## The discourse marking effect of φ-doubling in French

In French, a topical DP subject (1a) or direct object (1b) may have its  $\varphi$ -features doubled by a non-argumental strong pronoun ("Strong Doubling Pronoun"). This doubling phenomenon is not compulsory for a sentence to be grammatical but has a clear discourse function. In the second sentence of (1a) for example, the presence of the SDP moi ('ME') turns the topic DP je ('I') into a contrastive topic and sets off the constituent to its right,  $un\ journal$  ('a newspaper') as the focus of the sentence.

```
(1) a. Paul a acheté un livre. J'ai acheté, moi, [un journal]<sub>FOC</sub>
Paul has bought a book. I have bought ME a newspaper
'Paul bought a book. As for me, what I bought was a newspaper.'
b. Le stylo, c'est pour écrire. Tu utilises le crayon, lui, [pour dessiner]<sub>FOC</sub> the pen it is to write. You use the pencil IT to draw
'The pen is for writing. As for the pencil, it is for drawing that you use it.'
```

In this talk, I explore some aspects of the syntax and interpretation of SDPs in French. On the basis of distributional and interpretative facts, I first show that SDPs seem to combine the characteristics of both "wide" and "narrow focus operators" as defined by Wagner (2008, 2009, 2010). I then give an account of this dual nature. I propose that a reciprocal feature valuation (AGREE, Chomsky 2001) is established between the topic DP of a sentence and an SDP: the topic DP values the  $\phi$ -features of the SDP. In return the SDP, as a wide focus operator, values an "alternative" feature on the topic DP which as a result is interpreted as a contrastive topic. I suggest that this AGREE relation takes place at a distance, which enables the SDP to set off the focus constituent of the sentence and thus to function as a narrow focus operator. Finally I show that postulating the existence of such an AGREE relation enables an account of the fact that strong pronoun doubling of a topic DP can only occur within the boundaries of a phase.