2015

Languages & Linguistics Abstracts

Eighth Annual International Conference on Languages & Linguistics
6-9 July 2015, Athens, Greece

Edited by Gregory T. Papanikos

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8th Annual International Conference on Languages & Linguistics, 6-9 July 2015, Athens, Greece

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TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface

This abstract book includes all the abstracts of the papers presented at the *8th Annual International Conference on Languages & Linguistics, 6-9 July 2015, Athens, Greece,* organized by the Athens Institute for Education and Research. In total there were 84 papers and 89 presenters, coming from 31 different countries (Argentina, Australia, Austria, Brazil, Chile, China, Colombia, Czech Republic, Denmark, France, Germany, Hong Kong, India, Indonesia, Iran, Israel, Italy, Japan, Mexico, Romania, Russia, Serbia, South Africa, South Korea, Spain, Taiwan, The Netherlands, Turkey, UK, Ukraine and USA). The conference was organized into nineteen sessions that included areas such as Sociolinguistics, Language Learning/Teaching, Phonology/Intonation, Entymology/Dictionary 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 and/or journals 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
8th Annual International Conference on Languages & Linguistics,
Athens, Greece

Conference Venue: **Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece**

Organization and Scientific Committee

1. Dr. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
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Monday, 6 July 2015
(all sessions include 10 minutes break)

08:00-08:45 Registration and Refreshments

08:45-09:00 (ROOM C-10TH FLOOR) Welcome & Opening Remarks
• Dr. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
• Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

09:00-11:00 Session I (Room C-10th Floor): Sociolinguistics/Cultural Studies	09:00-11:00 Session II (Room D-10th Floor): Language Learning/Teaching
Chair: George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa.	**Chair:** German Westphal, Associate Professor, The University of Maryland, USA.
1. Nuria Alonso Garcia, Associate Professor, Providence College, USA. Intercultural Literacy through the Lens of Russian University Students. 2. Teresa Sosa, Assistant Professor, Indiana University Purdue University Indianapolis-IUPUI, USA. Wes as Delinquent or Outspoken Critic? The Construction of Contradictory Identities. 3. Maria Ivana Lorenzetti, Assistant Professor, University of Verona, Italy. Populism as an All-Encompassing Category in Current Political Debate: A Linguistic Investigation. 4. *Marisa Cordella, Discipline Coordinator, The University of Queensland, Australia, Hui Huang, Lecturer, Monash University, Australia & Brigitte Lambert, Research Assistant, Monash University, Australia. Intergenerational and Intercultural Model for Language Learners. 5. *Marjoleine Sloos, Postdoctoral Fellow, Aarhus University, Denmark & Mathea Neijmeijer, Aarhus University, Denmark. Ongoing Dispersion in Austrian Standard German: A Sociolinguistic Study.	1. Wolfgang Stadler, Professor, University of Innsbruck, Austria. Teaching and Testing Pragmatics in Russian as a Foreign Language. 2. Kuo-Lei Chang, Professor, Tamkang University, Taiwan. To Enhance Foreign Language Teaching and Learning: Familiarity with the Target Language Culture. 3. Ruowei Yang, Associate Professor, The Open University of Hong Kong, Hong Kong. Strategies for Other-Repair in L2 Chinese Classroom. 4. Dan Cui, Associate Professor, Harbin Engineering University, China. To What Extent is Language Teaching Methodology Informed by Theory? 5. Rabia Redouane, Associate Professor, Montclair State University, USA. Students' Motivation and Attitude towards Learning a Foreign Language: A Case Study of Moroccans' Learners of English, German, and Spanish.

11:00-12:45 Session III (Room C-10th Floor): Formal/Theoretical Linguistic Issues	11:00-12:45 Session IV (Room D-10th Floor): Education/Curriculum Development
Chair: *Marisa Cordella, Discipline Coordinator, The University of Queensland, Australia.	**Chair:** *Nurit Elhanan-Peled, Lecturer, Hebrew University and David Yellin Academic College, Israel.
1. Changyin Zhou, Professor, Beijing International Studies University, China. Dimensionality, Causativity and Typological Patterns of Resultative Constructions. 2. Irina Ustinova, Associate Professor, Southeast Missouri State University, USA. Semantic Structure of English Colour Words. 3. German Westphal, Associate Professor, The University of Maryland, USA & Julia M. Baquero, Professor, National University of Colombia, Colombia. Spanish Verb Stress: The Unmarked Case. 4. Anastasiia Belyaeva, Associate Professor, Zaporizhzhya National University, Ukraine. Image Schemas in Conceptualization of Education in English, French, Ukrainian, and Russian	1. *Flavia Medianeira de Oliveira, Professor, Federal University of Pelotas, Brazil. Reading Teaching Based on the Intercultural Perspective in the Genre Educational Portal with English Teacher as the Target Audience. 2. Piri Leeck, Fakultat I, Didaktik der Englischen Sprache, Germany. Can Second-Graders be taught Listening Strategies? 3. *Jeannette R. Dickens-Hale, Translator, Interpreter, Educator, TriLingual Translations, LLC, USA. TPRS and L2 Total Immersion: Piloting a New Curriculum.

Languages. (Monday) 5. Youngran An, Assistant Professor, Korea Christian University, South Korea. Some Factors Involved in Co-Occurrence Restrictions.	

12:45-14:30 Session V (Room C-10th Floor): Formal/Theoretical Linguistic Issues	**12:45-14:30 Session VI (Room D-10th Floor): Technological/Digital Issues & Corpus Linguistics**
Chair: Irina Ustinova, Associate Professor, Southeast Missouri State University, USA.	**Chair:** *Flavia Medianeira de Oliveira, Professor, Federal University of Pelotas, Brazil.
1. Seiki Ayano, Professor, Mie University, Japan. Possessor-Raising in Japanese Possessive Passive: Evidence from Honorification. 2. Carolina Rodriguez-Juarez, Associate Professor, University of Las Palmas de Gran Canaria, Canary Islands, Spain. A Lexical Constructional Account of Position Verbs in English. 3. *Lavi Wolf, Postdoctoral Fellow, Ben-Gurion University of the Negev, Israel & Olga Kagan, Lecturer, Ben-Gurion University of the Negev, Israel. Almost in English and Russian: A Probabilistic Account. 4. Nenad Miladinovic, Ph.D Student, University of Belgrade, Serbia. The Morphosyntactic and Semantic Characteristics of the Genitive of Deadjectival Nominals in English.	1. Patrick Hanks, Professor, University of Wolverhampton, U.K. Patterns are Unambiguous. 2. *Adriane Orenha-Ottaiano, Associate Professor, Universidade Estadual Paulista "Júlio de Mesquita Filho", Brazil. An Online Corpus-Based English Collocations Workbook and It's Relevance to Brazilian Portuguese Speakers. 3. Victoria Zenotz, Lecturer, Public University of Navarre, Spain. Collaborative Creation of Digital Stories to Develop Literacy in English. 4. Lieke Verheijen, Ph.D. Student, Radboud University Nijmegen, The Netherlands. New Technologies, New Registers: A Linguistic Analysis of Computer-Mediated Communication by Dutch Youngsters.

14:30-15:30 Lunch

15:30-17:00 Session VII (Room C-10th Floor): Discourse/Socio-Political Rhetoric/Pragmatic Issues	**15:30-17:00 Session VIII (Room D-10th Floor): Language Learning/Teaching**
Chair: *Lavi Wolf, Postdoctoral Fellow, Ben-Gurion University of the Negev, Israel	**Chair:** *Adriane Orenha-Ottaiano, Associate Professor, Universidade Estadual Paulista "Júlio de Mesquita Filho", Brazil.
1. Yuhui Liu, Professor, Beijing University of Technology, China. A Study on Interpersonal Meaning of Teacher Talk in College English Classroom Interaction from Epistemic Perspective. 2. *Urjani Chakravarty, Assistant Professor, Institute of Infrastructure, Technology, Research and Management, India. A Pragmatic Study of Fillers in Bengali and Hindi. 3. *Ivan Capeller, Adjunct Professor, Universidade Federal Do Rio De Janeiro, Brazil. Pragmatics of the Cinematographical Experience	1. Marilei Amadeu Sabino, Associate Professor, UNESP – Universidade Estadual Paulista, Brazil. The Phenomena of False Cognates and Deceptive Cognates: Issues to Foreign Language Learning and Teaching Methodology Based on Set Theory. 2. Mei-Hua Hsu, Associate Professor, Chia Nan University of Pharmacy and Science, Taiwan. The Effects of Mastery Learning on the English Picture Books Teaching. 3. Shin Lin Kong, Graduate Student, National Taiwan Normal University,

4. Dominique Bassano, Research Director, Paris 8 University & CNRS, France, Pascale Trevisiol-Okamura, Associate Professor, Universite de Poitiers, France, Ewa Lenart, Associate Professor, Paris 8 University, France & Isabelle Maillochon, Associate Professor, Normandie Universite – Universite du Havre and Paris 8 University & CNRS, France. Discourse Factors and the Emergence of Grammar: Example from the Acquisition of Determiners in French.

Taiwan. Idioms and Second Language Learning: The comprehension of English Idioms by Taiwanese Learners.
4. Stephanie Peter, Ph.D. Student, University of Greenwich, U.K. Thinking Outside the Box: Processing Instruction and Individual Differences in Working Memory Capacity.
5. *Yoko Asari, Research Associate and Ph.D. Student, Waseda University, Japan. The Impact of Salience Enhanced Recasts on EFL Learners' Question Forms.

17:00-18:30 Session IX (Room C-10th Floor): Sociolinguistics/Cultural Studies

Chair: *Urjani Chakravarty, Assistant Professor, Institute of Infrastructure, Technology, Research and Management, India.

1. Clarice Cristina Corbari, Professor, State University of West of Parana, Brazil. Do the Descendants of European Immigrants Still Speak their Ancestral Languages in Parana (Brazil)?
2. Joern Fahsel, Research Associate and Ph.D. Candidate, Friedrich-Alexander-Universitaet Erlangen-Nuernberg (FAU), Institute for Book Studies, Germany. Standardized Individual Output Development: Linguistic Approaches for Requirements Engineering Problems through Cultural Differences. Case Studies from Requirements Engineering Education in the Context of E-Publishing at the Chair of Book Studies.

17:00-18:30 Session X (Room D-10th Floor): Education/Curriculum Development, Teaching Methods

Chair: *Ivan Capeller, Adjunct Professor, Universidade Federal Do Rio De Janeiro, Brazil.

1. Liliana Fuentes Monsalves, Professor, Pontificia Universidad Catolica de Chile, Chile. Analysis of Academic Literacy between Two Careers of a Chilean University and their Cognitive Style.
2. Gina Oxbrow, Associate Professor, University of Las Palmas de Gran Canaria, Spain. The Power of Words: Rethinking the Role of Vocabulary Learning in EFL Instruction.
3. *Mauricio Veliz-Campos, Associate Professor, Universidad Catolica Silva Henriquez, Chile. Digging Deeper Into the Nature of Pronunciation Learning Strategies (Plss) as Used by English Language Teacher Education Students in Chile and Their Relationship to Pronunciation Performance.
4. *Nurit Elhanan-Peled, Lecturer, Hebrew University and David Yellin Academic College, Israel. Linguistic and Semiotic Means of Legitimation in Israeli School Books.
5. *Mohammad Amin Mozaheb, Assistant Professor, Imam Sadiq (A) University, Iran & Abbas Monfared, Ph.D. Candidate, Allameh Tabataba'i University, Iran. Iranian University Professors' Evaluation of World English Series Published by Cengage Heinle.

18:30-20:30 Session XI (Room C-10th Floor): Discourse/Pragmatic/Typological Issues	18:30-20:30 Session XII (Room D-10th Floor): Phonology/Intonation and Other Essays
Chair: Nenad Miladinovic, Ph.D Student, University of Belgrade, Serbia.	**Chair:** *Yoko Asari, Research Associate and Ph.D. Student, Waseda University, Japan.
1. *Sara Quintero Ramirez, Professor, University of Guadalajara, Mexico. The Guardian Sports Headlines from a Syntactic Perspective. 2. Seongha Rhee, Professor, Hankuk University of Foreign Studies, South Korea. Speech Made Bare: "Bare Direct Quotation" and Speaker's Stance in Korean. 3. Urbano Cavalcante Filho, PhD Student, Federal Institute of Bahia – IFBA, University of Sao Paulo – USP, Brazil. The Nineteenth Century Discourse of the Scientific Dissemination from the Dialogic Lenses of Metalinguistics. 4. Ioannis Kalaitzidis, Ph.D. Student / Associate Lecturer, Macquarie University, Australia. Processing Greek Language Creatively. The Impact of Creative Processes on Lexical Knowledge.. 5. *Silvia Susana Rita Reyes, Teacher, Universidad Nacional de Rosario, Argentina & *Marcela Alejandra Ristorto, Professor, Universidad Nacional de Rosario, Argentina. Linguistic and Pragmatic Considerations of the Initial and Final Sections of the *Homeric Hymns*. 6. Darya Mironova, Associate Professor, Chelyabinsk State University, Russia. Transformed Precedent Phrases in the Headlines of Online Media Texts. Paratextual Aspect.	1. Yongjae Lee, Professor, Pusan National University, South Korea & Taeho Kim, Associate Professor, Pusan National University, South Korea. A Study of Korean Learner's Acquisition of English Intonation: Focusing on Interrogative Sentences. 2. Gaku Kurita, Assistant Professor, The University of Tokyo, Japan & Daiki Hashimoto, Graduate Student – Research Fellow, The University of Tokyo – JSPS, Japan. Phonological behavior of /i/ and /e/ in Old Japanese 3. Wience Wing-Sze Lai, Lecturer, The Hong Kong Polytechnic University and The University of Hong Kong, Hong Kong & Manwa Lawrence Ng, Associate Professor, The University of Hong Kong, Hong Kong. The Relationship between Perception and Production in Cantonese ESL Speakers' English Word Stress Acquisition.

21:00-23:00 Greek Night and Dinner (Details during registration)

Tuesday, 7 July 2015

08:00-10:00 Session XIII (Room C-10th Floor): Sociolinguistic/ Cultural Issues
Chair: *Sara Quintero Ramirez, Professor, University of Guadalajara, Mexico.
1. Yoshinori Nishijima, Professor, Kanazawa University, Japan. Different Perspectives and Communicative Normalities: A Contrastive Analysis of Functionally Equivalent Routine Formulas in Japanese and German. 2. Marcela Rivadeneira, Associate Professor, Universidad Catolica de Temuco, Chile. The Sociolinguistic Variation of Forms of Address in Chilean Spanish. 3. Francesco Vitucci, Adjunct Professor, Alma Mater Studiorum University of Bologna, Italy. Tracking the Features of Japanese Dialogue through Audiovisual Materials: A Pragmatic Proposal. 4. Lin Tao, Guest Researcher, Kanazawa University, Japan. A Comparative Study of Politeness Strategies in English and Japanese. 5. Elena Ferran, Professor, Universitat Rovira I Virgili, Spain. Intensification as the Language of Emotion: Comparing Genres.

10:00-11:30 Session XIV (Room C-10th Floor): Etymology/Dictionary Writing/Documentation of Endangered Languages/Theoretical Studies	10:00-11:30 Session XV (Room D-10th Floor): Formal Linguistics
Chair: *Marcela Alejandra Ristorto, Professor, Universidad Nacional de Rosario, Argentina	**Chair:** Cynthia Danisile Ntuli, Lecturer, University of South Africa, South Africa.
1. *Munzhedzi James Mafela, Professor, University of South Africa, South Africa. Etymology and Dictionaries: A Perspective in African Languages. 2. Paul Nkuna, Senior Lecturer, University of South Africa, South Africa. The Future of Progress: A Strategy for the Promotion and Development of the Nine Indigenous and Official Languages in South Africa. 3. Arthur Phumzile Sotashe, Junior Lecturer, University of South Africa, South Africa & Paul Hendry Nkuna, Senior Lecturer, University of South Africa, South Africa. Indigenous Language Development and Empowerment: The Case of isiXhosa and Xitsonga. 4. Efrosini Kritikos, Independent Researcher, Harvard University, USA. Applying Current Methods in Documentary Linguistics in the Documentation of Endangered Languages: A Case Study on Fieldwork in Arvanitic. 5. *Marilena Stuewe-Thanasoula, Assistant Lecturer, University of Cologne, Germany. The Body in language: Emotions in Lussese (Bantu J 10).	1. Taeho Kim, Associate Professor, Pusan National University, South Korea & Sunjung Ha, Lecturer, Pusan National University, South Korea. A Corpus-Based Analysis of English Relativizers *That* and *Which.* 2. Masanori Nakamura, Professor, Senshu University, Japan. Clausal Ellipsis in Cleft Structure. 3. *Hemalatha Nagarajan, Professor, English and Foreign Languages University, India. Prosody-Driven Syntax? Optionality in Focus Marking in Malayalam and the Interface Hypothesis. 4. *Bozena Bednarikova, Associate Professor, Palacky University, Czech Republic. Towards the Normative Theory of Mass Media and Its Compatibility with Functional Stylistics. 5. Haiqing Liao, Associate Professor, Sun Yat-sen University, China & Xueyi Ren, Teacher, Guangdong Guangya High School, China. A Study on the Noticing Function of the Output Hypothesis.

11:30-13:00 Session XVI (Room C-10th Floor): Language Learning/Education Matters	11:30-13:00 Session XVII (Room D-10th Floor): Language Learning/Teaching
Chair. *Munzhedzi James Mafela, Professor, University of South Africa, South Africa.	**Chair:** *Marilena Stuewe-Thanasoula, Assistant Lecturer, University of Cologne, Germany.
1. Golda Tulung, Lecturer, Sam Ratulangi University, Indonesia. Features and Roles of Teacher Discourse during Task Implementation. 2. Cynthia Danisile Ntuli, Lecturer, University of South Africa, South Africa. Children's Songs and the Art of Performance. 3. Jon Robledo, Graduate Student, University of Illinois at Chicago, USA, Irati de Nicolas, Graduate Student, University of Illinois at Chicago, USA, Jeanne Heil & Libe Franke-Zubizarreta, University of Illinois at Chicago, USA. Gender Assignment in Spanish/English Bilinguals: Evidence from L1 Spanish, L2 Spanish, and Heritage Spanish. 4. Patricia Koromvokis, Ph.D. Student / Associate Lecturer, Macquarie University,	1. Laura Martorell Morales, Ph.D. Student, Universitat de Barcelona, Spain & Dolors Font-Rotches, Lecturer, Universitat de Barcelona, Spain. Interlanguage Intonation Analysis: Spanish Spoken by Swedish. 2. Qiuyue Zhong, Ph.D. Student, Universitat Autonoma de Barcelona, Spain. Verb Copying in Mandarin Chinese. 3. Xinping Chang, Associate Professor, Sun Yat-sen University, China, Haiqing Liao, Associate Professor, Sun Yat-sen University, China & Shanshan Wang, Lecturer, No. 6 Middle School of Guangzhou, China. The Impact of Teacher Immediacy Adjustment on Students' Affects in EFL Learning.

Australia. The Role of Morphology and Syntax in the Acquisition of Greek Grammatical Gender for Adult L2 5. Carlos Acuna-Farina, Professor, University of Santiago de Compostela, Spain. The Leaking & Blocking Theory of Agreement.

13:00-14:00 Lunch

14:00-15:30 Session XVIII (Room C-10th Floor): Socio Cultural/Pragmatic/Historical/Typological Considerations

Chair: *Hemalatha Nagarajan, Professor, English and Foreign Languages University, India.

