# PRAIRIE WORKSHOP ON LANGUAGES AND LINGUISTICS VI

University of Saskatchewan

June 8-9, 2022

Abstract Booklet

**SESSION 1** (9:00 – 10:30)
*Session Chair:* Kristy Reyes Herrera
*Zoom Host:* Ebuka Ekeanyanwu
*Student Assistant:* Reid Hala


**<u>Presenters:</u>**

**Bettina Spreng** (University of Saskatchewan)
*The status of direct objects in Swabian Am-Progressives*

This paper presents some insights on the status of direct objects in *am*-progressives in Swabian (Alemannic). The data in this paper comes from three speakers of differing ages speaking Upper Swabian.

The *am* progressive construction consists of the auxiliary *sein 'be'* followed by an aspectual particle *am* combined with the verb's infinitive form (Bhatt & Schmidt 1993, Spreng 2016). When transitive, the direct object occurs after *am* and precedes the verb (1a).

In contrast to other German variants, Swabian disallows a full determiner phrase as direct object in these constructions. Definite determiners cannot be used, and only plural indefinite noun phrases without overt determiners are allowed (1, 2). Plural and mass nouns are generally preferred, suggesting these objects are unspecified for number (3). These properties indicate that these arguments are not fully realized determiner phrases. Moreover, while Colognian and other variants prefer the direct object to occur preceding *am*, Swabian does not allow this (1b, 2a).

      I suggest that *am* acts as an aspectual head projecting AspP and is responsible for accusative case assignment, adopting an analysis by Bhatt &Schmidt (1993) for Colognian and Standard German. However, I argue that the obligatory post-*am* position in Swabian strongly suggests that this reduced noun phrase does not get accusative case. Instead, its status is closer to an incorporated noun phrase (Massam, 2001). Further support for this view is shown in the fact that this incorporated noun phrase cannot scramble out of the VP (4a) like regular objects can (4b) (Haider, 2006). It is thus frozen in place adjacent to the verb.


1a. I be **AM alte Mäntel** kauf-a    1b. *I be **de alte Mäntel AM** kauf-a
   I am **AM old coats**   buy-INF     I am **the old coats**  **AM** buy-INF
   'I am buying old coat(s)'        'I am buying the old coats.'

2a. *mir sen **de kender AM**spiel-a   lo  (Swabian)
   we  are **the children AM** play-INF let.INF
   'We are letting the children play'

2b. mer sin **de Pänz**   **AM**  spill-e   loß-e  (Cologne)
   we  are **the children AM**  play-INF let-INF
   'We are letting the children play' (B&S1993:76)

3a. I be **AM Mäntel/?Mantel** kauf-a
    I am **AM coats** buy-INF
    'I am buying coat(s)'

3b. *I be **Mäntel/?Mantel AM** kauf-a
    I am **coats/coat AM** buy-INF
    'I am buying coat(s)' better: 'I'm coat-buying'

4a. ***alte Mäntel** be I **AM** kauf-a     4b. **Alte Mäntel** ho I kauft
    **old coats** am I **AM** buy-INF        **old coats** have I bought
    'I am buying old coat(s)'           'I have bought old coats'

Bhatt, C., & Schmidt, C. M. (1993). Die am + Infinitiv–Konstruktion im Kölnischen und imungangssprachlichen Standarddeutschen als Aspekt-Phrasen. In W. Abraham & J. Bayer (Eds.), Dialektsyntax (pp. 71-98). Westdeutscher Verlag.

Haider, H. (2006). Mittelfeld Phenomena (Scrambling in Germanic). In M. Everaert & H. van Riemsdijk (Eds.), Blackwell Companion to Syntax (Vol. 3, pp. 204-274). Wiley Blackwell.

Massam, D. (2001). Pseudo Noun Incorporation in Niuean. Natural Language and Linguistic Theory, 19(1), 153-197.

Spreng, B. (2016, April 2016). AM-Progressives in Swabian: Some evidence against a PP analysis Berkeley Germanic Linguistics Roundtable, Berkely University.

**Zlata Odribets and Will Oxford** (University of Manitoba)
*Some new evidence for the syntax of Algonquian inverse forms*

Transitive verbs in Algonquian languages sometimes inflect in a pattern known as the INVERSE, in which the patient argument is treated morphologically like a canonical subject. The syntactic import of this passive-like inflectional pattern has long been debated: is the inverse a passive-like voice construction that maps the patient to the grammatical subject role (Rhodes 1976), or is it just a shallow morphological pattern with no syntactic correlates whatsoever (Dahlstrom 1991)?

      The analysis of the inverse as a passive-like voice construction has been supported by evidence from phenomena such as variable binding, weak crossover, quantifier scope, long-distance agreement, and default word order (Rhodes 1994; Bruening 2001). Most of this evidence is only relevant for inverse forms in which both arguments are third-person (3→3), and does not apply to inverse forms in which third acts on first or second (3→1/2). Following Wolfart (1991), we assume a split analysis in which the 3→3 inverse is a passive-like voice construction (as in Rhodes's account) while the 3→1/2 inverse is just a morphological pattern (as in Dahlstrom's account).

      In this presentation we propose two new lines of evidence that can shed light on the syntax of Algonquian inverse forms: (i) **argument-sharing in coordination** (Keenan 1976) and (ii) **voice mismatches in ellipsis** (Merchant 2013). We report on preliminary data from one speaker of Oji-Cree in Winnipeg. For the 3→3 inverse, both diagnostics provide evidence for passive-like syntax. The argument-sharing diagnostic, for example, picks out the agent in a direct clause and the patient in an inverse clause, as shown in (1) (direct) and (2) (inverse). This pattern follows if it is

consistently the *subject* that is shared across such coordination structures, with the direct and inverse forms differing in whether the subject is the agent (direct) or patient (inverse).

(1) Anohsanii o-kihkenim-aa-n **Menii-n**  e-kii-pahkihtehw-**aa**-c Tepit-an ekwa e-kii-ishi-maacaa-c
Rosemary 3-know-DIR-3′ **Mary-3′** E-PST-hit **-DIR**-3    David-3′ and   E-PST-thus-leave-3
'Rosemary knows **Mary** hit David and __ left.' ('hit' = direct; must be agent **Mary** who left)

(2) Anohsanii o-kihkenim-aa-n **Tepit-an**  e-kii-pahkitehw-**iko**-c Menii-n ekwa kii-ishi-maacaa-Ø
Rosemary 3-know-DIR-3′ **David-3′** E-PST-hit-**INV**-3     Mary-3′ and   PST-thus-leave-3
'Rosemary knows **David** was hit by Mary and __ left.'
('hit' = inverse; must be patient **David** who left)

For the 3→1/2 inverse, the argument-sharing diagnostic is inapplicable due to rich agreement on the verb, but the voice-mismatch diagnostic is applicable and provides evidence *against* passive-like syntax. The new evidence is therefore consistent with the split analysis of inverse forms originally suggested by Wolfart: the 3→3 inverse is a passive-like voice construction but the 3→SAP inverse is not.

Bruening, Benjamin. 2001. Syntax at the edge: Cross-clausal phenomena and the syntax of Passamaquoddy. Doctoral dissertation, MIT.
Dahlstrom, Amy. 1991. Plains Cree morphosyntax. New York: Garland.
Keenan, Edward L. 1976. Towards a universal definition of "subject". In Subject and topic, ed. Charles N. Li, 303–333. New York: Academic Press.
Merchant, Jason. 2013. Voice and ellipsis. Linguistic Inquiry 44: 77–108.
Rhodes, Richard A. 1976. The morphosyntax of the Central Ojibwa verb. Doctoral dissertation, University of Michigan.
Rhodes, Richard A. 1994. Agency, inversion, and thematic alignment in Ojibwe. BLS 20: 431–446.
Wolfart, H. C. 1991. Passives with and without agents. In Linguistic studies presented to John L. Finlay, ed. H. C. Wolfart, 171–190. Winnipeg: Algonquian and Iroquoian Linguistics.

