2013

Languages & Linguistics

Abstracts

Sixth Annual International Conference on
Languages & Linguistics
8-11 July 2013, Athens, Greece

Edited by Gregory T. Papanikos

Literature

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Preface

This abstract book includes all the abstracts of the papers presented at the *6th Annual International Conference on Languages & Linguistics, 8-11 July 2013,* organized by the Athens Institute for Education and Research. In total there were 63 papers and 69 presenters, coming from 29 different countries (Azerbaijan, Bahamas, Belgium, Canada, China, Croatia, Czech Republic, France, Georgia, Germany, Hong Kong, Israel, Italy, Japan, Kenya, Korea, Malaysia, Morocco, New Zealand, Poland, Russia, Saudi Arabia, Singapore, South Africa, Taiwan, Turkey, 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
6th Annual International Conference on Languages & Linguistics,
8-11 July 2013, Athens, Greece
PROGRAM
Conference Venue: **Titania Hotel (52 Panepistimiou Avenue)**

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18. Mr. Vasilis Charalampopoulos, Researcher, ATINER & Ph.D. Student, University of Stirling, U.K.

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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)

<u>**Monday 8 July 2013**</u>

08:00-09:00 Registration
09:00-09:15 Welcome and Opening Remarks
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. Gilda Socarras, Head, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA.

09:30-11:00 Session I (Room B): Language Learning I **Chair:** Gilda Socarras, Head, Languages & Linguistics Research Unit, ATINER & Associate Professor, Auburn University, USA	**09:30-11:00 Session II (Room C): Formal Linguistic Issues I** **Chair:** .*Helean Mcphee, Assistant Professor, The College of Bahamas, Bahamas.
1. Mei-Ya Liang, Associate Professor, National Central University, Taiwan. Second Language Confluency in Small Group Conversation. 2. Su-Hui Wu, Assistant Professor, Tunghai University, Taiwan. College English Language Teachers' Perceptions of EIL in Taiwan. 3. John Ryan, Assistant Professor, University of Northern Colorado, USA. To What Extent Does Split Intransitivity of the Adult Target Affect Children's Emerging Verb Patterns? 4. Qing Chang, Associate Professor, Harbin Institute of Technology, China. Negotiation for Meaning in Second Language Classrooms.	1. Suying Yang, Associate Professor, Hong Kong Baptist University, China. The Distribution of Aspect Markers in Different Types of Discourse. 2. *Qizhong Chang, PhD Candidate, National University of Singapore, Singapore. 'One' in Colloquial Singapore English – A Resumptive Pronoun? 3. Masanori Nakamura, Professor, Senshu University, Japan. Cleft and Ellipsis in Japanese. 4. Emilie Riguel, PhD Student, University of Paris 3 La Sorbonne Nouvelle, France. Phrasal Verbs: Usage and Acquisition. 5. Saida Ibrahimova, Head, Department of Foreign Languages, National Academy of sciences of Azerbaijan, Azerbaijan. Course in General Linguistics" by Ferdinand de Saussure in Azerbaijani. Problems of Metalanguage.
11:00-12:30 Session III (Room B): Language Learning II **Chair:** Zdenka Schormova, Lecturer, Masaryk University, Czech Republic.	**11:00-12:30 Session IV (Room C): Formal Linguistic Issues II** **Chair:** Emilie Riguel, PhD Student, University of Paris 3 La Sorbonne Nouvelle, France.
1. <u>Esra Altunkol</u>, Instructor, The University of Cukurova, Turkey & <u>Berna Balci</u>, Instructor, The University of Cukurova, Turkey. The Usage of Turkish Grammatical Morphemes by Learners of Turkish as a Second	1. Ya-mei Chen, Associate Professor, National Taipei University of Technology, Taiwan. Quality Assessment of Professional and Community News Translation. 2. Ksenia Kharitonova, PhD Student,

Language.
2. Zdenka Schormova, Lecturer, Masaryk University, Czech Republic. Active and Autonomous Development of Communicative Competence in ESP in Language Learning Process - Classroom Experiment.
3. Chunyan Yang, Associate Professor, Harbin Institute of Technology, China. Analysis on Chinese Oral English Teaching Methodologies. (Monday 8 July 2013, morning)
4. *Zhuo Chen, Associate Professor, Harbin Institute of Technology, China. Language Attitude and Second Language Learning. (Monday 8 July 2013, morning)
5. Xiaohong Li, Professor, Harbin Institute of Technology, China. Raising Students' Awareness about EFL Critical Reading.

Lomonosov Moscow State University, Russia. Cardinal Directions in Sanskrit and Old Irish Languages.
3. *Tamar Makharoblidze, Scientific Researcher, Ilia State University, Georgia. The Georgian Dactyl Alphabet.
4. *Helean Mcphee, Assistant Professor, The College of Bahamas, Bahamas. Tense, Mood and Aspect Marking in Bahamian Dialect: A Case for Creole Status.

12:30 -14:00 Session V (Room B): General Language Topics
Chair:

12:30 -14:00 Session VI (Room C): Sociolinguistics/Cultural Issues
Chair: *Tamar Makharoblidze, Scientific Researcher, Ilia State University, Georgia

1. <u>Rawinia Higgins</u>, Associate Professor, Victoria University, New Zealand, Poia Rewi, Associate Professor, University of Otago, New Zealand. Right-Shifting A Nation to Empower an Indigenous Language in Aotearoa/New Zealand.
2. *Alexandra Nagornaya, Assistant Professor, Moscow City Teacher Training University, Russia. Stephen King's Body Worlds: Language Conventions and Creativity in Depicting the Inner Body.
3. Livingstone Makondo, Senior Educational Development Practitioner, University of Venda, South Africa. Failed by One's Language: Lessons from South Africa.
4. Shoji Azuma, Professor, Ritsumeikan University, Japan. Silkscreened Survivors: Collectivism on Japanese Earthquake T-Shirts.

1. Wei Li, Chief Assistant, Netbase, USA. Mining Public Opinions from Chinese Social Media.
2. Noa Nishimoto, Assistant Professor, Kyoto University, Japan. Honorifics and Speech Levels in the Tandroy Dialect of Malagasy.
3. Martin Warren, Professor, The Hong Kong Polytechnic University, Hong Kong, China. Achieving Coherence across Interconnected Business Meetings.
4. Simon Nganga, PhD Student, Bayreuth University, Germany. The Sermon in the Construction of Immortality: A description of Linguistic and Conversational Devices in the Genre of the Sermon.
5. *Marla Perkins, Student, Northern Arizona University, USA. Causality and its Interactions: Culture, Semantics, and Pragmatics in Hobongan and English.

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Chair: *Alexandra Nagornaya, Assistant Professor, Moscow City Teacher Training University, Russia.

1. Andrzej Lyda, Professor, University of Silesia, Katowice-Sosnowiec, Poland. Concession in the Academic Context: Academic Status Factor.
2. Cornelia Paraskevas, Professor, Western Oregon University, USA. Assumptions and Attitudes Regarding Teaching Language Arts in Secondary Schools.
3. Hideyuki Kumaki, Assistant Professor, Nihon University, Japan. Promoting Communication in English among University Students in Japan.

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Chair: Andrzej Lyda, Professor, University of Silesia, Katowice-Sosnowiec, Poland.

1. Tanya Lee, Assistant Knowledge Engineer, Netbase, USA. Automatic Translation from Cantonese into Mandarin to Support Robust Sentiment Extraction from Chinese Social Media.
2. Roberta Mastrofini, Assistant Professor, University of Perugia, Italy. English Manner of Speaking Verbs and their Italian Translation: A Cross-Linguistic Comparison.

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1. Gui Zhen Gao, Professor, DalianUniversity of Technology, China. Effects of Content and Language Integrated Learning on Chinese EAP Learners. 2. Hansun Waring, Assistant Professor, Teachers College, Columbia University, USA. Problematizing Vocabulary in the Second Language Classroom. (Tuesday 9 July 2013) 3. Chia-Hui Chiu, Assistant Professor, Tunghai University, Taiwan. Developing Oral Proficiency Through Use of Formulaic Sequences. (Tuesday 9 July 2013) 4. Alon Fragman, Chair, Language & Literature Department, Beit Berl College, Israel. Learning Arabic in Hebrew Universities in Israel- A Linguistic Point of View. 5. Sinan Cakir, PhD Student, Hacettepe University, Turkey. The Importance of Positive Evidence in Universal Grammar-Second Language Acquisition Studies.	1. Raphael Salkie, Professor, University of Brighton, UK. Reported Speech as a Speech Act. 2. *Orel Beilinson, Lecturer, HarariCollege Worldwide, HarariCollege Worldwide, Israel. A Plague from Heaven: Metaphors in the Qur'an. 3. *Philippe Bourdin, Associate Professor, York University, Toronto, Canada. On the Encoding of Weak Obligation by Prosēkei, Convenit, (it) becomes, and Other Unipersonals Derived from Verbs of Coming. 4. Natalia Klyueva, PhD Student, CharlesUniversity in Prague, Czech Republic. Usage of Some Non-Finite Clauses in Czech and Russian. 5. *Irina Malinovska, Post-Doctoral Student, Centre of Foreign Languages Research under the NationalAcademy of Sciences of Ukraine, Ukraine. "Words are Prejudices": Semantic Analysis of Metaphors in the English Discourse of Philosophy.

6. Irena Mestrovic Stajduhar, PhD Student, Teaching Assistant, University of Rijeka, Croatia. The Influence of Pre-Service Teachers' Beliefs about Language Learning on Their Attitudes towards Grammar Instruction.	
10:00-11:30 Session XI (Room B): Language Learning **Chair:** *Irina Malinovska, Post-Doctoral Student, Centre of Foreign Languages Research under the NationalAcademy of Sciences of Ukraine, Ukraine.	**10:00-11:30 Session XII (Room C): Sociolinguistics/Cultural Issues** **Chair:** *Philippe Bourdin, Associate Professor, York University, Toronto, Canada
1. Shu-Chen Huang, Associate Professor and Director, National Chengchi University, Taiwan. Effectiveness of Goal-setting in EFL Writing Revision. 2. Wen-Cheng Hsu, Tutor/Lecturer, Xian Jiaotong-Liverpool University, China & Xuelian Xu, Professor, Xian Jiaotong-Liverpool University, China. Developing and Validating an Instrument for Measuring Learner Autonomy in English Learners. 3. Leticia Vicente-Rasoamalala, Lecturer, The Chinese University of Hong Kong/ Allencam Research Group UPF, Hong Kong-China. Interactional Negative Feedback in Foreign Language Immersion Classrooms. 6. Barbara De Groot, Lecturer, Free University, Belgium. Fluency, Accuracy and Complexity in Written Compositions of Frenchspeaking Pupils in a Dutch/ French CLIL-Setting.	1. Dahui Dong, Associate Professor, Chang Jung Christian University, Taiwan. A Cross-Genre Study of Politeness Strategies Using a Parallel Chinese into English Corpus. 2. Akiko Nojima, PhD Student, Ritsumeikan University, Japan. Politeness Strategy in Non Face to Face Web Exchange Concerning Medical Issues: Local Practices and National Recommendations. 3. Yuh-Fang Chang, Professor, National Chung Hsing University, Taiwan. Apologizing in Mandarin Chinese: Differences among Children, Adolescents and Young Adults. 4. Eileen Lee, Dean, Faculty of Arts, Sunway University, Malaysia. Language Maintenance and Cultural Viability in the Hainanese Community: A Case Study of the Malacca Hainanese. 5. Vijaya Sooria Sangaran Kutty, Lecturer, Sunway University, Malaysia. The Many Faces of Faceless Identity: Communicating as a Malaysian Indian on Facebook.
11:30-13:00 Session XIII (Room B): Technology in Language Usage **Chair:** *Nino Sharashenidze, Associate Professor, Tbilisi State University, Georgia.	**11:30-13:00 Session XIV (Room C): Formal Linguistic Issues IV** **Chair:** Dahui Dong, Associate Professor, Chang Jung Christian University, Taiwan.
1. Adina Camelia Bleotu, Professor, University Ca' Foscari, Italy. Instrument-Incorporating Verbs in English and Romanian and the Verb/Satellite-Framed Distinction. 2. Inigo Yanguas, Associate Professor,	1. Jeesun Nam, Professor, HankukUniversity of Foreign Studies, Korea.Study on the Sentiment Polarity Types of Collocations for Too/Very/Too Much.

University of San Diego, USA & Gabriela Navarro, EFL Teacher, San Diego State University, USA. Interaction and Anxiety in Task-based Computer-Mediated Communication. 3. Adel Utyashev, PhD Student, Lomonosov Moscow State University, Russia. Specificities of Hypertext Links in the News Internet Reports.	2. Jen Ting, Professor, National Taiwan Normal University, Taiwan. The Particle Suo in Mandarin Chinese: A True Long X°-Dependency. 3. James Van Manen, Assistant Professor, ColumbiaCollegeChicago, USA. 2E or not 2E—That's a Good Question: Allophones of the Phoneme E in ASL Fingerspelling. 4. Jessica Nowak, Lecturer, University of Mainz, Germany. Support for Bybee's Network Model: Evidence from Ablaut Generalizations in German.

13:00-14:00 Lunch

14:00-16:00 Session XV (Room B): Formal Linguistic Issues V
Chair: Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

1. Elena Titova, Assistant Professor, Chelyabinsk State University, Russia. Phonetic Means of Expressing Contrast in Poetical Texts.
2. Hae-Yun Lee, Professor, HankukUniversity of Foreign Studies, Korea. Emotive Auxiliary Verbs with Pragmatic Meaning.
3. *Nino Sharashenidze, Associate Professor, Tbilisi State University, Georgia. Epistemic Modality in the Georgian Language.