1. Shuping Huang, Assistant Professor, Sun Yat-sen University, Taiwan. What is moving? Chinese TIME IS MOTION Metaphors Revisited.
2. Margarita Ramos Godinez, Associate Professor, University of Guadalajara, Mexico. Ellipsis a Sign of Natural Like Dialogs in Ninos y Borrachos by Sandra Cisneros.
3. Gift Mheta, Writing Centre Coordinator, Durban University of Technology, South Africa. Cyber Socialising and Academic Writing in the South African Post-school Sector: Challenges and Possible Solutions.
4. Gloria Andrea Cordoba Henao, Researcher, Instituto Caro y Cuervo, Colombia. Towards Comprehension of a New Sociolinguistic Scenario.

15:30-17:30 Session XIX (Room D-10th Floor): Special Issues

Chair: *Marilena Stuewe-Thanasoula, Assistant Lecturer, University of Cologne, Germany.

1. Anisa G. Mujawar, Associate Professor and Head of Department of English, Chhatrapati Shivaji College, India. *Home Boy*: Critique of Secularism.
2. Semra Saracoglu, Assistant Professor, Gazi University, Turkey. Biographical Self-Reflexivity in the Postmodernist Novels of One British and One Turkish Writer-John Fowles and Orhan Pamuk.
3. Dumisani Spofana, Lecturer, University of South Africa, South Africa. Women's Roles as Portrayed in the *Sonjiata, Mwindo and Ingqawule* Epics.
4. Safnil Arsyad, Lecturer, Bengkulu University, Indonesia. Indonesian Academic Argument: The Ways Indonesian Authors Justify Their Research Project in Research Article Introductions in Social Sciences and Humanities.
5. Mohammad Salehi, Assistant Professor, Sharif University of Technology, Iran. Gauging the Process Times of English Sentences with Lexical, Grouping, or Function Ambiguities: A Reaction Time Study on Iranian Undergraduate Students.
6. Dorica Coca, Researcher, University "Alexandru Ioan Cuza" of Iasi, Romania. The Documentary Value of the Ovidian Exile Opera.

17:30- 20:00   Urban Walk (Details during registration)
20:30- 22:00   Dinner (Details during registration)

Wednesday, 8 July 2015 **Cruise: (Details during registration)**
Thursday, 9 July 2015 **Delphi Visit: (Details during registration)**

Carlos Acuna-Farina
Professor, University of Santiago de Compostela, Spain

The Leaking & Blocking Theory of Agreement

Over the past few years, an interesting idea about agreement has taken shape, namely the view that semantic interfacing or interference in agreement operations is blocked by a rich morphological component. To my knowledge, this idea originates in Berg (1998). Berg compared American English and German using a questionnaire study in which subjects had to fill in certain gaps. These gaps were all related to various uncertainties about agreement. His category 3, for instance, contained number-transparent nouns like *bunch, number, series,* or *gang*: *a number of issues, a gang of ruffians, a bunch of problems/red roses* etc. It turned out that American language-users significanlty preferred semantic agreement (with the modifier of the CNP; so *a series of reports were/*was mentioned*), whereas German speakers opted for syntactic agreement (with the head; so '*a series of reports *were/was mentioned*'). He hypothesized that the reason behind that disparate behaviour was the size of the morphological component of each language. The basic idea is that in a production task conceptual structure starts the processing cycle, which goes on when a form has to be chosen to code it. When forms are not strong (because of a poor morphosyntactic component, as in English), meaning pressure cannot be contained. This results in semantic interfacing or different forms of agreement *ad sensum*. Here I intend to show that psycholinguistic work is compatible with such a view, which I refer to as the *Leaking & Blocking* theory of agreement. The area of studies in *attraction* (elicited proximity concord mistakes, especially in production) will be examined in detail. Our current work in that area will be illustrated, particularly the evidence provided by abstractness/concreteness manipulations in English and Spanish, two languages characterised by their distinct morphologies (poor in the former, rich in the latter).

Nuria Alonso Garcia
Associate Professor, Providence College, USA

Intercultural Literacy through the Lens of Russian University Students

Considering the cultural impact that globalization processes are having on youth communities around the world, and mindful of the importance, as educators, of being attuned to learners' distinctive idiosyncrasies, this research aims to gain an understanding of intercultural literacy from the perspectives of contemporary Eastern European youth.

The paper examines intercultural literacy, the competencies required to 'read' sensitively a second culture, to interpret its symbols and negotiate its meanings, through the lens of Russian university students. Participants in the study were asked to reflect critically on what constitutes a culture, how identity is constructed across cultures, what cultural variables influence behavior and shape relationships, and what role community plays in defining culture. The paper also examines how language impacts the construction of the self, and participants were asked to examine their beliefs about language and language use, and reflect on how their own sociocultural identity affects speech interactions in which they are involved.

The research was conducted at the Saint Petersburg State Polytechnical University, Institute of Applied Linguistics in Russia, under the auspices of the United States Fulbright Scholar Program that supported author's academic activities at the institution during the academic year 2014-2015.

Marilei Amadeu Sabino
Associate Professor, UNESP – Universidade Estadual Paulista, Brazil

The Phenomena of False Cognates and Deceptive Cognates: Issues to Foreign Language Learning and Teaching Methodology Based on Set Theory

The aim of this study is to establish differences between the terms "false cognates", "false friends" and "deceptive cognates", usually considered to be synonyms. It will be shown they are not synonyms, since they do not designate the same linguistic process or phenomenon. Despite their differences in meaning, many pairs of formally similar words in two (or more) different languages are true cognates, although they are usually known as "false" cognates – such as, for instance, the English and Italian lexical items "assist x assistere"; "attend x attendere"; "argument x argomento"; "apology x apologia"; "camera x camera"; "cucumber x cocomero"; "fabric x fabbrica"; "factory x fattoria"; "firm x firma"; "journal x giornale"; "library x libreria"; "magazine x magazzino"; "parent x parente"; "preservative x preservativo"; "pretend x pretendere"; "vacancy x vacanza", to name but a few examples. Thus, one of the theoretical objectives of this paper is firstly to elaborate definitions establishing a distinction between the words that are definitely "false cognates" (derived from different etyma) and those that are just "deceptive cognates" (derived from the same etymon). Secondly, based on Set Theory and on the concepts of equal sets, subsets, intersection of sets and disjoint sets (PAIS, 2001), this study is intended to elaborate some theoretical and practical questions that will be useful in identifying more precisely similarities and differences between cognate words of different languages, and according to graphic interpretation of sets it will be possible to classify them and *provide discernment about* the processes of semantic changes. Therefore, these issues might be helpful not only to the Learning of Second and Foreign Languages, but they could also give insights into Foreign and Second Language Teaching Methodology.

Youngran An
Assistant Professor, Korea Christian University, South Korea

Some Factors Involved in Co-Occurrence Restrictions

Korean has a type of reduplication used for adjectival or adverbial ideophones. Normally, the reduplicant (underlined in the data) consists of a full copy of the base. When the base begins in a vowel (V), a consonant (C) can be inserted in the reduplicant (typed in bold face):

(1) a.   alok-**t**alok 'pied' (alveolar stop)
    b.   ulak-**p**ulak 'wild' (bilabial stop)
    c.   umuk-**ʧ**umuk 'unevenly hollowed' (palatal affricate)
    d.   upul-**k'**upul 'windingly' (velar stop)

I argue that while the choice of an inserted consonant is not completely predictable, it is also not arbitrary. The basic generalization is that the inserted segment is never identical in both place and manner to the neighboring consonants. However, the segment to be inserted is not completely determined. For example, /t/ is epenthesized in (1a) but /p/ in (1b), although the bases contain the same set of consonants, i.e., /l/ and /k/. Furthermore, the choice of the inserted consonant does not depend on the vowels in the base. /p/, /ʧ/, and /k'/ are epenthesized respectively in (1b-d) even though they are followed by the same vowel /u/. Therefore, I argue that any segment out of a set of consonants {p, pʰ, p', t, tʰ, t', ʧ, ʧʰ, ʧ', k, kʰ, k', s, s', m, n, w, l, j} is acceptable, subject to co-occurrence restrictions (identity avoidance effects).

I present evidence supporting this claim from a corpus-based analysis of V-initial reduplicative forms where the reduplicant has an inserted consonant, and from an experiment I conducted in which Korean native speakers were asked to form reduplicated versions of nonce words (in case of adults) or to choose a more natural item from a pair of novel reduplicated words (in case of children). In sum, the examination of VCVC-bases, in particular, both in the corpus and the word creation experiments shows that there is a general tendency toward identity avoidance between the inserted C and its base consonants in terms of place and manner of articulation. Between these two factors, place has a greater effect in discriminating the inserted C and its base consonants, and this is reminiscent of the restriction in Arabic verbal roots in which a combination of consonants with the same place of articulation is disfavored. The results of the corpus analysis are not simply replicated in the word creation task, but the effects of identity avoidance are even stronger in the word creation and the perception task.

I also provide evidence that this co-occurrence restriction is sensitive to distance between the participating consonants, i.e., inserted C and

base consonants. The inserted Cs in a reduplicative form are more likely to be distinct from the first consonant than from the second in the base.

The Korean data is not an isolated case where reduplication is based on gradience in co-occurrence restrictions. Similar patterns have been found in Turkish, English, Javanese, etc. (Wedel 1999; Yip 1995; Yu 1999), and the gradient identity avoidance effects are evidenced in various unrelated languages including Arabic, Maltese, Muna, Ngbaka, Russian, Thai, and so forth (Coetzee and Pater 2005; Frisch, Pierrehumbert, and Broe 2004).

Safnil Arsyad
Lecturer, Bengkulu University, Indonesia

Indonesian Academic Argument: The Ways Indonesian Authors Justify Their Research Project in Research Article Introductions in Social Sciences and Humanities

The introduction section is a very important section in a research article (RA) because here writers must argue for the importance of their research topic and project in order to attract reader's attention to read the whole article. This study is aimed at analysing Indonesian RA introductions written by Indonesian in social sciences and humanities on the ways they justify their research topic and research project. A corpus of 200 research articles in Indonesian written by Indonesian and published in Indonesian research journals were chosen for this study. The analyses were conducted using genre-based analysis of text communicative purpose of 'move' and 'step' following problem justifying project (PJP) model as suggested by Safnil (2001). The results show that like English RA authors, Indonesian authors justify their research topic by introducing the actual research topic, identifying the research problem and reviewing the current knowledge and practices; however, only some of them rhetorically justify their research project. The rhetorical style of RA introductions in Indonesian and in English is different for several academic and cultural reasons. It suggests that when Indonesian writes a RA in English, they have to adjust their the introduction section into the one accepted by English speakers.

Yoko Asari
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The Impact of Salience Enhanced Recasts on EFL Learners' Question Forms

Research to date has found that the beneficial effects of recasts, a type of corrective feedback, provided during communicative oral interaction may depend on how they are provided to learners (Lyster, 1998; Loewen and Philp, 2006; Sheen, 2006). The present study was conducted to investigate the extent to which the accuracy of learners' use of some English question forms is affected by two forms of salience enhanced recasts, namely, "segmented recasts" (the teacher's provision of a partial recast of the learner's utterance) and "interrupted recasts" (the teacher's provision of a recast soon after the occurrence of the error). 57 Japanese university EFL students took part in a pretest-posttest-design study over a 4-week period: one group (n = 18) of participants received "segmented recasts"; one group (n = 18) received "interrupting recasts"; one group (n = 21) received recasts with no salience enhancement (control group). The results revealed that all three groups increased their scores from the pretest to the posttest; however, learners in the interrupting and segmented recast groups benefited significantly more than those in the control group. Three assumptions can be made from this result. First, recasts facilitate learners' automatization of already existing forms. Secondly, learners are more likely to attend to the linguistic evidence (i.e., positive evidence) in recasts when these are segmented and immediate. Thirdly, segmented and interrupting recasts trigger learners to produce pushed output in the form of repair. The study gives rise to a valuable pedagogical implication about the importance of considering salience enhancement techniques when providing implicit forms of corrective feedback.

Seiki Ayano
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Possessor-Raising in Japanese Possessive Passive: Evidence from Honorification

This paper will show that syntactic possessor-raising is involved in possessive passive in Japanese. (1) is a typical possessive passive construction in Japanese, in which the possessor and the possessee appear in nominative case and accusative case, respectively. Notice that the numeral quantifier (NQ) *san-nin* "three-CL" associated with the nominative possessor is floated, suggesting that the possessor's base position is between the NQ and the possessee.

(1) Kodomo-ga$_k$ Hanako-ni san-nin t_k kami-o kir-are-ta.
child-NOM Hanako-NI three-CL hair-ACC cut-PASS-PAST
"Hair was cut by Hanako on three children."

This paper provides further evidence for the possessor-raising analysis, drawing on Kishimoto's (2012) work on honorification. (2) illustrates two honorific constructions. In (2a), the verb is prefixed by the honorific *o-* and suffixed by the light verb *-naru*. In (2b), the aspectual verb "be" is turned into the honorific construction.

(2) a. Tanaka-sensee-ga tyuusyoku-o o-tabe-ni-nat-teiru.
Tanaka-teacher-NOM lunch-ACC HON-eat-LV-ASP
"Prof. Tanaka is eating lunch."

b. Tanaka-sensee-ga tyuusyoku-o tabete-o-ide-ni-naru.
Tanaka-teacher-NOM lunch-ACC eat-HON-be-LV
"Prof. Tanaka is eating lunch."

Kishimoto (2012) argues that [Spec, *v*] and [Spec, ASP] are responsible for licensing honorification in (2a) and (2b), respectively. It follows from this analysis of honorification and the possessor-raising analysis that the nominative possessor in possessive passive should be the target for honorification in the two honorific constructions since it is base-generated within VP and raised through [Spec, v_{PASS}] and [Spec, ASP]. The prediction is correct, as the grammaticality of (3) shows:

(3) a. Ito-sensee-ga tanka-de ICU-ni musuko-o o-hakob-are-ni-nat-teiru.
Ito-teacher-NOM stretcher-with ICU-to son-ACC HON-carry-PASS-LV-ASP
"(His) son is being carried into the ICU on a stretcher on Prof. Ito."

b. Ito-sensee-ga tanka-de ICU-ni musuko-o hakob-arete-o-ide-ni-naru,
Ito-teacher-NOM stretcher-with ICU-to son-ACC carry-PASS-HON-be-LV
"(His) son is being carried into the ICU on a stretcher on Prof. Ito."

This study will also show further consequences concerning other types of passive constructions in Japanese.

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Pascale Trevisiol-Okamura
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&
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Discourse Factors and the Emergence of Grammar: Example from the Acquisition of Determiners in French

In languages with articles, like French, the acquisition of nominal determiners is a central aspect of the emergence of grammar in child speech. After a variable period in which children generally 'omit' determiners from their productions, they become able to use these morphemes in the contexts required in the target language, although determiners may not be produced as correct forms or with appropriate discourse functions. This acquisition process has inspired many works. Crosslinguistic studies show that determiners emerge earlier in Romance than in Germanic languages and that variation depends on a range of interacting factors. Particular attention is given in the literature to prosodic and lexical-semantic influences, while the impact of discourse factors has been under-investigated. The present talk aims at filling this gap by examining the influence of information structure on determiner emergence in French children's early speech. Based on longitudinal spontaneous production data of six children at 20, 30 and 39 months, we analysed the respective impact of three informational dimensions: topic/comment structure, referent information status in discourse and referent information status in regard to the nonlinguistic context. Results show a major impact of the topic/comment dimension on the emergence of determiners at 20 months: filler or determiner use was significantly favoured for nouns in comments over nouns in topics. A secondary but noticeable impact of both other dimensions was also evidenced: determiner/filler use was more frequent for referents new in discourse and not-given in the extralinguistic context. Moreover, as early as 20 months, children produced definite and indefinite articles in accordance with the topic/comment structure, since definite articles were privileged with nouns in topic and indefinites with nouns in comment. These results, discussed in terms of young children's sensitivity to informativity and accessibility features, support the early influence of discourse factors on the emergence of grammar.

Bozena Bednarikova
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Towards the Normative Theory of Mass Media and Its Compatibility with Functional Stylistics

The general goal of the case study is to show that media present the news as purely informative and fully objective, the texts, however, fail to meet these criteria. The specific goal is to prove that it is possible to establish taxonomies of language means that have a potential to implement into the news a function other than informative or to make the message of the news incomprehensible. There are two underlying theories, mutually cooperating: a) functional stylistics, and b) the normative theory of mass media.

According to functional stylistics the basic role of the news reporting is the informative function. The normative theory of mass media explores the social frame in which the media, including the news, operate (McQuail, 2005). The information quality concept established by Jörgen Westerståhl (Westerståhl, 1983) shows a full compatibility with the linguistic view of informative function. According to that concept a news reporting text must be truthful, relevant, informative, balanced and neutral. Having in mind their position on the marked - unmarked scale it is then possible to describe individual language devices. With that counts the hypothesis of the project, which follows the linguistic means with the potential to violate the information quality.

The proposed taxonomy serves as a universally applicable tool to identify language means interfering with the rules of news information quality. The taxonomy has been used to analyse the TV news broadcasted by public-service television in comparison with the commercial television station TV Nova. For both stations the analysis identifies actual language means interfering with the rules of information quality and shows the frequency of individual trespasses, thus detecting the breaches of TV news reporting identity itself.

Anastasiia Belyaeva
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Image Schemas in Conceptualization of Education in English, French, Ukrainian, and Russian Languages

The phenomenon of education has always been closely connected to the development of humanity. Nowadays, education is becoming the value of the knowledge-based society. It is reflected in the unification processes in education sector in different countries. However, before such attempts are made, the approaches to the concept of education in a particular country should be established. Comprehensive analysis of language units that denote the concept of education can give the key to the speakers' understanding of education and attitude to this phenomenon.

This study focuses on the lexical representation of the concept EDUCATION in English, French, Ukrainian, and Russian languages. Materials used in the present research include data retrieved from English, French, and Russian language corpora; newspapers and magazines (1999-2010); literary texts by modern English, French, Ukrainian, and Russian authors. Image schemas (Gibbs, 1995; Cienki, 1997; Clausner & Croft, 1999) are used to analyze the mental structures of human cognition that underlie the concept EDUCATION in English, French, Ukrainian, and Russian languages.

The research showed that the presentation of the concept EDUCATION is similar in the languages under analysis, which is proved by the shared set of image schemas underlying the concept. In English, French, Ukrainian, and Russian languages conceptualization of EDUCATION relies on the image schemas PROCESS, OBJECT, CONTENT, and PART – WHOLE. However, it has been established that the significance of individual image schemes varies across languages under analysis.

Ivan Capeller

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Pragmatics of the Cinematographical Experience

A pragmatics of the cinematographical experience must cope with the great complexity of semiotic reconfigurations that a single image may perform, which stems either from its potential iconicity as from the spatio-temporal traits it presents through its own indexicality. It must break on through beyond a typological taxonomy of cinematographical signs to point towards its recursive articulation to any "real" or "mental" experience.

By joining a materialistic ontology of time and image to an a-significant semiotics, Gilles Deleuze draws out such pragmatics as a device that modulates all objects of experience to the signs of its own representation, but not exclusively in a visual or photographical way; sensorial and conceptual means of expression can all be mimetized by such device.

Instead of a closed set of (visual) signs, Peirce's semiotical logics is applied to Bergson's concept of image, as matter in motion, to describe a generative process that modulates signs by images and images by signs in a recursive, endless loop that (un)binds the material image beneath the sign to the mental idea beyond it.

Thus, one cannot understand the pragmatics of the cinematographic experience as a kind of "universal movie language", as it postulates an intentionally uncomplete logic that is conceived as constitutively open to the constant reciprocal modulation between thoughts and objects, the mind and the world.

