

Appendix for LIA 12.1 - Paper 6

Parameter setting and acceleration: Subject omissions in a trilingual child with special reference to French

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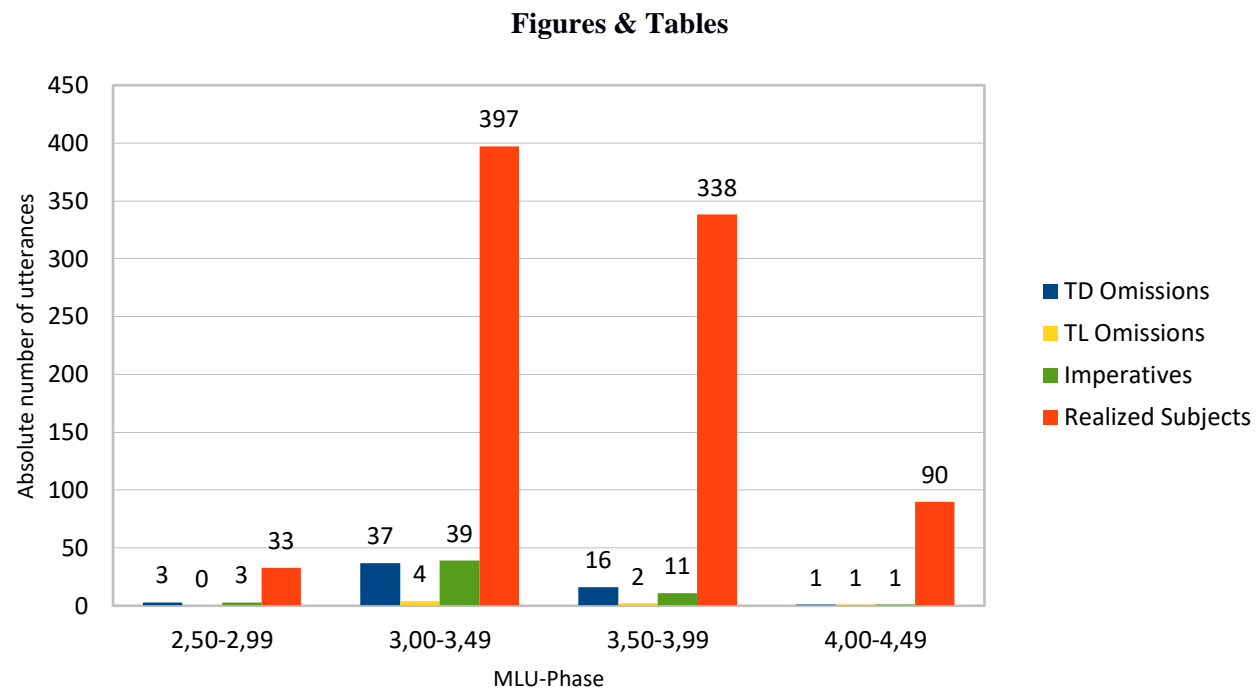