17:00-20:00 Urban Walk (Details during registration)
20:00- 21:00 Dinner (Details during registration)

Wednesday 10 July 2013
Cruise: (Details during registration)
Thursday 11 July 2013
Delphi Visit: (Details during registration)

Shoji Azuma

Professor, Ritsumeikan University, Japan

Silkscreened Survivors: Collectivism on Japanese Earthquake T-Shirts

"The Eastern Japan Great Earthquake Disaster" which occurred on March 11, 2011, was the most powerful earthquake known to have hit Japan.

How are the Japanese people coping with the national crisis? What kind of public discourse can be observed? Following the claim that the t-shirt is a type of "open-text" that reveals attitudes and norms of people (e.g., Crane 2000), this study focuses on social messages and slogans displayed on t-shirts and other earthquake related souvenirs sold in northeastern Japan where the combined earthquake-tsunami-nuclear devastation was the greatest.

In the summer of 2012, 16 months after the earthquake, our team visited a total of 20 stores where t-shirts and earthquake related goods were sold. We recorded the slogans verbatim and took a digital photograph of each item that referenced earthquake and tsunami. In total, 24 different slogans were identified on items such as t-shirts, pens, stickers, pins, hair bands, lunch boxes, and soft drink bottles. Some of the representative slogans are *Kizuna* ('Bonding'), *Ganbaroo, Toohoku* ('Hang in there, Toohoku'), and *Tomoni mae e* ('Together, forward'). The significant majority of the slogans converge on the theme of "solidarity." By evoking the metaphor of "family," the slogans promote a social relationship of being united, offering mutual aid, and enduring the difficulty together.

Disasters often lead to the expression of solidarity among people, as was seen with the display of American flags in the aftermath of 9/11 in the U.S. (Collins 2004). However, unlike a terrorist attack, a natural disaster is utterly impersonal. Without a specific enemy, as with a natural disaster such as a hurricane, the expression of solidarity may be less prominent, as was reported in Macomber, Mallinson & Seale (2011). In their study of Hurricane Katrina, Macomber at al. (2011) found slogans with political, cursing, humorous, and sexualized themes. In contrast, the present study on the Japanese earthquake has found no such slogans, suggesting the persistence of collectivism in Japanese culture, where *wakimae* ('discernment') plays a crucial role (Ide, 1989).

Esra Altunkol
Instructor, The University of Cukurova, Turkey
Berna Balci
Instructor, The University of Cukurova, Turkey

The Usage of Turkish Grammatical Morphemes by Learners of Turkish as a Second Language

In Turkish, new words are mostly formed through adding certain suffixes to the root of a word. The usage of grammatical morphology in first language acquisition by Turkish children has been studied by various scholars. However, as a second language Turkish needs more scholarly attention since it has long been considered as a less commonly taught language. The case still being the same, though, teaching Turkish as a second language has seen a rise in the recent years. For this reason, the aim of this study is to investigate the use of Turkish case marking (accusative, locative, dative, ablative), plural marking and possessive marking by learners of Turkish from different language backgrounds and ages at two different levels. The participants of this study were chosen from the students attending the Turkish as a Foreign Language Course offered by Çukurova University. At the beginning of the course, the level of the learners was determined via a placement test administered by the School of Foreign Languages in Çukurova University, Turkey. For the purposes of this study, four free writing tasks were given to the learners in each level in a period of two months. At the end of the study, the usage of the morphemes under investigation by the two groups was described and compared and the results were discussed with reference to the previous research in Turkish FLA and SLA.

Orel Beilinson
Lecturer, Harari College Worldwide, Harari College Worldwide, Israel

A Plague from Heaven: Metaphors in the Qur'an

The Qur'an is considered a masterpiece for its use of rhetorical devices and sophisticated linguistic devices. This proposed paper investigates the metaphors of in the Qur'an, given special emphasis on natural phenomena. These natural metaphors occur in five major categories: rain, mountains, wind, light and darkness, yet other metaphors are uncategorized.

The first section provides a brief discussion about metaphors in the general sense, while the next parts discuss specifically Qur'anic metaphors. The paper discusses also sub-types of metaphors and deal with further types of rhetoric devices, such as personification. An introductory part about Arabic and its unique linguistic form regarding such literary devices will also be given.

Adina Camelia Bleotu
Professor, University Ca' Foscari, Italy

Instrument-Incorporating Verbs in English and Romanian and the Verb/Satellite-Framed Distinction

The aim of this paper is to offer a comparative analysis for verbs incorporating instruments in English and Romanian, and correlate it with the verb-framed/satellite-framed distinction (Talmy 1991).

While true instrument incorporating verbs like *chain* imply the specific use of the incorporated instrument (1), pseudo-instrumental verbs like *hammer* are more generic in their use, denoting the most typical instrument used for the activity (2):

(1) a. #They chained the prisoner with a rope.
   b. #Jim   buttoned up his pants with a zipper.

(2) a. He hammered the desk with his shoe.
   b. He brushed his coat with his hand. (Kiparsky 1997: 15)

We might be tempted to extend the idea that there are two types of instrument-incorporating verbs in all languages. However, in Romanian, we can have neither:

(3) # *Au înlănţuit prizonierul cu sfoara.*
   Have chained prisoner-the with rope
nor
(4) # *Şi- a periat paltonul cu mâna.*
   Refl.clit-has brushed coat-the with hand-the., or

(5) *?? A ciocănit   în birou cu pantoful.*
   Has hammered in desk with shoe-the.

The idea that there might only be true denominal instrumental verbs in Romanian goes hand in hand with the fact that manner-of-motion does not conflate with the verb in Romanian, a Romance language, and a verb-framed language, unlike in English, a satellite-framed languages where manner-of-motion conflates with the verb (Talmy 1991, Zubizarreta and Oh 2007):

(6) The cute hobbit-girl danced into the room.

Our claim is, thus, that Romanian only has true denominal instrumental verbs, unlike English, which has both true and manner-of-motion instrumentals, and that this can be correlated with the verb-framed

(Romance)/ satellite-framed distinction (Germanic) between languages. Ultimately, we show that, while in English, two structures are needed to represent the verbs syntactically (a Hale and Keyser (2002) structure for the true denominal ones, and a conflation/ merge structure for the manner-of-motion ones (Harley 2005, Haugen 2009)), in Romanian, only one structure is needed (the structure representing denominal verbs).

Philippe Bourdin
Associate Professor, York University, Toronto, Canada

On the Encoding of Weak Obligation by Prosēkei, Convenit, (it) becomes, and Other Unipersonals Derived from Verbs of Coming

A large part of Europe is home to languages that have built unipersonal debitives by combining their ventive verb with a prefix:

[Classical Greek; Sophocles *Electra* 1213[1]]
ou   soi   pros-ēk-ei   tēn-de
neg   2sg.dat   debitive[<towards-have_come]-prs.3sg
        def.acc.fsg-particle
prosphōn-ein   phat-in
utter-inf   rumour-acc.sg
'It is not proper for you to speak of him as you do.'

One variable is the semantics of the prefix. Cognates of Latin *cum-* are ubiquitous in Romance, while elsewhere allativity is the dominant motif: *pros-* and *katha-* in Classical Greek (and *ana-*, the antonym of *katha-*, in Koine Greek), *till-* in Swedish, *zu-* in German, and, though not as straightforwardly, *be-* in English. Another variable is the degree of deicticity of the base verb. A third one is whether the motional meaning has persisted or has disappeared. No less relevant is whether the emergence of the modal meaning was at all triggered by the semantics of the base verb: for instance, while Classical Greek *ēkō* by itself was unable to encode obligation, it may have been primed to do so, once prefixed, by its affinity with adverbs of positive valuation (Bailly, 1950). The semantics of the prefixed verbs is remarkably uniform: the obligation they encode tends to be weak, of the kind lexicalized by predicative expressions corresponding to *be proper* or *behove* in English. This argues against the plausibility, weak on other grounds, of a connection with the grammaticalization of ventive verbs into necessives — a hallmark of several languages belonging to the Baltic Sprachbund (including, possibly, Russian).
I propose to pull these strands together and to show that the phenomenon under examination may contribute to a sharper understanding of two theoretical issues: on the one hand, replica grammaticalization (Heine and Kuteva, 2005) and on the other, the tension between lexicalization and grammaticalization (Lehmann, 1995; Hopper and Traugott, 2003).

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[1] Tr. by Sir Richard Jebb; http://www.perseus.tufts.edu/

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Sinan Cakir
PhD Student, Hacettepe University, Turkey

The Importance of Positive Evidence in Universal Grammar-Second Language Acquisition Studies

The Interpretability Hypothesis (Tsimpli et. al., 2003; Tsimpli and Dimitrakopoulou; 2007) claims that uninterpretable features which are not instantiated in L1 are unavailable for L2 acquisition. This hypothesis is supported (e.g. Hawkins and Hattori 2006; Al-Thubaiti, 2011) and opposed (e.g. Rothman et. al., 2010; Bond et. al. 2011) by many other studies. Some of such studies were carried out on the L2 learners who were exposed to natural input in the target language by living in a country where it is spoken as a mother tongue; yet some others were carried out just on the ones who acquired it in their home country. In this respect, being (not) exposed to natural input in L2 acquisition might have played some role in the results obtained in such studies.

The present study aimed to analyze the role of positive evidence in L2 acquisition process. The performances of the L2 learners who live in an English-speaking country on island constraints on wh-movement in English were compared with the ones who acquire this language in their home country. The data of the study were collected through a Grammaticality Judgment Test, Wh-Question Formation Test and Translation Test. Along with a native control group (N:58), four learner groups were formed according to the place they live (USA or Turkey) and their level of proficiency in English (advance or intermediate) (N:46, N:38, N:20, N:30 respectively).

The results emphasized the importance of positive evidence in L2 acquisition process. According to the Kruskal-Wallis H Test and Mann-Whitney U Test results, the uninterpretable (uwh*) feature appeared to be available only for the highly proficient L2 learner of English who are exposed to natural input in this language. As the results of the study suggest, to assess the availability of UG in SLA precisely, such studies should be carried out on the participants who are exposed to natural input in the target language.

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Qing Chang
Associate Professor, Harbin Institute of Technology, China

Negotiation for Meaning in Second Language Classrooms

This paper investigates the value of language classroom negotiation of meaning from both cognitive and sociocultural perspectives. According to Long comprehensible input gained through interactional adjustments such as negotiating meaning and modifying output is central to second language acquisition, and much research has been undertaken to discover which classroom activities give learners the greatest benefit from this type of interaction. This paper discusses the measures typically used to identify negotiated interaction and proposes that more rigorous definitions need to be employed to separate signals of communication problems from signals of interest and encouragement. In the study reported for this paper, learners were recorded during an interactive classroom task, and the incidence of negotiation moves (learners' clarification requests, comprehension and confirmation checks) was calculated by counting only those instances where communication problems were clearly signalled. The quantitative results show that the incidence of negotiating meaning was very low. A qualitative analysis of the data subsequently investigated what was going on in the long stretches of interaction that lacked any signs of meaning negotiation. A picture emerges of learners actively assisting each other to transact the task through co-construction and prompting. Learners expressed interest and encouragement while seeking and providing assistance and initiating self-repair of their own utterances, all in the absence of communication breakdowns. Obtaining completely comprehensible input appeared to be of lower priority than maintaining a supportive and friendly discourse. Negotiation is one of a range of conversational processes that facilitate SLA as learners work to understand and express meaning in the L2.

Qizhong Chang
PhD Candidate, National University of Singapore, Singapore

'One' in Colloquial Singapore English – A Resumptive Pronoun?

A unique construction in Colloquial Singapore English (CSE) is the 'one' construction. Some examples:

   (1) John sell ice-cream *one*.
= "John is (the) one who sells ice-cream"

It has been variously analysed in the literature as the following: Nominaliser; Discourse Particle / Focus Particle; Singulative; Relative Pronoun; Nominal Head. More recently, Bao (2009) has analysed 'one' adopting a usage-based relexification approach to substratum transfer. In an alternative analysis of CSE 'one', Kim (2011) claims that 'one' can select a *null* (Chinese) 'de', which is basically relexified from Chinese 'de'.

Each of these analyses runs into their own problems when trying to provide a consistent and coherent analysis of the ubiquitous 'one' in CSE. My own contribution to the debate is based on two interesting proposals:

The Resumptive Pronominal Hypothesis

CSE 'one' is a resumptive pronoun linked to an entity either present in the sentence or recoverable from the discourse.

Constraints on the licensing of 'one'

CSE 'one' is licensed only when there is a *closed set* of participants, and a suitable *presupposition* generated in the sentence.

<u>Resumptive Pronouns</u>

Prima facie, CSE 'one' seems to behave like a resumptive pronoun. Firstly, we have observed that it has pronominal properties. Secondly, it appears where the resumptive pronoun is supposed to appear. Lastly, it doesn't seem like a relative pronoun because the 'real' relative pronoun *who/that/which* can appear together with 'one':

   (2) a. The boy who I hear the report that Tom fought with __ is here.

b. The boy who I hear the report that Tom fought with him is here.
c. The boy who I hear the report that Tom fought with *one* is here.

To answer the question "Is CSE 'one' a resumptive pronoun?", I will examine its properties to see if it displays similar properties to resumptive pronominal constructions: Agreement, Parasitic Gaps, Weak Crossover Effects, Across The Board Extraction, Island Constraints, Quantifier Scope, Quantity/Amount Reading, Restricted Set/Focus, and Word Order. The answers leave some room for discussion.

