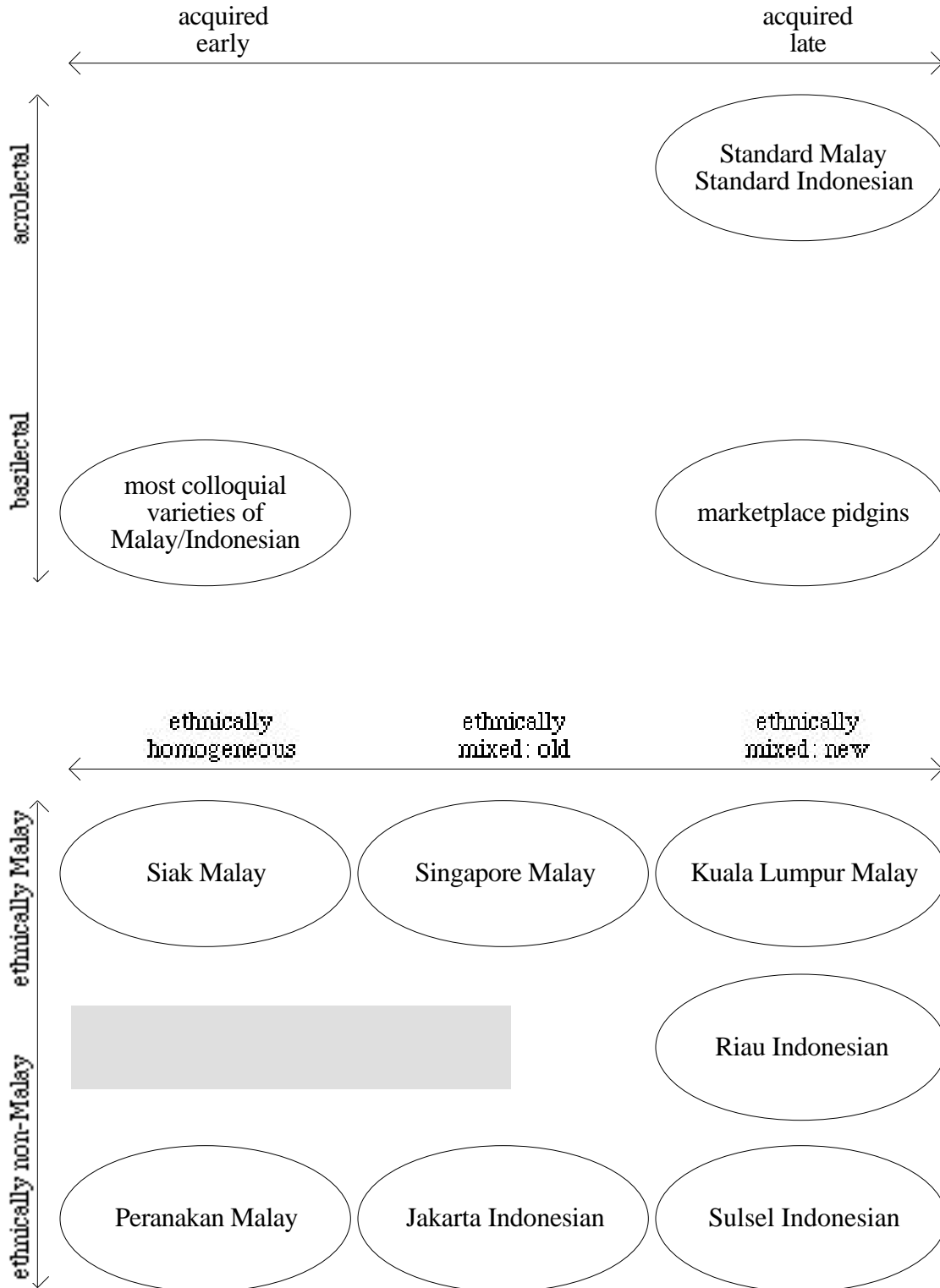


What?

What Language?

A Typology of Malay / Indonesian Language Varieties



What Grammar?

Some characteristic features of most colloquial varieties of Malay / Indonesian:

- * No inflectional morphology.
- * Little derivational morphology.
- * Underdifferentiation of formal categories.
- * Underdifferentiation of semantic categories.

