WESTERN INTERDISCIPLINARY STUDENT SYMPOSIUM ON LANGUAGE RESEARCH

FEBRUARY 29TH, 2020

9:00am- 5:00pm, Conron Hall (University College), Western University

For more information, visit: uwo.ca/linguistics/graduate/wisslr

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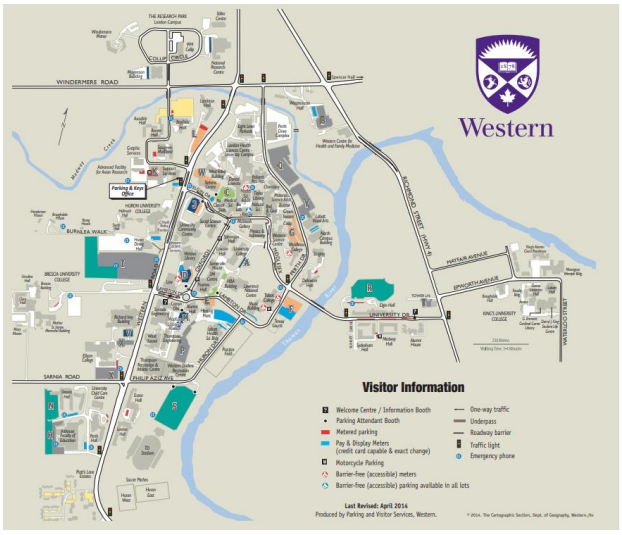
Table of Contents

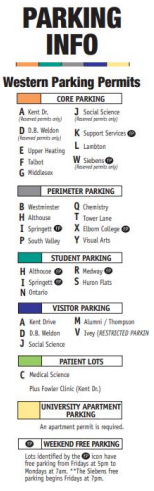
Maps (Event Location & Parking)……3
Overview of Conference……4
Presentation Schedule……5
Keynote Abstract……...7
Presentation Abstracts……...8
Presenter Contact Information……16
Acknowledgements……17
WISSLR Committee Contact Information……..18
Linguistics at Western……19
Congress 2020……19

Maps

University College (UC): Second Floor

Western University Parking





Overview of WISSLR 2020 Conference

Event Location & Time:

Conron Hall UC 3110: 9:00AM – 5:00PM

Session 1: Sociolinguistics: 9:30AM– 10:10AM

First Break: 10:10AM – 10:30AM

Session 2: Language and the Brain: 10:30AM – 11:50AM

Lunch: *UC 3105* - 11:50AM – 12:55PM

Keynote Presentation: 1:00PM – 2:00PM

Second Break: 2:05PM – 2:20PM

Session 3: Phonology: 2:20PM – 3:00PM

Poster Session: 3:00PM – 3:30PM

Third Break: 3:30PM – 3:40PM

Session 4: Morpho-Syntax: 3:40PM – 4:40PM

Closing and Final Remarks: 4:40PM – 5:00PM

WISSLR 2020 Schedule

Saturday, February 29th, 2020 *Location*: Conron Hall, University College 3110	
9:00AM-9:25AM	*Registration*
9:25AM-9:30AM	Opening Remarks
9:30-10:30	**Session 1: Sociolinguistics**
9:30AM	**Gender Agreement in L3 Spanish by English-French Bilinguals: Evidence Against the Cumulative Enhancement Model** Emily Kang | Western University
9:50AM	**'Pura Vida' and its Contextual Value in Costa Rican Spanish** Emily Quesada-Glanz | North Central College
10:10AM	**Ideology of Hate: A Corpus Discourse Analysis of Sexist Ideology on the Manosphere** Andrew Scicluna, Frank John Li and Matthew Scicluna | Western University
10:30AM-10:50AM	*Break*
10:50AM-11:50AM	**Session 2: Language and the Brain**
10:50AM	**Metacognition Matters in Instructed L2 Acquisition of Grammatical Gender in Spanish** Martha Black | Western University
11:10AM	**Investigating the Effects of Sign Language Experience on Brain Organization** Jessica Lammert & Blake Butler | Western University
11:30AM	**The Neural Bases of Vocabulary and Grammar Learning** Leah Brainin | Western University
11:50PM-12:55PM	**Lunch – University College 3105**
1:00PM- 2:00PM	***Keynote Presentation*** **The Enregisterment and the Spread of Multicultural Toronto English** Dr. Derek Denis | University of Toronto, Mississauga
2:05PM-2:20PM	*Break*
2:20PM-3:20PM	**Session 3: Phonology**
2:20pm	**An Emigrated Italian Dialect and its Variable Realization of /v/ as [w]** Michael Iannozzi | Western University

