

XII FÓRUM

DE PARTILHA

LINGUÍSTICA

FACULDADE DE CIÊNCIAS SOCIAIS E HUMANAS
UNIVERSIDADE NOVA DE LISBOA

23
NOV.

COMUNICAÇÕES

EDIFÍCIO ID SALA MULTIUSOS 3

24
NOV.

WORKSHOP EM AQUISIÇÃO DA LINGUAGEM

TORRE B SALA T15

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APOIO



Universidade Nova de Lisboa

Faculdade de Ciências Sociais e Humanas

XII FÓRUM DE PARTILHA LINGUÍSTICA

XII Forum for Linguistic Sharing

Livro de Resumos | Abstract Book

Lisboa

23 e 24 de novembro de 2017

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XII Fórum de Partilha Linguística | XII Forum for Linguistic Sharing

23 de novembro de 2017

Sala Multiusos 3 – Edifício ID

9:00 – 9:30	Abertura do secretariado Registration
	Sessão de abertura Open ceremony
9:30 – 10:15	Sessão Plenária Invited Speaker Susana Duarte Martins (CLUNL - NOVA FCSH) Ser linguista: a complementaridade entre ensino e investigação
10:15-10:30	Pausa para café Coffee break
10:30 – 11:00	Mara Moita (CLUNL - NOVA FCSH) Wh-Questions in Portuguese Deaf Children with Cochlear Implants: Wh-Movement Deficit?
11:00 – 11:30	Sara Morgado (CLUNL - NOVA FCSH) Is he a book? Animacy restrictions of the overt pronoun in European Portuguese
11:30 – 12:00	Marisa Campos (CLUL) A seleção do modo em orações subordinadas completivas na variedade angolana do português
12:00 –14:00	Almoço Lunch
14:00 – 14:30	Vanessa Köbke López (FLUL/CLUL) The temporal values of the Gerúndio Composto in Portuguese
14:30 – 15:00	Karen Alves (Univ. Estad. Campinas/Centro Univ. Pe. Anchieta) Considerations on the linguistic sentiment of saussurean speaking subject
15:00 – 15:30	João de Matos (NOVA FCSH) Non-Binary Gender Markers in Written European Portuguese: Some Remarks on the Social Dimension of Portuguese Spelling
15:30 – 15:45	Pausa para café Coffee break
15:45 – 16:30	Sessão Plenária Invited Speaker Susana Correia (CLUNL - NOVA FCSH) O acento em Português Europeu - dados da produção infantil e da percepção em adultos
16:30	Sessão de Encerramento Closing ceremony Porto de Honra

Programa | Program

Workshop – Aquisição da Linguagem

24 de novembro de 2017

Sala T15 – Torre B

13:30 – 14:30	Maria Lobo (CLUNL - NOVA FCSH) Aquisição da sintaxe e microvariação: evidência do português
15:00 – 16:00	Cristina Flores (CEHUM) Aquisição, perda e reativação de conhecimento linguístico na infância. Dados de falantes bilíngues regressados
16:30 – 17:30	Ana Lúcia Santos (FLUL - CLUL) Aquisição de infinitivos flexionados e controlo: resultados e problemas

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Sessões Plenárias

Ser linguista: a complementaridade entre ensino e investigação

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O ensino e a investigação como saídas profissionais para o estudante de Linguística são uma realidade.

