

2014

# Languages & Linguistics Abstracts

Seventh Annual International  
Conference on  
**Languages & Linguistics**  
7-10 July 2014, Athens, Greece  
Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH





Literature  
7<sup>th</sup> Annual International  
Conference on  
Languages & Linguistics  
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## Preface

This abstract book includes all the abstracts of the papers presented at the 7<sup>th</sup> *Annual International Conference on Languages & Linguistics, 7-10 July 2014*, organized by the Athens Institute for Education and Research. In total there were 68 papers and 73 presenters, coming from 28 different countries (Argentina, Brazil, Canada, Chile, China, Cyprus, France, Greece, Indonesia, Iran, Ireland, Italy, Jordan, Malaysia, Mexico, Russia, Singapore, South Africa, South Korea, Spain, Taiwan, Thailand, Tunisia, Turkey, UAE, UK, Ukraine, USA). The conference was organized into VIII sessions that included areas such as Literary History – Comparative Literature, Literary Criticism and Reviews, Gender Issues e.t.c. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

**Gregory T. Papanikos**  
**President**



**FINAL CONFERENCE PROGRAM**  
**7<sup>th</sup> Annual International Conference on Languages & Linguistics,**  
**7-10 July 2014, Athens, Greece**  
**PROGRAM**

**Conference Venue: Titania Hotel (52 Panepistimiou Avenue)**

**ORGANIZING AND SCIENTIFIC COMMITTEE**

1. Dr. Gregory T. Papanikos, President, ATINER.
2. Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
3. Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.
4. Dr. Gilda Socarras, Head, Literature, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA.
5. Dr. Stavroula Varela, Academic Member, ATINER & Senior Lecturer, University of Chichester, U.K.
6. Dr. Stephen Bay, Assistant Professor, Brigham Young University, USA.
7. Ms. Nicoleta Calina, Lecturer, University of Craiova, Romania.
8. Dr. Bahman Gorjian, Department of TEFL, Abadan Branch, Islamic Azad University, Abadan, Iran.
9. Ms Raluka-Eugenia Iliou, Lecturer, Ploiesti University, Romania.
10. Ms. Vasso Kondou Watson, English Teacher, University of Sunderland, U.K.
11. Dr. Hala Tawfik Sorour Maklad, Lecturer, Sadat Academy for Management Sciences, Egypt.
12. Dr. Ioanna Papadopoulou, Lecturer, Democritus University of Thrace, Greece.
13. Dr. Alina-Stela Resceanu, Lecturer, University of Craiova, Romania.
14. Dr. John Spiridakis, Professor, St. John University, USA.
15. Dr. German Westphal, Associate Professor, University of Maryland, USA.
16. Dr. Katherine Wright (Tsatas), Assistant Professor, Northern Illinois University, USA.
17. Ms. Lila Skountridaki, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.
18. Mr. Vasilis Charalampopoulos, Researcher, ATINER & Ph.D. Student, University of Stirling, U.K.

**Administration**

Fani Balaska, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis,  
Katerina Maraki & Celia Sakka

**C O N F E R E N C E P R O G R A M**

**(The time for each session includes at least 10 minutes coffee break)**

**Monday 7 July 2014**

**08:30-09:30 Registration**

**09:30-10:00 Welcome and Opening Remarks**

- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Gilda Socarras, Head, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA.

**10:00-11:30 Session I (Room A): Sociolinguistic/Cultural Studies I**  
**Chair:** George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

1. Marianna Pozza, Assistant Professor, University of Rome "La Sapienza", Italy & Valentina Gasbarra, Post-Doctoral Fellow, University of Rome "La Sapienza", Italy. Some Sociolinguistic Reflections on the Aegean-Anatolian Interference in the 2<sup>nd</sup> Millennium BC. (Monday 7 July 2014)
2. Muna Balfaqeeh, Assistant Professor, Petroleum Institute, United Arab Emirates. New Technology means New Language.
3. Attasith Boonsawasd, Lecturer, Srinakharinwirot University, Thailand. Disyllabic Nickname in Thai: A Socio-Historical Linguistic Study.

**11:30-13:00 Session II (Room A): Language Teaching I**

**Chair:** Marianna Pozza, Assistant Professor, University of Rome "La Sapienza", Italy.

1. Xiaole Gu, Associate Professor, Harbin Institute of Technology, China. A Survey of Intercultural Language Teaching in China's Tertiary EFL Education.
2. Yu-da Lai, Assistant Professor, Providence University, Taiwan. When Cognitive Linguistics Meets Language Teaching: A Study of Teaching Effectiveness of Cognitive Linguistics-Based Processing Instruction in High School and College EFL Classrooms in Taiwan. (Monday, 7 of July).
3. Hongye Sun, Instructor, Harbin Institute of Technology, China. Curriculum and Resource Development.

**11:30-13:00 Session III (Room B): Formal Linguistics I**

**Chair:** Muna Balfaqeeh, Assistant Professor, Petroleum Institute, United Arab Emirates.

1. \*Meixia Li, Professor, Beijing International Studies University, China. A Contrastive Study on the Ways of Lexicalization of Direction in English and Chinese Motion Verbs.
2. Efstathia Soroli, Associate Professor, University of Lille 3, France. The Expression of Spatial Semantic Components in French and Greek: an Experimental, Cross-Linguistic and Typological Account.
3. Stefania Affatato, Researcher, Italy. Resultative Verbs in Chinese are Compounds?
4. Silvia Darteni, Ph.D. Student, Paris University, France. Italian Parasynthetic Verbs within Levinson's Approach of Implicit Creation Verbs.
5. Dina Makouke, Ph.D. Student, SFL - LSG, France. Morphological Study of a Movement Parameter Consistently Associated With a Semantic Value.

**13:00-14:00 Lunch**

<p><b>14:00 -15:30 Session IV (Room A): Language Applied Studies</b> <b>Chair:</b> Yoon-Cheol Park, Assistant Professor, Kyungnam University, South Korea.</p>	<p><b>14:00 -15:30 Session V (Room B): Language Learning I: Phonetics</b> <b>Chair:</b> Meixia Li, Professor, Beijing International Studies University, China.</p>
<ol style="list-style-type: none"> <li>1. Joan Costa Carreras, Professor, Pompeu Fabra University, Spain. Ella Molesta (*a) la Maria ('She bothers (*to) Maria'). Evaluating the Implementation of Grammatical Norms in Catalan.</li> <li>2. *<u>Heloisia Orsi Koch Delgado</u>, Adjunct Professor, Pontifical Catholic University of Rio Grande do Sul, Brazil, <u>Larissa Ramos</u>, Professor, Pontifical Catholic University of Rio Grande do Sul, Brazil &amp; <u>Debora Montenegro Pasin</u>, Professor, Pontifical Catholic University of Rio Grande do Sul, Brazil. Dictrans: An Online Trilingual Pedagogical Dictionary about the Bipolar Disorder.</li> <li>3. *<u>Josita Maouene</u>, Assistant Professor, Grand Valley State University, USA, Madhavalatha Maganti, Poastdoctoral Student, University of Hyderabad, India, Bapi Raju Surampudi, Professor, University of Hyderabad, India &amp; Mounir Maouene, Professor, Ecole Nationale des Sciences Appliques, Morocco. Body Parts and Early-Learned Verbs in 5-Year-Old Telugu Speakers A Cross-Linguistic Comparison in Association with Telugu, Urdu and Hindi Adult Speakers.</li> <li>4. Geovana Soncin, Ph.D. Student, University of Estadual Paulista, Brazil. Linguistic and Discursive Regularities in the Comma Uses: a Study with Brazilian Students' Texts.</li> <li>5. Simon-Pier Labelle-Hogue, Ph.D. Student, McGill University, Canada. Kids Say The Darndest Things? Tween Speech and Syntactic-Pragmatic Variation.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Susana Waasaf</u>, Lecturer, University National of San Juan, Argentina &amp; Nancy Beatriz Leanez, Professor, University National of San Juan, Argentina. Promoting Changes in the Process of Acquiring the English Phonological Component.</li> <li>2. *<u>Mahdi Rahimian</u>, Ph.D. Student, University of Manitoba, Canada &amp; Maryam Farnia, Assistant Professor, Payame Noor University, Iran. The Role of Input in Speech Sound Acquisition.</li> <li>3. Nihta Liando, Lecturer, Manado State University, Indonesia. English as a Foreign Language Learning at Early Age.</li> </ol>

<p><b>15:30-17:00 Session VI (Room A): Sociolinguistic/Cultural Studies II</b>  <b>Chair:</b> Joan Costa Carreras, Professor, Pompeu Fabra University, Spain.</p>	<p><b>15:30-17:00 Session VII (Room B): Language Issues</b>  <b>Chair:</b> Susana Waasaf, Lecturer, University National of San Juan, Argentina.</p>
<ol style="list-style-type: none"> <li>1. Jun Jia, Lecturer, Nanjing University of Aeronautics and Astronautics, China. A Comparative Study of Grammatical Metaphor in Chinese and English Scientific Texts.</li> <li>2. Cristiana Chiarini, Independent Researcher, Italy. Semantics and Identity in Food IsraEnglish.</li> <li>3. Paula De Souza Goncalves Morasco, Post Doctoral Student, Letras e Ciencias Humanas da USP (FFLCH/USP), Brazil. A Comparative Study on the Discourse Disseminated by Folha De S. Paulo and Diario De S. Paulo in the Brazilian Contemporary Social Context.</li> <li>4. *Phalandwa Abraham Mulaudzi, Professor, University of South Africa, Republic of South Africa. Culture as Depicted in Indigenous Songs among Some Southern African Communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Christian Noemi, Professor, University of La Serena, Chile. Relationship between Critical Thinking and Argumentative Complexity.</li> <li>2. Israel Sanz-Sanchez, Assistant Professor, West Chester University, USA. Critical Sociolinguistics in the Classroom: Using Linguistics to Teach Critical Thinking.</li> <li>3. Claire Tsai, Assistant Professor, National Taipei University of Technology, Taiwan. Translation of Trauma News on TV. (Monday 7 of July).</li> <li>4. <u>Roshanak Naseri Sis</u>, Lecturer, Tabriz Azad University, Iran &amp; Mahasti Alizadeh Mizani, Associate Professor, Tabriz University, Iran. Evaluation of an Academic English Workshop for Faculty Members of an Iranian Medical Sciences University using Kirkpatrick Model.</li> </ol>
<p><b>17:00-18:30 Session VIII (Room A): Language Teaching II</b>  <b>Chair:</b> Phalandwa Abraham Mulaudzi, Professor, University of South Africa, Republic of South Africa.</p>	<p><b>17:00-18:30 Session IX (Room B): Sociolinguistics/Languages in Contact</b>  <b>Chair:</b> Israel Sanz-Sanchez, Assistant Professor, West Chester University, USA.</p>
<ol style="list-style-type: none"> <li>5. Kriangkrai Vathanalaoha, Lecturer, Srinakharinwirot University, Thailand. Teaching Characterization through Humorous Turns of (Im) Politeness: A Pedagogical Stylistics Approach.</li> <li>6. Jelena Milicev, English Teacher, University Europea of Madrid, Spain. Correct Me If I'm Wrong, But Do It Right.</li> <li>7. Eva Pashiourtlides, M.A., Central Lancashire University, Cyprus &amp; Dimitris Evripidou, Lecturer, Central Lancashire University, Cyprus. Teachers' Attitudes towards the Use of Students' L1 in EFL in Cyprus.</li> <li>8. Mabel Ortiz Navarrete, Academic and Researcher, Catolica University, Chile &amp; Claudio Díaz Larenas, Academic and Researcher, University of Concepcion, Chile. The Use of Written Corrective Feedback on the Acquisition of the Third Person Singular.</li> </ol>	<ol style="list-style-type: none"> <li>9. Clarissa De Sousa Oliveira, Ph.D. Student, University College Dublin, Ireland &amp; Loremi Loregian Penkal, Lecturer, Unicentro, Brazil. Intergenerational Language Transmission and Language Diversity: A Case Study of the Polish Community in Parana, Brazil.</li> <li>10. Sarah Harchaoui, Ph.D. Student, Paris-Sorbonne University, France. Borrowing in Youth Speech in Scandinavia- The Oslo Case Study.</li> </ol>



**21:00-23:00 Greek Night and Dinner (Details during registration)****Tuesday 8 July 2014**

<p><b>08:00-10:00 Session X (Room A): Language Teaching III</b> <b>Chair:</b> Nicholas Pappas, Vice-President of Academic Affairs, ATINER &amp; Professor, Sam Houston University, USA.</p>	<p><b>08:00-10:00 Session XI (Room B): Language Learning II</b> <b>Chair:</b> Heloisa Orsi Koch Delgado, Adjunct Professor, Pontifical Catholic University of Rio Grande do Sul, Brazil.</p>
<ol style="list-style-type: none"> <li>1. Song Wang, Associate Professor, Harbin Institute of Technology, China. Intercultural Communication Barriers Experienced by Chinese Scholars and Students in International Academic Exchanges.</li> <li>2. Maria-Eirini Panagiotidou, Assistant Professor, West Chester University, USA. Creative Reading and Reading Creatively: The Linguistic Account of Intertextuality.</li> <li>3. Qi Li, Lecturer, Nanjing University of Aeronautics and Astronautics, China. The Motivation of Chinese Learners of English in a Second Language Context.</li> <li>4. Lan-Ting Huang, Ph.D. Student, University Of Warwick, UK. Oops! There is an Error! What Should Teachers Do When Learners Make Errors in an EFL Lesson?</li> <li>5. Jingjing Wang, Ph.D. Student, Tsinghua University, China. Chinese College Students' Competence in Expressing Chinese Culture in Intercultural Communication.</li> <li>6. Hong Ren, Associate Professor, Nanjing University of Aeronautics and Astronautics, China. Translation as an Irreplaceable Approach in Foreign Language Teaching and Learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Fabiano Santos Saito</u>, Ph.D. Student, Federal University of Juiz de Fora, Brazil &amp; Patricia Nora de Souza Ribeiro, Associate Professor, Federal University of Juiz de Fora, Brazil. Hypermedia and Vocabulary Learning of English as a Foreign Language.</li> <li>2. <u>Theognosia Petrou</u>, M.A., Central Lancashire University, Cyprus &amp; Dimitris Evripidou, Lecturer, Central Lancashire University, Cyprus. Parents' Attitudes towards the Use of a Taboo Topic in EFL Classrooms in Cyprus.</li> <li>3. <u>Helena Vellinho Corso</u>, PhD, University Federal of Rio Grande of Sul, Brazil, Tania Sperb, Associate Professor, University Federal of Rio Grande of Sul, Brazil &amp; Jerusa Fumagalli Salles, Assistant Professor, University Federal of Rio Grande of Sul, Brazil. Development of a Reading Comprehension Instrument from Retelling and Questionnaire - Construction Process of the Tool and Assessment of a Sample of Brazilian Students.</li> <li>4. Veronica Petrus Atin, Lecturer, University Malaysia Sabah, Malaysia. Anakanak is Hero, Ongkor is Villain: Incorporating Culture into the Teaching of Kadazandusun as a Foreign Language.</li> <li>5. <u>*Weihua Luo</u>, Dean, Dalian Maritime University, China &amp; Fengxiang Fan, Professor, Dalian Maritime University, China. A Study on the Text Coverage of the CET Wordlists.</li> </ol>

