

7th Young Linguists' Meeting in Poznań



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2021

Book of Abstracts



ADAM MICKIEWICZ
UNIVERSITY
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“Rethinking language and identity in the multilingual world”

Due to standardization processes, formatting of the abstracts contained herein was changed in accordance with the YLMP abstract stylesheet. However, no alternations with regard to language and contents were introduced.

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PLENARY TALKS

Syntactic blocking: When syntactic representations are not shared across languages

Robert J. Hartsuiker
(Ghent University)

Cross-linguistic structural priming suggests that proficient bilinguals share syntactic representations across their languages (e.g., Hartsuiker, Pickering, & Veltkamp, 2004). Such priming can occur even when the syntactic structures are not fully identical in the two languages. The shared representations must therefore abstract across such differences. What then determines whether representations are or are not shared across languages? In this talk, I will propose the syntactic blocking hypothesis, according to which a structure S in one language and a counterpart S' in another language can only have a shared representation if neither language distinguishes between S and S'. Thus, priming can occur between a passive with SVO structure in one language and one with SOV structure in another language, but not if either language allows both word orders. In that case, the need to distinguish between different word orders blocks the formation of an abstract representation for the passive that is independent of word order. I will discuss structural priming studies using picture description, translation, and artificial language learning tasks that are consistent with the syntactic preemption hypothesis. I will conclude with suggestions to further test this hypothesis.

Rethinking the role of the native and non-native language in the bilingual brain

Katarzyna Jankowiak
(Adam Mickiewicz University, Poznań)

Much psycholinguistic research has recently been conducted to examine different aspects of bilingual language processing, with a view to providing insights into how language information is stored in the bilingual brain as well as what variables influence the automaticity of non-native language (L2) processing. Less attention has, however, been devoted to showing how studying bilingual populations can broaden our knowledge also on cognitive mechanisms that govern native language (L1) processing. In this talk, I will report on behavioral (reaction times) and psychophysiological (skin conductance and EEG) studies that were aimed to examine different aspects of language processing in L1 and L2, including figurative and emotionally-laden language comprehension. I will discuss how testing bilingual populations on different aspects of language comprehension can provide us with novel and valuable information regarding the nature of cognitive mechanisms engaged in meaning processing in both L1 and L2.

Metaphor studies as a bridge between linguistics and political science: Theoretical implications and methodological challenges

Julien Perrez
(University of Liège)

Metaphor is a central component of human cognition and communication. While metaphors can be studied for their own sake from a linguistic perspective as a process of meaning extension at various levels (be it morphological, lexical or syntactical) or as a rhetorical device used in argumentation, metaphor studies have broadened their scope and touched upon many other scientific disciplines among the cognitive and social sciences. As a result, metaphors have become a central topic in many disciplines, including linguistics, philosophy, psychology, psycholinguistics, neurolinguistics, communication studies, political science, education science or translation studies.

Among these disciplines, politics remains one prominent area where to find metaphors, as has been highlighted by many scholars (see among others Carver & Pikalo, 2008; Charteris-Black, 2011, 2013; Lakoff, 2002; Musolff, 2004, 2016). This can be explained by two main factors. On the one hand, most of our political concepts are metaphorical in nature (Lakoff, 2002, 2004). This means that our understanding of complex and abstract political concepts and processes relies on conceptual metaphors that ‘provide ways of simplifying complexities and making abstractions accessible’ (Semino, 2008:90). On the other hand, metaphors are central to the domain of politics because they have the potential to frame the debate (Lakoff, 2004) and indirectly convey hidden ideologies (Goatly, 2007). Using a particular metaphor to depict a given reality will activate a particular frame and highlight some aspects of this reality while hiding others. Through framing, ‘metaphor helps construct particular aspects of reality and reproduce (or subvert) dominant schemas’ (Koller, 2009: 121). This framing function of metaphors suggests that they influence or even determine the representations of a given reality in the receiver’s mind. This framing function of metaphors can be associated with their persuasive role in rhetoric (see Charteris-Black, 2011).

In this talk I will report on the results of two sets of studies we have been conducting as part of an interdisciplinary project on the evolution of the discourse about Belgian federalism. The first set of studies (Perrez & Reuchamps, 2015b; Reuchamps et al., 2018) tackle the framing effect of metaphors and aim at understanding under which conditions metaphors might influence citizens’ representations and preferences about Belgian federalism. Among other things, I will highlight the methodological issues related to these types of behavioral experiments and discuss the mediating role of political knowledge on the framing effect of metaphors.

The second set of studies propose semiotic analyses of metaphor use in different types of political corpora, including citizen discourse, institutional discourse and media discourse about Belgian federalism (see for instance Heyvaert, 2019; Perrez & Reuchamps, 2015a). In this part of the presentation, I will question the notion of political discourse itself (see Randour et al., 2020) and focus on the notion of variation in political metaphor use, e.g. understanding why particular metaphors emerge in particular political contexts (or which type of metaphors are produced by which of type political actors?) and how they evolve in one or several discourse communities. Building on the results of these studies, I will also argue that Deliberate Metaphor Theory (Steen, 2008, 2017) provides an appropriate theoretical framework to account for the rhetorical potential of political metaphors.

By focusing on these two interrelated dimensions of metaphor use in political discourse, I will try and highlight the cross-fertilization potential of such interdisciplinary research, by showing what metaphor studies can gain, as well theoretically as methodologically, from privileged contact with political science, in the hope that this can be a source of inspiration for any kind of interdisciplinary enterprise.

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Rethinking gender and sexuality in the classroom: A corpus-based discourse analysis of classroom interaction

Helen Sauntson
(York St John University)

This presentation explores language-based sexism and homophobia in educational settings. Schools have been identified as places where girls, gender variant and LGBT+-identifying young people report routinely experiencing discrimination through discursive practices in schools. This talk explores these issues by drawing on a recent research project which conducts a detailed and systematic examination of the diverse ways that language can play a role in constructions of gender and sexual identities in British school contexts.

Using corpus-based discourse analysis (Baker, 2006; Baker et al, 2013), I analyse data comprising spoken interactional data taken from a series of Relationships and Sex Education (RSE) lessons in two British secondary schools. The corpus methods used in the first part of the analysis comprise keywords and concordance analyses which are used to broadly identify what kinds of gender and sexual identities are constructed in the lessons. Critical discourse analysis of the interaction is then used to explore how those identities are constructed interactionally. The critical discourse analysis element draws on Pakula *et al*'s (2015) and Sauntson's (2019) notions of 'gender and sexuality triggered points' in classroom discourse. Overall, the analysis focuses on how language in the data works as a form of social practice which can include and exclude certain gender and sexual identities in classroom settings. The presentation concludes by considering the implications of the analysis with a specific focus on how to make visible gender and sexual diversity issues in schools and other educational settings and how to support the needs of learners of diverse sexual identities.

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WORKSHOPS

Gentle introduction to R for language analysis

Robert Lew

(Adam Mickiewicz University, Poznań)

R is an open-source, community-driven, and cost-free environment for statistical computing. In many areas of academic research, it has recently become (or is becoming) a de facto standard for data analysis and visualization. It is also making steady inroads into the realm of linguistic research. However, young linguists aspiring to try it out often find it daunting and get discouraged.

This workshop will offer a gentle, non-threatening introduction to R for language analysis. I plan to work with you through some of the many possible applications for analysis and visualization. Upon completion, you should be able to follow up on your own using the many available learning resources.

Introduction to Corpus Linguistics: Theoretical and methodological basics

Julien Perrez

(University of Liège)

Since the 1980's and the rise of computer-assisted technologies, Corpus Linguistics (CL) has become a mainstream methodology in linguistics, making it possible to analyze 'very extensive collections of transcribed utterances or written texts' (McEnery & Hardie, 2012: i). This workshop will be devoted to main theoretical and methodological basics of Corpus Linguistics. It will be composed of three main parts. Firstly, we will address the process of corpus construction, with a focus on data collection, balance and representativeness. Secondly, we will discuss essential notions of CL, such as tokens, types, concordances, collocations, corpus annotation and the distinction between corpus-based and corpus-driven approaches. Finally, we will present various types of specialized corpora (for example, monolingual and bilingual corpora, learner corpora and political corpora) to give an overview of the research questions that can be addressed thanks to Corpus Linguistics in a variety of disciplines.

This workshop will also include a hands-on session during which the participants will have the opportunity to apply the notions that have been discussed to their own corpus, using the free corpus processing softwares AntConc (Anthony, 2019) and Unitex (Paumier, 2020).

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Language and sexuality in schools: A practice-oriented workshop

Helen Sauntson
(York St John University)

Much current research in the field of language, sexuality and education finds that school-based language practices are overwhelmingly experienced as sites which foster and reproduce gender- and sexuality-based discrimination. However, research also reveals that there is scope for challenging and changing these practices. This workshop draws on this recent and current research to explore some of the practical ways in which gender and sexual diversity and inequalities may be challenged through language and discourse in schools. Topics explored through the workshop may include (but are not restricted to): specialized training for teachers; the production of handbooks and briefing documents for school inspectorates and governing bodies; the role of teacher-student-parent dialogue; language ‘audits’ in schools. The workshop is designed to be participant-led and dialogic with participants sharing experiences, ideas and suggestions in a supportive and inclusive environment.

The negotiated nature of language and identity

Cassandra Smith-Christmas
(National University of Ireland, Galway)

It is well-established within sociolinguistics that the relationship between language and identity is complex, multi-layered, and continuously negotiated (e.g. LePage and Tabouret-Keller; Omoniyi, 2004). This workshop will seek to build on these concepts and will guide workshop participants through exploring identity negotiations in everyday interactions. It will use recorded conversations of multilingual families as its main lens to do so and will examine the multi-scalar way in which family members use language to index particular identities, from the macro-level (e.g. language as a marker of national identity) to the more micro-level (e.g. enacting the family roles, such as ‘parent’ or ‘child’; multilingualism as a component of family identity-making processes). Workshop participants are invited (but not required) to bring their own data to this workshop to explore how ‘acts of identity’ (LePage and Tabouret-Keller, 1985) may take various forms over space and time. Time will be allotted for small and large group discussions of some of the data that participants may wish to share.

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YLMP Special Event

Why place matters: In- and exclusion of language minoritized students during COVID-19

Maria Coady
(University of Florida)

The global pandemic has affected students, families, and educators worldwide but in disproportionate ways. Minoritized students and families of color have faced tremendous barriers to healthcare and technology. Rural communities and schools, for example, have struggled to provide access to learning technologies and broadband communication with little lead time and insufficient resources. Even more illuminating are the limitations of this placed on students and families in the United States whose first language is not English (language minoritized students, often referred to as emergent bilingual). In other words, “place” matters in the education of students, and this issue has become illuminated during the current pandemic.

This presentation provides an overview of language minoritized students in the U.S. and how places (urban, suburban, small town, and rural) have been affected by the current pandemic. I then describe challenges that educators face working with rural, language minoritized students and how these have been exacerbated in the past year. I offer examples of what rural educators are doing to address exclusion of language minoritized students. I end the discussion with suggestions for educators, scholars, and policymakers to consider when looking forward at equity issues in educational policies for language minoritized students and families.

INVITED THEMATIC SESSIONS

Multilingualism Matters

Organized by: Bilingualism Matters @Poznań



Conveners: Katarzyna Dziubalska-Kołaczyk and Magdalena Wrembel (Adam Mickiewicz University, Poznań)

Special guest: Raphael Berthele (University of Fribourg)

This session aims to exchange ideas and expertise on how bi- and multilingualism have changed and developed linguistic research. Empirical language studies are currently adapting to the fact that nowadays the majority of the world's population is bi- or multilingual by introducing a number of new methodological standards, including a more thorough screening of language background of participants tested or more rigorous criteria for selecting appropriate language stimuli to be used in a study. Furthermore, bi-/multilingualism has also significantly contributed to applied linguistics, introducing novel research avenues, such as cross-linguistic influence, multicompetence, or code-switching investigated across different linguistic domains.

The session will approach bi-/multilingualism from two correlated perspectives. Firstly, it will focus on methodological issues related to the study of bi-/multilingual populations. Secondly, it will discuss the contributions of multilingual research to applied linguistics. In this two-part session, we welcome presentations devoted to addressing methodological challenges related to the study of bi-/multilingual populations, as well as to exploring the bi-/multilingual perspective while researching foreign language learning.

Language learning aptitude and social differences in multilingual language learning

Raphael Berthele
(University of Fribourg)

In this talk I discuss evidence on two related issues in current multilingualism research: On the one hand, scholars observe considerable interindividual differences in aptitude for language learning, and on the other hand, there are well-known social determinants of learning achievement in particular in the school context.

First, I focus on cognitive, motivational and other causes for and correlates of the observable variability in learning additional (foreign) languages. Focussing on data from Swiss elementary school learners of French and English as additional languages, I show evidence for a general cognitive factor as the main predictor for skill learning in the target language. Furthermore, additional variance is explained by certain motivational and affective constructs.

In the second part of my talk, I present evidence on an inquiry into the social correlates (e.g. linguistic, economic, educational family background) of these dimensions. The analyses are an attempt to account for the potential complexity in the interplay of various factors while still producing interpretable results. In the discussion I provide my current state of ignorance on adequate and feasible ways of investigating determinants that shape additional language skill learning.

The psychology of translation and interpreting

Conveners: Katharina Oster (TRA&CO-Center), Paweł Korpala (Adam Mickiewicz University, Poznań), Olha Lehka-Paul (Adam Mickiewicz University, Poznań)

Recent decades have shown a growing interest in cognitive and psycho-affective aspects of translation and interpreting, also among young translation scholars. Among the topics discussed in Translation and Interpreting Studies were: language processing, working memory in translation and interpreting, control mechanisms, uncertainty management, cognitive effort, mental representations, personality, stress experienced by interpreters, emotional intelligence, and ergonomics. To empirically test various assumptions related to the complexity of the translator's and interpreter's work, several research methods were applied, which include, but are not limited to, Think Aloud Protocols (TAPs), reaction times, eye-tracking, key-logging, EEG, fMRI, and skin conductance.

In this panel we are going to explore the interplay between psychology and translation as a form of language mediation. The aim of our session is to contribute to the discussion of various perspectives on the psychology of translation and interpreting, as well as to share and discuss relevant research in Translation and Interpreting Studies. The session will be convened by Dr. Katharina Oster (TRA&CO-Center), Dr. Paweł Korpala (Faculty of English, Adam Mickiewicz University, Poznań), and Dr. Olha Lehka-Paul (Faculty of English, Adam Mickiewicz University, Poznań). We welcome submissions which report on empirical research; speakers should be able to present at least preliminary findings of their projects.

Gender(ed) identities: Diversity and attitudes

Conveners: Tomasz Dyrmo, Jagoda Nosal, Patrycja Kakuba, Mikołaj Buczak, Agnieszka Kiełkiewicz-Janowiak (Adam Mickiewicz University, Poznań)

For a very long time language has been regarded as a medium that unites people, that brings them together, but, undeniably, divides them too (e.g. Wee 2005, Sczesny et al. 2015). This dichotomy comes with a premise that language may be a tool for empowering those whose voices have been silenced (Cameron et al. 1993). In this context, linguistics, in particular, seems suitably equipped to give a platform to marginalised groups, whose identities unquestionably hinge on their power to speak for themselves and the communities they represent.

Diversity in gender(ed) identities as well as ingroup and outgroup attitudes are the point of interest for many researchers in linguistics and beyond. Recent studies have focused on the notions of visibility and empowerment (Cameron 2005, Zimman 2017), which is a drastic departure from the previous locus of scholarly attention, that is difference and discrimination (Crawford 1995, Pauwels 2003). What is more, current analyses favour a more open and inclusive approach to language and identity, which is exemplified by a growing body of literature on non-binary identities (Zimman et al. 2014, Konnelly and Cowper 2020).

Clearly, gender and sexual identity are related notions. This relationship is visible, for instance, in how the LGBT+ community expresses their identity (Bucholtz and Hall 2004), how they inform of their varied understanding of sexuality (Zimman 2009), or how they communicate their sexual orientation and gender identity multimodally (Lederer 2019). Given the complexity of the issue in question, we aim to highlight the need for understanding and acceptance in the ever-changing landscape of gender identities.

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ORAL AND POSTER PRESENTATIONS

L2 Motivational Self System in a Polish context, and its connection to L2 Willingness To Communicate (WTC)

Agata Ambroziak
(University of Warsaw)

Individual learner differences, such as motivation or willingness to communicate (WTC), are considered strong predictors of second language (L2) achievement. According to the theoretical framework of L2 motivation developed by Dörnyei (2009), the L2 Motivational Self System comprises three main components: *Ideal L2 Self*, *Ought-to L2 Self*, and *L2 Learning Experience*. It was proposed that *Ideal L2 Self* was closely linked to *integrativeness*, and *Ought-to L2 Self* corresponded to *instrumental motive*. However, the interplay of motivational variables and their links to WTC still need deeper exploring. The present correlational study aimed to establish the relationships between L2 motivational dimensions and L2 WTC. Moreover, it aimed at validating the theoretical framework of L2 Motivational Self System proposed by Dörnyei (2009).

The data were collected via a self-report motivation questionnaire (Taguchi, Magid, & Papi, 2009) and WTC questionnaire (MacIntyre et al., 2001). The ultimate sample of this study consists of c.a. 100 teenage native speakers of Polish who learn English as their L2, but here, the interim results are presented (N = 47). As for the interplay between motivational variables and L2 WTC, *Ideal L2 self* predicted 14% of variance in L2 WTC. This suggests that promoting the development of strong *Ideal L2 self* among learners may increase their level of WTC, which is in line with Munezane (2013). Also, high level of language anxiety predicted a decreased level of willingness to speak, both inside and outside classroom environment. Focusing solely on motivational variables, the results indicate that although *integrativeness* predicts the intended effort to learn English, explaining 14% of its variance, it does not correlate with the *Ideal L2-Self* ($p > .05$), which stands in contrast to some previous studies (e.g., Taguchi et al., 2009). Although such results may speak against the idea of equating *integrativeness* with *Ideal L2 Self* in Dörnyei's (2009) model, one may argue that the lack of that relationship may stem from the low reliability of *integrativeness* factor in the motivation questionnaire developed by Taguchi et al. (2009), as based on data in a current study ($\alpha = .44$). I will discuss the issues related to the items measuring *integrativeness* (Dörnyei & Csizér, 2002) used in the current questionnaire (Taguchi, et al. 2009) in the light of Polish socio-educational context and the use of English as a global language.

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A relevance-theoretic approach to interpreting ELF input

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Although the use of English as a lingua franca (ELF) has become a new professional reality for translators and interpreters, its implications for translating and interpreting have only recently started to be investigated scientifically (Albl-Mikasa, 2018). This PhD project focuses on the impact of (the often hybrid nature of) ELF on simultaneous interpreters' processing of source text from a pragmatics perspective. Findings from Reithofer's (2013) comprehension-testing study, namely that an ELF speech was understood less well by the audience than its simultaneous interpretation into the audience's first language, suggest that interpreters manage to produce coherent target texts from less coherent source text input, presumably levelling out ELF-induced problems. To date, no research has been done on how exactly this is achieved.

Drawing on the pragmatic framework of Relevance Theory (Sperber & Wilson, 1995), transcriptions of professional interpreters' renditions of an ELF source text are subjected to a qualitative product analysis and compared with renditions of an edited English version of the same source text to assess the cognitive effects generated by the interpreters. More specifically, the explicatures identified in the interpretations are compared with those in the source texts with regard to the enrichment processes interpreters may have engaged in. According to Relevance Theory, these include "disambiguation, reference assignment, the resolution of vagueness, and the recovery of ellipsed or unexpressed material" (Blakemore, 1987, p. 72). As the relation between cognitive effects and processing effort has been shown to be crucial for the description of the translation process as a cognitive activity (Alves, 2007; Alves & Gonçalves, 2015, 2003), the product analysis is triangulated with process data to gauge the cognitive effort involved in the interpreting processes.

This contribution will present an overview of the study design as well as preliminary results of a pilot study conducted as part of the PhD project on two interpretations of the ELF source text and two interpretations of the edited English source text, and report on possible differences in the interpretations of ELF as opposed to edited English input.