O percurso da licenciatura à formação educacional em Português Língua Materna e Não Materna surgiu naturalmente, tendo vindo a determinar o meu futuro profissional na docência de Língua Portuguesa a estudantes nativos e estrangeiros dos ensinos básico, secundário e universitário. Os desafios apresentados pelo ensino-aprendizagem e aquisição de língua estrangeira encontram-se, como tal, na base dos meus interesses pelas questões em torno das competências multilingues e plurilingues, da diversidade linguística e cultural, no âmbito das quais as políticas linguísticas exercem particular relevo. Neste sentido, a multiculturalidade que caracteriza os grupos de alunos estrangeiros da Universidade Nova nos diferentes níveis de proficiência, tem-me possibilitado o desenvolvimento de uma metodologia de ensino assente na linguística comparada, bem como a conceção de materiais que privilegiam a Língua para Fins Específicos e Académicos, considerando a área de estudos e/ou profissional dos alunos. De facto, o ensino de língua a profissionais e estudantes estrangeiros universitários deve dar ênfase à Língua para Fins Específicos, dadas as necessidades particulares de aprendizagem dos aprendentes. Esta consciência foi instigada pelos conhecimentos teóricos e metodológicos adquiridos ao longo da especialização em Lexicologia, Lexicografia e Terminologia, aquando da realização do Mestrado e Doutoramento em Linguística.

Em termos de investigação, no âmbito da dissertação de Mestrado, o interesse pelo funcionamento das reduções linguísticas em contextos de especialidade, em particular, as siglas e os acrónimos em textos de Economia, resultaram na constituição de um corpus textual e criação de um glossário de reduções linguísticas no subdomínio da Bolsa de Valores. Posteriormente, integrei o projeto *Glossários Terminológicos Multilingues para Fins Específicos Dentro do Espaço da CPLP*, que consistiu na elaboração de glossários sobre os domínios do Direito,

Economia, Medicina e Agronomia, associados a bases de dados textuais. Seguiu-se o projeto de investigação *Sistemas Conceptuais e Terminológicos no INE*, desenvolvido em ambiente institucional. A reflexão sobre a informação conceptual e linguística da base de dados estatística do Turismo, conduziu-me à necessidade de investigar os métodos subjacentes à formulação de definições. Este foi o mote para o tema da minha tese de doutoramento, cujo estudo incidiu sobre os pressupostos epistemológicos subjacentes ao tratamento da definição em Terminologia, enquanto atividade e produto, considerando a entidade a definir, a definição de definição e suas tipologias, os métodos e regras de formulação de boas definições.

O acento em Português Europeu - dados da produção infantil e da percepção em adultos

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O acento de palavra é considerado um dos pontos de ancoragem para o desenvolvimento da gramática, porque sinaliza palavras prosódicas. Em português, o acento é uma propriedade fonológica que depende da estrutura prosódica e morfológica. A aquisição do acento, na produção, pode ser estudada através do desenvolvimento do formato das palavras. Nesta sessão, apresentarei dados sobre a aquisição do acento de palavra em PE, com base nas produções de fala de 5 crianças portuguesas monolingues. Os resultados mostram que as crianças portuguesas não têm uma tendência inicial definida, alternando entre palavras com acento final, de tipo iâmbico ('baBE' *babete*), e palavras com acento penúltimo, de tipo trocaico ('BUlho' *barulho*), só mais tarde espelhando a tendência trocaica da língua ('PAto' *pato*). Dados complementares da percepção do acento em adultos portugueses sugerem que, na ausência de uma pista segmental - a redução vocálica -, os falantes são "surdos" para o acento, i.e., não conseguem discriminar pseudopalavras que apenas diferem na posição do acento (TIcuro-tiCUro-ticuRU). Considerados em conjunto, os dados sugerem uma representação complexa do acento em português, em que aspetos segmentais, prosódicos e morfológicos parecem desempenhar um papel.

Comunicações

Wh-Questions in Portuguese Deaf Children with Cochlear Implants: Wh-Movement Deficit?

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Cochlear implantation has been the gateway to acquire oral language via auditory input for children with severe or profound hearing loss.

Recent studies on relative clauses have reported that auditory deprivation and consequent late exposure to oral input seem to compromise the ability to establish syntactic movement (Friedmann & Szterman, 2006), by observing productions of structures that do not involve movement as alternatives to target-structures with movement in these children (Friedmann & Costa, 2011; Volpato & Vernice, 2014). Among the several external factors involved in hearing (re)habilitation, Friedmann and Szterman (2006) indicate that only the oral intervention together with cochlear implantation in the first year of life results in similar performances to what is verified in hearing children with typical development, suggesting that the first year of life will correspond to the critical period of acquisition of syntactic movement.

