

## Low Referentiality in LIS and LSF

Jeremy KUHN\*, Carlo GERACI\*\* and Lara MANTOVAN\*\*

(Institut Jean-Nicod, École Normale Supérieure, France\*,  
University of Milano-Bicocca, Italy\*\*)

### BACKGROUND

Cross-linguistically, a variety of constructions convey ignorance about a discourse referent; these include epistemic indefinites (e.g. German *ingendeinen*) and impersonals (e.g. French *on*), as well as syntactic strategies such as null subjects.

### GOALS

We explore the strategies for expressing ‘low referentiality’ in Italian Sign Language (LIS) and French Sign Language (LSF) in a crosslinguistic and crossmodal perspective. We show that the patterns from LIS and LSF fit into known typologies as long as both manual signs and facial expressions are considered; micro-variation between LSF and LIS falls within the range of attested variation.

### METHODOLOGY

Data are from native signers of LIS and LSF. After elicitation, informants judged for acceptability and felicity of each sentence in various contexts. The relevant contexts to elicit low referentiality come from Barbera’ and Cabredo Hofherr (2016). Elicitation and evaluation were conducted in sign language. Spoken language was never used, including in written form.

### RESULTS

We discuss two existential quantifiers (SOMEONE and PERSON), one non-manual sign (frown face), and sentences with null subjects. Examples here come from LIS.

With neutral non-manuals, existential quantifiers yield fully referential readings, while low referential readings are highly marginal (LSF is more tolerant than LIS). The null pronoun is ambiguous between the two readings, ex. (1).

(1) a. PERSON/SOMEONE HOUSE ENTER.

‘Someone entered my house and I have in mind who.’ = *Fully referential*

??/# ‘Someone entered my house and I have no idea who it might be.’ = *Low referential*

b. *pro* HOUSE ENTER

✓ *Fully referential*

✓ *Low referential*

When the frown facial expression co-occurs with quantifiers, only low referential readings are accessible, ex. (2).

