

2016

Languages & Linguistics Abstracts

Ninth Annual International
Conference on Languages &
Linguistics, 4-7 July 2016,
Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH



Languages & Linguistics
Abstracts

9th Annual International
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TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface		9
Conference Program		11
1.	Mobility in a Writing Classroom: College Students' Attitudes and Self-Efficacy of Mobile Learning <i>Fadwa Murdaah Abdallah</i>	15
2.	Impact of Foreign Labor on Arabic in the Arabian Gulf Countries: A Challenge to Identity <i>Hassan Abdel-Jawad</i>	16
3.	Language as a Marker of Gendered Identity in Select African Novel <i>Romanus Aboh</i>	17
4.	A Videofluoroscopic Study of the Emphatic Consonants in Jordanian Arabic <i>Feda Al-Tamimi & Rama Tarawna</i>	18
5.	Investigating the Relationship between Vocabulary Size and Cultural Competence in English-Arabic Translation <i>Maha Aldhahi, Lloyd Davies & Maria Fernández Parra</i>	19
6.	Zubairi Kuwaiti Arabic as a Non-Dominant Variety in Kuwait: A Theoretical View <i>Munirah AlAjlan</i>	20
7.	Multilingualism and the Linguistic Representation of Identity in the Historical Contexts of Achaemenid Hellenistic Phrygia <i>Maria Carmela Benvenuto</i>	21
8.	Speech Genres and the Subject Pronoun in the Oral Production of Brazilian Bilingual Children <i>Rafaela Giacomini Bueno & Alessandra Del Re</i>	22
9.	Multilingual Practice and Referential Density (Casamance/Senegal) <i>Alexander Cobbinah</i>	23
10.	Social Representations and Second Language Learning in Brazil <i>Mariney Conceicao</i>	24
11.	Repetition of Sound, Structure, and Meaning: A Study of Poeticizing Strategies in English-Chinese Advertisement Translation <i>Ying Cui & Yanli Zhao</i>	25
12.	Translating Culture: Teachers' Strategies on the Intercultural Translation Process in EFL Classroom <i>Maria Elizete Pereira dos Anjos & Arioaldo Lopes Pereira</i>	26
13.	The Included Excluded <i>Regina Freire</i>	27
14.	Interpersonal Metadiscourse Markers in Turkish Election Rally Speeches Delivered by Pro-Turkish and Pro-Kurdish Party Leaders <i>Elcin Esmer</i>	28

15.	Language and the Senses of “Nacionalism” and “Identity” in Brazil at the End of the Nineteenth Century <i>Mariangela Peccioli Galli Joanilho & Andre Lui Joanilho</i>	30
16.	<i>Mycenaean Textile Memories in Homeric Terminology</i> <i>Valentina Gasbarra</i>	31
17.	Developing Language Teachers in Distance Learning Courses <i>Solange Maria Sanches Gervai & Maria Aparecida Caltabiano</i>	33
18.	A New Approach for the Analysis of Political Discourses <i>Conchi Hernandez-Guerra</i>	34
19.	How to Cope with Multiple Identities. Four Case Studies <i>Antonie Hornung</i>	35
20.	Turning the Tide - Why Culturally Motivated Idioms Should be Included in EFL Curricula <i>Jasmina Jelcic</i>	36
21.	Add C for Context <i>James Kusch & Dror Abend David</i>	37
22.	Strategies to Ensure Student Active Learning in One-On-One Consultation Sessions: The Reflections of a Writing Centre Practitioner <i>Gift Mheta</i>	38
23.	The Work of the “International Working Group on non-Dominant Varieties of Pluricentric Languages” and the Current State of Art of Pluricentric Theory <i>Rudolf Muhr</i>	39
24.	Variable Particle Positioning in English Transitive Phrasal verbs <i>Manuela Oliveira</i>	40
25.	Strengthening Teacher Agency in the Finnish CLIL Context <i>Sotiria Pappa</i>	41
26.	Towards a Redefinition of ‘Context’. Some Remarks on Methodology regarding Historical Sociolinguistics and Texts of Antiquity <i>Flavia Pompeo</i>	42
27.	Traces of ‘Weaving’ in Hittite: A Brief Overview <i>Marianna Pozza</i>	43
28.	Situation of the Russian Language in Finland <i>Ekaterina Protassova</i>	44
29.	Intercultural Competence through Brazilian University Students Lens <i>Dllubia Santclair & Barbra Sabota</i>	45
30.	Assessing the Legal English Skills of Italian Lawyers in a Perspective of Lifelong Learning. The EFLIT End-of-course Exam <i>Anila R. Scott-Monkhouse</i>	46
31.	Pluricentric Languages: In Search of a Relevant Model <i>Damina Shaibakova</i>	47
32.	What We Know Today that We Did not Know Before: Revisiting Heritage Learner Skills <i>Alla Smysova</i>	48

33.	A Matter of Interaction: The Polysemy of the Verbs of Perception in East African Bantu Languages in the Light of Areal Linguistics <i>Marilena Stuve-Thanasoula</i>	50
34.	Healing the Cross Cultural Divide: Role of Russian Language Workers in India's Health Care Sector <i>Neelakshi Suryanarayan</i>	51
35.	Pluricentric Languages and Learners' Problems: Challenges of English Spelling for Native Hebrew Speakers <i>Michal Tal</i>	52
36.	The Issues of Grammatical Gender and Number of Borrowed Words in the Spanish of Equatorial Guinea <i>Issacar Nguendjo Tiogang</i>	53
37.	Away from Metropolis: The Sociocultural Aspects of Russian in Israel <i>Maria Yelenevskaya</i>	54

Preface

This abstract book includes all the abstracts of the papers presented at the 9th Annual International Conference on Languages & Linguistics, 4-7 July 2016, Athens, Greece, organized by the Athens Institute for Education and Research. In total, there were 37 papers and 43 presenters, coming from 21 different countries (Austria, Brazil, Cameroon, Canada, China, Croatia, Cyprus, Finland, Germany, India, Israel, Italy, Jordan, Kazakhstan, Kuwait, Lebanon, Nigeria, Oman, South Africa, Spain, Turkey, UK, USA). The conference was organized into twelve sessions that included areas such as Sociolinguistics/ Cultural and Discourse Topics, Syntactic, Semantic & Technology Studies, Educational Topics/Translation Studies and other related fields. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into six research divisions and twenty-seven 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
9th Annual International Conference on Languages & Linguistics
4-7 July 2016, Athens, Greece

Conference Venue: [Titania Hotel](#), 52 Panepistimiou Street, 10678 Athens, Greece

Monday 4 July 2016

(all sessions include 10 minutes break)

08:00-08:30 Registration and Refreshments

08:30-09:00 Welcome & Opening Address (ROOM B--Mezzanine Floor)

- Gregory T. Papanikos, President, ATINER.
- George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

09:00-10:30 Session I (ROOM A--Mezzanine Floor): Panel on Pluricentric Languages in the Contemporary World: Socio-cultural and Pragmatic Aspects I

Chair: Maria Yelenevskaya, Senior Teaching Fellow, Technion – Israel Institute of Technology, Israel.

1. *Hassan Abdel-Jawad, Associate Professor, Sultan Qaboos University, Oman. Impact of Foreign Labor on Arabic in the Arabian Gulf Countries: A Challenge to Identity. (*Panel on Pluricentric Languages in the Contemporary World*)
2. Ekaterina Protassova, Adjunct Professor, University of Helsinki, Finland. Situation of the Russian Language in Finland. (*Panel on Pluricentric Languages in the Contemporary World*)
3. *Rudolf Muhr, Head of Research Centre, University of Graz, Austria. The Work of the “International Working Group on non-Dominant Varieties of Pluricentric Languages” and the Current State of Art of Pluricentric Theory. (*Panel on Pluricentric Languages in the Contemporary World*)
4. Alla Smyslova, Senior Lecturer, Columbia University in the City of New York, USA. What We Know Today that We Did not Know Before: Revisiting Heritage Learner Skills. (*Panel on Pluricentric Languages in the Contemporary World*)

10:30-12:00 Session II (ROOM A--Mezzanine Floor): Teaching/Language Learning Strategies I

Chair: *Rudolf Muhr, Head of Research Centre, University of Graz, Austria.

1. *Solange Maria Sanches Gervai, Professor, Universidade Paulista, Brazil & Maria Aparecida Caltabiano, Professor, Pontificia Universidade Católica de São Paulo, Brazil. Developing Language Teachers in Distance Learning Courses.
2. *Jasmina Jelcic, Assistant, Faculty of Maritime Studies in Rijeka, Croatia. Turning the Tide - Why Culturally Motivated Idioms Should be Included in EFL Curricula.
3. Anila R. Scott-Monkhouse, Teacher of English, University of Parma, Italy. Assessing the Legal English Skills of Italian Lawyers in a Perspective of Lifelong Learning. The EFLIT End-of-course Exam.
4. Gift Mheta, Writing Centre Coordinator, Durban University of Technology, South Africa. Strategies to Ensure Student Active Learning in One-On-One Consultation Sessions: The Reflections of a Writing Centre Practitioner.
5. Sotiria Pappa, Ph.D. Student, University of Jyväskylä, Finland. Strengthening Teacher Agency in the Finnish CLIL Context.