Urbano Cavalcante Filho
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The Nineteenth Century Discourse of the Scientific Dissemination from the Dialogic Lenses of Metalinguistics

Inserted in a larger analysis project of the nineteenth century Brazilian scientific dissemination architechtonics, materialized in the concrete enunciations of one of the most important scientific knowledges dissemination activities in the beginning of the sciences history in the country: Glória's Popular Conference (USP, 2012), the present work has as a purpose to analyze the enunciation sintax aspects of these conferences, observing the property of how these enunciations are highlighted by several modalities of dialogue with enunciations from others, besides they configurate and manifeste themselves as an answer to other enunciations present in the discourse context, in the establishment of axiologic and dialogic relations and marked by emotive-volitive or evaluative entonation in the realisation of the author's speaking project. These aspects of the linguistic and discoursive materiality that will be observed in this work are essential in the definition of the enunciation architectonics analyzed. For such, we take as a theoretical and methodological support the language dialogic theory formulated by the Bakhtin Circle, supporting the enunciative-discoursive project analysis in the Metalinguistcs, subject whose analysis object presupposes to take into account the enunciation linguistic and extralinguistic dimensions, seeing it not exclusively as a linguistic view, with analysis of the languages phenomena purely, but considering, primarily, these enunciations relations with the social horizons to which they're characterized and with the concrete conditions of discourse existence and life.

Urjani Chakravarty
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A Pragmatic Study of Fillers in Bengali and Hindi

This paper will attempt to make an observational analysis of selected fillers present in the Indo-Aryan languages of Bengali and Hindi within the framework of Relevance Theory (Sperber and Wilson, 2002:249) and proposes to study the systematic selection of these linguistic expressions which provide an explicit account of the relationship between usages on the one hand and response and interpretation on the other in a communication event. Fillers function in different environment and play important role in discourse construction. It is difficult to identify their occurrences and each role played by those occurrences. Their multi-functional characteristic makes them the most elusive elements to work on. They are the functional elements which do not change their form in different syntactic environments but only changes the interpretation process and understanding. The two questions that this study will attempt to answer are:

1) To identify types of pragmatic markers used by speakers in Bengali and Hindi?

2) To what extent are these explained by Relevance Theory?

Application of Relevance Theory helps us to understand this selection as it assumes that communication is concerned first and foremost with the 'cognitive effects' it has upon a hearer. The two principles upon which the theory is based are:

1. The Cognitive Principle of Relevance which states that, "Human cognition tends to be geared to the maximization of relevance."(251)

2. The Communicative Principle of Relevance which states that, "Every act of ostensive inferential communication communicates a presumption of its own optimal relevance."(256)

Further, the paper posits that with the present analysis one can take another step in the discussion of the complexities of the processes involved in the creation of spoken discourse and the importance of its understanding.

Kuo-Lei Chang
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To Enhance Foreign Language Teaching and Learning: Familiarity with the Target Language Culture

The paper is to introduce the current foreign language teaching methods which integrate latest technological advances in interactive learning and characteristics of mainstreams of teaching foreign languages. As a result, the paper is focused on the enhancement of foreign language learning and teaching methods and technique in classrooms for adult learners who are beyond puberty with the learning problems that they may face. The paper lays specific emphasis on *complex teaching methods* of *the assessment chart* together with *target-language culture*.

These multifaceted teaching methods may help foreign language learners with a more authentic experience in attaining both linguistic competence, and gaining a solid understanding of the rich and varied cultural and historical contexts. These are what learners need to acquire for spoken and written skills in a foreign language.

With innovative assessment charts, it may help the teachers have easier access to the understanding of the learners' learning in progress and the teaching and learning efficiency of the language program.

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The Impact of Teacher Immediacy Adjustment on Students' Affects in EFL Learning

Teacher immediacy is a kind of behavior in classroom that can bring the instructor and the students closer in terms of the students' perceived distance. Teacher immediacy behavior includes both verbal and nonverbal aspects, each of which plays an important role in the process of classroom instruction and learners' language learning. In second language development, it has been found that language learners' affects are an important factor that works behind the language learning process. How teachers should adjust their verbal and non-verbal behavior in class to gear learners' affects to the appropriate state for learning is one of the most concerned parts in second language instruction practice.

This thesis reports a study on the effect of teacher immediacy adjustment on students' affects which was carried out in a senior middle school English language classroom in Guangzhou, China. The study was conducted under the basic principles of action research. The experiment lasted for three months during which classroom reforms were made. Data based on step-shaped in-class observations, questionnaire surveys and interviews were collected and processed with the software SPSS 16.0 and Excel 2007. Detailed analyses indicate that there exist significant effects for teacher immediacy modification on enhancing students' learning affects. In addition, students' affects were found to have obvious changes during the reforming process.

The process and the results of the study provides us with more information about how internal and external factors may work together to undergird and facilitate second language development in an implicit way. The study is also significant in that it has made an attempt at a kind of educational reform in real classroom situation by taking into consideration the interactive force of different factors in second language learning process, which will be of inspiring value to future studies of this type.

Dorica Coca
Researcher, University "Alexandru Ioan Cuza" of Iasi, Romania

The Documentary Value of the Ovidian Exile Opera

Ovidian exile opera offers numerous pretious informations about Scythia Minor, nowadays Dobrogea, that historians have not capitalized until the late XIX century and early XX century, after digging in the territory of Dobrogea, when archaeologists and historians have realized that the ovidian source deserve more attention.

Although seen with the eye of the poet and not with the eye of the historian, at a careful reading of operas „Tristia" and „Epistulae ex Ponto", information about placing Tomis, about population, about climate and vegetation comes to light, and their comparison with literary sources of the time, with the historical and archaeological ones helps us find out how much of the information left by Ovidius can be capitalized in establishing historical truth.

Clarice Cristina Corbari
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Do the Descendants of European Immigrants Still Speak their Ancestral Languages in Parana (Brazil)?

The state of Paraná, in the South of Brazil, is characterized by having complex sociolinguistic scenarios due to its border and/or immigration contexts. In my talk, I'll report some results of an investigation on language attitudes of speakers from eight communities in four regions of Paraná, which were colonized or occupied by European immigrants and descendants, mainly Italians, Germans, Ukrainians and Polish. The study aims specifically at identifying the current situation of bilingualism in these communities. The analysis is guided by theoretical and methodological principles of Sociolinguistics, Social Psychology and Sociology of Language, on the assumption that language and ethnic identity are closely related and that, consequently, attitudes towards a particular language reflect attitudes towards the group that speaks it. The *corpus* was collected by interviewing informants in each community, selected according to three variables: sex, age group and level of education. The interview consisted of a questionnaire adapted to the sociolinguistic and cultural reality of the communities under investigation. For the analysis, I'll take the questions that allow to identify: a) the languages spoken by the informants (currently and during their childhood), b) the languages spoken by their parents and grandparents, c) their level of awareness of local linguistic diversity, d) their willingness to speak or learn their ancestral languages, and e) their attitudes towards multilingualism and preservation of ethnic languages. The investigation results shows that the immigrant languages tend to disappear in a few years if proper language policies are not developed in the communities. The informants' reactions towards multilingualism and use of the immigrants' ancestral languages are mainly positive, and there is great interest in learning and/or speaking these languages. As Portuguese, the dominant and prestigious language, is currently widespread in Brazil, the attempt to reverse the language shift may be a difficult, if not impossible, task.

Marisa Cordella
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Hui Huang
Lecturer, Monash University, Australia
&
Brigitte Lambert
Research Assistant, Monash University, Australia

Intergenerational and Intercultural Model for Language Learners

The world is increasingly becoming a global arena requiring people to learn more than one language to embrace the opportunities that this may bring to them. Educational reports in Australia highlight the lack of opportunities that young language learners have in interacting with native language speakers. Concomitantly, reports on ageing pinpoint the limited chances that older migrants have in sharing their language and knowledge with younger generations. The model we propose fills these educational and social gaps, allowing the parties to learn from each other in a positive environment.

This paper showcases the main outcomes of a three-year research project that involved senior secondary students learning Chinese, German or Spanish (L2) interacting fortnightly with older native speakers (L1) in their first language.

The data collection includes 3 years of audio-recordings, surveys, focus groups and health questionnaires which have been analyzed both quantitatively and qualitatively to provide a comprehensive understanding of the exchanges of more than 200 pairs of L1 elders and L2learners.

Our results indicate that L2 learners increased their conversational skills, self-esteem and appreciation of migrants' experience, which contributed to breaking down stereotypes of ageism. Similarly, older participants passed on their language, culture and experience in life; and their involvement with younger generations impacted favorably on their health and well-being.

The **Intergenerational and Intercultural Model for language learners** that was produced from this study will be fully explained in the presentation. The model has been already implemented in primary and secondary schools around Australia and it could well be utilized in many other countries around the world.

Gloria Andrea Cordoba Henao
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Towards Comprehension of a New Sociolinguistic Scenario

This research consists of a sociolinguistic study carried out in Bogota (Colombia) and seeks to identify the sociolinguistic variations arising from dialect contact in areas of population resettlement due to migration and forced displacement by violence. We have been developing it for 5 years in Ciudad Bolivar, an outskirt-district of the city. It consists of 3 stages -- exploratory, experimental, and sociolinguistic.

In the exploratory stage, a background research on the dialectal Spanish of Colombia, a socio-environmental recognition of the district, and a speech community characterization were done. For the the experimental one, a 48-hour-long corpus recorded in 80 interviews was collected. The interviews deal with the speakers' daily life in their resettlement places. The corpus allowed us to identify 106 linguistic variations at different language levels, mainly phonetic, morphological, and lexical.

As a result, the 5 most prevalent variables found in that linguistic corpus were chosen in order to initiate the sociolinguistic phase. It is being carried out at present and consists of the design and implementation of a sociolinguistic interview which attempts to trace those variables -- 3 phonetic ones: /d /, / s /, and /ai /, and 2 syntactic ones: the focusing to be (ser focalizador) and the periphrastic future. This new corpus will be undergo a systematic treatment according to TEI recommendations for transcription and labeling so as to making it available to the academic community interested in studying the dialectal variations of Colombian Spanish and any other social aspect.

Dan Cui
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To What Extent is Language Teaching Methodology Informed by Theory?

With the globalization of the world, language teaching becomes more important than ever before, and many universities and classroom teachers are active to explore the most efficient and effective methodology to teach languages to achieve a desirable result. When they seek to improve the quality of language teaching, they often research teaching methodologies by referring to general theories about language and language learning. Theoretical bases and teachers' hands-out experience have informed methodologies of language teaching, and methods of language teaching have been improved with the developments about linguistics, psychology and education. But there is a question which extent the information that theory has made available can be used to explore language teaching methodology and of the relevance of theory to language teaching methodology.

Jeannette R. Dickens-Hale

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TPRS and L2 Total Immersion: Piloting a New Curriculum

From ancient times to modern day, this research presents global examples of L1 or native language suppression, and presents real world examples of the repercussions of this suppression. In addition to qualitative data depicting examples of cultures who have experienced LS, using a proprietary algorithm, quantitative data are displayed showing a range from mild to extreme repercussions that have taken place when native language is suppressed.

The research results shape a Suppression Model (SM) which can be applied to current day situations and used worldwide to predict the outcome and the level of repercussions due to *Language Suppression (LS), and suggests ways to reverse or to pre-empt LS, thus mitigating or ending LS repercussions.

Nurit Elhanan-Peled
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Linguistic and Semiotic Means of Legitimation in Israeli School Books

This paper examines reports about massacres in 10 Israeli secondary school history books, published between 1998 and 2014. It shows by a multimodal social-semiotic analysis that massacres, or rather their outcome, are legitimated in these books through a complex rhetoric that involves both verbal and visual signs of meaning, aimed at "transforming reality into a version of this reality."(Van-Leeuwen 2005).

The paper uses analytical tools of Critical Discourse Analysis, Social Semiotics and Multimodality that consider language as a system of resources to make meaning in specific cultures and contexts. Every sign – be it words, phrases, images or complex sign such as a page or a double spread, is seen as motivated by interest, ideologies and communicative function. Grammatical categories are defined semantically and are seen as genre-specific, functioning as signs in communication rather than as conceptual components.

The paper examines Discourse, Genres and Modality in terms of the relationships between form, function and meaning, exemplifying how semiotic resources are used to make meaning in a particular context and revealing discursive strategies of legitimation and their semiotic features. It explores the function of different narrative and argument forms, genres of explanation, the use of Modality, socio-semantic and linguistic means such as passive/active and appraisal systems, and the use of grammatical metaphors. The paper goes further to analyze the use of multimodal strategies of legitimation through the special use of layout and colour.

Although the analysis is based primarily on discourse analysis and social semiotics, it also draws on studies in sociology, philosophy and literary studies for the analysis of rhetoric and literary or poetic devices. The paper argues that Israeli mainstream school books use linguistic, discursive and multimodal strategies to legitimate implicitly the killing of Palestinians (and Jews in one case) as an effective tool to preserve a secure Jewish state with a Jewish majority.

Joern Fahsel

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Standardized Individual Output Development: Linguistic Approaches for Requirements Engineering Problems through Cultural Differences. Case Studies from Requirements Engineering Education in the Context of E-Publishing at the Chair of Book Studies

"The limits of our language are the limits of our (cultural) world." (Wittgenstein 1922). Wittgenstein's statement combines the challenge of communication through natural language: Natural language consists of the technical aspect (grammar) and the meaning as a bundle of semantics, pragmatics and culture (Watzlawick 1974; Rupp 2009; Wittgenstein 1922). The cultural aspect can lead to defects in the requirements analysis of systems - Cause for subsequent design flaws and ultimately for economic or harm to people, in the case of construction errors in the automotive or aircraft development. The challenges of cultural differences are to analyze and derive solutions. Transmission of linguistic approaches are a way to solve the problem (Rupp 2009). The contribution enters the debate at this point.

On the one hand challenge are worked out regarding the cultural perspective and the value of natural language for requirements engineering and examples of analysis techniques of linguistics are presented. Based on the implicit description of an instance of the reuse of concepts from linguistics, their use in psychotherapy for Neuro Linguistic Programming (NLP) (Bandler/Grinder/Andreas 1982), the theory of Standardised Individual Development is presented (Fahsel 2014). As a result, it is shown how the problem of abstraction leads to new solutions through the transfer of abstracted existing solutions. As an outlook, a holistic approach is outlined, a lingua franca of modeling approaches from the Linguistics connects to a unified concept language that cultural boundaries of language overcomes, and as an example of the economic sustainability of the humanities, in the specific case of linguistics.

Elena Ferran
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Intensification as the Language of Emotion: Comparing Genres

The study focuses on several intensification devices in several genres (at the different levels of the study of the language (Yule: 2010), concerning semiotics, phonetics and phonology, morphology, syntax, the semantics of the words, word relations and sentences and, lastly, their pragmatic relevance. Some of the devices used as examples are the following: front, middle and end structures; nominalization versus verbalization, as they both create a different effect; repetition in general and repetition in parallel structures, the past and present participles to create a visual effect in the reader, etc. Observing texts has allowed us to create colored maps where intensification is shown as more or less present.

We focus on different genres to show how intensifying devices are scattered throughout the text by the writer in a particular way akin to the genre (be it a song or poem or a legal document). We differentiate intensifiers as determined or favoured by a certain genre on the basis of usage, recurrence and convention from those other cases where they are specific of the personal style of the writer.

By analyzing such different genres, we can see intensification as a matter of degree where the text relies more or less on a certain intensifier or is more or less intensified as a whole, always for a communicative-pragmatic purpose. And how a certain intensifier can crystalize more easily in a certain field of knowledge or in a certain genre. This has been the case of the research paper in the hard sciences as opposed to papers in the humanities, when it comes to hedging devises. So, the conventional aspect in some genres is more of a tendency, rather than a necessity.

After showing the map of intensifiers in the chosen texts, as based on the perception of a standard reader trained for the purpose and the literature on stylistics on the topic, we establish some comparisons that refer us back to the idea of genre as opposed to the stylistic taste of a specific writer on a particular occasion.

Dolors Font-Rotches
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&
Laura Martorell Morales
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Interlanguage Intonation Analysis: Spanish Spoken by Swedish

Intonation is a key factor in the learning of foreign languages from the point of view of the organisation of speech.

Therefore, suitable intonation makes the elaboration of a fluid and comprehensible discourse possible. In research on the phonic acquisition of foreign languages, intonation is an element traditionally overlooked as there are scarcely any descriptions and, in any case, only models of excellence of the target language are presented.

Based on the interlanguage concept, in other words, the stages of development in the speaker's communicative ability, particularly when referring to speakers of a foreign language (Selinker, 1972), one of the aspects that should be looked at is the characteristics of phonic interlanguage in order to be more effective in teaching pronunciation. The native language and target language must be considered, as intonation characteristics of Spanish spoken by a Chinese person are very different from those of Spanish spoken by a Hungarian or Portuguese person.

In this regard, we suggest describing the melodic profile of interlanguage: Spanish spoken by Swedish speakers, based on native speakers for whom Spanish is their third language. A corpus comprising 50 declarative utterances has been used, produced by Swedish people learning Spanish with at least a B1 level. The utterances were spoken by 27 people, 16 women and 11 men, between the ages of 19 and 32.

One of the methodologies that is proving to be valid for describing intonation features of an interlanguage, whose acoustic data is obtained using Praat (1992-2013), is the Melodic Analysis of Speech (Cantero, 2002), which indicates a series of melodic characteristics in the contours to be considered in order to describe it (Cantero & Mateo, 2011): the position of the First Peak; the tonal characteristics of the Body: values of pitch range; the position of the nucleus; and the tonal movement, rise, fall, rise-fall, flat, among others, on Final Inflection. Therefore, using this methodology, research on different interlanguages has been carried out: Spanish spoken by the Portuguese (Fonseca, 2013), Taiwanese (Liu, 2005), Italians (Devís, 2011), the Swedish (Martorell, 2010) and Hungarians (Baditzné, 2012), among others.

Regarding the results obtained from this research, we have found that the melodic profile of Spanish spoken by Swedish people is significantly different to the target Spanish language (Cantero & Font-Rotchés, 2007; Estebas & Prieto, 2010; Mateo, 2014), basically due to the following characteristics:

a) Absence of a first peak or presence with a less pronounced rise.

b) Flat body with a narrow tonal range and few internal tonal inflections.

c) Falling final inflection, typical of declaratives, although in certain cases, rising or rising-falling final inflections were found.

These characteristics, which represent the melodic profile of Swedish people who speak Spanish, can in certain contexts lead to misunderstandings and significantly hinder communication, as is the case of producing rising final inflections –more typical of suspended utterances in Spanish– or rising-falling inflections –more commonly found in interrogative or emphatic utterances–.

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Analysis of Academic Literacy between Two Careers of a Chilean University and their Cognitive Style

The current study aims at comparing the level of reading comprehension and text production of students from two teaching careers in a Faculty of Education's Chilean university.

It is essential that teacher training programs exist that address language skills in both comprehension and texts production

The reading comprehension and text production is understood from a cognitive-constructivist view. The concept of academic literacy belong to Carlino (2005) and it consists of the development of reading and writing throughout the curriculum of all university programs. The methodology is part of an evaluation study design. Reading comprehension and text production instruments from the Chilean educational system were used. The sample consisted of about 230 students of first to fourth year of Primary Teaching Education and pre-school education. The results show that there were no differences between the programs studied, however there were differences between the levels of first and fourth year in both reading comprehension and text production; and that is especially important in Primary Teaching Education.

In addition, since three years the researcher has evaluated the students'cognitive with style Sternberg-Wagner's Thinking styles Inventory. Its aims to try to do relationships between cognitive styles and academic literacy (reading comprehension and writing). The research will answer questions such as Is there a better than another style?

Projections for this job could be in designing and implementing teaching strategies that consider the diversity of styles and serves to boost job in comprehension and writing student skills.

