The Interdisciplinary Linguistics Program (ILP) at the University of Winnipeg (UW)

Editor:Ivan Roksandic
https://www.uwinnipeg.ca/
interdisciplinary-linguistics/index.html

There are many systems in languages explained by prominence hierarchies relating to matters of alignment, the patterns languages use to mark and distinguish core arguments (Lockwood and Macauley 432). Prominence hierarchies present a useful tool to frame these patterns of grammatical relations observed across languages that are suggested to rest on some underlying "cognitive/ functional" foundation (Lockwood and Macauley 438). In Ojibwe, the prominence hierarchy underlies many features of verbal inflection and alignment relating to the direct/inverse system.

The study of alignment is concerned with how core arguments, SAO, are marked morphosyntactically. (Lockwood and Macauley 2). Some languages also utilize a split system in which nominative alignment is used in one realm and ergative in another. Which system is used can be determined by tense/ aspect/mood, main vs subordinate clause, or based on the prominence hierarchy (Lockwood and Macauley 432). Elements more animate on the hierarchy end up using the nominative/accusative system while less animate elements use ergative/absolutive (Lockwood and Macauley 2). Another pattern of alignment effected by the prominence hierarchy is differential object marking. Direct objects higher on the prominence hierarchy are marked overtly while those lower are not.

The Prominence hierarchy has appeared in linguistics literature with a variety of names and emphases. It is also known as the *cpko ce{*, *giqegpvtkekv{*, *jw/ o cppguu*, *pqokpcn*, *kpfgzcdknkv{*, or *go rcvj{ jkgtctej{* (Zuniga 21). Lockwood and Macauley define prominence hierarchy as a term used to mean a "ranking of person and other categories of reference for a variety of grammatical purposes" (1). The basic ranking of categories in prominence hierarchies are SAP (speech act participants)> 3rd

(Anthropology) teaches *Ncpiwcigu"qh"vjg"Yqtnf*, *Oqtrjqnqi{* and *kpfq-Gwtqrgcp"Nkpiwkuvkeu*. His main research interests are language typology and indigenous languages of South America. His current project focuses on the indigenous toponymy in the Caribbean.

resides in the department of Classics. She teaches courses in Latin and Greek, as well as *Itggm"cpf"Ncvkp"kp"Vqfc{øu"Gpinkuj* and *Vjg"Encuukecn"Tqqvu"qh"Ogfkecn"Vgtokpqnqi{0"*

(Psychology) uses cognitive and brain imagining methods to examine reading and language development. In particular, her work focuses on the role of phonology in learning to read, and the impact that reading development has on spoken language processing.

is an Anthropological linguist, specializing in Cree and Algonquian languages. He is especially interested in problems related to grammaticalization, language origins, and semiotics and structuralism.

teaches at the Department of English. His areas of special interest1 opme ù n ł

Every year in April, after the exam period, the Annual Student Colloquium is held, offering to students an opportunity to present the results of their research to the audience of their colleagues.

Course	Time	Instructor
LING-1001-001 Introduction to Linguistics	10:00 – 11:15 Tu/Th	I. Roksandic
LING-3311-001/FREN-3111-001 Comparative Stylistics and Translation	4:00 – 5:15 M/W	L. Rodriguez

Course	Time	Instructor
LING-2002/ANTH-2402/ENGL-2805 Morphology	4:00 – 5:15 Tu/Th	TBA
LING-2103-001/ANTH-2404-001 Languages of the World	2:30 – 3:45 Tu/Th	I. Roksandic
LING-2301-001/FREN-2202-001 Phonetics (lab required)	2:30 – 3:45 M/W	L. Rodriguez
CLAS-2850-001 The Classical Roots of Medical Terminology	8:30 – 9:20 M/W/F	TBA
CRS-2252-050 Conflict and Communication	6:00 – 9:00 W	J. Hyde
PSYC-2620-001 Psycholinguistics	11:30 – 12:45 Tu/Th	A. Desroches
LING-3102/4102/ANTH-3406/4406 Indo-European Language and Myth	11:30 – 12:45	Tu/Th I. Roksandic
LING-3105-050/DEV-3300-050 Speech and Language Disorders	5:30 – 8:30 Th	B. Castaneda
SOC-3214-001 Mass Communication and Media	1:30-2:20 M/W/F	TBA

