THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

11th Annual International Conference on

Languages & Linguistics

9-12 July 2018, Athens, Greece

Edited by

Gregory T. Papanikos

2018

Abstracts
11th Annual International Conference on Languages & Linguistics
9-12 July 2018
Athens, Greece

Edited by Gregory T. Papanikos

First published in Athens, Greece by the Athens Institute for Education and Research.
ISBN: 978-960-598-218-8

8 Valaoritou Street
Kolonaki, 10671 Athens, Greece
www.atiner.gr

TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface

This book includes the abstracts of all the papers presented at the *11th Annual International Conference on Languages & Linguistics (9-12 July 2018)*, organized by the Athens Institute for Education and Research (ATINER).

In total 39 papers were submitted by 41 presenters, coming from 21 different countries (Bulgaria, China, Colombia, Egypt, France, Georgia, Germany, Israel, Japan, Lebanon, Luxembourg, Morocco, Poland, Russia, South Africa, South Korea, Spain, Taiwan, UAE, UK, and USA). The conference was organized into 10 sessions that included a variety of topic areas such as Semiotics and Theory of Language, Literature, Sociolinguistics, Psycholinguistics, Syntax/Grammar, and more. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER 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 to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into seven research divisions and 37 research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together. Specific individuals are listed on the following page.

Gregory T. Papanikos
President

11th Annual International Conference on Languages & Linguistics, 9-12 July 2018, Athens, Greece
Organizing and Academic Committee

ATINER's conferences are small events which serve the mission of the association under the guidance of its Academic Committee which sets the policies. In addition, each conference has its own academic committee. Members of the committee include all those who have evaluated the abstract-paper submissions and have chaired the sessions of the conference. The members of the **academic committee** of the 11th Annual International Conference on Languages & Linguistics were the following:

1. Gregory T. Papanikos, President, ATINER.
2. Valia Spiliotopoulos, Head, Languages & Linguistics Unit, ATINER and Associate Professor of Professional Practice & Academic Director Centre for English Language Learning, Teaching, and Research (CELLTR), Faculty of Education, Simon Fraser University, Canada.
3. Marija Liudvika Drazdauskiene, Professor, Wszechnica Polska, Poland.
4. Elzbieta Chrzanowska-Kluczewska, Professor and Head of Institute of English Studies, Jagiellonian University, Poland.
5. Michael Hood, Associate Professor, Nihon University, Japan.
6. Ahmad Oweini, Associate Professor, Lebanese American University, Lebanon.
7. Ivan Capeller, Adjunct Professor, Federal University of Rio de Janeiro (UFRJ), Brazil.
8. Vinita Gaikwad, Assistant Professor, Kean University, USA.
9. Nashwa Elyamany, Assistant Professor, Head of Languages Department, Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt.
10. Gia Kvashilava, Researcher, Ivane Javakhishvili Tbilisi State University and Sokhumi State University, Georgia.

The **organizing committee** of the conference included the following:

1. Fani Balaska, Researcher, ATINER.
2. Zoe Charalampous, Researcher, ATINER.
3. Olga Gkounta, Researcher, ATINER.
4. Eirini Lentzou, Administrative Assistant, ATINER.
5. Konstantinos Manolidis, Administrator, ATINER.
6. Vassilis Skianis, Research Associate, ATINER.
7. Kostas Spyropoulos, Administrator, ATINER.

FINAL CONFERENCE PROGRAM
11th Annual International Conference on Languages & Linguistics
9-12 July 2018, Athens, Greece
PROGRAM
Conference Venue: Titania Hotel, 52 Panepistimiou Street, 10678 Athens, Greece

Monday 9 July 2018

08:00-08:45 Registration and Refreshments

08:45-09:30 (Room O-Mezzanine Floor) Welcome and Opening Address

Gregory T. Papanikos, President, ATINER.

09:30-11:30 Session I (Room A-Mezzanine Floor): Language and Literature

Chair: Valia Spiliotopoulos, Head, Languages & Linguistics Unit, ATINER and Associate Professor of Professional Practice & Academic Director Centre for English Language Learning, Teaching, and Research (CELLTR), Faculty of Education, Simon Fraser University, Canada.

1. Marija Liudvika Drazdauskiene, Professor, Wszechnica Polska, Poland. Maxims and Generalisations in Modern Literary Prose.
2. Nashwa Elyamany, Assistant Professor, Head of Languages Department, Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt. The Interrogation Scene in Harold Pinter's "*The Birthday Party*": A Multi-Faceted Analysis of *Pinteresque* Dialogue.
3. Annamaria Peri, Teaching Assistant, Ludwig-Maximilians-Universität München, Germany. Adjectives and World View. Some Literary Uses of Adjectives in Ancient Greek.
4. Nino Shengelaia, Researcher, Ivane Javakhishvili Tbilisi State University, Georgia. Ancient Scripts of Crete.
5. Arin Salamah-Qudsi, Senior Lecturer, University of Haifa, Israel. The Spiritual Language of Food: Food Fashions in Sufi Sources of Early Medieval Islam.

11:30-13:00 Session II (Room A-Mezzanine Floor): Semiotics and Theory of Language I

Chair: Ivan Capeller, Adjunct Professor, Federal University of Rio de Janeiro (UFRJ), Brazil.

