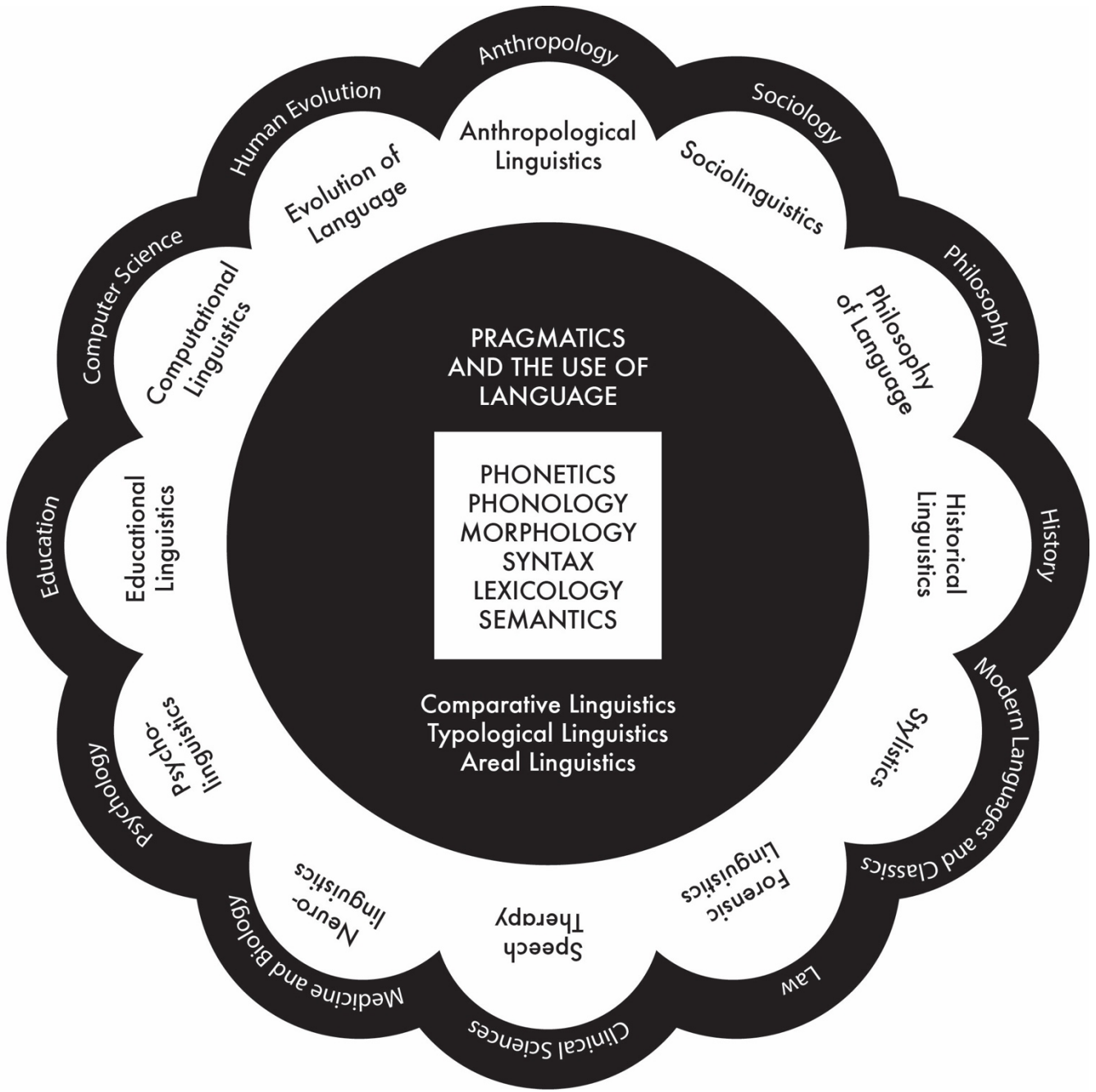


# PRAIRIE WORKSHOP on LANGUAGE AND LINGUISTICS (V)

## March 16, 2019



THE UNIVERSITY OF WINNIPEG

**PRAIRIE WORKSHOP on LANGUAGE AND LINGUISTICS (V)**  
**University of Winnipeg**  
**March 16, 2019**

**8:40-9:00**

**OPENING REMARKS** – Ivan Roksandic (Room 1L12)

**SESSION 1A (Room 1L11)**

**SESSION 1B (Room 1L13)**

**9:00-10:30**

**PHONOLOGY**

**ONOMASTICS / SIGN LANGUAGE /  
DISCOURSE ANALYSIS**

Chair: Sky Onosson, U of Winnipeg

Chair: Jeffrey Newmark, U of Winnipeg

- Viktoria Bokova, U of Manitoba
- Iuliia Rezvukhina, U of Manitoba
- Shailynn Athmer, U of Saskatchewan

- Ivan Roksandic, U of Winnipeg
- Terry Janzen, U of Manitoba
- Olga Kriukova, U of Saskatchewan

**10:30-11:00**

**COFFEE BREAK** (Room 1L12)

**SESSION 2A (Room 1L11)**

**SESSION 2B (Room 1L13)**

**11:00-1:00**

**SOCIOLINGUISTICS**

**ALGONQUIAN LANGUAGES /  
MUSIC & LINGUISTICS**

Chair: Ivan Roksandic, U of Winnipeg

Chair: George Fulford, U of Winnipeg

- Christiani P. Thompson, U of Saskatchewan
- Kristin Lovrien-Meuwese, U of Winnipeg
- Alexandra Smirnova, U of Saskatchewan
- Maria Rodrigo Tamarit, U of Manitoba

- Will Oxford, U of Manitoba
- Yadong Xu, U of Manitoba
- Lynn Whidden, Brandon University
- Teruka Nishikawa, U of Winnipeg

**1:00-2:00**

**LUNCH** (Room 1L12)

A catered lunch will be provided by the University of Winnipeg Club.

	SESSION 3A (Room 1L11)	SESSION 3B (Room 1L13)
2:00-3:30	<b>CREE</b> Chair: Shelley Tulloch	<b>SYNTAX</b> Chair: TBA
	<ul style="list-style-type: none"> <li>▪ Arok Wolvengrey, First Nations University of Canada, Regina</li> <li>▪ Jan van Eijk, First Nations University of Canada, Regina</li> <li>▪ Sarah Hoffman, U of Manitoba</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jila Ghomeshi, U of Manitoba</li> <li>▪ Frederick J. Newmeyer, U of British Columbia, Simon Fraser University</li> <li>▪ Marzieh Hadei, U of Manitoba</li> </ul>
3:30-4:00	<b>COFFEE BREAK (Room 1L12)</b>	
	SESSION 4A (Room 1L11)	SESSION 4B (Room 1L13)
4:00-5:30	<b>LANGUAGE REVITALIZATION</b> Chair: Jorge Machin-Lucas, U of Winnipeg	<b>LANGUAGE &amp; EDUCATION</b> Chair: Kristin Lovrien-Meuwese, U of Winnipeg
	<ul style="list-style-type: none"> <li>▪ Shelley Tulloch, U of Winnipeg</li> <li>▪ Jesse Stewart, Taliza Chavez, Marco Maigua, Alex Yu, and Olga Kriukova, U of Saskatchewan</li> <li>▪ Sky Onosson, U of Winnipeg and Sonya Bird, U of Victoria</li> </ul>	<ul style="list-style-type: none"> <li>▪ Katharina Klassen, Carleton University</li> <li>▪ Amanda Prudente de Moraes Goldbach, U of Saskatchewan</li> <li>▪ Karina Fadini, Universidade Federal do Espírito Santo, Vitória, Brazil</li> </ul>
6:00	<b>DINNER</b> All are welcome meet at Garbonzo's for a post-conference dinner, at your own cost. Garbonzo's UWinnipeg AnX, 2-471 Portage Avenue @ Colony Street	