Yuh-Fang Chang
Professor, National Chung Hsing University, Taiwan

Apologizing in Mandarin Chinese: Differences among Children, Adolescents and Young Adults

To apologize appropriately is a complex task. A person has to be able to first recognize the occurrence of an event which calls for an apology and to assess the severity of the offense and the weight of contextual variables such as power and distance and to select appropriate output strategies (Bergman and Kasper, 1993).While several studies have compared the speech act of apology across cultural groups, few attempts have been made to examine the age effects on speakers' use of apology strategies and their assessment of the weight of contextual variables. The paucity of the developmental research in L1 apology involving young children, adolescents and young adults has resulted in a lack of full understanding on how the perception of the severity of offense and the production of the apology differ in different age groups. This study attempts to fill the gap by examining pragmatic development of apology in the native speakers of Mandarin. To examine pragmatic development, this study adopted a cross-sectional approach. Four groups of students participated in the study: 3rd grade, 6th grade, 8th grade and college freshmen. The average age for each group was 9, 12, 14 and 19 years, respectively. Each age group was composed of 60 people. Four scenarios for apology were selected for the present study, including bumping into people, losing a borrowed book, being late and speaking ill of someone. Both production data and the perception data were collected. The findings showed that the perception that the participants in the 3rd grade had toward the severity of the offense differed from the other four groups in terms of the top three ranked situations. In addition, participants of different age groups varied in the range, frequency and content of the apology strategies.

Ya-mei Chen
Associate Professor, National Taipei University of Technology, Taiwan

Quality Assessment of Professional and Community News Translation

News translation can be divided into two types: (1) professional news translation conducted by full-time translators working for a news organization, and (2) community news translation undertaken by volunteer translators involved in an on-line translation community. Thorough studies on professional and community news translation started to emerge in 1988 and 2008, respectively, mainly focusing on translation strategies and functions, the gate-keeping role of news translation, contextual factors, and consideration of the target readers. Comparatively little attention has been bestowed upon news translation quality assessment. However, developing an appropriate assessment model for news translation is important for the following reasons. First, suitable translation standards can enable news organizations to efficiently select qualified translator candidates. Second, adequate evaluation yardsticks can help on-line translation communities ensure the quality of translated news produced by amateur translators, who usually do not have formal translation training. Third, a relevant assessment model can be used as a training model, assisting translation teachers in guiding their students to meet the diverse requirements of news translation. Accordingly, this paper will propose an assessment model which can be applied to systematically evaluate translated news texts produced by both professional and community translators.

Professional and community news translation differ from each other in several aspects, such as the collective goal, the translator's role, the relationships between team members, the publication medium and the readership's geographic location. To make the proposed assessment model adequately applicable to both types of news translation, this paper will draw upon insights from the following studies: (1) previous research on function- or text-oriented translation assessment methods, including House (1997, 2001), Reiss (1971) and Nord (1997); (2) existing research on evaluation in a news agency (e.g. Hajmohammahi 2005) ; (3) Van Dijk's socio-cognitive approach to contexts. Four essential components will be included in this assessment model: news translation criteria, subcategories of professional and community news translation, corresponding contextual and linguistic elements, and an assessment procedure. Apart from proposing a theoretical model, this paper will elaborate on its practical value, explaining how to apply the theoretical model to evaluate the quality of translated texts produced by professional and community news translators.

Zhuo Chen
Associate Professor, Harbin Institute of Technology, China

Language Attitude and Second Language Learning

It is a well-known fact that people have certain attitude towards all kinds of matters, including languages. There has been an explosion of research on language attitudes since 1960. Kalaja defines language attitudes as attitudes people have towards either languages or regional or social dialects of a same language. According to Kalaja, during the past centuries, language attitudes have mostly been considered from a mentalist point of view. A person's attitudes are either positive or negative. Language attitudes are often linked with the study of second language learning. As Hartikainen put it, "the L2-learner has to put aside or go beyond his own language and culture", and immerse himself (or herself) into the target language and culture actively. Therefore, a successful L2-learner has to be psychologically prepared to do this, which also involves attitudes. According to Lambert, L2-learners' motivation to learn the new language is thought to be determined by his attitudes and orientation toward learning a second language. Positive attitudes facilitate language learning, and on the other hand, negative attitudes hinder language learning, ultimately making it a failure. As a teacher of English in the university, I feel that there is a close relationship between language attitude and second language learning. The paper centres on the daily observation, interviews and informal talks with the students as well as my experiences as an academic visitor abroad. Considering that it's indispensable for successful English learners to hold correct attitudes toward English language, priority should be given to attitude guidance in English instruction. Once students have positive attitude, they will have active motivation and thereby effective learning will automatically happen.

Chia-Hui Chiu
Assistant Professor, Tunghai University, Taiwan

Developing Oral Proficiency through Use of Formulaic Sequences

This study was designed to examine the extent to which an instructional method that aimed at raising learners' awareness of L2 formulaic sequences can facilitate EFL learners' development of oral proficiency. Participants were 50 English majors studying in a university located in central Taiwan. They were randomly assigned to an experimental group or a control group. The two groups were exposed to authentic reading and listening materials two hours a week for ten weeks. During this period of time, the experimental group was made aware of formulaic sequences embedded in the instructional materials. The instructor/researcher played the audio CD of a novel when student read the instructional material and directed the learners to pay attention to the chuncking of the sentences and the linking of the words. The audio CD was also played to the control group but the learners were instructed to focus on the meanings of unknown words. The two groups also had group discussions every time in class to practice retelling the parts just read and sharing their personal opinions related to the instructional material. The two groups took two speaking tests: a story-retelling test (controlled content) and a reader's response test (creative content) before and after the experiment. Their performance was evaluated based on a set of scoring rubrics including fluency, content, lexical richness and syntactic complexity. ANCOVA was performed with the pretest score used as a statistical covariant to examine the difference between the two groups on the two speaking tests upon the completion of the experiment. The results show that the experimental group performed significantly better than the control group on the story-retelling test in terms of fluency and lexical richness. Moreover, the experimental group did significantly better on the reader's response test in terms of fluency and content.

Barbara De Groot
Lecturer, Free University, Belgium

Fluency, Accuracy and Complexity in Written Compositions of Frenchspeaking Pupils in a Dutch/ French CLIL-Setting

Content Language Integrated Learning (CLIL) is becoming a popular and widespread practice of immersion education in Europe. In Belgium, however, the organization of CLIL has only been a recent phenomenon. In 1998, Wallonia, the French-speaking region of Belgium, issued a decree that made it possible to organize CLIL-programs in primary as well as in secondary schools (Briquet, 2006).

In this contribution I will discuss the findings of a study carried out in two Frenchspeaking primary schools offering CLIL in Dutch. The purpose of the study was to look into the CLIL pupils written proficiency in Dutch and to compare it to Frenchspeaking and Dutchspeaking control groups who attend Dutchspeaking schools in Brussels. Since writing is the cognitively most demanding proficiency (Gregg & Steinberg, 1980; Lefrançois, 2001; Cummins, 2008) it may give an impression of the overall language proficiency in Dutch.

The results show that the CLIL pupils write more accurate and more fluent in Dutch than the Frenchspeaking control groups. They also show a higher lexical diversity than their Frenchspeaking peers in the Dutchspeaking school. This indicates that CLIL may be a better solution for those many Frenchspeaking parents who want their child to be bilingual and therefore send it to a Dutchspeaking school in Brussels.

Dahui Dong
Associate Professor, Chang Jung Christian University, Taiwan

A Cross-Genre Study of Politeness Strategies Using a Parallel Chinese into English Corpus

Pragmatic competence has long been recognized as an important component of translation competence. However, it appears that the findings of translation pragmatics studies mainly focus on description and elaboration of pragmatic competence and thus provide limited help for translators (Bell, 1991; Schäffner & Adab, 2000). This study aims at using a parallel translation corpus to compare the politeness strategies used by native Chinese-speaking and native English-speaking translators when translating from Chinese into English of texts across two genres: business letters and abstracts of academic papers, which contained a great variety of speech acts and thus provided ample material for analyses of politeness strategies.

The research participants included 18 postgraduate students of translation or applied linguistics programs offered by various Taiwanese universities, 10 native Chinese speaking professional translators, and 10 native English speaking professional translators. The source texts included 5 Chinese articles: 3 business letters and the abstracts of 2 academic papers. A small parallel translation corpus was built consisting of 190 English translations produced by the participants. This study adopted Brown and Levinson (1987)'s category of politeness strategies (FTAs) to analyze the politeness strategies in translation texts.

Statistic results based on the corpus data show significant differences among translators of three translation competence levels in their use of politeness strategies when translating from Chinese into English, suggesting that the translator's use of politeness strategies in across-genre translation is a valid measure of the translator's pragmatic competence. In addition, this current study has found that the use of some politeness strategies in the translation correlates with certain speech acts in the source text, suggesting that cultural and rhetorical differences between Chinese and English may contribute to the different patterns of using politeness strategies by native English and native Chinese speaking translators.

Alon Fragman
Chair, Language & Literature Department, Beit Berl College, Israel

Learning Arabic in Hebrew Universities in Israel- A Linguistic Point of View

Arabic is the second official language in Israel, after Hebrew, and it is obligatory taught from 7th to 10th grades in the Educational system. Arabic language and literature is also taught in several colleges and universities. Several studies have shown that additional exposure and practice of Arabic among native Hebrew junior high school students had no influence over the students' achievements in spelling task. The scores ranged between 20 – 25% after two, three and four years of Arabic as foreign language (AFL) learning. It was suggested that L1 interference affects the acquisition of the written form of Arabic.

This study examined the development of spelling skills in AFL among native Hebrew speaking students learning in an intensive course of Arabic in Middle Eastern studies department at one of the universities in Israel, after their first and second year of AFL studies (N= 50). The study focused on the acquisition of 10 novel phonemes (ط, ض, ص, ع, ح ذ, ث, غ, ق, ظ) using three experimental tasks through the computer: visual task, audio task and integrated task (audio+visual). In each task, the students had to write a pseudo word from the memory after seeing or hearing the word. MANOVA analyses showed: (1) scores within the visual and the integrated task were significantly higher than the sores for the audio task already in the end of 1st year of AFL learning. (2) Scores within the audio task significantly improved over time, yet still remained lower than in tasks involved visual elements. (3) Spelling proficiency for emphatic and dental novel phonemes were significantly lower than scores for guttural phonemes which native Hebrew speakers are more familiar with, due to the fact that they existed in ancient Hebrew landscape. Results of this study show that additional practice of aural-oral skills is needed.

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Guizhen Gao
Professor, Dalian University of Technology, China

Effects of Content and Language Integrated Learning on Chinese EAP Learners

The study attempts to promote a Content and Language Integrated Learning (Marsh, 2000)（CLIL）-- based teaching method in an English for Academic Purposes (EAP) course for doctoral students of science in China. The paper is based on two data collections obtained from the author's pilot studies. One was a survey about the the Discourse Features of China English in abstract writings from a cultural perspective (Gao, 2010). The other was a study of the structural features of literature review written by Chinese MA students in English applied linguistics (Gao, 2011).

In the present study, the participants were 53 Chinese doctoral students from different subject specialisms, all of whom have been exposed to English for more than ten years. One of our hypotheses is that although the EAP doctoral candidates have the ability to do research work, they could not have the ability to express their fruitful research in English. The author made three attempted innovations: to involve English writing and the subject reading through using English language, to provide purposeful and practical materials integrated with EAP writing skills; to design real world-like tasks.

Observations and some informal evaluations were made of the participants. The results have shown that learners prefer to get on with the job of writing closely related to their subject knowledge because a doctoral student should publish at least 1-2 papers in English through SCI as a degree requirement, and they all agreed that this integrated learning is of practical value and would continue to be useful for them to deal with research paper writing they are expected to do in the future. The effects of CLIL in the EAP course proved that the key seemed to lie in the way to focus on fluency by creating a need for formal accuracy.

Rawinia Higgins
Associate Professor, Victoria University, New Zealand
Poia Rewi
Associate Professor, University of Otago, New Zealand

Right-Shifting A Nation to Empower an Indigenous Language in Aotearoa/New Zealand

Since Māori became an official language in Aotearoa/New Zealand 25 years ago there has been sustained efforts by Māori language initiatives such as Kōhanga Reo (pre-school Māori language and cultural immersion education centres), Māori broadcasting (both television and radio), Kura Kaupapa (primary immersion schooling) and Te Ataarangi (community based language learning methodology) to revitalise the Māori language. Despite these efforts, research continues to lament the demise of the language with limited strategies to reverse this loss. Furthermore, this research is often framed using deficit theory and paints a grim picture for the future of the Māori language. Can we rebuild Māori language communities and encourage normalisation of the language through valuing the language?

Te Kura Roa is a Pae Tawhiti research project commissioned by Ngā Pae o Te Māramatanga (a Centre for Research Excellence) investigating the Value of the Māori language and the responsiveness of both the State and community to the language. After twelve months of enquiry, this presentation explains ZePA, the research model that has been adopted as a considered approach to Māori language strategies. This is primarily through right shifting people through three critical positions: Zero – Passive – Active. We present the application of the ZePA paradigm in identifying and presenting factors that enable or disable Māori language maintenance and acquisition and the impact this has on rebuilding Māori language communities. This presentation reveals the value shown towards the Māori language and what the potential of right-shifting communities to see the benefits for the inclusion of indigenous languages as part of a nations identity.

Wen-Cheng Hsu

Tutor/Lecturer, Xian Jiaotong-Liverpool University, China

&

Xuelian Xu

Professor, Xian Jiaotong-Liverpool University, China

Developing and Validating an Instrument for Measuring Learner Autonomy in English Learners

Despite three decades of evolvement, the field of autonomy in language learning has not been able to define the very basic construct of learner autonomy, thanks to its epistemological fuzziness and the multifaceted nature (Benson, 2011). So far, "few studies exist that have attempted to quantify autonomy" (Reinders, 2010, p.41), with the exceptions of Oxford (1990), Lai (2001) and Vanijdee (2003). A close look at these studies found that all of them, more or less, inherent perceptual, theoretical or/and methodological flaws. The need to develop a valid and reliable measure to assess learner autonomy arises. This is especially important in the tertiary context where self-independent learning is one key factor to academic success. To this aim, the authors explored the literature in both language learning and general education fields, and carried out focus group interviews with college students from different disciplines to compile a questionnaire to assess learner autonomy. The first version of the questionnaire was employed to 287 college participants to check its validity and reliability. The revised version was administered to 400 sophomores in finance-related majors from 2 different universities (one Chinese and one Sino-British). Structural Equation Modelling was used to analyze the construct of the questionnaire. Exploratory and Confirmatory Factor Analysis were used to validate the questionnaire. It is found that leaner autonomy can be considered as a four-component construct, and results from correlation analysis reveal that there is significant correlation between autonomy and academic performance, while Sino-British university students tend to be more autonomous than their Chinese counterparts. The results have implications for language learning in different educational contexts. It is also believed that this questionnaire is reliable and can greatly contribute to the field of language education in theory and in practice.