**Olga Kriukova** (University of Saskatchewan)
*Teaching Upper Tanana verbal morphology: What have we learned?*

The Upper Tanana language is one of the Dene (or Athabascan) languages that is now spoken at Tetlin and Northway settlements in Alaska and at Beaver Creek settlement in Yukon territory (White River First Nation). The number of fluent speakers as of 2019 is less than 50, and this number keeps decreasing since the majority of the speakers are elders (UNESCO, 2003; Lovick, 2020). Nevertheless, as Lovick (2020) points out, although the number of fluent speakers is small, many people in the Tetlin and Northway speak at least some Upper Tanana. Moreover, the younger generation has an increasing interest in their heritage language.
Fueled by this interest in learning the language, the Upper Tanana language class (levels one and two) has been taught at Yukon Native Language Center in partnership with Simon Fraser University for the past couple of years (YNLC, n.d.). These introductory classes aim to provide learners with a basic understanding of Upper Tanana phonology and spelling, core Upper Tanana vocabulary and phrases, and some basic grammar such as noun possessive prefixes and postpositions. However, these classes almost do not touch the ground of the Upper Tanana verb structure and formation. Several factors account for this. First, verbs in the Dene languages have

a rather complex morphophonological structure (Kari, 1989; Rice, 2000; Lovick, 2020), compared to English. Second, there are very few materials describing the Dene verbs morphology, and even fewer of them are learner-oriented. Thirdly, there is currently no established methodology of Dene verbal morphology teaching. Finally, there are only a few language teachers and researchers of Upper Tanana who have a sufficient understanding of the verb structure and behaviour for teaching verbal morphology.

In 2022, the first Upper Tanana grammar class was taught by Dr. Olga Lovick. In the process of the course teaching, materials on verbal morphology (beginner level) were created. These materials include detailed morphology handouts, informative slides, *Quizlet* sets, and various online activities for practice created with *H5P* software. This presentation will report on 1) the structure of the course; 2) the results achieved during the course; 3) the verb teaching strategies that have proved to be effective or ineffective; and 4) the conclusions and recommendations for further Upper Tanana and other Dene languages grammar classes.

Kari, J. (1989). Affix positions and zones in the Athapaskan verb complex: Ahtna and Navajo. International Journal of American Linguistics, 55(4), 424–454. https://doi.org/10.1086/466129

Lovick, O. (2020). A Grammar of Upper Tanana, Volume 1: Phonology, Lexical Classes, Morphology. University of Nebraska Press.

Rice, K. (2000). Morpheme order and semantic scope. John Benjamins.

UNESCO Ad Hoc Expert Group on Endangered Languages. (2003). Language Vitality and Endangerment. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/Language_vitality_and_endangerment_EN.pdf

YNLC. (n.d.). YNLC/SFU - First Nations Language Proficiency Programs. Retrieved March 31, 2022, from https://ynlc.ca/training/cfnlp.html

**Presenters:**

**Olga Lovick** (University of Saskatchewan)
*Prosodic augmentation in Upper Tanana Dene*

Upper Tanana is a Dene (Athabascan) language spoken by fewer than 50 mostly elderly individuals in eastern interior Alaska and the western Yukon Territory. The data for this study comes from narrative discourse collected primarily by me. In this talk, I describe the functions of a speech pattern I dub "prosodic augmentation". This pattern is characterized by drastic lengthening of the stem syllable, often accompanied by raised pitch. Typically, augmented syllables are three to five times as long as non-augmented ones, and often more than twice as high. In the practical orthography, prosodic augmentation is marked by colons following the vowel, with the number of colons roughly corresponding to the degree of augmentation (1).

(1)   Dineh   cho:::h!
      man     big
      'An enormously big man!'

This pattern is first mentioned by Jette (1907) as a strategy to express superlatives in Koyukon, and by Tuttle (2018) as an intensifying device in Ahtna and Lower Tanana (all three are Alaskan Dene), similar to what is demonstrated in (1). I show here that its functions are broader and depend on the lexical category it applies to. With adjectives and verbs describing property concepts, prosodic augmentation expresses that the quality expressed is present in abundance (1). With other verbs, it can express increased intensity (2a), increased speed or distance (2b), or repetition (2c,d).

(2a) *Shneh'į̱:::h.*                             vs.          *Shneh'į̱h.*
     'He looked at me long and hard.'                         'He looked at me.'
(2b) *Altha:::::ł!*                              vs.          *Altthał!*
     'She was running as hard and far as she could!'          'She was running!'
(2c) *Shudehka:::t.*                             vs.          *Shudehkat.*
     'He kept asking me questions.'                           'He asked me a question.'
(2d) *Łuugn heh'į̱į̱:::k.*                          vs.          *Łuugn heh'į̱į̱k.*
     fish    they.always.do
     'They [take out] lots of fish.'                          'They take out fish.'

With nouns, prosodic augmentation signals abundance (3a). When applied to directional adverbs (3b), it indicates increased distance. With other adverbs (3c, d), it intensifies the meaning.

(3a) *Ji:::gn họọłį̱į̱.*                            vs.          *Jign họọłį̱į̱.*
     'There were lots of berries.'                            'There were berries.'
(3b) *ahne::::gn'*                               vs.          *ahnegn'*

'a long way in the upland direction'                    'in the upland direction'
(3c) *t'axo:::::h*                              vs.             *t'axoh*
        'finally, after a long time'                            'finally'
(3d) *k'at'ee:::y shyah'eh'aak*                 vs.             *k'at'eey shyah'eh'aak*
        NEG         they.always.make.noise
        'they absolutely never make a noise'                    'they never make a noise'

        Prosodic augmentation is clearly an iconic pattern, where some sort of semantic increase (in amount, length of time, distance, intensity, or number of repetitions) is signaled through increased duration and raised pitch of the stem syllable. In this way, it mirrors common functions of reduplication as outlined originally by Sapir (1921), although it is a prosodic rather than morphological strategy.
        This speech pattern is highly characteristic of Upper Tanana: it is ubiquitous in narratives and often carries over into English discourse. It is also very salient to speakers and learners alike. For them, study of this topic is important as it validates their own perceptions of their language. For the field of language description, studies like this are important as they highlight the multifaceted functions of suprasegmental information.

**Chantale Cenerini** (University of Saskatchewan)
 *The dynamicity of storytelling: building a collective history with co-construction*

This paper presentation will overview work done with Michif communities of St. Laurent and St. Eustache in Manitoba: In an effort to document and promote their language, we recorded stories in speaker groups on the communities' history and the upbringing of speakers. When several co-tellers work together to build a collective story, the process of co-construction brings forth elements that would not necessarily be included in a series of individual narratives collected and compared against each other. As such, this process of interaction and co-verification becomes very valuable to building a dynamic and enriching oral history.
During the course of this presentation, we will overview some important key points in our methods, which were built on the cornerstones of Indigenous methodologies. We will also explore through data and examples from our corpus illustrating how the process of co-construction is a process of peer review and verification, as well as enriches the storytelling in both perspective and shared information.
Hansen (2009) states that oral tradition is a collective enterprise: one narrator, most likely, does not have singular authority over a story and the said story must be validated by the group. Firstly, co-tellers can confirm or verify the commonalities and parallels in each other's experiences. Through a series of tokens of affirmations, elaborations, and appreciative laughter, co-tellers can verify a homogenous common experience and give a sense of universality of experience. However, co-tellers can also react with tokens of negation, indicating they have had different, varying experiences.
Through the use of humour and elaborations, the evaluative component of narratives also often enables groups to explain and/or justify divergences or variations in their common experience. In many cases, co-tellers share a common experience, but the details of the said experience vary somewhat from co-teller to co-teller. Co-tellers will interpret these variations through their own

lens as *insiders* with intimate and lived knowledge and insights on their family or community. Co-tellers attribute many of the variations to differences such as age, gender, socio-economic factors and location.