2:40pm	**The Complete Deletion of /d/ in Past Participle -ar Verbs: A Comparative Sociophonetic Analysis Between Spanish Native Speakers and English-speaking Learners of Spanish** Giulia Cortiana & Olga Tararova | Western University
3:00pm	**Poster Session**
3:30PM-3:40PM	*Break*
3:40PM-4:40PM	**Session 4: Morpho-Syntax**
3:40PM	**Acquisition of Pronominal Prefixes in Oneida by Adult Native English Speakers** Yanfei Lu| Western University
4:00PM	**Expression of Futurity in Spanish of Spain and Colombia** Niloufar Ansari Dezfuly & Kenamy Graterol Perdomo | Western University
4:20PM	**Clausal Complementation in Malagasy** Holly Scott | Western University
4:40PM	*Closing and Final Remarks*

Abstracts

Keynote Presentation:

The enregisterment, and the spread of Multicultural Toronto English

Derek Denis, PhD| University of Toronto

In 1988, Kotsinas spoke of the "great migration" to Sweden that resulted in one tenth of children in Swedish schools being born outside of the country. Linguists have documented that this great migration has resulted in the development of a multiethnolect: a variety of a language spoken (typically) by immigrant adolescents who themselves are native speakers of a diversity of languages. Features of these multiethnolects can be traced to the multilingual context of their emergence. Such multiethnolects have been documented in major European metropolises: Stockholm, Berlin, Oslo, London, Paris, and Amsterdam.

While at the time a 10% immigrant rate may have seemed like a great deal, today every other Torontonian was born outside of Canada and/or speaks a language other than English. In the most multicultural city in the world, we can ask: is there a Toronto multiethnolect? In this talk, I describe what I call Multicultural Toronto English (MTE) which I understand to be a multiethnolect. In particular, I focus on the enregisterment and diffusion of features of MTE, paying particular attention to the source of features: the vast majority of enregistered words are borrowings from Jamaican Patwah (e.g., wasteyute, bare, ahlie) or Somali (wallahi, bucktee) (languages of two of Toronto's Black diaspora communities). However, their use has diffused beyond speakers of those languages. Through qualitative content analysis of media and online discourse and through a formal language attitudes questionnaire, I have observed a diversity of attitudes about the use of these borrowings by Torontonians, especially those not of Afro-Caribbean descent. On the one hand, there are strong reservations about the appropriation (and in some cases derision) of loanwords from Black communities. On the other hand, some express pride in the transcultural nature of the English spoken by young people. I grapple with this tension and the prevalent racial and linguistic ideologies that underlie it.

Derek Denis is an Assistant Professor of Linguistics in the Department of Language Studies at the University of Toronto Mississauga. His recent work has focussed on the emergence of Multicultural Toronto English. He uses a mixed-methods approach, using tools ranging from variationist sociolinguistics, attitudes and perception studies, generative linguistics, and discourse analysis.

Session 1: Sociolinguistics

Gender Agreement in L3 Spanish by English-French Bilinguals: Evidence against the cumulative enhancement model