The difficulties found in relative clauses are also observed in wh-questions (Friedmann & Szterman, 2011; Friedmann & Haddad, 2014). In the first study, deaf children with hearing devices exhibited significant difficulties in wh-questions with *which* element but did not exhibit different performances in wh-questions with *who* element in comparison with their hearing peers. In the repetition of object questions, the most produced error was the conversion of this structure to a simple structure with theta-role reversal. Friedmann and Haddad (2014) also verify the same asymmetries between subject and object questions in deaf children, adolescents and adults with hearing devices. Contrary to these findings, an exploratory study on spontaneous speech showed no difficulties in wh-questions production in cochlear implanted children, revealing a predominance of wh-questions with movement rather than wh-questions *in situ* (Moita, 2015).

To better understand the syntactic skills of Portuguese deaf children with cochlear implants on wh-questions, we developed an experimental study with 1 elicited production

task and 2 comprehension tasks with Subject, PP Subject, DP Object and PP Object questions to analyse and describe the patterns of wh-questions acquisition and development considering the variables: age of cochlear implantation, bimodal bilingualism and early intervention. In this on-going study, it was already collected data from 29 cochlear implanted children from 2 to 14;11 years of hearing age (between 4;00 and 16;11 years old).

The preliminary results show that Portuguese deaf children with cochlear implants produce wh-questions since early hearing ages. The elicited data reveal evidence that an early cochlear implantation positively results in higher number of global productions of wh-questions. The use of preposition and theta-role assignment seem not be influenced by age of implantation or bilingualism.

As previous studies have reported, these children seem to produce a higher number of wh-questions *in situ*. However, the present exploratory data suggest that this type of structures with no wh-movement seems to be mostly produced by the bimodal bilingual children, noticing a possible influence of the syntactic structure of their sign language.

In order to know whether there is a deficit with wh-movement in this population, this paper will present the produced strategies to avoid wh-movement and report the comprehension data.

Keywords: wh-movement; syntatic deficit; critical period; hearing loss; cochlear implants.

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Is he a book? Animacy restrictions of the overt pronoun in European Portuguese

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Like other null-subject languages, European Portuguese (EP) has two types of subject pronouns (null and overt pronouns) that differ in their preferences to retrieve antecedents. Several studies have shown different syntactic and semantic biases for each pronominal form, either in EP or in other null-subject languages. The findings have been explained by the Antecedent Position Hypothesis (Carminati, 2002), (APH): the null pronoun prefers an antecedent in the Spec IP position while the overt pronoun prefers an antecedent in other syntactic positions. However, other properties that may constrain the interpretation of the pronouns have received less attention in the literature. One of those is the animacy of the antecedents. Unlike English, EP does not have a specific pronoun for inanimate entities and both pronominal forms can, theoretically, retrieve them. Yet, Cardinaletti & Starke (1999) notice a semantic difference between overt (strong) and null pronouns: null pronouns, unlike strong pronouns, are not semantically constrained for human or animate features. A corpus study (Barbosa, Duarte & Kato, 2005) also shows that in EP, unlike Brazilian Portuguese (BP), the overt pronoun tends to recover only animate antecedents.

This semantic effect, however, has not been investigated systematically with EP speakers. To test whether the overt pronoun is sensitive to the animacy of the antecedent, we used a moving window self-paced reading task with 26 undergraduate students reading 24 complex sentences (example (1) above) initiated by a subordinate clause with subject (always animate) and object (either animate or inanimate) antecedents. In the matrix clause, the overt pronoun retrieved unambiguously (by gender agreement) the antecedent in object position, its preferable antecedent according to the APH. A yes/no comprehension question always followed, retrieving the object antecedent.

(1)

Depois de a agente alvejar o ladrão/ o leteiro no assalto à farmácia, ele ficou estendido na berma da estrada.