Course	Time	Instructor
LING-2001-001/ANTH-2401-001/ENGL-2803/001 Phonetics and Phonology	4:00 – 5:15 Tu/Th	TBA
LING-2104/ANTH-2405/ENGL-2806 Semantics	2:30 – 3:45 Tu/Th	TBA
LING-2102/ANTH-2400 Method and Theory in Linguistic Anthropology	11:30 – 12:45 T/Th	I. Roksandic
LING-2401-001 German Phonetics	2:30-3:45 Tu/Th	K. Lovrien-Meuwese
CLAS-2850-002 The Classical Roots of Medical Terminology	8:30 – 9:45 Tu/Th	TBA
CRS-2252-001 Conflict and Communication	10:30-11:20 M/W/F	J. Hyde
LING-3103-001 Sociolinguistics	1:30-2:20 M/W/F	S.Tulloch
ENGL-3812-001 History of the English Language	9:30-10:20 M/W/F	Z. Izydorczyk
FREN-3301-001 History of the French Language	1:30-2:20 M/W/F	G. Moulaison
PSYC-3480-050 Interpersonal Communications	1:00 – 2:15 Tu/Th	TBA

*Courses Subject to Change

3p-3' -   -   -   -   They go with h/h (3')   -   -   -   -   S/he(3') goes with them(3p)
3-go.with-DIR-3p-3'   3-go.with-INV-3p-3'
3p-3'p -   -   -   -   They(3p) go with them (3'p)   -   -   -   -   They(3'p) go with them(3p)
3-go.with-DIR-3p-3'p   3-go.with-INV-3p-3'p

It should be noted that Ojibwe has two main patterns of inflection. The one above is called the independent. The other is the subjunctive which relies exclusively on suffixation. Its forms do not really follow along the direct/inverse pattern.

Clearly from the above examples, SAPs are higher than 3, since the third person prefix 'q-$\emptyset$ only shows up in the absence of SAPs and because of the direct inverse suffixes. Paradigms involving only 1st and 2nd person cannot really be analyzed as following the direct inverse pattern. One could analyze the 1st person object forms –i- as being object and –in- as the object marker for 2nd person. The forms for 1p>2sg and 1p>2pl are identical to the forms for X>2sg and X>2pl *(X=indefinite actor, essentially passive)

1-2 independent -   -   I go with you   -   you go with me
1-2 subjunctive   -   when/if I go with you   -   when/if you go with me

1-2p -   -   I go with you people   -   -   You people go with me
1-2p subjunctive   -   when/if I go with you people   -   when/if you people go with me

1p-2 -   -   we go with you   -   -   you go with us
1p-2 subjunctive   -   when/if we go with you   -   when/if you go with us

1p-2p -   -   we go with you people. (1p<2p identical to 1p<2sg)
1p-2p subjunctive   -   when/if we go with you people (1p<2p identical to 1p<2sg)

As seen here there is no affix that indicates a direct inverse relationship for 1 and 2. They each have their own idiosyncratic forms. From the above examples you can see that the 2 person marker *ik-* (can signal 2, 2p, 21) is preferred over the 1 person theme marker *pk-*. This pattern is also seen in the TI and IA independent verbal inflection patterns as well as the possessive suffixes on nouns, all of which use similar affixes to those found on TAs. This is the basis of the claim that 2nd person outranks 1st (2 > 1 > Proximate > Obviative) in Ojibwe and other Algonquian languages.

Macauley addresses this claim offering a more nuanced stance. Studying multiple paradigms across a number of Algonquian languages, she found that it is not as cut and dry as that and that languages show differences. No Algonquian language can be said to rank 2 over 1 in all realms, but some do preference 2 over 1 in more realms than others. She studied possessive suffixes, verbal prefixes, theme signs (direct inverse) and plural suffixes on TAs.

For Ojibwe, 2 ranks over 1 for verbal inflection and possessives but when it comes to plural suffixes preference is given to 1. When 1p acts or is acted on by 2 and 2p, 2 and 2p are not distinguished. As such it is ambiguous whether it is singular or plural.

TA imperative mood "tell"	2 you SUBJ	2p you people SUBJ
1 OBJ	wiindamaw-ishin	wiindamaw-ishig
1p OBJ	wiindamaw-ishinaam	wiindamaw-ishinaam

TA subjunctive "tell"	2 you SUBJ	2p you people SUBJ
1 OBJ	wiindamaw-iyan	wiindamaw-iyeg
1p OBJ	wiindamaw-iyaang	wiindamaw-iyaang

A few words that occur in classes 3-11 determine their meaning by whether their agreements are animate or inanimate. This is shown by examples 3a and 3b. Similarly, if an animal is marked as animate they are alive but if their agreements are inanimate they are dead – or meat. This is shown by examples 3c and 3d.