12:00-13:30 Session III (ROOM A--Mezzanine Floor): Historical/Classical Linguistic Studies

Chair: *Solange Maria Sanches Gervai, Professor, Universidade Paulista, Brazil.

1. Marianna Pozza, Assistant Professor, "Sapienza" University of Rome, Italy. Traces of 'Weaving' in Hittite: A Brief Overview.
2. Flavia Pompeo, Assistant Professor, University of Rome "La Sapienza", Italy. Towards a Redefinition of 'Context'. Some Remarks on Methodology regarding Historical Sociolinguistics and Texts of Antiquity.
3. Maria Carmela Benvenuto, Assistant Professor, University of Rome La Sapienza, Italy. Multilingualism and the Linguistic Representation of Identity in the Historical Contexts of Achaemenid Hellenistic Phrygia.
4. Valentina Gasbarra, Post-Doc, "Sapienza" University of Rome, Italy. Mycenaean Textile Memories in Homeric Terminology.

13:30-14:30 Lunch

14:30-16:00 Session IV (ROOM A--Mezzanine Floor): Phonetics, Phonological and Tonological Studies

Chair: *Hassan Abdel-Jawad, Associate Professor, Sultan Qaboos University, Oman.

1. *Feda Al-Tamimi, Associate Professor, Jordan University of Science and Technology, Jordan & Rama Tarawna, Al-Balqa Applied University, Jordan. A Videofluoroscopic Study of the Emphatic Consonants in Jordanian Arabic.
2. Rafaela Giacomin Bueno, Ph.D. Student, São Paulo State University (UNESP), Brazil & Alessandra Del Re, Professor/Researcher, São Paulo State University (UNESP), Brazil. Speech Genres and the Subject Pronoun in the Oral Production of Brazilian Bilingual Children.

16:00-17:30 Session V (ROOM A--Mezzanine Floor): Sociolinguistics/Cultural and Discourse Topics I

Chair: *Feda Al-Tamimi, Associate Professor, Jordan University of Science and Technology, Jordan.

1. Alexander Cobbinah, Postdoctoral Fellow, SOAS, U.K. Multilingual Practice and Referential Density (Casamance/Senegal).
2. Maha Aldhahi, Ph.D. Student, Swansea University, U.K. Lloyd Davies, Lecturer, Swansea University, U.K. & Maria Fernández Parra, Lecturer, Swansea University, U.K. Investigating the Relationship between Vocabulary Size and Cultural Competence in English-Arabic Translation.
3. Dlubia Santclair, Post Graduate Student, Goiás State University, Brazil & Barbra Sabota, Professor, Goiás State University, Brazil. Intercultural Competence through Brazilian University Students Lens.

17:30-19:30 Session VI (ROOM A--Mezzanine Floor): Syntactic, Semantic & Technology Studies

Chair: Alexander Cobbinah, Postdoctoral Fellow, SOAS, U.K.

1. James Kusch, Associate Professor, Girne American University, Cyprus & Dror Abend David, Professor, University of Florida, USA. Add C for Context.
2. *Marilena Stuwe-Thanasoula, Associate Lecturer, University of Cologne, Germany. A Matter of Interaction: The Polysemy of the Verbs of Perception in East African Bantu Languages in the Light of Areal Linguistics.
3. Issacar Nguendjo Tiogang, Lecturer-Researcher, University of Dschang, Cameroon. The Issues of Grammatical Gender and Number of Borrowed Words in the Spanish of Equatorial Guinea.

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

Tuesday 5 July 2016

08:00-11:00 Educational and Cultural Urban Walk Around Modern and Ancient Athens (Details during registration)

11:00-12:30 Session VII (ROOM A--Mezzanine Floor): Panel on Pluricentric Languages in the Contemporary World: Socio-cultural and Pragmatic Aspects II

Chair: Ekaterina Protassova, Adjunct Professor, University of Helsinki, Finland.

1. Damina Shaibakova, Professor, Abay Kazakh National Pedagogical University, Kazakhstan. Pluricentric Languages: In Search of a Relevant Model. (*Panel on Pluricentric Languages in the Contemporary World*)
2. Neelakshi Suryanarayan, Associate Professor, University of Delhi, India. Healing the Cross Cultural Divide: Role of Russian Language Workers in India's Health Care Sector. (*Panel on Pluricentric Languages in the Contemporary World*)
3. Michal Tal, Teaching Associate, Technion – Israel Institute of Technology, Israel. Pluricentric Languages and Learners' Problems: Challenges of English Spelling for Native Hebrew Speakers. (*Panel on Pluricentric Languages in the Contemporary World*)
4. *Munirah AlAjlan, Senior Lecturer, Kuwait University, Kuwait. Zubairi Kuwaiti Arabic as a Non-Dominant Variety in Kuwait: A Theoretical View. (*Panel on Pluricentric Languages in the Contemporary World*)
5. *Maria Yelenevskaya, Senior Teaching Fellow, Technion – Israel Institute of Technology, Israel. Away from Metropolis: The Sociocultural Aspects of Russian in Israel. (*Panel on Pluricentric Languages in the Contemporary World*)

12:30-14:00 Session VIII (ROOM A--Mezzanine Floor): Educational Topics/Translation Studies

Chair: *Marilena Stuwe-Thanasoula, Associate Lecturer, University of Cologne, Germany.

1. Fadwa Murdaah Abdallah, Professor, Lebanese American University of Beirut, Lebanon. Mobility in a Writing Classroom: College Students' Attitudes and Self-Efficacy of Mobile Learning.
2. Ying Cui, Associate Professor, Shandong University, China & Yanli Zhao, Senior Lecturer, Shandong University, China. Repetition of Sound, Structure, and Meaning: A Study of Poeticizing Strategies in English-Chinese Advertisement Translation.
3. Regina Freire, Titular Professor, Pontifical Catholic University of Sao Paulo, Brazil. The Included Excluded.

14:00-15:00 Lunch

15:00-16:30 Session IX (ROOM A--Mezzanine Floor): Sociolinguistics/Cultural and Discourse Topics II

Chair: *Munirah AlAjlan, Senior Lecturer, Kuwait University, Kuwait.

1. Mariney Conceicao, Associate Professor, University of Brasília, Brazil. Social Representations and Second Language Learning in Brazil.
2. Elcin Esmer, Assistant Professor, Mersin University, Turkey. Interpersonal Metadiscourse Markers in Turkish Election Rally Speeches Delivered by Pro-Turkish and Pro- Kurdish Party Leaders.
3. *Conchi Hernandez-Guerra, Tenure, University of Las Palmas de Gran Canaria, Spain. A New Approach for the Analysis of Political Discourses.
4. *Antonie Hornung, Professor, University of Modena and Reggio Emilia, Italy. *How to Cope with Multiple Identities*. Four Case Studies.
5. *Mariangela Peccioli Galli Joanilho, Professor, Universidade Estadual de Londrina, Brazil & Andre Lui Joanilho, Associate Professor, Universidade Estadual de Londrina, Brazil. Language and the Senses of "Nationalism" and "Identity" in Brazil at the End of the Nineteenth Century.

16:30-18:00 Session X (ROOM A--Mezzanine Floor): Teaching/Language Learning Strategies II

Chair: *Antonie Hornung, Professor, University of Modena and Reggio Emilia, Italy.

1. Maria Elizete Pereira dos Anjos, MSc Student, Goiás State University (UEG), Brazil & Arioaldo Lopes Pereira, Professor, Goiás State University (UEG), Brazil. Translating Culture: Teachers' Strategies on the Intercultural Translation Process in EFL Classroom.
2. *Manuela Oliveira, Ph.D. Student, Federal University of Rio de Janeiro (UFRJ), Brazil. 'Variable Particle Positioning in English Transitive Phrasal verbs.
3. *Romanus Aboh, Lecturer I, University of Uyo, Nigeria. Language as a Marker of Gendered Identity in Select African Novel.