<p><b>10:00-11:30 Session XII (Room A): Sociolinguistic/Cultural Studies III</b>  <b>Chair:</b> Maria-Eirini Panagiotidou, Assistant Professor, West Chester University, USA.</p>	<p><b>10:00-11:30 Session XIII (Room B): Formal Linguistics I</b>  <b>Chair:</b> Weihua Luo, Dean, Dalian Maritime University, China.</p>
<ol style="list-style-type: none"> <li>1. Yusuf Demir, Instructor, Selcuk University, Turkey. Gender Representations in an ELT Coursebook: An Analytical Study.</li> <li>2. Brian Poole, Lecturer, National University of Singapore, Singapore. Two Discourses of Old Age at Work in Contemporary English Language Texts.</li> <li>3. <u>Nerina Bosman</u>, Lecturer, University of Pretoria, South Africa &amp; <u>Philip Bosman</u>, Professor, University of South Africa, South Africa. Metaphors of Eating and Drinking - A Comparison between Modern Afrikaans and Classical Greek. (Tuesday 8 of July, morning session).</li> <li>4. Ksenia Kharitonova, Ph.D. Student, Lomonosov Moscow State University, Russia. Adverbs Denoting Time in Sanskrit and Old-Irish Language: Major Functions.</li> <li>5. <u>Maria Sergidi</u>, M.A. Student, Central Lancashire University, Cyprus &amp; Dimitris Evripidou, Lecturer, Central Lancashire University, Cyprus. Greek Cypriot Primary School Children's Attitude: the Case of Cypriot Greek and Standard Modern Greek in Cyprus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sara Quintero Ramirez, Professor, University of Guadalajara, Mexico. Syntactic Functions of Gerunds in Spanish.</li> <li>2. <u>Zeinab Tofigh</u>, Student, Shahid Bahonar University of Kerman, Iran &amp; Vahideh Abolhasanzadeh, Assistant Professor, Bahonar University of Kerman, Iran. Phonetic Neutralization: The Case of Persian Final Devoicing.</li> <li>3. Marcia Cristina do Carmo, Researcher, University College London, Brazil &amp; United Kingdom. Word-Initial Pretonic Mid-Vowels in Brazilian Portuguese.</li> <li>4. Elisabetta Sciancalepore, PhD Student, La Sapienza University of Rome, Italy and Fabio Massimo D'Amato, PhD Student, La Sapienza University of Rome, Italy. Non-NP Dependent Participials in Italian Language.</li> </ol>
<p><b>11:30-13:00 Session XIV (Room A): Language/Teacher Education</b>  <b>Chair:</b> Nerina Bosman, Lecturer, University of Pretoria, South Africa.</p>	<p><b>11:30-13:00 Session XV (Room B): Language/Translation Studies</b>  <b>Chair:</b> Sara Quintero Ramirez, Professor, University of Guadalajara, Mexico.</p>
<ol style="list-style-type: none"> <li>1. Ge Wen, Associate Professor, Nanjing University of Aeronautics and Astronautics, China. Investigation and Analysis on Language Teachers' Reflective Teaching.</li> <li>2. May Al-Shaikhli, Assistant Professor, University of Applied Science, Jordan. Approaches to Communicative Foreign Language Teaching.</li> <li>3. <u>Claudio Diaz</u>, Researcher, University of Concepcion, Chile &amp; Mabel Ortiz</li> </ol>	<ol style="list-style-type: none"> <li>1. Sami Chatti, Assistant Professor, University of Manouba, Tunisia. Translating Color Metaphors: A Comparative Study.</li> <li>2. Cheng-Fan Chen, Assistant Professor, Chi-Nan National University, Taiwan. Oriental Imagination: The Translingual Practice of Japanese Haiku in the Latinamerican and Taiwanese Modern Poetry.</li> <li>3. Yoon-Cheol Park, Assistant Professor,</li> </ol>

<p>Navarrete, Researcher, University of Concepcion, Chile. Pre-Service Teachers' Cognitions and Beliefs about Teaching and Learning English.</p> <p>4. <u>Mary Ellis</u>, Senior Lecturer, National Institute of Education, Singapore, Low Ee Ling, Professor, National Institute of Education, Singapore &amp; Sylvia Chong, Professor, National Institute of Education, Singapore. Teachers' Communication Skills: Using IELTS to Measure Competence for Entry into Pre-Service Programmes.</p>	<p>Kyungnam University, South Korea. The Explicit Meaning Conveyance in Chinese-Korean Translation of the Buddhist Scripture.</p> <p>4. Yu-Fen Tai, Assistant Professor, Tamkang University, Taiwan. Rewriting or Creation: Self-Translation of Eileen Chang's <i>The Rice-Sprout Song</i>.</p>
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**13:00-14:00 Lunch**

**14:00-16:00 Session XVI (Room A): Language in Society**

**Chair:** Irina Galutskih, Associate Professor, Zaporizhzhya National University, Ukraine.

1. Virginia Meirelles, Professor, University of Brasilia, Brazil. The Youth from Brasilia in an Online Newspaper.
2. Hema Kesevan, Doctoral Research Student, University College of Dublin, Ireland. Classroom Discourse: Discursive Practice of Monolingual and Multilingual English Teachers in ESL/EFL Classroom Context.
3. Aikaterini Tselika, MPhil Student, University of Cambridge, UK. Irony as an Impoliteness Device. (Tuesday 8 of July).
4. Gregory Bontrager, M.A. Student, University of Florida, USA. Spellbound: Re-Examining English Orthography.

**16:00-17:30 Session XVII (Room A): General Language/Cultural Studies**

**Chair:** Gilda Socarras, Head, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA.

1. Irina Galutskih, Associate Professor, Zaporizhzhya National University, Ukraine. V. Woolf's Literary Interpretation of the Body without Limits: A Conceptual Study. (Tuesday 8 of July).
2. Tommaso Petrolito, Researcher, Universita degli Studi di Pisa, Italy & Giulia Di Pietro, Researcher, SyNTHEMA Srl, Italy. Voynich Manuscript: A Distributional and Morphological Study.
3. Shonda Buchanan, Assistant Professor, Hampton University, USA. Landscape, Legacy and Heritage of Black Indians in America. (Tuesday 10 of July).

**17:30-20:30 Urban Walk (Details during registration)**

**21:00- 22:00 Dinner (Details during registration)**

**Wednesday 9 July 2014**

Cruise: (Details during registration)

**Thursday 10 July 2014**

Delphi Visit: (Details during registration)

**Stefania Affatato**

Researcher, Italy

## **Resultative Verbs in Chinese are Compounds?**

In all languages the concept of *word* is something that belongs to all speakers: it is an intuitive concept from which it doesn't seem people can do without (Sapir, 1921). Nevertheless, the notion of word is escaped until now all the attempts of a convincing and comprehensive definition. Despite this all speakers can successfully define the words as simple or complex, where the simple ones are the words without an internal structure, whereas the complex ones are those formed through word formation rules, derivation or compounding.

In Chinese, which is an isolating language, compounding it's the most productive process of formation of word (Packard, 2000). One of the most used categories is *Verb*, both as category of entrance both as category of exit. One of the constructions created by verbs are called *Resultative verbs*, which are formed by two verbs in which the second points out the result of the action of the first one.

In this paper I try to prove that these constructions are real compounds. To do this I first analyzed the definition of compounds and *Resultative verbs* (Scalise, 1994; Abbiati 1992) and therefore I analyzed a corpus of Chinese compounds to see their internal structure.

The results show that can be different types of *Resultative verbs*, according to the grammatical relationship between V1 and V2 or to the V2 that can behave as a verb or as a suffix (Starosta et al., 1998-Chao, 1968). I noticed that when V2 is an independent verb and it behaves as a word the all construction have all the features of a compound. Whereas in the other cases we can talk about derivation with the same morphological morpheme as in the compounds which here is used as a suffix and so it gives a different meaning to all the structure.

**May Al-Shaikhli**

Assistant Professor, Applied Science University, Jordan

## **Approaches to Communicative Foreign Language Teaching**

Acknowledging that the knowledge required achieving communicative competence must include static knowledge, i.e.; language system and dynamic knowledge, i.e.; language use. Thus, foreign language teaching (FLT) must aim at achieving and promoting both knowledges in the learners.

In this regard, it is a challenge to foreign language (FL) pedagogy to devise an approach to meet both needs. In order to achieve the above mentioned both the content of the syllabus and the teaching methodology must be taken into consideration.

To achieve this end, various attempts have been made. Methodological approaches; for example, deal with the process of FLT, learning itself. Johnson holds the view that the methodological component is the major factor in determining whether or not FL course is worthy of receiving the predicate communicative. Stressing that a communicative methodology must take account of the complex nature of communicative skill, Johnson(1979:198-199,203) argues that such a methodology must replicate as far as possible the processes of natural communication, if the learner is to develop such skills. The complex nature of communicative skills is described in the quotation below:

"Apart from being grammatical, the utterance must also be appropriate on very many levels at the same time; it must conform to the speaker's aim, to the role relationships between the interactants, to the setting, topic, and linguistic context....etc. The speaker must also produce his utterance within severe constraints; he does not know in advance what will be said to him (and hence what his utterance will be a response to) yet, if the conversation is not to flag, he must respond extremely quickly. The rapid formulation of utterance which are simultaneously 'right' on several levels is central to the (spoken) communicative skill. (Johnson 1981:11)

In order to stimulate all the essential processes which are carried out in natural communication, Johnson proposes to make classroom activities approximate to natural communication. He derives a communicative methodology from an analysis of the salient features. He derives a communicative methodology from an analysis of the salient features of natural communication by listing three features (discussed later on) applicable to a communicative methodology.

In addition to that, alternative approaches rooted in L2 learning theory have been presented. Littlewood (1982) has suggested that the

learner's work with FL progresses from part skills to whole skills. Brumfit (1984) has introduced the distinction between "accuracy" and "fluency". Ellis (1985, 1988, and 1990) has worked with the notions of "controlled practice" and "free practice", and with the notions of "form-focused instruction" and "meaning-focused instruction".

When discussing the notions of "accuracy-work" and "fluency-work" and "controlled practice" and "free practice", the focus is on learner activities, whereas the distinction between "form-focused" and "meaning-focused" instruction is viewed from the perspective of teaching.

**Veronica Petrus Atin**

Lecturer, University Malaysia Sabah, Malaysia

## **Anakanak is Hero, Ongkor is Villain: Incorporating Culture into the Teaching of Kadazandusun as a Foreign Language**

Culture is often said to be the fifth skill in language teaching and learning which complements the four skills: listening, speaking, reading and writing. As language is the tool that expresses thoughts, knowing the culture of a language helps the learner to understand the norms and values that the community speakers perceive as being important, and use the language effectively. The present paper discusses how culture is incorporated into the teaching of Kadazandusun (KD), a less commonly taught foreign language in Sabah, Malaysia. The paper is qualitative in nature, in which four language instructors (teachers) in Universiti Malaysia Sabah were interviewed to obtain the data. The data were then transcribed, and the themes emerging from the interview were identified. The finding reveals that the teachers believe that culture can be incorporated into KD language teaching through literature such as highlighting the recurring pattern of Anakanak always being the hero while Ongkor is always the villain in most KD folktales. In addition to that, based on the teachers' experience, songs and other interactive activities can be effective means to convey the teaching of culture. Comparing KD culture with the learners' own cultures, and raising the learners' awareness of some linguistic forms which reflect the KD community speakers' culture are two other themes found in the data.

**Muna Balfaqeeh**

Assistant Professor, Petroleum Institute, United Arab Emirates

## **New Technology means New Language**

Within the last decade the different forms of Social media has become one of the most crucial aspects of communication, especially among teenagers. The Rapid change and enhancement in technology came hand in hand with a major shift in the youths' language and communication.

Studies conducted in this field have highlighted gender differences in terms of their participation in online communication, whether in the quality or quantity of their participation, proved that Women's participation is still mirroring what is happening in our daily social life, and regardless of the culture in which the communication is occurring, according to them it is still another male dominated area.

This paper will highlight the differences between genders in terms of their participation, concentrating on Discourse management Skill and Politeness Strategies used by both genders. The paper will use Critical Discourse Analysis as the method of analysis, since the negotiation between genders can also be seen as a negotiation of power. It will analyze data taken from both the twitter, which is one of the most commonly used applications or forms of social media.



**Gregory Bontrager**

Master student, University of Florida, USA

## **Spellbound: Re-Examining English Orthography**

I doubt anybody who wanted to be taken seriously would claim that our orthography is simple, but few realize the true depth of its notorious incoherence. Fewer still have any more than the vaguest understanding of how it became the creature it is today. Ironically, much of the current nature of the beast stems from the same attribute that many hail as a unique virtue of English: its apparent propensity for importing and integrating vocabulary from an unusually high diversity of sources. While the language's habit of importation is undeniable, the subsequent integration is far less regular, at least from an orthographic perspective. Where English mainly failed is in systematically naturalizing the written forms of all those borrowings so that they conformed to a cohesive Anglo-Saxon whole. The United States, for example, has traditionally been called a "melting pot." Nowadays, this metaphor is often deemed outdated and politically incorrect, because it implies glorification of the fact that the various ingredients were stripped of their distinctive qualities in order to blend seamlessly into the precious molten ore being smelted. A popular alternative in contemporary parlance is the "salad bowl," rejoicing in the maintenance of separate identities which nevertheless cooperate in collectively forming a tasty and nutritious whole. A cultural salad bowl is undoubtedly commendable and almost certain to enrich its host society. A linguistic salad bowl, or at least an orthographic one, may not ultimately function quite as well. Perhaps in the realm of spelling, the melting pot is the better model.

Many balk at the notion of spelling reform, arguing against the "dumbing-down" of a long-hallowed orthodoxy that is somehow beyond reproach. My own goal in writing this has been to inspire a re-examination of this assumption that our current spelling paradigm is a refined tradition worthy of unconditional reverence.

**Attasith Boonsawasd**

Lecturer, Srinakharinwirot University, Thailand

## **Disyllabic Nickname in Thai: A Socio-Historical Linguistic Study**

Personal names, including full name and nickname, are normally used to address a person in Thailand. Some foreigners wonder why Thai nicknames, which usually have one syllable, are not related to the full name but come from animals, fruits, and flowers. Some research shows that the modern Thai's guardians prefer giving their children disyllabic nicknames. Consequently, this research aims to explain the characteristics of Thai nicknames and discover whether Thai nicknames have gradually changed from one syllable to two syllables by collecting the data from two generations of Thai people, 10-20 years old and 30-40 years old. The results of the study reveal that most Thai nicknames in young generation are slightly different from previous generation. That is the nicknames in young generation are mostly from Thai words and mostly have two syllables, whereas most of nicknames in previous generation are from both Thai and English words and generally have one syllable. Even though most of Thai nicknames in young generation are disyllabic as same as the result of the previous research, these names are clipped into one syllable when they are used as an address term. Usually the first syllable of such nickname is retained, but sometimes the last syllable is kept instead.

**Nerina Bosman**

Lecturer, University of Pretoria, South Africa

&

**Philip Bosman**

Professor, University of South Africa, South Africa

## **Metaphors of Eating and Drinking - A Comparison between Modern Afrikaans and Classical Greek**

Since the publication of George Lakoff and Mark Johnson's book *Metaphors we live by* (1980), the renewed interest in metaphor has led to a vibrant subfield in cognitive semantics. The abundant and systematic presence of metaphor in language has in particular been explored by departing from the embodied nature of many metaphors. The verbs eating and drinking and the semantic fields associated with these verbs are strongly linked to our embodied experience and they have, not surprisingly, given rise to a rich and varied body of metaphor in different languages. While the body remains a physical constant across language systems from vastly different eras and contexts, bodily metaphors are subject to historical, cultural and other variables. Comparisons between such metaphors in divergent languages should yield interesting perspectives. In the current research we aim to explore similarities and differences in the metaphorical applications of the semantic fields of 'eating' and 'drinking' in Afrikaans and in classical Greek.

The theoretical contextualisation of our research is within Conceptual Metaphor Theory (CMT) as developed initially by Lakoff and Johnson (1980), Lakoff (1987), Lakoff and Turner (1989), Johnson (1987) and articulated in the state of the art article *The contemporary theory of metaphor* by Lakoff (2007). According to Lakoff and Johnson (1980: 3) thought itself (i.e. our conceptual system) is fundamentally metaphorical in nature. Within this theory metaphors are viewed as cross domain mappings within a conceptual system - they are conventionalized conceptual structures.