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Patterns are Unambiguous

Aspects of meaning are revealed by corpus-driven lexical analysis. The typical function of nouns is to create referring expressions—terms that either refer to objects in the world or denote abstract concepts. The typical function of verbs, on the other hand, is to create propositions, in which the noun phrases play roles mediated by a verb. According to the Theory of Norms and Exploitations (Hanks, 1994, 2004, 2013), many words have only **meaning potential** (not *meaning* as such) until they are put in context. There is no 'semantic invariable' that is common to all normal uses of a verb. Consider the verb *blow*. '*A gale was blowing', 'They blew up the bridge', 'He blew his nose',* and *'She blew the whistle on government malpractice'* have little in common, but all four sentences represent realizations of conventional lexico-syntactic patterns of English. The meanings lie in collocation and phraseology, not just the words themselves.

Different questions must be asked about nouns and verbs, and different apparatuses are required for corpus analysis of these two categories. When ***shower*** is used as a noun, we can ask how many different kinds of shower there are—*rain showers, snow showers, spring showers*, etc., as opposed to *bathroom showers* and *power-driven showers*. What distinctive properties or common features does each category have? On the other hand, if ***shower*** is used as a verb, relevant question are prompted by the collocates and syntagmatics: for example, 'Is it normal to say in English, "*It showered yesterday*"?' Patterns with prepositions such as *with* and *on* prompt questions such as 'Who showers what on whom?' 'Who showers whom with what?' 'What is the relationship between such patterns?' In this way, we can compile inventories of patterns of word use that seem to be already available to the unconscious minds of users of a language.

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The Effects of Mastery Learning on the English Picture Books Teaching

Teaching could be effective when the instructors take a serious interest in their students' learning. In Taiwan English education, most teachers put lots of their effort on teaching. However, the achievement of their students' learning is unsatisfactory; especially those lower-proficient students. According to the observation of some researchers (Chiang, 2004; Tsou & Hsu, 2009), the fact might result from: (1) students cannot understand most of the materials before next period of teaching begin; (2) the teaching materials are not coherence and cohesion that students cannot enjoy learning them. Because of the belief that everyone can learn a subject well if given sufficient time and if the instruction quality is good, Mastery Learning is considered as a suitable teaching method for Taiwan English education. In Mastery Learning, the instructors provide well-designed materials, use effective teaching activities, and give students sufficient amount of time to practice during each teaching period. Moreover, after each teaching, teachers will check students' learning results and teach them again if necessary. In this study, the researcher tried to examine the effects of Mastery Learning in English picture book teaching. There were 16 elementary school students who had lower-proficient English level received the instruction. Five English picture books were selected as the learning materials because they are unities of English learning, including listening, speaking, semantics, and pragmatics. The outstanding findings of this study were: (1) constructing a noteworthy Mastery Learning model for Taiwan English education; (2) indicating out the effects of Mastery Learning in English picture book teaching.

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What is moving?
Chinese TIME IS MOTION Metaphors Revisited

In Chinese, in addition to Moving-time (MT) and Moving-ego (ME) models, a third model is proposed to account for Chinese expressions which reflect that the ego (in a collective sense) is attached to time when time moves (Yu 1998; Chiu 1998; Ahrens & Huang 2002; Lai 2002). In this study, we examined the validity of this proposal in different approaches. A corpus investigation shows that "guo le TIME" (X passes TIME, 176 tokens) is more frequent than "TIME guo le" (TIME passes, 77 tokens) in Sinica Balanced Corpus. The latter is considered MT while the former are ambiguous sentences that might be ME or Ego-attached-to-moving-time (Ahrens and Huang 2002). In a survey, we selected 5 such ambiguous sentences (e.g. Dao le dontian, tianqi bian hen leng; 'X arrived at winter, and the weather becomes cold'). 33 Chinese speakers were asked to identify the subject that moves, and they were more likely to interpret the moving theme as "time" (e.g. Jijie dao le dontian; 'The season arrives at winter,' meaning 'Winter arrives') than as "observers" (e.g. Women dao le dontian; 'We arrive at winter'), respectively 52.1% and 44.2% (3.7%s irrelevant responses are excluded). In an experiment, 12 Chinese speakers were asked to read 12 such ambiguous sentences on computer (e.g. Guo le wushi sue; 'Passes 50 years old'), and chose a correct sentence that followed (Correct: Women enter menopausal period; Incorrect: Women enter puberty period). The second sentence is either ME (e.g. Women enter menopausal period) or MT expression (e.g. Female menopausal period comes). Participants were faster when an ambiguous sentence is followed by an MT expression (t=2.307, p<.05). Based on the results of the questionnaire and the experiment, we conclude that these ambiguous expressions are more likely to be conceivable as MT. The result also supports Ahrens & Huang (2002) that this ambiguous structure is a subcase of MT, although structurally it looks like an observer moving past a temporal point.

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Processing Greek Language Creatively. The Impact of Creative Processes on Lexical Knowledge

This research is part of my doctoral thesis. The studies carried out on the acquisition of gender and gender agreement in different languages oscillate two theoretical positions. According to the first position the gender differentiation is established on the basis of semantic features coming from extralinguistic information (natural gender theory). The alternative position considers that gender is a phenomenon of the internal laws of language. Greek nouns are classified into three genders (masculine, feminine and neuter) and there are three possible clues (semantic, syntactic and morphological) that speakers can use to determine the gender of a noun and the agreement of other variable elements accompanying it. In this study 220 monolingual Greek-speaking children participated. They were tested in their ability to recognize the gender of a noun upon hearing it in a particular frame and consequently, to establish the agreement of adjectives accompanying it. The aim of this study was to determine the relevant importance of intralinguistic (morphology and syntax) and extralinguistic (semantics) cues as evidence by the ability of Greek children to use these cues. The materials that were used in this experiment were non-words and coloured drawings of imaginary beings, animals or things. The experiment was a (3X2X2) factorial three way mixed analysis of variances. The findings indicate that Greek children pay far more attention to intralinguistic information than to extralinguistic, giving support to the theoretical view claiming that grammatical gender is based on the characteristics of the language and not on a more general understanding of the natural gender.

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A Corpus-Based Analysis of English Relativizers
That and *Which*

It is well addressed that the English relativizer *which* is often replaced with the English relativizer *that* without causing any differences on the structural and semantic properties of the sentences, as shown in the following example.

(1) a. It is not always easy to find a company **which** you like to work for.

b. It is not always easy to find a company **that** you like to work for.

(2) a. The video **which** you recommend was really terrific.

b. The video **that** you recommend was really terrific.

Yet, they are not always replaceable with each other, as is shown below.

(3) a. He bought a new laptop computer, **which** you may use for your future research.

b. *He bought a new laptop computer, **that** you may use for your future research.

(3b) is considered ungrammatical because the relativizer *that* may not be preceded by the comma, whereas the relativizer *which* may be. That is, the relativizer *which* cannot be replaced by the relativizer *that* in the example (3) above.

It seems that the semantic feature of their antecedent noun determines the selection between *that* and *which* in a relative clause. This study aims to investigate what semantic properties of antecedents would influence the selection between the two relativizers in English. For this reason, it examines instances of the relativizers *that* and *which* from the two different perspectives, that is, restrictive and non-restrictive use of English relativizers. More specifically, it claims that the specificity or definiteness of antecedent referents is closely related to the selection of one relativizer over the other, and the selection between the relativizer *that* and the relativizer *which* is related to a variety of factors. For example, whether it appears in a spoken text or in a non-spoken text, how close a relativizer and its antecedent are, or what syntactic status it holds in a relative clause, or what syntactic status its antecedent holds in a main clause may all influence the selection of one relativizer over another.

This study is to find out what affects or determines the selection between English relativizers *that* and *which*. To accomplish the purpose,

one thousand samples of *that* and *which* were collected respectively from COCA, which contain both spoken and written data of modern American English. It is found from the corpus that a variety of factors work to determine the choice of *that* and *which*: their choices are closely related to the semantic and discourse-pragmatic such as the specificity or definiteness of their antecedents. We expect these corpus-based findings to be very helpful to English education, because English learners always have difficulties choosing which relativizers to use, *that* and *which*, depending on context.

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Idioms and Second Language Learning: The comprehension of English Idioms by Taiwanese Learners

"Why *kick the bucket* means 'died'? It is impossible to correlate the words with the meaning at all!" The questions of HOW and WHY are commonly asked particularly by second language learners of English while learning idioms, a figure of speech whose literal meanings have no connection to figurative meanings (Weinreich 1969; Fraser 1970; Katz 1973; Chomsky 1980). The Idioms Decomposition Hypothesis (IDH) was thus proposed by Gibbs et al. (1989) to further categorize compositionality into three types (decomposable, abnormal decomposable and non-decomposable). Thus, the purpose of this study is to investigate the strategies used (Cooper 1999) of second language learners of English at different proficiency levels in Taiwan when acquiring idioms of different compositionality types. It is hoped that the present findings can provide additional support for the IDH that the decomposable idioms can achieve higher successful recall rates compared to abnormal decomposable and non-decomposable idioms. A total of fifteen participants were recruited and were requested to verbalize their thought by using a think-aloud (TA) protocol. The recorded data were transcribed and analyzed.

The overall results showed that all the participants favored strategies such as literal meanings (LM) (36%), Repeating or paraphrasing idioms (RP) (20%) and requesting information (RI) (16%) while comprehending idioms. Moreover, the beginner and intermediate groups tended to use LM in search for meanings for decomposable idioms, whereas the advanced group employed LM to comprehend the abnormal decomposable idioms. In addition, it was found that the beginner group seldom incorporated any strategies in comprehending abnormal (68%) and non-decomposable (64%) idioms. On the contrary, the intermediate and advanced learners achieved higher percentages for all idiom compositionality. The failure of non-decomposable idioms to retrieve an idiom's figurative interpretation might be due to the inability of the beginner participants to reason and assign figurative meanings of idioms to individual meanings of the constituents.

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The Role of Morphology and Syntax in the Acquisition of Greek Grammatical Gender for Adult L2 Learners

This research is part of my doctoral thesis with the title "The role of morphology and syntax in the acquisition of Greek grammatical gender for adult L2 learners". The goal of this research was to clearly identify the relevant gravity of morphology and syntax during the learning process of the Greek grammatical gender of new words in adult second language acquisition (SLA). The target group was L2 (second language) learners, whose L1 (first language) does not encode grammatical gender (English). The main hypothesis was that L2 learners are more accurate and faster in recognizing the grammatical gender of a noun when syntactical information (determiner + adjective+ noun) is available, compared to morphological and minimum syntactical information (determiner + noun). L1 English L2 learners of Greek were provided with pseudo words. After they were asked to use them appropriately by providing additionally an agreeing indefinite article and an appropriately colour adjective, thus indicating the corresponding gender value. This manipulation allowed, first, the evaluation of learners' capability to assign appropriately grammatical gender and, secondly, the exploration of factors that could facilitate the whole process. The findings indicate that L1 English L2 learners of Greek are more accurate when they are dealing with syntactical information than morphological. Finally, extended syntactical information facilitates their process of the grammatical gender.

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Applying Current Methods in Documentary Linguistics in the Documentation of Endangered Languages: A Case Study on Fieldwork in Arvanitic

According to UNESCO, Arvanitic is a language of Greece also called Arberichte or Arvanitika which has a population of 50,000 as last recorded in 2007. Arvanitic has been classified as a "severely endangered language" in Greece which is in need of documentation as it is being used by the last generation of speakers. This paper will discuss how current methods in documentary linguistics are being applied in the documentation of Arvanitic. It will report on a field study being carried out with the last 5 male, native speakers and two female, semi-speakers all over 80 years old in the community of Zarakas, Laconia, Greece.

The current field of documentary linguistics makes a distinction between the documentation and the description of language and argues that the documentary activity constitutes a field of linguistic inquiry and research in its own right. Documentation is a product of documentary linguistics which concerns the collection of raw data in the form of audio and video recordings which lead to primary data in the form of transcription, translation, and annotation. This is then used for further study in descriptive linguistics which is the relationship between primary and structural data. As primary data are of major concern to both it is sometimes difficult to separate these fields in actual practice.

In the case of Arvanitic in Greece, it appears more weight has been given to the process of description at the expense of documentation proper. As Arvanitic is an oral language without an official alphabet it is essential that an audio record be made of the language not open to any interpretation in the future. There is scarce if any raw data in the form of audio and video recordings and if any, they are not accessible to the community. Furthermore, any primary data to be drawn from the raw data must be reliable, representative and comprehensive. The existing primary data can be grouped into two types. The first are transcriptions and translations of the language in the form of glossaries and dictionaries which are quite comprehensive of the language. There are also a few written texts of the language such as the Bible translated into Arvanitic. Most of these were created over a century ago and even though are of great value as a record of the language there is a need to obtain a representative sample of the language at its current state. Also, the transcription practices used in the past are not of a standard format which IPA could better serve but are in various alphabets (Latin, Greek,

Cyrillic to name a few) supplemented by extra symbols where the alphabets were deficient in transcribing all the phonemes in the language and therefore open to interpretation when the last speaker of the language has gone as they are not supported by any raw data. The second type of primary data is more current and on which standardized transcription practices such as IPA have been used which are sometimes supported by raw data but have been created for descriptive purposes of the language and thus are not by far a comprehensive record of the language in question. Also, in general, the majority of primary data

are not digitized which could support its further processing for example creating multi-tier annotations, archiving and dissemination to the wider community.

The aim of the fieldwork being carried out in the documentation of Arvanitic in Laconia is to create a reliable, representative, comprehensive and lasting record of the Arvanitic language in light of new developments in information, communication and media technology which can aid not only its documentation but also its archiving, processing, preservation as well as increase its accessibility. It places importance on collaboration with the local native speakers as well as ethics involving the speakers' needs and rights of privacy and ownership while at the same time giving something back to the community. This paper will report on the methods being used in this fieldwork based on current trends in documentary linguistics which will provide a case study for further documentation and research with native speakers of Arvanitic in other communities of Greece.

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Phonological behavior of /i/ and /e/ in Old Japanese

It is estimated from the examination of the use of Chinese characters before the eighth century that two high front vowels $/i_1, i_2/$ and two mid front vowels $/e_1, e_2/$ were distinguished in their spelling immediately after peripheral consonants /p, b, m, k, g/ in Old Japanese. (Note that these distinctions were absent immediately after non-peripheral consonants /t, d, s, z, n, r, j, w/. In this environment, only default front vowels $/i_0, e_0/$ can occur.) Although most studies assume that these orthographic distinctions reflect phonological contrastiveness, it is still unclear whether these distinctions were phonetically based on either vocalic differences (Ōno 1977) or consonantal differences (Matsumoto 1995). Those previous studies mainly considered the pronunciation of the Chinese characters, but they did not delve into the phonological behavior of the four phonemes $/i_1, i_2, e_1, e_2/$. <u>The aim of this study is to delve into the phonological behaviors of $/i_0, i_1, i_2, e_0, e_1, e_2/$ in the following three linguistic phenomena, and claim that (a) the behaviors of $/i_0, i_1/$ are similar whereas that of $/i_2/$ is different and (b) the behaviors of $/e_0, e_2/$ are similar whereas that of $/e_1/$ is different.</u> Building on the generalization of Chomsky and Halle (1968: 295), these categorizations imply that $/i_0, i_1/$ are similar phonetically but $/i_2/$ is different and $/e_0, e_2/$ are similar phonetically but $/e_1/$ is different:

1. Co-occurence condition

I: i_0 and i_1 can co-occur with various kinds of syllables, e.g. *ka*, *ku*, *ta*, whereas i_2 cannot. Specifically, i_0 cannot co-occur with 12 kinds, i_1 with 14, and i_2 with 58.

E: There are six kinds of syllables that can co-occur with e_0 and e_2 but cannot co-occur with e_1, and there is one kind of syllable that can co-occur with e_1 but cannot with e_0 and e_2.

2. Occurrence position

I: i_2 favors to appear at the final syllable and avoids appearing at the word-medial syllable whereas i_0 and i_1 do not. More specifically, 71.9% of i_2 appear at the final syllable, whereas only 38.2% of i_0 and 45.3% of i_1 appear at this position.

E: e_0 and e_2 favor to appear at the final syllable and avoids appearing at the word-medial syllable whereas e_1 does not. More specifically,

62.5% of e_0 and 75.3% of e_2 appear at the final syllable, whereas only 40.9% of e_1 appear.

3. Occurrence in verbal conjugation

I: i_0 and i_1 can occur widely in verbal conjugations whereas i_2 is limited.

E: e_0 and e_2 can occur widely in verbal conjugations whereas e_1 is limited.

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The Relationship between Perception and Production in Cantonese ESL Speakers' English Word Stress Acquisition

This study aims to identify the most dominant acoustic cue, among intensity, fundamental frequency (F0) and duration, for Hong Kong Cantonese ESL (English as a second language) learners' production and perception of English word stress. Twenty-two participants consisting of 11 highly proficient and 11 less proficient Cantonese ESL learners were recruited for both a production and a perception task. In the production task, they were instructed to read aloud the noun-verb pair of the word "contract". By using *Praat* (a signal analysis software), F0, duration and intensity values were obtained from all the stressed English syllables for comparison with their unstressed counterparts. In the perception task, the participants listened to 150 different tokens of the English word "contract". The tokens combined the syllables "con" and "tract" with natural and modified intensity, F0 and duration from both the noun "CONtract" and the verb "conTRACT" produced by a female native British English speaker. F0, duration, intensity values were first obtained from the natural production of the stressed "CON" in the noun "CONtract" and the unstressed "con" in the verb "conTRACT". The differences were then averaged into five levels for concatenation with the five levels of the stressed "TRACT" and the unstressed "tract". For each concatenated word token, the participants had to judge if it was a noun or a verb. Results of the production task revealed significantly higher pitch but similar durational and intensity characteristics associated with the stressed syllables when compared with the unstressed counterparts produced by less proficient ESL speakers. Findings from the perception task also revealed that ESL speakers relied mainly on pitch in determining whether the word was a noun or a verb. These confirm F0 (pitch) as the most dominant acoustic cue for both stress production and perception by Cantonese ESL Learners. This proves the effect of stress perception on its production, and also suggests the need for emphasis on the neglected dominant acoustic cues, intensity and duration, in the teaching of English word stress, especially to the less proficient ESL learners.

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A Study of Korean Learner's Acquisition of English Intonation: Focusing on Interrogative Sentences

This study investigates how Korean learners acquire English intonation. More specifically, it examines which aspect of English intonation, between phonetic and phonological properties of the intonation, is acquired earlier. In the area of second language acquisition, language transfer has been studied in various ways to show that L1 background plays a major role in second language learning. Many have studied such a hypothesis that foreign accents in second or foreign language production are caused by the interference from the phonological system and phonetic realization of the speaker's L1. However, there have been just few studies on the learning of L2 intonation. This study discusses the acquisition of English intonation in L2 learning. More specifically, it examines phonetic aspects of English intonation such as pitch range and the differences of intonation structures between English and Korean that may cause some phonological transfer effects in Korean learners' English L2 acquisition. 40 Korean male speakers of English participate in the study as an experimental group, and 10 American male speakers as a control group. This study predicts that phonetic features of English intonation would be harder to acquire than phonological ones. For its purpose, it comparatively counts the number of errors that beginner level and advanced level Korean speakers of English and American speakers produce in producing a particular intonation melody, as well as the mean pitch range of subjects in all of the three groups. It is surprising that there were no significant differences between the three groups. In other words, the speaker variance does not correlate with the number of intonation mistakes or with the pitch range. Nevertheless, this study contributes to the understanding of the interference from L1 in the acquisition of intonation.

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Can Second-Graders be taught Listening Strategies?