- (1) Cewek cantik *Riau Indonesian*
woman beautiful
[Watching Indian movie on TV, a woman appears]
(a) "(That's) a beautiful woman"
(b) "That woman is beautiful"
"entity associated with woman and beauty"
- (2) Cantik gol
beautiful goal
[Watching replay of football goal on TV]
(a) "That goal was beautiful"
(b) "(That was) a beautiful goal"
"entity associated with beauty and goal"

Some differences between colloquial varieties of Malay / Indonesian:

- * Rhythm:

Kuala Lumpur Malay: stress timed
Riau Indonesian, Jakarta Indonesian: syllable timed

- * Derivational morphology:

Kuala Lumpur Malay < Riau Indonesian < Jakarta Indonesian

- * voice morphology: *di-* and *N-*
- * associative/definite enclitic *-nya*
- * macrofunctional suffix *-an*

- * Possessive constructions:

Kuala Lumpur Malay:	N G	G punya [mya] [nya] N
Riau Indonesian:	N G	
Jakarta Indonesian:	N G	N nya G

(3) *Syntactic Categories:*

(a) *open:* S *rumah* "person"; *merah* "red", *pukul* "hit", *tiga* "three";
apa "what"; *kenapa* "why"; *sendiri* "REFLEXIVE"/"only"
sama "accompany"/"with"/"same"/"and"/"NON. ABSOLUTE";
sudah "PERFECT"; *belum* "NEGATIVE:PERFECT" ...

(b) *closed:* S/S

(i) *preceding:* *yang* "REIFIER"; *paling* "SUPERLATIVE"; *setiap* "every";
kalau "if"/"TOPIC"; *dari* "from"; *untuk* "for";
dengan "with"/"and"/"OBLIQUE"; *tukang* "AGENT"
gara-gara "because:ADVERSATIVE" ...

(ii) *following:* *la* "AFFIRMATIVE", *e* "ADVERSATIVE", *diri* "REFLEXIVE" ...

(4) *Syntactic Structures:*

Syntactic structures are unordered labelled trees.
Each branch is of one of the following two kinds:

(a) $[_S S^1 \dots S^n]$ ($n > 1$)

(b) $[_S S/S S]$

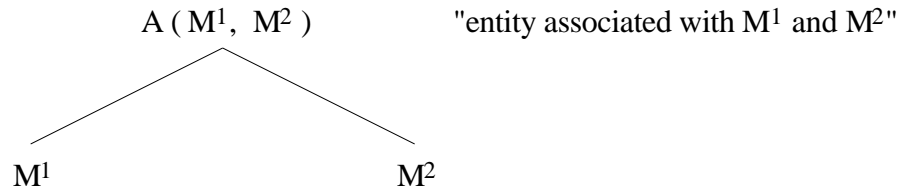
(5) *Monadic Association Rule:* (optional: marked)

Given an S with interpretation M, S may be assigned the (superordinate) interpretation A (M).

(6) *Polyadic Association Rule:* (obligatory)

Given a syntactic structure $[_S S^1 \dots S^n]$ ($n > 1$) where $S^1 \dots S^n$ have interpretations $M^1 \dots M^n$ respectively, $[_S S^1 \dots S^n]$ is assigned the interpretation A ($M^1 \dots M^n$).

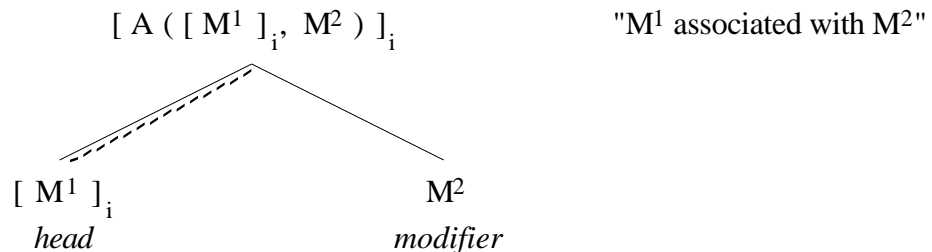
✳ for $n = 2$:



(7) *Headedness Rule:* (optional: unmarked)

Given a syntactic structure $[_S S^1 \dots S^n]$ with interpretation A ($M^1 \dots M^n$), one of its constituent substructures, M^j , may be coindexed with the entire semantic structure for coreferentiality: $[A (M^1 \dots [M^j]_i \dots M^n)]_i$.