Emily Kang | Western University

The arbitrariness of grammatical gender assignment in Romance languages is reflected in the fact that a word such as *tomate* 'tomato' is assigned feminine gender in French, but masculine gender in Spanish. This leads to the interesting question of whether prior knowledge of a grammatical gender feature in a non-native language acts to facilitate or interfere with the acquisition of grammatical gender in a subsequent language. One of the main models in third language acquisition research is the Cumulative Enhancement Model (CEM) proposed by Flynn et al. (2004). According to this model, language learning is accumulative, that is, previously acquired languages can either be neutral or enhance subsequent language acquisition. Implicit in this position is the contentious claim that negative transfer is not a possible outcome in the acquisition of a third or subsequent acquisition. This study aims to test the predictions of the CEM against the results of L2 and L3 Spanish learners on various gender agreement tasks. A total of 10 undergraduate students between the ages of 18 and 23 participated in the study. There were two experimental groups: an L3 Spanish group consisting of English-French bilinguals and an L2 Spanish group consisting of monolingual English speakers with no background in French. In addition to a cloze proficiency test and linguistic profile questionnaire, each participant completed a Grammaticality Judgement Task, an Oral Translation Task, and a Multiple-Choice Task. These tasks were intended to assess the ability of the two groups to identify and produce determiner-noun gender agreement. Preliminary results suggest evidence of negative transfer from the second language of the L3 group, contradicting the central claims of the Cumulative Enhancement Model.

'Pura Vida' and its Contextual Value in Costa Rican Spanish

Emily Quesada-Glanz | North Central College

This presentation addresses the pragmatic aspects of a colloquial expression (1) particular to Costa Rica:

(1) *Pura Vida*
Spanish: "Pure life"
Costa Rican Spanish: "Pure life", also "cool", "good", "see you later", "what's up", "yo"

My research question "What contextual factors trigger the use of 'Pura Vida' in Costa Rican Spanish?" intends to look at how Costa Rican Spanish is used in context, under the influence of the dynamic environment of its users. My research looks into data collected firsthand, recorded interviews conducted in Costa Rica during conversations with locals

and utilizing pragmatic analysis of the dialogues. I study the patterns in the use of this expression via linguistic pragmatics, which is the study of how language is used in context, under the influence of the dynamic environment of the users. The significance of my study is impactful for two reasons: First, the importance of distinct colloquial expressions for a nation is what demonstrates "cultural solidarity and distinctiveness by speaking like [their] cohorts, be they ethnic, professional, or some age-grade..." (Eastman and Stein, 1988, 188). In other words, by studying the use of this colloquial expression, relevant insight can be obtained regarding the cultural and ethnic values of Costa Rica. Secondly, this is seemingly the first linguistics study on the expression (1) within the linguistic pragmatics framework. By being the first study of this expression (1) one is able to expand the linguistical complexities of Costa Rican Spanish.

Comparable research has been developed in similar pragmatic particles in other languages. (Wouk, 1999; Tong King, 2007) However, the specificity of the expression (1), where its semantics are determined by the semantics of the conversational context, is unique. For this reason, I replicate the methodology employed in studies that have developed conversational analysis (Nichols, 1983; Fishman, 1983; Sattel, 1983) where contextual factors are used to address semantics. Prelaminar finding of this study reveals that the use of the expression (1) is unique in various contexts: greetings, emotions, and simple conversation. By analyzing in which contexts, an insight to the linguistical diversity of the expression (1) is an open door to the rich pragmatic language of Costa Rica.

Ideology of Hate: A Corpus Discourse Analysis of Sexist Ideology on the Manosphere

Andrew Scicluna, Frank John Li and Matthew Scicluna | Western University

There's been much concern over the Manosphere - a network of online communities commonly accused of propagating sexist gendered ideologies encouraging violent threats and misogyny. Although controversial, some argue these groups contain elements of white supremacist ideology (Hunte, pp. 7-9; Farrell et. al. pp. 87-88). One such community is the "Involuntary Celibates" (or incels). An incel subcommunity which congregated on the website reddit, was r/braincels, which was dedicated to discussions of politics, philosophy, and world news. However, it was recently banned over concerns of organized domestic terrorist activity related to the 2019 Joker movie (Robertson). However, undergraduate linguist Edgar Yau from the University of Rochester scraped r/braincels prior to its termination, collecting all post activity between October 21 2017 and March 5, 2019 (Objects of Desire).

Our goal is to compare, using wordsmith version 7, our (I) r/braincel corpus with at least two others: (II) a corpus of 4chan /pol/ activity between Sept 29, 2013 until Jan 1, 2019, also acquired from Yau; and (III) a control corpus, preferably also from reddit (or otherwise, COCA). We predict greater overlap between (I) and (II) then between (I) and

(III), with respect to certain forms contained in Word Lists. These will include informal "slang" terms, author names, and famous quotes. These lists can be subcategorized based on content: for example, authors can be categorized by age or country of birth. We predict this overlap will represent a greater similarity in ideology between r/braincels and /pol/. We also predict, based on how we subcategorize the word lists, that meaningful interpretations can be derived about these overlaps.