Shu-Chen Huang
Associate Professor and Director, National Chengchi University, Taiwan

Effectiveness of Goal-setting in EFL Writing Revision

To facilitate learners' writing revision process, findings in goal-setting literature were sought and designed into an EFL writing course for college students. This study examined whether the provision of goals or goals plus a strategy list may be facilitative to EFL college students' performance in revising their own writing drafts. Three intact groups were assigned to one of the three conditions: control, goal-setting, and goal-setting + a Strategy List. All learners went through the same draft-instruction-revision sequence for three tasks that focused on fostering an awareness of performance criteria and self-assessment. The three groups were differentiated in the worksheets they used when revising their drafts. The first group was told to revise and only reflected on the strategies they used after the completion of revision. The second group was guided to set personal goals before revision. The third group was facilitated by both goals and a list of strategies. The completed drafts and revisions were graded by two independent outside raters. Effectiveness of the three types of goals on overall and specific writing quality was examined using ANOVA and MANOVA. Learners' experiences with these three goals were also probed in focus group interviews. Results indicated that significant improvement existed in all nine draft-revision pairs. The three groups did not differ in the scale of such improvement on each single revision. But when all revisions were considered together, the third group outperformed the first and the first outperformed the second. Such difference was not observed when only drafts were compared across groups. Implications of goal-setting in teaching revision were discussed. It is hoped that the field would be better informed on how to use goals in promoting assessment for learning with the help of practical goal-setting mechanism.

Saida Ibrahimova

Head, Department of Foreign Languages, National Academy of sciences of Azerbaijan, Azerbaijan

Course in General Linguistics" by Ferdinand de Saussure in Azerbaijani. Problems of Metalanguage

The Head of Department of foreign languages of the National Academy of Sciences of Azerbaijan, doctor of sciences in philology, professor
Course in General Linguistics **by Ferdinand de Saussure in Azerbaijani language. Problems of recovery of meta-language**
In 2003, the *Course in General Linguistic* by Ferdinand de Saussure appeared in Azerbaijani. The translation was done by a professor of the Baku State University N.Jafarov. The translator - an expert in the theory of language, is the head of the Department of General Linguistics in Baku State University. Meta-language in modern linguistics has been differentiated by three existing paradigms. If assumed that modern or actual scientific linguistics begins with comparative linguistics then we can say that there are three paradigms. At the same time, we can see the trend in modern cognitive linguistics having been formed as a holistic paradigm. In our view, a paradigm in science is inseparable from meta-language. When we speak about the existence of a paradigm, we have in mind the fact that it has been formed as a language for the description of the object. Science is characterized by entirety and not limited by geographical or socio-cultural boundaries. Although there are several paradigms in linguistics, within each of them there is a common space of meaning and purpose, methods, and systems. It does not deny the possibility and validity of the use of different methods of paradigms in a particular study, depending on the main goal of the study. But it is important to consider that in a similar study particular pieces will be characterized by the defined boundaries as installations and scientific apparatus, including the terms and traditional syntax, stamps. In our opinion, the meta-language is a certain cultural tradition. Therefore, we need to talk about the foundation of the tradition. It is clear that the tradition creates a fundamental text. The fundamental text can be created based on their-own cultural tradition, but may be translated. In the case of translation of the text it creates a tradition on the basis of national culture and introduces us to a global culture that is based on a tradition. Translation of the *Course in General Linguistics* in Azerbaijani language creates cultural and scientific precedent. As the story Russian Saussure goes back to the 30s of the last century, it is safe to say that a wide range Azerbaijani readers are familiar with this tradition indirectly. Translation of the *Course* in Azerbaijanan language in the XXI century, creating a new meta-language and a new tradition, as yet to be a true reflection and development as a meta-language of *Course*, and its deep content lies ahead of us.

Ksenia Kharitonova

PhD Student, Lomonosov Moscow State University, Russia

Cardinal Directions in Sanskrit and Old Irish Languages

Spatial orientation was extremely important in Indo-Europeans' life. It was connected with migrations, journeys and religion. Terms of cardinal directions were sacral words.

Most Europeans now use the pattern, which can be accounted for the tradition of map drawing. Drawing a map, you should have a steady reference point, and the Pole Star was chosen as an object to orient at. So in our model of spatial orientation north is situated at the top or in front of us. Sanskrit texts give us another pattern (the examples are given in simplified transliteration):

   (1) tataħ samuddhṛtaprāṇam gataçvāsam hataprabham nirviceşţam çarīram tadbabhūvāpriyadarçanam

yamastu tam tathā baddhā prayāto **dakşiṇāmukhah** (Mahābhārata III. Sāvitrī V.17).

"After that his body, immobilized and lifeless, without any shine, became unpleasant; and Yama tied him up and turned to the south".

In the Sanskrit-Russian vocabulary by V.Kochergina [Kochergina, 2005: 256-257] the word **dakşiṇāmukhah** was translated as 'facing south' and 'facing right'. So the adverb **dakşiṇatas** means 'to the right' and 'to the south'.

uttaratas means 'to the left' and 'to the north';

pūrvatas - 'at first', 'ahead', 'at the east';

paçcimatas – 'behind', 'at the west**'.**

We can find similar pattern in Old-Irish texts.

   (2) Mhuir n-Iucht **anair** co h-Erinn (Cóir Anmann, 91).

"Irish Sea, in front of Ireland / eastward of Ireland".

In the Electronic Dictionary [eDIL] the adverb **anair** is translated 'ahead', 'at the east'. Other examples:

 aníar – 'behind', 'at the west';

andess – 'to the right', 'at the south';

antúath – 'to the left', 'at the north'.

The gap in time between Sanskrit and Old-Irish texts is rather huge, but we can see that the patterns of spatial orientation almost coincide. Perhaps, this model is connected with solar cults.

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Natalia Klyueva

PhD Student, Charles University in Prague, Czech Republic

Usage of Some Non-Finite Clauses in Czech and Russian

Czech and Russian are closely related Slavic languages that share many morphological and syntactic features. This paper describes one of the discrepancies between the languages that occur in non-finite clauses – namely in participial clauses and transgressives.

The usage of Russian participial clauses and transgressives is very close to that of English, they are typical mostly of a written language rather than spoken, whereas in Czech language they are archaic in any genres and generally not used at all.

This discrepancy can pose some challenge for language learners as well as for translators or machine translation systems. We will present some examples of Russian participial/transgressive clauses and the respective translations into Czech from a parallel corpus of news and belletristic texts.

Participials (verb forms ending in -ing or -ed in English) are indefinite forms of a verb that might have several functions in a sentence, for example, adverbial or adjectival. A Russian participial clause can be translated into Czech in many different ways, ex.:

(1ru) Девушка, сидящая напотив, читала книгу. The girl, sitting behind her, was reading a book.

(1cz) Slečna naproti ní četla knihu. The girl behind her was reading a book.

Transgressives are constructions with non-finite verbs that express the action done simultaneously with/or right after the main verb:

(2ru) Увидев Томаша, он вильнул хвостом. Having seen Tomas, he waged his tail.

(2cz) Když uviděl Tomáše, zavrtěl ocasem. When he saw Tomas, he waged his tail.

Transgressives and participial clauses are rather common in Russian as well as in English, whereas modern Czech avoids it and uses other descriptive constructions – like relative clauses (2cz), a common coordination of two verbs, or just leaving out a verb like in (1cz).

Parallel text analysis showed that the described clauses almost do not occur in modern Czech texts neither in news nor in literature, though older Czech texts (like "The Good Soldier Švejk") contain plenty of transgressives and participle constructions. In Russian they are quite frequent especially in the official language of news. When a Russian text contains transgressive/participial clause, translators sometimes may opt to use a similar construction in Czech, but the general

tendency is to avoid it. In the paper I also suggest a possible reason why Czech language is not so inclined to such constructions as other Slavic languages.

Hideyuki Kumaki
Assistant Professor, Nihon University, Japan

Promoting Communication in English among University Students in Japan

The author is currently teaching English at a College of International Relations of a university in Japan. Most of the students are interested in and motivated to learn English; however, they have widely varying levels of English knowledge and proficiency. EFL instructors in Japanese universities and elsewhere commonly report widely varying English levels in their classes, and the primary purpose of this presentation is to explore the most common methods of teaching and facilitating communication between them focusing on five essential areas of foreign language education: Communication, Cultures, Connections, Comparisons and Communities.

In this presentation the author will also propose an approach for dealing with English burnout, which discusses the benefits and rationale for stressing a substantial amount of cultural content in EFL lessons rather than stressing grammar. From the author's experience, students respond more enthusiastically to cultural and other content based lessons, probably because of burnout from the traditional approaches that were used in preparing them for university entrance examinations.

Eileen Lee
Dean, Faculty of Arts, Sunway University, Malaysia

Language Maintenance and Cultural Viability in the Hainanese Community: A Case Study of the Malacca Hainanese

Among the different (Chinese) dialect groups from the southern region of China that migrated to Malaya (now Malaysia) in the 1900s, the Hainanese were one of the last migrant groups to arrive thus they comprise only about three percent of the total population of the Chinese linguistic groups living in Malaysia. Unlike Cantonese and Hokkien(also southern China vernaculars) which became the lingua franca of the Chinese Malaysian communities inKuala Lumpur, Penang and Malacca respectively, the Hainanese dialect is not spoken as a major Chinese dialect in any particular city, town, or state in Malaysia although there may be a majority of Hainanese living in a geographical area. In a case studyof the Hainanese community in Malacca, participant observationand responses from interviews as well as recorded data of language use of thecommunity at cultural festivals,at the clan's association and during community activities confirm that the dialect is not being maintained as the main means of communication. This paper reportsthat while there is a fair degree of cultural viability in the community gatherings due to the great sense of bonding (known as suukee nang) among members of the community, lackof communication in Hainanese does not bode well for the maintenance of thecommunity language. The study concludes that while Hainanese culture (its sense of belongingand popular cuisine) is still viable, the same cannot be said for its language; in short, much of the dialect is not likely to survivein the next generationunless efforts are in place to revitalize this native/community language.

Tanya Lee
Assistant Knowledge Engineer, Netbase, USA

Automatic Translation from Cantonese into Mandarin to Support Robust Sentiment Extraction from Chinese Social Media

Sentiment extraction from social media has been an applied research area of Natural Language Processing (NLP) that has drawn considerable attention in both academia and industry. However, the treatment of dialects in an NLP-based sentiment mining system has not yet been extensively studied. This paper explores the topic of dialect processing in NLP as applied to Cantonese in the context of Chinese sentiment system. There is considerable amount of Cantonese text in Chinese social media, especially in local forums in Canton and Hong Kong. The difference between Cantonese and Mandarin Chinese is big enough to challenge majority of Mandarin speakers in text as well as speech. Fortunately, like other dialects, the major difference lies in vocabulary, rather than in sentence structures. This opens a possibility of preprocessing Cantonese text by light-weight machine translation before feeding it to the Chinese core engine. Preprocessing a dialect using machine translation belongs to the so-called 'restoration' approach in the NLP community. Compared with the approach of natively developing a Cantonese parser from end to end or via re-training, the restoration approach has the major benefit in saving the development time as well as linguistic resources. The light-weight Cantonese preprocessor is developed with a naïve first-generation machine translation approach, or word-for-word translation, complemented by a large multi-token disambiguation lexicon plus a small set of context rules. This light-weight translation proves to be very effective. Despite grammar or lexical errors in the translation output, the basic ideas of the original sentences, especially the sentiments, are carried over fairly well, based on the survey from human judges. On the other hand, for this approach to work, the core engine must be robust because the automatic translation by the preprocessor typically generates degraded, or ungrammatical, sentence. Since the Chinese core parser was designed for handling social media which is full of degraded text by nature in the first place, this requirement of robustness has been a major design goal in the Chinese system. The basic principles for developing a robust parser in a cascaded Finite State formalism are discussed, using Cantonese translation as input example. Benchmarks using crowd-sourcing human judges show that the data quality for sentiment extraction

undergoes limited degradation (less than 5%) with this translation-based approach, which can be extended to NLP of most dialects.

Hae-Yun Lee
Professor, Hankuk University of Foreign Studies, Korea

Emotive Auxiliary Verbs with Pragmatic Meaning

It is well known that auxiliary verbs have developed from ordinary verbs and have lost their lexical meanings from the viewpoint of grammaticaliztion. In the presentation we will show that some auxiliary verbs have pragmatic meaning, dealing with Korean examples. Korean auxiliary verbs have been considered to have grammatical functions such as negation, passives, aspect, modal, etc. But there seem to be some auxiliary verbs with only pragmatic meaning. That is, we insist that some auxiliary verbs have presupposition and conventional implicature as parts of their meaning. In the discussion, we deal with those two pragmatic meanings subsequently.

At first, we will discuss that the auxiliary verbs represent a speaker's emotion or 'expressive meaning' which belongs to conventional implicature (Potts 2007). That is, we will give evidences for the view that the auxiliary verbs satisfy some characteristics of expressive meaning proposed in Potts (2007) such as independence, nondisplaceability, repeatability, etc.

Secondly, we will see that the auxiliary verb presupposes the perfectivity of an event which is represented by its main verb. Following the claim that exclamatives carry a factive presupposition (Abels 2010, Grimshaw 1979), we will show that the auxiliary verbs have the same function as exclamatives.