21:00-22:30 Dinner (Details during registration)

Wednesday 6 July 2016
Cruise: (Details during registration)

Thursday 7 July 2016
Delphi Visit: (Details during registration)

Fadwa Murdaah Abdallah

Professor, Lebanese American University of Beirut, Lebanon

Mobility in a Writing Classroom: College Students' Attitudes and Self-Efficacy of Mobile Learning

The growth of mobile technologies has attracted the attention of the educators and researchers, many of whom consider the very features of this device to be conducive to effective learning. In fact, mobiles can be unobtrusive, require no technology training and they are thought to be unthreatening to users, enabling student centered, personal and ubiquitous learning. As such, they make it possible to learn anywhere and anytime. Several studies have analyzed the implications of the use of mobile devices for learning and the effects on students' motivation and performance reporting its usefulness especially for English language students. This was particularly true in reading comprehension, vocabulary and spelling. However, little is known about the usefulness of a mobile in writing classroom. Additionally, no research has investigated, particularly in Lebanon, the utility of m-learning. The purpose of this study was to examine the role m-learning plays in motivating learners. It also attempted to study the relationship between learners' self-efficacy and their attitude. The sample group comprised three writing classes in a private university in Lebanon: beginners, intermediate, and advanced. All three classes were exposed to a variety of reading material and were expected to produce writing material ranging from paragraphs to essays and research papers. At the beginning of the semester, students in each class were enrolled in a WhatsApp group to allow exchange of material using different mediums such as pictures, recordings, texts, or hyperlinks. They were encouraged to post inquiries and expected to complete tasks or assignments they receive, which was not restricted to class time only. Results showed that the motivation of the majority of students was enhanced and most of them had positive attitudes towards m-learning. Implications for future research and the practice of m-learning are discussed.

Hassan Abdel-Jawad

Associate Professor, Sultan Qaboos University, Oman

Impact of Foreign Labor on Arabic in the Arabian Gulf Countries: A Challenge to Identity

In the wake of the economic boom in the Gulf countries resulting from the tremendous oil revenues, millions of foreign workers, esp. Asian, have poured into these countries, outnumbering the natives in some of them. This has created a demographic imbalance which has serious consequences on all aspects of Gulf life, esp. linguistic, which has become an issue as there is a great concern that the national, cultural and linguistic identities are threatened.

The study aims to investigate the impact of the influx of foreign labor on the linguistic scene in these countries, focusing on these dimensions: First, Children's 1st language acquisition and competence and the spread of solecism. Second, the Creation of a hybrid language, which may be called "pidgin Arabic" which has negatively influenced the native tongue since the natives too tend to adopt this "pidgin" in their daily interactions. Ironically, instead of assisting the workers to learn the native language, which is what normally happens in Western countries, the natives have changed their language and adopted the workers'. Third, the wide use of English as a Lingua Franca, which ultimately has weakened the position of the native language. English is spreading gradually but steadily, competing with Arabic in many domains, functions, and users. Fourth, Language and cultural globalization where the Gulf has turned into an international and global center. One aspect of this globalization is the disturbance in Higher education with total dependency on the western systems and institutions.

Romanus Aboh

Lecturer I, University of Uyo, Nigeria

Language as a Marker of Gendered Identity in Select African Novel

Studies on gender relations using the African novel as a point of reference are not nil. The indication is that the African novel accounts for how gendered identities are profoundly textualised. However, the majority of these studies depict an apparent imbalance in their discussion of the relationship between the sexes because the popular approach followed by these studies is that the woman is overwhelmingly depersonalised and especially subjugated by men and society. This seemingly apparent one-sided criticism indicates that authentic critical questions concerning the finer influences on language as a marker of gender identity as reflected in the African novel are yet to be answered. I therefore undertake a close, empirical and detailed analysis of language and its co-construction of gender and identity in order to not only expose how discourse participants negotiate or construct their gender identities in social practice, either accepting or challenging societal beliefs or ideological constructs through specific ways of using language, but also to redirect our thinking, making us more critical in our analysis of the interconnectedness of language and gendered identity so as to avoid biased interpretations. Chimamanda Ngozi Adichie's *Half of a Yellow Sun*, Liwhe Betiang's *The Cradle on the Scale* and Sefi Atta's *A Bit of Difference*, which were purposively sampled for analysis, are representative texts. My analysis draws from three theories: literary discourse analysis, socio-cultural analysis and critical discourse analysis; these theories account for the nuanced way language is deployed in the construction of gendered identities. Using textual and ethnographic methods in exploring the intersection between language and gendered identity construction from three discursive directions: marriage and procreation as identity, woman-woman oppression and male-woman subjectivity, I argue that gendered identities interweave at multiple layers of subjectivities; the woman can be her own oppressor just as the man can be his own subjugator. It will be illustrated that context-specific ways of using language accounts for multiple layers of identity construction.

Feda Al-Tamimi

Associate Professor, Jordan University of Science and Technology,
Jordan

&

Rama Tarawna

Al-Balqa Applied University, Jordan

A Videofluoroscopic Study of the Emphatic Consonants in Jordanian Arabic

In order to identify the nature of the emphatic consonants and the articulatory features accompanying their production, 384 videofluoroscopic images of 2 male and 2 female Jordanian speakers were analyzed. Analysis focused on the differences between nonemphatic and emphatic consonants in the pharyngeal length and width, the hyoid bone elevation and larynx raising. Results show that males and females produce emphatics as pharyngealized sounds with the tongue root retracting into the oropharynx and the hyoid bone elevating and the larynx raising as a result.

Maha Aldhahi

Ph.D. Student, Swansea University, UK

Lloyd Davies

Lecturer, Swansea University, UK

&

Maria Fernández Parra

Lecturer, Swansea University, UK

Investigating the Relationship between Vocabulary Size and Cultural Competence in English-Arabic Translation

The translation of culture-bound expressions can be a challenge even for professional translators. This paper explores whether it is possible to predict the level of cultural competence needed in order to avoid translation errors by correlating cultural translation competence to vocabulary size. The results of our survey of Saudi Arabian professional translators show that vocabulary size was lower than expected but that vocabulary size can be an indicator of acceptable translation of culture-bound expressions. However, vocabulary size cannot always be used as an indicator of high quality translation. Overall, our results highlight the need for further cultural training for translators.

Munirah AlAjlan

Senior Lecturer, Kuwait University, Kuwait

Zubairi Kuwaiti Arabic as a Non-Dominant Variety in Kuwait: A Theoretical View

It is a fact beyond dispute that Arabic is a pluricentric language; Arabic is characterized with diglossia where two varieties of the same language co-exist. The Modern Standard Arabic, which is the prestigious variety, is only used in media. The low variety is the informal one, which is spoken in the mundane conversations. I focus on the Arabic spoken in the State of Kuwait, and as I have mentioned elsewhere (cc: Rudolf, 2012), within the low variety spoken in Kuwait, there are different varieties based on the region. Ibrahim (2007) illustrated that Arabic is manifested by many social and geographical speech communities. This paper examines a very significant non-dominant variety of Kuwaiti Arabic known as Zubairi, and which is spoken by the Zubairi community in Kuwait. This variety originated from the area of Zubair located in South-West Basra in Iraq, and when tribes immigrated from Zubair to Kuwait, they influenced the Kuwaiti dialect with Zubairi lexemes. Holmes (1992) stated that regional dialects involve vocabulary, pronunciation, and sentence syntax, which differ from one region to another. Although this variety is originated from Iraq, the Zubairi variety 'showed a considerable similarity to the speech of Kuwait' (Ingham, 1997: 42). And although there are Zubairi Kuwaitis who speak this variety nowadays, it is considered to be a non-dominant and endangered variety of Kuwaiti Arabic because only some older Kuwaitis mainly speak it. This paper reviews the linguistic characters of the Zubairi Arabic, its origin, and how it affects and affected by the different social, political and economic issues that are happening in Kuwait.

Maria Carmela Benvenuto

Assistant Professor, University of Rome La Sapienza, Italy

Multilingualism and the Linguistic Representation of Identity in the Historical Contexts of Achaemenid Hellespontine Phrygia

The Achaemenid conquest of Sardis by Cyrus the Great in 546 BCE marked the annexation of Asia Minor to the Persian ecumene and with it the Greek cities of the Anatolian coast. It created forms of integration and interaction among the people, or rather, the local elites, which varied according to the settlement areas of the different ethnic and political groups with their respective historical, cultural and linguistic traditions. This paper focuses on the linguistic interaction and multilingual representations of identity of the 'epigraphic community' (Leiwo 2002) in Achaemenid Hellespontine Phrygia, which, given its geographical position, played a crucial role as a cultural and political frontier of the empire. It was also a key point of contact with the Greek world.

The present state of research on the multilingualism of Achaemenid Phrygia Hellespontine, and of Asia Minor in general, largely focuses on the number of co-present varieties, and on bilingual or trilingual Anatolian documents (cf. Lemaire and Lozachmeur 1996, and Gusmani 2007, 2008). What seems to remain unaddressed are the inherent social aspects of multilingualism in Achaemenid Anatolia, as well as the actual distribution of varieties (epichoric language, Greek, Persian, the language of the dominant ethno-class, and Aramaic, the administrative *lingua franca*) which coexisted in the same intercultural context in relation to their respective sociolinguistic functions. Given the limited data available, the multimodal method put forward by Mullen (2012) is adopted. This integrates our knowledge of textual data with extralinguistic data whereby the scarcer the linguistic data, the more important the typological and iconographic aspects become; this is also true of the respective historical-institutional contexts which define their communicative functions. The epigraphic dossier of the Phrygia Hellespontine satrapy under consideration includes a full spectrum of epigraphic data types, from sphragistics to monumental epigraphy. Their respective communicative functions - ranging from the most casual documents to the most formal - will be assessed with reference to some ethnic, social, or cultural factor (cf. Mancini 2014).