The members of the Organizing Committee for the *Fifth Prairie Workshop on Language and Linguistics* are Ivan Roksandic (Anthropology), George Fulford (Anthropology) and Kristin Lovrien-Meuwese (Modern Languages and Literatures).

The organizing committee wishes to thank the following students for their assistance with the PWoLL(V): Sarah Middlestead, Giorgia Skorletos, Mathieu Godin, Nicola Donovan.

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Department of Anthropology  
Department of Modern Languages and Literatures

# ABSTRACTS for the FIFTH PRAIRIE WORKSHOP on LANGUAGE AND LINGUISTICS

Shailynn Athmer, University of Saskatchewan

## “Detecting Mispronunciations in Ongoing Speech: A Replication Study.”

In 1973, Ronald Cole performed a research experiment to, “examine the role of individual acoustic features in the perception of ongoing speech” (p.153). To accomplish this, he presented participants with a passage that included mispronunciations that were manipulated by one, two, or four distinctive features from the original. He found that it is less obvious to detect a mispronunciation of one acoustic feature than of four (Cole, 1973). The current presentation is a work in progress and will determine if the position of a speech error in a multisyllabic word influences error detection rates of participants by using a modified version of Cole’s methodology.

Forty-five multisyllabic words have been chosen at random from *The Frog Princess* by Laura Cecil and used for manipulation. A single consonant in each of these words has been changed by place and manner. The error will occur in either word-initial, word-medial, or word-final position and distributed evenly throughout the recordings. Three high quality digital audio files have been recorded by a native speaker of Canadian English, which participants must listen to and press a key on the keyboard as quickly as possible after hearing a mispronunciation.

It is expected that participants will detect mispronunciations more often when they occur in word-final position. This is supported by Cole (1973) who claims that participants must first acquire enough information to understand what the word is before they can process that an error has occurred.

### References

- Cecil, L., & Clark, E. C. (1998). *The Frog Princess*. London: Red Fox.  
Cole, R. A. (1973). Listening for mispronunciations: A measure of what we hear during speech. *Perception & Psychophysics*, 13, 153-156

Viktoria Bokova, University of Manitoba:

## “The Basic Prosodic Grammar of the Contemporary Standard Ukrainian (CSU).”

The study aims to identify a set of autosegments, phrasing conventions, and interpretation rules required to represent the intonational patterns of CSU default declaratives and declaratives with broad and narrow focus. Bethin (2006) identifies the rising-falling LHL contours as a lexical property of some Ukrainian dialects spoken at the Ukraine-Belarus border. Féry et al. (2007) used the syntactic approach of the AM theory to describe the prosody of declaratives of the Western Ukrainian dialect spoken in L’viv. This study uses the intonational approach (Jun 1998) that studies intonation and prosody in its own right, as opposed to deriving it from syntax. It specifically studies fundamental frequency (F0) of phonetic contours and their underlying L and H autosegmental representations as related to hierarchically layered prosodic constituents. The study argues that the rising-falling

(LHL)contour is not a property of CSU`s lexical words, but a property of Prosodic Words, Accentual Phrases, and Intonational Phrases. It is the result of the pre-nuclear L\*+H and the nuclear H+L\* or H\*+L pitch accents that are a property of prosodic words, the L-boundary tone that is a property of accentual phrases, and the L% boundary tone that is a property of intonational phrases. Focus in CSU maybe marked with the nuclear (H\*+L) focus pitch accent or, in the case of double focus, by expanding the pitch range of the non-nuclear focus item with the L\*+H pitch accent.

### References

1. Bethin, C. Y. (2006) Stress and tone in East Slavic dialects. *Phonology* 23(2), 125-156.
2. Féry, C; Paslawska; A, G Fanselow, G. (2007) Nominal split constructions in Ukrainian. *Journal of Slavic Linguistics*, 1-31.
3. Jun, S. (1998) The accentual phrase in the Korean prosodic hierarchy. *Phonology* 15, 189-226.

**Karina Fadini, Universidade Federal do Espírito Santo, Vitória, Brazil:**

### **“Autoethnography as an Alternative for Continued Language Teacher (Self) Education.”**

In order to reach and transcend frontiers and pre-established conceptions in relation to language and teacher education, it has become necessary to seek out for new ways of seeing the world. We see in Autoethnography (ELLIS, 2004) a methodological alternative in research for the continued education of additional language teachers, as a meaningful and more profound process of analysis and theoretical reflection over practices. The autoethnographic study is based on the researcher's own loci of enunciation, under his/her own perceptions of the world, forming a narrative that builds subjectivity in a transpersonal way; within a relationship that can be established between personal and collective memory, and in historicized and contextualized ways. Thus, our purpose is to inquire how positively conducive this methodology can be for a language teacher-researcher.

This type of research also aims at expanding methodological, ethical and interpersonal processes, as well as fostering new ways of creating and building knowledge within the educational field. It has qualitative nature (BOGDAN & BIKLEN, 1982), and data generation takes place through open written questionnaires, interviews and conversation circles with audio recordings, containing participants' opinions and narratives, individuals with diverse visions but who shared some same stories lived by the autoethnographer throughout his/her education and practices as a language teacher. These data will be used in each session of the dissertation with other “ethno” analysis as the object of theoretical deepening in order to improve the significance of the topic defended here.

### References:

- BOGDAN, R.; BIKLEN, S. K. (1982) *Qualitative research for education*. Boston: Allyn and Bacon, Inc.
- ELLIS, Carolyn (2004). *The ethnographic I: A methodological novel about autoethnography*. Walnut Creek, CA: AltaMira Press.

Jila Ghomeshi, University of Manitoba:  
"Scrambled *when* Clauses in Persian."