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Modality and its impact on comprehension, foreign language vocabulary learning, and cognitive load

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In the light of Dual Coding Theory (Paivio 1971) and Cognitive Theory of Multimedia Learning (Mayer 2009), the integration of audio and video is more effective for information processing, comprehension, and language acquisition than a single-modality presentation. This is evidenced by a bulk of experimental research (e.g. Whiting and Granoff 2010, Safarali and Hamidi 2012, Kivrak and Gökmen 2019). However, there are also studies which challenge the effectiveness of audiovisual input and demonstrate that audio-only input is more beneficial for learners (e.g. Pusey and Lenz 2014, Hsu 2017).

Because the results of previous research on the effectiveness of dual modality input are inconclusive, the current study seeks to find whether foreign language films, which are annotated with both verbal and visual input, facilitate or hinder comprehension, vocabulary learning, and whether they lead to cognitive overload. Using a between-subject design, 65 upper-intermediate Polish learners of English were divided into three experimental groups and viewed a movie clip in English in the audiovisual, audio-only, or video-only version. During the viewing session, the level of cognitive load was measured by means of reaction time to sound stimuli occurring throughout the movie. Immediately after the viewing session, the participants completed a post-test on comprehension, and a post test on vocabulary acquisition, which was a vocabulary knowledge scale test adapted from Zhao and Macaro (2016). Moreover, as a subjective measurement of cognitive load, a self-report on the cognitive load experienced was administered. The questionnaire was adapted from NASA Task Load Index (Hart 1986) and Kruger et al. (2014), and it measured intrinsic, extraneous, and germane cognitive load separately. A month after the experiment, the participants completed a delayed post-test on vocabulary, which consisted of two parts: production (the same as the immediate post-test), and recognition (multiple choice). The results challenge the dual channel assumption in that no significant differences were found between the audiovisual and the audio-only groups in terms of comprehension, vocabulary learning, and cognitive load.

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Extreme hybrids in Norwegian: natural gender representation through NP-internal semantic agreement

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Norwegian is a gendered language. This means that grammatical gender is a fundamental feature of every noun and that it must consequently be expressed through agreement by any element which is sensible to it. Grammatical gender is primarily assigned through core semantic assignment rules, which consider in the first place the natural gender of the referent. Yet, they are not equally representative toward women and men, and women are generally less represented in the grammatical gender of Norwegian nouns. A new tendency is, however, on the rise and extreme hybrid are now attested in the language and accepted by Norwegian speakers, even though, it has been found, to a limited extent and to different degrees depending on the gender of the speaker. These hybrid nouns are special in that they can express NP-internal semantic agreement with the indefinite article, which can display feminine gender despite the masculine grammatical gender of the controller noun. This is a complete innovation, as NP-internal agreement is of the most rare and restricted type. Furthermore, they can be inscribed in a broader tendency which takes into account the semantic core of animacy and natural gender and expresses it through new agreement patterns. A representative instance of these new agreement patterns is the introduction of the anaphoric pronoun *den*, which caused a more definite partition of nouns into different anaphoric pronouns according to their syntactic and, especially, semantic properties, as animacy and referential gender are. This innovation led the way to the re-semanticization and reinforcement of grammatical gender, of which extreme hybrids are an important representative, while it can also be further interpreted as a renovation, as previously important features of the gender system are newly brought forward through new agreement patterns. A more inclusive language, which gives equal space to the representation of both women and men is thus now possible and allowed even by strict linguistic principles.

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Linguistic creativity in the language production of bilinguals

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My paper deals with linguistic creativity in Czech-German bilinguals. The aim is to determine a typology of deviations in the language production of bilinguals compared to the homeland variety. I will show that these deviations often reflect the linguistic creativity of the speakers.

The analysis is based on narrative texts collected within the project “Language across generations: contact induced change in morphosyntax in German-Slavic bilingual speech” supported by the German Research Foundation (Kosciolek 2019). The corpus consists of narrative interviews conducted in German and Czech (Nekvapil 2003). The focus lies on phrasal structures and syntactic (verbal) patterns.

The investigation of linguistic creativity in these patterns draws on a corpus study on heritage speakers of Russian in the USA by Rakhilina et al. (2016). The notion of creativity as “speakers’ ability to create novel expressions” (ibid: 2) is based on Chomsky (2009 [1966]). In this sense, linguistic creativity is also being studied in the context of language contact (Matras 2009).

This study concentrates on two annotation types used to indicate deviations from the baseline of comparison, i. e. the homeland variety. Firstly, pattern replications (PAT) are such cases of contact-induced replications where, in contrast to material borrowing, “only the patterns from one language are replicated” (Sakel 2007: 15) – see (1).

(1) a. **bilingual speech**

a ve škole si to všimli
 and in school.LOC REFL DEM.ACC notice.3SG.PTCP
 (MS_GAU_MI_CZ_0016, 00:05:29)

 b. **homeland variety**

a ve škole si toho všimli
 and in school.LOC REFL DEM.GEN notice.3SG.PTCP
and they noticed it at school

Secondly, ‘other deviations’ (*andere Abweichungen*, AA) stand for deviations which cannot be explained by the reference to a concrete pattern from the other language, as in (2). For this group of deviations, explanations related to the cognitive processes during speech production are possible.

 (2) a. **bilingual speech**

tak jsme @ udělali .. kříž
 so AUX make.1PL.PTCP cross.ACC
 (BH_BUB_SP_CZ_0002, 00:03:41)

 b. **homeland variety**

tak jsme se pokřížovali
 so AUX REFL cross.1PL.PTCP
so we crossed ourselves

These deviations can be understood as a strategy of how the bilinguals deal with the progressive linguistic attrition of their secondary language.

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Reading to write an MA thesis in languages and literatures: Are we educating multilinguals with a monolingual bias?

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If multilingualism has long been seen as the co-existence of several monolingualisms, recent studies have highlighted the importance of different models, such as multicompetence (Cummins, 2012) or the plea for a translanguaging agenda (Seloni, 2014). However, in academic writing, monolingualism seems to be the norm as authors, who often write in English, tend to mainly read and cite works published in English, even in the field of multilingualism (Horner et al., 2011). For scholars, this could in part be attributed to a citation advantage when references are in English (Gong et al., 2019), but students should ideally be free from these bibliometric pressures. The present paper reports the results of an exploratory study on the role of pluriliteracy in students' research process for the writing of their MA thesis.

The eclectic coding (Saldaña, 2016) of 5 fully-transcribed focus groups ($n = 28$) highlights how language and literature students at a French-speaking university engage in their MA thesis project under the form of a cognitive map that allows for a global understanding of the processes and beliefs leading students to search for sources in one or several languages.

The results show that, surprisingly for a programme that requires students to develop an expertise in two (often foreign) languages, most students report reading solely in their language of writing. Students generally lack confidence and face numerous challenges in the first steps of their project. To define their topic, they seem to rely primarily on knowledge previously acquired in content classes and/or on sources proposed by their supervisors. These sources of knowledge then seem to guide their judgment throughout their research process. Monoliterate practices are arguably inherited from their teachers who might promote monoliterate research strategies without being aware of it, but also from the structure of their study programme, in which languages are kept apart and in which multilingual and multicultural competences do not seem central. This presentation will make a case for the promotion of plurilingual competences in higher education, as an effective way to develop multicultural competences and to prevent bibliographical amnesia (Chevrier, 2016, p. 20).

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Cross-language phonological similarity of nasal vowels – the case of French and Polish

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Although cross-language phonological similarity is the fundamental property of research on L2 speech, the phenomenon itself is rather unexplored and problematic. There exist prominent frameworks of second language speech acquisition, such as Speech Learning Model (SLM; Flege, 1995; 2007) or Perceptual Assimilation Model (PAM; Best, 1995; Best & Tyler, 2007) which use cross-language similarity as a predictor of success in the process of learning a foreign language. Yet, one of the major concerns while working with these theories is the fact that there exists no objective measure of similarity that would be helpful in formulating and testing predictions about the second language acquisition process. This paper aims to further explore the field of cross-language phonological similarity on the basis of nasal vowels in Polish and French. To this end, the paper proposes a new methodology for assessing similarity across languages, namely it strives to use the Onset Prominence representational framework (OP; Schwartz, 2010 *et seq.*), as a tool for describing cross-language similarity.

Polish and French nasal vowels differ on phonetic as well as phonological levels and these discrepancies can be captured in the OP representations. Thus, it is suggested that nasal vowels in these languages are phonologically different and, therefore, according to the SLM (Flege, 1995; 2007), speakers of the two languages should not evince any signs of cross-linguistic influence while producing nasal vowels in one of the languages. An experiment has been designed to confirm these hypotheses by means of analysing L1 phonetic drift in nasal vowels of L1 Polish, L2 French speakers. The sounds under investigation are the vowels represented in Polish by *ą* and *ę* and their French counterparts [ɛ̃] and [ɔ̃] in pre-fricative and pre-stop contexts. It is predicted that the participants should not experience L1 phonetic drift in nasal vowels, if the vowels are phonologically distinct.

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English, Arabic and French teachers' implementation of a multilingual pedagogy in UAE secondary schools: Opportunities and challenges

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Developing multilingual citizens has become a key goal of language education in many countries, especially in light of the advent of a multipolar world order where knowledge of English should be complemented by proficiency in other languages. In order to accomplish this, it is first important to ensure that teachers are willing and able to motivate their students and develop their desire to become multilingual. This can be done through the implementation of multilingual teaching practices where teachers and students draw on their knowledge of other languages to boost the learning process and their language awareness (Haukås, 2016). This is especially important in super-diverse contexts where language teachers and students come from different cultures and might not have a common first language. At present, few studies have investigated the implementation of multilingual teaching practices as this concerns the teaching of non-European languages, especially in foreign and second language education contexts. My presentation will discuss the findings from a mixed-methods study on multilingual language teachers of English, Arabic, and French in secondary schools in the United Arab Emirates. The study explored their multilingualism through a dynamic systems framework (Jessner, 2008) while also investigating their reflexive positioning (Kayı-Aydar, 2019) as teachers and multilingual individuals and their awareness and use of their multilingual affordances (Aronin, 2014). Drawing upon data collected via a questionnaire and open-ended interviews, the study's findings indicated that language education policy in the Emirates can be disjointed and does not sufficiently focus on developing language teachers' ability to effectively implement multilingual teaching practices, which can have negative consequences for both teacher motivation and learner achievement. The study also identified key factors, beyond language policy, that appeared to strongly influence the extent to which the participants drew on their and their students' knowledge of other languages during lessons. My presentation will also discuss the implementation of specific measures for developing teachers' ability to implement multilingual teaching practices that might lead to language lessons more accurately reflecting the superdiverse nature of the UAE, with implications for other countries that have similar levels of super-diversity.

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Interpreting as translanguaging: An SF-MDA approach on bilingual communication

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“Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.” (García, 2009, p. 140) Various modes are semiotic resources (Halliday, 1984) including linguistic, prosodic and gestural expressions. Given the multimodal nature of translanguaging, it gives an implication on bilateral interpreting as an inter-semiotic communication activity. Interpreters as bilinguals, shoulder the responsibility of meaning transfer via multiple semiotic resources in the communication process. This paper examines how interpreter transfers multimodal semiotic resources into those in another language system from both cognitive and functional perspectives.

We argue that linguistic, prosodic and gestural semiotic resources have communicative purposes. This research observes the video recordings of China-US diplomatic talks mediated by consecutive interpreters with a total time duration of 9470 minutes. To find how the multimodal semiotic resources achieve communicative purposes, we utilise systemic functional multimodal discourse analysis as a toolkit in exploring the functions of linguistic, prosodic and gestural modes. A multimodal corpus is established to corroborate that the interpreters and the audiences perceive meaning through the interaction of multiple semiotic resources. We approach the meaning transfer mechanism from a cognitive perspective to investigate how the interpreter achieve the communicative goals via using multimodal semiotic resources.

We find that both language and multimodal cues are semiotic resources serving certain communicative purposes in consecutive interpreting. Based on the understanding of the multimodal semiotic resources from source language, interpreter transfer them into those from another language system to achieve the communicative goal.

This paper offers consecutive interpreting studies a new insight from translanguaging perspective, exploring the meaning transfer mechanism by the interpreter as a bilingual. It also reveals the multimodal nature in interpreting which gives a panoramic view on the two-way communication.

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“Brother” and “sister” as terms of address in bilingual Arabic/Hebrew speakers in Israel

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I examine the use of the kinship terms (KTs) “brother” and “sister” as terms of address for non-kin among native Muṭallaṭ Arabic (MA) speakers who are bilingual in MA and Hebrew (MAHEs). MA is a Palestinian Arabic dialect spoken in central Israel. KTs are used as terms of address for non-kin in both MA and Hebrew politeness practices (Alenizi, 2019; Borg, 2019; Brown & Levinson, 1978), yet with different norms. The Hebrew KT “brother” *axi*/ “sister” *axoti* are avoided across gender boundaries. *Axi* is used in greeting and requests, *axoti* to preface critiques; both are used as discourse markers to disapprove of something said by the interlocutor. MA “brother” *āxy*/ “sister” *uxty* are used to express emotional closeness and surprise, without gender boundaries.

I investigate whether the use of KT as terms of address among MAHEs is influenced by Hebrew pragmatic norms, and whether MAHEs use Hebrew KT to address native Hebrew speakers. I tested 24 MAHEs, 12 women/12 men, aged 19 to 30, who work and/or study with native Hebrew speakers. I distributed a questionnaire modified from Braun (1988) to check KT use with neighbors, work/study colleagues, and strangers, within the MA speaking community and toward native Hebrew speakers. I hypothesized that the socio-cultural boundary that divides Arabic-speaking society from Hebrew-speaking society would prevent MAHEs from using KT with native Hebrew speakers and that MAHEs’ use of KT would not be influenced by Hebrew. Five monolingual MA speakers over age 65 were tested as a control group for MA traditional KT practices. Results show that MAHEs used KT as terms of address differently than elderly MA speakers; informants also used MA *āxy/uxty* within the MA community to express polite critique and disagreement, as in Hebrew. MAHEs used Hebrew *axi/axoti* toward native Hebrew speakers, regardless of gender boundaries and degree of intimacy, with increasing frequency of use among less formally educated people.

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Categorizing emotions based on phrase order patterns in Bengali and Hindi

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The conceptualization of experience, when given a particular syntactic structure, is called construal (Croft & Cruse, 2004). Components of a conceptualized experience, namely stimulus, response and the associated emotion, are reflected in the construals. Based on six basic emotion types of *Happiness*, *Surprise*, *Anger*, *Sadness*, *Fear* and *Disgust* proposed by (Ekman, 1993), this study aims to find whether we can categorize emotions by virtue of their preferences of phrase orders patterns between the available construals in language describing an event involving some emotional component.

Two typologically different SOV word-ordered Indo-Aryan languages, *Hindi* and *Bengali*, have been considered for this study. Data has been collected from 100 healthy native Bengali-speaking participants [male:female=1:1, mean age = 26.41 years, SD = 6.84 years] and 56 healthy native Hindi-speaking participants [male:female=1:1, mean age = 25.46 years, SD = 6.66 years] after taking their consent. Construals of situations involving a Stimulus Phrase (*S-phrase*), a Response Phrase (*R-phrase*) and an Emotion Phrase (*E-phrase*) were presented and a grammaticality judgement test was carried out. Taking into account that stimulus always precedes response, the position of the *E-phrase* was varied sentence-initially (*ESR ordering*), sentence-medially (*SER ordering*) and sentence-finally (*SRE ordering*) for each of the six basic emotions. As an example, the Hindi sentence for the emotion *fear* is shown with phrase-marking as follows:

	<i>S-phrase</i>	<i>E-phrase</i>	<i>R-phrase</i>	
wo	fer dek ^h kər	dər kər	b ^h ag gəja	[<i>SER ordering</i>]
3.SG	tiger see	do-CP	afraid do.be-CP	run go-PERF
‘ <i>He saw the tiger and fled in fear.</i> ’				

It is observed that for both languages, the *SER ordering* is the most preferred structure. Statistical test results (ANOVA and post-hoc analysis) were found to be significant [p-value << 0.01]. Furthermore, emotions could be categorized into groups, based on number of orders and the relative pattern of preferences for different orders. Other interesting findings have also been discussed.

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Inclusive teaching practices: International learners with Specific Learning Differences (SpLDs) in EAP

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Annually 45,000 new entrants to UK Universities report having at least one disability, with Specific Learning Differences (SpLDs) being the most common (QS, 2019). SpLDs is an umbrella term proposed in 2005 by the UK Department for Education Working Group and includes labels such as Dyspraxia, AD(H)D, Dyscalculia, Dyslexia, Visual Stress, and by association Autistic Spectrum Disorder. A rough rule-of-thumb for UK Universities is that 1 in 10 students require additional support provisions including for SpLDs (Office for Students, 2019), although not all of them access this support. In 2018/19, 20% of the total UK student population was composed of international students, with some being as high as 48% (House of Commons Library, 2020). Despite this significant composition, declaration of and explicit accommodation for international students with SpLDs remains a persistent challenge.

For international students whose L1 is not English, language support is essential, including EAP modules embedded into the curriculum. This provision can be pivotal to their overall academic success within their programme of study, yet some learners do not access the additional learning support to aid them during these learning experiences. This can be due to a variety of reasons including their cultural norms and expectations, their personal learning preferences, or due to not knowing that they have one or more SpLD. It is common for learners to not realise that they have SpLDs and they can at times be hard to detect; for example, common language errors produced by learners of English, and the common signs of dyslexia can be identical (Kormos, 2016, p.26). This can make it very difficult for University teaching staff to discern the source of the problem.

The poster will explore different inclusive teaching techniques which can be implemented into any student-centric methodology to assist EAP learners with SpLDs, whether they are declared or not, and thus provide a safety net for all international learners. The poster will share information and resources related to inclusive teaching which can be adapted for use in various teaching settings, to meet the needs of learners in a multilingual world.

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Cultural issues and translation questions in translating manga

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This paper offers insight into the translation issues related to a relatively new phenomenon of popular culture: manga (Japanese comics), read by an increasing number of people worldwide. There is high demand for them also outside Japan, which naturally means they will need to be translated, and in great numbers. I will first briefly explain their history, their differences from Western comics, then describe the peculiar challenges faced by translators when working on comics, as opposed to literary works or technical texts. Manga, due to particular features of Japanese language (words read top-down, from right-to-left) are an even harder task. Language features and cultural differences make translated manga unique pieces of work which need to be analysed to understand this segment of the often neglected field of comic translation. This research on manga translation consists of two related parts. First, I will compare translations in different languages (mainly English, Italian and French), and, if the case demands it, also show the Japanese original. Using images and texts as examples, I will explain the solutions translators employed to circumvent the language obstacles. Second, I will address cultural issues, which do not present themselves only in words or expressions (easier to translate or explain) unknown in the West, but, in manga, also in images; another challenge for translators, so I will analyse the ways they faced it. I will attempt to find the best possible translations of the original and answer the question of how manga could be read fluently and easily in the West, but formulated without a distortion of its original setting. In conclusion, the paper will highlight the rarely researched, but intriguing questions of comic translation, focusing on the especially difficult task of manga. Hopefully, it will motivate researchers to look at comics from a new point of view, inspiring further research.

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Language contact phenomena in a context of migration

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In recent years, bi-/multilingualism has received much scholarly attention from both an individual and a societal perspective. Research on languages in multilingual contexts has shed light on various linguistic dynamics, among which are the way in which different language varieties interact when coming into contact and the effects of such an interaction. Contexts of migration have proved fertile grounds for exploring bi-/multilingualism from several points of view (Auer, 1991; Clyne, 2003; Rubino, 2014; Di Salvo, 2014). In these settings, people with a certain sociolinguistic background are exposed to a new language, i.e. the language of the host country, which in most cases becomes their second language and part of their linguistic repertoires. Speakers in these contexts usually exploit their complex repertoires, for example using the different codes in the same speech, according to the function or identity they want to perform. This results in some language contact phenomena at the discourse level.

An example of this kind of situation is the case of a community from two small Italian villages living in Bletchley (Milton Keynes, England), whose average linguistic repertoire is composed of three main language varieties, i.e. a variety of English, an Italo-Romance dialect, and a variety of Italian.

Taking into account these characteristics, the research aims at detecting such language contact phenomena as 'code-switching' and 'code-mixing' in the speech of migrants from both the first and second generations and analyse their function. Besides, it also has the objective of assessing their relation with non-linguistic factors, such as the migration policies of the host country, the situational context, the age and gender of the speakers, etc. In order to accomplish these research tasks, data of real interactions will be collected, through both interviews and recordings of spontaneous speech.