Figure 1: Realization and omission of subjects in French

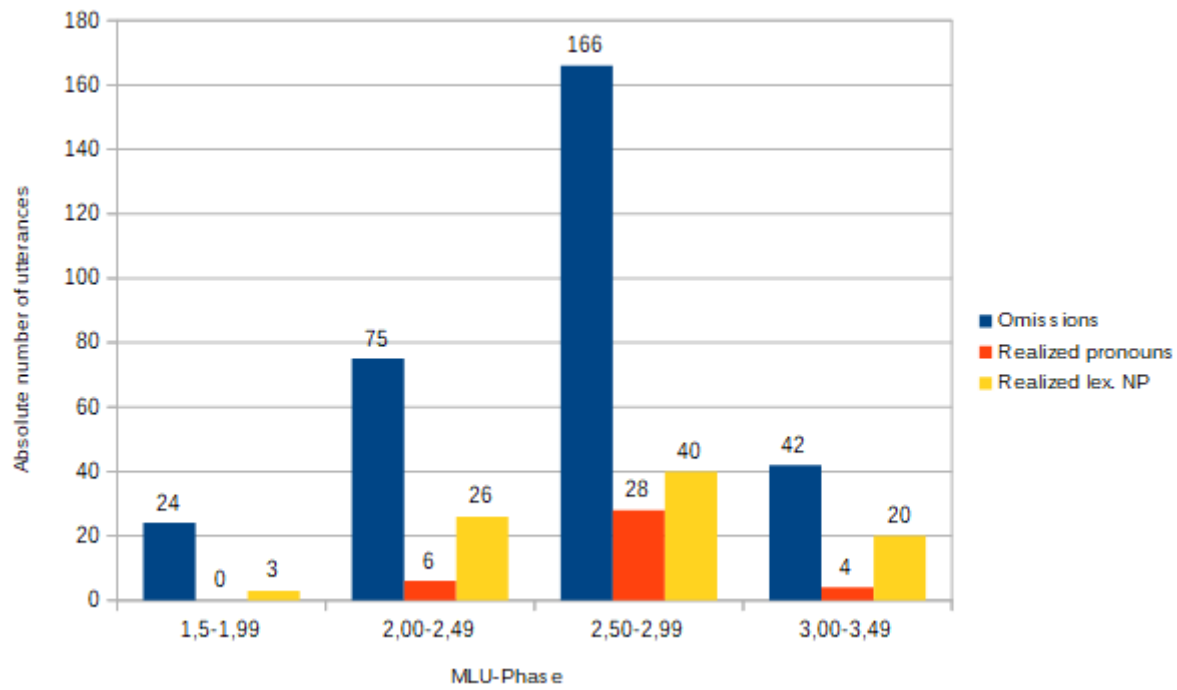


Figure 2: Realization and omission of subjects in Spanish

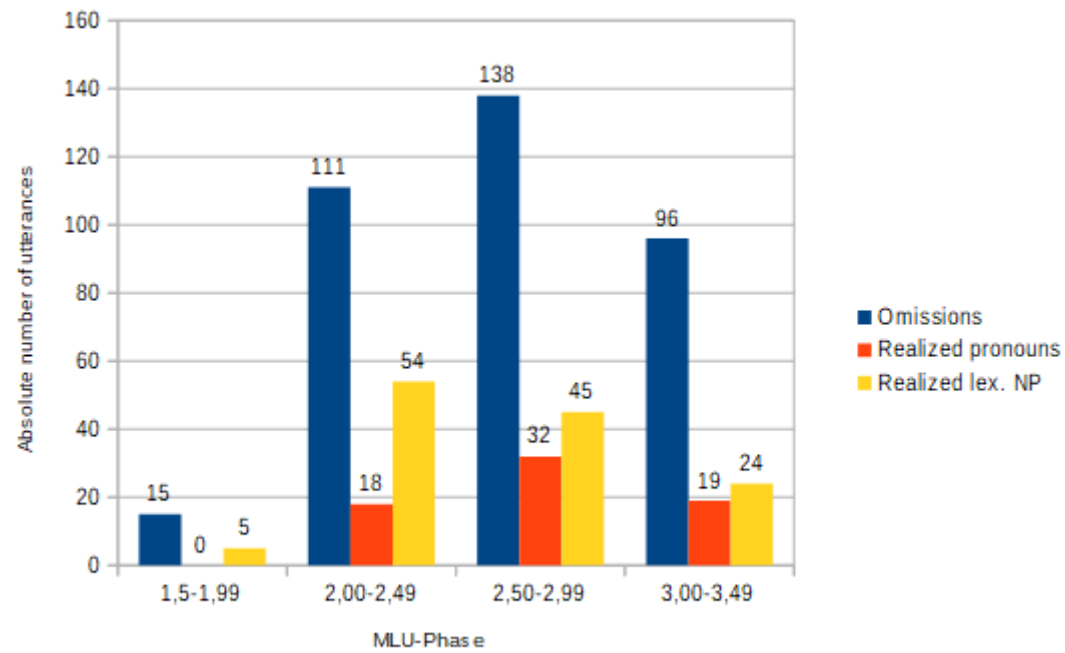