A historian's interpretation is an *outsider's* interpretation, outside of the community of study, or the time and space of the event, which they interpret using their own present-day, cultural-specific biases. Any conclusions or explanations as to why certain habitual or punctual events occurred remain hypotheses and an outsider's point of view (Vansina, 1985:197-8). Vansina (1985) argues that this internal perspective is one of the greatest contributions of oral history: "by collecting oral traditions and studying them, by internalizing remembered ethnography, which is also tradition, interpretations become more culture-specific, less anachronistic and ethnocentric" (1985:198). As such, through co-construction of oral history, we can learn about Michif communities, history and ways from Michif co-tellers themselves, in their language and through their own lens in a dynamic and nuanced narration.

Hanson, Erin. (2009). Oral Traditions. Indigenous Foundations website, University of British Columbia. https://indigenousfoundations.arts.ubc.ca/oral_traditions/.
Vansina, Jan. (1985). Oral Tradition as History. University of Wisconsin Press.

**Martin Kohlberger** (University of Saskatchewan)
*Toponymic practices amongst the Shiwiar and their broader regional relevance*

The study of toponymy does not currently play a central role in linguistics. However, many documentary linguists have highlighted the importance of toponymy for the study of underdocumented languages (Adelaar 2007), particularly given that toponymy can provide crucial insight into cultural norms, areal patterns and contact phenomena. In this talk, I will describe toponymic practices amongst the Shiwiar people of Ecuador and I will show the importance of this study in the broader Ecuadorian context.

Shiwiar is a Chicham language spoken by 1,200 people in eastern Ecuador and northern Peru. The data presented in this talk were collected as part of an ongoing documentation project. Examples and observations are drawn from a 30-hour audiovisual corpus of natural speech, including personal anecdotes and interviews about the topic of place-naming practices in Shiwiar culture.

The first half of the presentation will describe the form and distribution of Shiwiar place names. Shiwiar toponyms originate almost exclusively from compound structures that involve two elements: the first is often a personal name or the name of a plant or animal, and the second is a word that relates to a geographic feature, e.g. *tʃuin intsa* (where *tʃuin* is the name of a man and *intsa* the word for 'river', i.e. 'Chuin's river'). Phonological reduction and blending often occurs (e.g. *tʃuintsa*), whereby the personal name is phonologically fused to the geographic feature. The addition of morphology, such as locative case markers, is also frequent. This means that for many toponyms, their original compound structure is no longer transparent. However, careful etymological work with Shiwiar elders has yielded a detailed understanding of the phonological and morphological processes that have affected Shiwiar toponyms over time.

The second half of the presentation will focus on the importance of interpreting toponymic data in the context of traditional Indigenous knowledge. This is an area where personal histories intertwine with the broader history of a nation and knowledge surrounding place names is often extremely

meaningful to a community. This task is urgent given that in some communities toponymic knowledge is endangered and not being transmitted to younger generations anymore.

By combining traditional Indigenous knowledge with detailed cartographic data, significant insights into can be achieved. I will show that prehistoric language distributions, for example the hitherto hypothesised presence of Chicham-speaking people in the central highlands of Ecuador, is supported both by toponymic evidence as well as by traditional knowledge documented amongst speakers of Ecuadorean Indigenous languages today.

Adelaar, W. (2007). The importance of toponymy, family names and historical documentation for the study of disappearing and recently extinct languages in the Andean region. In: L. Wetzels (ed.), Language Endangerment and Endangered Languages. Linguistic and anthropological studies with special emphasis on the languages and cultures of the Andean-Amazonian border area, pp. 325-331. Leiden: CNWS.

**Yuliia Hryshyna** (University of Saskatchewan)
*Teaching and Learning Heritage Languages in Canada: Attitudes and Approaches*

Many languages have been spoken in Canada historically and are spoken here nowadays, including languages of the Indigenous population, languages of first settlers, and languages of modern immigrants. They are divided into various groups, such as official languages recognized by the federal government (English and French), Indigenous languages, and heritage languages (Duff & Li, 2009). Heritage language learners are those who "grew up hearing and possibly speaking an immigrant or minority language in the family or home" (Polinsky, 2011, p. 306). There are many differences between heritage language learners and second language learners, including the difference in the development of their skills (Kresin, 2017), their attitude to the learning process (Comanaru & Noels, 2009), and even their attitude to the language itself (Chumak-Horbatsch, 1999). Therefore, it is obvious that there is a need for a different and more efficient approach to the heritage language-learning process, as well as additional support for the learners and instructors of heritage languages. After conducting thorough research, some promising methods were discovered, such as providing the learners with more support from family, teachers, and the community (Šipka, 2017) and implementing various in-class policies (Pascual y Cabo et al., 2017). However, there is no sufficient research that would include heritage language learners from different cultural backgrounds, social groups, age, and proficiency levels, and there are not many strategies that can help heritage language instructors who have to come up with their own teaching materials by using the method of trial and error. In conclusion, while there are some efficient existing strategies for teaching and learning heritage languages, this topic requires more attention from the researchers, government, parents, and even heritage language learners themselves.

Chumak-Horbatsch, R. (1999). Language change in the Ukrainian home: From transmission to maintenance to the beginnings of loss. Canadian Ethnic Studies, 31(2), 61–75.

Comanaru, R. & Noels, K. (2009). Self-Determination, Motivation, and the Learning of Chinese as a Heritage Language. Canadian Modern Language Review, 66(1), 131- 158. https://doi.org/10.1353/cml.0.0101

Duff, P. & Li, D. (2009). Indigenous, Minority, and Heritage Language Education in Canada: Policies, Contexts, and Issues. The Canadian Modern Language Review, 66(1), 1-8. https://doi.org/10.3138/cmlr.66.1.001

Kresin, S. (2017). Slavic and East European Language Programs and Heritage Language Communities. East, West (Edmonton), 4(1), 11–32. https://doi.org/10.21226/T2C014

Pascual y Cabo, D., Prada, J., & Lowther Pereira, K. (2017). Effects of Community Service- Learning on Heritage Language Learners' Attitudes Toward Their Language and Culture. Foreign Language Annals, 50(1), 71–83. https://doi.org/10.1111/flan.12245

Polinsky, M. (2011). Reanalysis in Adult Heritage Language: New Evidence in Support of Attrition. Studies in Second Language Acquisition, 33(2), 305–328. https://doi.org/10.1017/S027226311000077X

Šipka, D. (2017). Bosnian/Croatian/Serbian Heritage Speakers in Four Major U.S. Metropolitan Areas: Resources for the Attainment of Full Professional Linguistic Proficiency. East, West (Edmonton), 4(1), 33–61. https://doi.org/10.21226/T2759N

**SESSION 3** (14:30 – 15:30)
*Session Chair:* Kristy Reyes Herrera
*Zoom Host:* Ebuka Ekeanyanwu
*Student Assistant:* Faculty


**Presenters:**

**Uliana Morozovskaia** (University of Saskatchewan)
*Mother Tongue Loss among Russian-Speaking Immigrants in Canada*

When moving to another country, immigrants go through a process called acculturation, which is the adaptation to another cultures and society (Berry, 1997). Language is one of the most significant aspects of acculturation (Marsiglia et al., 2011). Learning a majority language makes it easier to get a job and navigate socially (Zorlu & Hartog, 2018). Maintaining the home language may help with the sense of identity and psychological and emotional well-being (Shishkin, 2010). Immigrants may opt for a shift towards the majority language, or even if they do not, they may experience a partial loss of the mother tongue, i.e., a language attrition (Cherciov, 2011). Maintenance of a mother tongue is possible in a new country, but it requires an active use of the language, and ideally, a language community.