Rafaela Giacomini Bueno

Ph.D. Student, São Paulo State University (UNESP), Brazil

&

Alessandra Del Re

Professor/Researcher, São Paulo State University (UNESP), Brazil

Speech Genres and the Subject Pronoun in the Oral Production of Brazilian Bilingual Children

The aim of this survey is to analyze the expression and omission of the 1st and 2nd persons in Spanish and in Portuguese in the oral discourse of two Brazilian bilingual children and their interlocutors. In the child-interlocutor dialogical movements, we consider that the values attributed to the expression or omission of the subject pronouns are related to the speech genres (BAKHTIN, 2000, 2010; BAKHTIN/VOLOSHINOV, 1976, 2006) and formats (BRUNER, 1984, 1983, 1981) that allow the entrance of the children into and by the language. We lead the research according to a dialogical and discursive point of view in which the constitution of the child as a subject comes from the relationship with the other and the meanings that are resulted from the discursive movements. The change in the pronominal system of Brazilian Portuguese, that is no longer a pro-drop language as Spanish and comes closer to non-pro drop languages, deepens the differences between both languages, motivating us to investigate the pronominal functioning in the production of bilingual children. The corpora is a compound of oral data of one Brazilian child aged five who acquires/learns Spanish in a bilingual school and of one Brazilian bilingual child aged six, daughter of an Argentinean father and a Brazilian mother. The data was transcribed by the CLAN Program, CHAT format (MACWHINNEY, 2000). We will be presenting the data analysis, emphasizing the similarities and differences between the pronominal expression and omission by three types of discursive genres: open conversation, elaborated suggested activities and non-elaborated suggested activities. The observation of these data shows in which way these different genres allow to understand the positioning of the child's self as a discursive subject, considering the language that is addressed to him and the contexts of acquisition/learning of Spanish in which each Brazilian child is inserted.

Alexander Cobbinah
Postdoctoral Fellow, SOAS, UK

Multilingual Practice and Referential Density (Casamance/Senegal)

The two languages Bâïnouñk Gubëeher and Joola Kujireray are spoken in two adjacent villages in Casamance, Southern Senegal. The two genetically only distantly related languages have been in close contact for generations. While Gubëeher is today a strictly in-group language, most of its speakers have good to very good knowledge of several Joola languages, including Kujireray, which they use for inter-group communication. This intense contact has left traces in the noun class systems, syntax, phonology and lexicon of the two languages. Both Kujireray (ex. 1) and Gubëeher (ex. 2) allow for object elision, although referential density in Kujireray is higher on average than in Gubëeher. In Gubëeher this is partly conditioned by morphological factors, which do not apply to Kujireray, such as the inability to express inanimate objects pronominally.

- (1) *i-haŋgul-i i-suup gu-mër i-dég aŋg i-xëëb*
can-Perf 1-dig:out Agr.gu-Pro 1-hit and 1-eat:hard.thing
'I can dig it (type hard fruit) out, crack [it] and eat [it].'
- (2) [...] *U-ŋar u-y-u u-pos u-kan n-e-nde*
[...] *2S-take PRES-AGR:y-MED 2S-wash 2S-do LOC-CL:e-so.and.so*
'[...] take this, wash [it] and put [it] in something.'

In this talk I present data on referential density in the two languages comparing the proportions of elided objects in recordings of speakers in monolingual mode as well as in recordings of multilingual conversations examining the influence of speaker's multilingual repertoires and mode of conversation in terms of how the various languages are used on the rates of realised and elided objects. A rich corpus of largely monolingual language data from both languages from previous research is complemented by multilingual data recorded during casual conversations and sociolinguistic data as well as a survey of participants' social networks in the course of the ongoing research project "Crossroads - Investigating the unexplored side of multilingualism in Casamance" (www.soascrossroads.com).

Mariney Conceicao

Associate Professor, University of Brasília, Brazil

Social Representations and Second Language Learning in Brazil

In recent years, studies related to representations of indigenous people learning a second language has drawn the attention of researchers. This qualitative study aims at analyzing the relations between representations and learning experiences of an indigenous participant learning Portuguese as a second language at a public University in Brazil. The participant belongs to the Ualapiti indigenous tribe and the following instruments were used to collect data: oral narratives, a questionnaire and a semi-structured interview. Many representations have been identified in the study, among which, “the extensive vocabulary of the Portuguese language hinders learning” and “speaking and listening is more important than reading and writing”. Results indicate that the representations and experiences of the participants are interconnected, creating a cycle in which experiences influence representations which, in turn, influence the process of learning Portuguese by the participant. The study provides important contributions to research in relation to representations of indigenous people. We hope that this research will contribute to studies involving the process of learning languages by indigenous people, and, in a broader perspective, help us, as educators, in the task of leading indigenous learners to social inclusion all over the world.

Ying Cui

Associate Professor, Shandong University, China

&

Yanli Zhao

Senior Lecturer, Shandong University, China

**Repetition of Sound, Structure, and Meaning:
A Study of Poeticizing Strategies in English-Chinese
Advertisement Translation**

We have carried out this investigation on English-Chinese advertisement translation from the perspective of translators, educated readers, and speakers of both languages. Advertising texts have the specific purpose of promotion of goods or services. For this reason, advertisement translation is not merely a matter of transferring words from one language into another, and the function of translations is considered to be the key criterion for evaluating advertisement translation, which is highly creative. Poeticizing is one of the flexible approaches to advertisement translation, which is prominent in English-Chinese advertisement translation. Regardless of how English advertisements are designed, their Chinese translations are often poeticized to be rhymed in sound and balanced in structure. There are studies on poetic textual devices in Chinese and English advertisements, but research is rare regarding the poeticizing strategies in English-Chinese advertisement translation. This research aims to investigate the particular method of poeticizing in the case of English-Chinese advertisement translation and discuss the specific demonstrations of poeticizing and its effects, in the hope of providing translators with useful tools for reference. This investigation refers to the research on aesthetic needs and advertising rhetoric, studies a corpus of 146 English advertisements translated into Chinese, analyzes specific examples of poeticizing, and summarizes the key features of poeticizing. Poeticizing in Chinese translations is mainly realized via the use of repetition, including the repetition of sound, structure, and semantic meaning. The application of repetition enhances the poeticalness of advertisements, appeals to readers' aesthetic needs, increases the impact on the reader, and serves the final goal of promotion. Discussion of the strategies and effects of poeticizing via repetition is intended to provide reference for translators regarding the value of being creative in advertisement translation and enhancing the poetical quality of the translations as well as the Chinese linguistic and cultural characteristics.

Maria Elizete Pereira dos Anjos
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&
Ariovaldo Lopes Pereira
Professor, Goiás State University (UEG), Brazil

Translating Culture: Teachers' Strategies on the Intercultural Translation Process in EFL Classroom

The concept underlying this study is the notion of interlingual translation in its interdiscursivity with language and culture, taking language as a deep manifestation of culture and the values that people carry. Considering the teaching of foreign languages as a set of politically, socially and culturally engaged actions and the learner as an active and critical subject (MENDES, 2002) living in specific social, historical and political contexts, it is important to think about issues such as what culture is, how to teach language as culture and, above all, why to adopt intercultural approach to foreign language teaching. Once the act of translation is understood as an activity of language and a manifestation of culture, it cannot be thought of only in terms of message transmission; nor can it be defined as an exclusively aesthetic activity, even though it may be closely linked to literary practice. On the contrary, the process of translating should be considered as an interactive act and may, as Gorovitz (2001) puts it, be understood as a transition between cultures and realities, languages and authors, works and readers. Having this in mind, this study aims to comprehend the interdependence between translation and culture in the context of English language teachers' formation courses. In order to do so, we intend to analyze the strategies of Brazilian teachers of English referring to cultural aspects of the contents they find in textbooks used in their classes.

Regina Freire

Titular Professor, Pontifical Catholic University of Sao Paulo, Brazil

The Included Excluded

The excluded are those that integrate the educational support rooms of education schools, which are defined as likely to attend a "special" room because they were diagnosed with intellectual impairment, hearing impairment, visual impairment, physical disabilities, autism spectrum disorder (ASD), attention deficit disorder / hyperactivity disorder (ADHD). There are even those who have always been in regular room and that despite efforts to transfer them to a special room, were not because they do not present the "abnormalities" described above but specific learning disorders such as dyslexia, dyscalculia and dysgraphia and the misfits, the aggressive and those who have speech problems or who spoke later, those who stutter, those who do not write or do not read. Objective: Present and discuss a proposal for intervention-training with health and education professionals to address, in partnership, the deadlocks and challenges posed by the learning of reading and writing by students with special educational needs. Method: the method of conversation, proposed by Miller (2005), which applied to educators group aims to create a space in which these professionals can speak freely about their practices. It is proposed that with the word circulation between group members they can build a common and shared understanding be it with the case of a specific student or with the principles governing their practice. It is assumed that at the end of the process, labels are questioned, certainties are shaken and students can be seen in its uniqueness and its idiosyncrasies will be seen just as differences without pathology marks or abnormalities. Meetings with teaching teams, with parents and the students themselves will detail the operation of the method. Some clippings of meetings held will be presented to illustrate the method and its effects.