Figure 3: Realization and omission of subjects in Italian

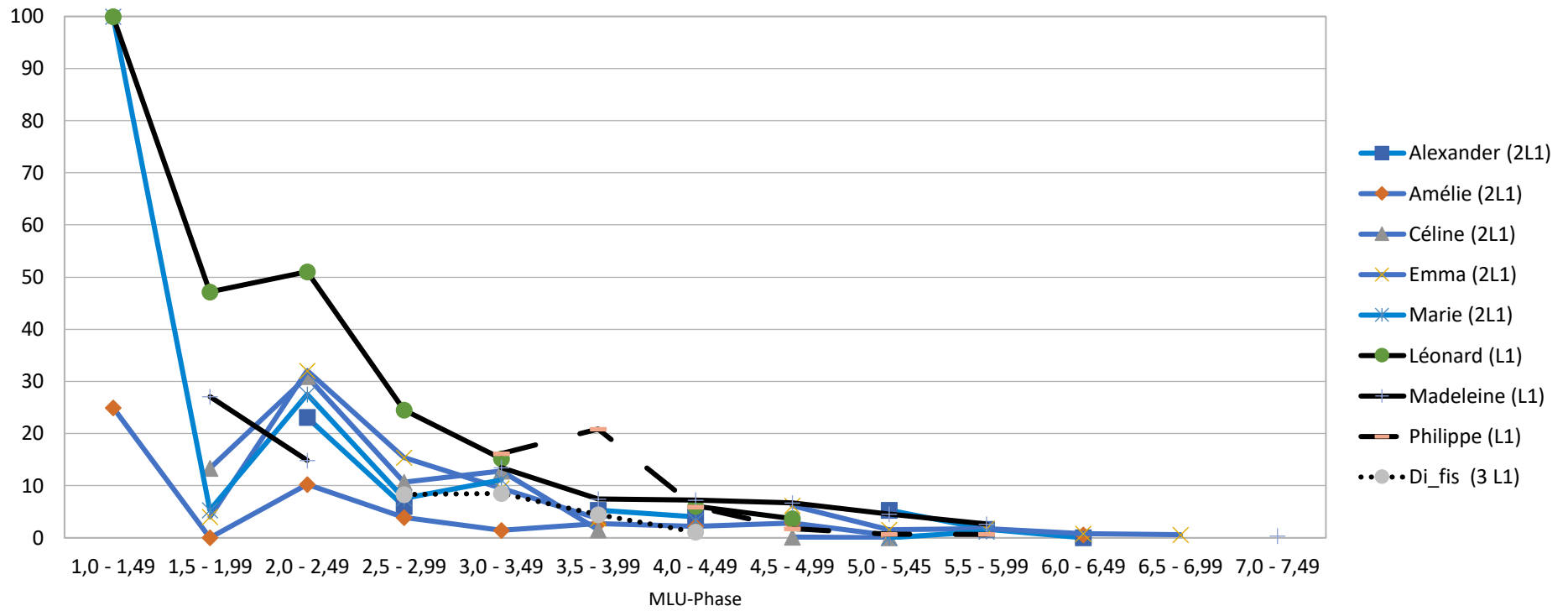


Figure 4: Null-subjects according to MLU-phases: monolingual, bilingual children (following Jansen 2015) compared with the trilingual child Di_fis in French