Our research design is qualitative in nature, based on data that we will retrieve from two corpora: an Afrikaans corpus based on 20th and 21st century language use and an ancient Greek corpus compiled from TLG searches and spanning numerous centuries in antiquity. Corpus-based research into metaphorical mappings is still relatively new (cf. Stefanowitsch 2007:12). With our research we want to add to the growing body of corpus based metaphor research.

After identifying possible search words within the semantic fields of eating and drinking, by doing a Wordnet analysis (cf. (<http://wordnet.princeton.edu/>) of the verbs eet / ἐσθίειν ('eat') and

drink / πίνειν ('drink' ), the corpora will be queried using WordSmith Tools after which conceptual mappings within each of the two languages will be indentified and compared.

**Shonda Buchanan**

Assistant Professor, Hampton University, USA

## **Landscape, Legacy and Heritage of Black Indians in America**

The term “Black Indians” refers to those African Americans who knowingly possess knowledge of, acknowledge or honor their American Indian ancestry or heritage, or through direct lineage and federal recognition, have their Tribal enrollment card. In the 1800s, pre-Civil War, a cache of laws enacted by the legislative bodies of North Carolina and Virginia, decidedly slave states, served to disenfranchise mixed descent American Indians, Free People of Color and Blacks and American Indian tribes, despite intermingling and intermarriage since the Hispanola contact in the 1500s. The classification of ethnicity became a vital tool in both securing a permanent slave labor, as well as removing full-blood and mixed blood Indians from their tribal lands, as seen with 1830 Indian Removal Act. American history often leaves out the narratives of Black slaves who sought refuge in American Indian villages, full-blood dark skinned Indians who were captured and sold into slavery, forced to produce mixed offspring. History obfuscates the stories of Free People of Color, Blacks who had never been enslaved and were born free, or bought themselves out of slavery, who subsequently married American Indians or whites. This complicated yet fascinating journey shows how many bi-racial Black Indians experienced forced migration, erasure of tribal ethnicity, and often, self-exile. In my paper, I will explore first contact between Blacks and Indians, the formation of several Black Indian tribes, as well as discuss the laws and regulations that produced, subjugated and transformed this subculture. Author of the poetry collection, “Who’s Afraid of Black Indians?” and an essayist, Professor Buchanan’s own family research has taken her from her hometown of Kalamazoo, Michigan back to the homelands of Hertford and Sampson County, North Carolina and Virginia, placing her on a seemingly never-ending, but exciting journey uncovering connections between African Americans and American Indians.

**Joan Costa Carreras**

Professor, Pompeu Fabra University, Spain

&

**Aina Labèrnia Romagosa**

PhD student, Pompeu Fabra University, Spain

## **Ella molesta (\*a) la Maria ('She bothers (\*to) Maria'). Evaluating the Implementation of Grammatical Norms in Catalan**

Due to sociolinguistic factors that affect Catalan language, and in addition to the influence of Spanish, there is a major need for studying the implementation of Catalan, as well as the factors that influence it. This need has not only been claimed in Catalonia (see Montané & Cabré 2010 or Estrada 2004) but also in other regions such as Quebec (Quirion 2003).

Thus, a variationist sociolinguistics (Brown 2006: 478) methodology for carrying out an evaluation of the implementation of grammatical norms is presented, in connection with an ongoing PhD project (Labèrnia) aimed at studying the factors that affect both the commission and the omission of grammar errors in Catalan, in written productions made by 248 undergraduates of Translation and Interpreting at Pompeu Fabra University.

The communication will focus on the evaluation of one norm: the use or the absence of the preposition *a* ('to'), preceding a direct object referred to people. In Catalan, as in English, the correct use is to omit the preposition, whereas in Spanish the only correct form is the use of the preposition (e.g. *Molesta (\*a) la seva germana* (literally, 'He/She bothers (\*to) his sister').

Students were administered three tasks –one cloze, one multiple-choice test, and one essay–, and one sociolinguistic survey; the latter was focused on variables such as linguistic uses or the undergraduate's place of birth. The results show that in the cloze, the multiple-choice test, and the essay there is a clear progression according to the year of the course the students are in. Furthermore, an exploration of the possible factors that affect this norm's implementation has also been carried out. In this sense, undergraduates born in Catalan-speaking regions and those whose language of education at school was Catalan show better results than undergraduates born in other regions or those that were not educated in Catalan.

**Cheng-Fan Chen**

Assistant Professor, Chi-Nan National University, Taiwan

## **Oriental Imagination: The Translingual Practice of Japanese Haiku In The Latinamerican and Taiwanese Modern Poetry**

In the discussion of Postcolonism, the most criticised theory is “Oriental Imagination”. The establishment of East from “Oriental Imagination” was usually built up by Westerns or the First World in the past years. However, it is questioned by Latinamerican comparative literates and Taiwanese literates. Those literates have raised up some questions about the establishment of East. For example, must the establishment of East be built up based on hegemonism of Politics and Cultures in the First World over the Third World? How will the establishment of East be explained if it is shown in the literary work of non-Western? This study is going to explore other levels of the establishment of East from poetries of a Taiwanese poet-- Li Chen.

The series of Li Chen’s poems, called “Little Universe: Modern Haiku 200”, were created on the base of Japanese classical literature – Haiku. This work was not only influenced by Japanese Haiku, but also affected by Latinamerican poets’ couplets, such as, Pablo Neruda, Jose Juan Tablada and Octavio Paz.

Furthermore, apart from understanding the influences of Japanese Haiku on Taiwanese and Latinamerica’s modern poetries, this research will be digging out the complicated cultural backgrounds of those poetries. In short, Li Chen, Tablada and Paz have created couplets by themselves. Also, they have translated and introduced Japanese Haiku into their own poetries. Yet, Li Chen even translates and publishes those Latinamerican poets’ work into Taiwanese version, which makes his pieces more complicated.

To sum up, this study will emphasise on historical conditions of interpretation and translingual practice from the first contact of different languages in order to examine why those poets’ choose Haiku as the twist of rigid political system and what kind of modern issues those poets get involved in.

Additionally, Latinamerica and Taiwan have shared the same colonised experience. Such experience has made cultural awakening become the essential base of reading and writing for those literates in those two areas. Meanwhile, Haiku is a form of others, which directly influences the interpreter’s cultural and aesthetic concepts. Those concepts of the interpreters are reflected on their translingual practice. That is to say, during the process of translingual practice, those

interpreters must accept such form of others from original Haiku while they are reading and translating Haiku. Hence, the importance of the translingual practice is to fill in the real meaning of cultural others behind the ambiguous cultural symbols. Also, the ultimate goal of this research is going to apply influences and dialogues from translingual practice of Comparative Literature, and make Comparative Literature more globalised than other European and American Literatures.



**Cristiana Chiarini**  
Independent Researcher, Italy

## **Semantics and Identity in Food IsraEnglish**

By considering English as a global language, according to Kachru's model of World Englishes (Kachru, 2006), ESP is commonly considered similar in all three circles. Jenkins states that "within such domains [such as science and technology], English proficiency may be similar regardless of which particular circle speakers come from" (Jenkins, 2003: 17). But what is the role of culture? Lee McKay argues that all uses of English as International Language, including ESP, entail some cultural dimension. That's why "in order to use English for Special Purposes, an individual needs to acquire the culturally influenced ways of using particular discourse" (Lee Mc Kay, 2002: 85). It is the case of Food English, employed for specialised writing (Jacob, 2005; Ostman /Baker, 2001) in newspapers, magazines, cookbooks, newsletters and, in general, for any text concerning food (e.g. memoirs, travel-related stories, food history, food themes in fiction, advertising).

This paper is focused on food discourse, as expressed by English-speaking media in Israel, from the perspective of semantics. The aim is to explore the shifts in meaning of food terms by connecting them to culture and identity dynamics. Several studies have demonstrated how linguistically, culturally and gastronomically rich the Israeli scenario is (Gilman 2006; Nathan 2005; Zucker 2005; Zuckerman 2003; Spolsky /Shohamy 1999) but also how problematic it can become when cultural, religious and ethnic identity are, sometimes subtly, hidden behind language use (Gvion 2009; Jochnowitz 2005; Cohen/Avieli 2004; Heine 2004; Ram 2004; Suleiman 1996 and 2004). This research will present a glossary of food terms taken from a corpus of IsraEnglish media discourse, with particular attention to the Greek terms which have entered the IsraEnglish lexicon. Such glossary will also be compared with definitions given by official linguistic "authorities" such as dictionaries (monolingual, bilingual, visual, thesaurus) and encyclopaedias, in order to investigate if and to which extent identity can interfere with meaning.

**Silvia Darteni**

Ph.D. Student, Paris University, France

## **Italian Parasynthetic Verbs within Levinson's Approach of Implicit Creation Verbs**

I propose an analysis of –a sub-group of– Italian parasynthetic verbs (PV) as *accoppiare* 'to loop' and *incolonnare* 'to column', which are identifiable by two criteria [Iacobini (2004)]: (i) non-prefixed verbs do not have to be attested; (ii) prefixed nouns (or adjectives) do not have to be attested.

PV are divided into: causative (within three sub-groups: (make) become as N; cause/produce N; (make) become N), locative and instrumental. I focus on the third sub-group of causatives (BN), as *impilare* ('to braid') and *spezzare* ('to split').

I analyze this sub-group in light of Levinson's (2007) approach of implicit creation verbs, assuming that also BNs are a particular group of verbs with the specific characteristic of naming an entity that comes into being as the result of the event denoted by the verb, even if they do not participate in pseudo-resultative constructions (Sarah braided her hair tight).

I address the question why Italian BNs do not participate in pseudo-resultatives, contrary to what Levinson predicts for (English) implicit creation verbs. I assume this behavior to be caused by the fact that they are derived from nouns, rather than from roots.

Departing from Levinson, I assume that the category of implicit creation verbs is actually composed of two distinct groups: proper implicit creation verbs, as braid, and implicit destruction verbs, as slice. These two groups differ in their semantics, and in particular in the denotation of the covert prepositional elements (IN) assumed in the derivation. This fact is morphologically manifested in Italian, where the distinction between the two relational elements is made clear by a different distribution of prefixes.

**Clarissa De Sousa Oliveira**

PhD student, University College Dublin, Ireland

&

**Loremi Loregian Penkal**

Lecturer, Unicentro, Brazil

## **Intergenerational Language Transmission and Language Diversity: A Case Study of the Polish Community in Parana, Brazil**

This paper investigates intergenerational language transmission within the Polish community in Brazil. It aims to analyse diachronically the historical and social cultural factors that have fostered the maintenance of the Polish language, and its implications on second language (L2) variation. This study proposes that the home environment is a lens through which one may view the family as a sociolinguistic mechanism, supporting or hindering language transmission. Birthplace, age, gender, period of residence, institutional support, education and qualifications are among the factors influencing language maintenance (Kipp, Clyne and Pawels 1995). A mixed method approach is used for the measurement and comparison of these factors. The qualitative data from participants is drawn from ethnolinguistic vitality theory (EVT) developed by Giles, Bourhis, & Taylor (1977) and typology of minority language situation developed by Edwards (1992), and Fishman (2001). The classic Labovian sociolinguistic interview will be used in this study, supplemented with more recent sociolinguistic research interview methods, including those of Milroy and Gordon (2003) and Meyerhoff (2011) providing an effective approach to gaining insight into the individual's informal linguistic repertoire. In addition the software Elan is used for the language variation analysis, and data will be sampled from Varsul corpus (Brazil) and also using original data from this research. The quantitative data supported by SPSS evaluation will supplement the qualitative analysis.

**Paula De Souza Gonçalves Morasco**

PhD Student, Letras e Ciências Humanas da USP (FFLCH/USP), Brasil

**A Comparative Study on the Discourse  
Disseminated by Folha De S. Paulo and Diário De  
S. Paulo in the Brazilian Contemporary  
Social Context**

The aim of this work is to search for evidence from discursive strategies towards the readership of two printed newspapers in daily circulation within the São Paulo city, Brazil. The two newspapers chosen herein have, in theory, their own readership, and therefore different ideologies would be characterized by resources liable for bringing about some effects on their sense to involve the interlocutor. Our main purpose is to understand how the building blocks of the discourse work nowadays in the print media. We analyze the existence of prejudice-based content transmitted through these ideologies regarding minorities, as well as the presence of facts evidencing the changes that are taking place with the rise of the new middle class consumers in the sense of embracing, even in a blurred way, this new section of the Brazilian society.

To this end, this work is based on theoretical perspectives dealing with the link between speech and ideology and its discursive nature, the persuasive strategies and their effects on the journalistic and official speeches.

**Yusuf Demir**

Instructor, Selcuk University, Turkey

## **Gender Representations in an ELT Coursebook: An Analytical Study**

Messages delivered through the content of course materials shape the opinions of students from different aspects in a regular progression. More specifically, coursebooks play an important role in increasing students' awareness of gender roles. The present study describes gender representations in an ELT coursebook, *Yes You Can*, published by the Turkish Ministry of Education, which is in use in public high schools of Turkey. The investigation of gender representations in this study include the following categorizations: a) visibility of males and females in the illustrations, b) occupational groupings, c) domestic and extra-familial roles, d) household and out-of-home responsibilities, e) amount of talk, f) firstness in several aspects, g) leisure time activities. Findings were revealed through content analysis carried out to both verbal and non-verbal elements of the coursebook. In conclusion, whether there is a fair manifestation of women and men in different elements of the coursebook is portrayed with regard to the categories above. Suggestions are made for material developers.

**Claudio Díaz**

Researcher, University of Concepcion, Chile

&

**Mabel Ortiz Navarrete**

Researcher, University of Concepcion, Chile

## **Pre-Service Teachers' Cognitions and Beliefs about Teaching and Learning English**

Teacher education for English teaching in Chile has undergone several changes over the last decades. The Chilean Ministry of Education provides universities with general and specific standards that all teacher preparation institutions in the country must follow. There are linguistic and pedagogic standards that universities have to be aware of when preparing future teachers of English

This research focuses on third year pre-service teachers' cognitions and beliefs about teaching and learning English in Chile. This non-experimental and cross-sectional study examines pre-service teachers' cognitions on their own understanding of what teaching and learning English in Chile means. A set of surveys and one semi-structured interview are used to unravel these student-teachers' beliefs. Surveys have been analyzed using non-parametric measures and the above-mentioned interview has qualitatively been analyzed through structured content analysis.

The presentation will particularly focus on revealing these pre-service teachers' teaching styles, learning styles, teaching approach, self-efficacy beliefs and metaphorical representations of the EFL teaching profession in Chile. It will also seek to establish if there is any significant correlation among all these mentioned variables.

The implication of the findings will be discussed under the context of teacher education policies in Chile and their impact on curriculum renovation.

**Márcia Cristina do Carmo**

Researcher, University College London, Brazil & United Kingdom

## **Word-Initial Pretonic Mid-Vowels in Brazilian Portuguese**

This work (CAPES - 10895-13-2) aims to analyse the pretonic mid-vowels in word-initial position in Brazilian Portuguese (BP), specifically in the variety spoken in the northwest of the State of São Paulo. These vowels are subject to the variable phenomenon named vowel raising, through which the vowels /e/ and /o/ are pronounced respectively as [i] and [u] – e.g. [i]special (special) and [u]bjetivo (goal). Two processes can result in the application of vowel raising: (i) vowel harmony, through which there is an influence of a high vowel in the subsequent syllable – e.g. [i]xiste (he/she/it exists) and [u]rgulhoso (proud) – and (ii) vowel reduction, generally related to the influence of the place of articulation of the adjacent consonant – e.g. [i]conomia (economy) and [u]casião (occasion). This research is based on the Theory of Linguistic Variation and Change (Labov, 1972). The corpus of this study consists of spontaneous speech samples of thirty-eight interviews taken from the IBORUNA database, a result of the ALIP Project (IBILCE/UNESP – FAPESP 03/08058-6). The vowels are quantitatively analysed with the utilisation of the statistical package Goldvarb X. In a preliminary analysis of the data, it was verified a substantial percentage (81%) of vowel raising of the mid-vowel /e/ and the non-application (0%) of the phenomenon with respect to /o/, confirming the general results of studies about word-initial vowels in other varieties of BP (Battisti, 1993; Brandão, Rocha & Santos, 2012). This result indicates not solely that these vowels correspond to two different systems but also that the word-initial pretonic mid-vowels have a different behaviour in comparison with non-initial pretonic mid-vowels – e.g. pr[i]cisa (he/she/it needs) and b[u]né (cap) – (cf. Carmo, 2013), which corroborates the claim of Bisol (1981) that these vowels must be analysed separately.