Canada experiences the rise of the number of Russian-speaking immigrants (Statistics Canada, 2016). However, there are still relatively few studies on the Russian language in Canada in general (Shishkin, 2010), and only a few on this language attrition (Priven, 2002). This study analyzes Russian language attrition among first generation of immigrants in Canada. The materials come from the responses of 100 Russian-speaking immigrants in Canada who took part in an online questionnaire. The survey contained questions about the participants' language use and attitudes, language attrition, and adaptation process. The data were analyzed using Chi-square test and Pearson correlation in SPSS 28. The results of my study indicate that some Russian-speaking immigrants (N=52) report low or moderate levels of Russian language attrition. The most frequently reported forms of attrition are forgetting words (N=41), loss of fluency (N=10), and difficulty speaking (N=8). The level of attrition negatively correlates with specific measures for preserving Russian ($r = -.2$; $p = .04$), and also, with the use of Russian ($r = -.21$; $p = .03$). The results confirm earlier findings that language maintenance is supported by these factors (Shishkin, 2010; Bortolato, 2012).

Bortolato, C. (2012). Language maintenance-attrition among generations of the Venetian Italian community in Anglophone Canada. PhD Dissertation, The University of Exeter.

Berry, J. (1997). Immigration, acculturation, and adaptation. Applied Psychology: An International Review, 46(1), 5–34.

Cherciov, M. (2011). Between Attrition and Acquisition: The Dynamics between Two Languages in Adult Migrants. PhD Dissertation, The University of Toronto.

Marsiglia, F., Yabiku, S., Kulis, S., Nieri, T., Parsai, M., & Becerra, D. (2011). The influence of linguistic acculturation and gender on the initiation of substance use among Mexican heritage preadolescents in the borderlands. The Journal of Early Adolescence, 31(2), 271–299.

Priven, D. (2002). The Vanishing Pronoun: A case study of language attrition in Russian. Canadian Journal of Applied Linguistics, 5, 131-144.

Shishkin, E. (2010). Language Dominance and Culture Dominance: L2 Acquisition, L1 Maintenance, and Culture Identification among Russian Immigrants in the U.S. PhD Dissertation, The University of Arizona.

**Tasheney Francis** (University of Manitoba)
*"Laas-Lik" [Last-Hit] - The Intersubjective Game of Assigning and Resisting Face-threatening Labels in a Highly Political Truth Commission*

This paper is part of a larger research which looks carefully at resident witnesses' argumentation in their responses to predominantly Cross-examining Counsel's interrogation, within the context of a highly political and televised Jamaican Truth Commission. The overall study considers the tension between the two sets of participants, as well as public conversations about the community from which these residents hail, which are predominantly negative and which does impact the present discourse. In light of these tensions, various avoidant strategies emerge within the 12 hours of recorded exchanges. Here, I explore and reveal some of these avoidant techniques as resident witnesses' creative attempts to actively resist assigned labels, and minimize their impact from the confines of the witnesses' powerless institutional position. This paper examines the sub-cultural realties of labels such as *look-out* and *deportee* and their implications to the overall discourse, within the notion of identity negotiation (Swann, 2005) that addresses the ways in which individuals actively resist labels assigned to them and even attempt to adjust the perceptions of those with whom they interact (Swann & Bonson, 2009). In the intersubjective dance around identity, the witnesses' strategic responses and evident resistance underscore the threat being posed to their positive face in these labeling assignments, and as such the impact of the labels on the varied communicative goals. This therefore reveals as well, the witnesses' identity negotiation acts as goal management strategies.

Swann, W. B., Jr., & Bosson, J. K. (2008). Identity negotiation: A theory of self and social interaction. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), Handbook of personality: Theory and research (pp. 448–471). The Guilford Press.

Swann, W. B. Jr. (2005). The Self and Identity Negotiation. In Interaction Studies, 6 (1). John Benjamins Publishing Company.

**Presenters:**

**Robert Lewis** (University of Winnipeg)
*Suffix-less and reduplicated participles in Potawatomi: Old rules and new words*

This paper investigates participles in Potawatomi, an Algonquian language spoken in northern Wisconsin and Kansas, from the Forest County Potawatomi Community (2014) dictionary. Potawatomi has four types of participles: true, suffix-less, reduplicated and phrasal (not to be addressed). True participles in Potawatomi are formed by two steps as shown in (1). First, a verb is inflected in a subordinate form with a suffix indicating person, number, and gender, e.g., the third person singular suffix is *-t* if animate and *-k* if inanimate. Second, an ablaut rule, known as INITIAL VOWEL CHANGE (Hockett, 1939; Costa, 1996; Buszard, 2003), is applied to the initial vowel of the verb.

> (1) *miktthéwi* 's/he works' > *mikthéwi-t* 's/he works (SUB)' > *makthéwi-t* 'one who works'

Suffix-less participles are a group of deverbal nouns that "show INITIAL CHANGE of a VERBAL BASE, but no other formal features of participles" (Valentine, 2001, 514). That is, suffix-less participles are participles that show initial vowel change but do not have the typical suffixal inflection, e.g., *détbesé* 'wheel' (< *dtebsé* 's/he rotates'). A number of suffix-less participles can go on to be prenouns, e.g., *gékya-shonya* 'old age pension' (*gékya* 'one who is old, elder' and *shonya* 'money'). Potawatomi make productive use of reduplication of the first syllable of a verb which is partially copied and placed at the left edge of the verb as shown in (2). Reduplicated participles are formed with reduplication on a verbal base. Reduplicated participles form a group of deverbal nouns that show no formal features of true participles. Importantly, there are several reduplicated participles which have variants as suffix-less participles. The two forms show that Potawatomi speakers are relying on either an Ojibwean base in one case Potawatomi *bébishagnegwé* 'bat' vs. Nishnaabemwin *bba(sh)kwaanaajiinh* 'bat' and a Fox branch base in the other Potawatomi *babishagwnegwé* 'bat' vs. Meskwaki *pîshâkaninekwêha* 'bat'.

> (2) *thibdebe* 's/he sits' > *tha-thibdebe* 's/he stays/keeps sitting'

Furthermore, this paper compares suffix-less and reduplicated particles in Potawatomi to those in Southwestern Ojibwe, Nishnaabemwin, Sauk and Meskwaki. I show that suffix-less participles are not constant across these languages. These findings suggest that certain suffix-less participles might have been old because they are found in all languages, e.g. *éshkwdemo* 'watermelon', but most are innovations, e.g. *détbesé* 'wheel'. By identifying the dichotomy between old and new participles, I offer two grouping that can be probed for uniformity to a set of features and that can be returned to for forming new words for immersion curricula and beyond.