Adverbial clauses in Persian, clauses that modify a main clause, can be introduced by a variety of expressions: *bæ'd æz in ke* 'after' (lit. after that which), *ta ke* 'so that', *bæra-ye in ke* 'for, because' (lit. for that which), *chun ke* 'because' or *ægær ke* 'although'. Adverbial clauses that express temporal 'concomitance' (in Lazard's 1992 terms, see p. 238) can be introduced by the expression *væqti ke* 'when' (lit. a time that), however, they are more frequently expressed by fronting one of the constituents of the clause followed by *ke* (see also Aghaei 2006). In each of the following examples the adverbial clause is underlined and the fronted element is in boldface:

1. (a) ***diruz*** *ke mehmun dasht-im* *aqa-ye qæmmami næy-amæd*  
yesterday that guests had-3PL mr Ghammami NEG-came.3SG  
'Yesterday when we had guests over, Mr. Ghammami didn't come.'
- (b) ***qæza-m-okexord-æm*** *zæng-etmi-zæn-æm*  
dinner- 1SG-OM that ate-1SG ring-2SG CONT-hit-1SG 'When  
I've eaten my dinner, I'll call you.'

I first show that any nominal constituent of the subordinate clause can undergo scrambling to precede the particle *ke*. I then situate adverbial temporal clauses within the wider range of adverbial clauses and contrast adverbial clauses as a class with relative and complement clauses. Finally I turn to consider why it is the case that only *when*-clauses can undergo scrambling in place of being introduced by a fixed expression. I hypothesize that this type of construction is licensed by a temporal variable in the main clause.

### References

- Aghaei, Behrad (2006) *Clausal complementation in modern Persian*, PhD dissertation, University of Texas at Austin.
- Lazard, Gilbert. 1992. *A Grammar of Contemporary Persian*. English translation. Costa Meca, CA: Mazda Publishers.

Marzieh Hadei, University of Manitoba:  
"The Appearance of Negation in Southern Manitoba."

In English, there are three kinds of negations with indefinite: *no*-negation (*There will be no booze*), *any*-negation (*There isn't any tourist*) and negative concord (*I ain't got no time*). The aim of the present study is to investigate the appearance of negation among native English speakers who live in Southern Manitoba. In particular, this study attempts to show whether *any*-negation is in the process of replacing *no*-negation.

The data in the current study includes 22 interviews, 12 female subjects and 10 male subjects, from the Prairies Project, each between 45 and 60 minutes. The social factors comprise age, gender and socioeconomic status and the linguistic factor includes verb/construction types (e.g. have, to be, etc.)

The result reveals that *any*-negation (55%) is more frequent than *no*-negation (40%), and negative concord is virtually absent in the data (5%). This pattern contrasts with Childs, Harvey, Corrigan, & Tagliamonte's (2018) study, where they found a slightly higher preference for *no*-negation in Toronto. The data also shows that while *any*-negation has a strong tendency to occur with *lexical verbs* (78%), *no*-negation appears favorably with *functional verbs* like *have* (42%) and *existentials* (26%); these results align with previous studies (Tottie, 1991; Childs et al., 2018).

In sum, while previous studies (e.g. Tottie, 1991) suggested that *any*-negation is rising due to the loss of *no*-negation, this study shows little evidence that *any*-negation is in the process of replacing *no*-negation in Southern Manitoba.

**Sarah Hoffman, University of Manitoba:**

**"Inflectional Morphemes Inside Derivation: An Investigation of Oji-Cree."**

Oji-Cree is an Algonquian language spoken mainly in Ontario and Manitoba. This presentation will examine particular inflectional morphemes which occur inside of derivational morphology and attempt to explain why this occurs. The focus of this research project is a morphological slot called the theme sign which appears in transitive verbs between a stem and inflectional suffixes (Bloomfield 1946)

Transitive verbs that select inanimate objects (known as "Transitive Inanimate" or TI verbs) appear with theme signs that have been analyzed as class markers with no syntactic function (Nichols 1980:160), and are known for their role in inflection (Goddard 2007). Yet patterns emerge in derivation which suggests another role. If the theme sign were part of inflection, it "should" appear after the derivational affix with the rest of inflection, however sometimes a derivational affix attaches directly to a stem and sometimes it attaches after the theme sign. The issue was investigated by working with one speaker of Oji-Cree to examine the patterning of theme signs in the derivational processes of nominalization and causativization. The speaker was asked for judgements of invented Oji-Cree words, or to produce an Oji-Cree word when given an English translation, and had clear intuitions regarding when theme signs should and should not appear in particular constructions.

The data suggests that derivational and inflectional theme signs serve different functions. This presentation will describe the process of working with an Oji-Cree speaker, walk through the derivational processes examined, and discuss the significance of the results.

**Terry Janzen, University of Manitoba:**

**"How the Conceptual Distance Is Spatial Distance: Metaphor Aligns with Past and Present Viewpoints in ASL Narratives."**

In American Sign Language (ASL) narratives, signers build scenes by conceptualizing the scene space and mapping their discourse entities and actions to a relational version of that space in their articulation space. The articulation space includes the signer, and thus the signer's body, such that the signer takes on the various viewpoints of the characters in the narrative scene. These perspectivized enactments are constructions in the narrative sequence that push the action forward, and the spatial referencing represents a dynamic past space. But within narrative, the storyteller also inserts descriptive passages, evaluates aspects of the unfolding event, and checks in with her interlocutor to make sure she is being understood. These aspects of narrative structure take place in the present between the storyteller and the



addressee, and are intersubjective in that they represent interactions between interlocutors that shape their joint view of the narrative story.

This study looks at how the ASL signer integrates these past and present spaces, and importantly, how the CONCEPTUAL DISTANCE IS SPATIAL DISTANCE metaphor is used to first distance the narrative event from the signer's (and addressee's) present space, and then to link the past with the present as the story unfolds. Data are taken from an ASL conversational corpus where narratives are embedded within spontaneous conversation. Through body partitioning (Dudis 2004), multiple perspectives are presented simultaneously that intersect past and present.

### Reference

Dudis, Paul G. 2004. Body partitioning and real-space blends. *Cognitive Linguistics* 15:2, 223-238.

### Katharina Klassen, MA student, Carleton University: "Check-Up Challenges: Assessing Medical Training Programs and Examinations for Economic Immigrants."

Studies have investigated the culturally-bound characteristics of active listening across several disciplines, including business, education and medicine (e.g. Lamiani, 2008). This research is valuable particularly in multicultural and multilingual medical consultations as it provides evidence that active listening training is being used as one means of improving doctor-patient relationships (May, 2007). In general, previous research has relied on standardized questionnaires that measure participants' perceptions of physicians' traits (e.g. empathetic, caring, etc.) during clinical encounters (e.g. Fassaert et al., 2007). However, research trends have shifted towards investigating similarly structured interactions in other domains using multimodal analysis, which can provide a more comprehensive gestalt of textual, verbal, and non-verbal factors characteristic of different communicative genres. Still, there is a dearth of research regarding the extent to which specific factors pertaining to active listening are present in doctor-patient interactions. The present study evaluates multimodal active listening performances of non-native English-speaking medical graduates, who are recent economic immigrants to Canada, during Objective Structured Clinical Interviews against ideal models of active listening behaviours. Verbal manifestations in these videos were then classified according to pre-established textual categories, while non-verbal behaviours were classified according to eye contact, hand gesture type, and head movement. Results indicate that non-native speakers' active listening behaviours differed from the baseline video set in a number of verbal and non-verbal areas, the ramifications of which could impact perceptions of doctors' indifference regarding patients' health experience. Explanations for the findings and research and pedagogical applications will be offered.

