WPSI 3
Information Packaging and Syntax

Discussion

Féry and Ishihara (FI)
Kotani (K)
Tomioka (T)
Hsu (H)
Two areas of discussion

• The architecture and division of labor of the components of the theory

• The analyses
  Topic vs. Focus disputes (H & T)
  Association with Focus (T & K)
  Wide focus (T & FI)
Architecture of the Grammar

Tomioka, Kotani, Hsu – Syntax as the intermediary

- F-marking (K & implicit in T)
- Discourse Projections (H)

Féry and Ishihara

Meaning

Form

* cf. Haidou, Glow 2005
Analyses
Topic vs. Focus disputes

• S-medial element in Chinese:
  Topic (e.g. Tsao 1990) or focus (e.g. Tsai 1994)?
  Hsu’s answer: Either
  Two distinct projections: TopP > FocP

• Contrastive topics:
  Topic (e.g. Steedman 2000) or focus (e.g. Lee 1999)?
  Tomioka’s answer: Both.
  Topic (morphology) -> wide-scope property
  Focus (prosody) -> scalar alternatives
Analyses
Association with Focus

• In Tomioka’s analysis of CT, \( -wa \) attaches to a focus (interpreted as a scale of alternatives)

• Kotani analyzes \( -sae \) as a focus sensitive operator which may attach to a DP/NP at PF but which has VP scope at LF. At LF \( -sae \) associates with a focus (interpreted as a scale of alternatives) in its c-command domain
Analyses Association with Focus

-wa as a focus-sensitive operator

• Oshima (in press)
  -\textit{wa} is the dual of -\textit{mo}

• Sawada (2007)
  -\textit{wa} is the mirror image of \textit{–sae/mo}
Contrastive topics in English

• English
  B accents (topic-accents L+H*LH%) possible without A accents (focus accents H*LL%)
  Who passed?
  Ken passed
  L+H* LH%

• Wide focus and contrastive topics
  What are you going to do today?
  I’m going to work on my presentation.
  L+H* LH%

Does a CT license a wide (VP) focus interpretation?
Wide Focus
Féry and Ishihara

- Wide focus and subject-predicate integration in intonation languages
- German: 2 accents (57%) → \( \{ (S)_\phi (V)_\phi \}_ip \)

Why don’t I find the ball?

Subject accented
- The CHILDREN have it.
- The CHILDREN took it.
- *The CHILDREN sold it.

Subject and verb accented
- *The CHILDREN HAVE it
- The CHILDREN TOOK it.
- The CHILDREN SOLD it.
• Thank you!
References

- Oshima, David Y. (in press) "Morphological vs. phonological contrastive topic marking", In: Proceedings of CLS 41