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Costa, David J. 1996. Reconstructing Initial Change in Algonquian. Anthropological Linguistics 38 (1). 39–72.
Forest County Potawatomi Community. 2014. Ézhe-bmadzimgek gdebodwéwadmi-zheshmomenan: ´ Potawatomi Dictionary. Crandon: Forest County Potawatomi Community.
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**Yadong Xu** (University of Manitoba)
*Object shift in two Mandarin light verb phrases*

This paper investigates the phenomenon of object shift in two light verb constructions in Mandarin Chinese, one involving *ba-* and the other involving *bei-*. The problem at interest is the shifted DP landing after *ba-* and *bei-* shows different θ-roles. Following the assumption of the split-VP research (Kratzer 1996; Pylkkänen 2008; Harley 2013; Legate 2014), I regard these two constructions as separate *v*Ps which consequently give rise to distinct semantics of the DPs that have undergone movement.

Mandarin Chinese is a SVO language (Huang 1982). The sentence in (1) shows the default word order. The object DPs in (2) and (3) demonstrate object shift (Holmberg 1980; Diesing 1992) as they appear preverbally. Moreover, the two constructions show a remarkable contrast in the θ-roles of the shifted DPs. In the *ba*-construction in (2) the shifted object *xiong* 'bear' is the patient/theme, like (1). However, in the *bei*-construction in (3), the shifted object *xiong* 'bear' is the agent, which is why the *bei*-construction is regarded as passive in literature (Huang 1990, Huang et al. 2009).

(1) Laoxu   chi-le      xiong.
    LX      eat-PFV    bear
    'Laoxu  ate (a/the) bear.'

(2) Laoxu  **ba-xiong**    chi-le.
    LX      BA-bear      eat-PFV
    'Laoxu ate the bear.'

(3) Laoxu  **bei-xiong**   chi-le.
    LX      BEI-bear     eat-PFV
    'Laoxu is eaten by the bear.'

I propose that the *ba*-DP is mapped to a lower *v*P and assigned the theme role whereas the *bei*-DP is mapped to a higher *v*P (VoiceP) and assigned the agent role. This analysis is grounded in two diagnostics: the double-object construction (DOC) and psych verbs.

In ordinary Mandarin DOC example of 's/he gave Laoxu a pear', the goal appears before the theme. Asymmetries are shown in terms of which object can be moved to the two constructions. The *ba*-construction only permits the theme-shift, (4). In contrast, the *bei*-construction only allows the goal-shift, (5). I argue that the DP permitted to shift to which construction is constrained by locality. Assuming Mandarin DOC follows Pylkkänen's (2008) high applicatives, the theme *li* 'pear' is

shifted to the *ba*-domain (*v*P) because it is the closest element in its c-command domain. Whereas the goal *Laoxu* is shifted to the *bei*-domain (VoiceP) also because the ApplP-internal goal is the closest element.

(4) ta **ba**-**li**     gei-le     Laoxu.
    3   BA-pear  give-PFV  LX
    'S/he gave Laoxu a/the pear.'
    [IP ta [ApplP Laoxu [*v*P **ba li** [VP gei-le *t* ]]]]

(5) ta   **bei**-**Laoxu**  gei-le     li.
    3   BEI-LX     give-PFV  pear
    'S/he was given a pear by Laoxu.'
    [IP ta [VoiceP **bei Laoxu** [ApplP *t* [VP gei-le li ]]]

**Jila Ghomeshi and Mohadeseh Rostami Samak** (University of Manitoba)
*Nominalized purpose clauses in Gilaki and Persian*

Of all adverbial clauses, purpose clauses are most likely to appear after the main clause. This cross-linguistic generalization holds both across languages and within languages. That is, even in languages in which other types of adverbial clauses such as conditional, temporal, and causal clauses precede the main clause, purpose clauses still follow (Diessel 2001:446). In this paper we first consider purpose clauses in Gilaki, an Iranian language spoken in the Gilan province, on the southwest coast of the Caspian sea. Consistent with the tendencies identified by Diessel, Gilaki has postposed purpose clauses as shown in (1), however, it also has preposed purpose clauses such as shown in (2).

**Gilaki**
(1) mi     pə:r   ma     pul     hada,          [(mu)  maʃin   bə-hin-am-a]
    I.GEN   father  I.DAT   money  PST.give.3SG  I.NOM   car        SUBJ-buy-1SG-EMPH
    'My father gave me money so that I could buy a car.'

(2) [mi     maʃin  haytən-ə   hava],  mi     pə:r   ma     pul     hada
    I.GEN   car    buying-EZ   for     I.NOM  father  I.DAT   money  PST.give.3SG
    'To buy a car my father gave me money.' (lit. my father gave me money for my car buying.')

Preposed purpose clauses in Gilaki show hallmark signs of being nominalized. The verb is in non-finite form, the subject bears genitive case, and the clause is introduced with a prepositional element (*hava* 'for'). Standard Persian, too, has a nominalized variety of purpose clauses, shown in (4), but contrasts with Gilaki in not allowing the expression of a subject.

**Persian**

(3) pedar-am       be man pul    dad,        [ke māʃin    be-xar-am]
    father.1SG.POSS to me   money give.PST.3SG that car       SUBJ-buy-1SG
    'My father gave me money so that I could buy a car.'

(4) ? pedar-am       be man pul    dad,       [barāye (*man) māʃin xaridan]
    father.1SG.POSS to me   money give.PST.3SG for          car     buying
    'My father gave me money to buy a car.' (lit. my father gave me money for car buying.'

We propose that the two languages differ with respect to the kind constituent that can be nominalized (*v*P in Gilaki vs. VP in Persian, cf. Kornfilt & Whitman 2011). We explore the preferred order of nominalized purpose clauses with respect to the main clause in both languages, and, time permitting, we extend our findings to other types of adverbial clauses.

Diessel, H. (2001). The Ordering Distribution of Main and Adverbial Clauses: A Typological Study. Language, 77(3):433–455. https://doi.org/10.1353/lan.2001.0152
Kornfilt, J. & Whitman, J. (2011). Afterword: Nominalizations in syntactic theory. Lingua, 121(7), 1297-1313.

**SESSION 1** (9:00 – 10:30)
*Session Chair:* Reid Hala
*Zoom Host:* Ebuka Ekeanyanwu
*Student Assistant:* Rhiannon Caswell

## Presenters:

**Priyanka Pradeepkumar** (English and Foreign Languages University)
*Digitizing a non-scheduled Indian language: the case of Cholanaikkan*

The presentation introduces the project of developing a multilingual and multiscriptal Cholanaikkan digital dictionary. A lesser-documented language spoken by the near-extinct hunter-gatherer community of the Indian subcontinent- Cholanaikkar, also known as "Caveman of Kerala" (Bhanu, 1989), Cholanaikkan /cʰoːɭəŋɑɪkʰən/ is identified as a "Definitely endangered" language as per UNESCO's language endangerment criteria (2003) and the dictionary project is the first-ever initiative in multimedia format for this under-resourced minority language. The project aims to promote preliminary multilingual education based on the mother tongue for the language speakers.

The presentation will bring into perspective the monolithic language policies and socio-linguistic issues accelerated by the global pandemic concerning the unique case of an endangered language spoken in a linguistically hierarchically structured polity. The paper will further discuss in subsequent sections- the motivations, the processes, and the challenges involved in developing a digital dictionary for endangered languages using the methodological underpinnings of lexicography and theoretical understanding of sociolinguistics. Furthermore, the project hopes to explore the scope of language maintenance by expanding the domains of language use and contribute to the future possibility of language revitalizations efforts among community members. In conclusion, drawing on the experiences from this dictionary compilation project, the presentation will account for knowledge dissemination with regard to developing a digital dictionary in the context of endangered languages and will underscore the vital role of multimedia dictionaries as opposed to print dictionaries while documenting an endangered language.