Strategies are said to be one of the identifying marks of successful language learners, the more successful ones using a wider variety and applying them with greater consistency. On the other hand, age has been made out as one determining factor of how well certain strategies can be used. In my research on how portfolio work influences listening comprehension of very young learners I also paid attention to strategies. I wanted to know which strategies students in grade 2 and 3 are aware of, and which ones they use. Even more important to me was the question whether this use could be trained through reflection phases as part of portfolio work. This question arose because English has become a mandatory subject at elementary level, in some states even from grade 1 onward. Moving the start of teaching a foreign language forward does not mean that teaching styles of former days can be implemented with the same ease in earlier grades. Rather, some child-adequate methods have to be found. In this regard, teaching in Germany has gone to some extremes just to avoid teaching elementary students like secondary beginners. This has led some to highlight the playful character, while condemning any vestige of what could be named 'academic learning'. It is only of late that some more demanding methods and aspects have slowly found their way back into beginners' lessons. In this regard young learners also have often been under-estimated at what they are able to do, which is why first writing was left out (almost) entirely, grammar was un-thought of, and reflection was unthinkable. Some even avoided grades and tests. While tests, grades and writing now have their 'curriculum-sanctioned' place in English, grammar and strategy-training do not share that same acceptance-level - yet. In my study report I would like to highlight some promising results from the reflection phases and class-observations in connection with the questions raised above.

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A Study on the Noticing Function of the Output Hypothesis

This paper reports on a study that supports the Output Hypothesis by Swain (1985, 1993, 1995), in which three functions of output are proposed: the noticing/triggering function, hypothesis-testing function and metalinguistic function. This study focuses on the noticing function which argues that output can promote language acquisition by allowing learners to recognize problems in their interlanguage (i.e. the gap between interlanguage and the target language).

We modified Izumi, et al.'s study (1999), and conducted a quasi experiment to senior high school students in Guangzhou, P. R. China. The results show that (a) output raises learners' awareness of noticing the deficiency of their interlanguage and noticing relevant input for filling up the deficiency; (b) output facilitates language acquisition. Learners perform better after their language output; and (c) learners are more likely to notice the forms at word level.

The findings of this study suggest that output should gain more weight in second language teaching and learning. Teachers should design more production tasks, either spoken or written, to be applied to the classroom and they should also provide timely feedback to students after the output and make students notice what is implicitly difficult to them.

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A Study on Interpersonal Meaning of Teacher Talk in College English Classroom Interaction from Epistemic Perspective

Based on conversation analysis and systemic functional grammar, this study was undertaken to look into the fulfillment of interpersonal meaning of teacher talk in college English classroom interaction from epistemic perspective. The study mainly examines the embedding interpersonal meaning by investigating modal system and pronoun system in teacher talk. By using wordsmith 5.0, the use of high value model expressions, such as *must*, *have to*, median value modal expressions, such as *will*, *would*, low value modal expressions, such as *may*, *might* is investigated and interpersonal meaning of teacher talk expressed by modal system is analyzed. The use of "we", "you" and other vocatives in pronoun system is investigated and interpersonal meaning of teacher talk expressed by pronoun system is analyzed.

The study resorts to the following research methods: two questionnaires surveys were conducted to select the subjects and SPSS 11.5 was used to testify internal consistency of the questionnaire and the validity of classification of the subjects into two groups; in-class observation and MP3 recording were employed to collect data; wordsmith 5.0 was used to concord the corpora and contextually-based conversation analysis was employed in further analysis with the aim to unfold interpersonal meaning of teacher talk in terms of epistemic aspect.

The overall results show that college English teachers employ modal system and pronoun system to fulfill interpersonal meaning including a preference towards median and low value modal expressions, the use of "inclusive we", "you" and intimate vocatives. In an interactive classroom, the teacher employs various and resourceful ways to realize interpersonal meaning of teacher talk and construe an equal teacher-student relationship and a reciprocal role. In all, the fulfillment of interpersonal meaning of teacher talk has a significant influence on classroom interaction, teacher-student relationship and the students' achievement.

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Populism as an All-Encompassing Category in Current Political Debate: A Linguistic Investigation

The last two decades saw the birth and spread of many political movements increasingly promoting their candidacy as being aligned with the spirit and benefit of "the people" in contrast with usurpers or power groups throughout Europe and America (*Forza Italia*, *Il Popolo della Libertà*, *La Lega Nord* in Italy, *The Freedom Party* in Austria, *The German Party of Democratic Socialism* in Germany and The *Tea Party* in the USA among the others). Moreover, the growing usage of a rhetorical style combining features of the so-called "populist oratory" by parties of different political orientation has recently been observed in several areas in the world (Europe, USA, Latin America), leading scholars to speak of the "rise of a new populism" (Zaslove 2008; Canovan 1999).

Populism is a highly debated concept within political philosophy that can simultaneously refer to both demagogy and demophily (Mazzoleni 2004), while scholars disagree as to whether it can be classified as an ideology, a mentality or just a rhetorical style (Zaslove 2008). Such uncertainty is also to some extent due to the fact that populism has taken different political directions shifting from radical left-wing to radical right-wing in different historical periods and places.

While numerous attempts have been made to outline the common features of the populist ideology and style (cfr. Zaslove 2008; Canovan 1981), the language of populism has not been systematically investigated and we argue that differences can be observed depending on the political orientation of leaders or parties, in a tension between the ideal of self-legitimation and disruption with the system.

Starting from a textual (Merlini Barbaresi 2003) and critical discourse analysis (Chilton 2004; Wodak 2007) perspective, where political discourse and political speeches are seen as planned types of not-highly complex (Lorenzetti 2008) manipulating discourse (Van Dijk 2002, 2006), this paper presents an analysis of the language of some European political leaders who often make reference to "the people" as their target audience (Beppe Grillo, Silvio Berlusconi, Matteo Renzi, Pablo Iglesias of *Podemos* in Spain, Alexis Tsipras in Greece), considering the lexicon, register, and the usage and framing of metaphor (Lakoff 1996) in their speeches. What emerges from our investigation confirms that populism is an inherently ambiguous and fuzzy concept that escapes a clear definition (Laclau 2008). More specifically, given the differences in the rhetorical style, political orientation, and target audience addressed by the politicians analyzed, the idea of a true monolithic and

homogeneous entity called "the people" seems to be in doubt, while we argue that similarities and common traits of the populist rhetoric and of populism can be accounted for by positing Wittgenstein's notion of family resemblance.

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Etymology and Dictionaries:
A Perspective in African Languages

The main reasons for consulting dictionaries are to discover the meaning of words and check their spelling. Jackson (2002:126) says that dictionaries have a double function: as a record of the vocabulary of a language, i.e. a lexical description, and as a reference work to meet the needs of users for information about words and their usage. A complete definition of a lexical item involves the provision of word category, pronunciation, spelling, structure, illustrative examples and etymology. A full description of a lexical item (involving all the elements mentioned above) can only be achieved in large dictionaries, especially monolingual dictionaries. Small and bilingual dictionaries in particular are mainly concerned with the meaning and spelling of lexical items. Dictionaries are not only read for the purposes of meaning, but also for the history of the lexical entry. Landau (1984:98) argues that although meaning is certainly most often sought by dictionary users, it does not have the cachet of etymology, which combines knowledge of other languages. According to Drysdale, cited by Landau (1984:103), three reasons of including etymology in dictionaries are: to satisfy the need of the scholar or the student of the history of the language; to increase one's understanding of one's language and stimulate interest in it; and to provide clues to the history of the culture and its relationships to other words. The source of words in a language are diverse, a small proportion is original, many are borrowed from a range of other languages, therefore there should be some justification for providing information at least about the immediate origin of a word (Jackson 2002). African languages, especially South African indigenous languages, are characterised by the use of archaic words and borrowings. The element of etymology must be included in the definition of archaic and borrowed words. Without the etymology of archaic and borrowed words dictionary users will find it difficult to understand their meaning and spelling. The aim of the paper is to highlight the importance of the inclusion of etymology in the definition of a lexical item, with special reference to African languages of South Africa.

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Reading Teaching Based on the Intercultural Perspective in the Genre Educational Portal with English Teacher as the Target Audience

In Brazil, one of the most important documents which rule language learning and teaching, titled *ParâmetrosCurricularesNacionais,* points out that this educational process should promote to the students an analysis of their own language and culture in comparison with other cultures – by similarities or contrasts. This document also suggests that reading activities can be a very strong pedagogical option to stimulate an effective discussion about cultural and social issues in the classroom. However, the English instructional materials adopted by the majority of Brazilian schools seem do not focus on socio-cultural aspects in language learning. My previous study revealed that the digital genre English Educational Portal displays an amount of reading activities which can be used by pre-service teachers. In this work, I discuss the relevance of the intercultural perspective in English teaching and learning process and analyze thirty two reading activities displayed in four free-access English Educational Portals with the objective of identifying in which sense this methodology is emphasized and adopted by their authors in the tasks proposed. Based on Critical Discourse Analysis, Language Teaching and Learning theory and Intercultural Studies, the main purpose of this study is the contribution with English pre-service teachers' education in Brazilian context, collaborating to their awareness about the teaching and learning process of language and culture. The first results showed that reading activities authors have chosen texts which deal with relevant cultural and social questions, such as: protests, vandalism, religion, political engagement, ghetto culture, multicultural society, etc. On the other hand, even though they seem to follow the intercultural perspective in terms of discussion tasks, role plays or debate activities, for example, but the detailed analysis revealed the primacy of grammatical and lexical exercises. In other words, the linguistic competence prevails over a more discursive and critical reading point of view. In this case, it is difficult to develop one of the most significant theoretical and methodological principle of the intercultural perspective: a pedagogical practice which motivate teachers and learners reflect and debate language, culture, social context, ideologies, identities, thinking about their reality (self) and the '*other*' reality.

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Cyber Socialising and Academic Writing in the South African Post-school Sector: Challenges and Possible Solutions

The popularity of digital media networks for socialising among the youth is well-documented, in particular emerging norms of 'textese' or 'textspeak' (Thurlow, 2003; Thurlow and Poff, 2012; Bock, 2013; Bock & Mheta, 2014). Textese is the global shorthand for chatting that systematically combines alphabetical letters, numerals, symbols and emoticons (smileys, winking faces, etc), which is popular among the youth. However, its influence on young adults' lives is now extending into education. This paper is a parsimonious exegesis of the form and function of 'textese' among students in higher education in South Africa. It specifically focusses on the impact of 'textese' on academic writing in the South African post school sector. In previous studies, Systemic Functional Linguistics (SFL) and its varying perspectives (Eggins and Slade, 2005; Halliday and Hasan, 1989; Martin and Rose, 2008) have been the main framework used by different scholars in the analysis of 'textese'. However, this paper foregrounds postmodernism as the theory that best explains the form and function of 'textese' and the adverse effect that it has on academic writing. Examples will be drawn from students at two South African universities, namely, University of the Western Cape (UWC) and Durban University of Technology (DUT).

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The Morphosyntactic and Semantic Characteristics of the Genitive of Deadjectival Nominals in English

The aim of the paper is to determine the status of the genitive of deadjectival nominals in English. It represents the morphosyntactic and semantic research on the fundamental characteristics of synthetic and analytic genitive of deadjectival nominals in the English language. The premise is the theoretical assumption that adjectives as noun-phrase heads do not inflect for the genitive marker –'s in English (Quirk, et al., 1972, Đorđević, 1997). However, the thorough, corpus-based, investigation of the current use of the genitive case shows that the frequency of both, synthetic and analytic genitive of deadjectival nominals, gradually increases in contemporary English.

The general methodological approach in the paper is descriptive. The main goal of this research is to describe and analyse formal, syntactic, semantic and functional characteristics of the genitive of deadjectival nominals in contemporary English. After the classification of various genitive forms from the corpus, according to their formal, syntactic, semantic and functional characteristics, the obtained data were described in quantitative and qualitative terms. The results are the following: there is a concurrence between the syntactic and semantic characteristics of the genitive of deadjectival nominals and those of the genitive of nouns in general. Besides, the results show that the genitive of deadjectival nominals is of greatest frequency in academic prose, as well as that the analytic genitive of deadjectival nominals is more frequent than the synthetic form in all registers.

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Transformed Precedent Phrases in the Headlines of Online Media Texts. Paratextual Aspect

Among well-known, culturally-loaded expressions regularly used by each language community a special place is taken by precedent phrases. The latter are characterized by recognizability, reproducibility, as well as by the absolute cultural value. Precedent phrases include proverbs, sayings, quotes, aphorisms, mottos, titles of literature works, songs, films, etc.

Our research attempts to expand knowledge of precedent phrases, the semantics and/or the structure of which have been intentionally transformed. The presence of vertical context, ethnical and cultural determinance, as well as expressive intensity – these factors account for the specific character of such phenomenon as transformed precedent phrases.

The paper studies transformed precedent phrases in the headlines of American and British online media texts with the aim to explore their paratextual peculiarities.

Transformed precedent phrases interpolated into a headline can form the following chain of links: "source precedent text / source precedent situation – source precedent phrase – transformed precedent phrase as a part of a headline – microtext (subhead, lead, etc.) / macrotext (full media text)". Our observations drew our attention to the fact that the connection between the first and the last links differs considerably, depending on whether it is conditioned by minor, incidental factors or by deeper, more valid ones. While creating the headline, authors can be guided by the relevance of the surface meaning of a precedent phrase in relation to the context of the media text or they can create reference to the leitmotif of the literary work. Therefore, we distinguish the following types of paratextual connections: surface, indirect, direct, and deep.

Another focus of the study is the mode of reference to the source text, which falls into either of these two categories: verbalized and non-verbalized. Various ways to verbalize paratextual connections are explored.

The suggested classifications can find their use in translation practices by enhancing the process of translating English transformed precedent phrases.

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&
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Iranian University Professors' Evaluation of World English Series Published by Cengage Heinle

Materials developers do their best to produce EFL/ESL textbooks covering different language skills such as listening, speaking, reading, writing and vocabulary. In Iran, where English is a foreign language, books such as Top Notch, English Results, New Interchange, Headway and World English are commonly used for English teaching and learning purposes. The present study aims at evaluating the effectiveness of World English series by using a survey questionnaire designed and validated by Thein (2006) which consists of many factors ranging from general appearance to design and cultural content. To reach this goal, 40 instructors teaching World English series were randomly selected and answered the Likert-type questionnaire containing 51-statements. The results of statistical analyses showed that the majority of the teachers were satisfied with the books, saying that this competency-based series can teach the English language that Iranian learners need to communicate effectively. The findings of this study can also lead to a better understanding of this commonly-used series and can further result in pedagogical implications for English language teachers and materials developers.

Anisa G. Mujawar

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Home Boy: Critique of Secularism

Home Boy by H. M. Naqvi depicts the love of three Pakistani Muslim friends: Ali Chaudhry (AC), Jamshed Khan (Jimbo), and Shehzad (Chuck) for America. However, after the event of 9/11 the Americans are suspicious about the Muslims. The event changes the secular atmosphere of America and affects cheerful life of the three friends.

It is interesting to note that though the families of AC and Jimbo are living in America they have kept the flavor of Pakistan in almost all the aspects of their lives and at the same time they love America. There occur many incidents in the novel that remind Chuck of his mother and motherland. Through the cultural aspects maintained by the families of AC and Jimbo and the memories of home haunting Chuck, it is promising to study the diaspora faced by the characters, particularly by Chuck. Diaspora is a central topic of postcolonial thought in literature and Naqvi depicts all its dimensions.

The novel is a story of Chuck, an immigrant, his loss and love. He loves America and he resides there by his own will. However, after the event of 9/11, he faces homesickness, memories, nostalgia, and melancholy. This paper highlights the depth and effects of diaspora on Chuck's psyche. He strongly embraces his religious beliefs because he experiences failure of America to absorb him in her mainstream. The diaspora faced by Chuck affirms the defeat of America's secularism.

Masanori Nakamura
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Clausal Ellipsis in Cleft Structure

Since Merchant (2001), a number of authors have explored the possibility that clausal ellipsis may be at work in various constructions other than archetypical cases of ellipsis such as sluicing (Ross 1969). For example, it has been argued that fragment answers (in Dutch and many other languages), split questions (in Spanish and other Romance languages), contrastive left-dislocation (in German and other Germanic languages) all involve clausal ellipsis. The main purpose of this paper is to show that there is another empirical domain in which clausal ellipsis is crucially involved. In particular, we demonstrate that cleft structure of the Japanese type, illustrated in (1), is derived by eliding the (shaded) complement clause of the copula *da* after the focused element has moved out of the clause, as in (2).

(1) [Ken-ga *e* atta no]-wa   Mari-ni   da.   (Japanese)
   Ken-NOM   met C-TOP Mari-DAT   COP
'It was Mari that Ken met.'
(2) [Ken-ga *e* atta no]-wa Mari-ni [Ken-ga e atta no] da.

We present evidence for our analysis based on island effects. One important fact is that even when the topicalized presupositional clause, marked with *-wa*, contains a resumptive pronoun (thus making sure that no movemet has taken place in that clause), island effects persist in cases where DPs are focused. This is exactly what is expected under our analysis, because sluicing in Japanese, a typical case of clausal ellipsis, exhibits island effects when wh-remnants are DPs (island non-repair; Takahashi 1994). In addition, it has been pointed out that when wh-remnats are PP arguments, sluicing in Japanese, just like its English counterpart, does repair island violations (island repair). Our analysis predicts then that the same DP/PP contrast should extend to clefting. We show that the prediction is in fact borne out.

Our analysis is superior to previous accounts not only empirically but also theoretically. It reduces all the main characteristics of relevant cleft structure to the independently motivated features of clausal ellipsis such as the Parallelism requirement (Fox and Lasnik 2003). The intricate interactions among movement, resumption, and island (non-)repair yield the observed patterns of grammaticality.

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Prosody-Driven Syntax? Optionality in Focus Marking in Malayalam and the Interface Hypothesis

Languages of the world use different mechanisms to indicate contrastive focus for reference set computation. English primarily uses contrastive stress to demarcate a contrastively focussed constituent whereas a language like Hungarian uses syntactic movement to a designated focus position to indicate contrastive focus. Horvath (1986) and Rizzi (1997) believe that this difference is attributable to parametric variation.

For example:

(1)		Whom	did	you	invite?
	a. English:	I	invited	[Mary]F	
	b. Hungarian:	[Marit]F	h´ıvtam	meg.	
		[Mary-Acc]F	invited-1Sg	Prefix	

In this paper, we examine data from Malayalam, a Dravidian language, which primarily uses a syntactic operation of clefting to mark the contrastively focussed constituent. Malayalam employs syntactic marking of focus as it can be clearly seen in wh-phrases and clefting and pseudo-clefting. The examples below illustrate this phenomenon and are taken from Jayaseelan (2004) and Madhavan (1987).

(2)	**kutti**	aaNə	aanaye	nulliyatə
	Child-NOM	is	elephant-ACC	pinch PAST
		'It is child who pinched the elephant'		(Madhavan 1987, p.13)

(3)	Njan	dharichirikkunn-awa	**puthiya**	**wasthraŋŋal**	aaNə
	I-NOM	wear. Pr. Prog- a[+neut+Pl]	new	clothes	are
		'What I am wearing are new clothes'		(Madhavan 1987, p.105)	

(4)	**aarə**	aaNə	ninne	talli (y) atə?
	Who	copula	you-ACC	hit-PAST Nominalizer
		'Who is it that hit you?'		(Jayaseelan 2004, p.7)

In the examples given above, sentence (2) shows clefting in Malayalam to mark focus. Sentences (3) and (4) show movement for focus in pseudo clefts and Wh phrases respectively.