It is recommended that other groups act with the same methodology for knowledge to be shared, discussed and questioned.

Elcin Esmer

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Interpersonal Metadiscourse Markers in Turkish Election Rally Speeches Delivered by Pro-Turkish and Pro- Kurdish Party Leaders

Metadiscourse or reflexive discourse is broadly defined as the discourse about discourse. Metadiscourse investigations have mostly focused on persuasive writings produced in a number of different contexts such as textbooks (e.g. Crismore, 1984), academic research articles (e.g. Hyland, 1999). Nevertheless, few studies (e.g. Ilie, 2002; İsmail, 2012; Marcus, 2006) have investigated the function of metadiscourse markers in political speech which is one of the most important examples of persuasive speech genre. Political speech is used to convince voters and party supporters to take action as expected by political party leader or to change or weaken their current attitudes and beliefs. Interpersonal metadiscourse is recognised as an important means of facilitating communication between the text, producer and receiver. So it plays a vital role for a political party leader in interaction with his/her potential audience and persuading them. The literature survey reveals that there is no study conducted on metadiscourse markers' presence and function in Turkish political speech discourse. This study is concentrated on election rally speech that is subgenre of political speech. It is delivered by party leaders focusing on positive self and negative other representation and in this genre there is a close interaction between party leader and audience (Küçükali, 2014). The study aims to analyze the use of interpersonal metadiscourse markers in Turkish election rally speeches delivered by two political leaders who pursue the ideology of nationalism in different dimensions: one is pro-Turkish and the other is pro-Kurdish. Also the study examines interpersonal metadiscourse markers' role in the reflection of the scope and nature of political parties' nationalist ideologies. The data for the study consists of four election rally speeches: Two by Devlet Bahçeli and two by Selahattin Demirtaş in the span of the election year 2015. Drawing on Dafouz's (2008) classification of interpersonal metadiscourse markers, data analysis will be done. Quantitative and qualitative methods will be applied to identify the frequency of the metadiscourse markers used in the data. Moreover, the chi-square test will be used to determine if there is meaningful difference between the two political leaders' usage of the metadiscourse markers. It is expected that there will be some variations in the use and distribution of

interpersonal metadiscourse markers in the data according to the political leaders' nationalist ideologies.

Mariangela Peccioli Galli Joanilho

Professor, Universidade Estadual de Londrina, Brazil

&

Andre Lui Joanilho

Associate Professor, Universidade Estadual de Londrina, Brazil

**Language and the Senses of “Nacionalism” and “Identity”
in Brazil at the End of the Nineteenth Century**

Valentina Gasbarra

Post-Doc, "Sapienza" University of Rome, Italy

Mycenaean Textile Memories in Homeric Terminology

The present speech aims at investigating the continuity between Mycenaean and Homeric Greek in the field of technical terminology. The knowledge of the Mediterranean Bronze Age culture has increasingly expanded our interpretation and our reading of the Homeric texts: nowadays the close connection and the continuity of cultural forms from the Mycenaean into the Homeric world (see, among the wide literature on this topic, Carter and Morris 1998; Deger-Jalkotzy and Lemos 2006; Shelmerdine 2008) is a matter of fact. Archaeology has revealed continuing contacts between the Aegean world and the cultural sphere of the Homeric poems, but how extensive and of what nature were these contacts? Even though Mycenaean tablets consist exclusively of bureaucratic documents, they testify a huge material concerning industry (textile, perfume, metal, goldsmith etc.), bringing to light the high level of technical know-how achieved by the palatial organization. The Homeric epics show that much of that terminology remained unchanged.

The strategic objective of the paper will be a reconsideration of some Mycenaean terms, particularly of those with a technical pertinence, for example related to the textile lexicon (e.g. associated with fiber production, textile objects, weaving and manufacture of garments) and a strict comparison with their equivalent in Homer. This task will allow a reconsideration from a linguistic point of view, in order to evaluate not only the formal affinity or diversity between these two different stages of the Greek language, but also the (possible) semantic shift in the light of the different chronology and contexts of use. The approach, briefly explained here, will be focused not only on Greek linguistics, but also on contact linguistics, since many of these terms represent loanwords, particularly loanwords by-necessity, borrowed from Non-Indo-European languages and arisen from the communicative needs of speakers, as well from the desire of speakers to maintain and/or exhibit their membership of particular social groups.

Just to give some examples: the verb for 'to weave, warp, devise, produce' ὑφαίνω (with many occurrences in the *Odyssey*) shows a strong formal and semantic correspondence with the Mycenaean form e-we-pe-so-me-na /ewepsēsomena/ 'which are ready to be woven' attested in MY Oe 127. Conversely, the word for 'flax, linen, linen cloth' λίνον (attested both in *Iliad* and in *Odyssey*) has a surely formal correspondence with Mycenaean ri-no /linon/ (attested passim in

Knossos archive), but in the Homeric epics it can be used in a metaphorical sense, 'the thread of destiny', giving an example of the semantic shift albeit within the unchanged terminological framework.

Solange Maria Sanches Gervai

Professor, Universidade Paulista, Brazil

&

Maria Aparecida Caltabiano

Professor, Pontifícia Universidade Católica de São Paulo, Brazil

Developing Language Teachers in Distance Learning Courses

Distance education is a reality in Brazil and it presents a set of variables that define different educational scenarios such as the roles of students; teachers and ways to evaluate and learn. Lately, the extension, undergraduate and graduate programs are being consolidated into fully distance learning environments and contributions of research data is needed for discussion, reflection and improvement of the work. This paper aims to make room for the sharing of studies on teaching-learning processes in distance learning, focusing on possibilities for developing multiliteracies, mediation in forums, and the use of technological resources to promote collaborative learning. Our purpose is to present and discuss researches that have been done by teachers of the course Teachers' Links, in progress in São Paulo, Brazil. The course is aimed at the improvement of English teachers of public schools and is a partnership between Pontifícia Universidade Católica de São Paulo and Cultura Inglesa. The course allows the development of reading and writing practices in English; reflection on the planning issues of activities; development of teacher autonomy and class mediation. It is an opportunity for learning, not only contents, but also the use of tools involved with distance education. The researches have as theoretical and methodological apparatus the Systemic Functional Linguistics (SFL-Halliday and Matthiessen, 2004 and 2014), the Wordsmith Tools software (Scott, 2008) for the processing of data, as well as authors like Celani & Collins (2005), Gervai (2007), Wadt (2009), Victoriano (2010), all working with teacher development and the use of technology in education.

Conchi Hernandez-Guerra

Tenure, University of Las Palmas de Gran Canaria, Spain

A New Approach for the Analysis of Political Discourses

This paper wants to offer some reflections on the analysis of political discourse. Traditionally, stancetaking is one of the options to be taken as the theoretical frame for the analysis. Indeed, authors like Biber (2000), Marín-Arresse (2009) and Alonso-Almeida & Mele-Marrero (2014) consider that from a discursive viewpoint epistemic and effective stances can be studied in texts taking the modality as the starting point of the study to conclude what is the intention of the author. They have developed interesting and revealing papers. What I want to attempt is to explain the need to include a third perspective when political texts are the focus of study. Certainly, in this sort of texts the intention of the author is the main focus of study and critical discourse analysis, although not considered rigorous for some scholars, offers an extra information on the political dimension of the text and, consequently, of the author.

In the development of this dissertation I shall offer the conclusions I got in the study done to three speeches uttered by President Obama the first years of his presidency in different countries: North America, Ghana and Germany. In them I offer a metalinguistic analysis of them following the above frame with interesting conclusions but, again, I consider that the study lacks a deeper and revealing analysis about the intention of the author. I conclude that the theoretical base has to be adapted to the genre analyzed.

To end with, I offer a new approach for the political texts to be taken into consideration for future studies with these three levels taken as the theoretical frame.

Antonie Hornung

Professor, University of Modena and Reggio Emilia, Italy

How to Cope with Multiple Identities. Four Case Studies

Recent migration processes brought new challenges to European countries. But there is a long tradition of immigration and proof of good or best practices, too.