**Mary Ellis**

Senior Lecturer, National Institute of Education, Singapore

**Low Ee Ling**

Professor, National Institute of Education, Singapore

**Sylvia Chong**

Professor, National Institute of Education, Singapore

## **Teachers' Communication Skills: Using IELTS to Measure Competence for Entry into Pre-Service Programmes**

Effective communication is a critical component of teaching and educators need to have strong communication skills. If there is a mismatch between what is conveyed and what was intended to be conveyed, then even the best teaching decisions can bring out ineffective teaching outcomes. Several factors can contribute to distorting a message from its original intent such as poor listening skills, ambiguous language use, poor semantics, and different sets of values. In order to effectively communicate their message, educators must foresee potential problems and try as far as possible to avoid them in their classroom interactions. Recognising the important roles that language plays in the teaching and learning process and how to use technology for effective communication and teaching is important. This is because teachers who recognise and understand the important role that language plays in the teaching and learning process can leverage on strong communication skills to bring about the best possible student learning outcomes.

In Singapore, English has been the medium of instruction (MoI) since 1987. (Chew, 1996). As a result of the adoption of English as the MoI, all teachers, except those who teach Mandarin, Malay and Tamil as a second language, are expected to deliver their lessons in English and to use the language to engage their students in the learning of their respective subject matters. Considering that being highly proficient in the English language is an important pre-requisite in order to teach using the English language as a MoI, it is important to ascertain whether graduating student teachers from Singapore's sole teacher education institute possess the basic proficiency and competence necessary for communicating effectively in instructional settings. There has to be a minimum threshold level of competence and proficiency in the language in order for them to perform a range of spoken and written tasks in the professional setting of their work as teachers such as in the communication with their students, parents, colleagues, senior school personnel and other key stakeholders in the education profession.

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This presentation is based on a research study, commissioned by the Ministry of Education, Singapore, to profile the language skills of English language teachers. The International English Language Testing System (IELTS) has been selected because it enjoys a high international reputation as an internationally accredited test of language proficiency with a strong track record for language profiling purposes (Taylor & Jones, 2006). IELTS is said to measure “the language ability of candidates who intend to study or work where English is used as the language of communication” (IELTS, 2003).

**Iryna Galutskikh**

Associate Professor, Zaporizhzhya National University, Ukraine

## **V. Woolf's Literary Interpretation of the Body without Limits: A Conceptual Study**

The phenomenon of human body has been the focus of attention of multiple scientific paradigms since ancient times. It has been in the spotlight of numerous investigations in anatomy, physiology as a biological entity as well as in psychology, philosophy, anthropology, sociology, linguistics, literary studies, culture studies, cognitive science, etc. as a socio-cultural phenomenon.

Whereas in natural sciences this concept is more clearly defined, in humanities the term human body is much more ambiguous and not so self-evident.

Throughout the XXth century different manifestations of human body are analyzed in a variety of discourses and nowadays it remains the central object of interdisciplinary research.

This research focuses on the specific features of literary representation of human body in the literary texts of the English modernist writer Virginia Woolf.

The material of the research is the corpus of literary texts by V. Woolf, among them being her novels "The Waves", "Mrs. Dalloway", "To the Lighthouse", "Between the Acts", "Orlando".

The research is aimed at the analysis of linguistic aspects of corporeality as the basis of imagery formation in literary text by means of studying the ways of conceptualization of the HUMAN BODY domain in V. Woolf's literary prose. The aim is realized with the methods of semantic and cognitive types of linguistic analyses applied, which imply the process of reconstruction of conceptual metaphors in the text. The methodological grounds of the research is the theory of conceptual metaphor (Lakoff & Johnson, 1980; Kövecses, 2002) and the theory of conceptual integration (Fauconnier & Turner, 2003).

The results obtained demonstrated that HUMAN BODY is metaphorically represented as the BODY WITHOUT LIMITS by means of the images of a "deformed" or "shapeless" BODY, which in V. Woolf's figurative interpretation reveal the correlation of physical "losing limits" with the depressive and unstable states of mind and soul of the individual.

**Xiaole Gu**

Associate Professor, Harbin Institute of Technology, China

## **A Survey of Intercultural Language Teaching in China's Tertiary EFL Education**

Intercultural language teaching (ICLT) approach is becoming well established and has gained wider recognitions in education systems in many parts of the world. Yet it remains in its infancy stage in FL education in China where communicative language teaching (CLT) approach is still assuming the most prevalent and dominant place. To find out the current situation of ICLT in the tertiary education in China, a nation-wide survey was conducted of university EFL teachers' perception of ICLT and their teaching practices. The present paper reports parts of the survey findings, concerning: 1) EFL teachers' understanding of intercultural communicative competence (ICC); 2) their perceptions of the relationship between language, culture, and EFL teaching and learning; and 3) their teaching practices related to intercultural dimensions. The results revealed that the surveyed teachers' perception of ICLT was far from sufficient and their teaching practices were still characterized by communicative language teaching, pointing to the need for teacher training in this respect and an ideological shift from CLT to ICLT.

**Sarah Harchaoui**

PhD Student, Paris-Sorbonne University, France

## **Borrowing in Youth Speech in Scandinavia- The Oslo Case Study**

For the 7th Annual International Conference on Languages & Linguistics, we propose to develop the issue of borrowing in youth speech in Scandinavia, especially in the speech of teenagers living in the Eastern districts of Oslo. We will use examples from UPUS (Utviklingsprosesser I urbane språkmiljø - "Developmental processes in urban linguistic environments") a corpus compiled in Oslo between 2005 and 2009 and containing both transcriptions of exchanges between peers in a group of adolescents and transcriptions of interviews between teenagers and adults carrying out the project.

For 3 years, we have been working on Youth speech in Oslo, and we currently highlight two varieties: one in the Eastern part, the other in the Western. What characterizes the Eastern variety is that teenager speakers include words from Arabic, Berber, Kurdish and Urdu while in the West, teenagers tend to borrow words from English, Spanish, French or German. This linguistic division is probably due to the fact that the East side is multilingual and multicultural - a large part of the population living there is made up of immigrants. On the contrary, the West side of Oslo is well known for its upper-class way of life, and teenagers are attracted and influenced by Europe standards and use fashionable Anglo-American vocabulary.

In our research, we will focus on the variety developed in Eastern Oslo, which we refer to as "multiethnolectal", a term derived from "multietnolekt", a concept initially introduced by the Danish linguist Pia Quist in order to underscore the linguistic diversity of this variety: diversity regarding profiles of adolescents (background, social environment) and linguistic and cultural influences which feed the variety.

Our goal will thus be multiple: First, we want to show what kind of words teenagers borrow from non-European languages and what concepts these words cover. Then we will discuss the integration of these words in peer exchanges, and difficulties caused by the fact that all teenagers do not speak Arabic or Urdu. To do this, we rely on the theory of Crossing language developed by Rampton (1995). We will also discuss the phenomenon of "desemanticization" (disappearance of the original meaning of a word) to highlight how teenagers appropriate the new lexicon. Finally we will focus on the stylistic scope of loan words in the tradition of slang where borrowings are used to encrypt the exchange, but also to strengthen the unity and cohesion of the

community in question. On this occasion we will consider the identity dimension that leads teenagers from Eastern Oslo to resort to non-European languages.

**Lan-Ting Huang**

PhD Student, University of Warwick, UK

## **Oops! There is an Error! What Should Teachers do when Learners make Errors in an EFL Lesson?**

When a learner makes an error in an EFL lesson, what should the class teacher do? Should he or she ignore the error, correct it explicitly, or provide a hint for this learner? There has been debate about whether teachers should correct learner errors in an English lesson and the approaches teachers should use to correct these errors. However, not many studies have investigated teachers' corrective feedback (CF) and its related issues, including learner uptake and teachers' and learners' understanding of CF and learner uptake in English lessons of Taiwanese elementary school, where English is taught as a foreign language. Consequently, in this small-scale multiple case study, the researcher observed 30 English lessons, interviewed 6 teachers, and interviewed 47 learners over a period of four months in late 2013. This study intends to (1) investigate whether CF was used by these teachers in class, and if so, its effect on their learners' linguistic performance in response to the CF, (2) investigate what understanding of CF these teachers had, and (3) explore whether, and if so, how their understanding of CF influenced the use of it in class. The results of this study will help build on the existing literature and also help explore the similarities and differences between the findings of this study and those of the existing studies. Finally, in this presentation, some relevant literature review will be introduced first. Secondly, the research design, together with some initial findings, will be presented and discussed.

**Jun Jia**

Lecturer, Nanjing University of Aeronautics and Astronautics, China

## **A Comparative Study of Grammatical Metaphor in Chinese and English Scientific Texts**

Influenced by logical positivism, a philosophical trend of thinking prevalent in the western science culture, science is and should be described in terms of literal language, while scientific discourse, as a special genre of discourse, has long been regarded as the presentation of facts, and similar types of information with clear, unambiguous, precise and objective language. However, recent studies on metaphor issue a challenge to it, maintaining the metaphoricity of scientific discourse. Among the study of metaphoricity of scientific discourse, Halliday's grammatical metaphor theory achieves a lot. This article takes the perspective of systemic functional linguistics to explore the types and the textual functions of grammatical metaphor in the form of nominalization in Chinese and English scientific discourse, with an attempt to discover similarities and dissimilarities between the scientific discourses of two different languages.

The analysis material comes from Tsing Hua University Journal of Nature Science. To make analysis convincing, ten pairs of Chinese and English texts are Chinese and English version of the abstracts of the same science paper. The criteria for identifying grammatical metaphors are based on the 13 types of grammatical metaphor classified by Halliday. The purpose of the comparative study is to find out the differences and similarities in the types of metaphor and its functions in two languages.

The study made a tentative conclusion. First, type 10 and type 13 of grammatical metaphor are not found in Chinese scientific discourse, while all 13 types in English scientific discourse are identified. Secondly, grammatical metaphors play almost the same textual functions in the construction of both Chinese and English scientific discourse. The major difference consists in the fact that some functions in Chinese scientific discourse are not as explicit as in English.

**Hema Kesevan**

Doctoral Research Student, University College of Dublin, Ireland

## **Classroom Discourse: Discursive Practice of Monolingual and Multilingual English Teachers in ESL/EFL Classroom Context**

The aim of this study is to conduct a detailed investigation of classroom discourse practices of English language teachers in Malaysia within the ESL/EFL context with a view to identify practices that promote effective language learning. To this end, the study explores and compares the nature of classroom interaction by two groups of teachers, monolingual speakers of English from inner circle English-speaking countries (Kachru, 1985) who generally have little or no professional training in ESL/EFL and professionally trained multilingual Malaysian teachers of ESL/EFL. Firstly, it aims to examine the nature of ESL/EFL classrooms in Malaysia, mainly the nature of teacher-student interaction. Secondly, it aims to explore variation in discourse practices in a specific social domain. Thirdly, it aims to identify the factors that condition variation and finally its impact on effective communication and learning.

The participants of this study consisted two sets of ESL/EFL teachers in Malaysian classroom context and their learners, who come from a variety of different linguistic and cultural backgrounds. This study employs an ethnographic multiple case study approach of the monolingual and multilingual teachers and their learners during the course of classroom practice. There were multiple modes of enquires used in conducting this study: classroom observations, individual interview and focus group interview. All the data collected were transcribed and analysed qualitatively.

In this conference, findings related to language ideologies will be presented. Those findings of this study will serve to determine whether there is a sharp divide between language ideologies and classroom language practices. This will be discussed from two different perspectives: Firstly, the influence of teacher's language ideology to their classroom interaction patterns and secondly, the implication of the interaction patterns to the process of language learning. The findings also will serve to critically examine current ideologies and practices of English language teaching in the ESL/EFL classroom as well as to establish a better understanding of the respective roles.



**Ksenia Kharitonova**

PhD Student, Lomonosov Moscow State University, Russia

## **Adverbs Denoting Time in Sanskrit and Old-Irish Language: Major Functions**

Adverbs as a class in Indo-European languages formed late. Genetically this class is related to nouns, adjectives, pronouns, prepositions and particles. O. Jespersen argues that the adverbs, prepositions, conjunctions and interjections can be united into one group called "particles", because many adverbs are used also as prepositions and many as conjunctions.

On the other hand, the adverb has its own grammatical meaning (it qualifies the meaning of the verb etc.) and it can make relationship with other words in the sentence, so we can say that adverbs form an independent class of words. Some formal criteria for distinguishing adverbs from combinations "preposition+noun" are determined for Indo-European languages having case government.

A. Meillet argues that every language creates its own adverbs during its own history, and there is nothing common between the adverbial systems in various Indo-European languages.

However it seems possible to find common features in adverbial systems of Sanskrit and Old Irish. The comparison of these languages can be helpful in making hypothesis about Proto-Indo-European adverbs, because lots of archaisms are found at the utmost western and eastern points of Indo-European area.

In both languages adverbs denoting time have following functions:

- 1) the time of action: 'today' (Sanskrit. *adya*, Old Irish *indiu*);
- 2) the duration of action: 'for a long time' (Sanskrit. *dirgham*, Old Irish *co cíen*);
- 3) the sequence of actions: 'at first' (Sanskrit *ādau*, Old Irish *in chétnu*).

There is also a special group of unstressed time markers, a kind of parenthetical words, remarks for the recipient of speech. These words usually mean 'later', 'afterwards' (Old Irish *íarum*, Sanskrit *eva*). Their functions (to draw the recipient's attention, to keep the meter) are really important for oral tradition, so this group of adverbial words could be a Proto-Indo-European phenomenon. It is important to find out, if these words are just discourse markers or real adverbs.

**Simon-Pier Labelle-Hogue**

Ph.D. Student, McGill University, Canada

## **Kids Say The Darndest Things? Tween Speech and Syntactic-Pragmatic Variation**

Since Romaine (1984), children and adolescents have been known to be important vectors of linguistic change. From a young age, they indeed incorporate innovative lexemes to their discourse and, as their syntax develops, add novel structures to the pre-existing pool (Kerswill 1996; Andersen 2001). Although studies on the sociolinguistic skills of children are still embryonic (Roberts 2008), it appears that one field has been left aside by empirical analyses: pragmatic variation. Numerous challenges, among which (i) the hardness of defining the variable context (Walker 2010: 69-71) and the methodological issues pertaining to factor operationalization (Macaulay 2002; Pichler 2010), account for the paucity of publications on the topic.