Reading times were recorded for all regions, including the comprehension question, using *PsychoPy* software. Accuracy of answer was also recorded. Reading times on the pronoun region were analysed by fitting a linear-mixed effects models using the *lmer* function from the *lme4* package in *R*. We found a significant effect ($\beta= 0.92$; $SE= 0.37$; $t=2.46$; $p=.01$) when the overt pronoun was forced to retrieve the inanimate antecedent and this was in the expected direction: slower reading times for inanimate antecedents.

We conclude the observed effect is due to animacy restrictions of the overt pronoun. This effect is in line with the assumption that EP has strong pronouns and that they favour animate antecedents.

Keywords: coreference; null and overt pronouns; animacy.

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A seleção do modo em orações subordinadas completivas na variedade angolana do português

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The analysis of the features of the Angolan variety of Portuguese is very important to help us to characterize it and to learn more about the variation phenomena across varieties of the same linguistic system.

According to Chavagne (2005), Gonçalves (2013), Adriano (2014) and Campos (2016), in the Angolan Portuguese (AP), in certain contexts, there is a distinct selection of modes in complement clauses. The following study aims to explore the motivations for the variation found in these contexts. Taking into account that the AP is in permanent contact with other national languages, the main goal here is to understand if the variation found can be explained by interferences coming from the grammars of the national languages spoken in Angola, namely the Bantu languages Quimbundo, Umbundo, and Quicongo. The Bantu languages select either indicative or subjunctive modes in the complement clause, however, the latter presents some restrictions [cf. Valente 1964, Nurse & Philippson 2003, Mchombo 2004].

To achieve the mentioned goal, a linguistic inquiry was applied to a group of AP speakers as the mother tongue (AP L1 - 33 informants), to one of AP speakers as a second language (AP L2 - 32 informants), and a control group (21 informants), that speak the European variety of Portuguese. The analysis of the variation in the mode selection took into consideration the semantic class of the verb that selects the complement clause. The inquiry consisted of an induced production task in which six semantic classes were tested: three that in European Portuguese (EP) only admit the use of the indicative in the complement clause (fiction, declarative and knowledge verbs) and three that in the EP only allow the subjunctive in the complement clause (volitive, evaluative and directive verbs); the mode distribution follows Marques (1995, 2009, 2010, 2013). The AP L2 group was expected to exhibit more variation in any context than the AP L1 group.

The results show that the AP L2 group presents a slightly higher tendency for the use of the subjunctive in indicative contexts, mainly with the fiction verbs (however, this use is not very relevant). Regarding verbs that select the subjunctive, with directive verbs, the AP L1 speakers use more the indicative than those of the AP L2 group (7.6% against 5.26%). In the other verb classes, the AP L2 group presents more variation, i.e., with the evaluative verbs, the AP L2 group uses the indicative in 40.35% of the cases, while the AP L1 group uses in 29.3%; with volitive verbs, the existing variation is not that noticeable in any of the groups (7.01% in the AP L2 group, compared to 3.05% in the AP L1 group).

In conclusion, it seems that AP speakers choose in many situations the indicative whereas in EP the subjunctive would be chosen, namely with the evaluative verbs. The contact with AP L2 speakers can, to some extent, explain this tendency. Still, it is important to understand the differences between the semantic features of these verbs and, also, the interpretation associated to different mode selections.

Palavras-chave: Angolan variety of Portuguese; complement clause; mode; syntactic variation; language contact.

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The temporal values of the *Gerúndio Composto* in Portuguese

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Multicultural, vibrant, and with numerous communities living and talking in it, London is a fascinating city for sociolinguists. The Italian community, not numerically relevant in the past, is nowadays formed by about 250.000 units, and it is an interesting case of contemporary migration (Scotto, 2015). The 2007 global economic crisis caused the start of a vast flow from southern European countries (Portugal, Italy, Greece, and Spain) to the United Kingdom, which has deeply affected London scenario. The new Italian migrants are mainly young (18- 35 years old), thus, I have grouped them in a sub-community called “community of young Italians living in London” (hereafter, CYILL), in order to distinguish them from the previous generations of Italians who settled in the city. In the last decade, a few sociological studies on this sub-community have been carried out (Conti, 2012; McKay, 2015; Sacco, 2013; Scotto, 2015); however, the linguistic scenario generated by the present Italian migratory flow has not been investigated yet. Throughout a qualitative ethnographic research, this project aims to fill such a gap.