However, syntactic movement in the above mentioned cases is not a 'hard' constraint that leads to categorical linguistic judgements but a 'soft' constraint which triggers gradient linguistic judgements. (Sorace

and Keller (2004)). A pilot study done to examine the use of these focussing mechanisms showed optionality. Data from speakers who have been exposed to a second language (i.e. English) for many years display 'emerging' optionality in the native grammar. Prosodic focussing (as in English) without syntactic movement was not completely ruled out by these speakers.

For example:

(5) **Njaan**   apple   kazhuchu
     I-nom   apple   eat-past
          'I (Focus) ate an apple'.

What influenced the choice of mechanism used were rhythmic factors. As per the Interface hypothesis, we note that such optionality is found in Malayalam at the syntax-discourse-phonology interface.

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Different Perspectives and Communicative Normalities: A Contrastive Analysis of Functionally Equivalent Routine Formulas in Japanese and German

In every language, there are conventionalized linguistic expressions which are uttered frequently in particular situations in socialization process to control childrens' behavior socially. For example, if a Japanese parent is walking with his or her child and the child bumps straight into a post, the parent would immediately cry out, *abunai* ('dangerous'). In a corresponding situation in Germany, a German parent would say, *Vorsicht* ('caution'). The two expressions are often used in corresponding situations in both Japan and Germany in order for the children to avoid their danger and can therefore be regarded as functionally equivalent. From a comparison of such functionally equivalent routine formulas in Japanese and German, it can be hypothesized that different perspectives and different communicative normalities are reflected in formulation patterns of routine formulas of both languages. In Japanese, linguistic formulation patterns relate to the empathy felt by the speaker toward an interlocutor, stemming from the perspective of their situation, whereas in German, these tend to depend on an opposition between the participants involved, characterized by a perspective external to their situation (Nishijima, 2010). The aim of the present paper is to test the hypothesis by comparing functionally equivalent routine formulas in Japanese and German on the basis of extended surveys carried out in primary schools in Japan and Germany in 2011. The results can confirm that in Japanese, linguistic formation patterns are constructed from the perspective inside the situation, whereas in German, these are characterized from a perspective external to the situation and suggest that the difference in perspective influences communicative behaviors of Japanese and German speakers. Furthermore, the results of this study reveal that communicative normality of each language is also reflected in respective routine formulas and what should be given attention to in communication of each language. These informations help clarify the possible misunderstandings between Japanese and German speakers, owing to the different perspectives employed and the different communicative normalities supposed, and could promote more efficient foreign language teaching.

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The Future of Progress:
A Strategy for the Promotion and Development of the Nine Indigenous and Official Languages in South Africa

South Africa is a multilingual country that recognises 11 official languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga. English was the first language to be recognised since 1822. Dutch was recognized since 1909 and likened with Afrikaans in 1925. Afrikaans and English remained the only official languages until 1992. The nine indigenous languages isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga gained official status in 1993. South Africans faced challenges to promote and develop the nine indigenous and official languages of their country. The paper focuses on the future of progress as a strategy for the promotion and development of those nine indigenous and official languages. The emphasis is on their promotion and development. A literature review that opened a way for case study method led this study. The case study constitutes seven aspects, namely: the problem, steps taken and how they were addressed, results, challenges, beyond the results and lesson learned. The problem is further subdivided into problem identification, its relevant and its effect. The steps taken involve investigation, observations and integration. Challenges and lesson learned were exposed, and issues to be addressed beyond the results of this project were outlined. It is found that at the moment there is no progress on the promotion and development of the nine indigenous and official languages in the country. A future of progress could be the strategy for the promotion and development of those languages.

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Children's Songs and the Art of Performance

IsiZulu game songs (*izilandelo*) performed before the influence of the missionaries qualify as children's oral literature or oral children's poetry. The African child's introduction to an experience with song starts very early in life when he or she is first introduced to lullabies and game songs through the art of oral performance. Traditionally, these songs were used as a source of entertainment and an informal way of teaching children. Oral game songs are regarded as modern children's literature because, since *izilandelo* were passed down orally by our predecessors, they have now been written down by various authors. Some of the game songs have been adapted while others have been newly created to reflect a modern setting or themes. According to Moore (1970: 20) "Game songs provide an exceptional means of education. They help bridge the adjustment gap between the child's home and the outside world". The performance of game songs should assist in the holistic education and upbringing of the child, not only in terms of performance but also regarding the acquisition of the art of reading. However, when the time comes for a child to go to school, he or she is ushered into a new school environment where things are done differently. At school, the child is expected to learn to read and write and do everything according to certain rules, and the art of performance is not emphasised.

The paper seeks to demonstrate that the art of oral performance should be maintained at school level. Furthermore, the paper will strive to portray the dynamic nature of game songs which is demonstrated when they are used in the classroom as a didactic tool to teach children how to read and motivate pupils to make the language learning process an enjoyable experience.

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An Online Corpus-Based English Collocations Workbook and It's Relevance to Brazilian Portuguese Speakers

Being in the scope of conventionality, collocations pose a problem to foreign language learners with regard to production, not comprehension. Under a cognitive viewpoint, it is known that native speakers rely on a more or less fixed repertoire of phrases stored in their mental lexicon and, in order to simplify production, they automatically recover them as a whole block, according to their degree of linguistic competence – and not lexeme by lexeme. McIntosh, Francis and Poole (2009: v) point that language that is collocationally rich is also more precise and, according to the same researchers 'a student who chooses the best collocation will express himself much more clearly and be able to convey not just a general meaning, but something quite precise'. In line with these views, the claim underlying this paper is that specific teaching material on collocations should be designed, in order to allow teachers to work with the referred phraseologisms in the classroom more effectively and help learners use them more accurately and productively, taking into account the difficulties they have to master native like phraseological units. Furthermore, and more importantly, this study argues that the selection of these collocations should be geared to targeting learners of a particular L1 background and thus teaching material should be designed with a careful selection of collocations focusing on specific difficulties learners of a particular L1 have (Mackin 1978). Bearing that in mind, this investigation proposes to address collocational aspects extracted from a parallel corpus called *Translation Learner Corpus* made up of C1 and C2 level university students' translations from Portuguese into English. The original texts that comprise the corpus are newspaper articles taken from well-known Brazilian newspapers and magazines. The typology of the texts is related to current world news such as *Financial crises in Europe*; *Unemployment*; *Elections in the US*; *Bullying*; *Marijuana Legalization* etc. *WordSmith Tools* (Scott 2008) was used to extract the data and help raise the most frequent collocational patterns used by the translation learners in comparison to the original texts, the influence of the mother tongue on their choices, among other aspects. *The Corpus of Contemporary American English* (Davies 1990-2012) was also employed to check frequency and recurrence of collocational patterns extracted. When the collocations proposed were not acceptable in native speakers' language, other collocations were discussed as translation options, and then included in some exercises that comprise the e-workbook. Based

on the collected data and the analysis of the results, some corpus-based collocational activities have been specifically designed to L2 learners of English whose L1 is Portuguese, taking into account the difficulties the Brazilian university learners had regarding the use of collocations. The online collocations workbook has therefore been compiled in order to help learners increase their proficiency in English and hence achieve native-like naturalness.

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The Power of Words: Rethinking the Role of Vocabulary Learning in EFL Instruction

In recent years, greater attention has been devoted to the role of vocabulary learning and the communicative power of words over structure in foreign language learning contexts by means of the well-documented Lexical Approach (e.g. Lewis, 1993, 1997). As foreign language teachers at university level, and especially in view of the recent renewed focus on the development of competences as promoted by the EHEA, we need to reflect on whether we need to readdress the previous dominance of grammatical study and analysis in favour of the promotion of lexical acquisition as more communicatively useful. We also need to reconsider the current role of the language teacher for our learners from the so-called digital generation with its consequent wealth of online and audiovisual resources; we are no longer required to share our linguistic knowledge step by step with our classes in conjunction with a programmed structural or functional syllabus and neither do we provide appropriate practice activities due to the wide availability of learning tasks and tools. Instead, it would seem more profitable to focus on the nature of language itself and promote 'noticing' how language works in real-life contexts for more successful acquisition.

As a result of this de-emphasis of grammar and the seemingly positive results of a greater emphasis on vocabulary learning, we have recently been promoting lexical acquisition over structural manipulation in our university EFL classes in the degree of Modern Languages at the University of Las Palmas de Gran Canaria. After an initial justification of the rationale behind our approach, we shall provide sample lexical sensitization activities, integrated recording techniques, and examples from a collaborative online class glossary. We shall also present questionnaire data addressing the effect of a guided lexical approach along with evidence of increased language proficiency reflected in examination results. We shall finally present our conclusions in relation to a lexical approach to language learning for the development of communicative competence, along with our intended future research in this area.

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The Guardian Sports Headlines from a Syntactic Perspective

The objective of this paper is to find out the main syntactic characteristics examined in a corpus of 100 sports headlines from the British national daily newspaper *The Guardian* in its electronic version. Headlines constitute a text genre that plays an important role in attracting the reader's attention and making him or her feel like reading the rest of the news presented in the article. Indeed, there is no article without a headline; this is a rule of newspaper writing (Mouillaud, 1982: 75). Moreover, as newspaper headlines are defined as summaries of the news that are written in the body of the article (Alarcos Llorach, 1977; van Dijk, 1990; Herrera Cecilia, 2006; Castro Ferrer, 2011), there are a lot of people who claim not to have enough time to read the articles in a newspaper and prefer to read only the headlines in order to be informed.

The main syntactic features we observed in this corpus were the following: a) the regular use of standard sentence patterns: *subject + verb + direct object + circumstantial(s)*, as in example (1); b) the frequent use of the classic present indicative in third person singular, as in examples (1-3); c) the not so frequent presence of noun phrases (as the only constituent of the headline), as in all three examples; d) the constant reference to sports personalities through their names and last names, as in all three examples, even when the headline should be a brief text.

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Thinking Outside the Box: Processing Instruction and Individual Differences in Working Memory Capacity

Processing Instruction is a pedagogic intervention that manipulates L2 input in order to optimise the learner's processing strategies with the aim of creating stable form-meaning connections thanks to richer intake. It is derived from VanPatten's (1990) study on input processing and is based on the assumption that second language learners are limited-capacity processors of information. Consequently, the Structured Input Activities used in Processing Instruction are designed to pose as little strain as possible on the learner's processing resources, which allows the processing of otherwise redundant or less salient linguistic features. While there has been extensive research on the benefits of Processing Instruction (e.g. VanPatten & Cadierno 1993; VanPatten & Sanz 1995; Benati 2001, 2005) and on the role of Individual Differences such as age (Benati 2013; Laval 2013; Mavrantoni & Benati 2013), gender (Agiasophiti 2013) and linguistic background (Lee & McNulty 2013), only one study (Santamaría 2007) has considered the role of individual differences in working memory capacity. What is more, the results of that study seem inconclusive.

To answer the question whether Processing Instruction is indeed equally beneficial for learners at the lower end of the working memory capacity spectrum, I propose a correlational study on the effects of computer-delivered Processing Instruction that compares high-span and low-span learners' performance on multiple language tasks that vary in modality as well as complexity. In order to address the most common problems of working memory capacity measurements in previous research (see Waters & Caplan 2003), this study will employ three different measures (reading span, operation span and free span) as well as multiple classification and scoring techniques in order to increase statistical power. To allow for the possibility that working memory capacity in its traditional sense falls short of predicting performance on language tasks, the data collected in the working memory tasks will be supplemented with questionnaire data on potential mediating variables such as motivation, L2 proficiency, personality and aptitude. This will allow the comparison of individual learner profiles in addition to analyses at group level, thereby addressing another gap in the literature:

Robinson's (2001) aptitude complexes, Snow's (1989) aptitude-treatment interaction concept and Dörnyei & Skehan's (2003) perspective on Individual Differences all demand a look at the bigger picture. However, most of the SLA research to date has operationalised

working memory according to Baddeley & Hitch's (1974) model and has used quasi-experimental research designs and group comparisons, which usually fail to capture the complex and dynamic nature of working memory. My study addresses this gap with attention to the operationalisation of working memory capacity, the analysis of task demands and a focus on individual differences. Closer to an emergentist concept of working memory, I hypothesise that a complex of different learner variables is involved in second language processing and that those learner variables as well as the actual task conditions can mediate the influence of working memory capacity in the context of instructed language learning.

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Ellipsis a Sign of Natural Like Dialogs in Ninos y Borrachos by Sandra Cisneros

Writers all over the world tend to make their best effort when it comes to writing dialogs for their characters, in such a task, some of them reach more natural like dialogs than others. Linguistically speaking, Osterreicher and Köch (1994) studied these sorts of dialogs and came out with what they called 'fake orality' in where they took into account two axes: the means and the conception of the communicative event. In this sense, Sandra Cisneros, a chican@ author who writes mainly in English, but that uses Spanish code-switching into her Englsih in order to show how her characters belong to that community of Mexican-Americans or Latinos in the US creates her dialogs in a very particular way that has implications for readers, but also for writers. Indeed, the author mentions that she inserted dialogs she heard and memorized from real life to her characters. In addition, in an interview that Sastre (2003) carried out with Cisneros, the author informs that she recorded her mother narrating parts of her life. *Niños y Borrachos* is a vignette within Cisneros' novel *Caramelo or puro cuento (2002).* In this vignette, using a functional syntax model, we analyze Cisneros different uses of ellipses applied to her characters. Morley (2000) speaks of Ellipsis as a textual function where the speaker or writer omits an element that can be recovered later by the hearer or the reader. The presence or restriction of ellipsis is proved through coordination, agreement, subordination and structures of infinitives. Within the different uses of syntactic and textual ellipses that Cisneros characters make, we conclude that the author has reached a more natural like approach to dialog writing. Indeed, orality is present all through her work making it more vivid and reaching pragmatic closeness to the readers as if we were listening to her.

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Students' Motivation and Attitude towards Learning a Foreign Language: A Case Study of Moroccans' Learners of English, German, and Spanish

The purpose of this study is to explore students' motivation, perception, and attitudes towards learning three foreign languages (English, German, and Spanish), and to look at the relationship between these affective variables and students' linguistic performance in three foreign languages. We will also look at other variables such language type, teaching methods and pedagogical preferences and their effects on learning these languages. Ninety two university Moroccan students enrolled in English, German, and Spanish languages took part in this study. Among the research questions to be addressed in this study are:

Do students' attitudes toward the foreign language learning differ depending on the language type?

How does motivation to study the foreign language differ depending on the language study, attitude and perception toward this language?

Does motivation influence students' language performance and proficiency development and achievement?

Does high difficulty level of the foreign language elicit students' negative affective reactions and affect their linguistic performance?

Data were collected this past summer in Morocco through a survey questionnaire. Quantitative and qualitative analyses were conducted on the participants' responses with regard to attitudes and motivation of learning these three foreign languages. The preliminary findings showed that these Moroccan students who were enrolled in these three languages come from various linguistic backgrounds and their level of language proficiency varied widely. They also reveal that motivation and attitudinal factors were determinants of the students' performance and that language of study, and pedagogical preferences variables had statistically significant effects on students' motivation. In this presentation, research findings will be presented and discussed in-depth and based on these findings, pedagogical suggestions for teachers of foreign languages in Moroccan context will be proposed and some useful implications will be discussed to help students develop positive attitude towards foreign language learning.

Silvia Susana Rita Reyes
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&
Marcela Alejandra Ristorto
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Linguistic and Pragmatic Considerations of the Initial and Final Sections of the *Homeric Hymns*

The *Homeric Hymns* are considered *prooimia*, namely, mere preludes to a rhapsodic execution of epic poetry. The context of performance was usually religious festivals where contests of recitation played a central role. Thus the poet-singer began his performance wishing to obtain the favour of both the audience and the local god through hymn-singing, that is, the hymnodist has to simultaneously please the god of whom he requests help (*charis*), and also the audience, which he supposedly represents when invoking the god.

Each section of the hymn is part of a pragmatic strategy which aims to influence and please the god addressed. The complete tripartite structure of hymns comprises invocation, praise and prayer. First, the poet addresses the god by names and epithets, then sets out the reasons why the god would want to listen to his prayer, and finally formulates a request for assistance.

The aim of this paper is to analise the beginning and end of *Homeric Hymns*, the invocation and petition to a god from a linguistic (i.e. syntactic, semantic and pragmatic) viewpoint. We will focus on the phrasing of imperative-exhortative sentences (imperative mood, future indicative, infinitive, subjunctive mood) and the illocutionary forces involved in their contextual interpretation, and will also pay special attention to the grammatical or pragmatic reasons responsible for the speaker's use of first and second-person pronouns that frame his address to the god and contribute to express politeness and respect.

Seongha Rhee
Professor, Hankuk University of Foreign Studies, South Korea

Speech Made Bare: "Bare Direct Quotation" and Speaker's Stance in Korean

Quotation has attracted attention from diverse disciplines for its inherent higher-order nature. There are several different ways of quoting an utterance in general, each carrying a distinct speaker's meaning or speaker's stance. The quotation typology is complex in Korean, and this paper addresses one unique type of quotation, named here as 'Bare Direct Quotation (BDQ)', unique in that it formally appears as a direct quotation, yet is stripped off of many morpho-syntactic devices that should have appeared in actual utterances. Thus BDQs are pseudo-quotations.

The missing elements largely consist of socio-pragmatic markers of formality, politeness, honorification, etc. that are required in this language where such notions are highly grammaticalized and became an integral part of grammar. The missing elements also include grammatically 'peripheral' elements like case-markers. Further, BDQs recruit substitute pronouns and other grammatical markers that carry the same function with different illocutionary forces. This is partly illustrated in (1)-(3) (END: sentential ending; FRM: formal; HON: honorification; NOM: nominative; POL: polite; PST: past; Q: interrogative):

(1) Utterance
"Kimsacang-nim   kule-si-lswukaissu-si-pnikka?"
President.Kim-HON do.so-HON-can-HON-FRM.POL.Q.END
'Mr. President Kim, how could you do that (to me)?'

(2) Direct Quotation (of Utterance (1))
nayka *"Kimsacang-nim   ettehkey kule-si-lswukaissu-si-pnikka?"*
hay-ss-ci
   I-NOM   President.Kim-HON   how   do.so-HON-can-HON-FRM.POL.Q.END" say-PST-END
   'I said, "Mr. President Kim, how could you do that (to me)?"'

(3) BDQ (of Utterance (1))
nay-ka *"Kimsacang   tangsin   ettehkey kule-lswuiss-nya?"*
hay-ss-ci
   I-NOM "President.Kim(non-HON) you(non-HON) how   do.so-can-Q.END(non-FRM;non-POL)" say-PST-END
   'I said, "President Kim, how could you do that (to me)?"'

The existence of this type of peculiar quotation (also found in Japanese in a parallel manner, albeit to a lesser extent) brings forth diverse implications in the studies of grammar that merit a special attention. Among the notable aspects from the analysis are that (i) BDQs are generally thought to lack diverse grammatical trappings that may seem secondary; (ii) they are subject to be marked with functionally similar grammatical forms; (iii) they clearly show how different stances of the speaker are represented since BDQs are often employed in the narration of confrontation episodes or other emotive contexts, where such stance-marking is prominent; and yet (iv) these same BDQs are employed by newspaper interview articles that are intended to be maximally objective in print whereas BDQs are rarely used in spoken discourse (unless in highly emotional contexts). BDQs constitute interesting research topics as to the nature of subjectivity (subjectification) vs. objectivity (objectification) and stance-marking (intersubjectification) in language use.