To put it concretely, we check for the (in)compatibility with (non)factive verbs such as 'know', 'ask', etc. Next we examine whether the auxiliary verbs allow for the phrase 'Hey, wait a minute!' used for the test of presupposition. Lastly we check how the auxiliary verbs work with traditional concepts like plug and filter. We will see that the auxiliary verbs work in the same way as typical presupposition triggers with respect to the plug like 'say', or the filter 'and'/'if'.

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Wei Li
Chief Assistant, Netbase, USA

Mining Public Opinions from Chinese Social Media

Sentiment extraction from social media has been an applied research area of Natural Language Processing (NLP) that has drawn considerable attention in both academia and industry. Social media in Chinese has seen an explosive growth in the last few years. It becomes a more and more influential outlet for the public opinions, on any topics, including the sentiments of consumers towards a brand or business. Due to the large quantity of social media big data, manually collecting public opinions is impractical. Automatic mining from Chinese social media enabled by NLP-supported sentiment extraction is a way of doing just that, in scale. This paper presents the general architecture and implementation of a Chinese parser-supported social media mining system. The unique feature of this real life sentiment system, as applied to public opinions and consumer insights, lies in its ability to do deep sentiments with high precision. To complement the popular sentiment classification approach, deep sentiments uncover the reasons and motivations behind the sentiments, hence the ability to answer sentiment-related why-questions, such as why customers like or dislike iPhone 5. In addition to positive or negative emotions and behaviors, the pros and cons of a brand, features or malfunctions of a brand, or aspects of any other topic are extracted, generating rich, actionable insights for organizations as well as consumers to help their decision making. For example, given a query on iPhone 5, not only the system mines the sentiments, say, 80% of women like it and 40% men complained about it, but also uncovers why people like or dislike it, likes such as "bigger screen", "fast", "improved battery life" and dislikes such as "Apple maps". The approach to the deep sentiments is based on sentiment extraction supported by deep parsing. Benchmarks show that the sentiments extracted by this system reach high precision (consistently over 80% in 3 benchmarks) and modest recall (25%) at this point after 1.5 person/year development. For popular brands or topics, the experiments already show very impressive and insightful results, thanks to the information redundancy of big data.

Xiaohong Li
Professor, Harbin Institute of Technology, China

Raising Students' Awareness aboit EFL Critical Reading

According to China's national College English Curriculum Requirements (2007), College English teaching is set at three levels: basic, intermediate and advanced. However, the reading skills prescribed at the three levels are similar and do not cover critical reading skills. Despite a good knowledge of grammar and a large store of vocabulary, Chinese tertiary students are far from being active readers since their English reading practice involves no critical reading (CR).

Data from an investigation on the status quo of Chinese tertiary non-English major students' critical reading awareness and their critical ability regarding English learning reveal that most students do not have clear awareness of critical reading in their English study and thus have not developed the consciousness of being critical while reading in English. Research findings also show that students' critical reading awareness is significantly related to international English test experience and English course content.

Based on the research findings of the above investigation, this paper analyzes the reasons for Chinese tertiary non-English major students' weaknesses in critical reading. With follow-up reading research and classroom instruction, this paper intends to give suggestions on how to develop students' EFL critical awareness in the Chinese learning context: 1) shifting the teaching focus from language skills to the appreciation and evaluation of the author's ideas or opinions; 2) promoting reading activities which inspire students to discuss, express, even argue with each other so as to elicit their thoughts; 3) integrating reading tasks with writing tasks to encourage students to evaluate or express their own opinions on what is being read.

Mei-Ya Liang
Associate Professor, National Central University, Taiwan

Second Language Confluency in Small Group Conversation

This study uses the notion of confluency (McCarthy, 2006) to analyze small group conversation among Taiwanese university students. Students in Taiwan are now provided with more opportunities for international cooperation and multicultural learning. However, there have been practical concerns about communication in English as a lingua franca (ELF) with wider and more diverse communities that involve non-native speakers from different first language backgrounds (Canagarajah, 2007; Firth, 1996; Jenkins, 1998; House, 2003; Seidlhofer, 2004). On the one hand, oral discussion in peer groups has been used in communicative language teaching for more than three decades (Naughton, 2006) and it is beneficial for the development of second language from Vygotskyan perspective of collaborative assistance (e.g., Storch, 2002; Swain, 2000). On the other hand, this issue is closely associated with intelligibility of spoken language since the advent of communicative approaches to language (Jenkins, 1998) and recent studies (e.g., Mondada, 2006, 2007; Mortensen, 2009; Wulff, Swales, & Keller, 2009) have also emphasized the intelligibility of actions by co-participants who display mutual orientations to the multimodal resources in broader social and professional settings.

Within the framework of interactional and ecological linguistics, this study is part of a larger project that investigates multimodal and international communication. The focus is on L2 students' interactions as multilingual speakers, which require not only intensive exposure to the salient aspects of language, but awareness-raising preparation for multimodal context of social situations. The data to be presented are taken from peer group discussion that took place in Taiwanese university classrooms. Each small discussion group was formed by 3-4 participants with or without international students. Multimodal analysis of conversation shows a variety of discourse functions (e.g., opening the turn, checking comprehension, questioning, responding) and evaluative language (e.g., showing affect, judgment, and acknowledge), which are either co-expressed with paralanguage (e.g., laughter) and/or non-synchronized kinesics (e.g., gaze, gestures, facial expressions, and head movement). In informal and spoken ELF, these multiple modalities appear to be pragmatically highly significant, especially when there are signals of repairs and breakdown fluency (e.g., ellipsis, hesitations, reformulation, repetition, false starts, and long pauses). Adopting the modified definition of (con)fluency, the author

will discuss socially acceptable and communicable spoken elements with actual examples of peer discourse. By contextualizing spoken language in real communicative contexts, I will also draw implications for using ELF to facilitate better global communication.

Andrzej Lyda
Professor, University of Silesia, Katowice-Sosnowiec, Poland

Concession in the Academic Context: Academic Status Factor

Over the past three decades we have witnessed an unprecedented progress in the research in the area of academic communication, especially English academic communication, with the majority of the studies having concentrated on written academic discourse, partly because of the easy availability of data in electronic format . Since the advent of spoken academic discourse corpora such as MICASE, T2K-SWAL and BASE, a body of studies has been rapidly growing also in this area focusing mainly on various lexical and grammatical aspects of academic register. There has been considerably less attention given to the analysis of discourse-pragmatic or discourse-rhetorical relations, the study of which might contribute to our understanding of such practices of scholarly communication as exchanging views and arguing one's position.

One such discourse relation that has received almost no interest in previous research is the relation of Concession understood here after Couper-Kuhlen and Thompson's (1999, 2000) and Barth-Weingarten (2000, 2003), both serving here as a point of reference, as a tripartite relation involving (simultaneous) agreement/acknowledgement and disagreement with a previous claim. The relation, as might be expected, seems to be the fundamental one in the academia, where that scholarly quest for truth for the sake of truth should become apparent in the preference for recognizing the true or the likely in other scholars' views and for acknowledging their validity in the name of cooperation rather than competition or conflict. Indeed, as shown in studies on criticism in academic writing, "mutual criticism is polite, perhaps out of self-protection" (Becher 1989: 99), and linguistic strategies are employed so that conflict should seem to be minimised (Martin-Martin and Burgess 2004).

Being a part of a larger project on Concession, the present study focused on the realisation of the agreement/acknowledgement move in English spoken academic discourse and more specifically an attempt was made to identify contextual determinants of the move and its recursive patterns. The analysis was performed with the use of data from the interactive speech event component of MICASE, the largest publicly available corpus of Academic Spoken English. The interactive component of the corpus covers 57 events totalling almost 1 million words.

Our study into spoken academic discourse revealed that Concession is sensitive to contextual factors, and its realisations in the academic contexts exhibit a number of forms and functions. One of the factors determining the realisation of Concession, especially its acknowledgment move, as strongly suggested by our data, is the factor of power and expertise of the speakers' correlated with the factor of age, to varying degrees recognizable in a number of spoken academic discourse situations. Results obtained for the spoken academic discourse are compared with the results obtained in analyses of other discourses, such as political and judicial ones, where agreement is widely believed not to be the preferred norm.

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Tamar Makharoblidze
Scientific Researcher, Ilia State University, Georgia

The Georgian Dactyl Alphabet

The modern Georgian sign language is a language of the local deaf community. In the Soviet period sign languages in this region were highly influenced by the Russian language and the old Georgian dactyl alphabet was totally based on the Russian one, with only a few additional specific letters.

The idea of creating a new original Georgian dactyl alphabet came form the local community of deaf and hard of hearing people and I was honored to work together with these people on this project. The creation of a new original dactyl alphabet based on Georgian letters was a natural step for Georgia and consistent with the sign language nationalization developments in the post-Soviet linguistic space.

This paper presents the results of our work: the new Georgian dactyl alphabet. This alphabet is one-handed with the dactyls which are easy to create and to move between. The method of processing is a mixed type and it is a letter-dactyl (non-syllabic) alphabet by the principle of marking.

In the presented papers we also display the theoretical base and the main principles for the dactyl alphabets and the 10 rules of dactiling.

In the world there are more than 5000 spoken languages, but only a few original alphabets. There are more dactyl alphabets than there are graphic alphabets as many nations, which do not have their own original graphic alphabets, have created their own dactyl alphabets. The Georgian alphabets (Mkherduli and Asomtavruli) provided a great base for creating an original Georgian dactyl alphabet with some national-cultural values. The question about the wide usage of this alphabet and its implementation in the educational system is a matter of time.

Livingstone Makondo
Senior Educational Development Practitioner, University of Venda, South Africa

Failed by One's Language: Lessons from South Africa

The language dynamics at play in South Africa seems to be hindering academic achievement by the majority of students who are not English and Afrikaans first language speakers. The two languages are part of the eleven official languages recognised by the South African constitution. Before the constitutions these languages are equal yet in reality English and Afrikaans possess unparalled power. This discussion focuses on developments in the education sector where all students are supposed to learn through their mother languages (home language) and are at liberty to add one or two additional languages. The added languages, in many instances are English and Afrikaans as these seem to have wider appeal and business aura. Coupled with this, that national grade 12 examinations which ushers one into tertiary studies are either in English or Afrikaans. This set up, among others advantages English and Afrikaans home speakers at the expense of students who have these languages as their additional ones. Due to this language capital, the majority of students from other languages find themselves underprepared to pursue university studies as they lack the language for academic purposes. As English language is an academic language and an international capital for business, this discussion advocates for policy improvement so that the status quo can be pragmatically improved. Failure to redress this, the majority of South African learners will remain sidelined from academic and career success for reasons that are language oriented. This exploratory study submits that lessons can be drawn from other multilingual countries, among others.

Irina Malinovska
Post-Doctoral Student, Centre of Foreign Languages Research under the
National Academy of Sciences of Ukraine, Ukraine

"Words are Prejudices": Semantic Analysis of Metaphors in the English Discourse of Philosophy

In the contemporary academic sphere, metaphor has been given extensive elucidation due to the multidisciplinary efforts of philosophers, cognitive scientists and linguists, scholars of fiction and non-fiction literature as well as neuroscientists, musicologists and theorists from many other branches (Kövecses 2002; Johnson & Larson 2003; Liddell, Scott 1940; Lakoff G., Johnson M. 1980, 2003, and others). When compared with metaphor in common language, metaphor in philosophical discourse has practically not been approached by linguists, remaining mainly in the domain of philosophers (for a variety of views see: Proceedings of the Twentieth world Congress of Philosophy 1998). The review of Proceedings has shown that the professional philosophical community has not elaborated the generally recognized concept of metaphor in philosophical discourse. Moreover, a number of highly inconsistent approaches to metaphor in philosophy can be distinguished, which are, sometimes, mutually exclusive.

Many authors question any use of the cognitive content of metaphors in philosophy as well as within philosophical discourse (Peres 2007). However, as linguistic research, this study deals with the real facts of language and discourse, and thus has to recognize what is actually offered by textual material. I analyzed the texts written by famous contemporary British and American philosophers belonging to different philosophical traditions and schools (Bernstein 1983, Dennet 2010, Nagel 1991, Woodruff 2001), and totalling some 1000 pages. These texts abound with metaphors of different kinds: cognitive, conceptual, root, nonlinguistic and mixed, with the average proportion of their usage being 68 to each 500 words (both notional and syntactic) or 13,6 %, though the figure differs depending on individual styles of the authors. The linguistic data were collected following the identification procedure elaborated by the Pragglejaz Group (2007) and the results in many respects coincide with those obtained by these scholars (Steen et al 2010). The corpus of metaphors in philosophical discourse is mostly represented by non-signalled metaphorically-used words.

These statistics cannot be passed by and contribute to a better understanding of the role of metaphors as a tool of philosophical reflection which obviously implies a significant degree of cross-domain mapping.

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Roberta Mastrofini
Assistant Professor, University of Perugia, Italy

English Manner of Speaking Verbs and their Italian Translation: A Cross-Linguistic Comparison

This study intends to analyze the different way in which Manner of Speaking verbs are construed in English an Italian. Following Talmy's distinction between Satellite-framed and Verb-framed languages, we aim at demonstrating how the semantic information conveyed by these verbs may be lost or enriched when switching from English into Italian. In order to do so, four contemporary English novels as well as their Italian translation were taken into account. A total of 776 occurrences of MoS verbs were detected and analyzed within the Generative Lexicon model (Pustevjosky, 1998). According to our results, both languages show a high degree of granularity in the semantic realization of Manner of Speaking verbs. Moreover, within this domain, the opposition between a Satellite-framed language like English and a Verb-framed language like Italian seems to be blurred, since both languages, more often than not, opt to conflate Manner in the verb root.