### References

Fassaert, T., van Dulmen, S. Schellevis, F., & Bensing, J. (2007). Active listening in medical consultations: Development of the Active Listening Observation Scale (ALOS-global). *Patient Education and Counseling*, 68, 258-264.

Lamiani, G. (2008). Cultural competency in healthcare: Learning across boundaries. *Patient Education and Counseling*, 73(2), 396-397.



May, S. E. (2007). "Does your throat hurt more in the morning or throughout the day?" "Yes.": Intercultural medical discourse. Retrieved from ProQuest Dissertations Publishing. (AAT 3288917).

**Olga Kriukova, University of Saskatchewan:  
"Some Features Of Clickbait Discourse."**

Clickbait – this word appeared quite recently, but it can be heard more and more often these days. It seems like everyone at least ones saw, for example, a clickbait headline on the Internet and perhaps even clicked. Looking on them I thought if there is something that makes clickbaits so specific from the discourse point of view.

Previous researches showed that "forward-reference technique" is one of the strategies for clickbait headlines (Blom & Hansen, 2015) and that clickbait headlines have some "headline construction formulas" (Agrici, Alves, Antunes, Sousa, & Ramos, 2016). However, in my research, I decided to use corpora-based approach to find out if the language of clickbait headlines has other features.

For the purposes of this study, I made a corpus of clickbait headlines. As a source, I chose two websites: BuzzFeed and Clickhole. BuzzFeed was one of the first websites on the Internet that started to use this unusual style for the headlines. Clickhole was made later as a parody to BuzzFeed and other clickbaits websites. The content from these websites provided very diverse and up-to-date data for the analysis and showed a different approach to the clickbait headlines writing.

As a result, some other interesting features of clickbaits were identified, e.g. high frequency of 2<sup>nd</sup> person pronouns and imperative forms, use of evaluative adjectives at the beginning of a sentence and other.

**Kristin Lovrien-Meuwese, University of Winnipeg:  
"Heritage Languages in Manitoba: Why Language and Culture Matter."**

In Canada we enjoy the freedom to speak a variety of languages, including the official languages of French and English, as well as Indigenous languages and immigrant languages such as German, Ukrainian, Italian and Tagalog, among others. Parents are often concerned that the children of minority-language speakers will be better served in life by learning the majority language, that is, English and/or French in Canada, instead of their home language. However, many studies have shown that bilingualism or even multilingualism has long-term benefits for a person (Bialystock, 2011). Furthermore, minority-language students are able to transfer their literacy skills to their second or third language, meaning that the learning of heritage languages in addition to the majority languages should be encouraged (Genesee, 2009). Additionally, the relationship between children and parents who do not share the same language and cultural values tends to suffer "since they are not equally competent in the same language, it might be hard for parents and children to communicate and share familial values" (Babaee, 2012, p. 5). Thus, in order to maintain Canada's multicultural identity, it is important to support the learning and teaching of heritage languages alongside the official languages of Canada and Manitoba. In this talk, I will discuss which languages are officially considered heritage languages in Manitoba, whether and how they are maintained, and why heritage languages are important for Canada and Manitoba. In particular, I will look at the case of German in Manitoba, including Mennonite Low German and Hutterite German.

Babae, N. (2012). Heritage Language Learning in Canadian Public Schools: Language Rights Challenges. Winnipeg, MB, Canada. Retrieved Feb 15, 2019, from <https://umanitoba.ca/faculties/education/media/Babae12.pdf>

Bialystock, E. (2011). Reshaping the Mind: The Benefits of Bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229-235.

Genesee, F. (2009). A Brief Guide to Research on Immersion Programs. *French Immersion in Manitoba: Evolving Perspectives in Immersion Education in the Global Village* (pp. 1-40). Winnipeg: Manitoba Education. Retrieved Oct 10, 2016, from [http://www.edu.gov.mb.ca/k12/proflearn/fr\\_imm\\_conf\\_09.html](http://www.edu.gov.mb.ca/k12/proflearn/fr_imm_conf_09.html).

**Frederick J. Newmeyer, University of British Columbia and Simon Fraser University:  
"Against the Category 'Negative Phrase' (NegP)."**

The standard assumption within mainstream generative grammar is that where we have an element of sentential negation, we have a Negative Phrase ('NegP'; Haegeman 1995). This paper argues that, first, there is no crosslinguistic evidence for such a category, and that, second, that NegP has no English-internal motivation.

A universal category NegP entails that crosslinguistically negatives should manifest similar formal properties. However, this is not the case. As documented by Miestamo (2003), negatives in particular languages tend to share formal properties with other elements that are not semantically negative at all. For example, in Yuman languages negation is encoded as a complement-taking verb, in Wichita as an auxiliary, in Tsimshian as a derivational affix, in Evenki as a noun, and in English as an adverb. All of these generalizations are obscured by the putative category NegP.

Turning to English, I argue that negation belongs to the category Adverb, though it is not phrasal. Furthermore, negation does not manifest any of the scopal properties claimed for it by Haegeman and others that might lead one to assimilate the analysis of negatives to those of other operators. For example, her 'Negative Criterion', which demands a distinctive phrasal account of negation, is empirically refuted.

In short, the postulation of NegP reflects a recent trend of assuming that syntactic categories are typically in alignment with discourse and semantic categories. But, as I hope to show, both crosslinguistic and internal evidence argues against such an alignment.

Haegeman, Liliane. 1995. *The syntax of negation*. Cambridge: Cambridge University Press.

Miestamo, Matti. 2005. *Standard negation: The negation of verbal main clauses in a typological perspective*. Berlin: Mouton de Gruyter.

**Teruka Nishikawa, University of Winnipeg:  
"Rethinking the Commonalities in Music and Language: Cross-Cultural Perspectives of  
Neurocognitive Approach."**

Recent studies on music-language interrelation demonstrate diversified approaches on discussing the commonalities in music and language, such as the "musilanguage" model, an evolutionary theory that proposes common origins of music and language (Brown, 2000). The

parallelism in music-language common framework is evident in the hierarchical organization of music structures and linguistic sentence (Lerdahl and Jackendoff, 1983).

The cross-disciplinary neuroscientific studies suggest the complex sharing and non-sharing neurocognitive mechanisms for the perception and processing of music and language in the brain. An empirical study of Patel and Daniele (2003) revealed that rhythmic structures of the composer's native language influence those of his compositions. Even musically untrained listeners could correctly identify the group of composer's native language by the rhythmic information in their instrumental compositions. (Hannon, 2009)

However, music-language interrelation studies are often based on Indo-European languages and Western tonal music. Recent trends include comparative studies between various languages and music, written in Western style. In Japan, Western music was introduced only at the end of the 19<sup>th</sup> century. The exploration of the relationship in Japanese ethno (or Japanese traditional) music, rather than music written in Western classical style, and Japanese language might be appropriate. Would there be any differences in cognitive perspectives? Or has globalization and Western music harmonized the world of music? This presentation will discuss the cross-cultural influences on auditory perception and processing of music and language.