Considering the sociolinguistic features of the community, we expect to detect some of the classical language contact phenomena, i.e. 'code-switching' and 'code-mixing', and specific functions related to them. Furthermore, we expect some of the non-linguistic factors to have a greater influence than others on the trends of such phenomena.

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Stops and affricates in Basque

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In Basque, stops are deleted before other stops, e.g., //bat paratu//→[ba paratu] ‘put one’. In the framework of *The Sound Pattern of English* (SPE; Chomsky & Halle, 1968), the rule responsible for such a mapping can be phrased as [-sonorant, -continuant]→ø/[-continuant]. This analysis becomes problematic once affricates are considered. In similar contexts, affricates alternate with fricatives when followed by stops, e.g., //ots bat//→[os bat] ‘a cold’. Importantly, SPE treats affricates as stops specified for the feature [+delayed release]. Therefore, the proposed SPE rule predicts deletion of the entire affricate (e.g., *[o bat]), rather than a mutation into a spirant. This drives Hualde (1988, 1991) to conclude that, in fact, affricates must be treated as segments specified for both values of the feature [continuant] ([+continuant] and [-continuant] on a single segment).

New light on the representation of affricates is shed by Optimality Theory (OT; Prince & Smolensky, 1993). In OT, outputs are evaluated based on their violations of constraints. Consequently, affricates are readily analyzed as phonological stops, without the need of postulating contradicting specifications of the feature [continuant] on a single segment. Importantly, following Jakobson *et al.* (1952), the SPE feature [delayed release] is replaced by the feature [strident] in the representation of affricates. Such an approach is theoretically advantageous from the perspective of cross-linguistic data. In English, Turkish, Polish and many other languages, affricates pattern phonologically with stops (La Charité, 1993, Rubach, 1994, Clements, 1999, Kehrein, 2002, Kim *et al.*, 2015, Berns, 2016) and not with continuants. This indicates that affricates cannot bear the feature [+continuant].

I propose that the behavior of stops and affricates in Basque can be attributed to similarity avoidance of two adjacent [-continuant] segments (e.g. Suzuki, 1998), a solution allowed by OT. An alternative approach is based on syllable well-formedness constraints, where stops are not allowed in codas (e.g., Artiagoitia, 1993). Such an analysis, however, is not adequate in the description of Modern Basque since coda stops are permitted in new borrowings and compounds, e.g., *webgune* ‘website’.

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‘Why can’t you just be yourself and not say anything?’ or a multilevel cognitive approach to coming out

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Within the framework of multilevel approach to conceptual metaphor (Kövecses 2017), it is claimed that metaphors can be analysed at various levels of schematicity-specificity continuum, from image schemas at the one end to mental spaces/scenarios at the other. Coming out, defined explicitly as ‘movement of LGB sexuality from inside to outside’ (Lovelock 2017: 3), is an example of a conceptual metaphor expressed in language and as such can be both decomposed into lower-level structures (e.g. image schemas) and integrated into larger chunks of discourse (e.g. frames and scenarios). This conceptual decomposition of coming out has not been attempted yet.

In attempting such a composition and taking a bottom-up approach to coming out as a process, I suggest in the presentation that coming out conceptual metaphor is based on image schemas (ITERATION, e.g. Perez and Ruiz de Mendoza 2002 OBJECT, e.g. Szwedek 2011, and FORCE dynamics, e.g. Talmy 2015), domains of MOVEMENT and TRANSFER (e.g. Reddy 1979, Goldberg 1995), frames that contain various elements: roles and relations (Lakoff 2010), as well as scenarios that are narratively elaborated and axiologically enriched subtypes of frames (Musolff 2016, 2017). I show that scenarios, which are the most individualised and least schematic of all cognitive structures in the analysis, are founded on two generic metaphors: COMING OUT OF THE BOUNDED SPACE IS REVEALING A SECRET and SECRETS ARE HEAVY OBJECTS, both of which are chiefly based on the previously discussed, lower-level cognitive phenomena.

In the present analysis I use a publicly available repository of coming out stories, published at www.whenicameout.com. The website contains over 2100 narratives, yet I use only a fraction to illustrate my attempt at presenting coming out as a multilevel conceptual metaphor, motivated by various interdependent conceptual mechanisms.

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Are complex sentences harder to translate or interpret in some language pairs than in others?

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Are translation and interpretation of complex sentences between languages from different families associated with greater production or processing difficulties than transfer between related languages? If so, are those difficulties proportional to the structural difference of the language pair, and are there differences in correlations according to the mode of transfer?

This study examines the link between structural difference and the difficulty of complex sentence transfer between English and five languages from different families (Hungarian, Turkish, Arabic, Mandarin and Japanese). Specifically, it examines the link between *differences in branching directionality* and three indicators of production or processing difficulty: *nesting*, *reordering* and *relations between propositions*.

Nesting and the associated enlarging of phrasal domains have been shown to be a factor of processing difficulty (Karlsson 2006; Hawkins 1994). Reordering of items in recall has been shown to be a factor of production difficulty (Anders & Lillyquist 2013; Thomas, Milner & Haberlandt 2003). And reproduction of relations between propositions has been identified as central to the successful transfer of meaning (Larson 1984), so distortion of those relations can be taken as another indicator of production difficulty for the translator or interpreter.

This study analyzes a sample corpus of 20 complex sentences in two different modes of language transfer: translation (from the European Convention on Human Rights) and

simultaneous interpretation (from the European Parliament website, the UN website and a professional interpreter's Youtube channel).

Each language version of each sentence is parsed semantically (on a parse tree in the tradition of transformational grammar, but with each branch showing a semantic proposition). Those trees are used to illustrate and measure branching directionality and the above three features of difficulty for each sentence. The resulting values are averaged and correlated for each language pair in each mode.

The resulting strong correlations ($r = \pm 0.9$) provide initial confirmation that translation and interpretation between languages from different families are associated with specific production and processing difficulties, and that those difficulties are proportional to the structural difference of the language pair, with some differences in correlations according to the mode of transfer.

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Language choices and identity construction among Tamils in India

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Languages in a multilingual nation work in a different way altogether; for instance, one language may enjoy supremacy over the other. Such hierarchical relations among languages often lead to tensions and conflicts in a multilingual setup. The Indian subcontinent is home to diverse languages and cultures, however, the nation has been witnessing issues of language identity post independence starting from the formation of separate states based on linguistic majority. Tamil Nadu, the southern state in the multilingual and multicultural India is in the forefront of language identity politics against the imposition of single national language (Pandian, 1994, 2002). In the present scenario, Tamil and English serve as the official and additional official language of the state respectively. The study draws on qualitative data elicited through questionnaires and sociolinguistic interviews conducted among randomly selected native Tamil speakers to examine how they construct linguistic identities based on their language choices. What are the speakers' language preferences in different domains in the given community? What is the attitude that the speakers have towards Tamil, English, and Hindi? What is the motif behind their language choices and attitudes? What are the social factors that

influence their language use and choices? By addressing these questions, the paper aims at understanding how the speakers use language more than just a tool for communication, but as medium to construct identity (Nadarajah, 2018). Results show that the use of mothertongue, Tamil is observed to be integral in indexing the Tamil identity, culture, provided the years of rich literary traditions that Tamil is quipped with among many, whereas English is considered a major facilitator in job markets and central to upward mobility. The paper also discusses the state's opposition to the imposition of Hindi as a means to preserve a distinct Tamil identity and its implications on the multilingual ethos of the nation as well as among the speakers.

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Transferring stress patterns

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Emphasis in the form of relative prominence in comparison to other syllables within a word is produced by modification of the acoustic parameters duration, intensity, and fundamental frequency (F0). A stressed syllable then is marked by stronger pitch movements and lengthening of the nucleus and is also louder than surrounding syllables. Through interlinguistic difference in deploying these parameters stress assignment is a specific issue in L3 acquisition. Thus, duration is the most important cue in German and English, while changes in pitch are crucial in Turkish. To investigate which linguistic system leaves traces in bilinguals' foreign language English, the oral performance of 29 bilingual Turkish-German students in school year 7 and 9 was examined for word stress, with 37 monolingual German participants in the same age to act as control group. The data examined here are recordings of spoken language that was gathered for the quasi-longitudinal research project Mehrsprachigkeitsentwicklung im Zeitverlauf (MEZ). The recordings are analysed to filter out which of the acoustic correlates is most dominantly used, whereby examination is restricted to bisyllabic words that meet certain requirements. The total amount of stressed syllables in the corpus is condensed into a sub-corpus containing bisyllabic words that occur in any other position than utterance-final and are not associated with semantic or pragmatic novelty or paradigmatic/syntagmatic contrasts.

While the word <breakfast> is always stressed on the first syllable, stress falls on the second syllable in roughly 40% of the cases in the word <coffee> and with that the difference is even highly statically significant (p -value = 0,000; $X^2 = 3,73$; $df = 1$). The observation that learners deviate from the English stress pattern in pronouncing the word <coffee> can be explained by considering the cognates in German and Turkish. In German, there is (regional) variation. Although stressed first syllable prevails the Northern German dialect, diachronic analysis showed a tendency towards stressing the second syllable in modern German. For the Turkish /kɑh've/, stress always falls on the last syllable. Thus, whereas the acoustic parameters unveiled positive transfer, the influence of the background languages is negative in this case.

Regarding the acoustic correlates of stress, duration is by far the most prominent feature ($\approx 40\%$), followed by loudness ($\approx 11\%$) and pitch ($\approx 10\%$). In all other cases ($\approx 38\%$) none of these is especially highlighted. Both linguistic groups behave very target-like in signalling stress through duration. There is no direct negative influence of Turkish because pitch is used only rarely. Moreover, comparing more advanced to younger learners shows that stress assignment is so well deployed from early on that there is good reason to assume positive transfer from German phonological rules. The fact that there is a slight, nevertheless insignificant, tendency for the learners with knowledge of Turkish to depend more on pitch movement underpins the claim of a facilitated acquisition process in which typologically similar structures are transferred to the target language, in this case from the dominant language German.

Personal pronouns and the identity construction of non-binary users of Tumblr

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Using indexicality to study gender identity is one of the staples in Sociolinguistics ever since Bocholtz's and Hall's highly influential paper presenting a framework for studying identity as a product of interaction (Bucholtz & Hall, 2005). Since then, attention was paid to transgender people's identity creation, while other gender non-conforming identities remain mostly outside of the main focus.

Although personal pronouns are just one type of indexicals, they are an important part of gender identity of non-binary people. Many of them seek out and use gender-neutral pronouns that better reflect their gender. In English, such pronouns can be singular they/ them. However, not many languages are this flexible, which can bring complications to non-binary people, who are not native English speakers.

This paper thus examines gender identity creation, personal pronouns and their usage by non-binary individuals. This topic was part of my larger ethnographic thesis project on non-binary users of the blogging website Tumblr. By conducting semi-structured interviews, I aimed to find out:

- a) The ways non-binary people construct gender identities using personal pronouns,
- b) how interactions in the real world, where they are forced to use more gendered languages, influence it, and
- c) how it changes after they log onto the English-speaking website Tumblr.

While some participants were comfortable using pronouns corresponding to the gender assigned at birth, most of them preferred using gender-neutral pronouns which allow more nuanced expression of gender without connections to one of the binary genders. However, often it was not possible to achieve in most language. Participants were able to use the English neutral pronouns only during communication on the website, whereas in real life, they were forced to use pronouns corresponding to their assigned gender. Lastly, some choose binary pronouns closer to their gender expression.

Gender construction was then vastly dependent on the context of the interaction, mainly on four factors: 1. are all participants of the conversation aware of person gender and pronouns, 2. do they accept and acknowledge them, 3. place of the conversation, and 4. language used.

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Processability approaches to instructed language learning in multilingual contexts: Developmental stages from a receptive competence perspective

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Third Language Acquisition (TLA) is a relatively new field that is growing rapidly. A consequence of mass migration, globalization, and technological advances, along with the presence of linguistic minorities in many regions, is that an increasing proportion of the world's population is learning English as a Third or Additional Language both in naturalistic and instructed settings. Existing research indicates a qualitative difference between Second Language Learning (SLA) and TLA (Cenoz, 2003; Hoffmann, 2001; Jessner & Cenoz, 2007; Rothman et al., 2015), and certain psycholinguistic and developmental aspects to multilingual learners merit investigation.

The proposed presentation outlines my ongoing PhD research project into developmental stages in learner acquisition of English as a Third Language at Italian-language primary schools within the Italian-German bilingual context of Alto Adige/Südtirol in Italy. It examines the role that processing-based approaches to acquisition, particularly Processability Theory (Pienemann, 1998, 2005) and one of its components, the Developmentally Moderated Transfer Hypothesis (Pienemann, 2015), which propose constraints regarding developmental readiness and cross-linguistic influence, may play for the emergence of receptive competence in morphosyntactic structures in Third Language Learners. Previous empirical studies in this field have focused on production data, and Processability Theory has been overwhelmingly applied to Second Language Acquisition rather than Third Language Acquisition. The data discussed and presented were collected cross-sectionally by means of a picture selection task (ELIAS Grammar Test II, Steinlen et al., 2010) and analysed using implicational scaling methods, as well as gathered from semi-structured interviews with practitioners teaching English as a Third Language at local primary schools.

This study attempts to offer insights into the extent that teachability of English in such contexts may be constrained by processability, possibly resulting in a more complex cognitive approach to language processing and showing transfer effects that merit pedagogic attention. It aims to fill a significant gap in the field of Processability Theory research into receptive competence, examine its applicability to Third Language Acquisition, and contribute towards a more comprehensive theory of early-stage Third Language Acquisition in general.

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Literary text title as a paratextual element and its pragmatic status

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The research paper deals with the linguocultural study of literary text titles. The first attempt to analyze titles was made in the twentieth century. A solid foundation for this was made by a famous Russian aesthetician and scholar S. Krzhizhanovskij with his work “On the Poetics of Titles”. Titology, generally regarded as recent movement in literary criticism appeared in the beginning of the 21st century. It was formed as a separate field of literary studies.

Different aspects of literary text have always been the object of academic interest of scholars, still there are many problems that require special attention. We assume that the linguocultural research will enable us to analyze linguistic phenomena via interdisciplinary and interparadigmatic methodology.

In linguistic literature and literary criticism the title is considered either as a constituent part of a text or as an independent text. In modern textual theory, titles are classified as an element of what Gérard Genette has termed the text’s ‘paratext’. Genette argues in his seminal *Seuils* (the title in translation is *Paratexts: Thresholds of Interpretation*) that texts are ‘rarely presented in an unadorned state, unreinforced and unaccompanied by a certain number of verbal or other productions, such as an author’s name, a title, a preface, illustrations’. Paratext transforms the text into a book so that it can be received and read as such. The title, then, as a paratextual element, is both inside and outside the text, that is, both part of a text and an independent text itself.

Linguocultural study of literary text titles enables us to reveal the linguocultural essence of titles that are considered to be the conceptual nucleus of the work; phenomenon which expresses author’s individual style and epochal literary thinking.

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Basic-level multimodal perception verbs in French, Spanish, and Hungarian: A contrastive study of sentir and érez

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The present study focuses on three highly polysemous multimodal perception verbs: French *sentir*, Spanish *sentir*, and Hungarian *érez*. All three can be considered as the multimodal verbs par excellence in the corresponding languages (cf. Fernández Jaén 2012: 472) – and not only can they refer to (external) tactile, olfactory and gustatory sensory perception, but they are crucial in the linguistic conceptualization of internal sensations (proprioception), emotions, and certain cognitive states as well. In this way, they do not conform to the five senses folk model (cf. Winter 2019: 11-15), and underline the inextricable connections between perception, emotion and cognition. The aim of this research is to follow the footsteps of Enghels and Jansegers (2013) who have carried out a cross-linguistic analysis of *sentir(e)* in French, Spanish, and Italian, and to take a look at their Hungarian counterpart, *érez*, with a view to exploring the scope of this highly embodied verb in another social context. This decision can be justified by the fact that *érez* shows remarkable semantic similarities with the Romance verbs, even though they belong to genealogically and typologically completely different languages, and their etymologies are different as well. The Classical Latin etymon of the Romance cognates, *sentio*, used to refer to general physical and cognitive perception (Jansegers & Gries 2020: 148), hence its semantic evolution is characterized by both meaning restriction and profiling, whereas Hungarian *érez* has probably developed its current polysemy from a single tactile meaning, related to the verb *ér* ‘touch; reach, arrive’ (TESz. 1: 785-786; cf. Sweetser 1990: 37-38). By mapping out and contrasting the semantic and syntactic behaviour of these verbs and by exploring their diachronic development, I hope to contribute to the discovery of the interrelations between language and embodiment in the context of modern Western culture.

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Determining the functions of the discourse marker you know through its Persian translation equivalents

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Depending on context, the English linguistic unit *you know* can be used as a unit either in the grammatical grammar or in thetical grammar, i.e. as a discourse marker (DM). While it has already been given close attention by scholars, whose research provided much insight into its nature, the marker has barely been looked into from a cross-linguistic perspective. Such a perspective is adopted in the present study, which is based on translation material. Unlike its grammatical counterpart, the clausal DM *you know* does not lend itself to a straightforward translation into Persian, representing instead a complex, one-to-many kind of relationship between the original and the target language.

Based on the assumption that cross-linguistic research making use of translation data may be highly revealing about semantically opaque expressions, such as DMs, the study aims to gain a deeper insight into the nature of *you know* by looking at its Persian equivalents from the perspective of their potential to bring to the surface and elucidate the functions that the marker serves in various contexts. The study is qualitative in nature and its objective is to shed more light on the functional scope of the marker *you know* by looking at its numerous Persian equivalents. In order to achieve this goal an attempt is made to provide answers to the following research questions:

- (1) What Persian expressions serve as translation equivalents of the English marker?
- (2) What context-sensitive functions of the marker are brought to the surface in Persian translations and illuminated by them?

To this end, Mizan parallel corpus of English-Persian languages (13,596,676 tokens) was exploited as the data gathering source. Alongside the parallel corpus, a second Persian corpus called Bijankhan Corpus (68,560, 954 words) was used as the reference corpus against which translations were compared. The DMs are chosen based upon what we have in Discourse Grammar (Heine et.al, 2005). The image of the DM *you know* which emerges from the study is that of a contextually richly nuanced expression, fulfilling numerous discourse structuring and intensifying functions. In its structural role, *you know* proves capable of marking a number of different relations between discourse segments, such as result, repair, explanation or elaboration. As an intensifying device, the DM can be more explicitly emotive (claiming, for instance, sympathy or acceptance), emphatic or conative in nature. In more general terms, the paper shows how a translation-based study may inform pragmatic research.

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Research methods to test working memory in professional interpreters: A review

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Interpreting is a complex cognitive task, for which an efficient working memory (WM) is of paramount importance (Gile, 2009; Liu et al., 2004; Moser-Mercer, 2000). The tasks used in WM standard assessment procedures may not be suitable to detect individual differences for processes specifically involved in highly complex tasks, such as conference interpreting. Empirical studies conducted so far have used a variety of methods and obtained mixed results, which are probably the consequence of the different research designs adopted (Dong & Cai, 2015).

A common problem is the difficulty in finding a number of participants high enough to reach statistical power when analyzing data. The choice of participants and the parameters used to define interpreting expertise are other important aspects to take into account. The measures of interpreting expertise are very diversified in the literature (García, 2014), from years of experience to hours of practice, often without considering the quality of the interpreted text. The same applies to the tools used to measure WM. There are various validated tests, from the *N*-back task (Morales et al., 2015) to the reading span task (Padilla Benítez, 1995; Christoffels et al., 2006; Zhang, 2008), the listening span task (Injoque-Ricle et al., 2015; Köpke & Nespoulous, 2006; Liu et al., 2004; Liu, 2001) or the complex span task (Timarová et al., 2015); other options are category and rhyme probe task (Köpke & Nespoulous, 2006), symmetry span task and operation span task (Babcock & Vallesi, 2017).

The aim of the present paper is to compare the advantages and the potential limitations of the various methods which have been used so far in the studies about WM in professional interpreters. Data gathered using different study designs will be compared to draw a comprehensive picture of data patterns. On the basis of the data collected and analyzed, a proposal for the development of an ecologically sound methodological approach will be exposed.