1. Elzbieta Chrzanowska-Kluczewska, Professor and Head of Institute of English Studies, Jagiellonian University, Poland. Creativity in Verbal and Non-Verbal Texts: Harmony vs. Dissonance in Semiotic Codes.
2. Anna Granat-Janki, Professor, The Karol Lipiński Academy of Music in Wrocław, Poland. Semiotics in the Study of Polish Émigré Composers' Cultural Identity – The Case of Alexandre Tansman.
3. Loay Badran, Assistant Professor, Zayed University, UAE. Methods of Definition of Synonyms, The Book of Linguistic Differences as a Model.
4. Andrey Vdovichenko, Lead Researcher, Institute of Linguistics, Russian Academy of Science, Russia. Sign cannot Signify, or How to Find a Source of Sense-Production in Verbal Semiotic Process.
5. Seung Hye Hong, PhD Student, Korea University, South Korea. Strategies of Politeness in Digital Communication Texts.

13:00-14:30 Session III (Room A-Mezzanine Floor): Sociolinguistics

Chair: Marija Liudvika Drazdauskiene, Professor, Wszechnica Polska, Poland.

1. Jacqueline Luck, Head of Applied Language Studies Department, Nelson Mandela University, South Africa & Sharon Rudman, Lecturer, Nelson Mandela University, South Africa. Using Critical Discoursal Reflections to Address Divides and Difference.
2. Ahmad Oweini, Associate Professor, Lebanese American University, Lebanon. Investigating the Presumed Detrimental Impact of Arabic Diglossia on the Development of Formal Language Acquisition amongst Bilingual Students in Lebanon.
3. John M. Ryan, Associate Professor, University of Northern Colorado, USA. Embracing Neapolitan as a Language which is Key to the Reconstruction of Early Romance.
4. Ahmad Aljanadbah, Assistant Professor, Zayed University, UAE. Christian, Muslim, Karaki: Dialect, Religion and Geography in Jordan Social Linguistics Study.
5. Natalie Adams, Associate Lecturer, Nelson Mandela University, South Africa. Multilingual Possibilities and Language Attitudinal Shifts at the Nelson Mandela University.

14:30-15:30 Lunch

15:30-17:00 Session IV (Room A-Mezzanine Floor): Educational Linguistics

Chair: Nashwa Elyamany, Assistant Professor, Head of Languages Department, Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt.

1. Michael Hood, Associate Professor, Nihon University, Japan. Advising Practices and Learning Outcomes: Cases of L2 Graduate Students in the U.S.
2. Ria Angelo, PhD Student, University of Bath, UK. Neoliberal Ideology, Discursive Paradox and Communicative Language Teaching.
3. Ji Hwan Lee, PhD Student, Sogang University, South Korea. The Way of Universe Learning Itself: Experiment and Self-Learning.

17:00-18:30 Session V (Room A-Mezzanine Floor): Cognitive/Psycholinguistics

Chair: Michael Hood, Associate Professor, Nihon University, Japan.

1. Xudong Sun, Professor, China University of Petroleum-Beijing, China. Is the Borderline between Word and Phrase Cognitively Distinct or Vague?
2. Efstathia Soroli, Associate Professor, Université de Lille, France & Cathy Cohen, Associate Professor, Université Lyon 1, France. Effects of Age and Language Structure in the Bilingual Discourse: Evidence from Motion Verbs, Lexical Diversity and Syntactic Compactness in Narratives.
3. Dan Cui, Associate Professor, Harbin Engineering University, China & Li Shiyan, Student, Harbin Engineering University, China. The Cognitive Analysis of Euphemism.
4. Dianyong Zhu, Professor, Harbin Engineering University, China & Ying Lu, Student, Harbin Engineering University, China. The Analysis of Metaphor from the Perspective of Cognitive Linguistics.

21:00-23:00 Greek Night and Dinner

Tuesday 10 July 2018

07:45-10:45 Session VI: An Educational Urban Walk in Modern and Ancient Athens

Chair: Gregory A. Katsas, Vice President of Academic Affairs, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.

Group Discussion on Ancient and Modern Athens.
Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)

11:15-13:00 Session VII (Room E-10th Floor): Syntax/Grammar

Chair: Ahmad Oweini, Associate Professor, Lebanese American University, Lebanon.

1. Naoual Derraz, Associate Professor, Mohamed I University, Oujda, Morocco. X-bar Theory: Working out a Sentence with two Complements Syntactically.
2. Vinita Gaikwad, Assistant Professor, Kean University, USA. Making Sense of Grammar to the Global Language Learner.
3. Hyejin Kim, Assistant Professor, Hankuk University of Foreign Studies, South Korea. Problem of Korean Particles '-e' and '-eso' in L2 Korean to Greek Learners.
4. Yuliya Leshchenko, Assistant Professor, Perm State Humanitarian Pedagogical University, Russia, Tatyana Ostapenko, Senior Lecturer, Perm State Humanitarian Pedagogical University, Russia & Tamara Dotsenko, Assistant Professor, Perm State Humanitarian Pedagogical University, Russia. Cross-Linguistic Collocations in Speech of Komi-Permyak-Russian Bilinguals.
5. Wei-Peng Lin, MA Student, National Taiwan Normal University, Taiwan. A Comparison Study of Mandarin Chinese '*shi…de*' and '*tin…de*' Constructions.

13:00-14:00 Lunch

14:00-15:30 Session VIII (Room E-10th Floor): Semiotics and Theory of Language II

Chair: Elzbieta Chrzanowska-Kluczewska, Professor and Head of Institute of English Studies, Jagiellonian University, Poland.

1. Yunhee Lee, Professor, Hankuk University of Foreign Studies, South Korea. Image, Diagram, and Narrative: A Quest for Meaning.
2. Gia Kvashilava, Researcher, Ivane Javakhishvili Tbilisi State University and Sokhumi State University, Georgia. On Decipherment of the Inscriptions of Linear A in the Common Colchian Language.
3. Seongjae Kim, PhD Candidate, University of Luxembourg & École des Hautes Études en Sciences Sociales, Luxembourg & France. Beyond Explanation: A Prolegomena of the Explorative Method.
4. Han Bud Gim, MSc Student, Korea University, South Korea. Speech Act of Reference as Signification.