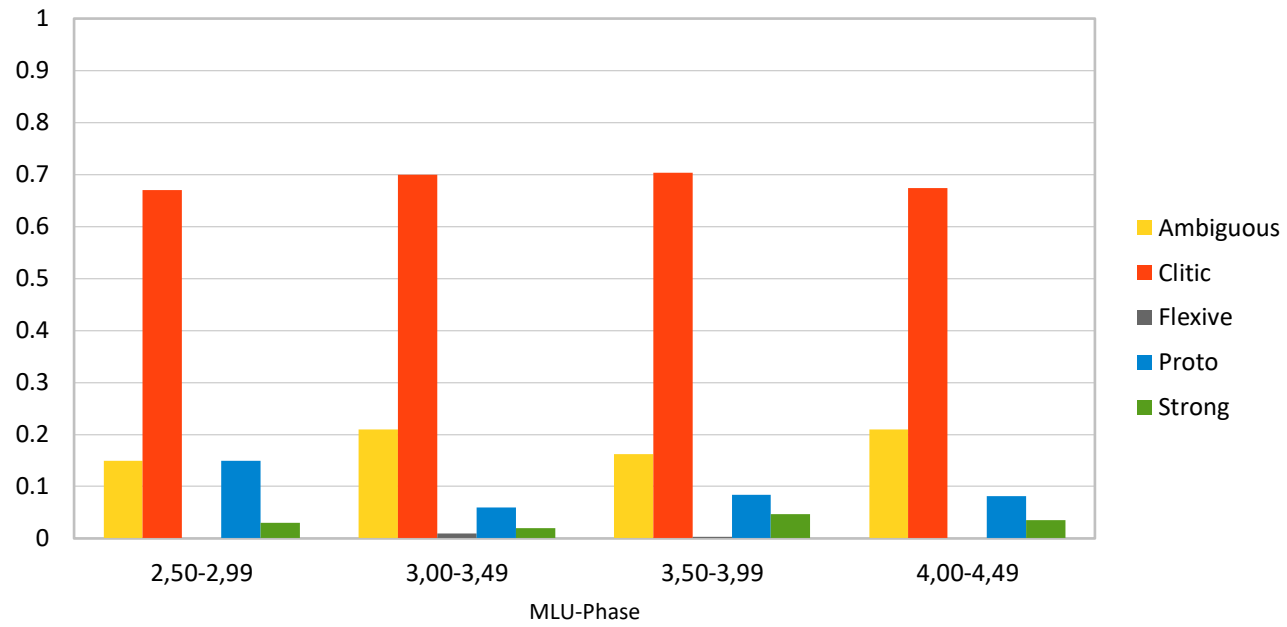


Figure 5: Spell-out preferences according to MLU-phase

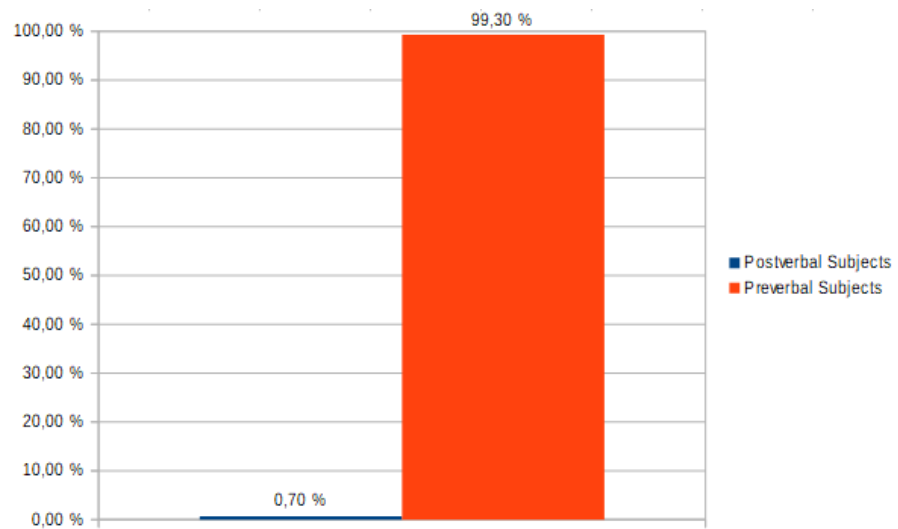


Figure 6: Position of subjects over the whole period of investigation

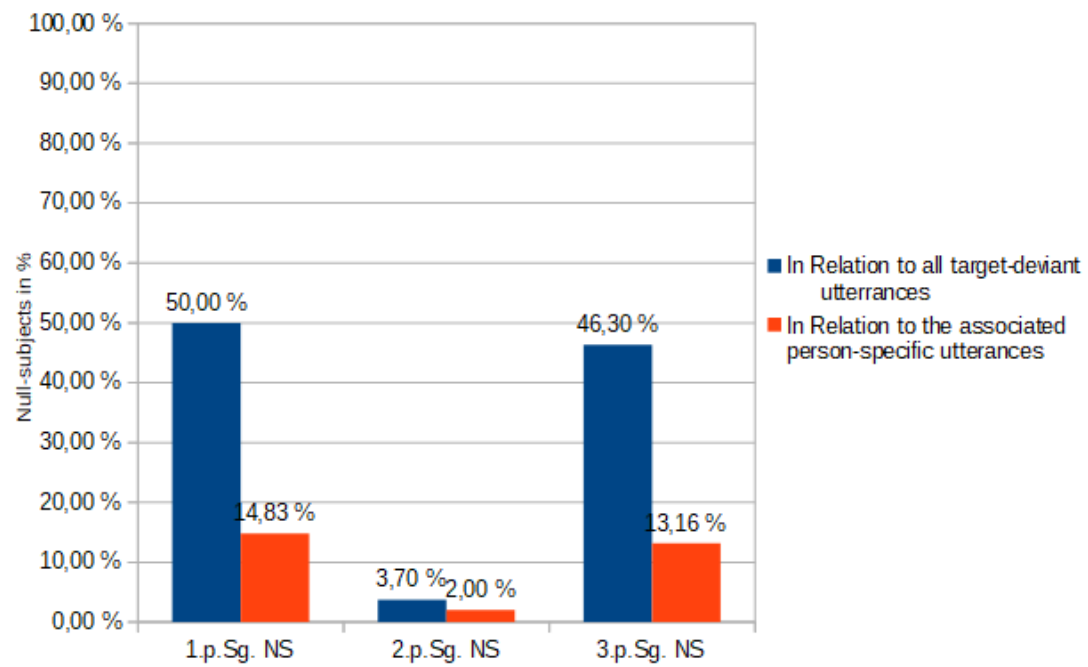


Figure 7: Null-subjects in comparison to target-deviant omissions and to person-specific subject realizations (total)

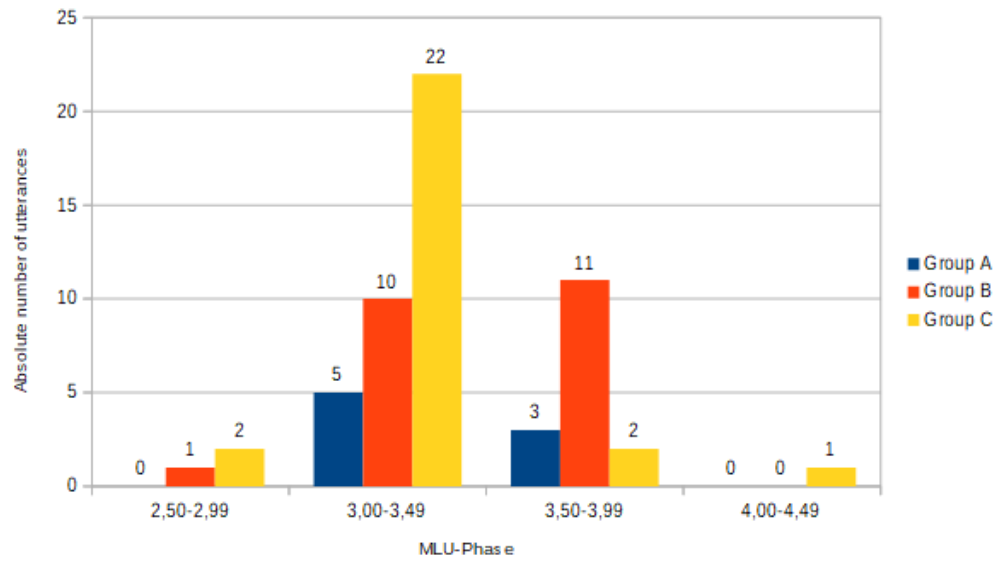


Figure 8: Null-subjects according to verb class

| Recording | Age | Utterance |
|-----------|--------|---|
| 5 | 2;10,3 | <i>Fais dodo toi</i> 'Make sleep you' |
| 7 | 2;11,2 | <i>Est pas fini le cheval</i> 'Is not finished the horse' |
| | | <i>Fait ça Di_fis</i> 'Makes that Di_fis' <i>Non la connais pas moi</i> 'Not her know I' <i>Est tout là</i> 'Is all there' |
| 13 | 3;1,25 | <i>S'appelle un gorille Di_fis</i> 'Is called a gorilla Di_fis' |

Table 1: Postverbal subjects in Di_fis's data

| Groups | Example | Recording | Age |
|---------------|---------------------|------------------|------------|
| Group A | <i>danse</i> | 2 | 2;8,24 |
| Group B | <i>sais pas</i> | 2 | 2;8,24 |
| Group C | <i>va manger ça</i> | 3 | 2;9,4 |

Table 2: Examples of null-subjects according to verb class in Di_fis's data