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Interpreting quality and effort in expert and novice interpreters

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The question of what expertise in interpreting is has sparked numerous studies. These studies do not only suggest that expert interpreters perform generally better than novices (Dillinger, 1990), but also that they are more successful in dealing with “problem triggers”, such as complex sentence structures (Liu, Schallert, & Carroll, 2004), fast speech (Rosendo & Galván, 2019) or high information density (Hild, 2015). Gile’s Effort models suggest that the superiority of experienced interpreters does not result from lower cognitive effort, but rather from a better coordination of cognitive resources (Gile, 2009; Liu, 2009). The question whether expert interpreters indeed find interpreting less effortful than novice interpreters, however, received less attention. Ongoing data collection in the SNSF-funded CLINT project (Cognitive load in interpreting and translation) allows us to address this question.

At the YMLP, I will present a first set of data of 7 professional and 7 student interpreters for the investigation of the effect of expertise on interpreting. The participants, all German

native speakers, interpreted a speech from English to German. The source speech is an authentic speech that was delivered at a conference on energy-related matters. It was recorded, transcribed and re-spoken by a Canadian native speaker in order to obtain clear sound without ambient noise. After interpretation, participants assessed the cognitive demands or the effort they perceived to be involved in the task by means of the NASA-TXL (Hart & Staveland, 1988).

Based on previous studies, we expect to find higher interpreting quality in expert than in novice interpreters but no difference between experts' and novices' effort ratings as predicted by Gile's Effort models. In order to triangulate interpreting quality ratings and participants' effort ratings, we developed a new method for the quantitative assessment of sense consistency and completeness of a target speech over time. Sense consistency and completeness, although reflecting the multidimensional concept of interpreting quality only partially, are regarded by interpreters (Tiselius, 2010; Zwischenberger, 2010) and users (Pradas Macías, 2006) as two major aspects of interpreting quality. The newly designed method has been used on a first set of data and will be presented alongside participants' effort ratings.

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The manifestations of language attrition in speech production

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One of the characteristics of spontaneous speech are the occurrences of disfluencies. Hesitations are one type of disfluencies and are indications of the speaker's attentional preoccupation at the macroplanning phase (Levelt, 1999). The presence of disfluencies in L1 (first language) speech signals that even monolinguals face problems in producing fluent speech, which is more challenging when an additional language (L2) is present in the speaker's mind. An increase in the number of disfluencies may indicate that the bilingual is undergoing language attrition. A number of researchers (Gürel, 2002; Schmid, 2002; Schmid & Jarvis, 2014; Laufer & Baladzhava, 2015) have reported the changes in L1 of those who move to a new language environment. The present study focuses on the L1 attrition of Russians living in Hungary with a special attention on speech production and disfluencies. All participants (N = 18) have spent more than one year in Hungary, and their age ranges from 22 to 72 years old. The primary objective of the study was to investigate the influence of extralinguistic variables, such as age, education, frequency of use, length of residence, on lexical and verbal fluency and observe changes in speech fluency. In order to gather data on the aforementioned factors, the Sociolinguistic and Personal Background Questionnaire (SPBQ) (Keijzer, 2007) was used which focuses on four domains: personal background, language choice, language contact and language attitude. The outcome variables were fluency and lexical diversity and 2 instruments were used to collect speech production data. The picture-book retelling task (Mercer Mayer "Frog, where are you?") elicited spontaneous speech data which later was analysed for disfluencies and lexical diversity. Two versions of the verbal fluency task was used: semantic verbal fluency with the category "animals" and the letter fluency task with most frequent letter in the L1 alphabet. Together, these results provide important insights into how speech production of attriters differs from monolinguals and what are the main factors contributing to the extent of attrition. The findings of the present study coincides with previous studies that the immigrant group did significantly worse in comparison with the control group.

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“I believe in the power of transformation”: Coming-out stories of non-binary identities in beauty vlogs on YouTube

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The beauty and fashion community on YouTube is well-established and diverse. Members of the Community of Practice (Wenger 2018) are constantly negotiating their (aesthetic) values, attitudes, and beliefs. Several YouTubers have risen to prominence beyond the community and gradually transformed into microcelebrities and influencers (Abidin 2018, Garcia-Rapp and Roca-Cuberes 2017). A relatively recent development is an interest in genderless and gender-fluid makeup, which gave rise to self-identified non-binary beauty influencers like Jeffrey Star, Manny Mua, Nikki Tutorials, and James Charles. Scholarly attention to non-binary identity construction on social media therefore seems all the more pressing (Hasmath and Cook 2013, Oakley 2016, Abidin 2019). Also, YouTube as a fast-developing platform that enables individuals to express themselves and simultaneously generate money has increased in relevance (Burgess and Green 2018, Benson 2017). However, research that focuses particularly on YouTube’s beauty genre and its promising opportunities, algorithmic restrictions, and challenges for non-binary people seems to be still in its early stages (Raun 2018, Abidin 2019, Homant and Sender 2019). In my ongoing PhD project, I aim to explore how non-binary beauty vloggers construct and enact their gender identities and the relation with YouTube’s affordances as a platform to sell personal stories and generate profit.

In the first part of my presentation, I want to elaborate on theoretical frameworks of linguistic approaches to queer identities (Motschenbacher 2010, Livia and Hall 1997), (gender) identity construction online (Marwick 2005), and on indexicality and stance-taking (Ochs 1997) as analytical concepts for my PhD thesis. My literature review will then lead me to a case study. I want to introduce a small specialised corpus of 5 coming-out stories of beauty influencers on YouTube and the corresponding comment sections. I aim to investigate through which semiotic resources non-binary beauty vloggers construct their gender identities and how gender, influencer, and group identities intersect. The analysis draws on a sociolinguistic approach to identity (Buchholtz 2005) and adopts a multimodal discourse analytic framework.

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The knowledge of non-compositional expressions (idioms) of Heritage Russian speakers and L2 Russian learners

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The current study examines the knowledge of non-compositional expressions (idioms) of Heritage Russian speakers comparing the results with L2 Russian learners. On the one hand, heritage language is a weaker one which makes Heritage Russian speakers close to L2 learners. On the other hand, heritage speakers are bilinguals and their language acquisition takes place in a family which is similar to native speakers. Basically, knowledge of idioms always differentiates native speakers. As a consequence, idioms' awareness can be a marker which shows on which level heritage speakers are: native speakers or L2. We examine idioms' knowledge by using a self-paced reading test. First, we divided our idioms in accordance with a cross-linguistic factor: there are Russian - English full equivalents, semi-equivalents and no-equivalents. Based on the reading time data, Matlock and Heredia suggested that less advanced L2 learners first translated the L2 idiom into L1 and then attempted to make sense of it before they accessed its figurative meaning. At a more advanced level of L2, it was hypothesized that learners might process idiomatic expressions by directly retrieving their figurative meaning, consistent with the Direct Access Model proposed by Gibbs for monolingual language users (1980). Additionally, we take into account idioms' usage frequency (for this purpose The Russian National Corpus was used) plus their figurative meaning level.

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On the debonding of the Polish intensifying adjectival prefix *prze-*

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Based on empirical data derived mainly from Internet sources, this paper aims to provide an account of a relatively recent non-standard development of the Polish intensifying prefix *prze-*, which originally emerged as a result of the grammaticalization of the Proto-Slavonic preposition **per* 'through' (cf. SEJP, pp. 487–488). Attached to gradable adjectives, the prefix intensifies the quality denoted by the derivational base (Szymanek 2010: 123), as in *przemily* 'extremely nice' (< *mily* 'nice') or *przeokropny* 'extremely terrible' (< *okropny* 'terrible'). In present-day colloquial Polish, the formative has additionally extended its distribution to nouns invoking gradable properties (cf. MSSiMP), such as *kozak* 'someone brave; lit.: Cossack' (cf. *przekozak* 'someone very brave') or *zabawa* 'fun' (cf. *przezabawa* 'great fun'). Moreover, the element has developed free uses as an evaluative adjective (1) and adverb (2).

- (1) *Ja czytam zazwyczaj kryminały szczególnie te Agathy Christie są po prostu prze.*
'I usually read detective stories, especially those by Agatha Christie are just fantastic.'
[<https://www.fcbarca.com/la-rambla/dyskusja-4283680>]
- (2) *Wygląda prze ;) Byle do wypłaty i idzie przelew ;)*
'Looks great ;) Once I get my salary, I'll make a bank transfer :)'

[<https://forums.cdprojektred.com/index.php?threads/ruszyla-przedsprzedaz-gry-wojna-krwi-wiedzminskie-opowiesci.10984859/>]

However, whereas the bound element's further distributional expansion is characteristic of advancing grammaticalization, the latter change runs counter to a typical grammaticalization scenario (cf. Hopper & Traugott 2003: 1). It will be argued that rather than constituting an instance of simple clipping, the rise of an independent item out of the prefix *prze-* exemplifies degrammaticalization, more specifically debonding in the sense of Norde (2009). First of all, while clippings are instantaneous (Brinton & Traugott 2005: 85), degrammaticalization occurs gradually. As for *prze-*, the intermediate stage between affixhood and free word status arguably consisted in the formative's phonetic strengthening and semantic enrichment. In other words, the free item *prze* does not function as a hypernym of all potential adjectival *prze-*formations. Instead, the erstwhile prefix has become lexically infused with the positivity of its most frequent adjectival bases, as suggested by the fact that in the comprehensive Universal Dictionary of Polish (USJP), a vast majority of entrenched adjectives prefixed by the intensifier *prze-* exhibit a positive coloring.

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Social Network Analysis as a window onto Second Language Acquisition

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Social networks play an important role in the behaviour and attainment of individuals. This study investigates how interactions with peer L2 learners catalyse or inhibit second language acquisition, and constitutes one of the first applications of computational social network analysis (SNA) to investigating the phenomenon in unregulated conversational interaction. Unlike some previous notable studies (Dewey *et al.*, 2012; 2013; Zappa-Hollman & Duff, 2015; Gautier, 2019), we do not limit the scope of enquiry to individual (ego-)networks, which only investigate the links between the individual and her/his alters, but we set out to examine the full L2 learner network in its entirety, where knowledge of the links between (almost) all network members enables a reconstruction of the connected social graph of the complete learner group.

In a sample of participants in two editions of a 4-week-long intensive summer course of the Polish language and culture ($n=332$), we find that peer learner networks can have both a positive and a negative impact on L2 acquisition. Among others:

- i) a positive predictor of L2 improvement is reciprocal out-of-class interactions in the language being acquired,
- ii) outgoing interactions in the L2 are a stronger predictor than incoming interactions,
- iii) there exists a clear negative relationship between performance and interactions with same-L1 speakers,
- iv) there is a clear negative relationship between L2 performance and weighted in-degree centrality in total communication,
- v) fluency in *lingua-franca* English tends to significantly impede progress in the (non-English) L2.

While the link between social relations and language acquisition has been universally acknowledged by SLA scholars, social network analysis offers not only a novel methodology, but a whole new insight into the language learning process, demonstrating how network structure and the dynamics of interaction are stronger predictors of TL performance than many individual factors such as attitude or motivation. The findings may deliver practical recommendations for language teachers as to how, by first identifying students' and groups' communication profiles and social interaction patterns, and subsequently seeking ways to reinforce and promote advantageous educational behaviours while discouraging or inhibiting deleterious ones, they could aid learners in their quest to acquire the L2.

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Language and linguistics teaching and learning during COVID-19-induced school closures: Predictors of teachers' and students' success

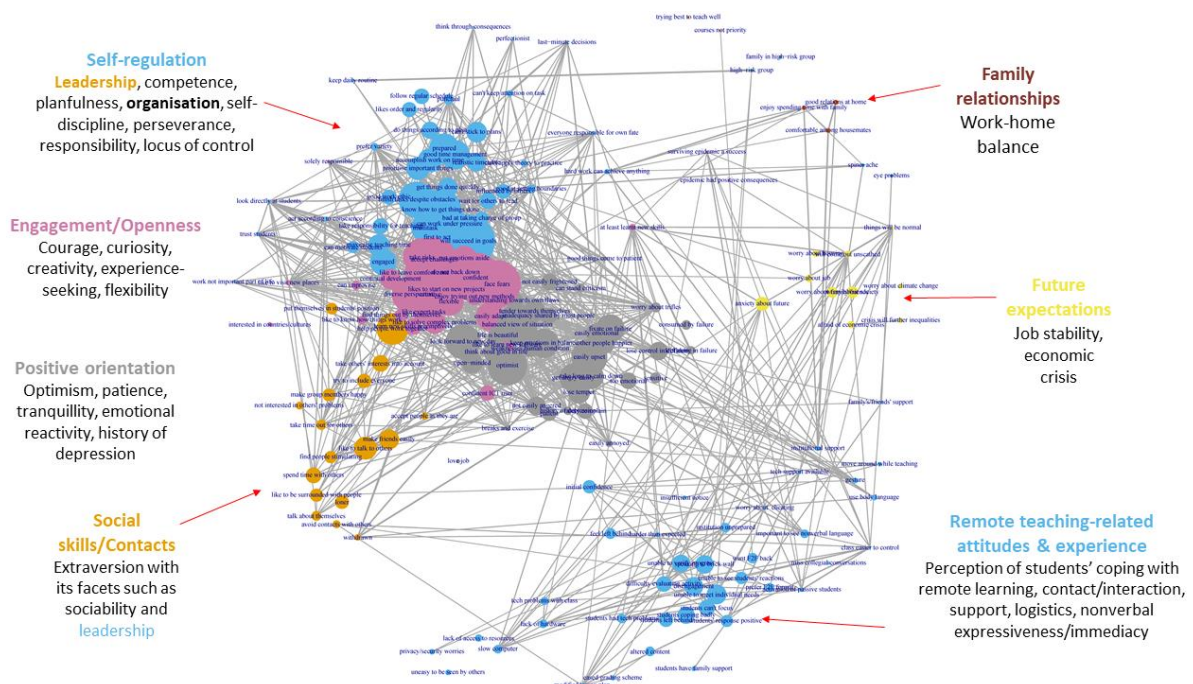
Magdalena Jelińska (University of Warsaw), Michał B. Paradowski (University of Warsaw) and Andrzej Jarynowski (Interdisciplinary Research Institute in Wrocław)

We present the findings of a global longitudinal study (involving over 6,000 participants from 118 countries) investigating how language teachers and learners as well as linguistics

instructors and students have been handling the 2020 transition to emergency remote instruction.

We begin by revealing easily interpretable clusters of naturally correlating variables (Fig. 1). Crucially, the giant component of the four highly interconnected clusters associated with i) self-regulation/leadership-organisation potential, ii) engagement/openness, iii) positive orientation and iv) social skills/contacts (left hand-side of the graph) has a predominantly positive valence, while the three peripheral clusters related to v) family relationships, vi) future expectations and vii) remote instruction-related experiences and perspectives on students' coping (right hand-side) are mainly negative. We also identify clusters of better- and worse-coping teachers and learners, as well as the following meaningful distinguishing features: preparedness level and support received, effectiveness and engagement in using new technologies, perception of students' coping, logistic problems, and general positive orientation in the case of the educators, and motivation, engagement in the learning process, difficulties with staying focused, concern regarding the assessment of in-class activity, the teachers' ability to meet individual/special needs, initial confidence in the ability to learn remotely, general attitudes towards distance teaching, and interaction with the teacher and classmates in the learners' population.

The findings offer valuable guidelines for the current context of the second wave of the pandemic, as well as help language teachers and learners as well as stakeholders outside the narrow context of distance learning.



A feminist stylistic analysis of Anita Nair's "Ladies Coupé" and Shashi Deshpande's "That Long Silence"

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The study employs feminist stylistics approach proposed by Sara Mills to explore the representation of women characters in Indian novelists, Anita Nair's *Ladies Coupe* (2001) and

Shashi Deshpande's *That Long Silence* (1989). The analysis is carried out at the levels of word, sentence/ phrase, and discourse, with the data collected from the selected texts. The theory is equipped in analyzing gender differentiation, silence and subjugation of women with respect to the culture and traditions of the dominated society in terms of words, phrases and sentences. The study is carried out by identifying dominant and recurring features of characterization, and by foregrounding these recurring patterns in the novels of Indian woman writers, Anita Nair and Shashi Deshpande. This resulted in finding significant differences between representations of the women and men in the selected texts in the level of words, phrases and sentences.

The study focuses on specific nouns used to refer to male and female characters, as well as the differences in naming the characters which illustrate the gender-based power structures that exist. The texts are analysed with lexical items indicating gender specific words referred to men in general, their overall appearance. Additionally, gender-specific lexical items are analyzed and the transitivity processes are explored. A discourse level analysis identifies the various types of unfairness projected and roles attributed to women by men as well as by society. It is apparent that the authors had opened the way to a new point that operates with free will of female identity in their stories, using new content and style different from the traditional concepts, standing against the internalized submission of woman by the masculine power. It is clearly observed from the study that the authors have tried to subvert the established ideologies and stereotyping on gender roles; with a feminist interest as evident from the protagonists of the novels. The study discusses the linguistic structures and their effects on gender representation.

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Acoustic analysis of Chinese plosives among Hungarian learners of Mandarin Chinese

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In this study we analyse the production of (Mandarin) Chinese and Hungarian plosives in Hungarian learners compared to native Chinese speakers.

It is known that the L1 phonological system influences the acquisition of L2 speech sounds (Flege, 1987). While in Hungarian, voiced unaspirated [b d g] and voiceless unaspirated [p t k] are contrasted phonologically (Gósy, 2009), in Chinese, voiceless unaspirated [b̥ d̥ g̥] and voiceless aspirated [p^h t^h k^h] plosives are in opposition (Chao, 1968; Chen et al, 2007).

Due to the differences outlined above, we expect that Hungarian speakers transfer the phonetic implementation of their L1 voicing contrast to the production of the contrasting Chinese plosives. Thus we hypothesise that Hungarian learners of Chinese produce voiceless unaspirated Chinese plosives more voiced than Chinese speakers; while their voiceless aspirated Chinese segments are less aspirated than those of native Chinesees’.

We analysed the above mentioned 12 plosives of Hungarian and Chinese in isolated two-syllable (CVC structured) pseudowords. We compared two groups of Hungarian learners of Chinese (with different levels of language competence) with Chinese natives (5 speaker per group). Firstly, we analysed voicing-in-closure (VIC) of unaspirated plosives (either voiced or voiceless) as a percentage value: we measured the duration of the voiced closure (if existed), which we divided by the total duration of the closure. Secondly, we analysed aspiration: we measured the duration between the start of the release and the onset of the following vowel. Data were submitted to statistical analysis (linear mixed effects models).

We found no statistically significant differences between Hungarian and Chinese speakers’ Chinese sounds neither in VIC, nor in aspiration. However, (not significant) differences between groups showed the expected tendencies in voicing patterns, namely Hungarians produced Chinese unaspirated voiceless plosives with higher VIC, and they produced aspirated plosives with less aspiration than Chinese natives. We also found that Hungarian speakers differentiated unaspirated voiceless Chinese plosives from Hungarian voiced plosives, as well as aspirated Chinese plosives from unaspirated voiceless Hungarian segments. Therefore, we concluded that they were able to produce native-like Chinese plosives irrespective of their level of competence.

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Translation trainees' emotional intelligence and its impact on the use of stylistic devices in the translation process

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Emotional Intelligence gets progressively visible, in particular in the field of translation studies. This is due to the fact that research in this area has only recently been launched. The concept of Emotional Intelligence has a significant impact on our daily lives as well as on our decisions

(see Tripathy 2018). Nevertheless, this type of intelligence does not always apply to our emotions (see Goleman 1997). This can also be seen in the work of a translator, where Emotional Intelligence can influence the process of literary translation as well as his/her sense of job satisfaction (see Hubscher-Davidson 2016). Still, there are cases where Emotional Intelligence has nothing in common when it comes to the work of translators, in particular with relation to the quality of translation (see Verzande and Jadidi 2015, Çoban 2019).

The aim of my study was to find a correlation between Emotional Intelligence and the usage of stylistic devices in the process of literary translation. This study was conducted on a group of students who study English Philology and Elements of Translation Studies at the University of Białystok. The study required conducting a special test for Emotional Intelligence (TEIQue-SF) and translating a fragment of a novel from English into Polish. The participants of the study had to fill in the questionnaire and then translate into Polish an extract describing nature from Lucy Maud Montgomery's novel "Anne of Green Gables". The level of Emotional Intelligence of the participants had to be checked and for this, a special program that is available on the TEIQue website was used. Following this, the stylistic devices used by the participants were analysed. The results of the study allowed to answer the question of whether Emotional Intelligence in translation students has any impact on their usage of stylistic devices in the process literary translation.