15:30-17:00 Session IX (Room E-10th Floor): Second Language Writing/Writing

Chair: Vinita Gaikwad, Assistant Professor, Kean University, USA.

1. Mokdong Chung, Professor, Pukyong National University, South Korea & Yonghoon Kim, PhD Candidate, Pukyong National University, South Korea. A Technique for Improving Accuracy of Identifying Sentences Utilizing Cohesion Devices.
2. Havva Zorluel Ozer, PhD Student, Indiana University of Pennsylvania, USA. Trends in Second Language Writing Research: A Focus on Canagarajah and Matsuda.
3. Yan-Chi Chen, Graduate Student, National Taiwan Normal University, Taiwan. Listen to Yourself: A Pilot Study of EFL Learners' self-Awareness towards English High Front Vowels.
4. Chung-En Liu, Student, National Taiwan Normal University, Taiwan. English Vowel Productions by Early and Late Asian Bilinguals.

17:00-18:30 Session X (Room E-10th Floor): Special Topics
Chair: Gia Kvashilava, Researcher, Ivane Javakhishvili Tbilisi State University and Sokhumi State University, Georgia.
1. Cristina Suarez-Gomez, Senior Lecturer, University of the Balearic Islands, Spain & Margarita Chamorro-Diaz, Teacher, Centro Cultural y Educativo Reyes Católicos, Colombia. Language Contact in Colombia: A Pilot Study of *Criollo Sanandresano.*   2. Elena Erofeeva, Head of Theoretical and Applied Linguistic Department, Perm State National Research University, Russia, Konstantin Belousov, Professor, Perm State National Research University, Russia, Yuliya Leshchenko, Assistant Professor, Perm State National Research University, Russia & Dmitriy Baranov, Lecturer, Perm State National Research University, Russia. Linguistic Data Processing in "Semograph" Information System.   3. Krasimir Kabakciev, Independent Researcher, Bulgaria. On Non-grammaticality, "Speaker Ghosting", and the Raison d'être of English SOT.   4. Yun-Lan Wang, MSc Student, National Taiwan Normal University, Taiwan. Young Chinese Children's Acquisition of *How* and *Why*: *Shenme, Weishenme, Weileshenme, Zenme* and *Zenmeyang*.

20:00- 21:30 Dinner

Wednesday 11 July 2018 **Mycenae and Island of Poros Visit** **Educational Island Tour**

Thursday 12 July 2018 **Delphi Visit**

Friday 13 July 2018 **Ancient Corinth and Cape Sounion**

Natalie Adams
Associate Lecturer, Nelson Mandela University, South Africa

Multilingual Possibilities and Language Attitudinal Shifts at the Nelson Mandela University

This paper aims at eliciting what shifts in terms of multilingual possibilities can be detected in the language attitude of students at the Nelson Mandela University, South Africa. All 23 universities in South Africa have a language policy that promotes multilingualism. Promotion of multilingualism is also incorporated in the constitution of the Republic of South Africa (1996) as well as in the Council on Higher education (2010). The latter states that recognition of multilingualism will promote human rights facilitate effective administration and contribute to the development of South Africa's economy, education and cultural diversity. However, even though multilingualism is being promoted in the South African Constitution, implementation has been very contentious. English, which is spoken by only 9.6 % of the population as a first language, holds immense power, especially in high-status domains such as education, business and health despite the official recognition of all 11 indigenous languages (Statistics South Africa, 2011). According to Alexander (2003) and Tollefson (2006), indigenous language speakers experience what is called "Static Maintenance Syndrome": this, they claim, can debilitate and paralyze African language speakers or those speaking the indigenous languages.

My study agrees with the sentiment expressed by Janks (2009) and Alexander (2010) that English should be used in conjunction with indigenous languages, however, I was aware that indigenous speaking students would find it difficult to have a positive shift in attitude to their indigenous languages being used in an academic environment. Three focus group discussions was held with several first year financial and information systems students. As had been expected, the discussion in focus group 1 echoed the sentiments made at other universities that stated the preference for English. The second focus group discussion was based on an article that students had to read beforehand.

The article, *Here, mother tongue clashes with her mother's tongue,* focuses on the price that South African black children will pay for the constant erosion of African languages. The article's provocative focus challenges commonplace acceptance of English and so resonated with the students' exploration of multilingual possibilities. Focus group three revealed that students had experienced an attitudinal shift and realized the significance of mother tongue education as well as the importance of multilingual strategies. Through this study, students were afforded an opportunity to reflect on language issues and consider an alternative viewpoint to the importance of their indigenous languages. These students themselves recommended in

engaging in more readings and inviting language speakers to challenge commonplace understanding of language.

Ahmad Aljanadbah
Assistant Professor, Zayed University, UAE

Christian, Muslim, Karaki: Dialect, Religion and Geography in Jordan Social Linguistics Study

Ria Angelo
PhD Student, University of Bath, UK

Neoliberal Ideology, Discursive Paradox and Communicative Language Teaching

In this paper I elucidate discursive and epistemic links between the paradoxical neoliberal discourses of language commodification (LC) and sociolinguistic superdiversity (SSD) (Blommaert 2010, 2016) in the 'multilingual turn' (May 2014) in current applied linguistics and weak and strong communicative language teaching (CLT) in language-in-education (LIE) policy. I examine the pedagogic manifestation of these discourses as they pertain to the *method related problem of identity* (MRPI), a disjuncture between (a) monolingual language standards in weak CLT and (b) multi-lingual language learner identities. In construing policy as discourse through which neoliberal ideologies are disseminated, I extend the notion of ideology to hegemony, identifying its criteria in (a) an appeal to universal representation that disambiguates meaning in an epistemic community and (b) a dialectical view of discourse that allows epistemic struggles to emerge as counter-hegemonic discourses. I argue that the discourse of LC emerges as a hegemonic discourse in the form of weak CLT policy precepts in its shared monolingual orientations to language learning and corollary cognitivist epistemic commitments prior to reconsidering the discourse of SSD as it relates to strong CLT and in its potential as a counter-hegemonic discourse in weak CLT language learning contexts. This paper ends with a discussion on implications and directions for future research.