My talk will attempt to remedy the situation by proposing a sociolinguistic analysis, under the variationist paradigm (Labov 1966, 1972, 1982; Poplack and Levey 2010), of one specific item, *like*, in its use as a discourse marker and particle. Using data from the Ottawa Child Language Corpus, a set of sociolinguistic interviews collected from English monolingual children aged 8-12, I will show that *like* is not as common as it is believed (D'Arcy 2007), and that while tweens align with their peer group (Labov 2001; Levey 2006), (i) gender differences become apparent (Eckert 1989), and (ii) pragmatic factors (non-contrastive focus, hesitation marking) fade, to (iii) leave room for syntactic ones (linear position, verb agentivity). Moreover, the talk will give place to a methodological statement. Previous quantitative work on *like* either not respecting the principle of accountability (Andersen 2000, 2001; Fuller 2003; Hasund 2003; Croucher 2004; Tagliamonte 2005; Levey 2006; Schweinberger 2011) or making use of a syntactic analysis that biases data extraction (D'Arcy 2005; 2007; Tagliamonte and D'Arcy 2009; Odatto 2010; Kastronic 2011), it seems truly necessary to develop an empirical research method (Pichler 2010). Unlike my predecessors however, I advocate for a post-syntactic linear analysis of *like* which both respects chomskyan hypotheses (Chomsky 1995; Cruschina 2009) and favors a deductive method. The paper hence contributes to the methodological reflections on the sociolinguistic analysis of discourse markers and completes, partially, Pichler's (2013) study on pragmatic variation.

**Yu-da Lai**

Assistant Professor, Providence University, Taiwan

## **When Cognitive Linguistics Meets Language Teaching: A Study of Teaching Effectiveness of Cognitive Linguistics-based Processing Instruction in High School and College EFL Classrooms in Taiwan**

This study aims at evaluating the potential effectiveness of a cognitive linguistics-based (CL) L2 instruction and its feasibility in the context of high school and college EFL classrooms in Taiwan. The prior study (Lai, 2011) has demonstrated greater and more durable effects on the acquisition of the derived discourse semantic functions of English participles by college EFL learners under the treatment of Processing Instruction (PI: Vanpatten, 2002) with explicit CL explanations and structured practices, compared with the treatment of traditional instruction with focused output practices. Given that most contributions made by the applied CL research are confined to theoretical and pedagogically suggestive descriptions with limited empirical verification (Lai, 2011; Tyler and Evans, 2001), the present study extends the earlier findings in Lai (2011) to a more generalizable account by comprehensively investigating the learning effectiveness of different student populations under the CL-based Processing Instruction (CLPI) in two under-researched topics: (a) discourse functions of the English participle construction and (b) pragmalinguistic strategies (i.e., syntactic and clausal downgraders) for making requests/invitations. The CLPI consists of explicit CL-based explanations, structured practices of referential and affective types, and computerized testing instruments. In particular, the teachers' explicit explanations are couched in the discussion of how the two seemingly unrelated targets, (a) and (b), can be motivated by the general principle of *iconicity* in a unified CL account with respective reference to *iconic sequencing*, *iconic proximity*, and *iconic quantity*. The following issues are discussed in the study:

1. whether the CLPI is effective in teaching non-grammar areas like discourse semantics and pragmatics;
2. whether the L2 proficiency profile moderates the effectiveness of the CLPI;
3. whether earlier introduction of a certain CL concept in one topic (i.e., "iconic sequencing" in discourse semantics of the participle construction) to CLPI learners would lead to

better performance in the other subsequent topic that can be motivated by the same general CL concept (i.e., "iconic proximity" and "iconic quantity" in downgraders for request/invitation making);

4. whether L1 transfer of the cognitive principles would (positively) moderate the effectiveness of the CLPI.

**Meixia Li**

Professor, Beijing International Studies University, China

**A Contrastive Study on Motion Verbs  
between Chinese and English:  
A Corpus-based Approach - Taking the English Wal  
and the Chinese Zou as an Example**

Motion verbs, as the name indicates, refer to those verbs which express the act of moving. These kinds of verbs are frequently seen both in Chinese and English, for instance, lai/come, qu/go, zou/walk, pao/run, pa/clime, etc. in Chinese and come, go, climb, walk, run, etc. in English. Then what semantic components do these verbs both in English and Chinese have? What similar and dissimilar grounds do English and Chinese motion verbs cover? What led to the similarities and differences between English and Chinese motion verbs? The present article, based upon such theories as categorization theory, prototypical theory and typological theory, and also corpus-based approach, attempts to investigate these questions. The data of this study mainly comes from the Corpus of Contemporary American English (0.425 billion words), Center for Chinese Linguistics PKU(0.477 billion characters), the Oxford Dictionary of English synonyms (1.5million words), Modern Chinese Synonym Dictionary(3300 pairs of words), Oxford Advanced Learner's English Chinese Dictionary (1835000 words). This study will reveal the similarities and differences of the ways that both English and Chinese motion verbs encode meaning, which will facilitate our understanding of the relationship among language, meaning and thinking patterns.

**Qi Li**

Lecturer, Nanjing University of Aeronautics and Astronautics, China

## **The Motivation of Chinese Learners of English in a Second Language Context**

This article reports on a multiple-method study that investigated changes in the motivation of Chinese learners of English over a three month period of residence in an English-speaking country, New Zealand. The participants consisted of 197 Chinese ESL learners, who were tertiary students and taking general or academic English courses in New Zealand. Both quantitative and qualitative data were collected and analyzed. The instrument used to collect quantitative data was a self-report motivation questionnaire based on Dörnyei's (2005) L2 Motivational Self System theory. All the 197 participants took part in the survey. The instruments used to collect qualitative data were learner diaries and follow-up interviews. 11 out of the 197 participants kept a diary of their English learning over a period of three months. During this three month period, four diarists were interviewed once in order to clarify certain items in their diary entries. The results of the quantitative analysis revealed that changes in the motivation of the ESL learners were not very evident. The possible reason is that many of the individual positive and negative changes cancelled one another out in the averaging process so that changes in individual learners were not reflected in group mean scores. Since the quantitative analysis could not fully capture the motivational changes of the ESL learners over the period of their residence in NZ, it is necessary to combine quantitative and qualitative analyses. The results of the qualitative analysis revealed some dynamic individual changes and general patterns of change in the motivation of the ESL learners. According to the similarities and differences in their motivational changes, different learner types were identified. Some types of learners were able to maintain or increase their overall motivation. Others were not able to maintain their overall motivation: Their motivation decreased over the three months.

**Nihta Liando**

Lecturer, Manado State University, Indonesia

## **English as a Foreign Language Learning at Early Age**

The issue of how children learn a language or languages other than their mother tongue has been debated for decades (Finocchiaro 1964, Freudenstein 1979, Stern 1963, Littlewood 1984, Clyne 1986, Singleton 1989, Kuhl 2011). When is it best to begin to learn a foreign language? The answer to this question is not straightforward since there are so many factors involved. The history of language learning shows that there has been a change of emphasis as to when language learning is first introduced. In the 1950s and 1960s the introduction to foreign language learning was at an early age, then it transferred to adults or adolescents with little concern for primary level in the seventies, and after that, from the late 1980s till now, it is back to the early age language learning (Brumfit *et al* 1995). Some say that it is best to start to learn a language other than the mother tongue at an early age (Penfield and Roberts 1959, Finocchiaro 1964, Lenneberg 1967, Harley 1986, Singleton 1989, Halliwell 1992); others say that adolescents and adults have better achievement at learning languages (Olson and Samuel 1973, Neufeld and Schneiderman 1980, Genesee 1981, McLaughlin 1981, Krashen, Scarcella and Long 1982, Tough 1995). Although there has been much research done, there are differences in opinions and still a great deal remains to be understood. This paper tries to examine this issue from various perspectives. For instance, whether there is a particular stage a language is better learnt; this is very much debatable since there are two contradictive arguments. The discussion about learning of language other than mother tongue which, referred to as age-related issues will be followed by discussing more specific the issue of learning a foreign language at an early age. Then this paper will also elaborate learning a foreign language at an early age from psycholinguistic, sociolinguistic and pedagogic arguments.

**Weihua Luo**

Dean, Dalian Maritime University, China

&

**Fengxiang Fan**

Professor, Dalian Maritime University, China

## **A Study on the Text Coverage of the CET Wordlists**

Text coverage refers to the proportion of words of a text or a collection of texts covered by a given set of vocabulary or a wordlist. It is also known as lexical coverage (Laufer and Ravenhorst-Kalovski 2010) and vocabulary coverage (Schmitt et al 2011). Text coverage and its related topics have received attention from many scholars (Laufer 1989; Hirsh and Nation 1992; Nation and Waring 1997, 2001; Chujo and Yutiyama 2005; Fan 2008, 2013; Luo and Deng 2009; Luo and Tong 2010; Laufer and Ravenhorst-Kalovski 2010; Schmitt et al 2011; Hsu 2011). The general conclusion is that for effective reading, a vocabulary that covers 95%--98% of the words of the target text is necessary.

The present contribution examines the text coverage of the CET (College English Test) wordlists, which were approved by the Chinese College English Education Committee and serve as a lexical yard stick for college EFL teaching in China. The CET wordlists consist of CET-4 and CET-6, the former consists of 4535 words and the latter includes CET-4 plus additional 1098 words. This study used 1000 2000-word text chunks, totalling 2,000,000 words, randomly drawn without replacement from the ANC (the American National Corpus) and the BNC (the British National Corpus) as the target texts (texts covered by the CET wordlists). The following were computed after preliminary text processing (such as chunking, random sampling, tokenization and lemmatization): the vocabulary size of each of the covered text chunks; the vocabulary growth of the 1000 text chunks; the text coverage by the CET wordlists over each of the 1000 text chunks and the shape of the coverage distribution; and the coverage standard deviation. The text coverage of the CET wordlists over the 1000 ANC and BNC text chunks are normally distributed, and the mean coverage of the CET wordlists of CET-4 and CET-6 are respectively 83.26% and 85.09%. This reveals the non-linear relationship between vocabulary size and text coverage. The re-parametrized Tuldava model (Fan 2013) was used to compute the size of a wordlist needed for a 95% text coverage. The CET wordlists provide the core vocabulary for China's college EFL learners but they are far from the 95 percent text coverage need for effective reading.



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## **Morphological Study of a Movement Parameter Consistently Associated With a Semantic Value**

Through the study of French Sign Language (LSF), I examine the constructional morphology of sign languages. I try to highlight semantic regularities among gestural units that show formal similarities. This work is on a smaller scale similar to that achieved by Frishberg & Gough 2000 and Garcia & Boutet 2007 for example. Due to the limitations of bilingual LSF / French directories (see Garcia 2010), I chose to study this phenomenon through a corpus of dialogues between deaf (Garcia, B. and Cuxac, C. 2007-2012). Another advantage of work on this type of corpus is the possibility to study the context of the gestural units.

Gestural units, the building blocks of sign language, are composed of the shape, orientation, location and motion of the hand(s) and non-manual parameters. In this study, I highlight derived units which operate on the same parameter and associated with the same semantic value as their base units. This is a movement parameter which refers to a 'difficulty' or 'blunder' in performing an action. The movement in the base unit is substituted for another movement in the derived unit. However it does not result in a substitution of the semantic value associated. Rather, it constitutes a semantic addition. The context of the gestural unit and of the motion parameter itself highlights three characteristics:

1) The base unit seems to be constrained to linear motion. The movement of the derived unit does not appear strictly constrained, but it must contrast with the movement of the base unit (asymmetric when both hands are used).

2) The signers are not certain that this modification process is clear to their addressees. Although the modification of gestural units is a very common process in sign language, as it is very economical, in the contexts examined signers add independent gestural units that could be translated as 'awkwardly' and 'difficult' to clarify their message. The addition of these modifying units creates a redundancy that contrasts with the economy of the process used.

3) The process used is not very productive: there are only 7 tokens in the 26 interviews of our corpus. The signers appear to prefer the use of full units to express this semantic value.

Aspects 2-3 suggest that this morphological modification is not a stabilized process. This is further confirmed by the data examined: my corpus includes 3 different morphological tokens derived from the same base unit, indicating that the specific formal modification itself is not standardized.

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## **Body Parts and Early-learned Verbs in 5-year-old Telugu Speakers a Cross-linguistic Comparison in Association with Telugu, Urdu and Hindi Adult Speakers**

Traditionally, the perspective has been that the meaning of verbs differs importantly across languages, particularly since Talmys' study on verb dynamics in adults (1975), but also in children from diverse linguistic provenance (Slobin, 1996). Recently, however, growing evidence in neuroimaging studies mostly in Indo-European languages, but now in Chinese<sup>3</sup>, indicates that verb meaning processing engage the activation of regions of the motor system and particularly regions related to bodily effectors, a result also available for 4- to 6-year-old speakers of English (James & Maouene, 2009). Consequently, we wondered whether Telugu speaking children - if asked to provide the body parts for common verbs- would be systematic and coherent in their judgments. And how they would compare in terms of cross-linguistic similarities and differences with adult Telugu, Hindi and Urdu speakers, as well as with L2 English speakers.

The 124 early-learned verbs examined came from 18 transcripts of 18-to 36-month-old Telugu speakers. Subsequently, in a judgment task, 42 five-year-olds from a Hyderabad elementary school, were asked orally and individually: "What body part do you use when you \_\_\_\_". In total, the children provided 21 distinct body part terms.

A correspondence analysis (~ a dimension reduction technique for categorical data) on the matrix of 124 verbs by 21 body parts revealed a highly systematic and structured pattern. The first five dimensions accounted for 94.8% of the judgments and correspond to Dimension 1: hand-region-verbs (68 verbs); Dimension 2: mouth-region-verbs (27); Dimension 3: leg-region-verbs (14); Dimension 4: eye-verbs (3); Dimension 5: ear-verbs (2). We then compared the data thus obtained to the adult data available from Duggirala et al., 2011, for 12 adults (in Telugu, Urdu, Hindi) and for 18 adults in English L2. The four correspondence analyses yielded the same 5 dimensions with some differences in how the semantic spaces were organized.

**Virginia Meirelles**

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## **The Youth from Brasilia in an Online Newspaper**

This work aims at understanding the process of individualization of young people in the urban space of Brasilia and its relationship to language, considering how the urban space was configured and its history. For this, we analyze the titles and the comments to articles published by the online version of *Correio Braziliense*, the largest selling newspaper in the Federal District, Brazil. This research is embedded within a larger project that takes as its theoretical assumption discourse analysis to understand the relationship between language, youth and society in/from Brasilia. Discourse analysis takes as theoretical and methodological principle that the interpretation in the text is key to understanding how this text is produced and how it produces meaning. Language is a way of signifying in which meaning produces and reproduces social and historical processes. So, the image projected by the city and society today is the result of a set of social and historical events, a fact that makes it important to know the history in order to understand the meanings of contemporary discourse. It is also necessary to examine the conditions of production to define the relationship between the young and the urban space and to understand the division of the senses in this space. At the same time, because the work is to analyze comments posted on an online journal, this new form of language is considered. In the digital world, the figure of the author and the category of work appear scattered; texts are available in electronic media and will allow dismembering and recombining; the reader, the reading process, the notion of work have changed. It was found that in this online newspaper, the readers are not really reacting to the information present on it but to the social and historical settings of the construction of the capital city.

**Jelena Milicev**

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## **Correct me if i'm wrong, but do it Right - Peer Observation of Error Correction and Learner Uptake in EFL Classrooms**

This paper presents the findings on corrective feedback and learner uptake in six university-level EFL classrooms. The research was undertaken by means of peer observation during ten hours of classroom interaction; five in A1 and five in B2 classrooms. The classroom observation instrument, developed for the purposes of this research, comprised seven categories for error correction and six for learner uptake. The instrument was used to record the frequency of different types of error correction and learner uptake, as well as the patterns in their co-occurrence. The results show that overall explicit correction is the predominant type of corrective feedback, to which students typically respond with repetition of the correct form. This feedback type is particularly salient in A1 classes, while in B2 classes, teachers favour recasts, although they do not typically generate learner uptake. Prompts, explanations, questions, disapproval and error repetition were used less frequently, in spite of the fact that they proved to be more effective at eliciting student-generated repair.