We may also construct a corpus (IV) based on a white-nationalist reading list, containing full texts for over a thousand books, acquired from a discord server and compare it to (I), (II), and (III). We predict the greatest overlap between (IV) and, in descending order, (II), (I), and then (III).

Lastly, if time permits, our team will also experiment with more advanced machine learning techniques to construct a neural language model predicting whether a given text contains traces of incel or white nationalist ideology based on data from this study.

Session 2: Language and the Brain

Metacognition Matters in Instructed L2 Acquisition of Grammatical Gender in Spanish:

Martha Black | Western University

This study investigates the nature of grammatical gender knowledge of adult native English speakers (n=24) learning Spanish as a second language (L2) in the instructed context. The relative influence on grammatical gender accuracy of three linguistic variables is analyzed in both an oral and written task: gender class, domain of agreement, and noun morphology. Crucially, this study examines the relationship between metacognition (as the level of awareness that learners have of their own learning processes and strategies) and L2 acquisition of Spanish grammatical gender and demonstrates how this relationship is modulated by task modality (written vs. oral). We seek to both corroborate abundant previous SLA research on the linguistic variables of grammatical gender (e.g. Spino-Seijas, 2017; Alarcón, 2011; Montrul et al., 2008) as well as examine metacognitive awareness as a learner variable not analyzed in previous studies. We demonstrate the role that metacognition plays in adult L2 acquisition of grammatical gender, a morphosyntactic phenomenon not instantiated in L1 (English), and introduce a tool for measuring metacognitive awareness in L2 learning via a language-oriented adaptation of the original Metacognitive Awareness Inventory (Schraw & Dennison, 1994). Results indicate the following decreasing order of effect size of the linguistic variables analyzed: gender class > noun morphology > task modality > domain. A moderate positive correlation ($r = 0.34$) is observed in our sample between metacognitive awareness scores and gender accuracy scores. Results further demonstrate the particular role of metacognition in adult L2 learning

as a factor more strongly associated with explicit, offline processing of language during a written task (r = 0.33) than semi-spontaneous production during an oral task (r = 0.28).

Investigating the Effects of Sign Language Experience on Brain Organization

Jessica Lammert & Blake Butler | Western University

Current theoretical models describe the neural basis of language processing in terms of sound recognition and speech production. But how does the language system change when its input and output are in the visual-manual as opposed to the auditory-oral modality? Human deafness provides an opportunity to examine this problem as deaf children often learn sign language from an early age, when neural plasticity is at its highest.

Previous studies have identified similarities and differences in the neural representation of spoken and signed languages. However, poor assessment of language skill, improper experimental control, and lower resolution neuroimaging warrant a more detailed examination.

My research will build upon previous studies by relating high-resolution magnetic resonance imaging (7T MRI) measures of brain connectivity to detailed language proficiency measures. Deaf signers and hearing controls will undergo a resting-state functional MRI (rs-fMRI) and diffusion tensor imaging (DTI) scan to quantify functional and structural brain connectivity. Compared to task-based fMRI, the task-free nature of rs-fMRI and DTI reduces noise and allows us to better compare measures across groups with varying abilities.

Because it can be difficult to test, no studies to date have quantified American Sign Language (ASL) proficiency with a psychometrically validated measure. Signers will complete the ASL Comprehension Test, an easy to deliver standardized test of ASL proficiency.

Models of language processing fail to consider how different language experiences impact the organization of the human language system. My study will contribute to an emerging understanding of the neurobiology of language by revealing differences in language and sensory system connectivity in deaf signers.