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The power of indirectness.: Raising L2 pragmatic awareness of adult Polish EFL learners at A2 level

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This presentation investigates the effectiveness of the pragmatic approach in teaching English as a foreign language in Poland to a relatively challenging group being older adults at low level of proficiency (A2). The teaching of pragmatics, defined as the study of language from a functional perspective (Levinson, 1983) and the study of how more gets communicated than is said (Yule, 1996), aims at enhancing the learners' ability to find socially appropriate language for the situations they may encounter.

Researchers emphasize that no considerable gain in pragmatic competence can be achieved without explicit teaching of pragmatic rules, especially when learning in a foreign language context (Szczepaniak- Kozak, 2016, Cohen, 2020). Yet, the teaching of pragmatics is still often overlooked in the foreign language classrooms. Most L2 course books in their

presentation of speech acts present learners only with a list of their different linguistic realizations („useful phrases”) but without guiding learners in how to choose a linguistic strategy in order to express the speech act appropriately. While speech acts themselves are universal, the forms used in greetings, leave-takings and other speech acts are very much language and culture bound. In the Slavic culture, invitations, advice and suggestions are often imposed on the interlocutor by the use of the imperative and multiple repetitions (Wierzbicka, 1991), while in the Anglo-American culture it is common to avoid such imposition in these speech acts by the use of indirect structures, hints and preliminary questions.

This talk describes the research design and procedures of a study of pragmatic development conducted in a language school in Warsaw, Poland over the period of 16 weeks in the school year 2019-2020. Results of the study showed that despite their general higher proficiency in EFL, Polish learners at B2 level who did not receive pragmatic instruction demonstrated lower pragmatic competence than learners at A2 level, who received pragmatic instruction. The presentation concludes by considering the implications of the study for further research.

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Shifting notions of otherness: Identity construction of German-Turkish descendants in Germany

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The German media landscape is characterised by discourses of ethnic tension, migration, integration and assimilation in relation to German-Turkish individuals (Mueller, 2006; Ramm, 2009; Schneider, 2001) and has led to a stereotypical and negative public image of this very group (Mora, 2009; Ramm, 2010). Such discourses typically construct and portray German-Turkish individuals as *the other*, ultimately intensifying discrimination (Bonfadelli, 2007) and feelings of alienation. This paper aims to understand how mainstream discourses of German-Turkish individuals contribute to this *othering* and how they thereby influence the self-perceptions and identity constructions of German-Turks, who often find themselves torn between positioning themselves as Germans, Turks or German-Turks. This paper thus aims to answer the following Research Question: How do German-Turkish descendants construct their identities as Germans, Turks and German-Turks in and through the processes of *othering*?

Drawing on over 13 hours of audio- and video recorded focus group discussions with German-Turkish adolescents, this paper analyses and discusses narratives of discrimination which emerged as one of the main themes during the coding process. More specifically, it explores the discursive and pragmatic processes through which German-Turks construct and

negotiate their own (and others') multiple identities by othering either "the Germans" or "the Turks", and positioning themselves in relation to these larger groups – sometimes embracing and sometimes rejecting membership in them.

Findings illustrate that what is considered to be "the other" by participants is constantly shifting throughout these processes of identity construction and negotiation. This highly dynamic nature of *otherness* is closely intertwined with issues of social integration and discrimination, which participants experience on a daily basis. Through analysing the pragmatic and discursive processes of this othering, this paper provides important insights of how mainstream and stereotypical discourses of German-Turks affect the identity construction of members of this group, and provides empirical evidence of how social integration takes place.

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Deaf learners and (foreign) language exams

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In the Polish educational system each of the educational stages is completed with an exam. Because English and Polish are compulsory subjects, at the end of each educational stage learners take the obligatory exam in these fields, which also applies to learners with various disabilities. Therefore, most exam sheets prepared by the Central Examination Board (Centralna Komisja Egzaminacyjna) take into account the needs of learners with disabilities and specific learning difficulties. Adapting the exam sheet shall involve changing the type of tasks and adjusting them to the capabilities of a given group of learners. The main purpose of such exams is to check to what extent graduates meet the requirements set out in the General Education Core Curriculum. Thus, the language exams in Polish and English contain tasks that relate directly to all requirements of the general educational objectives of the General Education Core Curriculum.

The main aim of the presentation is to demonstrate the results of research conducted among foreign language teachers working with d/Deaf learners. It was focused on examining the language acquisition of the d/Deaf in the Polish educational system. The paper ponders upon characteristics of Polish and English language exams for d/Deaf learners. As the examined

teachers report, English language exams are adapted to the capabilities of d/Deaf learners by omitting listening comprehension, enabling sign language interpreter to translate the tasks into the Polish sign language, or increasing the exam time. However, the obstacle in the case of Polish language exams is the structure of the test, as it treats the d/Deaf as native speakers of this language. The interviewed teachers of Polish claim that this subject should be regarded as a foreign language, and the form of the exam shall be adapted for people who do not use it at a native level. The paper presents the teacher's opinion on exams adaptations and suggests possible aspects to be improved.

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Topicalization and focus formation in a Hungarian lovari idiolect

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Hungarian lovari is a Romani dialect, which language uses the differential object marking (DOM) (Baló 2013, Elšík 2000, 2020, Matras 2011). If the direct object is an animate noun, it usually shows the unmodified oblique (accusative) form, but inanimate direct objects usually have a nominal case (table 1).

	Animate	Inanimate
Subject	grašt (NOM)	kher (NOM)
Direct Object	grašt-es (ACC)	kher (NOM)

Table 1: Differential Object Marking in Romani

In the winter of 2019 and in the summer of 2020, I conducted a participatory observation in a Hungarian village in Baranya county (Bicsérd). During that, I have observed that in some cases, speakers do, but in many cases, do not use suffixes expressing the subject while they use animate nouns.

- (1) *Bit'in- dem o žuk- les/ žukel*
 buy- Past.1Sg. a.Masc dog-ACC/ dog
 I sold the dog.

In my presentation, I will show word order variations related to the topicalization and identification-exclusionary focus of marked and unmarked direct objects, based on the common method of generative linguistic work: the introspection of a native speaker. That in the language of the examined narrow group the animate, originally marked, and the animate but unmarked constructions are also present, causes some word order restrictions. The languages flexible (S)VO word order characteristic (Matras 2002, Matras - Tenser 2016) becomes more rigid, thus often preventing the possibility of topicalization. Presumably, unmarked animate nouns have indefinite, non-specific meanings, and that is why they cannot be topicalized.

- (2a) *O žuk- les bikin- dem.*
 a.Masc dof- ACC buy- Past.1Sg
 I sold the dog.

(2a') *Ø *žukel* *bikin- dem.*
a.Masc dog-Ø buy- Past.1Sg
I sold the dog. [Not available meaning.]

I also examined object-meaning constructs with a *feri* ('just') identification-exclusion particle. In doing so, I compared the pre- and postverbal position of the marked and unmarked components. Based on this, it can be said that the components with the marked nouns can be located pre- and postverbally in the sentence, whereas constructions that also are animate but are unmarked too, result in an agrammatical sentence in the postverbal place (cf. (3a) and (3a') -t (3a'')). Those word order variations are presumably also related to the specificity/non-specificity of the object.

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Bilingualism and creativity: The effects of bilingual experiences of interpreters and translators on creative thinking

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Mounting evidence suggests that bilinguals have a creative advantage compared to monolinguals in that bilinguals score higher on tests measuring respondents' ability to generate creative ideas by exploring many possible solutions (divergent thinking) or tests for which they need to bring together different ideas to find a solution to a problem (convergent thinking) (for review see van Dijk et al., 2019). However, not all previous studies found positive effects of bilingualism on creativity (e.g., Lange et al., 2020). A possible reason for the discrepancies is a lack of assessment of specific bilingual language use patterns and inhibitory skills that influence bilinguals' creativity. In the current study, we aim to investigate the relative contribution of specific bilingual experiences on divergent and convergent thinking skills by focusing on interpreters and translators, who need strongly developed linguistic and inhibitory skills in their jobs. Based on Hommel et al. (2011), we expected the interpreters to outperform

the translators and a group of non-professional bilinguals in inhibition and convergent thinking, but to score lower on divergent thinking tasks. We tested three groups of Czech-English bilinguals: interpreters (n = 29), translators (n = 37) and bilinguals without professional experience (n = 47). The participants completed a divergent thinking (ATTA) and a convergent thinking task (RAT), an inhibitory control task (Eriksen flanker task), an intelligence test (WAIS-III), a language proficiency test (Lextale), and questionnaires measuring participants' specific use of and exposure to both languages. Contrary to our expectations, the interpreters outperformed the regular bilinguals not only on the intelligence and language proficiency tasks, but also on the divergent thinking task. The groups did not differ on inhibition, although reaction times on the inhibitory control task did explain some variance in RAT, in line with predictions. We conclude that bilinguals' professional and everyday-life experiences need to be analysed carefully in studies of creativity.

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Sign-spoken bilingualism and cognitive control in hearing children, native signers

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According to the hypothesis of a cognitive control (CC) bilingual advantage, bilinguals need to control language processing to a greater extent than monolinguals and this is thought to bring greater experience in managing high-level demands, resulting in general CC benefits in non-linguistic tasks (Bialystok, 2017). Sign-spoken bilingualism – in a sign language and a spoken language – provides a unique opportunity to examine the cognitive effect of using two highly different languages with two distinct perceptual and motor systems (Emmorey, Luk, Pyers, & Bialystok, 2008).

This study is the first looking specifically on CC in sign-spoken bilingual hearing children – British Sign Language native signers who are growing up in deaf families in the UK. The CC level of sign-spoken bilingual children was compared to unimodal bilinguals and monolinguals. In the present study three groups of children (sign-spoken bilinguals, spoken bilinguals and monolinguals) did not differ significantly on working memory skills and cognitive flexibility. Sign-spoken bilinguals outperformed monolinguals on overall accuracy in the conflict resolution task. However, the effect size was small, suggesting only a potential effect of sign-spoken bilingualism on conflict resolution capacity. From the perspective of bilingualism, cognitive control skills in both groups of bilingual children may be connected with language switching opportunities and language processing demands (Green & Abutalebi, 2013).

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A pragmatic analysis of chosen Brexit speeches of British and German politicians: A comparison on the basis of speeches by Theresa May, Angela Merkel, Jeremy Corbyn, and Olaf Scholz

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The goal of the presentation is to portray a pragmatic analysis of the content and the linguistic elements (e.g. formal/informal language, deictic expressions) in chosen Brexit speeches delivered by the following politicians: Theresa May from the British Conservative Party, Angela Merkel from the German Christian Democratic Union (CDU – Christlich-Demokratische Union), Jeremy Corbyn from the British Labour Party, and Olaf Scholz from the Social Democratic Party of Germany (SPD – Sozialdemokratische Partei Deutschlands). The parties of the first two politicians are classified as center-right, whereas the parties of the latter two are classified as center-left. Thus, the aim is to analyze the following: in what way the linguistic elements and the issues and views concerning Brexit in May's and Merkel's speeches are similar with regard to the center-right orientation of their parties, how these elements and matters are depicted in the speeches of Corbyn and Scholz in terms of the center-left orientation of their parties, what similarities there are concerning the speeches from Great Britain and, respectively, those from Germany, and in what way the type of language and the content of the speeches are similar in the case of all the speeches.

Thus, the research is to give a comparative insight into a crucial part of the political discourse of prominent British and German politicians on the significant and up-to-date topic of Brexit. Language, the culture of a country, and political orientation are all meaningful signs of identity in today's multilingual world, and the issue of Brexit plays a role in shaping certain aspects of the functioning of different countries.

The analysis is conducted by the help of Laurence Anthony's program AntConc, which is helpful e.g. in counting the frequency of given words and phrases appearing in a written text, as well as in analyzing the context of these words and phrases. The presenting of the analysis is preceded by a brief theoretical outline of certain pragmatic issues which are crucial for the analysis itself, especially the notions of locution, illocution, and perlocution (Speech Act Theory), as well as the topic of political discourse.

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Syllable repair and lexical stratification in Samoan

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This paper considers the prosodic biases in Samoan in relation to words of native and foreign origin. Specifically, native Samoan verbs exemplify a broad variety of consonant-zero alternations (Pratt 1878, Rubach 2016). Those can be attributed to deletions resulting from a language-wide ban on closed syllables. Crucially, in native vocabulary, Samoan makes no attempts to save segments in such prosodically illicit positions. Conversely, Samoan loanwords show greater propensity to retain stray codas through vowel insertion. This asymmetry is demonstrably conditioned morphologically and thus may be indicative of lexical layering (Winters 2015).

Such mappings can be accounted for by the use of morphological diacritics, an approach that dates at least as far back as the onset of generative phonology (Chomsky & Halle 1968). The interplay between morphology and phonology has since received considerable attention as a source of valuable generalizations and insights; notably, this interplay became the core of Lexical Phonology (Kiparsky 1982, Booij & Rubach 1987). More recently, morphologically and lexically conditioned phonological asymmetries have been the subject of analyses couched in Optimality Theory (OT, henceforth; Prince & Smolensky 1993, McCarthy & Prince 1995). Several morphophonological variants of OT have since been proposed to address such biases, e.g. Cophonology Theory (Orgun 1996, Inkelas, Orgun & Zoll 1997, Anttila 2002, Inkelas & Zoll 2007), the Core-Periphery model (Itô & Mester 1995, 1999) and Constraint Indexing (Prince & Smolensky 1993, Benua 1997, Alderete 1999, 2001, Pater 2000, 2007, 2009).

I propose that the asymmetries found in Samoan are best analyzed in terms of stratification of the lexicon along the lines of the native-foreign distinction (Itô & Mester 1995). Moreover, I argue that Cophonology Theory is best suited to account for the analyzed data.

Although Constraint Indexing can be used to correctly predict the observed phenomena, it presents considerable theoretical problems in terms of unlimited multiplication of constraints. Conversely, Cophonology Theory's adoption of parallel rankings is fully justified in the discussed case: there is ample typological evidence indicating that, in loanwords, faithfulness tends to be more readily observed and, consequently, syllable repair effects are more common therein (Paradis & LaCharité 1997).

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Translation procedures accompanying phrasemes in “The Gray Rhino”

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Using phrasemes mean the highest level of language proficiency. We have many definitions but researchers can decide what is really a phraseme (T. Litovkina and Mieder 2004). In this paper, I consider one- and two-word expressions, phrases, sayings and proverbs to be phrasemes. My aim is to identify procedures when translators come across a phraseme when translating an English economic text into Hungarian. Then I see what happens to this phraseme in a reviewed text.

For the analysis, I chose Michelle Wucker’s *The Gray Rhino* and its Hungarian translation. I consider this economic monograph as a fashionable self-help book. Works of this kind intended for the general public are full of phrasemes. Economic texts may seem complicated to carry out such a study, but technical language is really close to everyday language. It affects almost everyone and its terms quickly become colloquial (Ablonczyné 2006). While doing the research, I performed a contrastive text analysis, in which I manually searched for the phrasemes of the source and target language texts and of the reviewed target language text. Based on Klaudy’s transfer operations (1994) and Vermes (2004), I identified four procedures: equivalent, paraphrase/correspondence, omission and other solutions. Based on these, I am looking for the answer to which procedure the translator preferred the most and which the least and what the reviewer did with the phrasemes. I summarized my results in a table, full of examples. I would like to introduce three new concepts in translation studies: “*phraseme survival*”, “*phraseme appearance in the target language text*” and “*phraseme disappearance in the target language text*”.

This study has two aims: to create hypotheses about the procedures of phraseme translation and to examine whether the research method is suitable for the analysis of a larger corpus and for the verification of the formulated hypotheses. Thus, if the former condition is met, it will be possible to create a methodology for a conscious translation strategy, which will be explained in detail in my doctoral dissertation, which can be a guideline for (economic) translators in the future.

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Comparison of L2 and L3 learners of English in Germany: Why is their performance so similar?

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It has been postulated that due to differences in cross-linguistic influence (CLI), L2 and L3 language acquisition and production display crucial differences. Yet, some studies fail to demonstrate such pronounced differences between L2 and L3 learners (Hopp, 2019; Lorenz et al., 2019; Şahingöz, 2014). These studies investigated unbalanced bilingual heritage speakers as opposed to relatively balanced bilinguals. Heritage speakers are bilinguals who grow up with a minority language (heritage language) and a majority language (the official language of the speech community). Usually, heritage speakers are dominant in the latter, with limited language skills in the former (Montrul, 2016).

This study, set in the context of bilingual heritage speakers in Germany, analyzes written and spoken production (picture descriptions) in the foreign language English by school aged students (n=176; age 12 and 16). Russian-, Turkish-, and Vietnamese-German bilinguals in Germany (L3 learners of English) are compared with monolingually raised control groups, namely German, Russian, Turkish, and Vietnamese learners of English in Germany, Russia, Turkey, and Vietnam (L2 learners of English). The study focuses on the use of tense and aspect (formal correctness and target-like meaning as separate constructs). The results reveal that there are differences in the English production between the monolingually raised Russian, Turkish, and Vietnamese learners of English and the cohorts in Germany. However, there are no statistically significant differences in English between the L2 and L3 learners who grow up in Germany. Therefore, it is argued that CLI in L3 English comes exclusively from the majority language German.

Two models of CLI illuminate these findings, (i) the ‘Typological Primacy Model’ (Rothman, 2011), and the ‘Linguistic Proximity Model’ (Westergaard et al., 2017). More importantly, however, the results support dominant language transfer as proposed by Hopp (2019) and Fallah and Jabbari (2018). Only German, the dominant language and the language of instruction in school, is activated in L3 English acquisition. This is arguably reinforced by the largely monolingual habitus which characterizes the current educational focus in foreign language teaching in Germany (Bonnet & Siemund, 2018) and thus neglects any potential positive effect of the heritage language on L3 English acquisition.

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What is “authentic” in the professional identity of foreign language teachers teaching abroad?

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In this paper we aim to explore the complexities of contemporary identity practices in superdiverse societies today. We opt for a realistic, anti-essentialist approach to studying identity practices as discursive orientations towards sets of features that are (or can be) seen as emblematic of particular identities. We draw on the theory of identity in a context of superdiversity proposed by Blommaert and Varis (2013, 2015) to answer the question how authenticity is manufactured by blending a variety of semiotic resources, some of which are sufficient ('enough') to produce a particular targeted authentic identity, and consequently enable others to identify us as 'real', 'authentic' members of social groups. We do so by looking into experiences of foreign language teachers teaching abroad (FLTTA), a specific type of *glomads* or professionals who live and work abroad, frequently transgressing social, linguistic, and cultural spaces and borders (Podboj & Lujčić, 2020).

We build on our previous research about Croatian and French FLTTAs, where we investigated how various ideologies and other social aspects of the fragmented spaces they navigate affect their agency and their positioning as multilingual teachers, speakers and learners of certain languages. We expand our findings by looking into the dynamic nature of the concept of enoughness.

Our data consists of two segments: personal narratives about FLTTAs professional identity experiences elicited via semi-structured interviews, and open-ended questionnaires, where we specifically focused on the concept of enoughness. The data is analyzed qualitatively and presented as several mini case-studies, with illustrative examples that are thematically related to enoughness. The aim of our analysis was to identify features for 'being admitted into

and being recognized as' a FLTTA. More specifically, what makes these individuals being perceived as 'having enough' of FLTTAs' features, or recognized as 'real' or 'authentic' members of this social group? Additionally, do they perceive themselves as authentic enough?

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Fed counterfeeding in Podhale Goralian

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Ever since Kiparsky's (1968, 1973) pioneering work on phonological opacity, pairwise rule relations have been argued to fall under the transparent-opaque dichotomy. Specifically, an interaction is transparent when both of its constituent generalisations hold of the surface representation. Conversely, an interaction is opaque when at least one of its constituent generalisations does not hold of the surface representation. Consequently, a single pairwise rule relation cannot be transparent and opaque at the same time. However, more recent studies suggest that the familiar dichotomous classification is in fact too restrictive and that a third, mixed type of rule interaction is called for. In particular, Kavitskaya & Staroverov (2010) present a case of fed counterfeeding in which an earlier process *A* feeds a later process *B*, and *B* counterfeeds *A*. Because feeding order is (typically) transparent and counterfeeding order is (typically) opaque, fed counterfeeding must be recognised as a third type of interaction, one that consolidates transparency and opacity.