Ananda Bhanu, B., (1989). The Cholanaickan of Kerala. Calcutta: Anthropological Survey of India

Lijisha, A.T., (2020). Cholanaikkan Bhasha Paristhithi Bhashasasthra Patanam. Tirur: Thunchath Ezhuthachan Malayalam University. http://hdl.handle.net/10603/303418

Muralidharan, R., (1988). A Descriptive study of Cholanaikka. Ph.D. dissertation. Annamalai: Annamalai University

Sreelakshmi K.M., (2021). Assessing Language Vitality: A case study of Cholanaikkar Tribe in Kerala. Language in India. Vol. (21). www.languageinindia.com

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Syama, C.G.,(1992). ചോലനോയ്ക്കൻ ,പതിനോയ്ക്കൻ,കോട്ടുനോയ്ക്കൻഭോഷോനിഘണ്ടു. [Cholanaikkan, Pathinaikkan, Katunaikkan dictionary] KIRTADS

**Nicola Donovan and Shelley Tulloch** (University of Winnipeg)
*Children's Acquisition of Literacy in Syllabic Scripts*

This presentation summarizes the results of a literature review of English-language sources addressing children's acquisition of literacy in syllabic scripts, with application to the acquisition of literacy and biliteracy in Canadian Inuit communities. The research emerged from questions from Inuit teachers, parents, and educational policy makers about how first language literacy development in syllabics (*Qaniujaaqpait)* differs from first language literacy in roman orthography (*Qaliujaaqpait*) (Harper, 2005), including for children with learning exceptionalities, as well as how learning different scripts for their two languages (syllabics for Inuktut and a Latin-based alphabet for English or French) impacts biliteracy acquisition in Inuit children.

As expected, few empirical studies published in English have examined processes and practices in teaching and learning syllabic scripts. An early study by Gleitman and Rozin (1973) demonstrated English-speaking children's ease in acquiring a 23-symbol English-based syllabary and proposed that syllabaries are more concrete and thus a more effective starting point for early literacy. Limited research on the acquisition of literacy in Cherokee syllabics suggests that the syllabic writing system is not objectively harder to learn for mother tongue speakers, but that language loss (and learning Cherokee as a second language), along with ideologies privileging alphabetic writing, may compel preferential use of alphabetic systems for teaching Cherokee literacy (e.g. Peter & Hirata-Edds, 2009). First language literacy acquisition in a syllabic script is more broadly studied in Asian languages, including Japanese's Hiragana and Katakana scripts, the Kannada script in Southern India, and the Thai alphasyllabic script. In these studies, linguistic awareness (phonemes, syllables, lexemes) was the strongest predictor of learners' success (cf. Nag & Snowling, 2012).

The literature review suggests that greater understanding of processes and practices supporting children's acquisition of literacy and biliteracy in a syllabic script is needed. Still, efforts to strengthen Inuktut oral language proficiency and use, and to enhance overall exposure to and opportunities to read a variety of texts in Inuktut, will likely have a greater positive impact on children's acquisition of Inuktut literacy than efforts to change the script being used.

Gleitman, L. R., & Rozin, P. (1973). Teaching reading by use of a syllabary. Reading Research Quarterly, 8(4), 447–483. https://doi.org/10.2307/747169

Harper, K. (2005). Inuit writing systems in Nunavut: Issues and challenges. In F. Trudel (Ed.), Building capacity in Arctic societies: Dynamics and shifting perspectives. Proceedings of the second IPSSAS seminar, Iqaluit, Nunavut (pp. 95-104). Université Laval.

Nag, S., & Snowling, M. J. (2012). Reading in an alphasyllabary: Implications for a language universal theory of learning to read. Scientific Studies of Reading, 16(5), 404–423. https://doi.org/10.1080/10888438.2011.576352

Peter, L., & Hirata-Edds, T. (2009). Learning to read and write Cherokee: Toward a theory of literacy revitalization. Bilingual Research Journal, 32(2), 207–227. https://doi.org/10.1080/15235880903170041

**Paula Laita Pallares and Russell Myers Ross** *(Yuneŝit'in Government)*
*Yuneŝit'in strategies for revitalizing Nenqayni ch'ih*

*Nenqayni ch'ih* (Tŝilhqot'in) is a Dene language located in the interior of British Columbia. Although *Nenqayni ch'ih* has the highest vitality level of the province, this language is also in danger of disappearing, since the intergenerational transmission of the language has been interrupted and the number of speakers continues to decrease every year. As part of larger language

revitalization efforts in Yuneŝit'in community, the main purpose of this collaborative research run by Yuneŝit'in Government and the University of the Basque Country (UPV/EHU) was to explore current needs towards Nenqayni ch'ih revitalization in the community by gathering and sharing community members' perspectives on language teaching/learning strategies and language resource development. The work followed indigenous methodologies (Tuhiwai Smith 1999; Graveline 2000; Absolon and Willett 2005; Kovach 2010; King 2013) and participatory and community-based research principles (Strand et al. 2003). Although both qualitative and quantitative data were collected, the qualitative analysis prevailed in this study in order to gain deep understanding of community perceptions and underlying reasons of the research topic (Mayan 2009). Data collection methods were participant observation, semi-structured conversations, sharing circles and document analysis. Research results revealed that, according to Yuneŝit'in community members, in order to increase the number of speakers and simultaneously promote the transmission of the Traditional Knowledge, it is necessary to develop culturally-based resources and implement language immersion programs that support intergenerational transmission of the language as well as active, hands-on and culturally-based learning on the land. In addition to the academic contribution, outcomes from this research also had a practical use, as they have served to enhance the 2022 Strategic Language Revitalization Plan developed by Yuneŝit'in Language Committee.

Absolon and Willett (2005) "Putting ourselves forward: Location in Aboriginal Research", in Brown, L. and Strega, S. (2005) Research as Resistance Critical, Indigenous, and Anti-Oppressive Approaches. Toronto: Canadian Scholars' Press.

Graveline, F. J. (2000) "Circle as Methodology: Enacting an Aboriginal Paradigm", in Qualitative Studies in Education, 200, Vol. 13, No. 4, pp. 361-367. Manitoba, CA: Brandon University.

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Kovach, M. (2010) "Conversational Method in Indigenous Research", in First Peoples Child & Family Review, Volume 5, Number 1, pp.40-48.

Mayan, M. J. (2009) Essentials on Qualitative Inquiry. Walnut Creek, CA: Left Coast Inc.

Strand, K., Cutforth, N., Stocker, R., Marullo, S. and Donohue, P. (2003) Community-Based Research in Higher Education: Principles and Practices. San Francisco, CA: JosseyBass.

Tuhiwai Smith, L. (1999) Decolonizing Methodologies, Research and Indigenous Peoples. London, UK: Zed Books.

**SESSION 2** (11:00 – 13:00)
*Session Chair:* Uliana Morozovskaia
*Zoom Host:* Kristy Reyes Herrera
*Student Assistant:* Rhiannon Caswell


**Presenters:**

**Veronika Makarova** (University of Saskatchewan)
*Vocabulary in Language Contact*

This presentation introduces distinctive layers of Doukhobor Russian (DR) vocabulary with a focus on loan words from English (anglicisms). Doukhobor vocabulary has remained unexamined so far, except for some studies of the DR ritual style (Schaarschmidt, 2008, 2012). Doukhobors (Doukhobortsy or Spirit Wrestlers) are a religious, linguistic and cultural minority group who immigrated to Canada from Russia in 1899 (Tarasoff, 1984; Makarova, 2019). Doukhobor Russian language needed to develop new vocabulary to reflect the realia of life in a new host country as well as the outcomes of technological and social development in the early 20th century. Due to the contact of DR with the majority English language in Western Canada, dozens of words were borrowed from English into DR and restructured phonologically and morphologically.