The Neural Bases of Vocabulary and Grammar Learning

Leah Brainin | Western University

Compared to children, adults struggle with learning categorical and pattern-based components of language, such as syntax and morphology. On the other hand, vocabulary learning is not as detrimental. Little direct neural evidence is available to explain this unique cognitive inferiority observed in adults compared to children. Moreover, grammatical components of language are commonly studied in isolation to their vocabulary counterparts. Therefore, using functional Near-Infrared Spectroscopy (fNIRS), we aimed to quantify the relative contribution of distinct neural areas to vocabulary and grammar

learning via an artificial language learning task. Young adults learned novel vocabulary words paired with images of common objects embedded with inflectional morphological patterns. The grammar of the language consisted of two regular suffixes that marked plurality intermixed with irregular words containing irregular suffixes. Regular suffixes were cued by the phonological rhyme of the root word. After 30 minutes of training, participants then completed picture-word association judgement tasks using both previously learned vocabulary items and novel untrained plural words in order to assess generalization abilities of the grammatical patterns. Our behavioural measures revealed that adults performed significantly better and quicker on vocabulary test items compared to grammar test items, mirroring language learning differences observed in natural second language learning. Preliminary neural results revealed that singular vocabulary judgement was associated with neural activity in part of the pars triangularis of the right inferior frontal gyrus, known to be involved in semantic recall. Surprisingly, bilateral portions of the dorsolateral prefrontal cortex known for executive functioning were more active during grammar judgement tasks. These results may support a new and somewhat paradoxical theory suggesting that the greater developed prefrontal cortex that gives rise to adults' superior attentional and executive function skills may interfere with acquiring aspects of language that are best learned implicitly, such as grammar. These findings will be discussed in conjunction with ongoing research examining neural individual differences during the learning process in relation to vocabulary and grammar proficiency outcomes.

Session 3: Phonology

An Emigrated Italian Dialect and its Variable Realization of /v/ as [w]

Michael Iannozzi | Western University

Heritage Languages are language varieties brought to a new home by immigrant communities where that language is in the minority (Nagy, 2015) The Ciociaria Heritage Italian Language of Sarnia (CHILS) corpus documents, records, and archives the variety of Italian known colloquially as Ciociaro . This variety comes from the Frosinone province, in the Lazio region. This variety is spoken by most Italian immigrants to Sarnia, Ontario, a Canadian city of about 72,000 people that borders the United States (StatsCan, 2017). This variety is largely unintelligible to those currently in Frosinone. In 1990 there were over 2,400 Italian immigrants in Sarnia; nearly 1,300 were from Frosinone, and nearly 1,000 emigrated from only 4 towns in Frosinone: Broccostella, Casalvieri, Fontechiari, and Vicalvi (Di Cocco, 1991). In this paper I present the first feature to be analyzed: the variable realization of /v/ as [w] or [v].

Standard Italian [Ciociaro] 'translation'

1) vino [wino] 'wine' 2) nove [nowə] 'nine' 3) vecchia [wɛkja] 'old'

I have conducted 41 interviews as part of the CHILS corpus. To start these interviews, research participants give dialectal translations to English prompts of 30 words. The target translation contains a /v/ either word-initially or word-medially. After removing responses of unexpected synonyms, participants who didn't perform the wordlist, etc. the final dataset analyzed contains 957 tokens with the variable /v/. Further, from the open-ended conversation that followed the wordlist, I extracted 2,239 words containing [v] or [w]. The result is a total of 3,196 tokens across 41 interviews—an average of 78 tokens per participant. The overall rate of /v/ being realized as [w] was 41.3%. Men produced [w] at a higher rate (46.3%) than women (38.4%). Further, /v/ was realized as [w] at a significantly higher rate during the open interview (44%) than the wordlist (29.3%). These tokens were then analyzed using Rbrul (Johnson, 2009). I calibrated the factors to ensure the reliability of each individual factor's results. I used the log-likelihood ratio test described in Geyer (2003) to ensure a faithful fit of the data. Of the 18 factors coded, 3 social and 7 linguistic independent variables were selected by the step-up/step-down analysis. An especially significant social variable was the speakers themselves. They had a huge range of variation for [w] realization, from as high as 88.3% to as low as 4.2%. For the linguistic factors, the phonological environment was highly weighted by the best model in Rbrul. The phonemes that occur immediately preceded or followed /v/ had a highly significant effect on [w] realization. The Ciociaro variety of Italian has many more interesting features to be explored. However, this first study of the dialect shows an interesting and unusual phonetic realization of /v/, and the factors that influence its realization. The CHILS Corpus continues to document the Ciociaro variety in Sarnia, and it serves as an important record of a variety that quite possibly no longer exists in Italy.