During the presentation, after a brief comparative sociological introduction, CYILL members who agreed to participate in this project are sociolinguistically depicted and some methodological issues are discussed. Seventeen participants have agreed to be recorded in a wide range of situations and, as a result, a qualitative analysis of spontaneously produced discourses can be introduced. The talk provides an explanation of the social variables (Swann *et al.*, 2014) that characterise the participants and it shows linguistic phenomena that informants realise (e.g. code-switching, loan-shift extension, and loan-words); among these, code-switching deserves a special mention. In particular, I present examples of conversational code-switching (Gumperz, 1982). Through the analysis of some excerpts taken from recorded participants’ conversations, I suggest some reasons for code-switching and an evaluation of its possible meaning. Moreover,

CYILL members' attitude towards the English language and their use of it is explained. Italian speakers' sociological features and their linguistic behaviour are explored throughout a historical perspective and twentieth century Italian migrants represent the term of comparison selected to examine this new generation of young migrants. By attempting to answer the question suggested by the title, identity issues are addressed and hypotheses on the future of this community's linguistic experience suggested.

Keywords: Code-switching, Migration, Identity Markers, Social Variables, Linguistic Identity.

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Considerations on the linguistic sentiment of saussurean speaking subject

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In this work, our aim is to verify how Saussure delineates, and how it delineates itself the notion of *sentiment* of the speaking subject (*sujet parlant*), a notion that presents itself especially when the focus of theorization falls on morphological operations. For this purpose, we scroll through some of Saussure's manuscripts and his students' notes, such as Saussure's First Conference at the University of Geneva (1891) and Riedlinger's notebooks concerned to both the first and the second course of lectures taught by Saussure (1907; 1908-1909), as well as through the *Course in General Linguistics* (1916). Our hypothesis is that linguistic sentiment constitutes itself as an effect of the subject's relation with language. The *sentiment* reveals itself a form of linguistic knowledge, that is not a full knowledge, but a "weak conscience" of linguistic relations (Fadda 2013). According to Saussure (Saussure; Constantin 1909-1910: 05v), as his pupil Constantin notes down, morphological analyses, in order to be legitimate, must coincide with the *sujets parlants*' sentiment: "*Dans la mesure où (je ne dis pas consciemment, instinctivement) les sujets parlants ressentiront des unités de la langue, nous aurons une raison pour les établir*". In this context, to investigate our hypothesis, we start off from a critical analysis of Engler's entry (1968: 45), which contains three dimensions of the speaker's sentiment: "*sentiment du sujet parlant → concret, conscience, réalité*", as well as from a deep study of considerations made by Chidichimo (2009) and by Fadda (2013).

Key words: Ferdinand de Saussure, analogy, speaking subject, Saussure's manuscripts

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Non-Binary Gender Markers in Written European Portuguese: Some Remarks on the Social Dimension of Portuguese Spelling

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In the quality of byproduct of the human understanding of natural languages, we define an orthographic norm as a system built over the intersection of the formal knowledge drawn from the study of a language with the respective cultural dimension of communicative competence; we consider orthographies to be linguistic vehicles of the symbolization of social identity. Thus issues concerning the promotion of a linguistic convention to a cultural standard usually reflect the power relations of one or more conflicting social realities: the design of an orthographic norm for a multi-ethnic linguistic community like Cameroon (Bird, 2001), to exemplify, demonstrated how orthographies cannot be dissociated from their cultural backgrounds; these power relations are observable, for instance, in code-switching in IsiXhosa (Deumert, 2010), marking the establishment of linguistic conventions as being radicated in mechanisms of construal and reproduction of social meaning.