I argue that an instance of fed counterfeeding is found in Podhale Goralian (PG; Rubach & Łuszczek, 2019), a Polish dialect spoken in southern Poland. PG exhibits a process called Final Tensing (FT) which changes $\text{ɔ} \rightarrow \text{o}$ before word-final voiced consonants, e.g., *B[o]g* 'God' (cf. *B[ɔ]g+a* (gen.sg.)). FT interacts with Nasal Laxing (NL), a phonotactic generalisation that changes $\text{o} \rightarrow \text{ɔ}$ prenasally, e.g., *z[ɔ]m* 'scrap'. In terms of rule order, FT precedes NL. Consequently, the relation $\text{FT} \rightarrow \text{NL}$ is that of feeding, while the relation $\text{FT} \leftarrow \text{NL}$ is that of counterfeeding. Clearly, the net result is fed counterfeeding.

I offer an analysis of PG fed counterfeeding in two different frameworks: (1) classic rule theory, such as Lexical Phonology (Kiparsky, 1982; Booij & Rubach, 1987), and (2) Optimality Theory (OT; McCarthy & Prince, 1995; Prince & Smolensky, 2004). It is shown that each theory handles fed counterfeeding differently. Significantly, although both theoretical frameworks can deliver a correct analysis of the data, the OT-based analysis is superior. For one thing, the rule-based account predicts a circular chain of changes, $\text{ɔ} \rightarrow \text{o} \rightarrow \text{ɔ}$, resulting in what strikes as gratuitous derivationalism. On the other hand, OT successfully recasts this analysis as a parallel evaluation.

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“Provocativa, cruda, bien Boricua”: Language choice in the music of Buscabulla

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Much recent sociolinguistic research on language mixing has argued that, rather than possessing discrete codes, speakers draw on a unified repertoire of semiotic resources in their speech (Seargeant & Tagg, 2011; Vogel & García, 2017; Garley, 2019). Consequently, such research tends to focus on instances of language mixing. In contrast, the present work investigates the linguistic practices of the formerly New York-based Puerto Rican band Buscabulla and of their listeners, presenting a case in which speakers whose repertoires contain both English and Spanish restrict themselves to “pure” Spanish in order to enact certain identities.

The analysis draws on Bucholtz & Hall’s (2004) tactics of intersubjectivity and Agha’s (2003) enregisterment. The former term refers to the “contextually relevant sociopolitical relations” (Bucholtz & Hall, 2004, p. 382) used in identity work, while the latter refers to the process by which linguistic features come to be perceived as a distinct variety of language linked to particular social personae. Thus, enregisterment describes the development of essentialized language varieties associated with essentialized identities. By drawing on linguistic registers, speakers can invoke these identities in their identity work (Bucholtz & Hall, 2004; Ilbury, 2019).

Buscabulla formerly lived in New York City. As such, we might expect them to engage in codemixing, which is a “badge of in-group membership” for Nuyoricans (Zentella, 2003, p.

253). Yet Buscabulla sing almost exclusively in Spanish, largely restricting their use of English to occasional borrowings (e.g., *les gusta mucho el flow* ‘they really like the flow’). The near-absolute use of Spanish aligns Buscabulla with an essentialized Puerto Rican identity indexed by this “pure” Spanish, while simultaneously distancing the band from a Nuyorican identity characterized by codemixing.

Their listeners’ language use matches Buscabulla’s to a notable degree. Out of 344 YouTube comments on two of Buscabulla’s videos, 186 were in Spanish and 88 in English, while only 22 showed codemixing. By replicating Buscabulla’s near-exclusive use of Spanish, fans express their similarity with Buscabulla, enacting a relation of adequation (Bucholtz & Hall, 2004). The present work demonstrates that, although speakers have access to unified, multilingual repertoires, they may draw on essentialized registers as tools of identification.

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Negotiating identities in the translanguaging classroom

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The present qualitative research investigates, how students complex plurilingual identities emerge in a translanguaging classroom. In traditional language learning settings learners are supposed to concentrate on the target language only, thus eliminating as much as possible any influences from the other languages of their repertoire, likewise different cultural references systems present in the classroom are not taken account for. A translanguaging pedagogy to the contrary has the aim to activate the whole linguistic repertoire of each learner, so that they can mediate between the different features of it and in doing so support their language learning process (García & Wei 2014; García et al. 2017). Such an approach not only does justice to the linguistic and cultural diversity in the classroom by including all languages of the repertoire and cultures present in the learning process (Cummins 1996; 2009). It also allows students to unfold their complex plurilingual as well as cultural identities and in the ideal case to renegotiate their opinions and attitudes by questioning long standing assumptions and beliefs (Li Wei 2011).

The study was carried out in a secondary school in Bolzano Italy. In a class of 22 students (age 16) translinguaging modules were inserted in regular language classes in the course of a school year. The languages involved were: German, Italian, English and Spanish alongside with heritage languages. A group of five students was chosen for closer observation. Audio and video recordings were made during groupworks, and semi structured interviews were carried out with each of the students at regular intervals throughout the data collection period. The study investigates if and in what way translinguaging pedagogy changes the learners' perception of themselves within the school, furthermore it poses the question as to whether the complexity of plurilingual identities can emerge in a translinguaging learning setting and, if yes, what consequences this has for the individual learning process.

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Types of allography: Conceptualizing structural variation in writing at the material and linguistic levels

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Although structural variation in writing is highly frequent both at the material and functional levels, the associated notion of *allography*, although sometimes mentioned in the literature, has not been systematically studied.

In this talk, two major types of allography are proposed: *Graphetic allography*, conceptually comparable to allophony, depends on visual similarity and captures how concrete units are associated with visual abstractions, i.e. how three graphs in <banana> are instances of the basic shape |a|. *Graphematic allography*, on the other hand, is conceptually closer to allomorphy and does not depend on visual similarity but groups together units which share the same function, i.e. represent the same linguistic unit (phoneme, syllable, morpheme, etc.). These are complementarily distributed, i.e. there exist no contexts in which they contrast. A well-known example is the positionally conditioned alternation between |σ| vs. |ç| for the Greek grapheme <σ>, but also the positional allography of shapes in Arabic and radicals in Chinese.

By means of a number of criteria, a typology of subtypes of graphetic and graphematic allography is proposed and illustrated with examples from different writing systems. A special case that is discussed is the complex phenomenon of capitalization in alphabets. Moreover, examples are given of variation phenomena which are not accounted for by the concept of allography. Lastly, it is addressed how orthographic variation, as a type of variation dependent on the externally regulated standardization of the writing system, interacts with the underlying

internal regularities of the system. A question present throughout is how the proposed typology could reflect the psychological reality of how readers and writers process written variation.

The theoretical framework for the unified description of variation proposed in this talk facilitates the comparison of variation phenomena across writing systems, which is crucial for the advancement of our understanding of writing systems.

Lexicalizing subversion, gendering language: The secret language of the Koti-Hijra community in Bengal

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Ulti, spoken by the transfeminine community of hijras and kotis in eastern India, is the site and means of identity construction as well as gender expression for this speech community. It is a secret language that has emerged historically from the socially segregated hijra households, and is used exclusively for intra-community bonding and communication in the current scenario. From lexical items that give voice to taboo subjects like sexual activities (*dhurano* – to have sex, *khumur kora* – to have oral sex, etc.), private body parts (*batli* - anus, *likom* - penis, *cipti* – vagina, etc.), sexual and gender identities (*bhobrashi* – intersex person, *koti* – transfeminine person, *panthi* – cishet lover of koti, etc.), and other aspects intrinsic to the hijra social system (including kinship terms, rituals, professions), to the semantic gender marker “*mashi*” (literal meaning: aunt) that modifies nouns, postpositions, pronouns etc., Ulti has emerged for the express purpose of giving a voice to the marginalized, disadvantaged, and largely unlettered hijra-koti communities in a socio-cultural landscape that is predominantly structured along heteropatriarchal and cis-normative lines.

Bangla, the language that is predominantly spoken in the region, has no grammatical gender, and therefore possesses no gendered pronouns and displays no gender agreement. This property extends to Ulti as well, which is essentially a list of lexical items (bare Ulti) unique to the hijra communities of the Indian subcontinent that are embedded in the syntactic framework of Bangla to create the mixed language Ulti. However, the speakers of Ulti use the feminine marker “*mashi*”, whose use is mostly optional, most productively to assert their agency in their identity construction. In using it, they claim to be feminizing their language as an extension of their own feminine identity and presentation. While varieties of such secret hijra languages exist across the subcontinent, this is the first one amongst the varieties researched upon thus far that demonstrates this feature; the others, which are mixed languages that have grammatical gender, demonstrate the shift between the masculine and feminine identities of its speakers through shifts in gender agreement or gendered pronouns and nouns to index the shifts in the self-construction of their gender(ed) identities.

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Moody bilinguals: The role of mood in bilingual word processing depends on word valence

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Affect permeates our communicative interactions. Bilinguals have been observed to process the emotional content of native (L1) and non-native (L2) words differently (see Jończyk, 2016 for a review). Interestingly, monolingual research has also showed that mood (i.e., a current emotional internal state; Herz et al., 2020) influences the mind unobtrusively yet pervasively, with a positive mood facilitating language processing and a negative mood taxing it (e.g., Chwilla et al., 2011). Yet, there is little research on how bilinguals process emotional words in positive and negative moods (Kissler & Bromberek-Dyzman, 2021). Here, we show that positive and negative moods influence L1 and L2 differently, which is dependent upon word valence. Participants were 58 proficient late unbalanced Polish–English bilinguals. To induce the target moods, they were asked to watch 14 positively- and 14 negatively-valenced animated film clips. The linguistic stimuli included 240 single words: 120 English and 120 Polish abstract adjectives, including 40 negative (e.g., lonely), 40 neutral (e.g., ongoing), and 40 positive words (e.g., awesome) for each language. Participants performed an evaluative decision task (i.e., decide if presented words were positive, negative, or neutral). We measured their reaction times (RTs) and analysed them using linear mixed-effects models. The results showed an interaction between mood, language, and word valence: (i) faster RTs to L1 compared to L2 neutral words in a positive mood, without such a between-language difference in a negative mood; (ii) no between-mood and between-language differences for negative words; (iii) faster RTs to L2 positive words in a positive compared to negative mood, without such a between-mood difference in L1. These results indicate that while standard cognitive phenomena (here, longer RTs in L2 compared to L1; e.g., de Groot et al., 2002) can be observed in a positive mood, a negative mood may be a hindrance to the processing of *both* L1 and L2 (e.g., Kissler & Bromberek-Dyzman, 2021). Then, no temporal differences between L1 and L2 positive words in the positive mood condition, with no such an effect in the negative mood

condition, may result from the facilitatory cumulative effect of a positive mood and positively-valenced words.

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How words matter: A gender-based cognitive-linguistic investigation of word meaning perception

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Words, whether spoken or written, are the vehicle of human communication as they are not only exchanged between people, but they also determine humans' sense of self and how they relate to the world. Life is meaningless without words, since words allow us, humans, to track human thought, human emotion, and therefore human development. More specifically, words are the inner dialogue that can change how humans perceive all that happens around them. Because every fragment of the brain works jointly to interpret, perceive, and understand stimuli to create reality, a person uses certain words to shape their perceptions of the world. What people consciously perceive is shown to be profoundly shaped by their perceptions and thus knowledge and expectations. Given the fact that language is the window to the cognitive function, it provides insights into the thoughts and ideas that go through the mind, reflecting the configuration of how the human mind works. Therefore, determining how the mind recognizes what each word means, and thus affects the behavior of humans, relies heavily on cognitive linguistics, which aims at analyzing how language is intertwined with the mind, i.e., cognition and perception. This poster is based on a work-in-progress research study and thus reflects the foundational theoretical framework which will be applied to the research project. Given that a theory has to be applied to enable collecting authentic data that could either confirm or refute it, this study will endeavor to try to empirically identify the cognitive and metacognitive processes which the human mind goes through to interpret a word and thus perceive a certain meaning, i.e., to investigate what goes on in a person's mind while discerning the semantics/denotation of a certain word. This poster focuses on cognitive semantics, coupled with various interdisciplinary perspectives that are interrelated with language, including psychological gender differences, discourse semantics, conceptual analysis, perceptual language, metacognition, attribution theory, schema theory, and recently, cognitive semantics.

Non-binary gender reference in Polish: Between grammar and identity in social context

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The language and linguistic practices of the LGBT+ community have long been of interest to researchers (Leap 1995, Morrish and Sauntson 2007). Recently, the issue of representing non-binary individuals in language has become the focus of several studies (Zimman et al. 2014, Konnelly and Cowper 2020), in particular in languages with rich grammatical gender systems (Shroy 2016, Derecka 2019).

Polish marks grammatical gender (masculine, feminine, neuter) on all nouns and their modifiers. Gender is also marked on verbs in the past tense and the imperfective aspect of analytical future tense forms (Nagórko 1996, Łaziński 2006).

The Polish grammatical gender system poses some issues for non-binary and transgender Polish speakers who do not identify as either male or female. Normative reference may thus render gender non-conforming people invisible or deny them means of authentic (self-)representation. Therefore, many have chosen to seek adequate self-expression via language.

In this ethnolinguistic study we have explored the linguistic practices of Polish non-binary and transgender communities with regard to their self-reference. We have asked the following questions about current practices and attitudes:

- How do non-binary people ‘do gender’ linguistically?
- How do they deal with the challenges of the grammatical gender system?
- Is Polish considered adequate for the expression of non-binary gender identities?

It is our aim to show an array of possible novel forms, for example, verbal forms marked for the neuter gender, or the omission of the gender marker. This was investigated by means of a survey among non-binary Polish speakers who were members of LGBT+ Facebook groups. Because non-normative and/or innovative practices may only be effective if recognized as gender identity claims, we have also conducted a qualitative inquiry into online discussions to uncover how and why users find some usages problematic.

The data show a picture of ongoing linguistic and social change manifested by significant variability of usage. The use of novel forms varies depending on users’ identities and their variable relevance in communicative contexts. When present in public spaces, those practices improve the visibility of non-binary people and raise social awareness about some of the challenges faced daily by the LGBT+ community.

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On how anticipatory mechanisms modulate the processing of verb-final structures in sight translation

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Interpreting is a highly demanding cognitive activity, as it requires a simultaneous co-activation of two language systems. One of the factors that might additionally impact the degree of cognitive effort involved in performing an interpreting task is a structural characteristic of a source language (Setton, 1999, p.128). In line with this assumption, interpreting researchers have often discussed German as an example of a problematic source language due to its frequent verb-final structures (e.g. Riccardi, 1996; Seeber, 2011), the processing of which may potentially be more cognitively taxing relative to verb-initial structures (Seeber & Kerzel, 2012). Little attention has, nonetheless, been devoted to studying anticipatory mechanisms inherent in interpreting verb-final structures (but see Konieczny and Döring, 2003 for studies on monolingual language comprehension).

The present study is therefore aimed to investigate anticipatory mechanisms engaged in processing German verb-final and regular (i.e., verb-initial) sentences in a sight translation task, which is treated as a variant of simultaneous interpreting (Pöchhacker, 2004, p.19), where the interpreter has visual access to a written source text which has to be delivered orally in the target language. The stimuli used in the experiment will include 120 German sentences with subordinating conjunctions (verb-final structure, e.g. “Er kaufte ein Ticket, bevor er zum Bahnhof fuhr.”) and control sentences with conjunctive adverbs (verb-initial structure, e.g. “Er kaufte ein Ticket, danach fuhr er zum Bahnhof.”). Around 20 translation students will be asked to read either for translation into English or for repetition (a shadowing condition). We hypothesize that the sentences will elicit longer reading times in the translation relative to the shadowing condition, as the translation task would require an increased working memory and attention mechanisms to facilitate participants’ performance. Furthermore, we expect this effect to be even more pronounced in the case of verb-final sentences, which additionally require more extended anticipation processes to facilitate the process of translation, and are thus even more cognitively demanding. During our talk, we will present and discuss the preliminary results of

the experiment. The study outcomes may provide insights into the question of processing complex, verb-final structures in interpreting.

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Gender in the streets

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Posters, stickers, graffiti, tags, and street art are all forms of “street behaviour, a form of speech that occurs [...] alongside or on city streets” (Sage, 2016 p.856). Following the #metoo movement online, people have also taken to the streets to highlight the gender issues that are still present and challenged today. The streets have always been a canvas for the marginalised in society, whereby traditional methods of communities have been inaccessible (Bushnell, 1990 p. 813). Expressions of the self, especially self-identity may be conveyed by verbal communication and interaction (Eckert & McConnell-Ginet, 2007), social interaction (West & Zimmerman, 1987) and also visual communication (Belkin & Sheptak, 2018), such as street behaviour (Ball 2019).

The researchers in Gender Studies define gender as:

Gender identity is as ‘the sameness, unity, and persistence of one’s individuality as male, female, or ambivalent. ... Gender identity is the private experience of gender role, and gender role is the public experience of gender identity’ (Fausto- Sterling, 2000 [1972] p. 4).

In this study, gender identity may also imply the notions of gender and sexual fluidity. These approaches are analysed as cultural and social constructions of identity. The term gender is considered by many scholars a polysemic term: its meaning may vary according to the context in which it is used.

The study in question explores the use of language in the streets through a corpus of urban inscriptions, a questionnaire of how the graffiti is perceived by individuals, a survey of graffiti writers and semi-directed interviews with graffiti writers. Various questions will be addressed in this study: how is gender expressed through written street behaviour? What gender issues are addressed? How are the messages conveyed by the writers? How are the same messages received by the public?

The initial results demonstrate that all genders take to the streets in order to express themselves and their discontent with the current status quo. The movements and issues being addressed in the inscriptions are global and therefore are expressed in both French and English. We would like to present this comparative study focusing on our theoretical framework and our data.

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The construction of gender identity in preschool: Do the teachers' practices matter?

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Girls and boys are socialised differently in accordance with models of femininity and masculinity (Vouillot, 2002), by many instances, such as families, schools and peer groups (Darmon, 2010). Language is crucial for individuals' socialisation process (Ochs, 2000) and socialisation contributes to the construction of gender identities (Vouillot, 2002). Adults in home and school contexts speak differently to girls and boys, in terms of quantity and quality of speech (Lanvers, 2004; Mosconi, 1999). Differences in adults' child directed speech (CDS) could be manifestations of gender stereotypes, reflecting distinct expectations of girls and boys, and contributing to the construction of gender identities.

Studies on CDS at school have mainly been carried out from elementary school to university. Less studies are conducted in preschool whereas it is an important period in the children's development, during which they integrate school's norms and start to differentiate themselves – as girls become less interactive than boys in the classroom (De Boissieu, 2009).

In an ongoing study conducted in a French preschool, we analyse teacher-pupil interactions, in terms of quantity (duration of speech, number of words and utterances) and nature of CDS (mean length of utterances, lexical diversity, sociolinguistic use of the variable particle *ne* in French negation, pragmatic content of utterances) in two teachers, male and female, in charge of classes composed of children aged 3-4 years. Data were extracted from the DyLNet project (Nardy et al., 2016, available at <https://dylnet.univ-grenoble-alpes.fr/?language=en>).

On the majority of the observed features, teachers did not show differentiated practices towards girls and boys, except for the male teacher who produced more injunctions related to

behaviour to boys and more injunctions related to learning activities to girls. We are currently exploring these results through an extension of the database and through a detailed analysis of speech acts in the discourse of teachers.

It would appear that gender-based differences in the utterances produced by parents do not fully manifest themselves when preschool teachers talk to pupils. Professional posture could partly neutralize social stereotypes in school context.

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Rethinking corpora: Multidimensional annotation of Polish-German bilingual speech in the LangGener corpus

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In our speech, we want to show the functions and research possibilities of the Polish-German speech corpus of bilinguals. It consists of over 78 hours of recordings with 58 speakers in Polish and German. It is divided into two groups of speakers: The first one was born in the 1930's and lives in Poland (Generation Poland) while the second one was born in the 1950's in the same region and now lives in Germany (Generation Germany). In Generation Poland L1 is German and Polish was obtained as L2. Generation Germany's L1 is Polish and German became L2 after migration to Germany, mostly in the 1980's.

While there is a growing interest in corpus linguistics, subdisciplines as e.g. sociolinguistics still very poorly interact with corpus linguistics (Kendall, 2011, p. 362). Therefore, it is the aim of the LangGener corpus to investigate natural spoken data of German-Polish bilinguals on several layers of interpretation. The corpus is richly annotated, sociolinguistically as well as from a contact linguistic point of view.