The Complete Elision of /d/ in Past Participle -ar Verbs: A comparative socio-phonetic analysis between Spanish native speakers and English-speaking learners of Spanish

Giulia Cortiana & Dr. Olga Tararova | Western University

The present sociophonetic study aims to compare the production of /d/ in Spanish past participle -ar verbs among Latin American Spanish native speakers and English-speaking learners of Spanish as a second language (L2). This study examined 7 Latin American Spanish native speakers (NS) and 6 English-speaking learners of Spanish (NNS) as L2 using a preference forced choice (T3) and a reading task (T4). We tested 20 past participle -ar verbs, each three-syllable stimulus was used as an adjective or as a verb alternatively across T3 and T4. Our dependent variable was the complete elision, and our independent variables were sex, age, and country of origin for the NS group and country where NNS learnt Spanish. 780 tokens were collected, 420 from the NS group and 360 from the NNS group. Our results show that NS speakers produced a complete elision at a rate of 35%, while NNS produced a complete elision at a lower rate of 13%. Step-up/step-

down multivariable analyses were carried out with Goldvarb statistical software in order to identify significance. Our results indicate that sex and age had a significant effect across the NS group, as well as the country where NNS learnt Spanish had a significant effect among NNS. Both groups showed a similar pattern regarding the complete elision depending on the task (T3 – T4), the grammatical function (adjective – verb), and the position of the stimulus in the sentence (initial – middle – final). When NNS did not produce complete elision, they produced 1.39 times longer approximants [ð] than their NS counterparts. Our results also seem to suggest that NNS produced a third allophone, the fricative [ð] at a rate of 41%. Furthermore, our dataset demonstrates a strong positive correlation (R2 = .55) between NNS' dominance score and their rate of approximant [ð] productions. Our results seem to suggest that the more dominant a NNS is, the more native-like their productions are.

Session 4: Morpho-Syntax

How do Adult L2 Learners Acquire Pronominal Prefixes of Oneida (Iroquoian)

Yanfei Lu| Western University

Through this research, I explore how adult native English speakers acquire Oneida as a second language, specifically focusing on the acquisition of the pronominal prefix feature of Oneida. Oneida is a polysynthetic language, which uses complex morphemes to express meanings that would be expressed by individual words and sentences in languages like English (Archibald & O'Grady, 2016). Therefore, the structure of words in Oneida is complex and difficult to acquire for English speakers. In addition, the usage of Oneida morphemes is not only determined by the grammatical categories but also the cultural practices and traditions of the Oneida community. Pronominal prefixes are of the most important components of Oneida utterances. They reflect the participants of the "sentence", such as the subjects and/or the objects. There are over 100 variations of Oneida pronominal prefixes based on several grammatical and contextual features at the same time. Meanwhile, the phonological environment also triggers variations of the pronominal prefixes. Based on feedback from Oneida speakers and learners, pronominal prefix is one of the most difficult features of the language to acquire. The participants in my research are adults who are native speakers of English, from the Oneida of the Thames community in London, Ontario and are currently enrolled in the Twatati Oneida immersion program as students of the year 1 class. The data is collected from unit 1 of the unit assessments of the curriculum. During these assessments, learners' listening and speaking abilities of Oneida are tested in the oral format. Before being analysed, the audio data was transcribed by using Elan software, with the help of Oneida speakers. Factors such as learners' differences of age, amount of previous knowledge and the class settings are also taken into

consideration during the analyses, since they can influence the learners' language learning process in various degrees.