Grammatical rules generated by the animacy hierarchy can divide it at any point. In Swahili the rules consistently divide the hierarchy between animate and inanimate. There are no rules that differentiate animals and humans or between first, second or third person.

Differentiation:

    Ø-ndege mw-eupe
        CL9-bird CL1-white
        "White bird"
    Ø-ndege ny-eupe
        CL9-airplane CL9-white
        "White airplane"
    Ø-kuku mw-eupe
        CL9-chicken CL1-white
        "A white chicken"
    Ny-ama ya Ø-kuku ny-eupe
        CL9-meat PPOS.9 CL9-chicken CL9-white
        "Meat of a white chicken"

Possessive pronouns are plentiful on the animate side of the divide, but are almost non-existent on the inanimate side. When an animate noun owns something, it uses a pronoun that agrees with the person and plurality of the owner and with the class of the thing owned as 4a shows. All possible inflections are present, creating a total of 90 possible forms. On the other hand, there is no unique pronoun to use when an inanimate noun 'owns' something. The singular third person pronoun is borrowed and inflected to agree with the class of the thing owned. The singular is used whether the owner is singular or plural. 4b +c are examples of an animate owner where the pronoun changes with the plurality of the owner. Examples 4d +e show that when the owner is inanimate, the pronoun remains in singular no matter the plurality of the owner (Lyatuu 187). It is a widely attested principle that there is greater variety and more options at the top of the spectrum closer to the speaker.
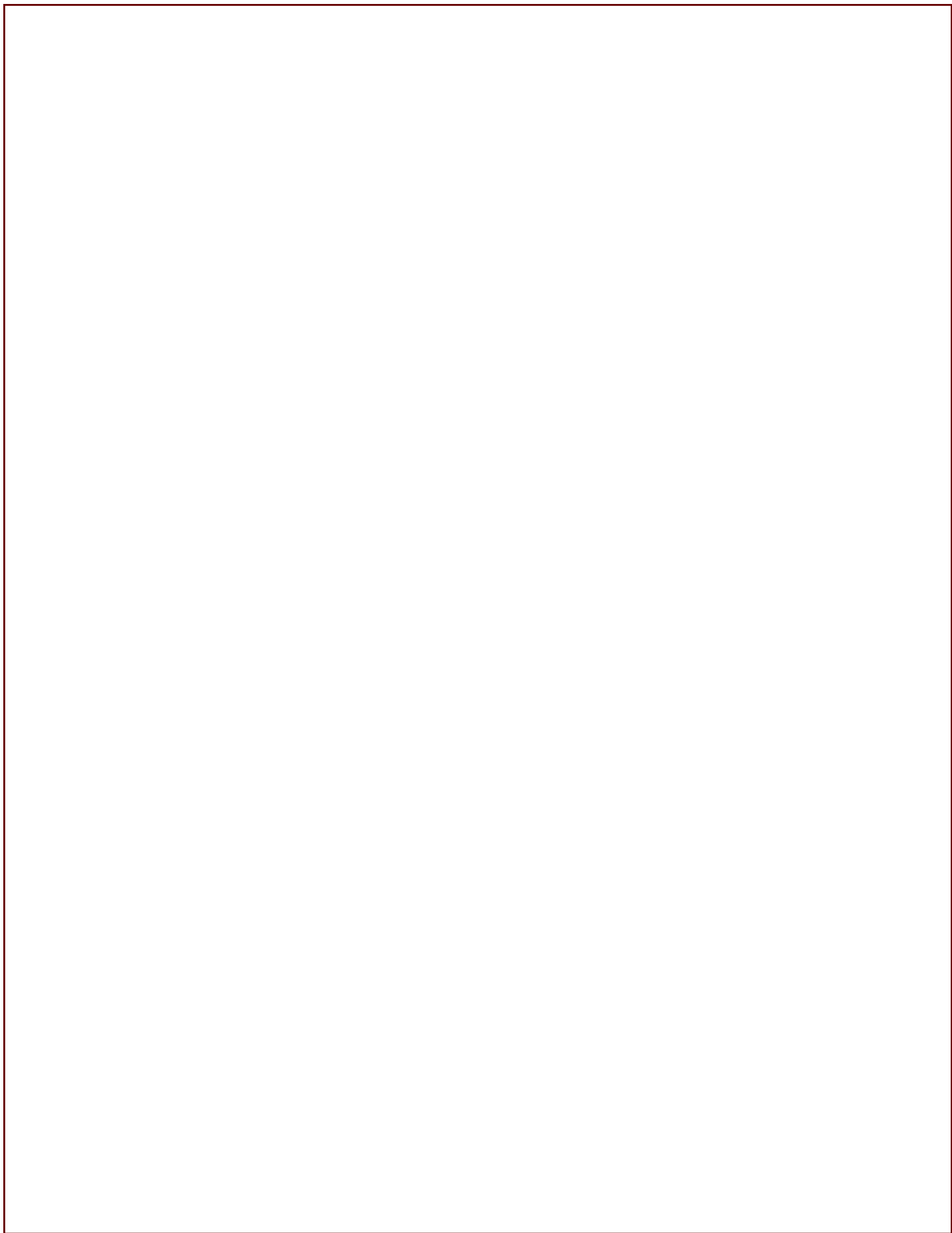
Possessive:

   Ki-tabu ch-angu
    CL7-book CL7-POSS.1SG
    "My book"
    M-vulana na mi-guu y-ake
        CL1-boy have.PRES CL4-leg

This paper is a brief literature review aimed at identifying significant issues within the field of bilingual research, constrained to experimental studies with a specific focus on the role of cognates. When conceiving of this study, I initially sought to answer the question: How do these kinds of experimental studies inform our theoretical conception of the bilingual lexicon? This question is pertinent beyond the domain of bilingual studies; general models of the lexicon should be able to address lexical representations of both bilingual and multilingual speakers, or they fail as complete models of language. Furthermore, network associations between cognates, however conceived for bilinguals, may be reasonably assumed to have heightened complexity compared to monolinguals.

This presumed complexity provides a multiplicity of avenues
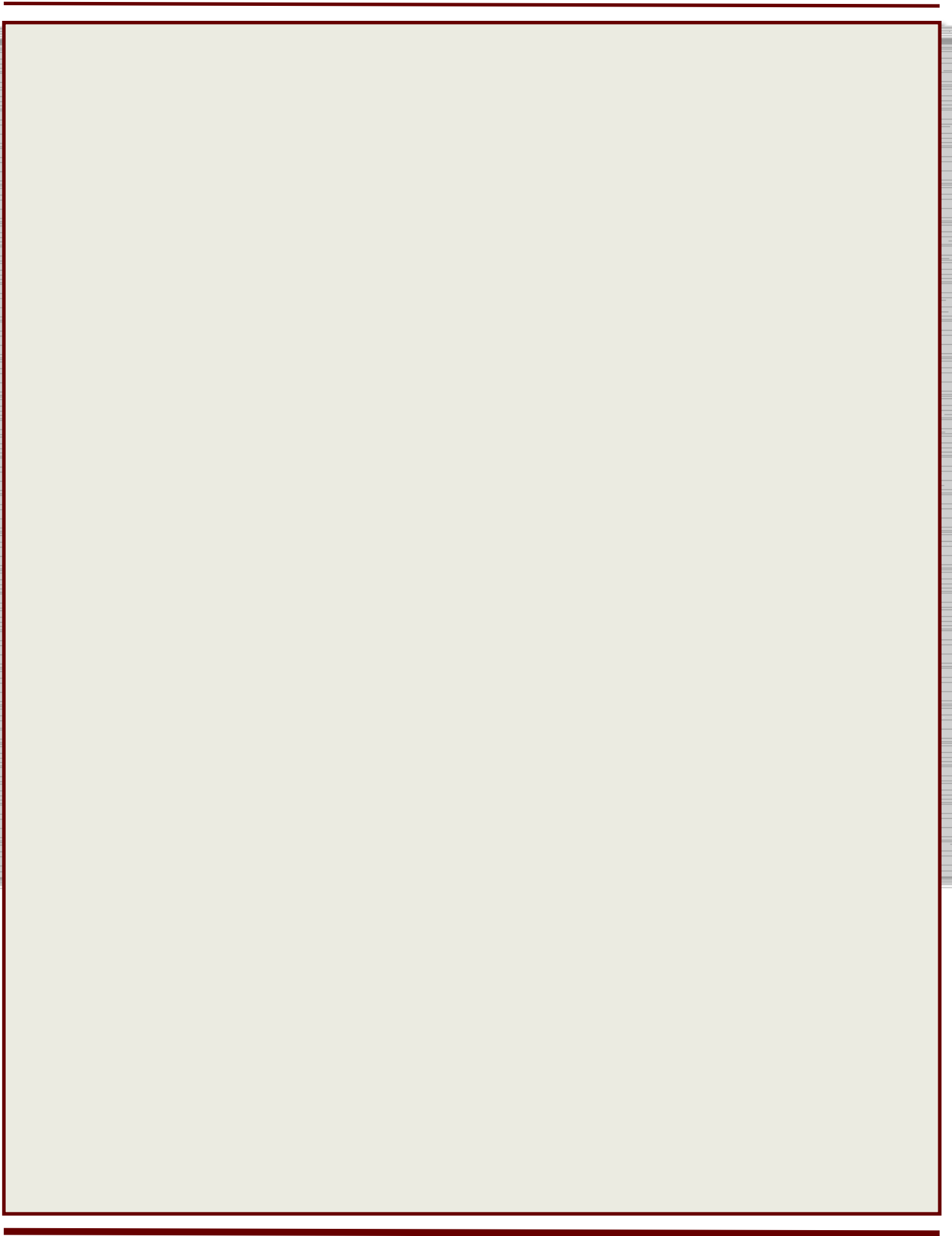
Tense and Aspect systems are important factors in all languages of the world. Some languages may not contain both tense and aspect in their verbal system, such as Mandarin. This paper will explore how Mandarin solely relies on the aspect markers to indicate different temporal perspectives of an expression, as well as the problems researchers have with defining the perfective aspect marker *ngô*