Loay Badran
Assistant Professor, Zayed University, UAE

Methods of Definition of Synonyms: The Book of Linguistic Differences as a Model

This article on synonymy came to existence to meet the academic needs of students who specialize in this field. The article has two parts: the first part discusses the forms that authors of textbooks and dictionaries assumed when explaining the word "Ma" as well as explaining the precision or lack of it thereof in delivering an understandable and clear meaning of "Ma" using such forms. Meanwhile, the second part of this research article focuses on the application of synonymy and at taking into consideration the point of view of others who dismissed synonymy in its minute details especially Alaskari in his book "Linguistic Differences" "Al Forouq Alloqhawiyyah". The author determined that collecting the most commonly-used synonymous notions scattered in Alaskari's book and compiling them in tables would be of great importance in easing lessons according to the Arabic Alphabet System meanwhile citing all that pertains to the corresponding scattered pages in "Linguistic Differences".

Yan-Chi Chen
Graduate Student, National Taiwan Normal University, Taiwan

Listen to Yourself: A Pilot Study of EFL Learners' self-Awareness towards English High Front Vowels

Shadowing refers a procedure that the learners repeat after what they listen (Weber, 1984), which has been a technique for training a translator. Previous studies indicated that shadowing does help for improving EFL learners' pronunciation; however, few studies explicate the effect of the feedback during the practices. This study conducts an experiment for the ESL learners to detect the difference between their own voice and that of the synthesized ones, expecting there would be positive adjustment after one is aware of the differences. This study aims to answer two questions; the first one is whether EFL learners with different English proficiency have different ability for detecting the difference between the two high front vowels; second, whether learners who can distinguish the different sounds can improve their own pronunciation by being close to the first formant frequency (F1) of the synthesized voice. Results showed that learners with higher English proficiency is not highly related to positive adjustment. On the other hand, speakers who have the most immersion by listening to English performed the most positive adjustment of the F1.

Elzbieta Chrzanowska-Kluczewska
Professor and Head of Institute of English Studies, Jagiellonian University, Poland

Creativity in Verbal and Non-Verbal Texts: Harmony vs. Dissonance in Semiotic Codes

The presentation will discuss briefly a few paradigms of creativity, spanning a century between the onset of Russian Formalism early in the 20th c. and the contemporary endeavours to bridge the gap between neuroscience and ponderings of literary theorists and literary semanticists on the emergence of artistic discourse. These claims will be mapped onto an analysis of *non-verbal texts*: *pictorial* (*painting, sculpture*) and *architectural*, to show in what way Lotmanian *explosions*, i.e. novelties in the semiosphere, that is *recodings of semiotic subsystems*, result in an interplay of *dissonance* (cf. Shklovsky's 1917/1965 *defamiliarization*) and *harmony*, the latter being a stabilization or a recovery of equilibrium (cf. also Piaget 1975 on the idea of balance in psychological terms).

This mechanism of creativity can also be described within a *cognitive model* of semantic leaps (Coulson 2001) and the schema-disruption and schema-refreshment, resulting in frame-shifting and conceptual blending (Fauconnier and Turner 2002).

Figuration, conceived broadly as *semiotic troping* (cf. Chrzanowska-Kuczewska 2013, 2017) plays an important role as a mechanism of creativity (metaphor, metonymy, synecdoche, antithesis, to mention only the most conspicuous *transmedial figures*).

Our analysis will also invoke Paul B. Armstrong's (2013) phenomenological-hermeneutical considerations on the aesthetic facet of literary creation, especially the hypothesis that the working of the human brain and the ensuing artistic creativity (literature and music in particular) are a *play* of *two opposing drives*: *harmony* vs. *dissonance* (in line with S. Zeki's (2009) and V. S. Ramachandran's (2011) neuroscientific theories.

I intend to show that the above-mentioned musical terms can also be applied to a description of creativity in visual and architectural semiotic codes.

Mokdong Chung
Professor, Pukyong National University, South Korea
&
Yonghoon Kim
PhD Candidate, Pukyong National University, South Korea

A Technique for Improving Accuracy of Identifying Sentences Utilizing Cohesion Devices

Cohesion is a crucial element for understanding texts, particularly with challenging texts that present knowledge demands to the reader (Loxterman, Beck, & McKeown, 1994; McNamara & Kintsch, 1996; McNamara, Kintsch, Songer, & Kintsch, 1996). Hence, measuring cohesion is an important element of discourse-processing research (McNamara et al. 2010a, b). However, there are not so many natural language processing (NLP) tools that measure linguistic features related to text cohesion are limited. The well-known one is Coh-Metrix (McNamara, Graesser, McCarthy, & Cai, 2014), an online tool that measures a number of linguistic features related to lexical sophistication, syntactic complexity, and cohesion.

Recently, research on information retrieval models using neural networks has been actively conducted by document classification techniques and various algorithms that are applied to realize this research. Additionally, to research the better result, they might furnish the weight to words and documents, or find the singular value in the document.