Drawing on evidence from four case studies, my analysis traces the development of the integration process of four young adults of different backgrounds, who have undergone different processes of socialization and acculturation in Italy, Switzerland and Germany/Switzerland. What I was interested in here was to find answers to the question how foreign youngsters deal with their complex and hybrid situation between familiar and cultural heritage on one side and the target culture with its different languages, communication habits and social values on the other. There is some evidence that the capacity to cope with different identities in different social settings beyond any idea of a national identity is as important as the acquisition of the target language. The decisive question is how language acquisition processes as much as the growing ability to communicate appropriately in different target situations are connected to a diversification process of the concept of self in combination with a growing self-confidence, self-esteem and motivation with regard to their own education and future. This means that it seems to be indispensable that immigrants must become able to overcome the concept of national identities, which often creates a never ending inner struggle between identity A and identity B, in favour of a concept of transnationality, which facilitates a timely and smoothly response to changing communication situations and conditions.

Jasmina Jelcic

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Turning the Tide - Why Culturally Motivated Idioms Should be Included in EFL Curricula

Idiomatic expressions have long been termed as one of the most notorious language items to be taught to foreign learners of English, mainly due to their opaque nature that disallows the reader to infer the meaning of the entire phrase. Even more so, those idioms which are motivated by cultural factors and stem from a cultural domain which is present in the source language but not in the target language can impede the understanding of the idioms even further. It is for that reason why the purpose of this paper is to shed some light on the nature of idiom comprehension among Croatian learners of English who are at upper-intermediate or advanced levels of study. The research was performed on two such groups of learners where the experimental group was treated by means of etymological background for each expression which was provided for them during their English course. Respectively, the control group was merely presented with idiomatic expressions and were instructed to remember as many expressions as they can (in the same manner the experimental group was). Both groups were retested after a certain period in order to test the retention and see whether the elaboration of etymological background exerted any effect on the results. The study therefore addresses the issue of idiom comprehension with regard to the etymological background which was provided for the learner. The research question our hypothesis aims to answer is whether those learners to whom the etymological nature of a given idiom was explained can understand and recall the idiom better than those learners to whom the idiom was presented in the traditional manner of learning vocabulary items. The purpose of the research is to discard the traditional belief that culturally motivated, or otherwise known as oligosemic idioms, should not be included in EFL vocabulary teaching.

James Kusch

Associate Professor, Girne American University, Cyprus
&

Dror Abend David

Professor, University of Florida, USA

Add C for Context

Gift Mheta

Writing Centre Coordinator, Durban University of Technology,
South Africa

Strategies to Ensure Student Active Learning in One-On-One Consultation Sessions: The Reflections of a Writing Centre Practitioner

Student success is, among other factors, largely dependent on the efficacy of strategies employed in the construction and sharing of all forms of knowledge including academic language. It has been observed that the ability to write well effectively evades many and this holds true in South Africa where most institutions of higher learning have responded to this challenge by establishing writing centres (WrCs). The Durban University of Technology (DUT), for instance, has five WrCs which are spread across five campuses, namely Steve Biko, ML Sultan and City Campus in Durban, Indumiso and Riverside in Pietermaritzburg. At these WrCs, tutors provide writing companionship to all WrC users (students and staff) in creative and academic writing. The medium of instruction is English. This paper is an exploration of the strategies that can be employed to ensure active learning among students who consult with WrC practitioners during the process of writing their various assignments such as essays and dissertations. It explores the dangers of deficit approaches and how they can deny students the opportunity to take ownership of the learning process in a consultation session. The paper foregrounds the importance of recognising and utilising students' prior learning experiences. Such knowledge will be shown to be a valuable tool to ensure student active learning. Some of the strategies to be discussed include tasking the student to read their work aloud, assigning the student concrete writing tasks and posing questions that will galvanise the student into thinking critically about their writing task. In the paper, focus will also be on setting and how it can either hinder or make the student more interactive.

Rudolf Muhr

Head of Research Centre, University of Graz, Austria

The Work of the “International Working Group on non-Dominant Varieties of Pluricentric Languages” and the Current State of Art of Pluricentric Theory

The “International Working group on non-dominant varieties of pluricentric languages” (WGNV) has been founded in 2010 and conducted 4 conferences ever since (Graz 2011, Salamanca 2012, Guildford 2014, Graz 2015) and published four volumes with about 250 papers about pluricentric languages in general and about non-dominant varieties in particular. In this presentation an overview about our work and the progress that has been made in developing the theory of pluricentric languages will be given. We have made a lot of progress in setting up a new theoretical framework for the definition and description of pluricentric languages which will be presented in detail in this talk. And we have been successful in finding “new” plc. languages that had not been identified as such before. At the moment we count 38 pluricentric languages that fulfil the criteria (ranging from only formal to full pluricentricity). The languages in question can be found on the web pages of the group: <http://www.pluricentriclanguages.org>

The presentation will give an overview about the present state of art of pluricentric theory and it will be shown that the description of pluricentric languages cannot be done without the concept of dominance-non-dominance. This concept has proved to be very useful by showing that across all plc. languages all over the world there are many similar phenomena that are shared by the non-dominant varieties (linguistic schizophrenia, exonormative treatment of native norms, cultural and linguistic minority complexes, political strife about belonging to a common peoples or not etc.).

The WGDNDV would be happy to invite colleagues taking part in this conference to our next conference in July 2017, in Mainz, Germany. The author of this presentation is the founder and present co-ordinator of the WGDNDV and would be happy to take part in this conference.

Manuela Oliveira

Ph.D. Student, Federal University of Rio de Janeiro (UFRJ), Brazil

Variable Particle Positioning in English Transitive Phrasal verbs

A phrasal verb is a structure consisted of a verb and a particle, which, together, convey an idea often different from the one transmitted by the verb alone. Many are the times when there is particle placement alternation regarding this type of construction. The present work investigates the variable positioning of the English transitive phrasal verb construction (TPV) considering that particles may be placed continuously or discontinuously in relation to the verb with reference to specific TPVs, such as *turn off the computer* and *turn the computer off*, respectively. Taking into account Bybee's (2010) claim that high token frequency is often related to transformation of structures into indivisible chunks, the phenomenon's investigation is based on the recurrence of TPVs collected from BNC (British National Corpus). A brief examination of the constructions up to date and in written discourse shows a strong prevalence for the continuous form as far as the particle *out* is concerned in comparison with the particle *off*. While the former particle is adjacent to the verb in 90% of the occurrences, the latter is adjacent only in 58% of the cases. This partial result reveals an apparent preference for the <V P NP> order in respect to the use of *out* whereas the order <V NP P> is preferable when *off* is the particle used. My hypothesis is that some phrasal verbs have gone through a process of change which resulted in indissoluble constructions (Olson, 2013) subject to loss of compositionality and analysability (Bybee, 2010). Considering that meanings are not always predictable from the verb or the particle individually, what has been supported in this work is that certain constructions must be stored due to their non-compositional value. Therefore, the opposite of *take off a dress*, for instance, is not to **take on a dress*, but to *put on a dress* (Goldberg, 1995), which shows that particles ought to be considered part of constructions and not only verb complements. In accordance with the premises mentioned above, this work is based on the analysis of the constructions through the identification of the restrictions operating in particle positioning in order to verify the characteristic of the NPs involved in the TPVs collected. It then discusses correlations between high token frequency of the constructions with their crystallization on the grounds that such structures are now conventionalized due to frequent repetition, causing loss of independence of constituents.

Sotiria Pappa

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Strengthening Teacher Agency in the Finnish CLIL Context

Recent discussion indicates that the initial enthusiasm of Content and Language Integrated Learning (CLIL) teachers can be undermined by the demands of foreign-language mediated education. However, there is lack of research on CLIL teachers' resources and challenges which support or limit their professional agency. By means of semi-structured interviews with fourteen participants, this study seeks to better understand how teacher agency is experienced by CLIL teachers working at Finnish primary schools. To examine challenges and resources in CLIL teachers' work-lives, a holistic and dynamic theoretical conceptualization of teacher agency is suggested, paying particular attention to the classroom, professional relationships and the wider sociocultural environment. Findings showed that classroom-related tensions, language, and temporal, material and developmental resources were perceived as challenges for teacher agency. Instead, autonomy, openness to chance, teacher versatility, and community of practice were found to support teacher agency. The study concludes with practical implications for teacher education, practicing teachers and future research.

Flavia Pompeo

Assistant Professor, University of Rome "La Sapienza", Italy

Towards a Redefinition of 'Context'. Some Remarks on Methodology regarding Historical Sociolinguistics and Texts of Antiquity

In research on written documents of Antiquity - especially inscriptions - it is not uncommon to work with corpora comprising an extremely limited amount of text. This applies not only to languages which survive in a very restricted corpus (the so-called *Restsprachen*) but also, in specific cases, to Latin and Ancient Greek. Indeed, particularly in geographically 'peripheral' areas, epigraphic documents written in these languages may be part of a fragmentary collection or may even constitute an isolated case, or *unicum*. In these circumstances, apparently 'bad' (Labov, 1994: 11) or 'imperfect data' (Janda and Joseph, 2003: 14) might seem to be even less suited to useful (socio)-linguistic analysis.