The sociolinguistic annotation is based on three categories: *stage of development*, *language domain* and *conceptualization of bilingualism*. It will help to answer the question of what connects and what differs the linguistic biographies of speakers from particular regions

and generations. Therefore, it will also be possible to investigate whether and what sociolinguistic factors influence the use of languages of bilingual people.

Grammatical annotation will allow to study the influence of both languages on each other. The annotation follows the basic distinction between replication of matter (MAT) and pattern (PAT), where “only the patterns from one language are replicated, [...], while the form itself is not borrowed” (Sakel, 2008). It is based on the following categories: pattern replication, other deviations from the norm, self correction, word order, code switching and replication of matter.

In our presentation, we would like to show a hands-on analysis using the LangGener corpus. Several research questions will be answered using sociolinguistic as well as contact linguistic information obtained by corpus queries.

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Identifying speakers of Bumbaiya Hindi and social perception towards the dialect

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Bumbaiya Hindi is spoken as a lingua franca in the city of Mumbai in India and is often viewed by its inhabitants as a low-prestige dialect (Gopalakrishnan, 2006), associated with poverty. The purpose of this study was twofold: to identify the speakers of Bumbaiya Hindi and the strata of society they belong to, and to investigate the current social attitudes towards the dialect. The available literature, which is scarce, states that this dialect is connected mainly to the lower classes (Chatterji, 1980; Apte, 1974). However, (1) recent literature (Mazumdar, 2001), (2) my own observations as a speaker of this dialect who grew up in Mumbai as well as informal interviews with locals and (3) results of a pilot study interviewing 6 male speakers of Bumbaiya Hindi, spanning two generations, states otherwise. It becomes evident that the dialect is used across the entire social class spectrum in varied social interactions (Nijman, 2006) and is not limited to its use in contexts of interaction with the lower classes. Despite this, Bumbaiya Hindi is still looked down upon if used in official or educational situations and speakers are discouraged from using it. People disdain the dialect yet speakers continue to use it as it offers them a sense of comfort and community (Rajgor, 2018). In conclusion, although Bumbaiya Hindi continues to have an unfavourable image in society, speakers understand its limitations and use it accordingly; making it clear that the usage of this dialect is a combination of diverse communicative contexts and one's social situations, not just one or the other.

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English and coloniality of language: Rethinking culture, language and identity

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Enduring colonial structures and power imbalances have enabled English to assume an unprecedented authority around the world. For instance, linguistic imperialism is linked to the expansionism of America and the global spread of the English language. This is manifested in the scholarship as multiple studies have emphasized the need for more critical English Language teaching that is not only informed by current theories of interculturality but also decolonial. This presentation argues that English language teaching methodology should reflect a critical understanding of the global spread of English and its potential influence on local cultures, languages and epistemologies. Another important element is English is often used to mediate intercultural interactions; this is particularly indicative of English can either contribute to the maintenance of inequities or be used to alleviate the imbalances among different spaces. While different regions including Africa, Asian, Latin America and the Caribbean are still struggling to overcome their postcolonial positionality, teaching the English language with the aim of encouraging students to embrace native speakers' values, attitudes and ways of knowing would result in the marginalization of local languages and identities. That is why is necessary to consider local culture, language and identity as central to English language teaching methodology especially with the current status of English as a lingua franca. The aim is to offer some insights that situate the discussion of English language teaching methodology within the broader issues of coloniality and power structures. For example, importing theories from inner-circle countries and use them in less popular cultures is likely to exert a negative impact on local norms and identities. This presentation will offer a critical discussion of the intersection of global English and the coloniality of language as promoted by power relations and neoliberal tendencies. Also, it will present some practical guidelines that reflect the development of critical theory and praxis in English language teaching methodology.

A diachronic study of the speech of New Haven and Hartford counties

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Although numerous studies have thoroughly investigated much of Eastern and Northern New England (cf. Nagy & Roberts, 2004; Leddy-Cecere et al., 2011; Stanford et al., 2012), the absence of large metropolitan cities in Southwestern New England may be the reason for a relative lack of research conducted in Connecticut (Boberg, 2001, p. 3). The proposed paper, titled “A Diachronic Study of the Speech of New Haven and Hartford Counties”, aims to fill a void in current American dialect geography and constitutes a stepping-stone to furthering linguistic research in Southwestern New England. The area of interest is the two central Connecticut counties of New Haven and Hartford, which together constitute nearly half of the state population at over 1.7 million inhabitants and span an industrial corridor from Long Island Sound to western Massachusetts (U.S. Census Bureau, 2019). This in-depth analysis of two neighboring New England speech communities, which originated with the New Haven Colony, founded in 1638 at Quinnipiac, and the Connecticut River Colony, founded in 1636 at Hartford, focuses on the long-lasting founder effect as well as the rapidly changing linguistic diversity of the Northeast (Johnson, 1976, pp. 18-19; Wolfram & Schilling, 2016, pp. 29, 102; Stanford, 2019, p. 71). Aspects of traditional New England variables, such as rhoticity, START-fronting, the TRAP-BATH split, the mergers of FATHER-BOTHER and HORSE-HOARSE, as well as the three-way MARY-MERRY-MARRY and low-back LOT-THOUGHT mergers, are analyzed (Stanford et al., 2012, p. 131; Stanford, 2019, p. 38). In addition to other contemporary works and the author’s own sociolinguistic research on the local dialect, the paper utilizes the seminal *Linguistic Atlas of New England* by Kurath et al. (1939-1943) as well as the *Atlas of North American English* by Labov et al. (2006) to establish both the historical and modern status of the aforementioned Connecticut speech communities. The Southwestern New England dialect region continues to be under-represented in sociolinguistic research into the North American dialects, however, this paper explores the very core of this founding region of American English.

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Language variation and change in Romanian-speaking Bayash communities in Hungary

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There are thousands of Gypsies in Hungary and its neighboring countries living mainly in small settlements or villages; their mother tongue is Romanian or they spoke the language before they had shifted to speaking other languages. They are known as “Bayash”, “Vlach”, “tub-makers” or “spoon-carvers”, referring either to their language or their traditional occupation (cf. Kovalcsik, 1996, p. 77). According to earlier research, Bayash were divided into three ethnic subgroups, all self-identifying as Bayash, forming a relatively coherent community, and speaking clearly connected language variants. However, the latest research suggests that none of these statements hold true in any case, since the communities using dialectal Romanian language as their mother tongue are much more heterogeneous and complex (Arató, 2013, p. 49; Bodó, 2009, p. 84).

The aim of this presentation is to introduce and assess preliminary findings from a unique and ongoing dialectological field-based research, conducted among the Bayash communities in Hungary and the neighboring countries which began in 2014. The study makes a contribution to the existing body of literature on language, dialects, and sub-dialects of Bayash people, allowing further cross-country comparison with data describing various Bayash communities residing in different parts of each country.

This research uncovers previously unstudied terrain of Bayash dialects, and due to lacking data, these fieldwork findings truly enrich academic understanding of the subject. The goal is to further classify the dialects, explicitly revealing the relationship between those, as well as compare the Bayash dialects to various Romanian dialects. The presentation relies on data collected during fieldwork; namely, using audio-recordings of elicited speech, direct conversations, structured around a linguistic questionnaire that has been prepared for the documentation of the Bayash dialects, and casual conversations. After discussing the findings regarding the active use of language, these results are juxtaposed with the content of published sources from different countries (grammatical descriptions, dictionaries, folk songs, folk tales, etc.). Overall, I go beyond linguistics by shedding light on cultural and social characteristics of the Bayash communities, explaining how and why these groups assimilate linguistically and socially.

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Some remarks on the relation of evaluativity and indefiniteness on the example of Czech compound indefinite pronouns

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According to the recent research of evaluativity (respectively emotionality, appraisal theory or stance), the ability of evaluation is one of the important human skills (Hunston, 2011; Veselovská, 2017). It is generally assumed that in language, one is able to evaluate explicitly (with lexical or grammatical means) and implicitly (with neutral, non-expressive means) (Hunston, 2011). Among the explicitly evaluative means e.g. the interjections, pejorative lexicon, some affixes indicating evaluation (-*ei* in German; Dudenredaktion, o. J.) are usually mentioned. However, compound indefinite pronouns (CIP; e.g. *bůhvikdo* ‚god knows who‘ in Czech or *neizvestno što* ‚unknown what‘ in Russian) also play their role in obviously evaluative texts, but the evaluation component of their meaning is more or less left aside in relevant literature.

CIPs are also problematic for other reason. Pronouns themselves are usually considered as a closed word class. Though, the CIPs are results of different grammaticalization processes and their repertoire seems to be open (Fisun, 2016). For Russian and Polish, the CIPs have been described by many researchers (Padučeva, 2015; Wierzbicka-Piotrowska, 2007). In other Slavic languages, however, the CIPs were not analysed in depth yet and in relevant scientific literature, there are only few traditional CIPs mentioned (e.g. in Petr et al, 1986, for Czech). Also a brief corpus analysis shows that the spectre is much broader.

The paper deals with preliminary results of research of the relation between evaluativity and indefiniteness on the example of selected Czech CIPs with a different degree of grammaticalization (e. g. *bůhvikdo*, *kdejaký* ‚whatever‘ and *jak (je) libo* ‚as you please‘) and their counterparts in Russian and Polish.

Firstly, the paper shows the results of corpus analysis in a webcorpus czTenTen. Using the typical collocates of the researched pronouns, it will be demonstrated that the selected CIPs tend to occur in evaluative environment. However, such method reveals only the explicit

evaluation. Secondly, the results of a corpus analysis of translation texts (Intercorp) will be presented. This method provides an interesting tool to supply the previous method as it demonstrates, whether the translators also consider some non-explicit evaluative statements with CIPs and/or their collocates as evaluative or not. The aim of the paper is to discuss the pros and cons of the used methodology.

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Translating otherness – experimental Polish subtitles for the Lithuanian local dialect of Puńsk in Poland

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The presence of non-standard language varieties in audiovisual translation (AVT) is often a challenge for translators. This is especially true in subtitling, frequently referred to as a “constrained translation” (Titford, 1982, as cited in Díaz-Cintas, 2004). On the one hand, there is a tendency to highlight the presence of language variation in subtitles (Díaz-Cintas, Remael, 2007), but on the other hand, the non-standard is often erased (Díaz-Cintas, 2012).

In this study, we report on the results of a study on the reception of experimental Polish subtitles for the Lithuanian local dialect of Puńsk in Poland, created in the spirit of “positively abusive” subtitling (Nornes, 1999). The “abusiveness” defies norms and routine practices, whereas “positiveness” advocates inventive and experimental approaches. Experimental subtitles aimed to render the linguistic otherness in grammar, vocabulary, and phonetics by altering the standard language – its morphological, lexical, and visual traits.

134 survey participants – monolingual Polish and bilingual Polish-Lithuanian speakers – evaluated experimental (ES) and standard subtitles (SS) for excerpts of a Lithuanian news programme subtitled in Polish. Participants answered questions related to their linguistic background, then evaluated both types of subtitles in terms of their comprehensibility, rendering of the dialectal features, faithfulness to speakers’ speech, perception of speakers’ language and education level, preference for the technique used to render the dialect traits. The answers on the linguistic background of the bilingual Lithuanians living in Poland showed a great complexity in the perception of their native language. The ES appeared to be more faithful

to the speakers' speech and render the traits of the local dialect of Puńsk better than SS. However, they were perceived as incorrect and less comprehensible. A vital factor for the speakers' perception turned out to be the familiarity with the original soundtrack language; especially in the case of SS, Polish and Polish-Lithuanian respondents evaluated the speakers differently.

The current linguistic situation worldwide comprises many interchanging languages and language variations. This heterogeneity also appears in audiovisual products – films or TV news – and triggers new, unconventional approaches in translation. The issue of non-standard minority language transfer in AVT seems more topical now than never.

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Methods of evaluating the semantic equivalence of a poetic text

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There are some texts which have been translated in another language a lot of times. It is particularly typical for ancient poetry: for instance, some of Horace's Odes have up to 40–60 Russian translations. Different reasons are possible when composing a novel translation of a text that has been formerly translated many times: some translators are not satisfied with the precision of existing translations, the other try to create new interpretations. In all cases, the difference between translations can be very minor or rather consciously discernible. We claim that the degree of the translational equivalence of such texts can be measured and evaluated comparably.

Our investigation is dedicated to the comparative evaluation of the translational equivalence on the base of one of Horace's Odes, namely «Ad Leuconoën» (I:XI), consisting of 8 lines, and its 58 translations into Russian.

A detailed study of the problem has revealed the impossibility of postulating a united equivalence scale; at least for the translations of a Latin poetic text, the metrical, cultural and semantic equivalence must be counted separately. So, we created an original method of counting equivalence percentage with each of these scales. Here we are going to describe one of them, namely the semantic equivalence.

Our method is divided into two blocks - semantic analysis and arithmetic calculation. First, in the Horace's poem, we determine 30 key words that are essential for the semantic authenticity of the text, and then, with lexicographic sources, we distinguish actual senses for each of the key words in the original text and in each translation. We then compare the senses and register the differences in the lists of original and translation senses. That allows us to specify a percentile of equivalence for each of the keywords. After that, using the arithmetic mean, the coefficient of semantic equivalence is determined for each of the translations.

High semantic equivalence does not always correlate with its poetic perception (for example, the most prevalent Russian translation of the expression *carpe diem* is not the most semantically equivalent). Moreover, less modern translations tend to have less equivalence.

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Learning academic words through writing: Can an increase in cognitive load affect task involvement?

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Laufer and Hulstijn's (2001) Involvement Load Hypothesis (ILH) predicts the lexical learning potential of tasks. According to the ILH, writing sentences (SW) with keywords and writing compositions (CW) with keywords should yield similar incidental vocabulary acquisition. Four studies compared the learning yielded by these two tasks. Among these, Kim (2008) confirmed the hypothesis while Zou (2017) found higher lexical gains for CW. Yet, Zou's participants sacrificed text quality to focus on the keywords, possibly due to cognitive overload (Kellogg, 1990). Thus, we hypothesize the amount of lexical learning following CW tasks depends on writers' capacity to allocate attentional resources: Writing essays may overwhelm learners' attentional resources, forcing them to either focus on the essay-writing process (thus decreasing lexical learning), or on the words, as in Zou's.

To verify this, we conducted a quasi-experiment with 39 Polish advanced-level English majors. We selected 20 keywords controlled for part of speech, length, frequency, and concreteness. Using these, participants produced either sentences ($n=22$) or 60-minute essays ($n=17$). In a pretest-posttest design, we measured lexical learning via an adapted Vocabulary Knowledge Scale (Wesche & Paribakht, 1996) and a free association test. First, all participants wrote a control essay (without keywords). Then, SW learners wrote two sets of 10 sentences, one keyword per sentence; CW participants wrote two essays, each with 10 keywords (counterbalanced). Cognitive load was measured via textual measures derived from the control essay and the two CW essays. These measures were holistic scores, number of errors (controlled for text length), and words per minute. Two raters counted the errors and marked the essays (using the TOEFL criteria). To ensure learning was incidental, participants completed a questionnaire on their out-of-class exposure to the keywords and perceptions of the study.

Generalized linear mixed models found that SW yielded more learning than CW, which contradicts the predictions of the ILH. The measures of cognitive load showed that control essays were written faster and were more accurate than the CW essays, thus demonstrating that keyword-use taxed essay-writers' cognitive resources. We hypothesize that this increase in cognitive load reduced lexical learning; therefore, CW yielded less learning than SW.

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Challenges in researching syntactic representations in the bilingual mind

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Researching grammatical knowledge of bilinguals has to a considerable extent relied on the acceptability judgement task (Keating & Jegerski, 2015). However, it cannot be used to test the shared-syntax (Hartsuiker et al., 2004; Jacob et al., 2017) vs. separate-syntax (de Bot, 1992; Ullman, 2001) hypotheses for the bilingual mind, because the task fails to tap into unconscious processes occurring on-line, i.e. in real time. The development of psycholinguistics has led to the growth of on-line methods and paradigms investigating the organisation of grammatical knowledge in the bilingual mind. Nevertheless, each of them presents a number of difficulties. Therefore, the presentation aims to outline challenges related to testing the shared-syntax and separate-syntax hypotheses, and to offer potential solutions.

For instance, a frequently-used method providing a direct insight into syntactic processing is eye-tracking during reading. Despite it being a powerful tool, the researcher faces a challenge of selecting only the most appropriate measures in order to avoid inflating the risk of type I error, as well as of controlling for a number of factors while preparing target stimuli (Godfroid, 2020).

In turn, the main on-line paradigm used in bilingual research of syntax is cross-linguistic syntactic priming. However, its scope is limited because its current usage is restricted to constructions with an alternative structure expressing the same meaning. It may also be impossible to state with confidence whether the observed effects result from purely structural elements, or lexical repetition, thematic roles, animacy (McDonough & Trofimovich, 2009).

Recently, Declerck et al. (2019) have also used the Rapid Parallel Visual Presentation paradigm to test these hypotheses by investigating sentence superiority effect in sequences of words from two different languages. Nonetheless, this paradigm entails the selection of target sequences formally equivalent in the languages under investigation, whose length cannot exceed working memory capacity.

All these factors contribute to the relative difficulty of investigating the representation of syntax in the bilingual mind. The presentation will not only review the so-far used methods and paradigms to highlight their advantages and disadvantages, but it will also attempt to propose solutions to some of the discussed challenges.

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Modern approach to language learning methodology: eLearning, traditional learning and hybrid learning

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There is no doubt that the development of IT industry has had an enormous impact on nearly every field of life. It revolutionized the way we communicate and function as a society. Therefore, it is hardly surprising that it shed a new light on the subject of education. The advent of new technologies led to the emergence of e-learning and hybrid platforms for teaching. This, in turn, transpired to be remarkably valuable at the time of the global epidemic situation that emerged in 2020.

The prime objective of the presentation is to answer the question concerning the effectiveness and the function of e-learning and hybrid learning in the process of education. The study reflects on the divergence between the attitudes of the scholars that are completely against the implementation of technical novelties and those who are very enthusiastic about them and look at them through rose-tinted glasses. Hence, the research analyzes not solely the opportunities that digital and blended courses may offer, but also the difficulties that they can conceivably generate. However, it does not end with the definition of problems, but attempts to offer possible solutions. The issues that are taken into consideration involve subjects such as the role of a teacher and a student, the management of a class and, perhaps the most importantly, tools that are useful while developing students' linguistic knowledge and skills.

Despite the fact that the research is carried out from an English teacher perspective, its results and conclusions can also be applied by any other professional in the field of foreign language teaching in the whole world. What is more, the presentation constitutes an input in the discussion of rethinking the classical form of education comparing it with more modern

methods in order to discover which of their elements are the most beneficial for a learner in any particular scenarios.

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The pragmatic functions of hyperbola and litotes based on a discourse completion tests' results among Hungarian university students

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This research was motivated by the results of a discourse completion test (DCT) which purposed to analyze impression management strategies and tactics in the language use of university students. This test was filled by 72 students from University of Szeged and contained 21 different situations. These situations were aimed to trigger various impression management motivations treated in social psychology and linguistic pragmatics.

Beside the strategies in Leary's (1995) and Nemesi's (2011) taxonomies there were other strategies identified in DCTs to form or maintain impressions such as (1) concealment or mitigation of deficiencies and mistakes of the individuum (2) or of the partner, (3) lie, (4) emotional gapping from the partner's attitude and viewpoint. In addition, the occurrences of hyperbole and litotes were frequent. The definitions of hyperbole and litotes are diversified in rhetoric because many approaches consider them as tropes or figures, but their division is based on semantics. The present paper followed the pragmatic approaches and manages them as figures because their effects are founded on forms, syntactic and semantic variations. The paper aimed to reveal the functions of hyperbole and litotes because their role depends on pragmatic and contextual factors. The main functions of these phenomena set up with heuristic methods which also take into consideration the contextual and sociopragmatic factors. The results supplemented Nemesi's (2010) systematization, according to the data, we could differentiate the following functions of hyperbole: (1) persuasion, (2) expression of speaker's attitude, (3)

self-presentation and (4) flattery. While researchers claim that flattery relates to self-presentation, it can also satisfy other aims such as influencing the partner to reach a given aim therefore it should be separated from self-presentation. In case of litotes, there were two new functions identified, namely (1) concealment the deficiencies of the individuum or the partner, and (2) emphasizing.