**Phalandwa Abraham Mulaudzi**  
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## **Culture as Depicted in Indigenous Songs among Some Southern African Communities**

This paper argues that the indigenous music is embedded in African cultural world view. According to Pitika Ntuli in Odora Hoppers (2002), this world view has served as a base of reflecting African peoples' thinking, behaviour etc for many centuries. Artists like society in their music reflect the meanings a society confers on biological sex. These meanings are communicated through structures and practices of cultural life that pervade our daily existence, creating the illusion that they are natural, normal ways for men and women to behave. They also depend heavily on cultural values and this can be illustrated by the analysis of the lyrics of songs such as Tsweu by Mokorwana; Tiko rha Joni by General Muziki; Tinto by Matsieng; Kulenyana by Culture Spear; Nyamphemphe by Mahlathini and Mahotella Queens. In these songs, artists still use words, idiomatic expressions and other parts of speech to express elements of African cultural world view. It is through these songs, and others that the conception of what is considered right and wrong (moral values), good and evil (ethical values) etc. is expressed.

In conclusion, like in the past the indigenous music serves as means of social communication. In this paper, it is shown that a strong tendency still prevails in African cultures to indulge in gender role stereotyping;labelling certain activities and forms of behaviour as being appropriate to one sex but not the other. From one song one can deduce that as people interact, they assign meanings to certain behavioural traits, based on the expected cultural behavioural patterns. Although stereotyping and labelling portray negative images, some images promote harmonious interaction between the members of society.

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&

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## **Evaluation of an Academic English Workshop for Faculty Members of an Iranian Medical Sciences University using Kirkpatrick Model**

Learning academic English and academic skills related to English language is one of the basic skills for faculty members, particularly in countries where the native language is not English. Following the need assessment conducted in Tabriz University of Medical Sciences among faculty members, academic English was considered as one of the basic needs. Academic English courses were summarized as classes that focused only on improving the faculty members' grammar and conversation skills not feedback system and the principles of practical skills. The academic English workshops have been designed and carried out since 2009, with aim of promoting writing and presentation skills and academic conversations.

Methods: After an initial assessment by questionnaire and interviews with faculty members, the obtained weaknesses in academic English were as follows: Academic spoken English, academic written English and academic presentation in English. Following the need assessment, a training package including an instructional book portfolio and feedback forms were provided for each faculty member. The present research was materialized through the support of education officials who considered the participation of faculty members in the workshop as one of the conditions of promotion. There were 15-20 medical sciences faculty members in each workshop. The initial explanations were given by the instructor (the first author of the paper) each session and the workshop continued with practical exercises including the participants' presentations and reading different sections of a paper and giving feedbacks to individuals and groups in the same session. The participants completed the part of the portfolio related to that session at the end of the session which provided the feedbacks as follows: what positive points did they learn? How did they feel? What were the negative points and what were the suggestions for improvement? Each session, the participants added the exercises done and the teacher's feedback to their portfolios and the teachers examined their portfolios and recorded their own feedbacks. There were some changes in teaching method using the participants' feedbacks and

suggestions in each new course. Kirkpatrick model was used for assessing the effect of the workshop in learning.

Results: In the first level of Kirkpatrick evaluation model relating to the content of the participants, 89 percent of participants assessed the teaching method and management of the teachers as good, and very good, 78 percent stated that the place to hold workshops as good or very good. 90 percent of participants found the use of portfolio as a useful and very helpful way in promoting academic language skills. Some changes were applied to the workshop based on participants' comments and feedback and the satisfaction rate was 60 percent higher after three courses. In the second level of Kirkpatrick model, to examine the impact of the workshops on participants' knowledge and skill, the score development process and process of writing and feedback of the teachers for each individual were evaluated during each course. The mean scores for presentation and way of writing articles and portfolio grew by 64 percent over a period of 15 sessions.

Conclusion: Using adult learning, feedback, portfolio and practical exercise have a dominant role in the success in the academic English training workshops for faculty members. The support of educational senior managers from such training courses is effective in their pursuit and success.

**Christian Noemi**

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## **Relationship between Critical Thinking and Argumentative Complexity**

In this presentation, I propose an initial model of argumentative complexity from the theoretical framework of text linguistics. For this purpose, I have explored both the ability underlying the activity of speaking (the 'ἐνέργεια') and the product created by this competence (the 'ἔργον').

This work supports the hypothesis that the ability of critical thinking (reasoning/' ἐνέργεια') of college students is related to formal argumentative complexity ('ἔργον') of their discourses. Broadly, this relationship has been only partially addressed.

We adapted and validated a Critical Thinking Test (The College Board, U.S.A) that was applied to 80 students. As a result of the application of this test we obtained two kinds of data: a) Different measures of the characteristics of the subjects as critical thinkers and, b) An essay they produced.

Using the methodological framework of the Grounded Theory we analyzed the essays in terms of Argumentative Complexity. The results showed that the subjects with higher scores in the ability of Critical Thinking produced more intricate essays, in terms of argumentative complexity.

This research constitutes an initial endeavor to establish a normative model of the notion of "Argumentative Complexity".



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## **Dictrans: An Online Trilingual Pedagogical Dictionary about the Bipolar Disorder**

This research project, which has been carried out since last year, aims to build the DicTrans, an online trilingual (English - Portuguese - Italian) pedagogical dictionary about the Bipolar Disorder (henceforth BD), for the use of undergraduate students of Medicine Schools - and related areas - all over the world. It is important to mention that BD was chosen as our interdisciplinary theme for being one of the most intricate disorders in society nowadays. The main goal of this work is to decode the complexity of BD scientific language concepts into more simplified inferences. Hence, this dictionary intends to help its users understand several aspects related to BD, including diagnosis, treatment and comorbidities. The theoretical foundations for the compilation of *DicTrans* falls, mainly, in the areas of **Translation Studies** (PYM, 2008), **and Terminology** (CABRÉ, 2005), and the methodology applied is based on **Corpus Linguistics** (SARDINHA, 2004) and **Concept Mapping** (NOVAK, 2010). The former highlights the observation of language usages by the means of technological tools applied to digitized texts - called *corpora* - especially organized for research of language pattern demonstrations in different communicative acts; the latter helps users connect major to minor semantically-loaded concepts through concept maps. The inclusion of the concepts in the maps are ruled by four main criteria: a) the suggestion of concepts to be inserted by the psychiatrists who are part of our research group; b) the identification and frequency of keywords taken from reliable sources; c) the research team experience and d) the needs and interests of Medicine students. The *DicTrans*, which is planned to be published at the end of 2014, might become a resourceful reference among professionals of health care areas who treat patients with BD.

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&

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Academic and researcher, Universidad de Concepcion, Chile

## **The Use of Written Corrective Feedback on the Acquisition of the Third Person Singular**

This research aimed at assessing the impact of direct metalinguistic feedback and indirect metalinguistic feedback on the acquisition of third person singular in an academic writing essay by college students from an EFL Teacher Education Program. The sample consisted of three groups, with 18 subjects each.

The research used a quasi experimental “before and after” design with a control group. At the initial stage of this study, the three groups took a pretest. The instrument used was the writing part of TOEFL, an English Proficiency Test. Subsequently, the experimental groups and the control group were subjected to different treatments for one semester.

The control group received the same teaching method of writing academic essays in the context of a virtual Wiki tool, like the experimental groups did, but without the provision of corrective feedback. The experimental groups underwent a treatment based on the use of two types of corrective feedback: direct metalinguistic feedback and indirect metalinguistic feedback. At the end of the treatment, a post test was run to both groups and one month later a delayed post test. The results showed that the use of direct and indirect metalinguistic feedback had a positive effect on the acquisition of third person singular.

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## **Creative Reading and Reading Creatively: The Linguistic Account of Intertextuality**

This paper presents research from the field of literary linguistics and cognitive linguistics proposing a model that accounts for generation of intertextuality and the broader cognitive and contextual reality that prompts readers into forming intertextual links between texts.

I draw on Evans' Lexical Concepts and Cognitive Models (LCCM) theory (e.g. 2006, 2009) in order to investigate how readers rely on their background knowledge to construct intertextual frames, which I define as online processing domains containing elements from both the text and the readers' intertextual knowledge. The construction of these frames allows readers to form intertextual links. In this paper, I focus on my discussion on the establishment of a particular type of frame termed "semantic intertextual frame". According to LCCM theory, lexical items afford access to cognitive models, i.e. stored background knowledge, depending on the context. Semantic intertextual frames are defined as the frames created via the identification of single lexical items, giving rise to the most impressionistic and private type of intertextual links.

The implications of this cognitive approach are twofold: firstly, regarding readers as the agents of intertextual connections allows us to investigate more closely the effects that the links may have on the reading experience and place emphasis on the co-textual parameters that sustain their creation. On the other hand, it turns intertextuality into a comprehensive means for increasing the readers' engagement with texts, since the focus is placed on how their background knowledge interacts with the text. Applying this idea to the instruction of literature, we can invite students to embark on more personal readings through the constructions of associations and to explore possible affective responses that surface through recollection of past reading experiences. These strategies may result in greater student involvement with reading.

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## **The Explicit Meaning Conveyance in Chinese-Korean Translation of the Buddhist Scripture**

The Buddhist scriptures in Korea have the history of 1600 years after first introducing from China and have been handed down by transcription or transliteration until recently because of the Five Losses and Three Difficulties (五失本三不易) that scriptures must not be distorted and damaged arbitrarily (Park 1998: 175). Therefore, they are composed of abstractive, symbolic and implicative meanings and expressions.

For that reason, the purpose of this paper focuses on analyzing the explicitation in Chinese-Korean translation of the Buddhist Scripture, *Vajrachhedika-prajna-paramita* sutra (金剛經). The motive to be selected as the subject of this paper comes from the problem that the research materials on the explicitation in the Buddhist scripture translation hardly exist until now.

In perspective of translational studies, the explicitation is defined as a stylistic translation technique which consists of making explicit in the target language (TL) what remains implicit in the source language (SL) because it is apparent from either the context or the situation (Vinay & Darbelnet 1995: 342). Therefore, the explicitation can be limited as something that is overtly expressed in TL (Séguinot 1988: 108) and redundancy in the target text (Blum-Kulka 1986: 300). In fact, this is made through the adjustments like addition, subtraction, and alternation in the process of translation (Nida 1964: 226-331). And in this process, the explicitation has four types such as obligatory, optional, pragmatic, and translation-inherent (Baker 1998: 82-84; Klauudy 1996: 102-103). They are correlated to convey the exact messages from SL to TL.

As a result of practically analyzing the explicitation in Chinese-Korean translation of the Buddhist Scripture, *Vajrachhedika-prajna-paramita* sutra, it was found that the four translation methods like transcription, substitution, addition and ellipsis were mainly used because source messages were faithfully conveyed. And also, it was observed that the transcription for the explicitation happened in only similar Korean language use within Chinese character cultural area. The substitution was used to replace jargons with the expressions of high readability. Besides, the addition and ellipsis were rare but happened only at the conveyance of unimportant meanings in the

context because the translation of Buddhist scriptures from the past preferred to be conveyed by literal translation.

Through the analyses above, this paper discovers that transcription can be a method of the explicit meaning conveyance unlike existing researches, that the explicitation in the Chinese-Korean Translation of the *Vajrachedika-prajna-paramita* sutra performs an important role in conveying holy words of Buddhist scripture, or expect that it will be helped in providing translation methods on Buddhist scripture.

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## **Teachers' Attitudes towards the use of Students' L1 in EFL in Cyprus**

The use of L1 in foreign language classrooms has spurred the investigation of a large number of studies (Cook, 2001, Storch & Wigglesworth, 2003, Butzkamm, 2003, Copland & Neokleous, 2011). For the current study 60 EFL teachers teaching in state schools in Cyprus were selected as subjects. Their ages varied between 20 and 50, while their English teaching experience between 6 and 25 years. Data was collected through a questionnaire with two main parts; the first focused on teachers' perceptions of using the L1 in the L2 classroom and the second concentrated on teachers' reflections on their own use of the L1 during the EFL lessons. Results have indicated that among a number of ELT teachers in the field of foreign language learning, there seems to be a conviction that the first language has a necessary and facilitating role in the EFL classroom. Although, this may appear as heretical in light of what EFL teachers were taught when trained as ESL/EFL professionals, L1 is considered to be a valuable resource in foreign language classrooms in Cyprus, while positive attitudes towards its use were identified and related to a number of language functions.

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&

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## **Voynich Manuscript: A Distributional and Morphological Study**

This paper, in the field of Computational Linguistics (Digital Philology), aims to demonstrate the genuinity of the linguistic message contained in the MS408 conserved at the Yale University's Beinecke Rare Book and Manuscript Library since 1969, also known by the name of Voynich Manuscript.

Already Marcelo Montemurro and Damian Zanette [1] documented their identification of a semantic pattern in the writing.

The actual findings are enough to think that there are reasonable basis to continue the study on the manuscript.

Using computational methods for linguistic analysis, we provide evidences of natural-language-like distributions and inflexional behavior of words across the text.

We show the results we found observing how the text follows the Zipf law and other distributional laws. This is the first step in verifying the actual possibility to be dealing with a constructed - but meaningful - language having his own grammar and rules. Steindl and Sulzer [2] and Stolte [3] reported that MS408 was found in Northern Italy. This fact may suggest that the manuscript author could have an Italian background.

Given that Italian is a fusional language we want to look at the Voynich code as a language of the same kind. This assumption finds support on some distributional comparisons with two of the inflected languages most influential at that time, which are early Italian of 1200 A.D. and late Latin. In fact, looking at the occurrences of functional words in these languages the frequencies observed are definitely comparable to those we have traced in the manuscript.

Furthermore, starting from the method shown in Hammarström and Borin [4], we made a new implementation able to extract lexical roots and affixes from any kind of text in an unsupervised way. This has made possible to have for the first time an evidence on the morphology of the Voynich language. The affixes-recognizer was tested on Latin and Ancient Greek, providing a believable evidence of validity for this approach.

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## **Parents' Attitudes towards the Use of a Taboo Topic in EFL Classrooms in Cyprus**

Making visible the term of homosexuality and conveying the message of equity started in the 1960's with the development of gay and lesbian movements, especially in the USA. Years later the need for introducing gay/lesbian related topics in ESL emerged in an attempt to create a more gay-friendly environment in the classroom (Nelson, 1999; Vandrick, 1997; Wadell, Frei & Martin, 2011). Based on the idea that a classroom should function as a liberatory environment in which consciousness can be changed and weaknesses (racism, classism, homophobia etc.) expelled (Vandrick, 1994), the present study investigated the attitudes of Greek Cypriot parents towards the use of gay/lesbian topics in the EFL classroom. The parents' age, gender and education level as well as their children's age and level of education were taken into consideration. Sixty questionnaires with 24 Likert-scale questions were distributed, whose analysis indicated that in general parents tend to disagree with the discussion of gay/lesbian related topics in the EFL classroom. Contrary to critical pedagogy (Freire, 1993; Vandrick, 1994), they seem to believe that such topics are unrelated to EFL teaching and learning and unnecessary in an EFL classroom, while a number of social factors appear to have an impact on their attitudes towards the use of such topics in the classroom.



**Brian Poole**

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## **Two Discourses of Old Age at Work in Contemporary English Language Texts**

It is well-known that many countries worldwide face the challenges associated with aging populations. It is reported (Economist, 2010), for instance, that 'Japan is ageing faster than any country in history' so that by 2050 its working population will be smaller than it was in 1950, with four in ten Japanese aged 65 or above. In the United States, 'more than one third of people aged 60-74 years have a surviving parent' (Brody, 2010), while in the UK, the Office for National Statistics estimates that approximately one-third of babies born in 2012 will survive to celebrate their 100th birthdays. With this in mind, it is pertinent to consider how old people are represented (and how they represent themselves) in contemporary texts. This paper, based on examination of English language texts in various countries (but principally Singapore, U.K. and the United States), identifies two discourses which, among others, appear to be at work. These are referred to here as the 'explicit discourse' and the 'Pollyanna discourse'. Commentary on various text excerpts focuses on ways in which each discourse may reinforce or influence societal understanding of, and attitudes towards, the growing proportion of old people globally. Attention is paid to the possible differing effects on readers or listeners when each of the discourses is deployed by younger or older writers or speakers. There is also consideration, in discussion of the Pollyanna discourse, of the rather frequent use of euphemism when writers/speakers allude to old age and old people. The paper concludes with suggestions for further research.