This difficulty can be at least partly overcome by reconstructing as accurately as possible both linguistic and extra-linguistic contexts (historical, social and cultural, including scribal practices; cf., among others, Mancini's papers). To this end, the adoption of a multi-modal approach (Mullen, 2012) is essential in order to integrate strictly linguistic data with information obtainable from extra-linguistic elements.

Given the richness and variety of the components involved in this kind of historical socio-linguistic analysis, the present paper aims to define more sharply - and perhaps redefine - the notion of 'context' in research which examines scarce documentary evidence. In this, particular attention is paid to the advantages that can be obtained by comparing a very limited corpus, or even a 'single' text, with documents of the same typology (literary texts, dedications, administrative documents, *defixiones* and so on), even when these are written in a different language to the text under investigation (see, for example, Mancini, 2012, 2014).

The applicability and the appropriateness of this methodological approach and, in particular, the importance of considering various contexts, are demonstrated through the presentation of some case studies involving both Indo-European (for example, Old Persian and Ancient Greek in inscriptions found in Iran) and non-Indo-European languages (for example, Elamite).

Marianna Pozza

Assistant Professor, "Sapienza" University of Rome, Italy

Traces of 'Weaving' in Hittite: A Brief Overview

The aim of the present paper is to reflect on some Hittite outcomes of Indo-European roots semantically connected with the idea of 'weaving' and to compare them with other words drawn from other ancient Indo-European languages. These roots form several archaic derivatives in the Indo-European daughter dialects, which also help us to deepen our knowledge on the material culture of the Proto-Indo-Europeans.

The main roots which will be analyzed – in the light of the Hittite historical developments – will be *webh- 'to weave, to tie', but also 'to move quickly' (IEW: 1114; LIV: 658. Cf. Sanskrit ubhnāti 'to fasten, to tighten', Mycenaean e-we-pe-se-so-me-na 'which are ready to be woven', Greek ὕφή 'net, weaving', ὑφαίνω 'to weave', Old High German weban 'to weave' etc.) and *tek- (LIV: 619) / *tek̥s- (IEW: 1058) 'to weave, to connect', but also 'to fabricate, especially with an ax', 'to make wicker or wattle fabric for (mud-covered) house walls' (Cf. Greek τήχνη 'art, ability', Lat. texō 'to weave', Middle High German dehsen 'to break/swing flax' etc.).

In Hittite, among the words which convey a meaning connected with the idea of 'weaving', we could mention verbs such as ḫup(p)ai-, ḫuppiya- 'to interlace, entangle, ensnare, commingle, (make a) blend (of)', (intr.) 'mix, mingle' (and possible derivatives such as ḫuppa- 'blending, mixing', ḫup(p)ala- 'fishnet', GADḫup(p)ara-, ḫupra- 'a type of cloth'); takš- 'to devise, to unify, to undertake, to mingle'; wep- 'to weave' (and possible derivatives such as, perhaps, wepa- 'cloth/fabric').

Even if these terms have been generally (even if differently) traced back to the above mentioned Indo-European roots, they present some problems, in some cases due to their graphic-phonological shape and to the semantic interpretation of the documented forms, which is sometimes quite difficult.

So, it can certainly be worthy of interest a reflection on this small group of Hittite words, in order to discuss their plausibility – from both structural and semantic perspectives –, and to provide an overview of the main etymological interpretations presented in the past by authoritative scholars, in the light of the new materials and specific studies now at our disposal.

Ekaterina Protassova

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Situation of the Russian Language in Finland

There are many resources on Finnish-Russian relationships that result in attitudes towards the language use inside and outside the community of the Russian speakers in Finland and put this language into a controversial position in this country. Being a long-used instrument and long taught subject, the Russian language was influenced through the Finnish language; at the same time, the newcomers from the main territory of the Russian language use enhanced its development. Different dialects of Russian melted here together. Finland has received an increasing number of Russian-speaking migrants during the last two and a half decades following the collapse of the Soviet Union, this, again, placed certain challenges to the authorities who had to cope with the need of official Russian translations in the public sector.

The paper contains two parts. The first one demonstrates the history and the current position of the Russian language in Finland, specificity of its use in the society, mythology connected to its speakers and covers viewpoints on this matter from various perspectives. It elaborates on the role of Russian as a foreign language, a language of historical minority, a language of an important neighbour and a language of an immigrant community that embraces members of different ethnic groups.

The second part exhibits examples from the bilingual adolescents' speech that illustrate the modern use of Russian on the territory of Finland. The contact-induced changes of Russian language and culture in contact with different majority languages have already been studied in a number of publications, which form a comparative basis for the interpretation of our data (Protassova, 2007; Isurin, 2008; Andrews, 2012; Rethage, 2012; Polinsky, 2015). The Russian culture and the hybrid variants of culture appear to be close to the hearts of young bilinguals; the future of the language is in their hands.

Dllubia Santclair

Post Graduate Student, Goiás State University, Brazil

&

Barbra Sabota

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Intercultural Competence through Brazilian University Students Lens

We intend to discuss the importance of promoting the development of Intercultural Communicative Competence (BYRAN, 1997; CORBETT, 2003; FIGUEREDO, 2007) in a Modern Language course in Brazil, to foster the education of language teachers who are critical and reflective, also in regards to the relation between language and culture. We assume that an intercultural approach to teaching English should prioritize a multicultural and critical curriculum that actively teaches and facilitates the construction of personal and social identities of apprentices in the integrated process of developing language skills, namely: production and listening skills and writing. We seek to reflect theoretically upon the concept of Intercultural Competence (DEARDOFF, 2004) in connection with the language setting as a social practice (MOITA LOPES, 1996), co-built and re-signified historically through social interaction (VYGOTSKY, 1996), which draws a favorable scenario for critical teaching of foreign languages (PESSOA and FREITAS, 2012). Our central argument is that intercultural competence can contribute to the understanding of foreign culture, starting from our own culture and also an outside perspective, that is, it can be understood from the perspective of the other. The research was conducted at the Letras (Modern Languages) course, at UEG - Universidade Estadual de Goiás, the public university, in Goiás, Brazil, under the auspices of Technology, Education and Language Master Program that supported authors' academic activities at the institution, during an academic semester in 2015. Participants in the study were asked to reflect critically on relation between language and cultural in English language teaching and how sociocultural identity impacts speech interaction.

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Assessing the Legal English Skills of Italian Lawyers in a Perspective of Lifelong Learning. The EFLIT End-of-course Exam

In 2006 the Faculty of Law of the University of Parma (Italy) launched a postgraduate training project called EFLIT (English for Law and International Transactions) with the aim of offering professionals and graduates in the fields of Law and Economics a course combining a linguistic focus (i.e. English for Law, at B2 level of the Common European Framework of Reference) and a content focus (i.e. Law in English) in order to improve both their language and legal skills. Since then EFLIT has developed into a national project and has obtained recognition by professional associations for accreditation purposes in continuous education. This has called for a valid, reliable, standardised end-of-course test which assesses the level reached by participants and is 'authentic', i.e. reflects their real needs for English and translates their competence into actual performance. Participants are encouraged to aim for internationally recognised certificates designed by accredited testers, but are too often intimidated by the level required, the format of the exam, and the perception that it does not really meet their needs. EFLIT teaching staff carried out an online survey in order to identify their specific requirements and expectations by creating an EFLIT participant profile, with the final objective of designing an exam suitable for both lawyers and accountants, and tailored to the needs of professionals working in Italy. The present study outlines a new format of the final exam based on the results of the survey, in an attempt to bring together language assessment principles and the professional needs of participants, and compares it to the university's internal test for undergraduates in order to verify to what extent the latter matches the requirements of the students' future profession.

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Pluricentric Languages: In Search of a Relevant Model

There are a number of languages in the world widely spread in several countries where they have developed their variants. These languages are called pluricentric. Russian language is rarely referred to this group. Fluctuations in its qualification are explained by the lack of the following features required by the standard set of features of pluricentric languages: existence of several versions (simply – the variants) of the standard language and codification of the variants. But the inadequacy of Russian language of the post-Soviet countries is obvious to invariants. In the Soviet sociolinguistics, as far as is known, the variants of Russian in the Soviet and autonomous republics were called national variants (whilst existence of an opposition: the Russian language - the national language) with relevant feature appeared as an interference in nonnative speech. After the collapse of the USSR Russian language acquires the pluricentric features. We are witnessing its 'dispersion' and transformation in terms of close contact with other languages and cultures.

In spite of the great amount of literature, existence of comparative linguistic researches of variants of the Russian language, there are still no trends of development in different areas, as the divergent evolution of the Russian language didn't find an adequate understanding yet. However, there is an experience of the researches of other pluricentric languages that may be taken as a base of a model building. In description of the pluricentric language it is important, in our opinion, the following: 1) definition of the scope of tasks, problems including different aspects of the language functioning; 2) development or arranging of meta-language, i.e. terminology; 3) selecting or development of analysis methods; 4) development of a graphical meta-language. Task for the future is to build an integrative model of research of functioning of the Russian language as a pluricentric language.