### References

Brown, S. "The "musilanguage" model of music evolution." In N.L. Wallin, B. Merker, and S. Brown (Eds.) *The Origins of Music*, (pp.271-300). Cambridge, MA: The MIT Press, 2000.

Lerdahl, F. and Jackendoff, R. (1983). *A Generative Theory of Tonal Music*. Cambridge, MA: The MIT Press.

Patel, D. A. and Daniele, J. (2003). "An Empirical Comparison of Rhythm in Language and Music." *Cognition*, 87:B35-45. [https://doi:10.1016/S0010-0277\(02\)00187-7](https://doi:10.1016/S0010-0277(02)00187-7)

Hannon, E. (2009). "Receiving speech rhythm in music: Listeners classify instrumental songs according to language of origin." *Cognition*, 111: 403-409.  
<https://doi.org/10.1016/j.cognition.2009.03.003>

### Sky Onosson, University of Winnipeg, and Sonya Bird, University of Victoria: "Applied Acoustic Phonetics and Language Revitalization in the Hul'q'umi'num Community."

Hul'q'umi'num' is an Indigenous language of Canada spoken on Vancouver Island and neighbouring islands, with about 40 fluent first language speakers remaining. Within ongoing language revitalization efforts for Hul'q'umi'num', this study is part of a project aimed at comparing aspects of acoustic speech production between the fluent L1 speakers and L2 language learners (Bird & Miyashita, in press). As a preliminary step, this paper examines the acoustic properties of Hul'q'umi'num' vowel-glide or diphthong sequences [ej, ew] as well as short and long [e, e:], comparing pronunciations of a single L1 speaker to those of a group of fifteen L2 learners who are native speakers of English. Because vowel-glide sequences involve dynamic change in articulatory and acoustic patterns over time, we use Generalized Additive Models (GAMs; Hastie & Tibshirani, 1987) to conduct these comparisons. GAMs permit statistical comparisons of non-linear data such as transitional formant trajectories, and are growing in popularity in the investigation of dynamic changes in acoustic qualities over time.

From our results, we identify three key areas within which Hul'q'umi'num' learners differ significantly from the L1 speaker. These are: vowel duration, vowel and glide articulatory target positions, and the dynamic shape of the intensity contour. This documentation work lays the foundation for creating pedagogical resources focused on teaching and learning pronunciation, as part of the aforementioned ongoing, collaborative Hul'q'umi'num' language revitalization efforts currently underway in the community. [226 words]

Keywords: Acoustic phonetics; Indigenous languages of Canada; language revitalization; vowel dynamics.

### References

Bird, S. & Miyashita, M. In press. Teaching phonetics in the context of language revitalization. Proceedings of the 2nd International Symposium on Applied Phonetics.

Hastie, T. & Tibshirani, R. 1987. Generalized Additive Models: Some Applications. Journal of the American Statistical Association, 82 (398), 371–386.

### Will Oxford, University of Manitoba: “Disentangling the Inverse and the Obviative.”

Algonquian languages show an alternation between DIRECT and INVERSE transitive forms. The degree to which this morphological alternation has syntactic correlates is controversial (e.g. Dahlstrom 1991; Rhodes 1994). Bruening (2001) has shown that in Passamaquoddy, variable binding relations are reversed in inverse forms, a fact that weighs in favour of a syntactic analysis. I have found the same binding patterns in Oji-Cree, as shown in (1). In the direct form in (1a), where a PROXIMATE (topical) agent acts on an OBLIATIVE (non-topical) patient, the agent is able to bind a variable in the patient. In the inverse form in (1b), where an obviative agent acts on a proximate patient, the reverse is true: it is the patient that can bind a variable in the agent.

(1) a. *kahkina ihkwewak otociimaawaan otawaashiimowaan*. all women.PROX kiss.3>3.DIR  
their.child.OBV

‘All the women<sub>i,j</sub>,... (PROX) kissed **theiri<sub>j</sub>**,... child (OBV).’

b. *kahkina ihkwewak otociimikowaan otawaashiimowaan*. all women.PROX kiss.3>3.INV  
their.child.OBV ‘**Theiri<sub>j</sub>**,... child (OBV) kissed **all the women<sub>i,j</sub>**,... (PROX).’

Bruening takes the inverted binding relations in (1b) to indicate that the patient in an inverse-marked clause is mapped to a more prominent syntactic position than the agent, in contrast to the crosslinguistic default mapping of the agent to the most prominent position as in (1a).

Although the contrast in (1) is striking, the degree to which it necessitates a syntactic analysis could be disputed. Note that the binding relations in (1a) and (1b) can in fact both be given the same characterization: the *proximate* argument binds into the *obviative* argument. We could thus imagine an alternative proposal in which Algonquian binding relations do not reflect the syntactic structure at all, but rather are sensitive to the proximate-obviative morphological contrast: a proximate can bind into an obviative, regardless of the syntactic positions of the two nominals.

I present new data that adjudicates between the two alternatives. If the sentences in (1) are embedded under a predicate that takes a proximate argument, then *both* of the embedded arguments will be obviative. This allows us to control for the effects of obviation on binding. The result, as shown in (2), is that even when both arguments are obviative, the direct-inverse alternation still reverses the binding relations: the obviative agent binds the obviative patient in the direct (2a) while the obviative patient binds the obviative agent in the inverse (2b). This data constitutes a strong new argument in favour of a syntactic analysis of the Algonquian inverse.

(2) a. *Tepit okii-waapamaan [kahkina ihkwewan e-ociimaawaac otawaashiimowaan]*.  
David.PX saw.3>3.DIR [all women.OBV kiss.3>3.DIR their.child.OBV] 'David (PROX) saw [**all the womeni,j...** (OBV) kiss **theiri,j...** child (OBV)].'

b. *Tepit okii-waapamaan [kahkina ihkwewan e-ociimikowaac otawaashiimowaan]*. David.PX saw.3>3.DIR [all women.OBV kiss.3>3.INV their.child.OBV] 'David (PROX) saw [**theiri,j...** child (OBV) kiss **all the womeni,j...** (OBV)].'

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Amanda Prudente de Moraes Goldbach, University of Saskatchewan:

### "The Acquisition of Gender: Differences Between Monolingual Brazilian Portuguese and Bilingual Brazilian Portuguese-English Children."