Helean Mcphee
Assistant Professor, The College of Bahamas, Bahamas

Tense, Mood and Aspect Marking in Bahamian Dialect: A Case for Creole Status

Bahamian Dialect (BD), as it is commonly known, is spoken in The Bahamas, an archipelago just southeast of Florida and north of the Greater Antilles. Although most speakers of BD insist that they speak a variety of English, like many other Caribbean Creoles, BD uses primarily preverbal free morphemes to indicate tense, mood and aspect which according to Schneider (1990: 90), play a decisive role in determining creole status. Comrie (1985:9) defines Tense as the "grammaticalised expression of locating in time." Based on this semantic definition of Tense, bin and did are Tense markers in BD. Lyons (1977:452) states that Modality expresses the speaker's "opinion or attitude towards the proposition that the sentence expresses." Based on this semantic definition of modality, mosiy, mayt, mayta, kyan, kud, kuda, mòs, wud, wuda, go, wi, gwoyn, shud, shuda, mós, hafta, gata, na and iyng are Modal markers in BD. According to Comrie, Aspect is a way of "viewing the internal temporal consistency of a situation" (1976: 3). In keeping with Comrie's (1976:3) semantic definition of Aspect, (d)a, doz, yuwsta and don are Aspect markers in BD. Unlike English which often uses inflection to indicate tense, mood and aspect, BD uses preverbal free morphemes. Given these facts, it is proposed that BD ought to be classified as a Creole.

Sample Bahamian Data:
Tense
Iy bin/ did finish foh ay get huwm.*
She had finished before I got home.
Mood
Dey sey da bowt go liyv tamohrow.
They said the boat will leave tomorrow.
Aspect
Ay don jriyngk it owt.
I have drunk it all.

*The system of phonemic transcription employed in this paper is adopted from the Dictionary of Bahamian English by John Holm and Allison Shilling (1982). The Bahamian data is taken from Predicate Marking in the Bahamian Basilect: An Integrated Approach (McPhee 2003).

Irena Mestrovic Stajduhar
PhD Student, Teaching Assistant, University of Rijeka, Croatia

The Influence of Pre-Service Teachers' Beliefs about Language Learning on Their Attitudes towards Grammar Instruction

In the foreign language classroom of the 21st century, the development of communicative competence has been adopted as the primary aim of foreign language learning in many parts of the world. While grammar has traditionally been considered central to language learning, foreign language communicative competence is now viewed as more comprehensive, entailing pragmatic and sociolinguistic competence as well. This paradigm shift inevitably calls for adaptations in the processes of foreign language learning and teaching.

It is widely recognized that the process of language learning is influenced by the interplay of a myriad of factors, such as learner age, motivation, learning styles, previous experiences, curriculum, teaching materials and instruction methods. In addition, individual teacher differences are likely to significantly affect the language learning classroom: teachers' beliefs about language learning will be reflected in the syllabi, material choices, instruction foci and assessment methods. Considering the mentioned paradigm shift, it is necessary to investigate whether teachers' beliefs have indeed changed correspondingly.

The purpose of this study was to explore (i) how pre-service teachers conceptualise foreign language communicative competence, (ii) what skills and knowledge do they consider essential for a competent language user to possess, (iii) how they view the role of grammar instruction and (iv) how their beliefs about language learning and competent users affect their attitudes toward grammar instruction. During their final semester a Master's Program in TESOL, a group of pre-service teachers was asked to provide written reflections on teaching grammar and a focus group discussion on what makes someone a competent language user was organized.

Preliminary results show that grammar is viewed as one of the most important indicators of language competence, and accordingly, there is still an apparent inclination to give grammar a prominent role in the language learning classroom.

Alexandra Nagornaya

Assistant Professor, Moscow City Teacher Training University, Russia

Stephen King's Body Worlds: Language Conventions and Creativity in Depicting the Inner Body

The inner body which used to be the academic domain of physiology and medicine has currently taken center stage in the Humanities, finding itself at the interface of psychological, anthropological and linguistic discourses. Its centrality in contemporary Humanities is accounted for by the fact that the specific perceptual inner-body experience is considered to be instrumental in shaping a person's subjectivity.

It has become common practice to note the cognitive impenetrability of the inner body which stems from its unique phenomenological features. The experiencer finds him/ herself in a cognitive cul-de-sac and is completely lost for words when it comes to verbalizing events that occur in the internal milieu of the body. The culture the experiencer belongs to serves as a mediator by offering a certain set of ready-made verbal means. Conventional inner-body vocabulary, however limited in number and poor in content, bridges the gap between the global, non-discursive somatic experience and the linear character of the language. Though unable to cover all the multitude of sensations associated with the life of the inner body, it offers the experiencer certain landmarks directing his or her creativity in verbalizing inner-body experience so that the individual inner-body vocabularies are conceptually compatible and mutually understandable.

The given paper traces the main tendencies in the development of conventional inner-body vocabulary drawing on horror fiction by S. King. The choice of the source is determined by the fact that King copiously refers to the body and demonstrates a remarkable ability to convey the most subtle nuances of subjective bodily experiences and provide varied, vivid and highly individualized descriptions, which makes him one of the most "somatic" of all contemporary writers. The paper aims to reveal specific cognitive mechanisms that underlie King's creativity and examines the ways in which the writer employs conventional language means and experiments with them, elaborating on common inner-body metaphors by creating new domains and combining different metaphorical models.

Masanori Nakamura
Professor, Senshu University, Japan

Cleft and Ellipsis in Japanese

There have been controversies over the derivation of sluicing (Ross 1969) in Japanese (see (1b) below). Many authors have argued that sluicing derives from clefts in Japanese. The main purpose of this paper is to show that they are wrong. We will maintain that clausal ellipsis like sluicing in Japanese involves not clefting but focus movement.

The cleft analyses make the prediction that sluicing is ill-formed whenever its alleged cleft source is ill-formed. However, the prediction is not borne out.

(1) a. *Ken-ga   denwasinakatta   no-wa dare-ni-sika   desu ka?
                            (Cleft)
    K.-NOM called.NEG   C-TOP   who.-DAT-only   is Q
                (Lit. 'Only who is it that Ken called.')
    b. Ken-wa   dareka-ni-sika   denwasinakatta   rasii   kedo,
       K.-TOP   someone.-DAT-only   called. NEG seem but
                'It seems Ken called only one person, but...'
    boku-wa   dare-ni-sika da ka siranai.   (Sluicing)
          I-TOP   who-DAT-only   is Q know.NEG
' I don't know who.'

As in (1a), a cleft is ungrammatical when its focused element is marked with the negative polarity item sika 'only' ((1a) becomes grammatical without sika)). Nonetheless, sluicing readily accepts focused elements with sika, as in (1b). We will present additional examples like (1a,b) which the cleft analysis cannot explain.

(1b) is accounted for by an analysis, which takes it to have the structure in (2).

(2) boku-wa [FocP dare-ni-sikai [Ken-wa ti denwasinakatta no] da] ka siranai

(2) with the focus movement is grammatical without ellipsis, and the deletion of the underlined complement of the Focus head da yields (1b). Our discussion has interesting implications. Aelbrecht and Haegeman (2012) show that VP ellipsis is not licensed by VP topicalization in English. Since clefting in Japanese involves topicalization of clausal elements (notice the topic-marker wa in (1a)), their conclusion about English extends directly to Japanese. We will explore the question of why ellipsis is not derived by topicalization (or movement, in general).

Jeesun Nam
Professor, Hankuk University of Foreign Studies, Korea

Study on the Sentiment Polarity Types of Collocations for Too/Very/Too Much

This study is a corpus-based approach conducted to compare the three amplifiers too, very and too much in terms of what sentiment polarity types can be attributed to the words in collocation with these adverbs. These adverbs are generally known as intensifying a given meaning of modified words, notably adjectives, verbs or nouns. However, based on the empirical examination of the British National Corpus (BNC), we assume that the prominent sentiment polarity type of the words collocated with very is dissimilar to that of the words collocated with too or too much. For instance, while the adjectives collocated with very expresses rather a positive sentiment polarity like in 'The soup is very tasty', those appeared with too mostly expresses a negative sentiment polarity like in 'This car is too expensive'.

In most previous works, it is asserted that it is due to the particular semantic function of the adverb too, since no matter what semantic types of adjectives are, the sequences such as too small, too bright or too young express a negative evaluation. Nevertheless, we advocate that this interpretation does not result from the special function of too or too much, but from the semantic orientation itself of the words collocated with these adverbs.

The experiment we performed in this study reveals that the adjectives of negative polarity co-occur with too 7 times more frequently than those of positive polarity and with too much 5.3 times more frequently. On the contrary, the adjectives of positive polarity co-occur with very 2.6 times more frequently than those of negative polarity.

The distribution of part-of-speech in the position collocated with these adverbs, the proportion of words with positive/negative/neutral polarity and the corpus types such as formal/written texts or informal/spoken texts are discussed as well to clarify the empirical differences of these adverbs.

Noa Nishimoto
Assistant Professor, Kyoto University, Japan

Honorifics and Speech Levels in the Tandroy Dialect of Malagasy

Malagasy belongs to the Austronesian language family, which has spread widely from the Pacific islands, such as Easter Island, Samoa, and Tonga, to Madagascar in the Indian Ocean, southwards to New Zealand (e.g., Maori), and northwards to indigenous people in Taiwan.

The data analyzed in this study were obtained from nine months of field research conducted in Madagascar intermittently from 2006 to 2008 and again in October 2010.

This presentation includes contrastive views of Tongan with Malagasy, especially the Tandroy dialect, one of the less-documented dialects of Malagasy.

Tandroy is a unique ethnic group in Madagascar that maintains speech levels and honorific registers. Speakers choose words according to speech relationships. Previous studies have associated the use of such speech levels with the spiritual conception of doany, "possession" (Fee, et al. 2003), and the social system of royalty (Sibree 1882). Honorific words in Tandroy are particularly found in terms describing body functions, life and death, clothing, food, and housing. They are used when speaking to persons of higher rank or dignity such as fathers, kings, or village chiefs.

Such honorifics can be also observed in Tongan language. Tongan speakers choose words according to the type or degree of respect deserved by the person(s) being addressed. There are three registers, ordinary, honorific and regal words (Shumway 1971, Churchward 1985).

In this presentation, we elaborate on a contrastive study between Malagasy and Tongan by focusing on the use of honorific words, speech levels observed in salutations, and other common aspects of Austronesian languages.

Simon Nganga
PhD Student, Bayreuth University, Germany

The Sermon in the Construction of Immortality: A description of Linguistic and Conversational Devices in the Genre of the Sermon

As one of the cultural means of facing death, the sermon performed in mass shortly before burial has been identified as a dynamic space within the rigid structure of mass. But just which verbal and non-verbal devices are used in the sermon and how do they guide production and interpretation of experiences about death? The study on linguistic and conversational devices in the genre of a sermon aims at identification and description of verbal and non-verbal devices that interact reflexively with contextual presuppositions based on the cosmologies underlying the Christian understanding of death. Using principles from genre analysis, interactional linguistics and ritual analysis, the study analyzes five video recordings of the performance of the sermon in Bukusu funeral events with a view of demonstrating the dynamic interplay between linguistic and conversational devices and cosmologies underlying the Christian understanding of death. The Bukusu people occupy the Western Kenya region on the border between Kenya and Uganda. The topic of facing death is critical among the Bukusu people because here-as is also the case in most African cultures- natural death is non-existent. Thus, constructing immortality becomes a crucial means of bonding the bereaved and instilling hope, thereby combating fear. Being at the interface between discourse analysis and anthropological linguistics on the one hand and religion on the other, this study is a contribution to the discussions about the role of communicative genres in the construction of immortality in funeral performances.

Akiko Nojima
PhD Student, Ritsumeikan University, Japan

Politeness Strategy in Non Face to Face Web Exchange Concerning Medical Issues: Local Practices and National Recommendations

This paper recognizes 1995 Annual Report on Health and Welfare, which shows that healthcare is publicly acknowledged as "service". According to the report, about 60 percent of Japanese described that "health as service" and the service itself has been expanding quickly as not only medical services but also government services. In view of standing this healthcare services, the Ministry of Health, Labour and Welfare has compiled in the 2001 guidelines for politeness expressions, recommending the use of "sama" for patients. "Sama" really helps people communicates smoothly? Most people prefer "san" to "sama" over the years in hospital documentation. In this study, focusing two words "sama" and "san" as shown on the website and in the public relations paper and analyzing what these two words effect people in both medical services and government services. Interestingly, there is a difference between the 2001 guidelines for politeness expressions by the Ministry of Health, Labour and Welfare for patients and actual scenes. It reflects that despite using the politeness expression, it could work the other way around.

Jessica Nowak
Lecturer, University of Mainz, Germany

Support for Bybee's Network Model: Evidence from Ablaut Generalizations in German

Within usage-based theory of language structure, Bybee (1985, 1988, 1995, 2006, 2010) proposes a dynamic model of lexical representation that is constantly updated by language use. The present talk presents evidence for Bybee's usage-based network model from a very interesting ablaut generalization process in German: Here, the pattern x-o-o – the x meaning almost any vowel in the infinitive – originally stemming from the 2nd Germanic ablaut class (e.g., fliegen – flog – geflogen '(to) fly') was analogically extended to around 20 strong verbs from different ablaut classes (III-VI) in Early New High German. Diachronic evidence from evaluated Middle, Early New and New High German corpora underpins Bybee's basic assumptions about the productivity of morphological patterns and the way schemas are analyzed, represented in memory and accessed for generalization processes: First, schemas emerge from the highly organized stored items and the lexical connections drawn between morphologically-related words; second, high type frequency, openness and cue validity of a schema contribute to its productivity; third, low- and middle-frequency members of a class are more likely to participate in a schema; fourth, the generalization of x-o-o is mainly product-oriented; fifth, members of the x-o-o-class are organized in a family resemblance fashion.