The reported study is based on 18 hours of audio-records of 20 speakers of Doukhobor Russian collected by the author between 2012 and 2018. The transcripts of the records with a total vocabulary of about 50,000 words were manually analyzed to select foreignisms and loan words from English (anglicisms) and illustrate the patterns of morphological and phonological restructuring of anglicisms. The theoretical approach to the analysis of vocabulary in DR resulting from language contact draws on the concept of lexifier in creolistics (e.g., Michaelis, 2008; Selbach, 2008). The results demonstrate that of a total number of 926 words of foreign origin (foreignisms) in the sample, only 445 (48%) were of English origin, and the rest came from other languages during the time preceding the Doukhobor move to Canada or through their contact with the mainland Standard Russian in the 20th century. The presentation outlines major morpho-syntactic and semantic groups of anglicisms in Doukhobor Russian and concludes with the perspectives for the language maintenance in the community.

Makarova, V. 2019. The Russian Language in Canada. In: Mustajoki, A. et al. (Eds.). The Soft Power of the Russian Language, pp. 183-199. London: Routledge.

Michaelis, S. M. 2008. Roots of Creole Structures: Weighing the contribution of substrates and superstrates. Benjamins. DOI:https://doi.org/10.1075/cll.33

Schaarschmidt, G. 2012. Russian Language History in Canada: Doukhobor internal and external migrations. In: V. Makarova (Ed.), Russian Studies in North America, pp. 235–260. London: Anthem Press.

Schaarschmidt, G. 2008. The Ritual Language of the BC Doukhobors as an Endangered Functional Style, Canadian Slavonic Studies, 50 (1), 101-122.

Selbach, R. 2008. The Superstrate is not always the lexifier. Lingua Franca in the Barbary Coast 1539-1830. P 29-58 In: Michaelis, S. M. (Ed.), Roots of Creole Structures: Weighing the contribution of substrates and superstrates. Benjamins. DOI:https://doi.org/10.1075/cll.33

Tarasoff, K. 1982. Plakun-Trava: The Doukhobors. Grand Forks: Mir.

**Terry Janzen** (University of Manitoba)

*A preliminary usage-based study of topicality and the problem of "topic" in American Sign Language discourse*

American Sign Language (ASL) has been characterized as a topic-comment language (e.g., Ingram 1978; Janzen 1998, 1999). While early accounts of topic in ASL treat topic as categorical, usage-based study reveals discrepancies that may be attributed to variation within the category or to variation due to grammaticalization, but the proposal here is that the very idea of a definable category "topic" of should be re-examined. Janzen (1998) found that marked topics in ASL indicate topic shift rather than topic maintenance, and that when the topic content is nominal, topics typically contained explicit noun phrases or full clauses. Janzen (2007) proposed a topicality hierarchy for constructions in ASL, finding that the more topical an expression is, the less likely it would be found as a marked topic. Rather, only expressions at the lowest level of the topicality scale are most likely to occur as marked topics in topic-comment constructions. In line with Langacker (2008) who considers a topic expression as a reference-point construction, it appears that a topic in ASL is subjectively chosen by the signer. It is thus a kind of pragmatic framing mechanism, given that the signer might have multiple viable reference points from which to choose. It is also an intersubjective choice, taking into account assumptions regarding the addressee's knowledge store (Janzen and Shaffer 2008, 2013).

To extrapolate, it may well be that "topic" is a language-specific notion, and therefore characterizing topic as a cross-linguistic category is problematic. Further, we may question whether topic could be considered as a conceptual category, since agreement between the signer (or speaker) and addressee of how to understand things is tied to the local situated and contextualized discourse event, and what is considered as shared knowledge is frequently a matter of negotiation. It is within this context that "topic" is explored in this study of ASL.

Ingram, Robert M. 1978. Theme, rheme, topic, and comment in the syntax of American Sign Language. Sign Language Studies 20, 193-218.

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Janzen, Terry. 2007. The expression of grammatical categories in signed languages. In Elena Pizzuto, Paola Pietrandrea, and Raffaele Simone (eds.), Verbal and Signed Languages: Comparing Structures, Constructs and Methodologies. Berlin/New York: Mouton de Gruyter, 171-197.

Janzen, Terry, and Barbara Shaffer. 2008. Intersubjectivity in interpreted interactions. In Jordan Zlatev, Timothy Racine, Chris Sinha and Esa Iktonen (eds.), The Shared Mind: Perspectives on Intersubjectivity. Amsterdam/Philadelphia: John Benjamins. 333–355.

Janzen, Terry and Barbara Shaffer. 2013. The interpreter's stance in intersubjective discourse. In Laurence Meurant, Aurélie Sinte, Myriam Vermeerbergen and Mieke Van Herreweghe (eds.), Sign Language Research, Uses and Practices. Berlin/Boston: de Gruyter Mouton/Nijmegen: Ishara Press. 63-84.

Langacker, Ronald W. 1980. Cognitive Grammar: A Basic Introduction. Oxford: Oxford University Press.

**Trevor Sie** (University of Manitoba)
*The medium is still the message: Canadian federal politicians' gestural stance markers of credibility and opinion*

This thesis is about gestural/textual stances of Canadian federal politicians – how and what two speakers/gesturers convey about their political messaging in 2019 before the Federal election. In particular the focus of this thesis was to understand their stances as their spoken utterances are marked by co-verbal manual and non-manual gestures. In short, the aim of this study was to collect and analyze their gestures. The central relationships under study were:

1. What are the gestures that are used most often to reflect a speaker's stance; &
2. Is there a unique contribution of gestural stance markers to overall stance in the composite utterance, and if so, how much?

Once the manual gestures were coded and organized, they were interpreted as they co-occurred with text. Additionally, stance marking was developed into a coding checklist of stance and non-stance marking of non-manual gestures based on findings in the gesture literature.

I found that gestures with finger combinations tended to display speakers' opinion-based stances more than signify points (BEATS) in their discourse involving their convincing/credibility-based stances. Second, basic hand orientation of palm-based gestures revealed an inverse relationship between the two speakers. This pattern emerged in two of the four basic orientations: Palm lateral and palm vertical. For Pierre Poilievre (hereafter 'P'), gestures with a palm facing laterally or vertically tended to be used twice as often for stances conveying his credibility than for conveying his opinion. On the contrary, the same hand gestures with the lateral or vertical hand orientation conveyed Elizabeth May's (hereafter 'M') opinion twice as often as they did for expressing her credibility. Additionally, I found that non-manual gestures such as smiles, shrugs, eyebrow raises, posture shifts, lean-ins, head-tilts, head shakes, and the division of gesture space all supported both speakers'/gesturers' use of multiple viewpoints to convey their stances.