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## **Some Sociolinguistic Reflections on the Aegean-Anatolian Interference in the 2<sup>nd</sup> Millennium BC**

The present speech aims at investigating how the ancient languages, particularly Greek and Anatolian languages of the 2nd millennium BC, can be analyzed in the light of the new acquisitions carried out by historical socio-linguistics. Since we are dealing with dead languages, we are obviously in a disadvantage in not having living informants, and instead in having only written documents (especially epigraphical texts). However, contact phenomena could represent an interpretative key for a possible application of the methodologies of micro-sociolinguistics, in that they shed light on a broader extra-linguistic scenario (i.e. trade, cultural exchanges, technical know-how etc.).

Particularly, the potential role played by Hittite as intermediary between the Semitic languages (mainly Akkadian, in the reason of its prestige, its official character and its wide diffusion) and Mycenaean Greek will be analyzed.

The interference phenomena (borrowings) seem to occur at a twofold level: on the one hand, we can analyze lexemes directly borrowed from Hittite into Mycenaean (e.g. Myc. ka-ko and di-pa); on the other hand, we can record terms with a Semitic derivation on which Hittite acts as an intermediary (e.g. Myc. ku-pe-ra, ku-wa-no, ke-ra-so, e-re-pa). In this context, it is also important to evaluate the importance of the category of "wandering words" (Wanderwörter): this class of words is spread among numerous languages and cultures, usually in connection with trade, and it reveals a wide range of difficulty in establishing the etymology of the terms, or even their original source language.

Although the geographical contiguity between Semitic and Anatolian languages and that between Anatolian and Mycenaean is already in itself a diatopic indicator, which allows us to evaluate the intermediary role played by Hittite between some Greek terms and their more distant Semitic antecedents, this hypothesis can also be corroborated by the linguistic analysis and by the recourse of such theoretical framework.

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## **The Role of Input in Speech Sound Acquisition**

Input plays an important role in language acquisition. The roles of input and its modalities in language acquisition have been addressed in literature. Some of the input related research areas address vocabulary acquisition (for example Huttenlocher, 1998; Weizman, 2001; Goodman, Dale, & Li, 2008), or the roles of parental language and environment on language acquisition (Hoff & Tian, 2005; Hoff, 2005; Pancsofar & Vernon-Feagans, 2006). An area of language acquisition that can be highly influenced by the input is speech sound acquisition. The role of input in speech sound acquisition has been discussed and explored by researchers (for example Kuhl, Williams, Lacerda, Stevens, & Lindblom, 1992; Sato, Sogabe, & Mazuka; 2010). Respectively, in this paper, two important factors for speech sound acquisition are discussed: 1) frequency of linguistic input, 2) type of linguistic input. The role of infants' statistical abilities (Pierrehumbert, 2003) in speech sound acquisition is also discussed. The discussions are supported by experimental data and findings. This paper is an attempt to show how frequency of input and its type may contribute to the construction of mental representation samples available for analysis and processing. It is also argued that speech sound samples available to the infants probably do not follow normal distribution patterns, when the number of available data enlarges significantly. Contrarily, the sample representation for each sound may get sharper with increase in the number of data. The type of data may also affect the shape of the sample; infant-directed speech, foreign-directed speech, adult-directed speech. Following Kuhl (1991; 2004), perceptual magnet effect model is used for the explanation of findings. The propositions are suggested in hope of broadening our understanding of the role of input in speech sound acquisition.

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## **Syntactic Functions of Gerunds in Spanish**

This paper focuses on presenting an overview of the most relevant syntactic functions of gerunds in Spanish, based on a corpus of 60 texts. Gerunds in Spanish can play a variety of syntactic roles such as internal adjuncts, external adjuncts, predicative constructions and periphrasis (Fernández Lagunilla, 1999: 3443-3503).

Gerunds as internal adjuncts can display different meanings: a) temporality, b) causality, c) condition and d) concession. In (1) we observe a gerund clause with concessive meaning. The nexus *aun* (even) emphasizes this meaning.

(1) *Aun teniendo las broncas de los papás, el chavito comprendía todos los detalles [...]* (Spontaneous talk T2)

Gerunds as external adjuncts can be considered: a) modal gerunds, b) locative gerunds and c) lexicalized gerunds. In (2) we observe a locative gerund. The gerund clause (*saliendo de la escuela/ getting out from school*) gives information about where people can find a specific place.

(2) *La fiesta es en casa de Montse que está saliendo de la escuela [...] por la calle de Maestros.* (E-mail T33)

Predicative gerunds can be considered: a) predicates of a direct complement, b) predicates of a nominal syntagm, and c) independent gerunds. In (3) we observe an example of a gerund clause (*defending the goal*) that plays the role of predicate of a direct complement (*Michel*).

(3) *La última vez que veremos a Michel defendiendo la portería de Chivas* (Sports article T41)

Gerunds as periphrasis are very frequent in Spanish, as we can appreciate in example (4) where we distinguish the gerund *lloviendo* (raining) after the auxiliary verb *seguir* (to continue), and both forms constitute a syntactic unit.

(4) *[...] sigue lloviendo desde ayer* (Spontaneous talk T5)

So, gerund in Spanish is a non finite form that is commonly used in many different texts and contexts and with a considerable number of syntactic functions.

**Hong Ren**

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## **Translation as an Irreplaceable Approach in Foreign Language Teaching and Learning**

Since the late nineteenth-century Reform Movement, monolingual methodology has been one of the cardinal principles in the foreign language teaching classroom. There was a general consensus that translation should be avoided as far as possible. However, the value of translation as an approach to foreign language teaching and learning is being rediscovered in addition to its effectiveness in explaining new words and grammar points, while the defective aspect of the communicative language teaching methods begin to manifest itself.

On the basis the empirical study, the author finds that due to the lack of comparison between L1 and L2, monolingual methodology tends to cause the defective communicative competence characterized by the ineptitude of converting source language information into target language such as the generalized way in description of their own culture, producing unconventional logic texture and so on. The thesis tries to explore the factors and the psychological mechanisms that may lead to the defective communicative competence, and holds that unbalanced input and absence of translation as the means of teaching and learning are two main causes; governed by the natural inclination 'to focus on content, not on form', L2 learners tend to resort to the strategy of avoidance when they are unable to understand or describe their own world in target language. The role of translation as an irreplaceable approach in foreign language teaching and learning is also explored in detail in the thesis. Its merits mainly lie in that translation into and out of the foreign language requires accurate understanding of the target language and obliges L2 learners to make cross-culture comparison in which process the strategy of avoidance will be excluded; translation can also involve foreign language teaching in a broader social framework which will eventually promote the L2 learners' communicative competence.

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&

**Patrícia Nora de Souza Ribeiro**

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## **Hypermedia and Vocabulary Learning of English as a Foreign Language**

As we live surrounded by digital technological artifacts such as computers and other devices, the use of digital technologies in the foreign language learning process should be better investigated. Our research question is addressed specifically to the use of hypermedia – understood as a combination of multimedia presentations with hypertextual design (Lemke, 2002) – as a way of enriching and complementing the meaning of some words in a reading activity of a foreign language learning context. In this paper, our aim is to discuss some preliminary results obtained from the testing of a hypermedia reading environment, where some unusual or unfamiliar words for the students were annotated with word definition plus images, sound, and videos when possible. As a theoretical framework, we assemble assumptions of four main areas: 1) connectionist cognitive model of language learning (Waring, 2013; Nelson, 2013); 2) hypermedia and multimedia effects on language learning (Hede, 2002; Mayer, 2001); 3) theoretical models of memory regarding learning and information retrieval (Baddeley, 1990, 2000, 2001, 2003); 4) eLearning instructional design and Multimedia Learning Theory (Istrate, 2009; Mayer, 2001). Methodologically, this ongoing research is being carried as a quantitative and qualitative study, developed from the application of a computer-mediated reading experiment. To assess the learning of the lexical items annotated, we apply specific vocabulary tests before and after the reading session. The voluntary participants of this study are learners of English as a Foreign Language of a public university at Juiz de Fora, a medium-sized city located in the State of Minas Gerais, Brazil. As this is a work in progress, the preliminary data gathered until now point out that the short-term learning of the lexical items tested is very significant, what confirms and reinforces our hypothesis that the hypermedia reading environments can benefit foreign language learning students living in non-immersion contexts.

**Israel Sanz-Sánchez**

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## **Critical Sociolinguistics in the Classroom: Using Linguistics to Teach Critical Thinking**

Numerous studies underscore the degree to which a sociolinguistic approach to language may promote a critical examination of social power relations (Lippi-Green 1997, Hill 1998). Other studies have proposed pedagogical applications of this critical sociolinguistic approach (Martínez 2003, Jakobson 2003). So far, however, not much elaboration has been provided on the application of a critical pedagogy specifically in introductory linguistics courses. In university systems such as those of North America and Europe, where most undergraduate students typically take only one linguistics course throughout their whole academic career -if at all-, this introductory course is a precious opportunity to make students more aware of the underlying structural inequality present in mainstream discourses on dialectal diversity, the standard language and linguistics correctness.

In this presentation, a rationale for the application of a critical pedagogy to the teaching of linguistics in college-level introductory courses will be presented. This rationale will be followed by a series of practical examples to illustrate several ways in which this basic pedagogical approach may be realized in the classroom. The traditional approach to these courses has been to focus on the 'main' areas of structural linguistic analysis: phonetics and phonology, morphology, syntax, etc., with limited attention to language variation. Instead, instructors may design specific activities that address the structural reality of human language while also generating a discussion among students about language and inequality. Among the examples discussed in this presentation are a presentation of syntax based on a comparison between the structure of several language varieties, both standard and non-standard, where the rule-governed nature of all of them is underscored, rather than just focusing on the standard variety; and a selection of currently stigmatized non-standard forms (i.e., [æks] instead of st. [æsk] in English) with a demonstration of their common non-stigmatized use in earlier periods.

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## Non-NP Dependent Participials in Italian Language

The present contribution focuses on the non-NP head dependent participles in Italian language – already studied elsewhere, such as in Bertuccelli Papi 1991 and Egerland 1996 – with the aim of an extensive description. This sort of heads is mainly represented by substantiated verbs:

1. Apprezzato da tutto il gruppo, l'andare al parco diverrà un'attività regolare.

PST.PTCP                      PRS.INF

2. Finire si è fatto vitale.

PRS.INF    COP    PST.PTCP

The work is framed within the study of verbal diathesis and syntactic roles pertaining the participial constructions called PAbs (Participial Absolute Constructions) and PDep (Participial Dependent Constructions) (Loporcaro, 2003). The selection of the trait [- PASSIVE] by the non-NP head dependent participles shows to agree to what has been claimed by Loporcaro (2006), Greco (2010) and previously outlined by Belletti (1992), i.e. passivity, in these cases, is strongly connected to the sentence general semantics. If the PDep of a transitive verb is normally active (3), it becomes passive with a non-NP head (4), and could be both, active and passive (whether the head is a NP or not) when the verb is intransitive (5).

3. Il tempo è mutato repentinamente.

NP    COP    PST.PTCP

4. Divenuto difficile il mantenersi, scelse di arruolarsi

PST.PTCP    PRS.INF.REFL.

5. Dialogare è ormai considerato superfluo

PRS.INF    PST.PTCP

Therefore, for the present contribution, the study of verbal diathesis acquires the role of indicator of the interaction between two distinct kinds of agentivity: that one properly expressed by the sentence verb, and the other one, inherently expressed by the substantiated verb form. Through the native speaker's grammaticality judgment it can be seen that this kind of constructions – and particularly those with verbs of movement, as in (1) – “re-activate” the argumental structures proper of the non-NP (= verbal) head. The result is a configuration semantically connoted in many different ways, grammatically undefined, that the present contribution seek to describe in a functional / constructionist perspective.



**Maria Sergidi**

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&

**Dimitris Evripidou**

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## **Greek Cypriot Primary School Children's Attitude: the Case of Cypriot Greek and Standard Modern Greek in Cyprus**

The diglossic situation in Cyprus has spurred the investigation of a large number of studies on language attitudes, whose results are believed to be ambivalent in the sense that Cypriot Greek may be a stigmatised variety for some, but not for others (Papapavlou, 1998; Tsiplakou, 2003; Evripidou, 2012). The present study investigates the linguistic attitudes of Greek Cypriot children between the ages of 10 and 12 who attend elementary schools in Cyprus. Previous language attitudes studies revealed that Greek Cypriot preschool children do have language attitudes which are however difficult to assess due to a number of methodological problems (Pavlou, 1999), while primary school children in general have more favourable attitudes towards Standard Modern Greek than their own language variety (Kounnapi, 2006). In this study, the matched-guise technique (Lambert, 1967) was employed to measure 52 elementary school pupils' attitudes towards Cypriot Greek and Standard Modern Greek in Cyprus. Results indicate that children of L1 Cypriot Greek tend to abstract away from prescriptive attitudes, while there seems to be a clear indication of their awareness of the differences between the two varieties.

**Geovana Soncin**

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## **Linguistic and Discursive Regularities in the Comma Uses: A Study with Brazilian Students' Texts**

Under a linguistic approach, this work deals with the comma uses in texts written in a public Brazilian school. Particularly, this study aims to show linguistic-discursive regularities underlying the comma uses, which are invisible to the normative and pedagogical perspective adopted commonly in the school practice. According to Catach (1980), the punctuation marks participate in the meaning of the written sentence with logical, intonational and semantic functions; specifically, the comma has the role to divide the sentence into smaller syntactic unities and to guide the reading marking pauses. Although we consider the author's position, we propose that the space in which the comma acts is the text and we defend that its function is to mobilize discursive meanings within a linguistic structure. In this perspective, the comma is a sign that allows to observe the interaction between language and discourse. This conclusion is possible because of the results we have obtained, which show that if, in one side, the comma uses, conventional and unconventional, occur in positions foreseen by the syntactic-phonological structure (NESPOR & VOGEL, 1986) of Brazilian Portuguese, in the other side, the comma uses signalize points of the discursive chain that mobilize meanings according to the enunciative scene configured by the interaction among the writer student, the reader and the text within the organization of the produced discursive genre (BAKHTIN, 1996). This study has two main theoretical bases: the enunciative-discursive perspective, whose the relation between verbal and extraverbal, as defined by Voloshinov/Bakhtin (1926), guides us about the use of language, and, about the writing, we adopt the perspective of the constitutive heterogeneity (CORRÊA, 2004), according to which writing is the junction of orality and literacy practices. The texts analyzed belong to the database "Written productions of the Elementary School" existent at Universidade Estadual Paulista (UNESP) in Brazil.

**Efstathia Soroli**

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## **The Expression of Spatial Semantic Components in French and Greek: An Experimental, Cross-Linguistic and Typological Account**

Spatial language varies significantly across languages (Talmy 2000; Slobin 2004; Ibartexte-Antunano 2009). According to cognitive linguistics (Talmy 1985, 2000) such variability is realized with spatial semantic elements and syntactic structures mapped across the languages of the world in very different ways: Verb-framed languages (e.g., French) lexicalize Path of motion in the verb, whereas Satellite-framed languages (e.g., Dutch) express it in constituents that stand in a sister position to the verb (satellites) lexicalizing manner of motion in the verb. Some languages are harder to classify into these two categories. One such language is Greek – a language that shows parallel verb- and satellite-framed constructions (lexicalization of Manner and/or Path – Soroli 2012).

