Single handclaps in Papuan Malay – Why some of them avoid stress

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Single handclaps in Papuan Malay

(1)

sa blang tu, harus blajar bahása Inggris
3SG say D.DIST have.to study language England
karna …
because

[About basic school education:] ‘I said (EMPH), (they) have to study the English ||language because …’
Introduction

Outline

- Introduction
- Sample
- Form and functions of single handclaps
  - Discursive embedding
  - Phonological embedding
  - Syntactic embedding
  - Syntactic / phonological embedding
- Summary
Introduction

- Papuan Malay [pmy]
  - LWC in coastal West Papua
  - 1,100,000 or 1,200,000 speakers (Kluge 2017: 37)

- Recorded corpus
  - 16-hour of narratives and conversations
  - 136 single handclap tokens
Introduction

- Single handclaps as co-speech gestures
    - Form tightly bound units with the co-occurring segments of speech
    - Used as a means of expression to intensify speaker-hearer relationship
  - Gesture categories (Ekman and Friesen 1969)
    - Adaptors
    - Affect displays
    - Emblems
    - Illustrators
    - Regulators
Introduction

- Single handclaps as co-speech gestures
  - Illustrators
    - Movements “which are directly tied to speech, serving to illustrate what is being said verbally” (Ekman and Friesen 1969: 68)
      - Batons
      - Deictic movements
      - Ideographs
      - Kinetographs
      - Pictographs
      - Spatial movements
Introduction

- Single handclaps as co-speech gestures
  - Illustrators
      - Up/down or back/forth movements of hand or fingers
      - No independent meaning or connotation
      - Time out, accent or emphasize words/phrases
      - Mark them as significant for discourse pragmatic content
  
- Papuan Malay single handclaps (SHC)
  - Accentuate or emphasize pertinent discourse elements
Introduction

- Papuan Malay SHC tokens
  - Literature review
    - Muñoz’s (2014) analysis of “Hijra handclapping”
Sample

- 136 SHC tokens
- Sample by gender and age groups
  - 19/60 recorded speakers in the corpus
  - Age groups
    - Adult (30+)
      - Males: 5
      - Females: 6
      - Total: 11
    - Young adult
      - Males: 2
      - Females: 6
      - Total: 8
    - Total: 7 males, 12 females, 19 speakers
- Sample by language group
  - Isirawa (Tor-Kwerba): 15/19 (79%)
  - Samarokena, Sentani, Vitou (all Papuan): 1 speaker each
  - Ambon Malay (Austronesian): 1 speaker
Discursive embedding

- Discourse environments
  - Discourse organization (39/136 – 29%)
  - Relations between propositions (29/136 – 21%)
  - Enumerations
  - Reactions to propositions
  - Attitude specification
  - Discourse grounding
  - Interaction management
  - Other pertinent discourse elements

  ⇒ Accentuate/emphasize particular discourse constituents
  ⇒ Reveal “the speaker’s conception” of their discourse as a whole

(McNeill 1992: 15)
Discursive embedding

- Discourse organization
  - Structuring, organizing, presenting discourse content (introduction, climax, conclusion)
  - Narrative introduction – Setting

(2)

skarang baru~baru tu begituuuu, Sélà masuk now RDP~be.new D.DIST like.that Sela enter e yo masuk selesaiy ... uh yes enter finish ‘very recently it was like that, ||Sela came in, uh, yes, (she) came in, right after that …’
Discursive embedding

- Relations between propositions
  - Consequence, contrast, condition, alternative relations
  - Consequence relation – Causal

(3) 1SG feel.happy(.about) because 1SG

... aaa, itu yang sa snang karná sa
ah D.DIST REL

pu orang-tua bilang sa begitu ...
POSS parent say 1.sg like.that
‘... ||ah!, that’s why I am happy, ||because my parents told me like that, ...’
Phonological embedding

- Anchor points
  - Preceding/following embedding lexeme
  - Stressed syllable of embedding lexeme
  - Unstressed syllable of embedding lexeme
Phonological embedding

- Anchor point: Preceding/following embedding lexeme

(4) baro nanti de punya om itu pas and.then very.soon 3SG POSS uncle D.DIST be.exact

||

mo bayar, bayar mas-kawing itu want pay pay pay bride-price D.DIST

‘but then, very soon his uncle definitely will || pay, (he’ll) pay that bride-price’
Phonological embedding

- Anchor point: Unstressed syllable of embedding lexeme

(5) ||
baru Sefanya pu mata ni besar begíni
and.then Sefanya POSS eye D.PROX be.big like.this
[After having seen a ghost:] ‘and then Sefanya’s eyes here (got) big like this’
Phonological embedding

- **Summary**

<table>
<thead>
<tr>
<th>Anchor points</th>
<th>Tokens</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stressed syllable of anchor point</td>
<td>79</td>
<td>58%</td>
</tr>
<tr>
<td>Preceding/following anchor point</td>
<td>35</td>
<td>26%</td>
</tr>
<tr>
<td>Unstressed syllable of anchor point</td>
<td>22</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100%</td>
</tr>
</tbody>
</table>
Syntactic embedding