In this paper, we propose a method to analyze the meaning of sentences by reasonably increasing the frequency of important words in sentences based on Reference of Cohesion devices (Hinke, 2004) utilizing corpus of written down English.We used machine learning such as Convolution Neural Network (CNN) to improve the semantic accuracy of the corpus.

The table below shows the comparison for the experiment, regarding on the existing system to analyze the meaning of the sentence, and the proposed model to improve the performance using Cohesion Devices.

Division	Existing System	Proposed System
Algorithm Problem	No alternative for the same word distribution	Minimizes occurrence of the same word distribution using Cohesion Device
	Unable to analyze when the same word appears in all documents	Can be analyzed applying additional weights
Inference	Using Distribution Matrix Need the high resources	Using Weight of DNN Need the low resources
Result of Test	Accuracy of detecting typical topic 60%	Accuracy of detecting typical topic 90%

Dan Cui
Associate Professor, Harbin Engineering University, China

The Cognitive Analysis of Euphemism

Euphemism is a kind of inoffensive expression used to convey things that people may find upsetting or embarrassing to talk about, for example sex, the human body, or death. The existing researches on euphemism focus on its properties concerning constituent, function, sociality and culture, but seldom of them deal with its cognitive mechanism. This paper, based on examples in the daily communication, analyzes the categorical mechanism underlying euphemism and the internal factors inducing euphemism. From these analyses, reader will find out how euphemism emerges and works to gently express a less gentle meaning. The paper is expected to offer a new understanding of euphemism like this.

Naoual Derraz
Associate Professor, Mohamed I University, Oujda, Morocco

X-bar Theory: Working out a Sentence with two Complements Syntactically

The aim of this paper is to show how a sentence with two complements can be syntactically analyzed and represented. The main aim of this contribution is to explain how the syntactic structure of a sentence with a direct and an indirect object necessitates a particular syntactic approach basically built on X-bar theory. Generally speaking, only sentences with one complement can be worked out syntactically. However, this paper suggests an attempt at syntactically explaining and working out sentences with two complements, depending on 'branching' as a solution. The example to be worked out here is the following: "I sent you a letter yesterday."

Marija Liudvika Drazdauskiene
Professor, Wszechnica Polska, Poland

Maxims and Generalisations in Modern Literary Prose

Interest in maxims among linguists does not seem to be at its peak at present. The current classical sententiae are well described in dictionaries and the present-day questions concern the accuracy of their original meaning in their modern use. Maxims from modern languages, which are often quotations from poetry, may be challenged with the same question of accuracy and with the supreme test on the completion of a quotation by the listener/reader. Maxims in modern prose are far less analysed and they are far less winged, so this paper focuses both on maxims and general statements in literary prose. The analysis of maxims proper and general statements in two modern novels, for the purpose of this paper, has shown that some generalisations serve as motives or reasons and conclusions in the narrative, some are contextual generalisations on experience, a kind of definitions and there are also functionally complex generalisations. These groups, which are basically generalisations, are the plainest. A different group is maxims which present general wisdom, summary statements in a narrative, wit and evaluations. When evaluating, these maxims are evocative and some of them can be quotations and periphrases. The senses of the maxims in a literary work are two-fold: they highlight, often philosophically, the message of the work or its components; they also indicate the author's emotive-intellectual stance owing to their evaluative meaning. In both cases, the sense of these units exceeds the limits of the linguistic context of the work and contributes to its literary imagery and even to extralinguistic knowledge of the reader/listener. Yet maxims from the analysed novels taken in isolation are plainer than the classical sententiae and have a limited currency, if only owing to the modern fashion of play in quotations. Even when general statements and maxims from modern literature function as quotations, they do not gain the status of the classical sententiae and tend to become clichés in their casual currency.

Nashwa Elyamany
Assistant Professor, Head of Languages Department, Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt

The Interrogation Scene in Harold Pinter's "*The Birthday Party*": A Multi-Faceted Analysis of *Pinteresque* Dialogue

The emergence of the *Theatre of the Absurd* is one of the prominent movements that blossomed in the literary world. The play texts of Harold Pinter (1930-2008), who has gained visibility and successive popularity in such a new era of the dramatic world, unravel a new dimension in this European theatre genre. Pinter's outstanding endeavors and contributions to modern theatre afford a new layer of dramatic discourse, characteristically coined as *Pinteresque discourse*, in which power games evolve. In the interrogation scene of his first full-length three-act play, *The Birthday Party*, all the characters are portrayed in constant verbal struggle for survival and domination. In this paper, the researcher reports on a multi-faceted analysis of three randomly selected excerpts of the scene. The proposed framework for the study, which focuses attention on language in use, is drawn from conversation analysis and a two-fold pragmatic analysis. The conversation analysis, in terms of the dominant systematics of turn-taking prevalent in the scene, yields significant findings in regards to the characterization and the themes continually perpetuated by the play text. The pragmatic analysis sheds light on how flouting the Gricean maxims (Grice 1968; 1975) and manipulating different impoliteness super-strategies (Culpeper 1996; 2002; 2005; 2010) on the part of the characters encompass non-symmetrical relational power amongst them. This, in turn, gives rise to an "identity loss" of those stripped of power, by virtue of unwarranted and excessive verbal assault on their face. The study calls for a multi-faceted analysis of dramatic discourse to account for a full understanding of the wide array of dialogic and stylistic features and dynamics prevalent in dramatic texts.

Elena Erofeeva
Head of Theoretical and Applied Linguistic Department, Perm State National Research University, Russia
Konstantin Belousov
Professor, Perm State National Research University, Russia
Yuliya Leshchenko
Assistant Professor, Perm State National Research University, Russia
&
Dmitriy Baranov
Lecturer, Perm State National Research University, Russia

Linguistic Data Processing in "Semograph" Information System

We are living in the information age: the age of advanced technologies and high-tech solutions which determine general trends of scientific development. As far as linguistics is concerned, it is also greatly affected by new challenges. At present, language researchers are required to process and analyze large linguistic databases, applying advanced technology products and resorting to computer integrated methods. In this context, computerized systems of linguistic data processing are becoming especially relevant.