Nevertheless, the use of hyperbole or litotes had different pragmatic functions, they emerged in various impression management strategies, even if their borders were vague their use in daily conversations forms the participants' social perception.

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Slovjansko Esperanto: How can the InterSlavic language aid the collective Slavic identity?

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The notion of national and international identity is inextricably connected with language and its potential to articulate the concepts and phenomena characteristic for its users and their culture. Yet, just as is often the case, personal identity is oftentimes strongly influenced, or even defined by one's closest relationships and upbringing, so is it possible to talk about a collective identity of a language family. This is the philosophical backdrop against which the concept of the InterSlavic language will be introduced and discussed in this presentation.

As a zonal constructed language, InterSlavic's main potential is crossing the communication gap between users of all Slavic languages, without the need to learn it. Its common comprehensibility among Slavs makes it an ideal alternative lingua franca for them. What is problematic is the language's little publicity and the fact that it is still under intensive development.

The author will begin by introducing the circumstances of InterSlavic's creation, the current state of its development, and the factors that influence its spread, use, and shape in addition to the awareness of its existence by potential users.

The factors discussed have been divided into three strands. The first includes initiatives undertaken by the academic community such as the writing of textbooks, the creation of an online dictionary and the SLOVJANI.info online journal, and the organization of the Conference on InterSlavic Language. The second strand comprises the cultural works created in InterSlavic, such as Antoine de Saint-Exupéry's *Little Prince* translated by Jan van Steenberg in 2017 or the 2019 film *Painted Bird* by Václav Marhoul. The third strand summarizes the activities of the community of users and enthusiasts of InterSlavic, mainly initiatives within a Facebook group devoted to the language.

In the final section, the author will ponder upon the legitimacy of developing the Interslavic language and its usefulness, as well as the possibility of its popularization as a Slavic lingua franca and building a plausible collective interslavic identity around it.

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Monitoring during intralingual subtitling

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Intralingual subtitling for the deaf and hard of hearing (SDH) has gained increased importance in audio visual translation but the process of creating SDH has yet to be investigated thoroughly with empirical methods. It is imperative to better understand the involved processes so tools, practices, and training can be adapted accordingly. Established methods from translation process research – keylogging and eyetracking – seem promising to be applied to the process of subtitling (Orrego-Carmona et al., 2018). They provide insights on behavioral aspects such as where subtitlers look, how do they type, and they help understanding the process on a cognitive level. Gaze measures (total and average fixation duration, fixation count) are established to indicate cognitive load (Holmqvist et al., 2011; Hvelplund, 2011, 2017). In cases where these measures can be linked target text quality (conformance with SDH standards), they inform us about cognitive control mechanisms such as monitoring (Schaeffer et al., 2019).

Within the EU-funded Compass project, a pilot study with eight subtitlers creating SDH for three 5-minute excerpts of a German documentary was carried out. Gaze and typing behaviour was recorded to investigate the subtitlers' attention distribution during subtitling with FAB Subtitler as well as factors that indicate cognitive overload. With an annotation of errors in the created subtitles the product data was linked to the process data. Results indicate that during the subtitling process, subtitlers' attention is shifted back and forth between monitoring the content of the evolving subtitles, and the timing and segmentation thereof. It was found that subtitle reading times were significantly higher on subtitles with errors (subtitles that did not conform with the style guide). In addition, there was a significant interaction effect for the subtitle ID in that incorrect subtitles that were created earlier in the process had longer reading times than correct subtitles but for subtitles created later in the process this difference is not significant. This suggests that later in the process participants monitoring capacities are possibly impacted by effects of fatigue or cognitive overload. In the presentation the methodology and procedure will be explained, and possible interpretations and implications discussed.

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Synaesthesia between metonymy and metaphor: The characterization of olfactory stimuli in German

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Verbal synaesthesia is generally considered to be a metaphoric phenomenon involving the integration of concepts stemming from distinct perceptual domains (cf. Taylor, 1995, p. 139; Vogt, 2013). For instance, in synaesthetic attribute-noun constructions (e.g. *loud colors*, *warm tones*, *sweet voice*) the head belonging to a higher sensory domain is conceptualized as if it had a property in another, lower sensory domain designated by the attribute. In the expression *loud color*, the head *color* is metaphorically construed as something that has the property of being loud in the auditory domain.

However, with the upsurge of cognitive metonymy research some authors have proposed a metonymic motivation for synaesthetic expressions (e.g. Barcelona, 2002; Sadamitsu, 2003). In line with these proposals, I argue in my presentation that (i) a considerable portion of synaesthetic expressions can be analyzed as metonymically motivated and (ii) they are based either directly on the co-occurrence or indirectly on the resemblance of sensory stimuli. For instance, in the expression *the green scent of the lawn* the color associated with the lawn is activated to describe its scent; i.e., it is not the concept of SCENT that is understood metaphorically, as if it were a physical object with COLOR, but a property of the LAWN (its COLOR) is used as a metonymic reference point to activate a PROPERTY of its SCENT.

Olfaction offers itself as an ideal terrain to study synaesthetic expressions since in most languages properties describing olfactory stimuli are rather poorly lexicalized (cf. Holz, 2007; Chernigovskaya & Arshavsky, 2007): when describing smells, we tend to utilize attributes stemming from other sensory domains. Accordingly, in order to test my hypotheses I present the results of a corpus study conducted on German synaesthetic attribute-noun constructions.

My results suggest that the heterogeneity of verbal synesthesia cannot be grasped simply by proposing that it is a metaphorical phenomenon. Some synaesthetic expressions might be analyzed as metonymies, others as metaphors, whereas it might be also possible that some would resist an analysis in either vein and would constitute a third intermediary or related category.

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Translating lexical bundles in legal and political academic genre: A parallel corpus-driven inquiry of English and Persian languages

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Introduction

The term lexical bundles was coined by Biber and Conrad in 1990 and are defined by Biber et al. (1999) as “combinations of three or more words which are identified empirically in a corpus of natural language and show a statistical tendency to re-occur” (p.989). Because of the patterned structure of lexical bundles and their frequency, these features are found difficult for translators as they are language specific, complex and belong to different semantic, syntactic and semiotic entities in two languages (Biber & Barbieri, 2007).

Research Questions

This study will study the way lexical bundles are distributed and translated in law and political texts in an English-Persian context and to investigate if there are any differences between source and target languages in terms of lexical bundles structures, equivalence and meaning?

Data Gathering and Corpus Compilation

This study enjoys a corpus-driven approach. The authentic texts selected for corpus are written by native speakers of English from 2002 to 2109 and are all translated by Persian translators.

Lexical Bundles Category

Biber, Conrad and Cortes (2004) is used.

Structural types of bundles		Description	Example of Bundles
1	Verb phrase fragments	Incorporate fragments of verb phrases, including subject pronouns	What do you think

2	Dependent clause fragments	Include both verb phrase fragments and components of <u>dependent clause</u> .	If you don't want
3	Noun phrase and prepositional fragments	Consist of noun phrases, often with a head noun	Nothing to do with
4	Stance Expressions	Indicate epistemic, attitudinal, modal, or evaluative assessments of certainty	There is nothing wrong
5	Discourse Organizers	Signal relationships between previous and forthcoming discourse	I would like to
6	Referential Expressions	Reference physical, abstract, or textual entities	For the sake of

Procedure

To create a parallel corpus in an English-Persian context texts are uploaded into Sketch engine software. After that lexical bundles in English are identified by concordance lines and N-gram detector and are classified based on the theoretical framework. The same process is done in the Persian translations through the concordance lines.

Expecting Results

This study will show how are lexical bundles translated and transferred into Persian language in terms of syntax, type of equivalence and structural pattern.

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Russian homographic verbs in directed associative experiment

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This work was dedicated to study the influence of the aspect on the perception and processing of verbs-homographs in associative experiments. The results of the study showed that the imperfect form dominates in interpretations of stimuli and in associative reactions, regardless of the choice of the aspect for stimulus.

Despite the fact that aspect in Slavic is overtly and morphologically marked, there are ambiguous verbs, for which it is hard to define their aspect and meaning without sufficient context because they differ only in stress patterns. Based on previous articles (Rusakova & Sai 2003; Ventsov 2011; Riekhakaynen, 2014) we hypothesized that if a certain homographic verb can be interpreted as both a perfective and an imperfective form, the imperfective one will prevail in the answers of native speakers (if the verbs are presented without context).

We selected 55 homographic verbs from a list of dictionaries, and then we got examples of use from the General Internet-Corpora of Russian Language (Belikov et al., 2013), which we manually marked up to find out meanings' frequencies. When selecting words, we took into account words' frequency, word length, presence of at least two meanings in corpus' entries, and vocabulary marks (we have excluded outdated or regional vocabulary). We also created fillers with the same word length but from other parts of speech (55 nouns and 55 adjectives).

Experiment 1 (53 participants) was an oral directed associative experiment consisted of a task to read out loud words that appeared on the screen and name the first verb that came to mind. Experiment 2 (109 participants) was a written directed associative experiment consisted of a task to read words that appeared on the screen and write the first verb that came to mind.

We found out that the participants choose imperfective interpretations of stimuli and give associative reactions in the imperfect, despite the choice of stimulus' aspect, more often than perfective ones when reading isolated homographic verbs.

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Explicit knowledge of verbal morphosyntax in the multilingual EFL classroom in Norway

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Many English teachers in Norway remain unprepared to teach in linguistically diverse classrooms, despite having positive beliefs about multilingualism and a national curriculum which promotes multilingualism and the use of students' L1s in learning English (Krulatz & Dahl, 2016; Šurkalović, 2014). Better knowledge about how heritage language students acquire L3 English will help teachers and teacher educators to address this gap in knowledge. To that end, this study builds on previous generative L2 research (Bardel & Falk, 2007; Jensen, Slabakova, Westergaard, & Lundquist, 2019) in order to examine explicit knowledge of verb placement and subject-verb agreement in L2/L3 English in the primary EFL classroom in Norway.

To gain a picture of the linguistic heterogeneity faced by teachers of English in mainstream classrooms, participating students in grades 5-7 at a primary school in Norway took a written test examining their knowledge of verb placement and subject-verb agreement. The former was tested using structures that would trigger V2 in Norwegian, the main language of schooling, while the latter was tested using present tense sentences that require 3rd person singular -s. The task types included on the test targeted explicit knowledge more than implicit knowledge (Ellis, 2005). Using a language background questionnaire, students were divided into three groups: *Monolingual L1 Norwegian* (reported speaking only Norwegian at home, N=87), *Heritage Language* (reported speaking languages other than Norwegian at home, but not English, N=29), and *English* (English was reported as one of the languages spoken at home, N=14). Representing the linguistic diversity of the school, participants in the Heritage Language and English groups reported speaking a variety of different L1s. As a result, this study differs from previous L2/L3 studies looking at specific language combinations, and instead the reality of the classroom context faced by teachers is underlined. Scores of the three groups will be compared to see if any differences arise. suggestions for further research and implications for teacher education based on the results will also be discussed.

Data collection will be completed by January 2021 with a preliminary analysis ready for presentation and discussion by the conference date.

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Linguistic human categorization: Language boundaries and matters of belonging in East Africa

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Socio-political processes of order have for a long time been fostering the subdivision of people according to their language practices. Since the 19th century, linguists endeavoured the establishment of a neat order of languages into clearly separated systems and speaker communities that lasted not rarely until today but did little justice to a multifaceted linguistic reality, especially in multilingual societies.

In their work on semiotic processes that interfere with language ideologies, Irvine & Gal (2000) revealed that former processes of linguistic differentiation had to be renegotiated in the fields of linguistics. Examples of artificial language mapping can be found across the entire African continent since linguists, ethnographers and missionaries under colonial rule were encouraged to provide clarity on the hundreds of various languages and dialects that were undocumented and seemed messy from the Eurocentric view at that time.

As part of these endeavours, two closely related Bantu languages spoken in East Africa, Kinyarwanda and Kirundi, have been declared two autonomous language systems under German/ Belgian authorities (Nassenstein 2019; 2020). While Kinyarwanda was established as the national language in Rwanda, Kirundi served as the equivalent in neighboring Burundi, even though both go back to the same linguistic roots and are very similar. Ever since, the two languages have become markers of national-political and ethnic differentiation as can be observed in Uganda's capital Kampala, where many Rwandans and Burundians settled since the 1960s or stop by for trade or transit.

In my talk I address the following questions: How can languages be investigated that have undergone questionable categorization in the colonial era? How does the linguistic reality fit or contradict ideological differentiation processes? How do speakers assess language practices as indicator for belonging? Finally, I attempt to approach the advantages of narratives as qualitative research method in sociolinguistics following initial works of De Fina (2003) and De Fina & Georgakopoulou (2011).

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From monolingual ideology to multilingual advocacy: An autoethnography of a multilingual scholar in transnational settings

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With increasing numbers of multilingual learners in classrooms around the globe, there is a burgeoning interest in centralizing the role of language teacher identity (LTI) to enhance teachers' preparedness and competence in multilingual settings. This paper narrates and analyzes the influential episodes in the author's life trajectory regarding multiple language learning and teaching experiences shaped by the broader sociocultural contexts in three societies, namely mainland China, Hong Kong, and Norway. Drawing on Woolard and Schieffelin's (1988) concept of language ideologies, an autoethnography is employed (Ellis, Adams & Bochner, 2011) as an analytical tool to illuminate the writer's experiences of different ideologies and negotiations of identities as a multilingual learner, teacher, and scholar in transnational settings. Taking self-reflection and writing as a process to research, the author came to an understanding that the ideological transformation from a monolingual orientation to a multilingual advocacy is largely impacted by the ideologies of the social, cultural and political structures at large. In addition, the author's reflections on how her language teaching practices were shaped by her linguistic ideologies demonstrated the profound influence of language ideologies on her pedagogical choices, including both a monolingual ideology, which tends to result in "separate multilingualism" (Creese & Blackledge, 2011), and a multilingual ideology, which contributes to multilingual pedagogies such as translanguaging (García & Wei, 2013). By deconstructing the author's enactment with language ideologies and identity negotiations, six stages were generated along the writer's life journey: 1) Upbring in monolingual ideologies, 2) Becoming an EFL teacher, 3) Wrestling with the ideology of "non-nativeness", 4) Stepping into a multilingual society, 5) Confronting identity crisis, and 6) Rebirth with "in-between identities." Addressed to teachers, teacher educators, and scholars in the era of global migration and multilingualism, this paper echoes the call for an explicit role of LTI in teacher education and to provide support of employing autoethnography as a powerful method to address issues like identity and diversity (Canagarajah, 2012; Yazan, 2019).

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The acquisition of Chinese functional words by Russian speakers: The case of the Chinese conjunction hé

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From the perspective of features (Chomsky, 1995; Lardiere, 2008, 2009; Yuan, 2014), this paper conducts an empirical study to examine Russian speakers' acquisition of the Chinese conjunction *hé*. A sentence-making task, a translation task, and an acceptability judgment task are used as instruments.

Differences exist between the features of the Chinese conjunction *hé* and the Russian conjunction *u*, while the results show that Russian-speaking learners directly map the extraneous features of the Russian conjunction *u* to their second language lexical item, which causes difficulties in their second language acquisition. Specifically, experimental data shows that the vitality of an extraneous feature decreases until learners' language proficiency reaches an intermediate level. Eventually, it is difficult for Russian-speaking L2 learners to remove this extraneous feature. It suggests that this feature becomes dormant when the second language input lacks evidence to disconfirm it.

In addition, this paper provides suggestions for teaching the conjunction *hé* and other Chinese functional words to Russian-speaking L2 learners.

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We kindly invite you to fuck off: Linguistic (im)politeness and Polish Women's Strike

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The October 2020 ruling of the Julia Przyłębska Constitutional Court proclaiming a near-total abortion ban provoked a series of street protests attended by hundreds of thousands of demonstrators. While such reaction might have been predicted given the opinion polls on the matter, the ruling had the unintended consequence of an outburst of linguistic creativity among the protesters.

Written on cardboards or shared as memes on social media, the slogans went beyond the usual expressions of dissent. Expletives entered the public sphere on an unprecedented scale, with the main message of the movement being *wypierdalać* (fuck off) and crowds chanting *Jebać PiS* (fuck the governing party) accompanied by cheerful tunes. While some criticised the expletive-laden language as primitive and unbecoming of public debate, many of

the banners were highly intertextual work that referenced popular and classical culture, media, philosophy, cuisine, fairy tales and more. Furthermore, the calls for more polite forms of protest were answered with banners that, in extremely courteous language, invited the government to bugger off.

This paper analyses the impoliteness strategies (Culpeper 1996) and humour (Dyrel 2008, 2017) employed by the protesters in their various forms of expression. We have gathered a multimodal corpus of over 200 photos from the protests, including banners, cardboard signs and murals expressing outrage over the ruling. We use the Face Threatening Act theory (Brown and Levinson 1987) and an approach to multimodal analysis proposed by Forceville (1996) to look at the text, image and context of each photo and create a Polish database of acts of civic impoliteness.

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Grammatical and cognitive factors shaping the conceptualization of motion events in language production

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The way in which speakers of different languages encode motion events gives insight into linguistic and conceptual representations of motion. Empirical studies have shown that event descriptions differ dependent on grammatical factors absent or present in the target languages. Several contributions to the field focus on differences in the domain of grammatical viewpoint aspect, which is present in languages such as English, Russian, or Spanish as opposed to German, Dutch, or Swedish (Stutterheim et al. 2012; Mertins 2018; Papafragou et al. 2008; Athanasopoulos & Bylund 2012). The results illustrate that speakers of aspect languages rather focus on the process of an event, whereas speakers of non-aspect languages tend to prioritize the endpoint (Stutterheim et al. 2012; Mertins 2018).

While Bylund, Athanasopoulos & Oostendorp (2013) or Schmiedtová, Stutterheim & Carroll (2011) understand the differences in focus on either the endpoint or the process of an event as a result of the grammatical factors given in different languages, attempts have been made to incorporate this binary grammatical factor into a more complex set of factors determining motion event conceptualization. This is consistent with a growing number of studies which assume that the variation of salience of motion event components such as paths or endpoints might influence motion event encoding, too (Stutterheim et al. 2012, Bepperling & Härtl 2013; Georgakopoulos & Härtl 2019).

The study at hand focuses on the extent to which grammatical aspect and visual salience affect motion event verbalization and memorization. Therefore, speakers of English and

German as well as German learners of English participated in a verbalization task and a memorization task. The results reveal a main effect for ‘endpoint salience’ in English such that an increase in verbalized salient endpoints could be observed. Moreover, native speakers of German show a tendency to verbalize more regular endpoints than English speakers. Data taken from the memorization task point at a tendency for speakers of both languages to remember the endpoint better if it was verbalized before. To conclude, the results gathered from this study indicate an interdependency between grammatical and conceptual factors as an influence on the conceptualization of motion events.

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Research design: Profiling the Chinese modal verbs indicating possibilities and abilities

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This study aims to study the semantic differences and collocational variations of six Chinese Modal Verbs, including néng (能), nénggòu (能够), huì(会), kě(可), kěnéng(可能), kěyǐ(可以). These six lexical items can express possibilities and abilities, partially overlapping in meaning and senses, and are substitutable or legal to replace each other in a specific context grammatically. The meaning potential of a lexicon is elucidated by the full context in which it occurs (Hanks, 2013), and such language knowledge is based on actual usage (Pooley, 2014). The occurrence of such modal lexicons in a natural context exerts observable tendencies distinctive to the others. Therefore, we propose to utilize the modified Behavioral Profile (BP)

approach via multidimensional scaling and cluster analysis (Liesenfeld et al., 2020). We have compiled a corpus with over 5 million characters, in which the sentences with the modal words will be extracted and annotated for our analysis, created by well-known Chinese authors. The key features incorporate the language cues (usually referred to as ID tags in BP study) such as syntactic tree height and node depth, negation, adjunct part-of-speech, and frames of closest verbs, and Named-entity Recognition (NER) features and collocation with subjects, light verbs, and construction makers. Most of our data will be annotated automatically, enabling us to compile a larger dataset and incorporate more uses of modal verbs. Finally, to validate the result and offer a potential application of our study, we will also train a machine learning model to predict such modal verbs in the form of filling the blanks. Methodologically, this study will illustrate how to apply computational and linguistic features into BP studies in a cost-effective annotated method and draw implications on future studies of modal verbs. The verifiable result will provide a corpus-based explication of the varieties concerning these modal verbs regarding theory study or language acquisition, and the prediction model proves its potential usage in improving the readability of generative texts.

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