This paper proposes to refine the semantic components of motion put forward by Talmy and further investigate the dimensions and cognitive implications of such linguistic variation. More specifically, the present study investigates experimentally how speakers of different languages (French and Greek) perform a production task coupled with eye-tracking, Based on an innovative parallel on-line methodology (eye-tracking) and a detailed description of lexicalization patterns (systematic analysis of the use of motion verbs, spatial prepositions and syntactic structures) with special focus to parallel systems of conflation we show the importance of lexical selection, syntactic structure and extra-linguistic factors (visual attention allocation) on typological issues.

The findings show that (1) typological properties of languages can have an impact not only on how speakers encode spatial information but also on how they allocate their visual attention; and (2) that speakers' performance do not necessarily follow traditional binary classifications. This comparative study describes lexicalization patterns from a cross-linguistic perspective, strengthens the view that inter- and intra-typological differences in the use of spatial markings play an important role in the way speakers conceptualize motion events and opens new perspectives for the domains of typology and spatial cognition

**Hongye Sun**

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## **Curriculum and Resource Development**

In this paper, what is learning, curriculum design and pedagogical approaches will be discussed respectively. In particular, three perspectives have been discussed: learning is both a product, as well as a process; in schooling contexts, curriculum is the sum total of resources planned as a set route for teaching and learning by teacher and students in class; pedagogy is the way in which teachers interact with students and therefore plays a significant role in curriculum planning. Moreover, the big idea of the sequence of developmental learning experiences will be further discussed in the context that it obligates the ability of fluently and comprehensively communicating the topic of Chinese food in Chinese, as well as to contribute to students in the areas of cross-cultural understanding, cognitive learning skills and literacy and general knowledge. Also, in this part, students' backgrounds and needs, as well as how these factors shape the learning plan will be explored. Then, the contents and activities will be demonstrated. The reasons for the selection and sequencing of activities and outcomes will be instructed. In the final part, the outlines of five lessons will be established with logical flow. As a whole, this paper mainly focuses on the relationship between the perspectives of quality learning, curriculum planning and pedagogical methods. In addition, a sequence of learning experiences builds rapport with practical activities and teaching and learning theories.

**Yu-Fen Tai**

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## **Rewriting or Creation: Self-Translation of Eileen Chang's the Rice Sprout Song**

Eileen Chang, one of the most resplendent stars in the Chinese literature field in 20th century, has always been admired as a great writer and her works have been widely studied as well. Nevertheless, she is such more famous as writer. Being a translator working on translating her own books, Eileen Chang stretches out her role from being a writer to a translator. This study plans to make a comparison between Eileen Chang's original English-written book, *The Rice Sprout Song*, and her self-translated Chinese version, 《秧歌》(Yang ge). Eileen Chang coincides in "interfering" her own translation work. This could happen because the writer' try to accommodate to the reader's culture, this also could be a result of translator' ideology when doing the translation. In fact, she is her translation's "writer". Is it an ideal paradigm for writers to translate their works? Everybody differs in opinion. According to "The Translator's Task" by W. Benjamin, the translated work is the "afterlife" of the original work. Translation is "rewriting", based on Andre Lefevere's views of ideology and manipulation. This study will explore a different focus for the study of translation.

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&

**Vahideh Abolhasanizadeh**

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## **Phonetic Neutralization: The Case of Persian Final Devoicing**

Neutralization is a process by which a phonological contrast of two phonemes is eliminated in a particular phonetic environment. Devoicing, is probably the most typical example for neutralization. This paper aims to investigate the degree of word-final devoicing in Persian (Farsi). 9 word pairs were chosen with each word consisting of one syllable. Each word has the structure CVC, and in every pair only the phoneme for final C changes in underlying voicing and the initial CV remains unchanged. Pairs were chosen in a way to include all Persian voiced and voiceless plosives: /p , b/ , /t , d/ , /k , g/, and also all six Persian long vowels:[i, a, u, e, æ,o]. Words were pronounced by 4 Persian native speakers, 2 males and 2 females, and were recorded using Praat software. Acoustic analysis focused on different measures, like: F0, F1, F2, F3, COG, VOT and Durations. Results showed the absence of complete neutralization of underlying voice in this environment in Persian.

**Claire Tsai**

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## **Translation of Trauma News on TV**

The motivation for this study stems from two threads of research. The first is the increasing sensationalisation of international TV news coverage. The second thread involves the increasing call for interdisciplinary research into news translation. With enhanced understanding about the processing of visual information, it is possible to look more systematically at the likely effects of translation of any fast-paced, more visually gripping presentation of television news. This paper aims to investigate the various contexts of translating news about tears and trauma and assessing issues surrounding the interventionist role of news translators in dealing with TV sound bites.

By drawing on concepts of enhancing quotability in news communication studies, this paper examines translation of sound bites in trauma news from the perspectives of narrative relevance, conspicuousness and extractability. The author undertakes detailed textual analysis of original foreign TV news reports on traumatic events and their translated versions to unveil various textual practices. Particular emphasis is placed upon how news translators intervene in integrating and embedding TV sound bites into the final translated version. The author also revisits the concept of acculturation or domestication deemed relevant and essential in both news translation studies and journalism studies. The author seeks to re-define the rationale behind the concept that news reporting strategies privilege acculturation and reflect the concept's relevance with the dynamics of quotability in the context of translating TV sound bites in traumatic events.

This paper collects its data from a commercial TV station in Taiwan. Apart from close empirical analyses of news texts, in-depth interviews are conducted with senior TV news translators. Traumatic news reports, if not conducted with caution, can evoke negative reactions among the viewers. This paper argues that the intervention of TV news translators reinforces the thinking that news translators play the double role of a translator and a journalist and they offer healing, consolation and inspiration in times of great trauma.

**Aikaterini Tselika**

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## **Irony as an Impoliteness Device**

In my paper I will study the ways that irony can be used as an impoliteness device. In the recent literature there has been an effort to define verbal irony and its uses and there is evidence that over-politeness tends to be ironic. However, little research has it been done on the impolite illocutionary/perlocutionary force of irony. In my research I will provide a review of the studies in irony and its intentionality so far, I will explain the difference between irony and sarcasm and I will concentrate on the impolite instances of irony. Also, I will explore the reasons that we indirectly express what we are ashamed of through irony, instead of choosing a more straightforward way. The majority of the examples in my study will be authentic instances of spoken language either collected through observations or by the use of corpora of spoken language. The overall aim of the paper will be to provide evidence that people use irony as an *iron fist in a velvet glove* in order to be impolite without sounding so.



**Kriangkrai Vathanalaoha**

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## **Teaching Characterization through Humorous Turns of (Im)Politeness: A Pedagogical Stylistics Approach**

This paper aims to demonstrate how pedagogical stylistics can help students use their critical thinking to grasp the essence of characterization with regard to Culpeper's (2011) pragmatics theory: (Im)Politeness. (Im)Politeness is constructed upon Brown and Levinson's (1978) Politeness Strategies and focused on how one speaker maximizes face-threatening acts to attack the interlocutor's face wants (to disregard positive face want or to intervene negative face want). The script of American sitcom *Friends*, of non-verbal excluded, will be used to analyze how (im)politeness can stipulate or build up each protagonist's ad hoc characteristics. There are six protagonists whose characteristics are well-defined and tailor-made for comedic purposes: Monica, Chandler, Joey, Phoebe, Rachel and Ross. In the classroom, each protagonist will be introduced by extracts of his/her humorous turns, signified by "canned laughter" and by the violation of Grice's (1975) Maxims, and Paul and Elder's (2007) *The Art of Socratic Questions* (Spontaneous, Focused and Exploratory) will be used intermittently to help them grasp the essence of the protagonists' overt traits. Of each protagonist, five humorous turns will be depicted and they will be explicitly discussed through the pragmatics analyses. Each character's turn-taking mechanisms will be subsequently compared with regard to the "level", from the least to the most, of (im)politeness. Students will be guided through Think-Pair-Share strategy for compare and contrast their analyses, based on their valid reasoning and (im)politeness theory. This paper concludes that the verbal acts can validate the characters' traits through textual analysis, without depending much on non-verbal acts (silence, gesture, intonation, etc.) and that the pedagogical stylistics (or pragmatics) can trigger students' creativity and critical thinking in student-centered environment with linguistic-based guidance. It reiterates Busse's (2011) statement that pedagogical stylistics, or pragmatics, would allow "students to explore and analyze the analytical, linguistic, aesthetic, pedagogic, social and cultural challenges".

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**Development of a Reading Comprehension Instrument from Retelling and Questionnaire - Construction Process of the Tool and Assessment of a Sample of Brazilian Students**

In both theoretical models and empirical research, reading comprehension has been recognized as a complex activity that relies on a combination of perceptual, cognitive and linguistic processes, and which affects school achievement. Although there is no doubt that decoding abilities are indispensable for reading comprehension, they are not enough, and linguistic comprehension is clearly demanded. The complexity of the text comprehension process, and the various factors involved, pose difficulties to the assessment of this ability. The issue of assessment instruments used is relevant for research, as well as for clinical and educational practices. It is clear that the assessment instruments - their preparation, the measures provided for classification of research participants, the interpretation of results - need to refer to certain theoretical models. This study has two objectives:

- describing the process of constructing a reading comprehension assessment instrument, by means of retelling and questionnaire tasks. The assessment relies on discourse processing and reading comprehension models of Kintsch and Van Dijk (1978), Kintsch (1988, 1998) and Trabasso (Suh & Trabasso, 1993; Trabasso, van den Broek, & Suh, 1989). Text selection and text analysis, as well as the operationalization of the variables from the analysis are presented. We discuss some aspects to be considered in the process of developing a test for reading comprehension as well as their scoring/interpretation.

- presenting results of an empirical study in which a sample of 110 Brazilian students from fourth through sixth grades, from private and public schools, were assessed through the instrument. Completeness and coherence of participant's retelling - aspects of reading comprehension highlighted in the models that supported the tool - were the criteria conferring the protocols to five different categories. Performance differences among series and type of school were verified.

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&

**Nancy Beatriz Leanez**

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## **Promoting Changes in the Process of Acquiring the English Phonological Component**

The purpose of this paper is to present the results obtained from a blended-learning pedagogic experience in the English Phonetics and Phonology classes, at Facultad de Filosofía Humanidades y Artes, Universidad Nacional de San Juan, Argentina. In this experience interests related to the teaching at higher level education and the use of technological resources merge together. Two issues will be addressed: a) the use of the e-mail and the implementation of a social networking site, Facebook, both of them used for academic purposes; and b) the results of a survey which was administered to students so as to appraise their opinions about the usefulness of these assets.

As university teachers we are sensitive to the changes that our society is experiencing regarding information and communication technologies (ICTs). The incorporation of technological resources of the Web 2.0 to curricular units, somehow generates disruptions to traditional learning environments and opens up a range of possibilities which make it easier for students to build and process knowledge in different ways.

The theoretical framework underlying this experience comes from the field of applied linguistics, particularly in the area concerning the acquisition of the phonological component of English as a foreign language.

The methodology dimension of this didactic-technological proposal is based on the parameters of blended learning, which gives room for the application of technological tools which complement face-to-face learning. In this approach, synchronic learning (face-to-face) is complemented and enhanced by asynchronous learning through the use of computer technology. Both perspectives seem to be complementary in that they can promote educational change, facilitate the learning process, stimulate the students' motivation and, eventually, help them become more cognitive and metacognitive autonomous.

We hope this innovative teaching perspective might help reconstruct the pedagogical scenario where traditional approaches may coexist harmoniously with cutting-edge technology in new socio-educational spaces.

**Jingjing Wang**

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## **Chinese College Students' Competence in Expressing Chinese Culture in Intercultural Communication**

The importance of developing learners' intercultural communicative competence (ICC) is implied in the College English Curriculum Requirement (2007). The requirement emphasizes the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages, that is, learners' ICC. However, to be sensible to the target culture is far from enough, because the speakers' competence in conveying home culture flexibly and sensibility to the target culture are both playing a big role in intercultural communication. As Smith (1983) proposed that the aim of English teaching is neither learning English culture nor forming new thinking patterns, but to strengthen learners' ability to express their opinions and home culture.

Therefore, in order to explore the current Chinese college students' competence in expressing Chinese culture in intercultural communication, this study investigated 152 First-year undergraduate non-English majors of academic year 2012-2013 in a prestigious University. A triangulation of instruments was used to collect data in the present research: surveys, reflective journals and semi-structured interviews. The findings of the research were: (1) The overall participants' intercultural sensitivity level was not high. (2) All the participants believed that they had difficulties in expressing Chinese culture in intercultural communication. (3) When facing the difficulties in expressing home culture in English, most of the students (62.5%) would try to explain it in different ways, there are 33.6% of the students would turn to their classmates for help, and 24.3% of them would choose to switch the topic. (4) According to the questionnaire, the majority of the students held that lack of vocabulary and translation proficiency were the leading factors that influencing their expressiveness of Chinese culture which contradicted the reflective journals and the interviewees' self-reports. It was reported that lack of Chinese knowledge was the main causing factor in their Chinese culture expression.

**Song Wang**

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## **Intercultural Communication Barriers Experienced by Chinese Scholars and Students in International Academic Exchanges**

Intercultural communication barriers generally refer to the problems that an individual may experience in his or her interaction with people from other cultures. As China is getting more and more involved in the globalised world, Chinese scholars and students actively participate in international academic conferences in various fields. While they exchange their research achievements with scholars from other countries, Chinese professors and students have experienced various kinds of intercultural communication barriers. The purpose of this study is to identify the intercultural communication barriers that Chinese professors and students have experienced when communicating with scholars from other cultures and then to explore ways of developing intercultural communication sensitivity of Chinese professors and students so as to help them to adapt to the international academic exchanges with minimum hardship.

This paper first analyses the various barriers experienced by Chinese scholars and students in their international academic exchanges. Two types of survey methods were employed to collect data: a self-administrated written questionnaire and a semi-structured face-to-face interview that followed up. The study was conducted among 49 professors and 107 doctoral students from a very good university located in the northeastern part of China, who have ever attended at least one international academic conference. Five areas of practice, namely, language differences, nonverbal communication, stereotypes, high level of stress and the tendency to evaluate behavior from the other culture and make a judgment based on one's own cultural bias, constitute the potential barriers. This paper then offers several suggestions to overcome those barriers, such as communication-focused language training and the increase of English culture exposure for Chinese professors and students as well as development of intercultural communication sensitivity of both Chinese professors and students. Finally, some implications for future studies are also given.

**Ge Wen**

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## **Investigation and Analysis on Language Teachers' Reflective Teaching**

Teacher quality is one of the key elements which determine the success of educational reformation. In the latest decades, the terms reflective practitioner and reflective teaching have become slogans for reform in teacher development and school improvement all over the world. Although reflective teaching is a relatively new concept in China, ideas such as reflective teaching are going to be accepted and studied by more and more teachers and scholars. It is necessary to develop a reflective approach to achieving professional development for language teachers. It's high time for language teachers to get involved in teaching reformation, to be a reflective teacher, to be a decision-maker, and above all, to be a researcher as well as a teacher.

Attempting to help English teachers to develop effective teaching methods by using reflection, this paper has investigated whether the English teachers are familiar with the notion of reflective teaching, how they reflect their own teaching and whether they have different reflection methods; it also has investigated the teachers' attitudes towards facilitating reflection in the process of professional development. Questionnaire and interviews are utilized respectively as the means to investigate implementation of reflective teaching. The questionnaire is composed of three parts with a total number of no less than 50 questions.

The results show that 1. not everyone knows about reflective teaching explicitly, but most participants are doing reflective teaching subconsciously. 2. most participants who don't know reflective teaching will carry it out in a quick and informal way. 3. participants will adopt collaborative reflective teaching or personal reflective teaching to reflect on their practice. 4. half of the participants don't have a strong sense of self-awareness or sense of self-development. 5. 60% of the participants believe reflective teaching can improve teachers' capacity of self-awareness and self-reflection.