Interestingly, only low-frequency strong verbs acquired this simplified two-vowel pattern analogically (e.g., heben – hub – gehaben → heben – hob – gehoben '(to) heave'), whereas high-frequency strong verbs maintained a more differentiated pattern (e.g., helfen – half – geholfen '(to) help') or remained unchanged (e.g., geben – gab – gegeben '(to) give'), supporting Bybee's notion of lexical strength (corresponding to Langackers 1987 entrenchment), i.e., high-frequency words have stronger memory traces and thus are less affected by analogical processes. It is shown that the adoption of x-o-o is a partial regularization process for "weakened" strong verbs and in some cases an intermediate stage towards the regular weak class (e.g., bellen – ball – gebollen → boll – gebollen → bellte – gebellt '(to) bark'), suggesting that there is no clear cut-off point between irregular and regular morphology, a view proposed amongst others by Bybee (e.g., 1995:432), Langacker (1987) and connectionist models (e.g., Rumelhart/McCelland 1986).

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Cornelia Paraskevas
Professor, Western Oregon University, USA

Assumptions and Attitudes Regarding Teaching Language Arts in Secondary Schools

The presentation will focus on the preliminary results of a qualitative, comparative study that examines the beliefs, attitudes, and assumptions of Language Arts pre-service and in-service teachers in the areas of teaching writing and language study/grammar. Data has been collected using surveys administered to practicing teachers and preservice teachers in the United States, Germany and Greece. This study is of particular importance in the United States, where a generation of teachers has received little instruction in language (from a descriptive and/or functional perspective) yet it is expected to have expertise in the area since knowledge about language is one of the standards in the incoming Common Core standards. This paradox is of concern because as Stockinger (2007) and other researchers have demonstrated that the "mental models" of instruction students ([and teachers]) bring with them can affect positively or negatively their attitudes and beliefs towards the subjects they will be asked to teach. Additionally, as Blake and Cutler have demonstrated, "teacher attitudes play a significant role in the experiences of students" (189). Finally, as Steele has recently demonstrated, effective teachers exhibit a growth pattern from unaware to inspired, a pattern we hope to uncover in our studies, too.

Marla Perkins
Student, Northern Arizona University, USA

Causality and its Interactions: Culture, Semantics, and Pragmatics in Hobongan and English

In a report on field work on as yet undescribed language, I note patterns in the ways causality is connected to other aspects of narrative, specifically, character, time, and location. In prior research (e.g., Perkins, 2009), causality, character, time, and location have been treated as semantically equal components of narrative with pragmatic rankings based primarily on cultural background. For example, in English, character and causality are closely linked, with some scholars proposing motivation as a way to indicate the connection (Zwaan and Radvansky, 1998; Zwaan, 1999) and some demonstrating that connection experimentally (especially Morrow, Greenspan, and Bower, 1987); the other aspects of narrative, particularly location, are backgrounded. Culturally, this pragmatic relationship between causality and character results in an emphasis on personal responsibility: people make things happen. However, this is not a universal aspect of the world's languages and cultures. Hobongan, an Austronesian language spoken by approximately 2,000 speakers on the island of Borneo, has a closer relationship between causality and location than between causality and character. This relationship is demonstrated in a number of ways, in particular by the consistent and almost universal use of a focalizing particle to draw attention to locational information in narrative, which suggests that the focalizing particle itself might have semantic content for locational information, beyond the usual expectations for focalizing particles. The relationship is also indicated by pragmatic and cultural material, notably the fact that the people who speak Hobongan do not believe that people make things happen; rather, locations make things happen: the river makes fish and gold available, for example, and people participate in whatever a given location makes available. Further, idiomatic expressions serve to emphasize the connection between causality and location in Hobongan.

Emilie Riguel
PhD Student, University of Paris 3 La Sorbonne Nouvelle, France

Phrasal Verbs: Usage and Acquisition

Phrasal verbs are a typical feature of the English language. Unpredictable, they can be difficult to understand and remember for non-English speakers; the rules presented to explain their grammar being often ambiguous. In theories of language acquisition, the role of multiword constructions has been emphasized. These constructions are a productive source of predication which children master in most languages, doing so at very young ages. Nevertheless, there is a gap in the study of child language acquisition that has largely left unaddressed questions about how the child learns to identify multiword verbs. At what age do English-speaking children begin to produce and use phrasal verbs in the discourse? What is their order of appearance and emergence? My research combines theoretical and applied linguistics, and my aim is to have some impact on the improvement of language teaching through my study of various theoretical approaches to phrasal verbs and their use by native speakers. The present work will look for precise rules on phrasal verbs and their grammar, usage and meaning, although the theories and ideas developed by the different linguistic schools trigger debate. I will explore the uses of phrasal verbs in context in written English. In other respects, given the acquisition of one's mother tongue is based on active and passive knowledge of chunks, lexical chunks can help to narrow the gap between learners and native speakers. I will examine longitudinal data from the spontaneous oral speech of Naima, an English-speaking girl from CHILDES, between ages 0;11 and 3;10. I will analyze the emergence and usage of phrasal verbs by Naima in order to see whether she is aware that verb-particle constructions work as whole units. I will also study the possible correlation between the most frequently used phrasal verbs and the earliest constructions acquired by Naima.

John Ryan
Assistant Professor, University of Northern Colorado, USA

To What Extent Does Split Intransitivity of the Adult Target Affect Children's Emerging Verb Patterns?

The Unaccusative Hypothesis has produced several diagnoses for determining whether a given intransitive verb is unaccusative or unergative. While some are suggested to be language-specific, like ne in Italian or pleonastic "there" in English, others have wider application, such as the distribution of BE and/or HAVE as the perfect auxiliary. The distinction, or not, of HAVE/BE auxiliaries in adult input would arguably have major implications for children acquiring their first language, particularly in terms of the acquisition of the notion of split intransitivity. Languages like Italian, Dutch, or French which make the auxiliary distinction would seem to provide greater transparency to children in terms of split intransitivity while others like English or Spanish would be less transparent because they utilize only HAVE, although earlier versions of these languages are attested to have also possessed at one time both auxiliaries.

This study draws on four CHILDES data sets to compare the early emergence patterns of intransitive verbs in four monolingual children (two from each language) learning Spanish and Italian. Cross linguistic observations of the data include: 1) an initial predominance of unaccusative verbs at the one- and two-word stages; and 2) particular morphology corresponding to early verb types, namely, initial preference for third-person, singular, past tense verb forms with unaccusatives and the singular imperative with unergatives. The study concludes that, despite an apparent lack of transparency in adult Spanish language input, monolingual children learning Spanish may demonstrate a comparable degree of early sensitivity to split intransitivity as their monolingual counterparts who are exposed to adult Italian, a language rich in indicators of split intransitivity. It is proposed that: 1) similarity in these early patterns across both languages results from inherent structural differences between unaccusatives and unergatives, and 2) the split intransitive distinction lies within the domain of Universal Grammar.

Raphael Salkie
Professor, University of Brighton, UK

Reported Speech as a Speech Act

We still do not have an adequate theory of the fundamental difference between direct reported speech (DRS) and indirect reported speech (IRS). Traditional accounts say that DRS gives a verbatim report of the original speaker's words, whereas IRS reports the meaning of the original speaker's words. A more principled account of the distinction between DRS and IRS is this:

Pure quotation, also called 'non-attributive quotation', is a speech act in which speakers mention a linguistic item rather than using it: for instance, My favourite word is 'Ljubljana'.

Speech reporting is a speech act in which speakers attribute some or all of their utterance to a source other than the speaker.

Both DRS and IRS are parasitic: they use linguistic resources which speakers primarily deploy for other purposes.

DRS is parasitic on quotation: speakers use quotation to attribute a speech act to another source.

IRS is not parasitic on another type of speech act but on the grammatical devices of a language.

IRS is not a single phenomenon but a collection of strategies that language users employ when they want to attribute a speech act to another source but do not want to re-perform the relevant features of that speech act.

In English, clausal complementation is a grammatical device that is used for IRS.

This analysis enable us to explain some of the puzzling features of IRS, notably the so-called 'backshift' of certain tenses. We can also resolve some of the confusion in the philosophical literature on quotation, most recently the papers in Brendel et al. (2011), which (with the notable exception of Saka (2011) mistakenly treat quotation as a linguistic device rather than a speech act.

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Vijaya Sooria Sangaran Kutty
Lecturer, Sunway University, Malaysia

The Many Faces of Faceless Identity: Communicating as a Malaysian Indian on Facebook

Interaction in online social media has created a social space for the emergence of discourses similar to those offline. Salient emerging sociocultural discourses include identity and face, both of which vary contextually (Bucholtz& Hall, 2005). It follows then that discourses of face, both off and online, embody unique characteristics, exposing the situated performances of participants in these online communities. However, scholarly work on online identity and face has been limited, particularly in Malaysian Indian cultural communities, thus inhibiting the observation and analysis of these discourses within progressive textual modes. Nonetheless, attempts at a general, simplified overview of face and identity in online interaction have emerged (Jones, 2012).

The current study investigates Malaysian-Indian 'face' on the online social network site Facebook. The study analyses larger online discourses to model face and relevant contexts. Subsequently, identity becomes a central theme, as face significantly influences the shifting boundaries of identity (Gudykunst 2005; Ting-Toomey 2005). The samples for the study comprise online community participants, all of Malaysian-Indian heritage. The study employs discourse and conversation analysis to determine ways in which and the extent to which these online discourses mediate the construct of face, and the extent to which this face construct becomes a negotiation between online communities and larger social networks.

This study hence becomes vital in that in a multicultural environment such as Malaysia, social and cultural mores patently regulate both offline and online interactions. Therefore, this study contributes to the field by shedding light on unaddressed aspects of how online discourses mediate sociocultural positioning, and engender the emergence of social and cultural dynamics.

Zdenka Schormova
Lecturer, Masaryk University, Czech Republic

Active and Autonomous Development of Communicative Competence in ESP in Language Learning Process - Classroom Experiment

This paper looks at activating teaching and learning method of simulation which helps students become active and autonomous participants in their own learning process and therefore helps to develop their communicative competence in real life situations which is essential for students in the field of English for specific purposes. It introduces learning by doing which positively affects learner cognitive skills and gives him practical experience in development of both communicative and social skills. Simulation as a method used in language learning process shows high potencial in developing both of them. It seem to be a powerful tool for supporting learner autonomy in the classroom. The paper looks at structure and design of simulations, gives suggestions how to test and evaluate learner's performance during simulation and gives practical examples of simulations being used in autonomous learning process of tertiary nursing and paramedic students. The research itself deals with Medical English development at tertiary level. First it introduces the quantitative research method used – experiment in vivo and explains how simulation method was used in teaching and learning process of experimental group. It describes experiment carried out in detail in the period of one school year. Than it looks at drawbacks challenged during the course of experiment and finally introduces results in communicative competence development comparing experimental and control groups of ESP students. Subjective views of students participating in the experiment are analysed and related to the results of the experiment itself in the end of the study.

Nino Sharashenidze
Associate Professor, Tbilisi State University, Georgia

Epistemic Modality in the Georgian Language

The epistemic modality consists of epistemic possibility and necessity. Particle "Unda" (must) is the main formative of the epistemic necessity. Originating from a notional verb, it still retains its verbal functions. In the conjugation of an object, "Unda" is the III person form. It means "wish", "want". However, in modern Georgian, it is a multifunctional particle, with the epistemic necessity being one of the meanings thereof. "Unda" is associated with a verb in the subjunctive mood and expresses the speaker's opinion, evaluation and attitude to the reality, the speaker's assumption, conviction or the lack thereof. The said modality expresses intellectual perception of the speaker.

Sentence1."ის ახლა სახლში უნდა იყოს" [is axla saxlshi unda iyos] - He must be at home now. "Unda" (must) expresses the speaker's certainty ensuing from the analytical assessment of reality. The sentence implies his belief that someone must be at home since it is the most logical possibility based on the fact that lights are on.

2. "მას კარგად უნდა გაეკეთებინა ეს საქმე" [mas kargad unda gaeketebina es saqme] = He must have done a good job of it. Here "Unda" implies that as far as I know him, his capabilities and sense of responsibility, I believe that he must have got on with the job well enough.

So, the epistemic necessity is expressed by "Unda" modal particle and a verb in the subjunctive mood and implies a logical necessity based on the speaker's belief. In the determination of the epistemic modality, not only the analysis of the modal particle and a verb matters but the definition of the semantic groups of the verbs involved in the pattern. The paper will contain the functional and semantic analysis of the patterns expressing the epistemic necessity.

Jen Ting
Professor, National Taiwan Normal University, Taiwan

The Particle Suo in Mandarin Chinese: A True Long Xo-Dependency

X0-dependencies are known to be highly local (Travis 1984). In this context, we examine an exception, suo in Chinese, and explore its theoretical implications. What distinguishes this X0-level dependency from all others in the literature is its unlimited long-distance – in essence, the dependency can cross every type of clausal boundary in Chinese. The long dependency across a finite clause is illustrated in (1).

(1)   Finite

a. shibing shengcheng/renwei zhangguan (suo) weifan-le de tiaoling soldier claim/think   officer   SUO   violate-asp DE   regulation'the regulation that the soldier claims/thinks that the officer violated'

b. shibing jintian suo shengcheng zhangguan qunian   weifan-le   de tiaoling soldier today SUO claim   officer   last year violate-asp DE regulation   'the regulation that the soldier claimed today that the officer violated last year'

Given that suo is correlated with the characteristic gap inside the RC, which in turn results from Op-movement, suo may be descriptively viewed as a displaced Hebrew-type resumptive pronoun (RP) (Ting 2010). Adopting a recent structural analysis of resumptives (Boeckx 2003) enables us to explain suo's long dependency with the Principle of Minimal Compliance (PMC) in Richards (1998). Suo's long dependency is now represented as follows:

(2) [CP Opi … … suoj … … [DP [D' ej ti]] …where ti is the trace resulting from moving Op away and ej is the D-gap directly forming an X0-dependency with suo. The question is, then, why does the dependency [suo, ej] seem boundless when X0-dependencies, including Romance clitics, are generally known to be highly local? We submit that this is because the minimality-compliant Op-movement exempts [suo, ej] from minimality. The minimal domain containing the good Op trace (marked by ti) is the collection of the direct components of the object DP and the D head (marked by ej) is a member of this domain. Following the reasoning of Richards' (1998) account of Icelandic stylistic fronting, ej becomes ignored for the purpose of Shortest Move. This naturally explains why ej can be separated from suo by an unlimited distance. Theoretical implications of this account will be discussed. More specifically, we conclude that once exemption from a locality condition is separated from movement itself, both the initial data for the PMC and the behaviors of suo are accounted for.