In the report the authors are going to present the "Semograph" Information System – a unique tool specially designed for carrying out and analyzing the data of linguistic research. "Semograph" enables to realize text data analysis, create and tag various corpora, carry out psycholinguistic, sociolinguistic and other experiments, build up classifiers and thesauruses, work out linguistic models, and solve other tasks that can arise while processing linguistic data. "Semograph" framework enables to carry out the full cycle of a linguistic research, including collecting the research material, processing the research data, carrying out expert and statistical data analysis, and, finally, working out visualized models of the studied phenomena (e.g., models of verbal networks, semantic and thematic fields, semantic maps, etc.).

A significant advantage of the "Semograph" information system consists in the network-based distribution of the research participants: the system can be used for working out team projects by groups of linguists geographically remote from each other. The multi-user working pattern provides users' online interaction during all the stages of the project realization and, thus, enables to integrate manifold research results into a unified whole. Special extensions used in "Semograh" enable the researchers to work with a number of external applets or develop their own applets if they want to extend some functional basis of the information system.

The authors' experience of using the "Semograph" information system for linguistic research proves it to be an extremely effective tool for linguistic data processing.

(The research is supported by the Russian government contract PSPU 2017-2019 for carrying out scientific and research work, project №34.1505.2017/PCh).

Vinita Gaikwad
Assistant Professor, Kean University, USA

Making Sense of Grammar to the Global Language Learner

One of the challenges of higher education in a global world is to make the process of education more visually and technologically friendly. The new generation lives and breathes a visual culture. There is no denying that technological advancement has changed the way we think about education and the way young people perceive language learning to achieve their goals in a competitive and visually driven world. In second language teaching and learning, a large majority of us are still struggling with traditional methods of teaching grammar and writing, and, in many places, we still rely on rote learning and decontextualized exercises to attain fluency at the cost of meaning. Discussing language education in a highly globalized world is a befitting concept because bringing about changes in the way we teach or learn grammar so that it makes sense to the learner is of paramount importance. Current trends demand creative, innovative, and attractive methods of teaching abstract concepts, especially in sentence-level grammar, in order to make communication across borders more meaningful and accurate. In this presentation, I propose the use of the technique of visualization of grammatical concepts in the context of writing instruction. Beyond the use of mere visuals, the technique suggests internal visualization that leads to deeper processing of the concepts. The use of visual imagery, for example, and creative use of the traditional method of sentence diagrams may once again become an interesting part of language learning and may bring back fun along with learning in the classroom.

Han Bud Gim
MSc Student, Korea University, South Korea

Speech Act of Reference as Signification

This paper examines one of the possible intersection of pragmatics and semiotics found a speech act, especially that of reference. Briefly touching on how often pragmatics have been treated as being independent of the field of semiotics, I shall try to show how the intersection may be brought about in a referring expressions as defined by John Searle in his essay on speech acts. Searle lists some axioms of reference and principles of definite reference, and I shall try to demonstrate how theses axioms and principles could be understood in terms of semiotic theories, especially that of Peirce. Although the speech act of referencing includes a greater variety, for the sake of clarity and succinctness, I shall bring the pronouns and mainly demonstratives into discussion. The particular instances used in this paper are taken from the Child Language Data Exchange System to provide more concrete instances of the use of the speech act of referencing. The use of pronouns and demonstratives in a particular given situation may provide us a deeper understanding of such speech acts as a part of sign-making.

Anna Granat-Janki
Professor, The Karol Lipiński Academy of Music in Wrocław, Poland

Semiotics in the Study of Polish Émigré Composers' Cultural Identity – The Case of Alexandre Tansman

The affiliation of the Polish émigré composers with Polish culture has often raised doubts which would probably not have occurred had those composers stayed in Poland. These doubts arise from the fact that in some cases it is difficult to determine those composers' cultural identity because their nationality is not that obvious. However, the composers in question never renounced their Polish identity and this fact is evident in their music.

One of such composers was Alexandre Tansman (1897-1986). He was of Polish-Jewish origins and spent most of his life as an émigré in foreign lands, from 1938 being a French citizen. Although his works were not performed in Poland for a long time and were consistently neglected by music critics, the composer unambiguously defined his affiliation with Polish culture through his music.

Semiotics has turned out to be a helpful tool in studying Tansman's cultural identity since his music can be perceived as a kind of cultural discourse. The composer used signs: non-musical (titles, dedications, national symbols) and musical ones (quotes, Polish folk music stylization, imaginative folklore, musical symbols), which have the attributes of Polishness.

The aim of the paper is to prove the thesis that music may be a means of composers' cultural identification and this can be done by applying a semiotic perspective to the study.

Seung Hye Hong
PhD Student, Korea University, South Korea

Strategies of Politeness in Digital Communication Texts

This study is about strategies of politeness in digital communication texts based on Peirce's semiotic and Leech's pragmatic theory. To perform a successful speech act, the expression should be polite, especially when the value is exchanged. Ton of the voice, facial expressions, and gestures etc. are very important elements in achieving the goal. However, in the digital communication environment, only literal expressions remain.

To compensate for this limitation, Koreans perform politeness by provoking sympathy or empathy from various punctuation marks or emoticons. It depends on the type of speech act. When you ask for a favor or apologize, it is useful to stimulate sympathy from Korean vowel representing crying eyes and several dots symbolizing weak and slow voice. These signs represent speaker's sad or depressed emotional state. It makes asymmetry of emotion between speaker and hearer. In other words, Hearer can feel sympathy by speaker attributing low value to oneself, and is therefore more merciful to others in their requests and apologies.