This research aims to investigate the early acquisition of grammatical gender in Brazilian Portuguese (BP) monolingual and BP-English bilingual children. The acquisition of grammatical gender was tested through age-appropriate activities of elicited production, involving the attribution of gender to nonce nouns and the consequent production of gender agreement in determiners and adjectives. Monolingual and bilingual acquisition were compared to determine the effects of acquiring a non-gendered language such as English on children's process of acquiring and producing gender agreement in another language. Studies in monolingual gender agreement acquisition have been conducted in Portuguese (Corrêa & Name, 2003), Spanish (Pérez-Pereira, 1991) and French (Karmiloff-Smith, 1979), whereas when it comes to early second language acquisition, there exist works comparing Dutch-learners of several different first languages (Blom, Polišenská & Unsworth, 2008) and early and late English-French bilingual children (Guillelmon & Grosjean, 2001). However, a study comparing monolingual language acquisition of a Romance language to bilingual acquisition in which the other language does not present gendered nouns has not yet been undertaken. As verified in Dutch and French, the acquisition of a language which does not contain gendered nouns hinders the acquisition of grammatical gender in a language which does display them, at times severely delaying it. As such, the initial hypothesis of this paper – which was confirmed – was that bilingual Brazilian Portuguese-English children demonstrate

later grammatical gender acquisition and later production of determiner-noun-adjective gender agreement when compared to monolingual Brazilian children.

**Iuliia Rezvukhina, University of Manitoba:  
"Word-Final Obstruent Devoicing in Heritage Russian."**

Final devoicing is an attested phenomenon in many languages but there appears to be little to no sociolinguistic research of this phenomenon in heritage Russian in Canada. Sociolinguistic examination of heritage Polish (Łyskawa et al. 2016) showed that there are correlations between final devoicing and word type, phonological environment following the final obstruent, the rate of code-switching, as well as generation.

The assumption in Russian Linguistics (Avanesov 1949, Russian Grammar 1980) is that final consonants of the word become devoiced if they are followed by a pause or voiceless consonant.

Despite the above mentioned assumption, data shows variation:

(1) ja vyuchila iz togo [iz] → [iz] (speaker R3F25A)

(2) Vse prishli iz kudova [iz] → [is] (speaker R3F25A)

My data comes from 12 speakers from the Heritage Language Documentation

Corpus. Each token with a final inherently voiced obstruent was impressionistically marked as [+/- voiced].

The analysis showed that all contexts are not categorical for devoicing among open class words. An especially high rate of variability appears before sonorants where 39% of tokens are not devoiced. The distributional analysis showed contexts favouring devoicing (before pause and voiceless consonant) and disfavouring it (before sonorant, voiced consonant or vowel).

Three generations of Russian speakers show different patterns along with general trends. Generation 2 patterns more like English speakers converging with them more than Generation 3 speakers. The overall devoicing rate among Generation 2 speakers is 45% which is the closest figure to the devoicing rate in English (37%).

**Maria Rodrigo Tamarit, University of Manitoba:  
"Couple hours or couple of hours? A variationist study on quantifier a *couple of* in Southern Alberta."**

This sociolinguistics study is the first to analyze the use and distribution of the quantifier *couple of* (ex.1) and its variants *couple a* (ex.2) and *couple* (ex. 3):

1. (1) there was a *couple of* festivals (participant 122)
2. (2) the U-S team would do a *couple a* miles (participant 054)
3. (3) they moved here a *couple* years ago (participant 096)

Data were gathered from interviews with 47 (21M, 26F) English speakers from Southern Alberta (Language in the Prairies project). Following previous sociolinguistic research (Labov 1990, 1994; Milroy 1980; Rosen and Skriver 2014; Tagliamonte, D'arcy, and Jankowski 2010; Tagliamonte and Temple 2005), each of the 190 tokens of the variants was coded according



to speaker characteristics (rural/urban, male/female, professional/non-professional, young <29/middle-age 30-59/old >60), phonological context (vowel or glide/consonant), and following lexical item (time expressions/noun or phrase).

Overall results show a higher use of the variant *couple* (70%) followed by *couple of* (21%) and *couple a* (9%). Older speakers prefer *couple of* (49%), while *couple* is favoured among young (94%) and middle-age speakers (73%). Rural (78%) and non-professional speakers (88%) favour *couple* more so than urban (64%) and professional speakers (59%), and deletion of *of* is triggered by time expressions (73%).

These results suggest that *a couple of* is undergoing a “generational change” (Labov 1994:84) since age is the most salient factor. Furthermore, the change in progress towards preposition deletion may be indicative of grammaticalization.

Ivan Roksandic, University of Winnipeg:

“From the Sabbath of Witches to Insane Sin: Heavy Metal Band Names in Popular Culture.”

Proper names form a separate category of the lexicon of any language. Their grammatical status is often different from that of other nominal words, along criteria such as morphology, syntax, phonology, translation, orthography and context (Algeo 1973; Piller 2005). The special treatment of proper names is a result of their semantic content and pragmatic application. Proper names play an important role in a language and in the culture of its speakers. In addition to two prototypical classes of proper names, anthroponyms, or personal names, and toponyms, or place names (Van Langendock 2007), various other entities (from astronomical objects to ships and buildings), events, as well as organizations, and trade and brand products, carry nonprototypical names attached to them through naming – a special linguistic process through which a psychosocially acceptable form is chosen that both exhibits the cultural values of the naming speech community and has a semantic (descriptive, historic, fictional) link with the named entity.

Names in popular culture reflect the practices and beliefs omnipresent in the contemporary world, as well as collective and individual identities. Among the categories of popular culture – from entertainment and sports to news and politics – separate genres of popular music are perhaps the most ubiquitous, with each of them targeting a different section of society. The goal of the present contribution is to explore what names of bands in one of the most clearly defined forms of rock music – Heavy Metal – can reveal to us about the subculture of this particular branch of music and about the interests and attitudes of its fan base.

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**Alexandra Smirnova, University of Saskatchewan:  
"Male and Female Talk: Gender Differences in Academic Discourse."**

Gender differences in discourse have been discussed for several decades and have been studied in feminist discourse analysis and critical discourse analysis (Gavey 2011). Although a lot of researchers (Fisherman 1977, Baxter, Wallace 2009) have made an enormous contribution to the field, the aspect of gender differences in academic discourse seems to be underexamined, and there is still a need for better understanding of the problem.

The main goal of the paper is to offer introductory exploration of the issue and to investigate the differences in male and female talk in oral academic discourse by analyzing discussion sections of one of Canadian conferences.

In order to complete the study, the chosen presentations were transcribed manually and then run through AntCon concordance program to find out which general linguistics differences between the two groups were visible. The results were then observed using Hyland's (2005) classification for two crucial discursive concepts: stance and engagement.

The results have clearly demonstrated that differences in male and female talk are rather evident. While there are some similarities, such as the frequent use of transitive verbs and rhetorical questions, women try to engage their audience more by using pronoun you and personal asides; men, however, are more detached from the listeners. From the point of stance-taking, men appear to be more confident and self-assured, as they use more boosters and pronoun I. Women, nonetheless, come across as more accommodating, since they prefer to use pronoun we more, even while expressing their own opinion.

