



UNIVERSITÀ  
di **VERONA**

Scuola di dottorato  
in **SCIENZE UMANISTICHE**

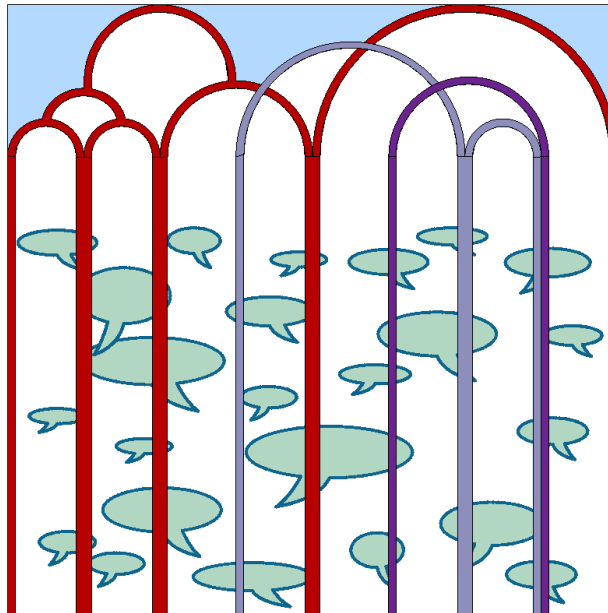


Dottorato di ricerca in Letterature Straniere, Lingue e Linguistica  
*Curriculum Linguistics*

# 3rd Winter School in Linguistics

**organized by the University of Verona**

**in cooperation with UiT, The Arctic University of Norway and the  
Free University of Bozen-Bolzano**



**18 November - 27 November 2019**

**University of Verona  
Co-Working Room**

La direttrice del Dipartimento - prof. Alessandra Tomaselli  
Il direttore della Scuola di Dottorato - prof. Andrea Rodighiero  
Il coordinatore del Dottorato - prof. Stefan Rabanus  
La responsabile del Curriculum *Linguistics* - prof. Birgit Alber

contact: [birgit.alber@unibz.it](mailto:birgit.alber@unibz.it), [michela.redolfi@univr.it](mailto:michela.redolfi@univr.it)

## Seminars

*Phonology I* - Birgit Alber, UniBZ, Martin Krämer, UiT, in collaboration with graduate students from UniVR and UiT specializing in phonology, Eirini Apostolopoulou, Joachim Kokkelmans, Tor Håvard Solhaug and Anna Pilsbacher.

*Phonology II* - Birgit Alber, UniBZ, Martin Krämer, UiT

*Morphological processing, L1* - Eva Smolka, University of Konstanz

*Morphological processing, L2* - Serena Dalmaso, UniVR

## Lectio magistralis

Antonio Fábregas, UiT

'Being to the left is not enough: prefixation and the real natural classes of affixes'

## Invited lecture

Enoch Aboh, University of Amsterdam

'The Human Multilingual Mind or Why We all Speak a Creole'

Week 1: Phonology I and II

Mo, 18.11.		Tue, 19.11		Wed, 20.11.
9.30-10	Greetings by the authorities			
10-13	Phon I - Alber/Krämer/PhD students in phon.	10-13	Phon I/II Alber/Krämer	Phon II - Krämer
14-17	Phon I - Alber/Krämer/PhD students in phon.	14-16	Phon II Alber/Krämer	Phon II - Krämer

## Week 1 and 2: Morph L1 and L2

	Thu, 21.11.	Fri, 22.11.	Mo, 25.11	Tue, 26.11	Wed, 27.11
10-12	Morph L1 Smolka	Morph L1 Smolka	Morph L2 - Dalmaso	Morph L2 - Dalmaso	11-12.30 1st year PhD students present their projects
13.30- 15.30	Morph L1 Smolka	Morph L1 Smolka	Morph L2 - Dalmaso	Morph L2 - Dalmaso	
	18.00-19.30 invited lecture- Enoch Aboh			16.00-18.00 lectio magistralis - Antonio Fábregas	
evening				winter school party	

**Seminar content****Phonology I - Birgit Alber, Martin Krämer and PhD students in phonology**

In this introduction to Phonological Theory we will discuss the most relevant phonological structures at the segmental and suprasegmental level, their interaction with syntactic and morphological structure and their analysis in the light of modern theoretical approaches, especially Optimality Theory.

During the seminar we will discuss central chapters of the textbook by Carlos Gussenhoven & Haike Jacobs, 4rd edition (2017). *Understanding Phonology*, Routledge. Participants are required to prepare for the seminar by reading selected chapters of the textbook and other literature (please contact Birgit Alber for details).