- Clausal anchor points
  - Clause-boundary position
    - Preceding clause-initial / following clause-final lexeme
    - (Un)stressed syllable of clause-initial/final lexeme
  - Clause-internal position
    - Predicate slot
    - Core argument slot
    - Peripheral adjunct slot

- Extra-clausal anchor points
Syntactic embedding: Clause-boundary position

- Anchor point: Stressed syllable of clause-final lexeme

(6) ko stembay bensíng, ko bli bensíng
2SG standby for gasoline 2SG buy gasoline
‘you stand by for the gasoline, you buy gasoline’

- Other anchor points
  - Following clause-final lexeme
  - Unstressed syllable of clause-final lexeme
Syntactic embedding: Clause-internal position

- Anchor point: Embedding lexeme in predicate slot

(7) ||
baru itu sála
and.then D.DIST be.wrong

[About sexual relations outside marriage:] ‘… but then that (is) || wrong’

- Anchor points
  - Core argument slot
  - Adjunct slot
Syntactic / phonological embedding

- Anchor points

<table>
<thead>
<tr>
<th>Position</th>
<th>Tokens</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clausal</td>
<td>119</td>
<td>87.5%</td>
</tr>
<tr>
<td>Clause-boundary</td>
<td>(72)</td>
<td>61%</td>
</tr>
<tr>
<td>Clause-internal</td>
<td>(47)</td>
<td>39%</td>
</tr>
<tr>
<td>Extra-clausal</td>
<td>17</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Syntactic / phonological embedding

- Anchor points

<table>
<thead>
<tr>
<th>Position</th>
<th>Tokens</th>
<th>Unstressed syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clausal</strong></td>
<td>119</td>
<td>22</td>
</tr>
<tr>
<td>Clause-boundary</td>
<td>(72)</td>
<td>(13)</td>
</tr>
<tr>
<td>Clause-internal</td>
<td>(47)</td>
<td>(9)</td>
</tr>
<tr>
<td><strong>Extra-clausal</strong></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136</td>
<td>22</td>
</tr>
</tbody>
</table>
Anchor points: Unstressed syllable

<table>
<thead>
<tr>
<th>Position</th>
<th>Tokens</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause-boundary</td>
<td>13</td>
<td>(11)</td>
</tr>
<tr>
<td>Successful synchronization with clause-initial/final syllable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed synchronization with no ready explanation</td>
<td>(2)</td>
<td>(2)</td>
</tr>
<tr>
<td>Clause-internal</td>
<td>9</td>
<td>(7)</td>
</tr>
<tr>
<td>Failed synchronization with stressed syllable of following lexeme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed synchronization with no ready explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
Syntactic / phonological embedding

- Anchor points: Unstressed syllable in clause-boundary position
  - Successful synchronization with clause-initial syllable

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(8) sa bilang, tempát itu paling rawang
    1SG say place D.DIST most be.haunted
    ‘I said, ‘that ||place is most haunted’ (Lit. ‘||place that’)
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Syntactic / phonological embedding

- Anchor points: Unstressed syllable in clause-boundary position
  - Failed synchronization with no ready explanation

(9) ko stembay | bensíng, ko bli bensíng
  2SG standby.for gasoline 2SG buy gasoline

‘you stand by for the ||gasoline, you buy gasoline||
Syntactic / phonological embedding

- Anchor points: Unstressed syllable in clause-internal position
  - Failed synchronization with stressed syllable of following lexeme

(10)

| de kalo bíking kóbung, bîking sà pu rûma kecil, 
| 3SG if make garden make 1SG POSS house be.small 

| ... saya suka íkut~íkut bápa 
| 1SG enjoy RDP~follow father 

‘when he (my father) worked|| (in) the gardens, (he) made a shelter for me, … I loved following|| (my) father’
Syntactic / phonological embedding

- Anchor points: Unstressed syllable in clause-internal position
  - Failed synchronization with no ready explanation

(11) jadi bapa tidamampu      tinggal deng
    so   father NEG be.capable stay    with

    sa punya kluárga banyak
    1SG POSS family    many

‘so my husband isn't capable of living with my large family...’
Summary

- Papuan Malay single handclaps
  - Illustrators that accentuate/emphasize particular constituents of speaker utterances
    - Reveal “the speaker’s conception” of their discourse as a whole (McNeill 1992: 15)
  - Discursive embedding for the majority of handclaps
    - Discourse organization
    - Relations between propositions
Summary

- Papuan Malay single handclaps
  - Phonological embedding
    - Majority anchored with stressed syllable
    - One quarter precedes/follows anchor points with delay
    - Minority anchored with unstressed syllable
  - Syntactic embedding
    - Vast majority anchored with a clause
      - More than half anchored at clause boundary
      - Less than half anchored clause-internally
    - Small minority anchored with extra-clausal constituents
Summary

- Papuan Malay single handclaps
  - Phonological embedding with unstressed syllable
    - Successful synchronization with clause-initial/final syllable (11/22 SHC – 50%)
    - Failed synchronization with stressed syllable of following lexeme (7/22 SHC – 32%)
    - Failed synchronization with no ready explanation (4/22 SHC – 18%)
  - Overall preference
    - Phonological embedding with stressed syllable
    - Syntactic embedding in clause-boundary position
References