Similarly to other isolating languages, there is no inflec-

follow the verb, while the last aspect marker, /*ck* precedes the verb. In addition, linguists have agreed that /*jg"*and /*ck* characterize imperfective, progressive and durative aspects, while *ng* and *iwq"*express perfective aspect.

Vjg"Rgthgevkxg"Curgev"Octmgt

According to traditional analysis, the particle *ng* is considered a perfective marker that presents "a situation in its entirely, as an event bounded at the beginning and end" (Wolfgang, Ping, & Henriette, 2000, p. 724). In some occasions, *ng"*is often categorized as a completion marker. Moreover, the researchers state that "the meaning of completion [comes] from the meaning of the verb with which *ng* occurs." (Wolfgang, Ping, & Henriette, 2000, p. 724). For instance, when the verb is in a situation with a temporal boundary, the particle *ng"*demonstrates that the situa-

argued that the central meaning of *ng* is to mark an event boundary. In Thompson's study, the author provided a detailed list of factors of what makes an event (or a situation) bounded: a definite object, a measure expression, a sentence being first in a series, etc; this means that *ng* can only be used when these factors are present. Wolfgang, et al (2000) ask why the particle *ng* should be added to a sentence if the boundedness of a situation is already indicated. Therefore, it would seem that the particle"*ng* has no independent functional value because it marks an event as bounded, when it is already bounded to begin with. In addition, the structure with and without *ng* needs to be functionally equivalent due to the resultative verb constructions. The examples (Wolfgang, Ping, & Henriette, 2000) shown below are functionally equivalent:

   1. Zhangsan xie-wan zhe-feng xin

  """\ jcp i ucp" y tkvg-ħkpkuj"vjku-EN"ngvvgt

  Zhangsan finished writing the letter

   2. Zhangsan xie-wan-le zhe-feng xin

  """\ jcp i ucp" y tkvg-ħkpkuj-Ng"vjku-EN"ngvvgt

  Zhangsan finished writing the letter

 Nevertheless, there are some situations where the event being described cannot be semantically equivalent:

   1. Zhangsan si

  """\ jcp i ucp" fkg

   2. Zhansan si-le

  """\ jcp i ucp" fkg-NG

  Zhansang died

  The first sentence evidently does not sound right despite its context, while the second sentence makes perfect sense.

Tgcnk/cvkqp"qh"vjg"Ukvwcvkqp"cpf"Ng

  Since the function of the particle *ng* cannot be successfully described, its real function is further analyzed. The particle *ng*"is used when people feel that "it is necessary to state the realization of a given action, especially when the realization is closed" (Wolfgang, Ping, & Henriette, 2000). For example, bounded verbs such as *uk* "die" and *y cp i"* "forget" are marked by the perfective aspect marker, *ng*. However, these verbs can also be used in a irrealis mood when it is combined with a modal verb; for example, the sentence "ta yao-si le (he will die LE) will not work with the traditional definition of the perfective aspect. Therefore, the problem is not whether the situation is viewed in its entirety, but if the situation is presented as real. In addition, another observation was made regarding the realization of the situa-

r tion meaning of *ng*‹ in some uH M em M In e `   s] ea   the sv