It is therefore not surprising that the standardization of orthographic conventions may have sociopolitical repercussions: it can instigate feelings of social detachment, as it happened with Urdu and Hindi, two varieties of the same language, in a case of digraphia in India (Ahmad, 2011), but it can also become a symbol of national identity, of which the rejection of the French etymological influence over the orthographic norm of Haitian Creole is an example (Schieffelin & Doucet, 1994); as Ottenheimer (2012) confirms, social identity is ascribed to languages in general and to orthographies in particular. These examples multiply, as this social significance manifests itself on everyday communication around the globe.

In the midst of the discussion of several legislative projects in the Portuguese parliament concerning the universal right of gender self-determination, we look at how, for the Portuguese transgender community, spelling has become one of the means by which social identity is both exercised and validated. Since spelling is an acquired practice of culture-specific sociolinguistic conventions, we argue in support of the adaptation of the Portuguese orthographic norm to the social reality of its speakers, maintaining a common graphophonemic correspondence while simultaneously excluding

its current aspect of social normativity. This is accomplished, we suggest, with the implementation of the grapheme <e> as an orthographic non-binary gender marker, following the description, put forward by Mateus (2014), of the morphophonological rules which are at the basis of Portuguese orthography.

We intend to provide the Portuguese non-binary transgender community with a linguistic mechanism of affirmative action, thus legitimizing the usage of non-binary gender markers as a linguistic convention to define an emerging social identity. We present arguments in favor of the standardization of this orthographic zone of social meaning (Sebba, 2007: 32) to overcome the current gender-biased status of the Portuguese orthographic norm, achievable with the inclusion of non-binary gender markers within Portuguese orthography.

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Workshop

Aquisição da sintaxe e microvariação: evidência do português

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Várias áreas da sintaxe do português estão sujeitas a variação, quer quando consideramos as variedades europeia e brasileira, quer quando consideramos variação interna à variedade europeia. Perceber como funciona a aquisição de fenómenos sujeitos a variação entre sistemas próximos é importante para testar hipóteses teóricas sobre o processo de aquisição e sobre o funcionamento da variação sintática nos sistemas gramaticais. Nesta comunicação, discutiremos alguns casos de aquisição de estruturas sujeitas a variação, focando em particular pronomes sujeito e objeto.

Aquisição, perda e reativação de conhecimento linguístico na infância. Dados de falantes bilingues regressados.

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É possível perdermos uma língua adquirida naturalmente na infância? Na presente comunicação pretendo discutir esta questão com base nos resultados de vários estudos sobre falantes bilingues que adquiriram duas línguas nativas, mas em certo momento da infância perderam o contacto com uma dessas línguas. Será abordado o conceito da erosão linguística, a sua natureza e os fatores que contribuem para a sua ocorrência. Será demonstrado que a fase de aquisição linguística é seguida de uma fase de estabilização do saber adquirido. A perda de contacto com a língua durante essa fase de estabilização resulta num saber instável, vulnerável a efeitos de transferência. Dados de um estudo sobre re-imersão mostram, ainda, que o saber «erodido» na infância é rapidamente reativado em caso de retoma do contacto com a língua-alvo.

Aquisição de infinitivos flexionados e controlo: resultados e problemas.

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Pretendo, nesta apresentação, fazer uma síntese de resultados de investigação recente sobre infinitivos flexionados e controlo. Os resultados obtidos para o português europeu serão discutidos à luz de resultados obtidos para outras línguas; além disso, será explorada a comparação entre desenvolvimento típico e atípico. Serão apresentados resultados de estudos experimentais centrados em produção e em compreensão, salientando-se a complementaridade dos dois tipos de resultados e alguns problemas metodológicos entretanto identificados. Em geral, argumentarei a favor do interesse teórico do estudo da aquisição de controlo e de infinitivos flexionados.