✳ for $n = 2$:



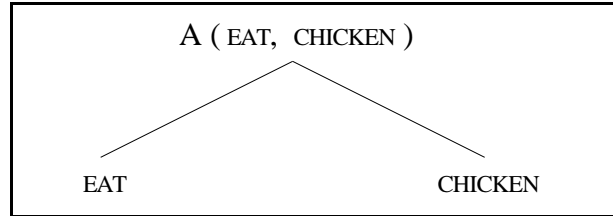
(8) Makan ayam
eat chicken

✳ *Syntactic Structure:* [S [S makan] [S ayam]]

✳ *Semantic Structures:*

(a) Head: -

"coordination"

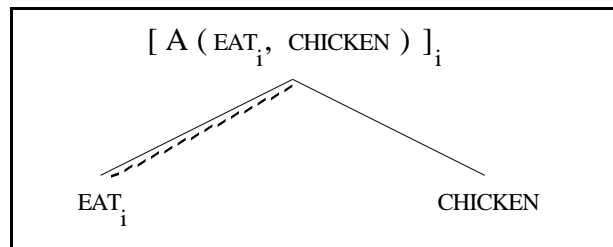


"entity associated with eating and with chicken"

- ✳ "the eating and the chicken"
- ✳ "the eating or the chicken"
- ✳ ... etc ...

(b) Head: *makan*

"basic sentence"

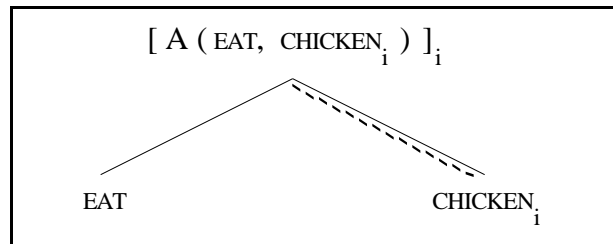


"eating associated with chicken"

- ✳ "the chicken ate it"
- ✳ "he ate it with the chicken"
- ✳ ... etc ...
- ✳ "he ate the chicken"
- ✳ "he ate it because of the chicken"

(c) Head: *ayam*

"relative clause"



"chicken associated with eating"

- ✳ "the chicken which ate it"
- ✳ "the chicken with which he ate it"
- ✳ ... etc ...
- ✳ "the chicken which he ate"
- ✳ "the chicken because of which he ate it"

When?

Three ways in which child language can differ from adult language:

- * The child language has a construction that is ungrammatical in the adult language.
- * The child language lacks a construction that is grammatical in the adult language.
- * Certain constructions occur with different relative frequencies in child and adult language.

To what extent is this the case in Malay / Indonesian?

Andy, 2:4

Riau Indonesian

- (9) Tak pandai cium, pak prefixation of *si-*
NEG know.how blow TRUNC-father
[Trying to play with a toy whistle, he can't make it whistle]
"I can't blow it, Dad"
- (10) Nggak mandai ci-cium
NEG AG-know.how REDUPL-blow
[Trying to play with a toy whistle, he can't make it whistle]
"I can't blow it"
- (11) Itu diambilnya prefixation of *di-*, suffixation of *-nya*
DEM:PRX PAT-take-ASSOC
[Playing with his lego, a smaller child crawls up and seems to want to take the pieces away from him, so he gives the lego to somebody else, explaining]
"He'll take it away"
- (12) Ambilkan, mak
take-APPL TRUNC-mother
[Pointing to the lid on a jar]
"Give it to me, mum"
- (13) Mamak Andy mana? WH words at beginning and at end
mother Andy where
[His mother walks off for a moment and he's worried]
"Where's my mum?"
- (14) Mana satu lagi?
where one CONJ
[Playing with lego pieces]
"Where's the other one?"

- (15) Eh diambreg-ambreg
 EXCL PAT-MESS
 [To her cousin who spilled the snacks on the floor]
 "You made a mess"
- prefixation of *di-*

How?

A puzzle:

How do children learn to distinguish between members of the syntactic category S, eg. *semua* "all", and members of the syntactic category S/S, eg. *setiap* "every"?

- (16) (a) semua rumah
 all house
 "all the houses"
 (b) rumah semua
 house all
 "all the houses"
 (c) semua
 all
 "all"
- (17) (a) setiap rumah
 every house
 "every house"
 (b)* rumah setiap
 house every
 "every house"
 (c) * setiap
 every
 "every"

Two solutions to the puzzle:

- * The distinctions are part of Universal Grammar, ie. innate.
- * The child learns through *negative evidence*. That is to say, the child hears all of the constructions in (16a-c), and also the construction in (17a). And, crucially, s/he *does not* hear the constructions in (17b-c) even in contexts where they would be expected. Accordingly, s/he infers that such constructions are ungrammatical.