**Christiani P. Thompson, U of Saskatchewan:  
"Innovation and Change in Brazilian Portuguese: The Case of *Tipo*."**

Researchers have argued that teenagers play an important role in linguistic innovation (D'Arcy, 2005; Eckert, 1988; Tagliamonte, 2005). Although language innovation identified in this group may provide an insight into real time linguistic change, research on linguistic innovation in the speech of adolescents remains scant in Brazilian Portuguese. To address this gap, this study examined innovation in the speech of teenagers of low SES in Rio de Janeiro. The data were retrieved from the Projeto Sociolinguístico Contemporâneo Brasileiro (Thompson & Onosson, 2016), a corpus consisting of audio and video recorded interviews conducted in municipal public schools in Rio.

Of the features identified in the data, innovation in the use of the word *tipo* was the most salient and least investigated. First documented by Bittencourt (1999), *tipo* is originally a noun (canonical meaning 'kind, type'). Innovation in its use in speech has resulted in *tipo* seemingly reflecting some of the semantic and functional meanings of those of the English *like*.

e.g.: 1 a) Ela est-á, tipo, cansada. 3SG be-PRS.3SG tipo tired-F-SG

'She is, like, tired.'

To investigate the innovative forms and the possible systematicity in the use of *tipo* in conversational speech, this study focused on the identification of pre- and post-*tipo* grammatical elements (Tagliamonte, 2005). The data being presented correspond to 1,030 randomly selected utterances in which *tipo* was spontaneously produced by the participants. Results suggest that *tipo* may be rule governed. The presentation will provide the first account of linguistic predictions in the use of *tipo* in oral discourse in the city of Rio de Janeiro.

**Shelley Tulloch, University of Winnipeg:  
“Assessing Indigenous Language Proficiency.”**

The Nunatsiavut Government, on the north coast of Labrador, has the mandate to promote acquisition and use of the Inuktitut language. While Inuktitut is vibrant in other Inuit regions, it is definitively endangered in Nunatsiavut where most first language speakers are older adults. As part of its mandate to revitalize Inuktitut and to achieve self-governed schools, the Nunatsiavut Government has undertaken an evaluation of the planned, implemented, and attained Inuktitut curriculum in Nunatsiavut schools. The curriculum evaluation takes into account the broader context of teaching and learning Inuktitut, including how the language program is embedded in the overall Kindergarten to Grade 12 curricula, and how family support is mobilized in Inuktitut teaching and learning. Part of the evaluation involves developing and administering an assessment tool that will show current levels of Inuktitut proficiency of students at all grade levels. In this presentation, I discuss some challenges and promising directions in the development of the Inuktitut proficiency assessment in this context of a definitively endangered language being revitalized in an Inuit self-governed region. Ultimately, the project will lead to curriculum recommendations and a tool for tracking student progress in Inuktitut from Kindergarten through Grade 12.

**Jan van Eijk, First Nations University of Canada, Regina:  
“Cree Animacy-Inanimacy Hierarchy: A Conspectus.”**

Cree nouns (and Algonquian nouns in general) fall into over two categories or genders, viz., animate vs. inanimate (very broadly, living vs. non-living) in that all terms for humans, animals, spirits and trees, plus some others, such as *ospwâkan* ‘pipe,’ are animate, while all others (e.g., *maskisin* ‘shoe,’) are inanimate (as discussed in, for example, Wolfart 1973). Classing spirits with humans, and trees with the non-humans/non-animals (for reasons to be explained below), we arrive at the following classification:

	Animate	Inanimate
<u>Humans; animals</u>	+	-
<u>Non-humans/non-animals</u>	(+)	+

Animate and inanimate nouns require different demonstrative pronouns and verbs they are in construction with, and in that respect they follow the classical and accepted criterion for gender membership, i.e., membership in different agreement classes.

Within the animate category we can recognize three sub-classes on the basis of their morphological valence, leading to a total of four subclasses, as exemplified in the following table:

high:	(1) humans; spirits (2) animals (3) trees; remaining (only partially classifiable) animates	Animate
low:	(4) inanimates	Inanimate

The morphological markers that form the basis of this fourfold division are (i) obviative *-a* for (1)-(3) but zero for (4); (ii) plural *-ak* for (1)-(3) but *-a* for (4); (iii) distributive-locative *-inâhk* ‘among’ for (1)-(2) but locative *-ihk* ‘in, on, at’ for (3)-(4); (iv) plural vocative *-itik* only for (1); (v) singular vocative (various markers) only for (1); ‘deceased marker *-ipan* only for (1). The various formal markers of categories (1) through (4) are listed in the following chart, where the diagnostic markers for the various categories are boldfaced. The vertical line (|) separates the various subcategories as indicated by their morphological markers.

	(1) ‘my grandfather’	(2) ‘duck’	(3) ‘pipe’	(4) ‘shoe’
Proximate	<i>nimosôm</i>	<i>sîsîp</i>	<i>ospwâkan</i>	<i>maskisin</i>
Obviative	<i>nimosôma</i>	<i>sîsîpa</i>	<i>ospwâkana</i>	<i>maskisin</i>
Plural	<i>nimosômak</i>	<i>sîsîpak</i>	<i>ospwâkanak</i>	<i>maskisina</i>
Locative	<i>nimosôminâhk</i>	<i>sîsîpinâhk</i>	<i>ospwâkanihk</i>	<i>maskisinhk</i>
Vocative (P)	<i>nimosômitik</i>	-----	-----	-----
Vocative (S)	<i>nimosô</i>	-----	-----	-----
Deceased	<i>nimosômipan</i>	-----	-----	-----

Although the suffix *-ipan* does not combine with words for spirits (while *-itik* does and singular vocatives are also allowed for spirits) it is not necessary to class spirits as a separate category between (1) and (2), since the bar on *-ipan* here is based on the extralinguistic considerations in that spirits are not mortal.

Some “leakage” between various sub-categories is allowed in some cases, as in *mahihkan* ‘wolf’ (sub-category 2) > *nîci-mahihkanitik* ‘my fellow-wolves!’ (Wolvengrey, p.c.) where the wolves assume human status, *atim(w)* ‘dog’ (sub-category 2) > *atimohk* (< *atimw-ihk*) ‘in, on a dog’ (Solomon Ratt, p.c.), *awâsisîhkân* ‘doll’ (sub-category 3) > *awâsisîhkâninâhk* ‘among the dolls,’ but only in reference to, for examples, Victor Herbert’s operetta ‘Babes in Toyland,’ where the dolls come alive and assume human status (Solomon Ratt, p.c.).

The four-level morphological/semantic hierarchy of (in)animacy in Cree nouns as proposed here meshes with the existing and large (and, one assumes, well known) literature on hierarchies, such as the Extended Animacy Hierarchy presented in Croft 2003:130, viz., first/second person pronouns < third person pronoun < proper names < human common noun < non-human animate common noun < inanimate common noun.

As a final caveat, one should be properly skeptical of any attempts to draw unwarranted and too far-reaching conclusions about Algonquian cognition, cultural concepts and world views from what is essentially at heart a grammatical category, and leave proper world-view considerations of animacy to Native speakers of Cree (for which see, for example, Goulet 2008).