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Elena Titova
Assistant Professor, Chelyabinsk State University, Russia

Phonetic Means of Expressing Contrast in Poetical Texts

Poetical texts are texts of particular organization. As such texts are undoubtedly emotionally coloured, authors usually try to express the way they feel and it leads to evoking similar responses of those who perceive such poetical texts. The emotionality of poetical texts is mostly expressed with the help of stylistic devices on all levels, where the phonetic level is one of the most important. The organization of poetical texts is more important than the information they contain, as through organization poets are able to reveal their communicative intention.

In our research we have divided poetical texts into three types according to their emotional colouring: positively coloured, negatively coloured and texts that contain emotional contrast where both positive and negative emotions are present and somehow contradict each other.

The emotional colouring of poetical texts is very often obvious on the phonetic level of the text organization. There are special means of phonetic organization that help to produce the sensation of contrast, such as combination of euphony and dissonance, contradiction of gentle and tense sounds, using sound imitation with pleasant and unpleasant combinations. Thanks to such contradicting phonetic means, poets can show discrepancies between events or phenomena they like and don't like (e.g. nature and city life).

To sum up, poetical language is the language of a special kind where the organization is more important than the information given. The emotional colouring is revealed on the phonetic level and can help poets express their attitudes to events and phenomena through special sound combinations.

Adel Utyashev

PhD Student, Lomonosov Moscow State University, Russia

Specificities of Hypertext Links in the News Internet Reports

My reseacrh is devoted to the problem of hyperlinks' semantic aspect (on the material of Russian news websites). The subject of my work is reports, which are regularly published on the Internet mass media' pages. In the process of pragmatic and linguistic analysis I've come to conclusion that news sites create a non-line structure because of their hypertextuality. This structure consists of reports, inserted into the pages. These materials are in close relations to each other through the hyperlinks. These relations can be constructed between a separated propose-hyperlink from one hand and full text information, which is connected with that propose, from the other one.

The proposition, that is absolutely independent part of the whole content and put in a hyperlink, formally resembles a traditional headline, but I've analysed many news sites and decided that I dealt with the new component of mass-media. It has its function: to move a reader to the page with a full report's text. I called this unit a hyperheadline (or a hypertextual headline) and determined it as a complete proposition of a news site, that was identical to a standard headline, but had its own set of formal, semantic and functional principles. Besides, I examined hyperlinks on the intertextual level and found a second component of news sites, that could be part only of the news text and only within the Global Net. E.g., in the site of RIA-Novosti I analysed a text report about Hurricane Sandy in the USA. Some hyperlinks were put in this text. And each of them moved to the pages with other report, that developed the meaning of the hyperlink (about explosions at the power station, evacuation, a number of injureds and etc.). In other words, such inline insets connect two news articles. This relation is supposed with the semantic aspect.

Components, shown above, are often found in the news sites. Studying them is important not only for professional linguists, but for users too, because it gives the possibility to foresee a character of hyperlinks' object in process of reading news columns. Having knowledge about differrent types of hyperlinks, a reader can filter information, given to him, and establish priorities.

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James Van Manen
Assistant Professor, Columbia College Chicago, USA

2E or not 2E — That's a Good Question: Allophones of the Phoneme E in ASL Fingerspelling

American Sign Language (ASL) incorporates the use of a one handed fingerspelling system that conveys the written Roman alphabet. When one attempts to learn American Sign Language, arguably the most difficult part of doing so is learning the correct use and receptive comprehension of the fingerspelling system. It appears that many, if not all second language users of ASL, including those who are Deaf, have some level of difficulty comprehending the fingerspelled system when conversing with native users. It is almost as if the system used by native users isn't the same system taught to students.

This study examines students' ability to recognize various allophones of the American Sign Language (ASL) phoneme expressed in written English as 'E'. More than 100 students at Columbia College Chicago taking ASL I, ASL II, and ASL III took a 25 question assessment of their ability to comprehend fingerspelled words two times. The first time was without instruction, to act as a control, the second time was after a two week interval and following a 3 minute video explanation of various allophones of the sign 'E'. Results show a significant improvement of receptive ability based on an expanded understanding of what 'E' can look like when used by native signers in ASL. This has widespread implications in support of teaching methods that explain as many allophones of phonemes of the system as possible.

Leticia Vicente-Rasoamalala
Lecturer, The Chinese University of Hong Kong/ Allencam Research Group UPF, Hong Kong-China

Interactional Negative Feedback in Foreign Language Immersion Classrooms

This study seeks to contribute further empirical data on the differential effects of interactional feedback into subsequent immersion FL learner productions in international school environments (Lyster & Ranta, 1997). Through a corpus-based approach, an attempt is made to discover conditions for felicitous Teacher Reaction Episodes (TREs) in acquisitional terms at two Senegalese international bilingual schools. 'Teacher reactions' refer to any verbal and non-verbal instructional strategies that handle FL learner oral productions. Three teachers were observed with their students in three main differentiated immersion learning settings: i. Advanced English at the primary school; ii Intermediate English at the primary school; and Spanish as L3 at the secondary school.

We examine learners' involvement in repairing errors according to the Long's Interaction Hypothesis and the Neo-Vygotskian notion of 'self-regulation'. In particular, learners receiving elicitations and metalinguistic feedback appear to generate more uptake than those receiving recasts.

Hansun Waring
Assistant Professor, Teachers College, Columbia University, USA

Problematizing Vocabulary in the Second Language Classroom

Research on vocabulary learning and teaching over the past five decades has generated important insights into a wide variety of issues such as intentional vs. incidental learning, receptive vs. productive vocabulary, steps in vocabulary learning, dimensions of vocabulary development, and the mutually constitutive relationships between vocabulary and reading. Most of this work has experimental designs and interviews, in which vocabulary learning is largely treated as an individual rather than a social process. In this presentation, we begin to explore how vocabulary learning is done in the rich dynamics of classroom interaction, and in particular, how issues of vocabulary get problematized in situ.

Data for this study include 28 hours of videotaped interaction from 14 different ESL classes (2 hours from each class) at a Community English Program in a major city on the east coast of the United States. Working within the conversation analytic framework, we interrogate how the teachers manage to problematize certain vocabulary items, not as part of a planned lesson, but as an emerging focus in the ongoing classroom interaction. As will be shown, they approach problematizing either unilaterally or multi-laterally (i.e., without or with observable learner trouble in prior interaction). In either case, specific practices for problematizing include drawing attention to an item via granting it prosodic emphasis, retrieving its original context, placing it at center stage (e.g., board display), soliciting understandings related to the item, and offering explanations of the item. It is also notable that what becomes unilaterally problematized tend to be items that are somewhat "unpackable" (e.g., "practical joke," "velcro"), i.e., their meanings not immediately apparent or easily computable.

Findings of this study contribute to the existing literature on the teaching and learning of vocabulary, and in particular, to the conceptualization of vocabulary learning as a dynamic social process.

Martin Warren
Professor, The Hong Kong Polytechnic University, Hong Kong, China

Achieving Coherence across Interconnected Business Meetings

The data in this paper are ten interconnected telephone-conference business meetings. The findings come from a larger study of professional communication which included the analysis of the language use of eight professionals based in Britain and Hong Kong as they met to collaborate on a joint business project. These meetings make up a discourse flow of interconnected discourses which were analysed to see how the meeting participants achieved discourse coherence across the meetings. This involved studying instances of intertextuality and interdiscursivity (Bhatia, 2004) found across the meetings. The paper also describes how the professionals in the meetings linguistically signalled these phenomena in order to facilitate discourse coherence across the interconnected meetings. The implications of the findings for ESP in professional and business contexts are discussed.

Su-Hui Wu
Assistant Professor, Tunghai University, Taiwan

College English Language Teachers' Perceptions of EIL in Taiwan

English has transformed into an international language which is used for wider communication among people from different nations. Traditional conceptions on English teaching and learning should be reexamined if we view English from the global perspective. This study investigated college English language teachers' perceptions on EIL in Taiwan. Their perceptions on native/non-native English speaker teachers, accent, the ownership of English, and cultures of English were examined.

Mixed methods were employed to collect data. The researcher used interviews and questionnaires to obtain both qualitative and quantitative information. The researcher conducted surveys and interviews in 10 universities in Taiwan. Out of 180 copies distributed, 165 teachers returned the questionnaire, yielding a response rate of 92%. The researcher also interviewed 28 teachers.

The findings indicate that the overwhelming majority of the teachers were very confident in their own English language ability and had very positive self-images as non-native speaker teachers. With regard to the teachers' perceptions of accent and ownership of English, many of them (67%) thought that Taiwanese English teachers should have native-like pronunciation and accent, and almost all of the teachers (98%) showed strong confidence in their own pronunciation and accent. In terms of their perspectives on the ownership of English, only 59% of them claimed the ownership of English. The findings also show that most teachers (94%) accepted different varieties of English in the Outer Circle, but when asked which variety of English students should learn, most teachers showed a strong preference for American or British English. With regard to the cultures in the Inner and Outer Circle countries, the majority (94%) of the teachers prefer to teach American culture (62%) and British culture (29%). In addition, the majority of the teachers (84%) agreed that local culture should be added to the ELT materials.

The results of the present study indicate that in Taiwan English is still viewed and taught as an Inner-Circle language. Most of the teachers said that English was an international language, but they favored American and British English over other varieties. They were also most interested in teaching American or British culture. Nevertheless, the overwhelming majority of the teachers also thought that it was extremely important to include local culture in the ELT materials.

Chunyan Yang
Associate Professor, Harbin Institute of Technology, China

Analysis on Chinese Oral English Teaching Methodologies

The controversial English teaching in China has been highlighted again during the annual CPPCC sessions by Deputy Zhang Shuhua, who attributes the current dilemma to the priority given to reading, writing, grammar, and vocabulary, rather than listening and speaking. Her report also discloses an embarrassing, disappointing and startling situation that, even after more than ten years of painstaking struggle, the poor English learners in question can hardly survive with their broken English when exposed to the native or natural environments. To be fair, the dark side of the picture can not rule out the great efforts made within the classrooms, studios or labs by numerous instructors and experts. This paper analyses the primary reasons that might have hindered the learners' steps, and examines the strategies employed to tackle this long-lasting problem by some notable contemporary teaching institutions or groups in China. Namely, Li Yang's Crazy English: making people confident in English speaking by shouting out; Wang Qiang's American Thinking: thinking in American way; Zhong Daolong's Converting English: learning English through word-by-word dictation; and Fu Zhonghan's Two Way English: communicating with yourself by asking and answering your own questions. Both advantages and disadvantages of these methodologies are discussed; and then some plausible ideas are proposed so as to make the Oral English Teaching more operational and more effective in a country where English has always been a foreign language instead of a second one.

Suying Yang
Associate Professor, Hong Kong Baptist University, China

The Distribution of Aspect Markers in Different Types of Discourse

Aspect is an important area in current linguistic investigations. Chinese has no tense, but it has a very rich aspectual system with several aspect markers. Unlike the compulsory tense marking in English and many other languages, aspect marking in Chinese is optional and the occurrences of aspect markers depend on several factors, including: the aspectual type of the verb, the structure of the sentence, the information structure, etc. There has been a huge amount of literature on the inter-relationship between aspect marking, verb types and different situation types (Vendler, 1967; Dowty, 1979; Smith, 1997; Xiao & McEnery, 2004; among others). However, there has not been much literature on the distribution of aspect markers in different types of discourse. Especially lacking are corpus-based studies on aspect marking in discourse.

In the present study, we examined the distribution of four major Chinese aspect markers le, guo, zai and zhe in three corpora, each containing around 250,000 words, representing three different discourse types: fiction, news reports and conversations. We first developed a database of verb classification based on criteria such as [±durative], [±dynamic], [leading to result], [encoding result], etc. (Smith, 1997; Vendler, 1967; Yang, 2009, 2011). The database was then used to automatically tag the aspectual features of all verbs in the three corpora. We then manually tagged 28 sentential features, including types of constructions, types of objects, types of different kinds of adverbials, etc. We also tagged the type of information each clause contributes to the discourse (i.e., background information vs. foreground information).

Inigo Yanguas
Associate Professor, San Diego State University, USA
&
Gabriela Navarro
Teacher, San Diego State University, USA

Interaction and Anxiety in Task-based Computer-Mediated Communication

The present task-based study contributes to the literature on Computer-Assisted Language Acquisition (CALL) by investigating second language (L2) learners' interaction and anxiety while using three different modes of communication: video CMC (VCMC), written CMC (WCMC), and face-to-face (FTF). This investigation has two main goals: first, to explore possible differences in the number of words and turns produced by participants in the three modes while carrying out the tasks and second, to examine learners' state anxiety in the different modalities. Seventy-nine learners from intact intermediate Spanish classes completed three jigsaw tasks in a counterbalanced research design. Participants met on separate occasions in order to carry out three tasks; one task was performed FTF, another using Skype video (i.e., VCMC) and the last using Skype chat (i.e., WCMC). Learners' state anxiety was measured halfway through and upon completion of each task by means of a state anxiety questionnaire. Analyses of the transcripts of the conversations revealed that interaction was similar in terms of number of words and turns during FTF communication and VCMC but significantly lower during WCMC. Results also showed that reported state anxiety was significantly higher during VCMC and FTF than during WCMC. These results are discussed in the context of the relevant literature and their implications drawn for future implementation in the L2 classroom.