Marcela Rivadeneira
Associate Professor, Universidad Catolica de Temuco, Chile

The Sociolinguistic Variation of Forms of Address in Chilean Spanish

Forms of address are not only used to interact with the interlocutor, but they also mirror the complexity of societies in terms of social behavior. In American Spanish this feature is expressed through a tripartite system including *tuteo, voseo* and *ustedeo*. In Chile, *tuteo* (Eng. 'you dance', *tú bailas*), *voseo* (*vos bailái – tú bailái*) and *ustedeo* (*usted baila*) are used in different communicative situations and express different pragmatic values. While *ustedeo* is employed in formal situations and asymmetrical relationships, *tuteo* has been usually associated with informal contexts and symmetrical relationships. *Voseo*, which is not canonical, has been commonly associated with colloquial and vulgar speech. However, a linguist change seems to be in progress, as *voseo* seems to be taking over the traditional function of *tuteo* in informal contexts, in such a way that *tuteo* is now gaining a more neutral value in the stylistic continuum. At the same time, *ustedeo* usage seems to be decreasing. In this context, the present study aims to analyse the use of forms of address in a spoken corpus of Chilean Spanish and the potential effects of social variables. Data is extracted from sociolinguistic interviews to informants who have been stratified by sex, age and geographical origin. Results indicate that all three factors show a relationship with the use of *voseo* and *tuteo*, whereas *ustedeo* shows no sociolinguistic variation. Statistical significant differences in the use of *voseo* and *tuteo* are found for the sex variable, as men use more *voseo* than women, who, in turn, use more *tuteo*; the younger generations favour *voseo* and the older ones *tuteo*; finally, the geographical distribution shows that *voseo* is favoured in the central area, from where it spreads to the rest of the country. These conclusions allow us to confirm the hypothesis of a linguistic change in progress in Chilean pronominal system. Further investigation is necessary in order to evaluate its development over time.

Jon Robledo
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Irati de Nicolas
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Gender Assignment in Spanish/English Bilinguals: Evidence from L1 Spanish, L2 Spanish, and Heritage Spanish

This project presents evidence that gender assignment in heritage speakers (HS) and native (L1) Spanish speakers differs due to speakers' abstract representation of gender (Otheguy & Lapidus, 2003; Montes-Alcala & Lapidus, 2011), refuting the processing account presented in Valenzuela et al. (2012). In this project, we replicated and extended the findings of Valenzuela et al., (2012) to three groups of bilinguals: L1 Spanish speakers whose second language (L2) is English, HS of English and Spanish (Rothman, 2009), and L1 English L2 Spanish learners. Using a sentence selection task, Valenzuela et al. compared the assignment of gender by L1 Spanish L2 English learners and HS in Concord and Agreement (Corbett, 2003). The authors found that HS differed from L1 Spanish L2 English learners in Agreement but not Concord. They concluded that this result was due to differences in processing that resulted from learning two languages simultaneously.

In our experiment, L1 Spanish L2 English learners, L1 English L2 Spanish learners, and HS completed a sentence completion task and a vocabulary test. We found that HS were statistically more likely than the L2 English learners to assign masculine gender to nouns whose translational equivalents were feminine in the Agreement condition, replicating Valenzuela et al.(2012). We additionally found that the L1 English L2 Spanish learners patterned with HS in both the Concord and Agreement conditions. This result does not support Valenzuela et al.'s conclusion: because the L1 English L2 Spanish group did not learn their languages simultaneously, differences between L1 Spanish learners and L2 Spanish learners cannot be due to differences in processing resulting from simultaneous language acquisition. Instead we propose that it is the abstract representation of gender that differs between the groups, at least in Concord: acquisition of Spanish in isolation is necessary for monolingual-like gender assignment in the DP.

Carolina Rodriguez-Juarez

Associate Professor, University of Las Palmas de Gran Canaria, Canary Islands, Spain

A Lexical Constructional Account of Position Verbs in English

This talk aims to illustrate the explanatory potential of the Lexical Constructional Model (LCM), as outlined in Ruiz de Mendoza (2013), Ruiz de Mendoza and Mairal (2007, 2008) and Mairal and Ruiz de Mendoza (2006, 2009a/b) for the study of the semantic and syntactic description of predicates. This model combines assumptions from functional theories such as Role and Reference Grammar (RRG) (Van Valin and Lapolla 1997; Van Valin 2005), which claim that the morphosyntactic structure of predicates derives from the lexical structure by means of linking rules, as well as from constructional models of linguistic description (Goldberg 1995, 2002, 2005; Langacker 2005), which postulate the existence of a continuum from lexicon to grammar. The model aims to explore the relationship between lexical and syntactic meaning and provides a basis for the characterization of the logical structure of verbs, their semantic content (lexical templates) and the cognitive and pragmatic constraints which might block or, on the contrary, license the merging of lexical templates and other higher-level constructions.

By following the methodological assumptions of the LCM and RRG, we aim to provide the semantic representation of a group of verbal predicates belonging to the domain of verbs of position in English. In doing so, we will first analyse the different syntagmatic behavior of the predicates under concern by providing the structural patterns and constructions in which they participate (Levin 1993). Then, we will formulate their lexical and constructional templates at the core grammar level of description and explore the internal constraints which regulate the process of lexical-constructional subsumption and which motivate their different syntactic behaviour. With this study, we intend to show that the LCM methodology is adequate in order to capture the logical structures and constructional templates of predicates and that its analytical tools are valuable and effective when describing and constructing the meaning of predicates.

Mohammad Salehi
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Gauging the Process Times of English Sentences with Lexical, Grouping, or Function Ambiguities: A Reaction Time Study on Iranian Undergraduate Students

The present study was conducted to explore the differences among the process times for sentences containing one of the three kinds of linguistic ambiguities, namely, lexical, grouping, and function ambiguities. To this end, a reaction time program of a 30-item multiple choice test of translation was developed with each kind of ambiguity appearing in ten items of the test in a random order. The three choices for each item consisted of two possible translations of the ambiguous sentence, and a choice implying that both translations were acceptable. Forty three Iranian undergraduate students took the test. The reaction time of each item was recorded in milliseconds for each participant. A multivariate ANOVA (MANOVA) was run to compare the process times for each subsection of the test. It should be noted that the assumption of sphericity was met (Mauchly's $W = .977$, $p > .05$). Tests of within-subjects effect rejected the null hypothesis as there were significant differences between the process times for sentences containing lexical, grouping, or function ambiguities ($F_{(2, 84)} = 11.46$, $p < .05$, Partial $\eta^2 = .21$). The results of pair-wise comparison tests indicated that there was a significant difference between process times for lexical and group ambiguities ($MD = 23759.32$, $p < .05$), and also between those of lexical and function ambiguities ($MD = 27518.30$, $p < .05$). Which means the subjects significantly needed more time to process group and function ambiguities compared with lexical ambiguity. There was no significant difference, however, between the process times for group and function ambiguities ($MD = 3758.97$, $p > .05$).

Semra Saracoglu
Assistant Professor, Gazi University, Turkey

Biographical Self-Reflexivity in the Postmodernist Novels of One British and One Turkish Writer-John Fowles and Orhan Pamuk

The reaction to reality is the main issue in postmodernism. The idea that novel is a copy of the world or that it mirrors the empirical reality has been challenged by the poststructuralist theory of literature which argues that signifiers do not carry with them well-defined signifieds. Instead, there is a chain of signifieds which enables a multiplicity of meanings. The postmodern novel tries to falsify the belief that the novel is a mirror held up to external reality. In postmodern fiction referents belong to a fictive verbal universe not necessarily to a real world; words refer to words and the theoretical importance of self-reflexivity at this fundamental level of epistemology and, crucially, ontology is seen. The opposition between the real world and that of fiction has been among the oldest of the classic ontological themes. It is 'fictionality' in the twentieth century. Although the separateness of these two worlds - the fictional and real- is emphasized even in the Renaissance, this does not mean that they are completely different universes which in no way intersect at any point. The aim of this study is to focus on the world of the real or biographical author and biographical self-reflexivity in John Fowles and Orhan Pamuk's novels (*The French Lieutenant's Woman*, *The Magus*, *Daniel Martin* by Fowles and *Kara Kitap* (*The Black Book*), *Yeni Hayat* (*The New Life*), and *Benim Adım Kırmızı* (*My Name is Red*) by Pamuk).

Marjoleine Sloos
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&
Mathea Neijmeijer
Aarhus University, Denmark

Ongoing Dispersion in Austrian Standard German: A Sociolinguistic Study

In Austrian Standard German (ASG), the vowels as in the words *Beeren* 'berries' and *Bären* 'bears' are usually regarded to be merged. Some acoustic studies on ASG also suggest a merger between the vowels in *Miete* and *Mitte* and even between the BEEREN/BÄREN merger and the MIETE vowel. It has also been suggested that the vowels are undergoing change, but the motivation for change and the exact direction is still very much unclear.

This paper re-investigates these mergers from a sociolinguistic viewpoint, based on corpus data, and shows that older speakers tend to merge the vowels more than younger speakers. The results point towards ongoing dispersion (or 'unmerger'). In line with pragmatic studies on ASG, we suggest that this unmerger is motivated by accommodation toward Standard German as it is pronounced in Germany.

Teresa Sosa
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Indianapolis-IUPUI, USA

Wes as Delinquent or Outspoken Critic?
The Construction of Contradictory Identities

During a nine-week instructional unit in a 9th grade English Language Arts class, his teacher consistently identified Wes as a delinquent. Wes was described as a criminal (having been to jail) and as part of a gang. In the classroom, the teacher positioned him as someone who came up with excuses not to do any schoolwork. A model of Wes emerged through these accounts that in large part drew from broad social stereotypical structures of Black male adolescents attending urban high schools in the U.S. The teacher used these broad social categories to characterize / evaluate his identity, while neglecting the local context and moment-to-moment interactions that provided a different social identity of Wes.

This work uses sociocultural linguistics across several linked interactions (Wortham, 2015) that act as powerful makings of identity for Wes and indicate a more nuanced and complex identity than the teacher's essentialized account. Throughout the unit, Wes was identified by his peers as someone who made productive contributions to class discussions. At the beginning of the unit, Wes positioned himself as someone who was thoughtful and open to new perspectives. By the third week, he addressed the assumptions made of him, openly contradicted them and expressed clear differences between the experiences of Blacks and Whites while vocally opposing reading a novel that he felt was "racist." At the end of the unit, he openly positioned himself not only being critical of the novel but also to violent racist acts. Through the analysis of emerging and changing signs Wes used (ways of speaking and behaving) and how these were taken up by his peers, we see Wes firmly repositioning himself against the identity conjured up by his teacher and other adults implicated by default.

Arthur Phumzile Sotashe
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&
Paul Hendry Nkuna
Senior Lecturer, University of South Africa, South Africa

Indigenous Language Development and Empowerment: The Case of isiXhosa and Xitsonga

South Africa is a multilingual nation. The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) recognises 11 official languages. Nine of those 11 official languages are indigenous languages that were historically diminished in use and status. They are isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga. This paper focuses on indigenous languages development and empowerment. The emphasis is on two of the nine indigenous official languages – isiXhosa and Xitsonga. A case that was used in this study; and the paper constitutes the background of the study with reference to the development of isiXhosa and Xitsonga, identification of the problem facing the development and empowerment of isiXhosa and Xitsonga, steps undertaken to review the problem, results, challenges, lesson learned and beyond the research.

Dumisani Spofana
Lecturer, University of South Africa, South Africa

Women's Roles as Portrayed in the *Sonjiata, Mwindo and Ingqawule* Epics

In Africa there is a prevalent occurrence of patriarchal societies, in these patriarchal societies the roles played women seem to be confined to what is happening in the homestead. Women therefore are expected to bear children and perform the chores in and around the home. In contrast, men in these societies happen to occupy positions that are meant to shape the society at large. More than the decades ago the interest in the roles of women both in the literate and non-literate communities has had greater attention to research on women. According to Farrer (1975) the study of oral literature on women dates back to the tenth century, literature suggests that scholars of oral literature have tended to concentrate on folklore as a male domain from which women form the external boundary. Literature in anthropology and politics on the roles and position of women in various cultures of the world seems to agree with the above assertion in that most societies are comprised of two spheres, namely, the public sphere that is occupied by men and the private sphere that is occupied by women. The public sphere is basically political in behaviour whereas the private sphere is non-political in behaviour.

The paper seeks to highlight the roles played women as depicted in the *Sonjiata, Mwindo* and *Ingqawule* epics. The societies in which these epics are told are the *Mande,* the *baNyanga* and the *amaXhosa*. The *Mande* is in Mali, the *baNyanga* is in the Democratic of Congo and the *amaXhosa* is in the Republic of South Africa. These societies are patriarchal in their setup. The epics are discussed and the roles of women in these epics are highlighted where women seem to play pivotal roles in these three societies.

Wolfgang Stadler
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Teaching and Testing Pragmatics in Russian as a Foreign Language

Pragmatics is defined as the study of how we use language in interaction (e.g. Röver 2005, 3). The Common European Framework of Reference for Languages (CEFR 2001, 13) considers pragmatics together with linguistic (grammatical, lexical) and sociolinguistic knowledge as the components of communicative competence. In order to accomplish purposeful actions (or tasks) successfully, learners need pragmatic knowledge, which according to Bachman and Palmer (2010, 46) consists of functional and sociolinguistic knowledge. So, in other words, students need both illocutionary and sociolinguistic competence in order to create, interpret and react to utterances. Teachers will have to ask themselves what „kinds of semantic relation" (CEFR 2001, 116) learners should be equipped with to build up appropriate discourse and how „qualitative progress" in the sociopragmatic components can be made (CEFR 2001, 130). Kolotova and Kofanova (2012) understand linguistic competence as a matter of phonetics, grammar, semantics and pragmatics. They define the latter as „knowing the rules of verbal behavior in various situations". In their opinion, this knowledge depends on the speaker's intention(s), the recipient's reaction(s) and on their choice of expressions. Apart from getting their utterances grammatically and organizationally correct, learners should relate the utterance to their communicative goal and to the features of the communication situation. Learners and students of Russian in Austria normally adopt this language as their third or fourth. The paper tries to answer the following questions:

- Can we assume that learners transfer pragmatic knowledge from their L1 or will it have tobe facilitated by explicit teaching and awareness- -raising?
- If functional and sociolinguistic techniques and strategies are taught, how can they be tested by setting tasks that require a certain range of functional and sociolinguistic items on a certain level, e.g. on the independent level?
- Which errors and mistakes can be marked as (socio---)pragmatic?

Marilena Stuewe-Thanasoula
Assistant Lecturer, University of Cologne, Germany

The Body in language: Emotions in Lussese (Bantu J 10)

Lussese is an East African Bantu language spoken in Uganda. These days the few remaining Lussese speakers are over 80 years old, further they do not have regular contacts with each other. In my presentation I would firstly like to present the primary scope of our project, which was collecting data on this almost extinct linguistic variety spoken on the Ssese islands in Lake Victoria. Based on this I strived after a comparative study considering the expressions of perception in general, with special focus on the verbs of perception following the hypothesis that linguistic expression of senses, feelings and thoughts is determined by cultural experience rather than by universal principles.

I will show the polysemy of the verbs of perception within the domain of emotion and will discuss the semantic links between the domain of perception and physical condition in general to the domains of cognition, emotion and social interaction. Documenting Lussese we have to consider the influence of the history of language contact on the one hand and the religious status of Lussese on the other hand. Analyzing the linguistic expressions of perception is not possible without understanding the cosmology and the religious and moral categories that arise out of it from the local point of view as expressed by the speakers.

Further I will present the methods applied and the data collected during my fieldwork in 2009, 2010 and 2011. I will argue that the theoretical and methodological developments in the fields of perception and its linguistic expression will contribute not only in understanding language in and through the cultural and social context of speakers: to include endangered languages in the field of language and perception means an innovative attempt to interact with the speakers. I will show that interaction between researcher and informant implies looking for alternatives to the monologues of elicitation and breaking the illusion of the researcher in the lonely and power-full role of the objective observer. Interaction presumes a dialectical setting and the consciousness that only together with the speakers and by considering the own perception as a consequential interference in our fieldwork, we can lay down the often quite Eurocentric eyeglasses of linguistic theories and try to capture some of the sense of the informant´s language, some of the experience and reality expressed before they get lost forever.

Lin Tao

Guest Researcher, Kanazawa University, Japan

A Comparative Study of Politeness Strategies in English and Japanese

The concept of politeness is complex and multi-faceted. Issues of politeness and impoliteness are different from culture to culture.

The purpose of this study is to collect data from the conceptualization of positive politeness strategies and negative politeness strategies of Brown and Levinson, by Japanese university students, so that it could be evaluated. First, this study focuses on the results of a questionnaire that sought opinions on positive politeness strategies and negative politeness strategies in verbal communication from Japanese university students. Second, the results examined similarities and differences in evaluating concepts of the conceptualizations of positive and negative politeness strategies that exist in English culture and Japanese culture. Third, the results were analyzed from the standpoint of gender. The findings offer insight into cultural and linguistic homogenization and diversification in politeness strategies, in order to preemptively prevent the hindrance of communication. This study makes a contribution to research on the concept of politeness strategies based on the increasing number of various kinds of interactions, both traditional and novel among Japanese young people, in the recent era of globalization. Research on im/politeness is also important in Second language teaching.

Golda Tulung
Lecturer, Sam Ratulangi University, Indonesia

Features and Roles of Teacher Discourse during Task Implementation

While there has been research looking at how learners interact when doing tasks, there has been relatively less attention paid to teacher production that in fact serves as an important source of linguistic input, particularly oral input in foreign language settings. Drawing on qualitative observation data from a case study of an EFL (English as a Foreign Language) classroom for pre-medical students in an Indonesian university, this article examines the teacher discourse during the implementation of two task types, jigsaw and information gap. The study focuses on the main features and the roles of her discourse. Findings indicate five distinct features that characterized her discourse in both task types: interactive, collaborative, supportive, indirect, and supportive. All these features, taken together, made the tasks work well in the classroom. In terms of the roles of her discourse, the teacher had two prominent roles in the implementation of both task types. First, when dealing with task management, the teacher initiated the interaction and guided the students in what they were to do: listen, pay attention, and respond. Second, through her language, she helped students in their interaction while dealing with task content. These roles encouraged students to participate actively in completing the tasks. This study then explicates the differences in the way the teacher used language during the implementation of both task types.

Irina Ustinova
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Semantic Structure of English Colour Words

Systematic features in semantics are usually found in the organization of vocabulary into lexical, semantic or thematic groups. The paper provides the illustration of a linguistic unity of the sense perception words. The substantial data for the analysis include more than two thousand and five hundred discourse patterns of polysemantic colour adjectives.

According to the research on the colour words in English, the system can be found on the 'inner' level of semantic structures. Terms of colour are used for the same five purposes: to describe colour (*black shoes, white dress, blue eyes, red lips, green sea*), to describe light or darkness (*gray morning, black night, blue grains of dawn*), to describe object types (*white and brown bread, white, black, red current*), to label objects (*yellow press, white flag, green light*) and to reflect emotions (*blue mood, white hope, young and green, brown atmosphere*).

The sema of colour, presented explicitly in the direct meanings and implicitly in the figurative meanings of colour terms, provokes the same patterns of language behavior in the context.

The results gained in the research allow hypothesizing that colour words-equivalents in other European languages will produce a similar pattern of linguistic behavior.

Mauricio Veliz-Campos
Associate Professor, Universidad Catolica Silva Henriquez, Chile

Digging Deeper Into the Nature of Pronunciation Learning Strategies (Plss) as Used by English Language Teacher Education Students in Chile and Their Relationship to Pronunciation Performance

Language Learning Strategies (LLSs henceforth) and pronunciation teaching/learning have received increasing attention over the last three decades, although not in equal measure (Celce-Murcia, Brinton, and Goodwin, 1996; Dörnyei, 2005; Dörnyei and Skehan, 2003; Grenfell and Macaro, 2007; Norton and Toohey, 2001; Ranta, 2008; Safar and Kormos, 2008). These two variables seemed to have followed rather parallel pathways with scant connecting reference to one another. In the area of strategic language learning, a good deal of research into LLSs is available, yet very little is known about the actual nature of *Pronunciation* Learning Strategies (PLSs), namely, their use and their possible influence on L2 pronunciation performance. Thus, the main objective of this presentation is twofold: On the one hand, it aims (i) to uncover the nature of PLSs used by English language teacher education students in Chile and (ii) to determine whether or not there is a relationship between PLS frequency and duration of use, and pronunciation performance.