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### Lynn Whidden, Emerita Professor, Brandon University: “Vocables Expression as Sonic Artifact.”

I want to make an argument for vocables, non-lexical syllables as sonic archaeological artifacts and for this paper, I name them **vocables expression**. They are human sounds not quite song or speech that I suggest are at least as old as *homo sapiens*. Music does not fossilize so its pre-history is scant but extant vocables may have much to tell us about the development of human vocalization. Steven Mithen, in *The Singing Neanderthals* (2006, 121), tells us that early homo communication had no words and he mentions Buddhist mantras and mother-infant communication as examples to which I add a multitude of vocable expressions.

Vocal expressions are universal but come in a multitude of diverse forms and functions: scat singing, hip hop, and mumble rap. Hungarian Pentacostal Roma, like the Métis used “mouth music” for dancing.

Our book *Environment Matters, Why Song Sounds the Way It Does* (Whidden and Shore 2008), shows that outdoor, indoor and electronic song co-exist. There is no time ladder. Vocables, in similar fashion, are not some evolutionary throwback: they occur in all human sound habitats, are, and have been an essential aspect of all human expression for at least 40,000 years.

### Arok Wolvengrey, First Nations University of Canada, Regina: “tānispīhk wīhkāc ōma kē-āpatahk!? wīhkācas a Polarity Item In Plains Cree.”

The temporal particle *wīhkāc* ‘ever’ is found in a number of constructions in Plains Cree discourse, most prominently and consistently in collocation with markers of negation. However, there are a number of instances in which *wīhkāc* appears to occur outside of a negative context. In addition to the overwhelming majority of occurrences in negative constructions, the remaining examples will also be shown to fit within what are commonly identified as (negative) polarity contexts (cf. Kahrel 1996), and thus *wīhkāc* can be identified as a polarity item in Cree, fully equivalent to *ever* in English.

The first part of this survey will show that the vast majority (314 of 336 or 93.4%) of the occurrences of *wīhkāc* are found in a negative context, but will also illustrate the co-occurrence of *wīhkāc* with a variety of negators and the constituent order variation exhibited in these examples. Following this, the remaining examples will be explored to illustrate the other polarity contexts in which *wīhkāc* occurs. These contexts include: 1) clauses embedded within negated matrix clauses, 2) polar questions, 3) rhetorical questions, and 4) conditionals.

The current survey of the occurrences of *wīhkāc* (and its phonological variants) has been made possible through the creation of the Ahenakew-Wolfart Plains Cree Text Corpus

(<http://altlab.ualberta.ca/korp/>). This corpus is hosted at the University of Alberta's Alt-Lab as part of the 21<sup>st</sup> century through permission from Dr. H.C. Wolfart, and the corpus itself consists of the Plains Cree texts of the seven collected volumes as edited and translated by Freda Ahenakew and H.C. Wolfart, and published as: Vandall and Douquette (1987), Bear et al. (1991), Whitecalf (1993), Minde (1997), Kā- Nīpitēhtēw (1998), Ahenakew (2000), and Masuskapoe (2010).

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Yadong Xu, University of Manitoba:

### “The Diachronic Inclination of the Peripheral Agreement in Algonquian.”

This paper researches on the patterning of the object marking indexed by the “peripheral agreement” (termed by Goddard 1979) in five Algonquian daughter languages (Massachusetts, Delaware, Ojibwe, Oji-Cree, and Plains Cree) from a diachronic perspective.

Frist, I will show that, in terms of the peripheral agreement, the five daughter languages fall into an inclination in the sequence of the four classes of the verbs: TA, TI, AI+O, and TA+O<sup>1</sup>. As summarized in (1), all five languages without an exception show object agreement in TA verbs. Plains Cree never participates in the peripheral agreement in the rest of three verbs, thus resulting in the number of the object always neutralized in TI, AI+O and TA+O verbs. As



for Oji-Cree, the cut-off appears in the derived transitive AI+O and the derived ditransitive TA+O forms. Lastly, Ojibwe singled out TA+O verbs with regards to marking the peripheral agreement.

(1) Summary of the patterning of the peripheral agreement marking

	TA+O secondary object	AI+O secondary object	TI object	TA object
Massachusetts, Delaware	✓	✓	✓	✓
Ojibwe	X	✓	✓	✓
Oji-Cree	X	X	✓	✓
Cree	X	X	X	✓

Secondly, I argue that the presence of the peripheral agreement in TA+O and AI+O further suggests a deeper status about the secondary object. This connection is manifested by the morpheme -n which closely ties to the inanimate object found in all TI verb inflection. As seen in

(2), despite the secondary object being animate, Delaware TA+O and AI+O verbs share the -n morpheme with the TI verb, rather than -w morpheme with the TA verb.

(2) Delaware (examples are from Goddard 1979, 2017)

a. TA+O	b. AI+O	c. TI	d. TA
nə-mí·l-a·-n-a	nə-waní·-n-a·k	m-pén-am-ən-Ø	nə-mi·l-á·-w-ak
1-give-3OBJ-n-3'	1-forget-n-3p	1-look.at-0OBJ-n-0s	1-give-3OBJ-w-3p
'I gave <b>him</b> (obv) to him'	'I forgot <b>them</b> (anim)'	'I looked at <b>it</b> (inan)'	'I give to <b>them</b> (anim)'

To sum up, the variation of the peripheral agreement for different verb classes shown by Algonquian daughter languages maps out a diachronic change. Furthermore, the -n morpheme present in the TA+O verb and AI+O verb sheds lights on the status of the secondary object argument, that is, they are treated personless.


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Jesse Stewart, Taliza Chavez, Marco Maigua, and Alex Yu, U of Saskatchewan:  
 “Documenting and Archiving Media Lengua: Bringing Together Communities, Students, and Technology.”

This talk presents a new archival project funded by SSHRC that will be housed in The Archive of Indigenous Languages of Latin America (AILLA). This project involves the documentation and archiving of Media Lengua (ISO 639-3: mue), an endangered mixed language with a Spanish- origin vocabulary and Quichua-origin morphosyntax, spoken by ~2,000 people in



communities near Lago San Pablo, Imbabura, Ecuador. SSHRC has provided funding to build an innovative team involving native speakers of Quichua and Media Lengua with expertise in linguistics, computer science, and community-based language work, who are collaborating to document and archive Media Lengua.

This talk will describe work done by our community collaborators and the technology used to facilitate a constant flow of data between Ecuador and Canada. We also have five students compiling a multilingual talking dictionary based on the data, another student is designing a grammatical parser for Quichua and Media Lengua, and another is creating an online database for community access.

The end-goal of this project is to bring together native speakers of Quichua and Media Lengua who themselves are linguists, computer scientists, and language workers to help create a detailed and versatile database of the Media Lengua language available directly in the communities where the language is spoken, in the AILLA, and in an on-line format for community access. This project will also be the basis for future Media Lengua projects involving a dictionary, storybooks, and a descriptive grammar.