**Phonology II - Birgit Alber, UniBZ, Martin Krämer, UiT**

The topic of this seminar is the interaction between morphology and prosodic structure. We will concentrate on phenomena such as reduplication, truncation, blending or language games, where the shape of a morpheme is determined by prosodic principles and universally unmarked prosodic structures emerge in all their beauty.

**Morphological processing, L1 - Eva Smolka**

This module will provide students with an up-to-date overview of the research on Morphological Processing, and will discuss the role of word structure in lexical representation, processing and access. Before presenting the major outcomes so far obtained and the factors on which the attention has been mainly focused, we will discuss the experimental paradigms generally used in this domain of research and the theoretical models proposed in order to account for the results.

**Morphological processing, L2 - Serena Dalmaso**

This second module on morphological processing will address the issue of morphology as a criterion for the organization of the L2 mental lexicon. Specifically, factors such as the level of proficiency, the age and setting of L2 acquisition, the typological distance between L1 and L2 will be discussed, as well as their implications for the elaboration of models on L2 representation, processing and acquisition

## Lectio magistralis - Antonio Fábregas

### Being to the left is not enough: prefixation and the real natural classes of affixes

Many morphological concepts are actually inherited from purely descriptive observations. The notion of prefix – roughly, an affix that appears to the left of a root– is an example of this. There are at least 4 ways in which a syntactic constituent X(P) emerges to the left of a constituent YP.

- (1) A non-incorporating head c-commanding YP. Cases of parasynthesis or cases where the prefix modifies the syntactic distribution of the element.
 

en-gord-a	'to get fat'	Spanish
in-fat-vbl		
- (2) A specifier of a constituent containing YP. Cases of prefixation involving operator-variable structures
 

bi-sexual	English
-----------	---------
- (3) An adjunct to YP. Cases of real modification where the prefix acts as an adjective and the distribution of the base is not modified.
 

pseudo-pelastajat	'fake saviours' Finnish
pseudo-wise	
- (4) A complement of YP that undergoes movement. The prefix is a head that can trigger phonological effects on the base.
 

mó:-táná	Tunen
l-this	

We have, therefore, no guarantee that a prefix diagnosed as such by the traditional definition forms a natural class with another equally-diagnosed prefix in the same language or in a different language. Each one of these configurations associates radically different properties to the alleged prefix, and these properties directly follow from the configurational properties. My goal in this talk is to show through the syntactic, semantic and phonological properties that some prefixes fall in each one of these classes, and that the 'prototypical' ones for Spanish are not even a natural class from the purely grammatical perspective. I will provide diagnostics to determine the category, semantic type and configuration of these elements to the left of the base, and I will show that once they are discriminated in this fine grained fashion real generalisations about position emerge.

## Invited lecture - Enoch Aboh

### The Human Multilingual Mind or Why We all Speak a Creole

A common assumption in historical linguistics and formal approaches to language acquisition and change is that the so-called creole languages represent an 'exceptional' language development in which a pidgin largely spoken by late L2 learners becomes the primary language of a community through L1 acquisition. As some authors claim, this development makes creole grammars typologically unique: a set of orphan languages that fall out traditional typological classification. In terms of such views, creole languages are irrelevant for understanding "normal" language transmission and change, but they represent the ideal empirical domain to understand contact phenomena.

In this talk, I take a different perspective. I argue that language acquisition (whether L1 or L2) necessarily requires contact of idiolects. This contact of idiolects produces the inputs or feature pool (Mufwene 2001) that triggers learning hypotheses from the learner. Given that this feature pool is generated by speakers of different profiles acting in different socio-cultural contexts, it is by definition heterogeneous, and in constant flux. Such a learning context can be formally characterized as multilingual (cf. Roeper 1999, Aboh 2015). Children exposed to competing alternatives in the inputs learn to master multiple 'registers' (arguably extensions of different internalized grammars) allowing communication within their community. My working hypothesis is that learning in such a multiple-varieties ecology results from a basic cognitive process: recombination, which enables human learners to merge linguistic features selected from the feature pool into new variants. The outputs of recombination are new hybrid linguistic constructs which in turn form the inputs of new generations, hence language change. From this perspective, acquisition implies "creolization", a process in which learners in a multilingual context recombine into new linguistic items competing linguistic features selected from the input. All natural languages therefore involve a hybrid grammar. The only difference in 'creoleness' that we can observe in language specific surface manifestations results from whether the recombined features are selected from competing closely related language varieties (e.g., dialects of the same language) or typologically and or genetically different varieties (e.g., Romance, West Germanic, and Gbe languages).