On the contrary to this, when you celebrate or thank each other, feelings of joy or happiness is expressed through signs representing a pleasant voice and face. Unlike the strategy of the former, this maximizes the effectiveness of the speech act by inviting hearer to speakers' positive emotional state. This can be explained as empathy, not sympathy.

Common ground for the two different strategies is that the degree of emotion can be expressed through the number of signs, which in turn leads to the intensity of politeness. Although it is cannot be said that all people use the signs consciously, similar usage patterns are easily found in different texts in practice.

Michael Hood
Associate Professor, Nihon University, Japan

Advising Practices and Learning Outcomes: Cases of L2 Graduate Students in the U.S.

At the graduate level in U.S. universities, the advisee/advisor relationship plays a significant role in determining students' academic success or failure. This relationship is perhaps even more significant for graduate students pursuing their degrees in their second language, as they may face linguistic and cultural challenges that their L1 classmates do not as they attempt to socialize into new academic communities. The guidance of a skilled and dedicated advisor can help L2 graduate students negotiate these challenges. Unfortunately, this key relationship is often dysfunctional. Given the disparate social status of advisors and advisees, and the unequal power inherent in this relationship, it is often the advisee who pays a steep price for this dysfunction.

Using communities of practice, legitimate peripheral participation, and activity theory as a theoretical framework, I conducted a series of case studies examining the relationships between L2 graduate students in U.S. universities and their advisors, from the genesis of those relationships through graduation or withdrawal from the university. Data comprise interviews, institutional policy statements, course syllabi and assignments, and on-site observations. These data are used to co-construct narrative accounts of the participants' relationships with their advisors as a means of shedding light on the sources of dysfunction and how the participants overcame (or did not overcome) dysfunctional relationships. Findings indicate that L2 graduate students with a strong professional identity and strong socio-academic support networks were able to strategically confront, compensate for, or work around a dysfunctional relationship with their advisors, guide their own learning trajectories, and achieve their academic goals. Those who lacked such a sense of professional identity or access to such support networks tended to defer to their advisors, even in the face of indifferent, neglectful, or incompetent advising. Findings also indicate that the dysfunction runs deep, beginning with systemic at the institutional level, through lack of awareness, training, and competence at the advisor level.

Currently my research is expanding to examine and compare best advising practices in European and Asian contexts as a means of developing recommendations to improve advising practices in the U.S., and in turn to improve learning outcomes.

Krasimir Kabakciev
Independent Researcher, Bulgaria

On Non-grammaticality, "Speaker Ghosting", and the Raison d'être of English SOT

The sequence of tenses (SOT) phenomenon has so far remained a mystery both across languages and in English, where its observation often triggers sentences contradicting reality. This forces linguists to define it as bizarre or "useless". The analysis of English SOT is based on Bulgarian data that reveal that a huge number of sentences falling into certain schemata, similar to English prototypical examples of observation of SOT, are entirely non-grammatical. There exists an intriguing parallelism between certain sentence types in Bulgarian and English: exactly diametrically opposing cases of non-grammaticality. The non-grammaticality of the Bulgarian sentences is explained through a phenomenon called "speaker ghosting". This is partly applied on English data. A reinterpretation of English SOT is proposed: not a "mysterious rule" but, simply, a grammatical mood, and the raison d'être of English backshift mood (SOT) is identified: a device, crucially important, to prevent the elimination of non-cancelable content.

Hyejin Kim
Assistant Professor, Hankuk University of Foreign Studies, South Korea

Problem of Korean Particles '-e' and '-eso' in L2 Korean to Greek Learners

The purpose of this research is to analyze various meanings of the Korean spatial postpositional particles '-e' and '-esŏ' with the greek preposition 'se' in order to find some effective education of L2 Korean to Greek learners. L2 Korean language education in Greece was start from October 2009 in the foreign language teaching center of national and kapodistrian university of Athens. The research interest in L2 Korean to Greek learners started from my four-year-experience in the foreign language teaching center. Two Korean particles '-e' and '-esŏ' were problematic to Greek learners because the preposition 'se' in Greek covers semantic field of two. '-e' is adjective postpositional particle of the place, time, and direction while '-esŏ' indicates 'the place where the action is taking place', and 'starting point'. These two particles also have other meanings beyond these basic use above. In the article we will see the semantic difference of '-e' and '-esŏ' in comparison with greek preposition 'se'. Through the errors of Greek learners, we could try to find some effective way to explain the syntactic differences with the analysis between two languages

Seongjae Kim
PhD Candidate, University of Luxembourg & École des Hautes Études en Sciences Sociales, Luxembourg & France