The study was conducted at a teacher education university in Chile, with a sample of 43 students. All participants were asked to take two tests: an adapted version of the *Strategic Pronunciation Learning Survey* (SPLS), aimed to gather data concerning both frequency and duration of use of a set of 36 strategies and a Pronunciation Test (PT). The results suggest the most frequently used PLSs are largely of a direct-cognitive nature, with scant use of affective and social PLSs. Additionally, it was found that the strategies that the participants have used for the longest period of time seem to be roughly the same as the ones they employ more regularly. Finally, no major correlations between PLS use and pronunciation performance was found.

Lieke Verheijen
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New Technologies, New Registers: A Linguistic Analysis of Computer-Mediated Communication by Dutch Youngsters

The twenty-first century has seen an explosion of computer-mediated communication (CMC): particularly youngsters are making ample and constant use of the means which computers and mobile phones nowadays provide for communicating. The language of CMC is known for its deviations from standard language conventions: sentences such as "fyi i'll B @home l8er 2night, r u OK with that? :-)" are quite common. Parents, teachers, and popular media throughout the world are worried that such 'CMC language' corrupts younger generations' spelling, writing, or reading abilities. But before studying the possibly detrimental impact of CMC on traditional literacy, we have to establish how CMC language is different and unique. The corpus study I conducted into Dutch youngsters' written CMC reveals how this CMC language differs linguistically from standard Dutch. My register analysis includes features of three dimensions of written language, namely orthography ('textisms', i.e. unconventional spelling and punctuation, emoticons, symbols), lexis (e.g. English borrowings, interjections, type-token ratio), and syntax (in terms of omissions and complexity). I have analysed an extensive corpus of CMC writings, including a range of popular CMC modes: text messaging (SMS), microblogging (tweets), instant messaging (MSN and WhatsApp), and social networking sites (Facebook). Some of the data has been extracted from SoNaR, an existing reference corpus of written Dutch, and additional data has been collected for the purposes of my PhD project. A corpus of school writings, produced by youngsters of different ages and educational levels, has been used for comparison of some features. My analysis reveals that each CMC mode has a specific register – its own 'linguistic profile'. The extent to which youngsters deviate from the standard language depends, among other things, on user characteristics. This prompted me to also explore the influence of age group (adolescents versus young adults) on the linguistic characteristics of CMC writings.

Francesco Vitucci
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Tracking the Features of Japanese Dialogue through Audiovisual Materials: A Pragmatic Proposal

Dialogue is a communicative genre that is conditioned by culture. As already described in conversation analysis studies, the rules that underpin it imply, not only linguistic abilities in the foreign language, but rather an intercultural knowledge that can be defined cumulatively as *sociopragmatic competence*. Nowadays, a great deal of sociopragmatic contents necessary to foreign language learners are deduced through the observation of feature films and fiction through the process of audiovisual translation. In this short study, we want to emphasise the way this observation develops always on two parallel, though never disjointed, tracks that is: specific language observation (grammatical, syntactic and lexical features) and the observation of sociocultural conventions as well as those extra and paralinguistic. The overall analysis of such sociopragmatic attitudes turns out to be of fundamental importance for Italian learners, as it clearly reveals how the Japanese speech often acquires characteristics of 'complementarity', a spoken word that is often evocative and not always complete from the grammatical/syntactic point of view. In particular, in the case of the Japanese dialogue observed through original audiovisual sources, learners have the chance to absorb an operational framework that leads them to interact through spiral structures based on a specific diaphasic approach and through new chronemic strategies which compel them to utilize well defined turn takings, medium/long pauses, well-organized answers and a brand new approach to silence. For the purpose of Japanese language learning, this study presents a didactic experimentation with audiovisual translation (AVT) through interlingual subtitles conducted from the academic year 2012-13 in the Department of Asian and North African Studies in Ca' Foscari University, Venice (Italy) with the participation of intermediate/advanced Japanese language learners enrolled in the M.A. course of Languages and Cultures of Asia and Mediterranean Africa.

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Spanish Verb Stress: The Unmarked Case

This paper reviews the Spanish verb stress approach proposed by Oltra-Massuet and Arregui (2005) –which has become standard within the Distributed Morphology framework initially proposed by Halle and Marantz (1993)– and advances an alternative general rule that assigns stress to the vowel that immediately follows the verb base, i.e., the verb root or infinitive, regardless of the internal syntactic structure of the verb form. Given the terms of this rule, it accounts for stress placement in most Spanish verb forms, including those of the widely spread Spanish-American *voseo*, which has not been afforded due attention in the synchronic morpho-phonological literature.

In light of the generality and simplicity of the proposed rule, the paper argues that the unmarked case of Spanish verb stress is stressing the first vowel that appears immediately after the verb base –a highly natural, straightforward, and empirically attested assumption–, whereas the marked case is stressing the stem vowel by virtue of a rule that is limited to monosyllabic verb forms and the present indicative and present subjunctive forms that correspond to the first, second and third person singular, and the third person plural only.

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Almost in English and Russian: A Probabilistic Account

The present paper is devoted to the investigation of the semantics of *almost* and its Russian counterparts, *počti* and *čut'* (*ne*). While both Russian items can be translated as *almost*, their distribution and semantic contribution are not identical. For instance, according to (1a), the subject uttered the word *uhodi* 'leave' relatively loudly (which made it close to shouting). In contrast, (1b) asserts that the subject came close to shouting "Leave!" but ultimately restrained himself and did not pronounce the word at all, with any degree of loudness.

(1) a. Uhodi! – **počti** prokričal on.
       leave   počti shouted   he
    b. Uhodi! - **čut' ne** prokričal on.
       leave   čut' neg shouted   he
      "Go away!' he almost shouted.'

We argue that *počti*-sentences receive the classical scalar meaning, whereby *počti* applies to a scale-inducing element present in the sentence. Under the scalar approach to *almost*, (e.g. Penka 2005, Amaral and del Prete 2010), *almost p* means, roughly, that p is false but a scalar alternative p' that is located close to (and generally lower than) p on the corresponding scale is true.

However, what kind of scale is involved in sentences like (1b), with *čut'* or the counterfactual, VP-related *almost*? We put forward a probabilistic account for this type of *almost*, which, we argue, can be embedded within the scalar approach. We propose that counterfactual *almost* applies to the scale of likelihood or the *propensity* of the event (cf. Popper, 1959). In the case of default assertions, a proposition is mapped to the value 1 (top of the scale), which corresponds to the certainty that it is true. *Almost*, however, maps the proposition to a slightly lower degree. With past tense sentences, this results in the meaning according to which the event did not take place (the value is below 1) but had a very high potential to occur in the past (the value is close to 1).

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Strategies for Other-Repair in L2 Chinese Classroom

This paper reports a Conversation Analysis (CA) based on authentic video recordings of online tutoring sessions (e-tutorials) that were archived in the past years from the *Basic Chinese for Non-Chinese Speakers* programme at the Open University of Hong Kong (OUHK), focusing on conversational repair occurred in classroom interaction.

There is an increasing body of research conducted from a cross-cultural perspective into L2 Chinese acquisition. While studies in this area have been much interested in cultural differences embodied in communication between Chinese and non-Chinese speakers, up to date, there is no research carried out on the issue about what ways used by teacher (native Chinese speakers) and learner (non-native Chinese speakers) who come from different cultural and linguistic backgrounds as strategies for other-repair in the setting of institutional conversation, L2 Chinese classroom interaction as the context for this study, and how it relates to L2 Chinese learning. Thus, this study investigates the strategies used by teacher and adult learners for other-repair occurred in L2 interactional learning of Chinese.

The database for the study is video recording of 50 online tutoring sessions with a total time of approximately 60 hours between four tutors (two females and two males) and 17 adult learners (eight females and nine males). The medium of instruction is English. Each session involved 2–5 participants who are native English speaker or at high level of English proficiency. All recordings are transcribed and analyzed following a CA tradition of qualitative 'single-episode analysis' (Schegloff 1987).

Findings from the analyses include that the teachers and the learners use the strategies for other-repair differently depending on the language they use (Chinese or English) in the course of talk. The differences are explained by cultural and linguistic differences within the languages. The study also found that other-repair in the classroom provides opportunities for learners to learn the target language in the aspect of, not only the linguistic components, but also its use in different context and cultural implication behind.

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Collaborative Creation of Digital Stories to Develop Literacy in English

Since literacy is a social concept, it has always included the skills society demanded in different historical moments. Thus, being literate nowadays means owning the skills to "successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives." (Leu et al., 2004: 1570). In this presentation we will tackle the concept of literacy and critical literacy and show the way collaborative creation of digital stories may contribute to its development in English as an L2.

In the first part, we will review the concept of literacy and critical literacy. We consider that carrying out real social practices should contribute to the development of learners' literacy in the new technological context. Consequently, in the second part we will discuss a project, which was carried out at a secondary school in the north of Spain (2013-2014), where learners were involved in the creation of digital stories. The data collection took place during the different stages of their creative process (commenting models for digital stories, planning a storyboard, creating and selecting images, adding voices and background sounds, editing and sharing the final product). The qualitative data obtained through several instruments offer some valuable insights into learners' literacy progress. The details of the project will be discussed.

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Dimensionality, Causativity and Typological Patterns of Resultative Constructions

According to Washio (1997), resultatives in natural languages can be divided into three types, namely strong, weak and spurious resultatives. Strong resultatives, also called typical resultatives, can be further divided the transitive HAMMER-type and intransitive RUN-type resultatives in which the main verbs concerned are activity verbs which do not have an inherent endpoint.Weak resultatives correspond to the BREAK-type resultatives in that the main verbs concerned are verbs which have an inherent endpoint. Spurious resultatives refer to those whose secondary predicates are more like adverbial modifiers (Mateu 2000; Geuder 2000; Kratzer 2005; Levin 2010). All the above-mentioned types of resultatives can be found in Germanic languages like English as illustrated in (1):

(1)
   a. John hammered the metal flat. (HAMMER-type)
b. John ran the pavement thin. (RUN-type)
c. John broke the vase into pieces. (BREAK-type)
d. John tied his shoelaces tight. (Spurious resultative)

However, languages like Japanese only have Break-type and spurious resultatives while systemically missing typical resultatives as is shown in (2).
a. *Taroo-wa kinzoku-o taira-ni tataita. (HAMMER-type)
   Taroo-Top metal-Acc flat   hammer
   'Taroo hammered the metal flat.' (Sekiguchi, 2003: 183)
b. *Taroo-wa kutsu-no-soko-o boroboro-ni hashitta. (RUN-type)
Taroo-Top shoe-of-sole-Acc threadbare   ran
'Taroo ran the soles of his shoes threadbare.' (Sekiguchi, 2003: 184)
c. Taroo-wa kabin-o   konagona-ni watta. (BREAK-type)
Taroo-Top vase-Acc into pieces broke
   'Taroo broke the vase into pieces.' (Sekiguchi, 2003: 183)
d. Kare-wa kutsu-no himo-o *kataku/yuruku* musunda. (SPURIOUS resultative)
   He-Top shoe-Gen lace-Acc tight/loose   tied
   'He tied his shoelaces tight/loose.' (Washio, 1997: 18)

Romance languages like French, Italian or Spanish, which are different from both English and Japanese, only allow the presence of spurious resultatives as is illustrated in (3):
(3)
a.*Juan martilleó   el metal plano. (HAMMER-type)
   John hammered the metal flat.

'John hammered the metal flat.' (Spanish, Washio, 1996: 30)

b. *Ells van riure l'espectacle for a de la ciutat. (RUN-type)

they laughed the snow   out of the town

'They laughed the snow out of the town.' (Catlan, Mateu 2000: 87)

c. Taroo-wa kabin-o   konagona-ni watta. (BREAK-type)

Taroo-Top vase-Acc into pieces broke

'Taroo broke the vase into pieces.' (Sekiguchi, 2003: 183)

d. Kare-wa kutsu-no himo-o *kataku/yuruku* musunda. (SPURIOUS resultative)

He-Top shoe-Gen lace-Acc tight/loose   tied

'He tied his shoelaces tight/loose.' (Washio, 1997: 18)

This paper just aims to propose a new account for the above typological patterns of resultative constructions in natural languages.

We first extend Jackendoff's (1991) notion of dimensionality and claim that property, motion, change-of-state and degree-of-change are 0-3 dimensions in event measuring. Then we revise Tenny's (1994) Single Delimiting Constraint (SDC) as "A single event can have at most one delimiter <u>along a single dimension</u>". The revised SDC can account for the claim (Mateu 2002) that the conflation of path in Talmy's (1991) sense prevents the formation of PP and AP resultatives in Romance languages because the SDC will be violated if an AP or PP (a delimiter) is added to the verb which has already contained a delimiter (Path). Break-type or spurious resultatives in Romance or Japanese are allowed in that property or degree belongs to different dimensions with state-changes (another delimiter). Causative morphemes in a language are classified into three types in this paper, namely Process-causative, Result-causative and Delimitation-causative as is shown in the following examples:

a. John hammered the metal flat. (Φ as a Process-causative morpheme)

b. John broke the vase into pieces. (Φ as a Result-causative morpheme)

c. John flattened the metal by hammering. (*en* as a Delimitation-causative morpheme)

This paper holds that the necessary condition for the presence of typical resultatives in a language is that its P-causative morpheme can be null. Then, we follow Tomioka's (2003) adjunction analysis of V-V compounds in Japanese and show that the adjunction nature of V-V compounds in Japanese can be accounted for by the lexical nature of causativity in this language. Finally, we discuss the status of Chinese in Talmy's (1991) and Washio's (1997) typological patterns and summarize the major lexicalization patterns in English, Chinese, Romance and Japanese.

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Verb Copying in Mandarin Chinese

GOAL The present talk aims to study the verb copying expressions in Mandarin Chinese (MC) and propose a unified analysis for the related phenomenon.

BACKGROUND Generally speaking, in verb copying (VC) expressions the verb is pronounced twice. A typical verb copying sentence usually contains an overt internal argument (IA) and an adverbial phrase (AdvP), which is used to modify the event denoted by the verb (Paul 2002, Gouguet 2006, Cheng 2007, etc.):

(1) Wo **kan** zhe-ben-shu **kan**-le   san tian /san ci   /de hen kuai / de yanjing hen lei.

   I read this CL book read Perf three day three time DE very fast DE eye very tired

Paul (2002) studies VC with DurP(duration phrase) and FreqP(frequency phrase) based on the proxy categories (Nash&Rouveret 1997, 2002). Gouguet's (2006) work includes more kinds of VC, including those with ManDe (manner adverbial phrase) and ResDe (resultative adverbial phrase). Cheng (2007) argues that all VC involve either standard movement of a noun phrase plus verb movement, or Sideward Movement of the verb (Nunes 2001, 2004).

PROPOSAL We propose that the two verb copies in VC origin from the structure (2) [$_{VP1}$ V1 [$_{VP2}$ V2 IA]], which is inspired from the analysis on clitic constructions in Romance languages (Uriagereka 1995, Sportiche 1996, Belletti 2005, etc.). In the derivation, VP2 moves to a functional projection, which is higher or lower than the overt subject and V1 moves to adjoin v, which is located above an AdvP. Following Cinque (1997), we assume that the AdvP phrase in VC occupy [Spec, AdvP]. Thus, the typical VC expressions have the structure:

(3)   [$_{TP}$Subj[$_{FP}$VP2[$_{vP}$ [v^o-V1[$_{AdvP}$ DurP/FreqP/MannerDe/ResultDe[$_{VP1}$ t$_{v1}$ t$_{VP2}$]]]]]]

Apart from the typical VC expressions, we also notice that there are VC without any overt IA or any AdvP:

(4) Ta **chi** *(shi) **chi**-le,…,   (6) Ta **kan** zhe-ben-shu **kan**-le,…

   he eat SHI eat Perf   he read this CL book read Perf

   'As for eating, he ate (it),..'   'As for reading this book, he did it,…'

(5) Ta **kan** *(shi) **kan**-le zhe-bu-dianying,…   (7) Ta **pao** *(shi) **pao** de mantoudahan,…

he read SHI read Perf this CL movie   he run SHI run DE in-a-sweat

'As for watching, he watched this movie,…'   'As for running, he did it in a sweat,…'

In the expressions (4-5, 7) we assume that there is a phonetically null IA. We also find that in these sentences a functional category *shi* 'be' is indispensable. Therefore, we add the functional category in (3):

(8) [TP Subj [FP [VP2 V2 covert IA] [FP *shi* [vP [v⁰-V1 [AdvP [VP1 tV1 tVP2]]]]]]]

Moreover, we observe that some modification elements of the IA can follow the lower verb copy:

(9) Wo **kan** xiaoshuo **kan**-le wu ben,…   (10) Wo **du** zazhi **du**-guo yingwen de,..

I read novel read Perf five CL   I read magzine read Exp English DE

'As for reading novels, I read five ones,.'   'As for reading magzines, I read those in Eng'

The two verb copies can precede two different nominal phrases and the two nominal phrase often have an "aboutness" relation:

(11) Shuiguo, wo chi-le xiangjiao.   (13) ??Wo **chi** shuiguo **chi** xiangjiao,..

Fruit   I eat Perf banana   I eat fruit   eat banana

'As for fruits, I ate bananas.'   Intended 'As for eating fruits, I ate bananas,…'

(12) **Chi** shuiguo, wo **chi**-le xiangjiao.   (14) ?Wo **chi** shuiguo shi/keyi **chi** xiangjiao,…

eat fruit   I eat Perf banana   I eat fruit SHI can eat banana

'As for eating, I ate bananas.'   'As for eating fruits, I do/can eat bananas,...'

Following Ott's (2011) analysis, we assume the IA in (9-10, 13-14) has its internal structure {DP, NP}. DP follows the lower verb copy while NP follows the higher one. The IA splits in the derivation. Compared to (11-12), the degraded acceptance of (13-14) indicates that VC is more restricted when the higher verb copy with NP occupies a position lower than the overt subject. The difference between (13) and (14) shows that a functional category like *shi* 'be' or *keyi* 'can' improves the acceptability of the sentence.

FURTHER By assuming the existence of a phonetically null IA with the structure {DP, NP}, our analysis can be extended to verb doubling cleft as in (15) and verb doubling *lian…dou* as in (16) (Cheng & Vicente 2013):

(15) **Chi**, ta (shi) **chi**-le,…   (16) Ta lian **kan** dou bu **kan**.

eat he eat eat Perf   he LIAN look DOU Neg look

     'As for eating, he did eat (it),…'   'He didn't even have a look.'

C&V (2013) argue that the two kinds of verb doubling cleft are derived from general cleft sentence with *shi* 'be' in MC. As we have mentioned that the higher verb copy can stay higher or lower the overt subject, the different optionality of the functional category *shi* 'be' between (4) and (15) causes our attention. We associate it with the covert status of IA and its internal structure as when the higher verb copy stays lower than the overt subject with an overt IA as in (13) has a quite marginal acceptance and the functional category shi 'be' can improve the acceptance as in (14). The relation between DP and NP in IA and the association between this relation and the functional category *shi* 'be' has not been revealed in Ott's (2011) proposal.

CONCLUSIONS In conclusion, we make a general observation of VC in Mandarin Chinese and propose a unified analysis for the related expressions.