

WPSI 3

Information Packaging and Syntax

Discussion

Féry and Ishihara (FI)

Kotani (K)

Tomioaka (T)

Hsu (H)

Two areas of discussion

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



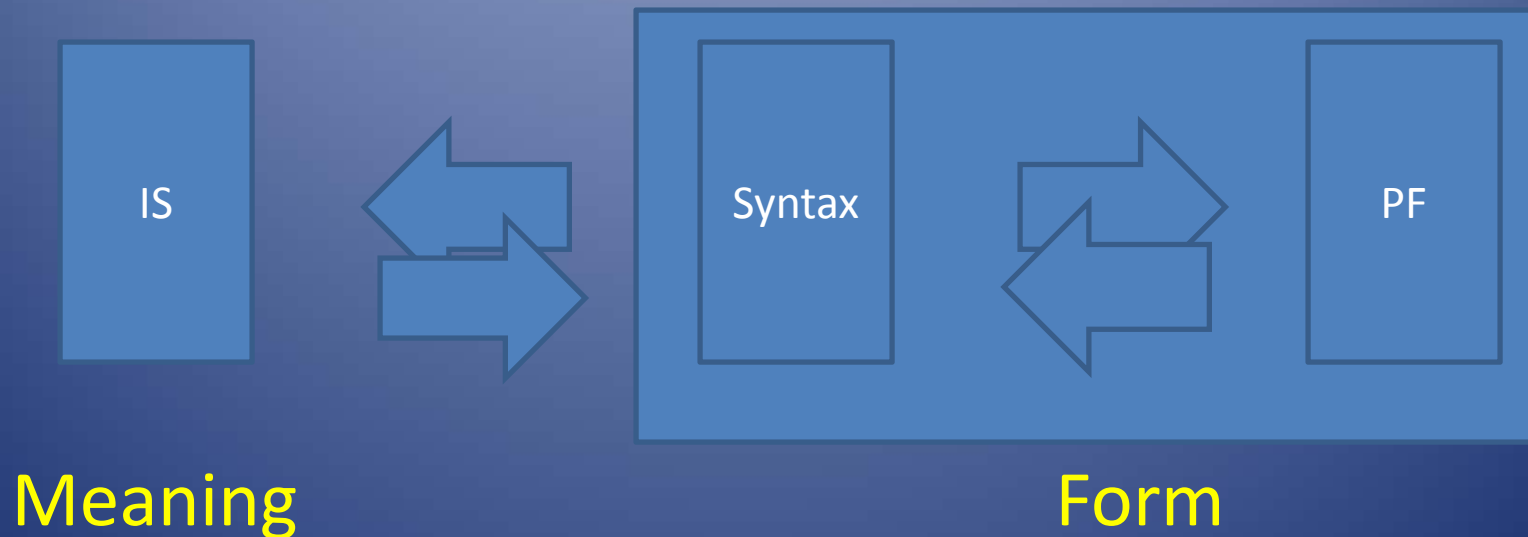
- The analyses
 - Topic vs. Focus disputes (H & T)
 - Association with Focus (T & K)
 - Wide focus (T & FI)

Architecture of the Grammar

Tomioka, Kotani, Hsu – Syntax as the intermediary

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

Féry and Ishihara



* 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)
-*wa* is the dual of -*mo*
- Sawada (2007)
-*wa* is the mirror image of -*sae/mo*

Contrastive topics in English

- English

B accents (topic-accent $L+H^*LH\%$) 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%) $\rightarrow \{ (S)_\phi (V)_\phi \}_{ip}$

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

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