Table of contents
Table des matières

A Word from the Editors
Mot des Rédacteurs

We are pleased to present, in this special issue of *Linguistica Atlantica*, a selection of papers from the 42nd annual conference of the Atlantic Provinces Linguistics Association, held in Halifax on 2-3 November 2018.

The Halifax meeting brought together eighteen researchers from Canada, USA, France and Japan; eight papers were read in French and ten in English, on topics ranging from phraseology (the special conference theme), language variation/dialectology and applied linguistics to phonology, morphology and semantics/pragmatics. The eight papers selected for the present volume reflect this diversity.

David Beck's invited paper is dedicated to morphological phrasemes, word-level counterparts of better-known phrasal, or lexical, phrasemes. Drawing on examples from several languages (Upper Necaxa Totonac, Lushootseed, Russian, English), Beck shows that "morphological and phrasal phrasemes have in general the same subtypes and that the basic principles governing

phraseologized or conventionalized expressions apply to both." Out of four major phraseme types that occur at the phrase level (collocations, idioms, clichés, pragmatemes), the first two are found also at the morphological level. Morphological collocations and idioms are attested on all three levels of morphological expression (compounding, derivation, inflection); morphological idioms fall into the same subtypes as phrasal idioms – strong, semi- and weak; however, inflectional idioms can only be strong. Here are some examples from English.

Phrasal collocations:	Morphological collocations:
heavy rain, high fever	*Montreal+er*; *Edmonton+ian*
Phrasal idioms:	Morphological idioms:
[full] ˹*bite the dust*˺, [semi-] ˹*sea dog*˺;	[compound, semi-] *lumberjack*;
[weak] ˹*salt shaker*˺	[derivational, semi-] *locker*

The fact that the same types of processes known to be active at the phrase level are identifiable at the word level is taken to indicate that the morphological models which recognize smaller-than-word linguistic signs may have better explanatory power than some currently trending models which do not.

Krystal Briggs explores the origins of African-American Vernacular English (AAVE) by putting to test two competing hypotheses: the "Creole origins" hypothesis (AAVE originated from a Plantation Creole, based on West African languages and English; its specific features directly reflect its Creole origins) and the "Dialectal Hypothesis" (AAVE has its roots in regional varieties of English; its specific features result from the retention of some older British features that have not survived in other varieties). Briggs compares verb usage in speech samples from three vernacular varieties spoken in rural South Carolina in the 1930s, focusing on pre-verbal Tense-Mood-Aspect markers characteristic of Creole grammars; the results of her study provide support to the "Creole origins" hypothesis.

Gisèle Chevalier aborde la problématique de l'enseignement de la phraséologie scientifique dans le contexte de la rédaction universitaire. Elle s'intéresse tout particulièrement aux *routines sémantico-rhétoriques*, énoncés stéréotypés renvoyant à des fonctions rhétoriques spécifiques au discours scientifique. (Par exemple, les routines *Le présent travail <cette étude, notre recherche> a pour but de <cherche à, vise à> déterminer <examiner, documenter> X* s'utilisent pour remplir la fonction "présenter les objectifs du travail".) En dépouillant un corpus d'articles de recherche, l'auteure dresse un inventaire des routines sémantico-rhétoriques et les décrit sur le plan lexical et syntaxique. Elle pose ainsi les bases "pour une réflexion sur les contenus linguistiques à proposer dans des cours de formation linguistique universitaire fondés sur l'étude des genres scientifiques".

Bernard Farenkia nous entretient sur les différences et similitudes dans la formulation du conseil en français camerounais et en français québécois. Son analyse, inspirée du concept de français langue polycentrique et de la pragmatique variationnelle, s'appuie sur des données linguistiques produites par des locuteurs francophones à Yaoundé et à Montréal. Même si les stratégies mises en oeuvre par les deux groupes de locuteurs pour réaliser l'acte de conseil se sont avérées largement similaires (la prépondérance des conseils élaborés et directs, les mêmes types de modalisateurs [expressions atténuantes/renforçantes]), l'analyse a décelé quelques

différences intéressantes (le recours au proverbe en français camerounais pour étayer le bien fondé du conseil ou comme procédé de préservation des faces).

Megan Gotowsky offers an Optimality Theory account of the constraints governing the construction of signifiers of wordforms in Verlan, a language "game" based on French. The basic mechanism at work in Verlan is the inversion of segments and syllables of the original French words, with, in some cases, the insertion of epenthetic phonemes (Fr. [fu] 'crazy'; [mo.to] 'motorcycle'; [fut] 'soccer' → Verlan [uf]; [to.mo]; [tœ.fu]); of course, only certain patterns of reversal are possible, and it is these that Gotowsky's study is intended to capture. The proposed account is deemed extendable to other inversion-based coded languages, such as Tabdaliks (based on Tagalog).

Through the lenses of Meaning-Text linguistic theory, Jasmina Milićević looks into the interplay of the propositional (semantic proper) and communicative (information structure) aspects of meaning in the production of paraphrases. The research question she asks is the following one: To what extent the communicative parameters of two sentences with the same propositional content can be allowed to vary without "breaking" the paraphrasing link between them? A pilot study was devised in which (the representation of) a given propositional content was alternatively paired with different values of one of the eight communicative oppositions (Thematicity, Focalization, Assertivity, etc.); sentences realizing the resulting pairings were then tested for mutual substitutability in context. The initial hypothesis that such sentences are paraphrases (in a broad sense) was borne out.

La contribution de Dorota Sikora et d'Alexandra Tsedryk porte sur la maîtrise des locutions par les apprenants intermédiaires-avancés de français langue seconde. La compétence locutionnelle est évaluée par le biais d'un test mettant en jeu 13 de locutions (*jouer avec le feu*, *noyer le poisson, … voie de garage*), choisies selon des critères spécifiques ; pour chaque locution, les participants (20 étudiants universitaires, majoritairement de langue maternelle anglaise) étaient censés effectuer deux groupes de tâches : la reconnaissance/la définition par paraphrase et la mise en contexte/l'identification d'un quasi-synonyme. L'analyse des réponses a révélé des connaissances inégales et, dans l'ensemble, insuffisantes des locutions à la base du test, mettant en évidence le besoin d'un enseignement plus systématique et mieux structuré d'unités phraséologiques à ce niveau d'études.

Last but not least, in an empirical study involving 60 high school students, Karen Spracklin investigates attitudes of French Immersion students towards vocabulary learning and dictionary use. The students were asked about their motivation for learning French vocabulary and and their habits/preferences in looking up unknown words. While the vast majority of participants realize the importance of learning new vocabulary, most of them appear to be reluctant dictionary users, preferably relying on alternative sources of lexical information (other people, internet and social media, film and television) or resorting to various compensation strategies (figuring out the meaning from context, guessing…). The article concludes with some suggestions for promoting dictionary use in the immersion classroom.

Enjoy!
Bonne lecture!

Jasmina Milićević, Dalhousie University
Guest Editor/Rédactrice invitée

Paul De Decker, Memorial University
Editor/Rédacteur