**Rosalie Hangs** (University of Saskatchewan)
*A Corpus-Based Analysis of Task Effects on Phonological Paraphasias in the Speech of People With Aphasia*

Following a stroke, individuals often develop aphasia, a set of language difficulties resulting from brain damage. A common difficulty is the production of phonological paraphasias− the incorrect sequencing of sounds within a word classified into word, non-word, and metathesis errors (MacWhinney et al., 2011). While previous research has examined the impact of various discourse genres and tasks on language outcomes using the standardized AphasiaBank corpus, there are no known studies on the effects of tasks on phonological paraphasia frequencies (Stark, 2019). Other research has utilized AphasiaBank to classify phonological paraphasias computationally, but the literature on the incidence of these errors within the corpus is lacking (Adams et al., 2017). The present corpus-based research aimed to quantitively analyze the effects of genres and individual tasks on the frequency of phonological paraphasias in the speech of individuals with post-stroke aphasia. AphasiaBank's SCALE corpus was used to obtain data from 38 participants, and

phonological paraphasias from the ten tasks were extracted and normalized. Several significant differences were discovered using descriptive statistics and one-way ANOVAs. Word errors (ranging from 0.2 to 1.9) occurred 5.1× more in the Storytelling genre than in the Personal Narrative genre, with no other differences among genres. Among the individual task errors (ranging from 0.1 to 1.8), the Cinderella Introduction task resulted in 4.1× more word errors than other tasks; although not different from the Flood task. The non-word errors (ranging from 0.2 to 1.7) were 8.9× greater in the Speech task than in the Sandwich task, with no other differences observed among tasks. The results indicate that tasks requiring the elicitation of specified words (i.e., "Cinderella") may necessitate more cognitive resources than tasks allowing for free speech, thus leading to more word errors. This supports previous findings that varying cognitive and linguistic demands of discourse elicitation tasks affect language outcomes (Stark & Fukuyama, 2021). Moreover, the present findings suggest Speech-Language Pathologists should administer comprehensive aphasia assessments, utilizing varying discourse tasks, to obtain a holistic perspective of their clients' language abilities and difficulties. Subsequent statistical analyses will explore possible interactions among participants' age, aphasia severity, and gender.

Adams, J., Bedrick, S., Fergadiotis, G., Gorman, K., & van Santen, J. (2017). Target word prediction and paraphasia classification in spoken discourse. 1–8. https://doi.org/10.18653/v1/w17-2301

MacWhinney, B., Fromm, D., Forbes, M., & Holland, A. (2011). AphasiaBank: Methods for studying discourse. Aphasiology, 25(11), 1286–1307. https://doi.org/10.1080/02687038.2011.589893

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**SESSION 3** (14:00 – 16:00)
*Session Chair:* Ebuka Ekeanyanwu
*Zoom Host:* Rhiannon Caswell
*Student Assistant:* Uliana Morozovskaia

**Presenters:**

**Ulrike Tabbert and Mahmood K. Ibrahim** (University of Huddersfield; Imam Ja'afar Al-Sadiq University, Kirkuk)
*Do not ask how? - A Critical Stylistic Approach to Sherko Bekas' poem "The Martyrs' Wedding"*

During the time of Ba'athist Iraq (1968-2003), an incident occurred in Kurdish poet Sherko Bekas' hometown Sulaimaniyah. Three students (Aram Muhammed Karim, Sardar Osman Faraj and Hiwa Faris Fayeq) were shot dead on December 17, 1985, after they were arrested in front of their school for political reasons. Their deaths prompted Bekas to write his poem "The Martyrs' Wedding".
In our paper, we approach the linguistic construction of the three martyred students by using the framework of Critical Stylistics (Jeffries 2010). This approach is a further development of a stylistic analysis of poetry and especially suited to detect ideological meaning in the text as Bekas used the art of poetic writing to express his political stance on the murders.
Critical Stylistics formulates ten textual-conceptual functions of texts, among them naming and describing entities (e.g., the meaning created by Bekas' repeated use of "three" in pre-modifying positions when naming the students) which will be the focus of our analysis. Furthermore, we look at negation in this rather lengthy poem (922 words in the original, 1,252 words in the English translation of the poem by Ibrahim, calculated with AntConc), foregrounded most prominently in eleven repetitions of the phrase "Do not ask (how)". With this paper, we build on our earlier work on selected poems from Bekas' oeuvre (Ibrahim 2018, Ibrahim & Tabbert 2021a, Ibrahim 2021b).

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**Precious Affia** (York University)
*The Perpetuation of Rape Myths: A Nigerian Case of Linguistics of Blame*

Societies have experienced violent acts on women by men far more than the other way round, particularly in the case of sexual violence (Clark 1992). Interestingly, mirrored in the literature on sexual assault, studies show that the public's reaction is sometimes not to blame the attacker, rather,

the woman or some situation may be blamed for the crime (Clark, 1992). In this study, I discuss these reactions to sexual assault, under the umbrella of rape myths, and present an analysis of their perpetuation in a Nigerian case study, which is my main focus. In Nigeria, there is a prevalent culture of backlash of women who accuse men of sexual assault (Gbadamosi, 2021). Victim blaming is the norm, which has resulted in a massive silent epidemic over the years (Foloyan et al, 2014). Data of this study is from Busola Dakolo's YouTube video interview with Chude Jideonwo, a Nigerian celebrity journalist, where they discuss two events of her alleged rape by a famous Nigerian Pastor when she was 16 years old, and the aim of this study is to investigate the discursive means by which Nigerians in the comment section of the interview, attempt to apportion blame on the alleged attacker or victim, and how they perpetuate rape myths that has been found in sexual assault literature. The following is a response to Busola's story in the interview which is an instance in the comment section where the alleged victim is blamed.

"Busola you had an affair with this pastor, remove that word 'RAPE' from it. You watched him removed his belt, you didn't run to your room. You watched him leave your sitting room, went outside and brought Krest, come back, you were still sitting down until you finished drinking the Krest then you went to your mom's room. You still followed him to his house. My Aunt's husband did more than these when I was 14 but I didn't yield. If you didn't need it Busola there are many things that you would have done. It wasn't a rape," (Stella)

As highly regarded and sympathetic as the interview is, it still does not overturn the rape myths that pour out in the commentary. This study adds to the discussion about the prevalent culture of backlash of women who accuse men of sexual assault and victim blaming, which is not limited to Nigerian culture, but is seen in much of the literature on sexual assault.

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**Zhengxiang Wang, Zhi Li and Veronika Makarova** (University of Saskatchewan)
*Don'ts of English Grammar in International Graduate Students' ESL Academic Writing*

This post-conference workshop introduces the most frequent types of grammar errors in Academic writing by international graduate students (IGS) whose mother tongue is other than English. Canada has developed a strong dependency on international students intake, which comprised about 1/5th of all university enrollments in the country in 2019-20 (Statistics Canada, 2021). International graduate students are known to struggle with academic writing, which impedes their progress in their programs of studies and puts an extra burden on university instructors (Flowerdew, 2001; Lax, 2002). The writing difficulties encountered by IGS include language-specific writing styles, text organization, rhetoric moves, terminology and vocabulary issues, and avoiding plagiarism (Angelova & Riazantseva, 1999; Chien, 2014; Singh, 2015). In particular, grammar has been named as one of the stumbling blocks in academic writing by the IGS (Zhang, 2011). In order to assist the IGS with developing their writing skills, the authors designed a set of online academic writing tutorials with a focus on Literature Review genre consisting of 5 tutorials with h5p e-book interactive content which was offered via Moodle platform. A total of 31 international graduate

students completed the tutorials, and three human assessors rated the writing and provided comments on grammar. A total of 93 writing submission by participants comprised the materials presented in our workshop. The most common grammar errors pointed out by the assessors are observed in articles (71 errors), sentence structure (51), excessive sentence length (43), subject/verb agreement in number (41), prepositions (33), tenses (30), verbal forms (25), noun number (25), incomplete sentences (15), and missing structural elements (15). These error types demonstrate some similarities and differences as compared to earlier research in other EFL/ESL writing contexts (Alghazo & Alshraideh, 2020; Singh, 2015). After a brief introduction into the topic, the analysis of the most frequent grammar errors in IGS writing is presented in the workshop in a "problem-solution" template and will provide graduate student with some practical tips on grammar improvement.

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