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WORKSHOP (Friday, 31 July)

## **The Grammaticalization of Evidential and Epistemic Markers**

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### ***Workshop description***

Studies on evidential and epistemic markers, as well as on their relationship to each other, continue to abound in several areas of current linguistic research, including typology, syntax, semantics and pragmatics. This workshop aims to bring together scholars working on the rise and development of these markers, with contributions on individual case studies or on comparative analyses able to shed light on analogies and differences in the historical linguistic processes that lead to the emergence of evidential and epistemic markers. The focus of the workshop will be on the grammaticalization and development of such markers from various sources and constructions, such as verbs belonging to specific categories, periphrastic constructions, adverbials, but also the grammaticalization or diachronic restructuring of evidential and epistemic grammatical systems.

Evidential grammatical elements such as complementizers and evidential adverbs follow very similar paths of development from the same sources, typically utterance verbs such as *say*, appearance verbs such as *seem*, and modal periphrastic constructions (cf. Saxena 1988, Willett 1988, Lazard 2001, Heine and Kuteva 2002, Hopper and Traugott 2003: 13-14; Fortescue 2003: 296; Jendraschek 2003: 46, Aikhenvald 2004, 2001, Travis 2006, Cruschina and Remberger 2008, Boye and Harder 2009: 17-19, Diewald and Smirnova 2010, Cruschina in press, a.o.). The grammaticalization of adverbs has also provided a source for evidential markers (Hill 2007). Similarly, epistemic or attitude verbs are the most common source for the development of modal particles, parenthetical expressions and discourse markers (Thompson and Mulac 1991; Brinton 1996; Nuyts 2001; Hopper and Traugott 2003; Brinton and Traugott 2005; Pietrandrea 2005). Even though they derive from parallel processes, not all elements resulting from these paths of grammaticalization develop the same evidential and epistemic meanings. The comparison of these structures thus raises the following questions, which will be addressed in the workshop:

- Can we identify different degrees or stages of grammaticalization for evidential and epistemic markers? Do they (always) follow the traditionally recognized clines or cycles for linguistic change?

- Do these paths of grammaticalization start from a delimited set of potential sources? Are they subject to specific restrictions determined by the general system in which evidentiality and epistemicity are encoded in a given language or language family?
- Does a diachronic reconstruction of the relevant sources and paths of grammaticalization help us understand the relationship between evidentiality and epistemicity?
- Can the possible evidential semantic overtones or extensions of epistemic markers be imputed to a given historical cause or source? Do they only concern certain types or specific developments of epistemic markers?
- How 'strong' is, from a diachronic perspective, Aikhenvald's (2004) distinction between lexical evidential strategies and grammatical evidentials? Does grammaticalization uniquely lead to the rise of either type (lexical vs. grammatical) of evidential markers? Can a similar distinction be applied to the epistemic domain?
- The rise of evidential or epistemic markers may be attributed to a process of lexicalization, rather than grammaticalization (cf. Olbertz 2007 on Mexican Spanish *dizque*). Which are then the most relevant characteristics and criteria that would allow us to distinguish between the two processes?
- What is the relationship between evidentiality and (in)direct reportative or quotative strategies (cf. Aikhenvald 2004, Demonte and Fernández Soriano 2014, a.o.)? Do they belong to the same functional domain or do we need to tell them apart in some cases?
- What is the role of subjectification (Traugott 1995, 1996) in the grammatical changes involving evidential and epistemic meanings? Is it a common and necessary condition to the rise of both kinds of markers?
- How can the newly acquired speaker-oriented meanings be handled and explained within theoretical approaches? Do diachronic changes of this type always involve reanalysis or movement targeting higher functional projections in the generative models (Roberts & Roussou 2003, Speas and Tenny 2003, Hill 2007, Roberts 2010, Cruschina in press, a.o.)?

We invite submissions dealing with, but not limited to aspects concerning epistemicity and evidentiality in relation to these questions, both from Indo-European and non-Indo-European languages. We welcome contributions from all frameworks and approaches, including data-driven, corpora, discourse, typological and/or theoretical analyses.

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