Alla Smyslova

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What We Know Today that We Did not Know Before: Revisiting Heritage Learner Skills

Though foreign language educators seem to agree that the linguistic skills of heritage language learners are potentially stronger, more intuitive, more native-like than the skills developed by non-heritage learners in traditional foreign language programs, and that heritage learners re-learn or revive their heritage language skills faster than traditional learners acquire similar skills in a foreign language *de nova*, there is still no sufficient empirical basis to support these claims scientifically.

Since the very beginning, it was common knowledge in the foreign language teaching field that aural (listening and speaking) skills are far better developed in heritage speakers than literacy (reading and writing) skills are--they recognize their heritage language far more readily when they hear it than when they see it. However, more recent data (Smyslova 2012) led us to reconsider this hierarchy of heritage learner skills – aural vs. literacy--and rather to establish the opposition of receptive skills (listening and reading) vs. productive skills (speaking and writing) with the former in each pair being more advanced than the latter ones. That in fact supports the argument that early childhood bilinguals may understand language features that they do not produce because production is more affected by attrition than comprehension (Montrul 2008).

But the questions of (a) what exactly their proficiency levels in these skills are, (b) what their floor and ceiling in these skills are, and (c) how large their gains can be in an instructed environment--still remain to be examined.

The proposed paper presents results of a study on the lowest-proficiency Russian heritage learners--those who were born in the US – and seeks to expand current research by introducing new empirical data on measured proficiency levels of their listening and reading comprehension skills before and after they take a dedicated course. Performance-based data were collected in a university classroom environment by means of a standardized testing instrument--the Prototype AP© Russian Examination produced by the American Council of Teachers of Russian. The findings are measured using the ACTR/ILR proficiency scale.

The paper will further report heritage learner measured gains in both skills and offer a comparison of their gains with those of traditional

advance- and advance-plus non-heritage learners of Russian in order to empirically validate the claim that heritage learners react better to instruction and (re) build language skills faster than traditional foreign language learners acquire these skills.

The findings of this study offer new insights into the language skills of the lowest-proficiency Russian heritage learners focusing on their measured proficiency levels in listening and reading comprehension and assessing how their gains are different from those of non-heritage learners.

Marilena Stuwe-Thanasoula
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**A Matter of Interaction:
The Polysemy of the Verbs of Perception in East African
Bantu Languages in the Light of Areal Linguistics**

The basic aim of my presentation is to discuss the polysemy of the verbs of perception in the Bantu languages spoken in Uganda (Bantu J 10-20) and to show the semantic links between the domain of perception and physical condition in general to the domains of cognition, emotion and social interaction. Based on this I will strive after a comparison considering the semantics of the verbs of perception in the greater areal in East Africa including further Bantu languages of the Great Lakes area as well as neighbouring languages of the Nilo-Saharan and Afroasiatic phyla, following the hypothesis that social and cultural parameters as well as language contact influence the meaning and the use of these verbs rather than universal principles or the genetic affiliation of the languages compared in this area.

I will argue that the speakers' multilingual skills and their attitudes towards languages, their age and education, their experience in urban or rural culture and further phenomena like the presence or absence of a long writing tradition or the use of the internet determine the meaning of the verbs of perception. The importance of these parameters in understanding language in general includes methodological and theoretical approaches in linguistic research that are often neglected or missing when it comes to documenting and/or analyzing the languages of the world beyond the large European ones. This asymmetry in our science and the implications that arise out of it can be paradigmatically demonstrated through the controversial scientific views on the polysemy of the verbs of perception.

Neelakshi Suryanarayan

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Healing the Cross Cultural Divide: Role of Russian Language Workers in India's Health Care Sector

Healing the cross cultural divide: Role of Russian language workers in India's health care sector.

The proposed paper intends to study a comparatively new sphere where the commodification of Russian language is acquiring a prominent place in India.

The last few years have seen the influx of a new kind of tourist to India, who is in search of quality and affordable treatment for a variety of medical procedures. With the major share of patients coming from Russia and the countries of the erstwhile Soviet Union, the demand for local people with knowledge of Russian is steadily rising.

Through ethnographic fieldwork, which includes participant observations and interviews, this paper will trace the development of the use of Russian in two large private hospitals in Delhi, which have started attracting patients from the former Soviet Republics for medical services. It will examine how Russian as a language is providing an added value to these hospitals in terms of the clientèle they attract and for the clients themselves. In addressing this issue, the paper will aim to show the particular conditions and processes that characterize the use of Russian within this specific space of 'medical tourism' and the motivation of the personnel involved.

Michal Tal

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Pluricentric Languages and Learners' Problems: Challenges of English Spelling for Native Hebrew Speakers

Regional varieties of pluricentric languages have different manifestations including the type of problems confronting language learners. This study investigated the challenges that English spelling poses for Israeli Hebrew-speaking students by analyzing their errors. We will discuss phonological and orthographic characteristics of both languages and their effect on the regional variety of English in Israel.

English has unique characteristics distinguishing it from Hebrew, which makes it difficult for Hebrew speakers to master its spelling. While English possesses a fully vocalized orthography, Hebrew represents vowels only in a subsidiary fashion. Moreover, English is characterized by an abundance of vowels, many of which do not exist in Hebrew. Some English vowels are represented in print by digraphs – a concept foreign to Hebrew. English has many diphthongs, which do exist in Hebrew, but are much less frequent than in English. On the other hand, in Hebrew two different phonemes may be represented graphically in an identical manner, whereas in English the same phonemes accept two different phonemic expressions. Other English spelling features foreign to Hebrew speakers are consonant germination, capitalization and the apostrophe.

Two questions were addressed: The nature of difficulties Hebrew speakers experience acquiring English spelling and the nature of the developmental pattern of English spelling acquisition among Hebrew speakers. An experiment was conducted in the 8th and 11th grades. Students were dictated real and pseudo-words containing elements posing difficulties due to the differences between the two writing systems, as well as words without such elements. The spelling production on both sets of words was compared.

Analysis of the errors revealed that learners resort to two techniques of dealing with the foreign orthographic features: nativization and compensation. Pedagogical implications for teaching English spelling will be discussed.

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The Issues of Grammatical Gender and Number of Borrowed Words in the Spanish of Equatorial Guinea

Spanish language establishes a very relevant distinction between both gender (feminine and masculine) and number (singular and plural). This has some objective repercussions on the notion of grammatical agreement. In general rule, we can say that masculine nouns end with **-o** while the feminine words are recognized by their final **-a**. And in terms of numerical agreement, both masculine and feminine words make their plural by binding a final **-s** (or **-es**) to the end of the respective singular word.

However, the Spanish language being present in almost all the continents of the world, even became the official language of many foreign countries with a fairly different and complex linguistic panorama. As a result, there are important interferences in vocabulary, phonetics, semantics, syntax and even grammatical aspects that need a critical attention and a linguistic interest.

In this research, we focused on the Spanish of Equatorial Guinea, the only sub-Saharan country where the Spanish language, for obvious historical reasons (colonization) has become the first official language (beside of French language, co-official) and several local languages, predominantly bantu-type (Bubi, fang, benga, bujeba, Bissio, Ndowe, etc ...), creole (annobonés) or pidgin (pichí o pichinglish). In such an environment, we observed that not only many borrowed words are inserted into Spanish to refer to local realities, but also and especially, gender allocation mechanisms and numerical inflection criteria do not always respect the grammatical rules in the standard Spanish. Local languages discreetly but effectively impose their rules of gender and number issues. That is what we are tempted to call the "*intergrammar*" of the Spanish of Equatorial Guinea: an authentic grammatical syncretism.

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**Away from Metropolis:
The Sociocultural Aspects of Russian in Israel**

Russian is the third most spoken language in Israel after Hebrew and Arabic. In the country where language policies have targeted elimination of the use of diaspora languages, Russian-speaking immigrants of the 1990s were the first group that openly insisted on the maintenance of the language of the home-country. This paper explores changes in the status and function of the Russian language in Israel in the last 25 years. Due to a more tolerant attitude to multilingualism and the necessity to accommodate various needs of newcomers, Israeli establishment did not prevent the growing use of Russian in the public sphere. Relying on the monitoring of Russian-Israeli Internet sites and participant observation, we will discuss controversies in Israel's language policy, tensions accompanying the presence of the Russian language on the political arena, in education and in the workplace. In the period of intense commodification of language competent bilingual individuals are viewed as an asset for the country's economy. They are also perceived as agents of cultural diplomacy. Yet due to the lack of bilingual Hebrew-Russian schools Russian linguistic and cultural literacy among the one-and-a-half and second generation immigrants is rapidly decreasing. We will review various efforts of the Russian-speaking community to slow down first-language attrition and discuss possibilities of the reverse language shift.