Expression of Futurity in Spanish of Spain and Colombia

Niloufar Ansari Dezfuly & Kenamy Graterol Perdomo | Western University

This study investigates the expressions of futurity by native speakers of Spanish from Spain and Colombia. Spanish has three forms to express futurity, among which we focus on the most common ones: Morphological Future (MF) and Periphrastic Future (PF). Since it has been confirmed that PF is the preferred way to express future in all varieties of Spanish (Silva-Corvalán,1988, 1994; Orozco, 2005) we explore whether PF is still the most common expression or PF and MF have taken different paths in the aforementioned countries. For the aim of our research eight sociolinguistic interviews were conducted with females and males from Spain and Colombia. In total 574 tokens were coded for two social, two linguistic and one internal factor. Data was analyzed in Goldvarb in order to determine the significance of independent factors on elicitation of PF vs. MF. The results show a significant for our internal factor, task effect, presenting that PF is more used in written tasks. This is an interesting finding since the previous study (Berschin,1986) claims that MF is predominantly used in the written Spanish. These outcomes could be due to nature of the tasks and presence of time markers which according to Orozco (2005) promotes MF. With regard to our social and linguistic factors including sex, ethnicity, grammatical number of subjects and type of clause, the results did not turn out to be statistically significant. Nevertheless, they had an effect on production of MF and PF.

Clausal Complementation in Malagasy

Holly Scott | Western University

Recent work in the literature on clausal complementation (Wurmbrand and Lohninger 2019) suggests that three classes of verbs exist cross-linguistically: verbs of the Attitude class select the most independent complement clauses, verbs of the Irrealis class select less independent complement clauses, and verbs of the Tenseless class select the least independent complement clauses. This tripartite hierarchy of clausal independence is proposed to be an implicational universal; complements of Tenseless verbs are never more independent than complements of Irrealis verbs, and so on. I show that these three hierarchical classes of verbs can indeed be distinguished in Malagasy (Austronesian, Madagascar, VOS), a language previously understudied with respect to clausal complementation (see Paul and Ranaivoson 1998 for an overview and Pearson 2018 on perception verb complements). I propose that while Attitude verbs take full CP complements (C is obligatory), the complement of an Irrealis verb is smaller (e.g. TP) and the complement of a Tenseless verb is smaller still (e.g. vP). I use five diagnostic tests, each based on my own fieldwork, in order to evince the distinctions between the three class.

These tests include: (1) the licensing of complementizer fa, (2) the addition of temporal modifiers rahampitso ‘tomorrow’ and omaly ‘yesterday’, (3) ability to judge the truth/falsity of the embedded clause, (4) licensing of auxiliaries in the embedded clause, (5) position of negative polarity item intsony ‘anymore’, and (6) licensing of negation in the embedded clause. The addition of temporal modifiers, in particular, shows a clear-cut distinction between verbs belonging to the three classes: omaly ‘yesterday’ can only modify complements of Attitude verbs (such as mihevitra ‘think’), while rahampitso ‘tomorrow’ can modify complements of Attitude and Irrealis verbs (1a), but not Tenseless verbs (1b).

(1) a. Nanapakevitra hanidy ny varavarana i Soa rahampitso.
decide.PAST lock.FUT DET door DET Soa tomorrow
‘Soa decided to lock the door tomorrow.’
b. *Nanandrana hanidy ny varavarana i Soa rahampitso.
decide.PAST lock.FUT DET door DET Soa tomorrow
Intended: ‘*Soa tried to lock the door tomorrow.’

These data suggest that Tenseless verbs lack the TP-layer entirely. The auxiliary and intsony tests provide supporting evidence for size differences with respect to the complements of each verb class. To give an example, the auxiliary vao ‘just’ is licit in embedded Attitude complements, but not in Irrealis or Tenseless complements. This suggests that Irrealis and Tenseless complements are structurally impoverished in comparison to complements of the Attitude class. The data show, then, not only a tripartite hierarchical distinction between verb classes in Malagasy, but an empirical motivation for distinct underlying complementation structures.

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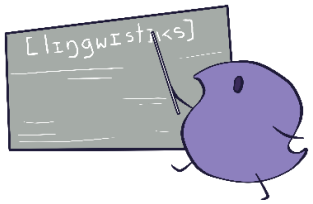

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Dr. Derek Denis

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Linguistics at Western

Don't forget:

Western University is the proud host of:

congress 2020
OF THE HUMANITIES AND SOCIAL SCIENCES

BRIDGING DIVIDES

May 30 - June 5, 2020 | London, Ontario

We hope to see you there!