (contra-expectation) our rich God will bless it.’

Secondly, in order to convey new information as the concession and communicate a strong contra-expectation a speaker will use the connective *kantanem* ‘in spite of/even though’ and the contrastive connective *sikei* (35).

\[35) \text{kantanem } ka-po-togon a nas roron na sa keve taun roron}\]

\[
\quad \text{even.though 3s-CONT-have DEF knowledge good and what p time good}\]

\[
\quad \text{si taun ke sikei pinipini ke ka-po-uli-ago}\]

\[
\quad \text{GEN time this nevertheless advice this 3s-CONT-always-be}\]

‘Even though there is superior knowledge and whatever advanced era this (may be), nevertheless this advice always remains.’

**Connecting units larger than the clause**

In the previous sections I have outlined the connection of logical relations between clauses in sentences. Tungag speakers/writers, in the organization of discourse, also connect larger units than the clause. In the following sections I describe the four devices used: developmental *au*; contrastive *sikei*, interjections; and, concluding/affirming *io*.

**10 Developmental Connective *au***

The connective *au* is used to signal an advance or development of a topic of discussion in a discourse. The connective is phonologically separated from the following unit with rising intonation and a pause. A crude gloss of *au* could be given as follows: ‘we have been coming to this, now here it is,’ or ‘in light of the preceding...’ I illustrate the function of *au* by showing its use in three types of discourse: narrative, descriptive and hortatory.
In narrative text the connective *au* is used to signal an event that the previous events or background information lead up to. Thus, though every event is a motion forward of the story, the event marked with *au* is a more significant development of the story, connecting a group of events to what follows. This is illustrated in the excerpt from *Passinganlogo lost at sea* (36). After Passinganlogo’s capsizing, the next several events in the story lead up to his finally being able to get on board his canoe again: he watched out for the canoe, he tied it tightly and he emptied it; afterwards it was light enough for him to board...

36) **au** ka-la-gon lakat si ngina
   DV 3s-PF-sit on.top GEN 3s
   ‘then he got on board.’

Secondly, in the advance of a procedural text, as in (37), from *Funeral Rites*, the connective *au* signals the next step in the description of a series of activities. The context leading up to (37) consists of background information about the woman who is undergoing the rituals: she cries because she is thinking of her husband who died and she is thinking of his people who are doing these important rituals to her...

37) **au** vuk taun ang ka-po-tangis riria ki-po-abis a keve abis ang
   DV piece time DEF 3s-CONT-dry 3pSPN 3p-CONT-work DEF p work DEF
   ‘So then, as she cries, they do the rituals.’

The clauses before the *au*-sentence as a group lead up to the next step in the procedure. The connective *au* thus signals the resumption of the backbone of the discourse.

In a hortatory text, as in (38), from *Chicken and pig for the community feast*, the connective *au* signals that the next topic or exhortation will address another dimension of the larger topic of the whole discourse. The speaker has dealt with the question of whether the offspring of a chicken that is promised for the feast must also be given for the feast. A further dimension of his large topic is whether each family should be responsible for a pig as well. The use of *au* to join the two points shows that he is not moving to a completely new/different topic but wishes to move on to another dimension of the same large topic. Thus *au* here serves as a developmental connective.

38) **au** mang vuk oring lik kapa
   DV one piece area small also
   ‘Further, (I wish to address) another small matter.’

11 **Contrastive sikei**

The contrastive *sikei* can function both at the sentence level (as we have seen) and at a higher level. The essential meaning of contrast is the same at both levels. The speaker in (39) employs *sikei* to signal contrast between the opening paragraph of his discourse, in which he reviews a misunderstanding, and the following clarification paragraph. The connective *sikei* signals the contrast between the misunderstanding and the correction.

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7 See Fast *Participant* 1 n.2 for a description of the corpus of texts which were used for this analysis.
12 Interjections

The interjections *mang anu* ‘another thing’ and *kapa* ‘also’ serve to connect units of discourse much like a list. When coupled with the basic conjoining connective *na/a* the interjections signal a conjoining relation.

40) **na kapa using taun vunga mi-ta-me-la-ago ia e PNG**
and also because time long 2p-PPT-MT-PF-stay 3s at <name>
**namem-po-kun-posong aro si kana selen korong a God**
1pExcl-CONT-also-say good GEN his road straight DEF God

‘And further, because you have been in PNG for a long time, we also say thank you for God’s straight way.’

When used without any connective particle, it signals a move in the discourse to a different unconnected topic as in (41) taken from a letter. In the first four clauses of the letter the writer talks about a scheduled meeting that he cannot come to. The second matter he wishes to address has to do with the unconnected matter of a meal that is being planned for the addressee.

41) **mang anu namem angtama namem-po-uruk alava luai**
another thing 1pExcl-SPN fam ily 1p-CONT-happy big very
**ta mi serei ngelik si ngimem**
Cmpl 2p arrive afternoon GEN 1p

‘On a different subject we, our family, are very happy that you are coming this afternoon to our (place).’

When coupled with the developmental *au* the interjections signal another topic or point in a list of topics that moves on from the premise of the previous one. Notice the back reference in (42), ‘which I mentioned already, indicating that the speaker is moving on and yet building upon the previous part of the discourse.

42) **au na mang anu roron ina na-ta-kin ia lenginang**
DV and another thing good of.it 1s-PPT-say 3s already
**ta sa ku-po-buk ia ka-avus anim**
CMPL what 2s-CONT-want 3s 3s-meat for.you

‘And another thing, the advantage of which I mentioned already, whatever you want can be meat for you (to serve to friends).’

13 Concluding/affirming *io*

A concluding or affirming statement is connected to a preceding discourse with the connective *io* ‘so then.’ The basic meaning of *io* is affirmation of what has been given in the discourse. The sentence in (43)
was uttered near the end of a hortatory discourse given by the speaker to his son who had not followed instructions.

43)  

\[ \text{io nambang kag mengen na na-po-buk ua ani ku-using} \]
so.then that my talk and 1s-CONT-wish 2s PUR 2s-follow

\[ \text{kag akalit} \]
my teaching

\[ \text{‘There then are my words and I want you to follow my teaching.’} \]

The common use of the adverb \textit{vang} ‘present realization of an assumption’ with the connective \textit{io} confirms its function as conclusion or affirmation. Notice the sentence in (44) in which the speaker connects his conclusion to a preceding explanation of the meaning and use of a certain word.

44)  

\[ \text{io supsupai vang i vuk mengen ang} \]
so.then meaning realized.a ssumption GEN piece talk DEF

\[ \text{‘So then, then is the meaning of the word.’} \]

\[ \text{Conclusion} \]

In this paper I have laid out the various logical relations that are expressed in spoken and written Tungag discourse. We have seen that a variety of connective particles are used to signal different relations, both at the sentence level as well as between larger units of discourse. Tungag speakers and writers rely on overt forms as well as context to signal these relations.

This paper does not argue a single major thesis; the purpose being to present and illustrate relations as found in natural text in order to assist translator and consultant in the production of good translations. A knowledge of the relations in the source language is crucial to the production of a good translation, however, it is equally important to know how the same relations are signalled in the receptor language (Levinsohn 11). Besides the practical purpose of this paper, it is hoped that the findings here presented may also be of interest to anyone studying connection and connectives in Austronesian languages or discourse in general.
Bibliography


## Appendix. Chart of relations

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