Beyond Explanation: A Prolegomena of the Explorative Method

When *explanation* becomes the goal of a linguistic and semiotic research, its theoretical method will privilege the scientific principles of clarity (↔ ambiguity), generality (↔ typicality), necessity (↔ randomness). However, from a historical and anthropological perspective, we are aware of those thinkers to whom the scientific principles were of only a marginal interest, if not insignificant: instead of reducing the phenomena into that which is describable and controllable, their approach pays attention to idiosyncratic cases. Therefore, for them, the priority in terms of the goal of research shifts from *explanation* to *exploration*. The "explorative method" (as we propose to call it hereafter) thus values the margin and boundary cases that oscillate between the scientific principles and non-scientific principles. It does not aim at discovering (nor creating) a set of truths on which relies the phenomena; rather, it seeks at revealing the plasticity of the scientific method itself, by calling upon cases which unveil the boundary between the scientific and the non-scientific. Thus it is not only trans-disciplinary and inter-disciplinary, but most importantly non-disciplinary. The priority of principles and doctrine ceases; and the predominant aspect of research becomes searching and re-searching for singular cases that were thus far ignored owing to the violence of logos (of the scientific principles). Each exploration is therefore a journey (from the point of view of the researcher) and an invitation by example (from the point of view of the interlocutor of the researcher). As a result, the explorative method moves the interlocutor through an indirect and suggestive gesture —instead of convincing or even converting the interlocutor. In this line of thoughts, this article has two goals: 1) tracing a history of the proposed explorative method in linguistic and semiotic thoughts (if necessary, in parallel with a brief history of the scientific mind; *cf.* Ernst Cassirer's the *Philosophy of symbolic forms*); 2) proposing our own version of an explorative method —mainly inspired from Merleau-Pontian phenomenology, Kierkegaardian existential philosophy— from the case of a piano masterclass (*i.e.*, a piano lesson for advanced pianists) setting.

Gia Kvashilava
Researcher, Ivane Javakhishvili Tbilisi State University and Sokhumi State University, Georgia

On Decipherment of the Inscriptions of Linear A in the Common Colchian Language

The object of this paper is the deciphering of Cretan Linear A (LA) inscriptions spread mainly across the Aegean area.

1. The paper presents a brief background of the ancient population of the Peloponnese, Asia Minor and the Aegean islands before the Indo-European migrations.

It is supposed that the indigenous inhabitants of this area were of non-Indo-European and non-Semitic origin, from the Proto-Kartvelian tribes.

2. The study of the linguistic material and graphical qualities of LA, and the phonetic reading of Linear B script by M. Ventris, granted the correctness of my decipherment of LA inscriptions in the Common Colchian (CC).

Some of the deciphered LA words are the following:

2.1. Words for numeral operations: (addition) ku-ro – "*to bind, gather, collect, add*", and (subtraction) ki-ro – "*fault, defect; to subtract, lessen, diminish, cut off*".

2.2. Toponyms and anthroponyms: ma-ka-ri-te – *"the island of Macris (Euboea)"*; pa-i-to – *"Phaistos"*; a-ja – *"Aea"*; ku-ku-da-ra – *"a Colchian person"*.

2.3. Names of pots: ka-ti; ka-di.

Ji Hwan Lee
PhD Student, Sogang University, South Korea

The Way of Universe Learning Itself: Experiment and Self-Learning

The universe is filled with signs, which is interpreted by semiotic agent of semiosis. Regarding this, Alin Olteanu argues that "Life occurred so that it can know, so that someone can know the universe, arguably the Universe's way of knowing itself."(Olteanu, 2015, p.64) And Carl Sagan says that "We're made of star stuff. We are a way for the cosmos to know itself." Olteanu provides understanding that triadic relation is intelligible. Sagan enlightens our connectivity with the universe's interaction.

For example, the particle is triadic relation. Strong interaction(or color force) combines 3 quark with gluon to be hadron. Electromagnetic force combines atomic nucleus with electron. Double helix is made of two nucleotides that are composed of three: sugar, nitrogenous base, phosphate. A number of neurons can make a neuron group, but the core relations is the triadic relation of neurons. This neuron groups have patterns of signals(both of electric and chemical) and weighted value map. And interpretants or cognitive signs are similar in structure and process.

Then, we could infer that a triadic relation can be new one beyond the sum of its parts, in every triadic relation connected with other triadic relation in different category. And what makes something to be existence is a chain or flow of triadic relations, namely semiosis. Also, numerous laws and grounds on semiosis produce the universe it will be, besides create the universe it can be in triadic interactions. However, for explanation about the whole universe's semiosis, there are need to adapt the concepts of 'force' and 'field'. Because 'semio-force' offers conceptual tools to us that make it easier to comprehend that semiosis is not only sign connection but also sign 'motion'. Always, Being existence could be possible in triadic relation structure with 'motion' that makes 'force in field' and changes a chain or structure into stream of triadic relation(three to three), and 'motion' only be possible in 'field'.

Follow the tone of thesis above, i will use or create terms for respondence: 'field ->semiosphere', 'force->semio-force', 'motion->semiostring'. In semiosphere, sign is connected with other sign by iconic, indexical, symbolic connection and double triadic(transcendent). Becoming into sign flow get triadic relation of sign to have mutual assimilation circulation. In other word, it is a swing that create or bring other interpretant and integrate signs with interpretant in flows, meanwhile the flows go on. Partially, it is analogous to the principal of superstring theory. When superstring is seen from a distance, it would be a particle, but it is a connected string that vibrate in variety patterns and

frequencies.

I disentangle universe experiment as triadic interaction from semiosphere as universe's way of knowing itself. Because, in experiment, each signs are expanded continuously, getting function, or consequence, or relation that has large part of their being relying on a motion that is aside from locality of self-learning cognitive semiosphere, about what they could be with other and how they would actually affect the other. In contrast, Semiosphere learn by its own field and motions of signs, namely semiosis, which makes signs about experiment's signs in experiment by itself. Moreover, semiosphere trajects the interaction between universe's experiment and learning, so it involved in new semiosphere that will be produced, and sign volume, category, pace of connecting interaction. It is the way of semiosphere learning itself. Therefore, it is the way of universe to learn itself.

A self-learning semiosphere would be activated more by language, and It makes narrative, especially myth. Then universe's self-learning activated in two ways for searching: the minimal units composing itself and some different universes. In such a continually evolving universe, we are triadic communications of sphere, semiosphere, self-learning semiosphere. Intelligent being only exist as 'motion' of signs on the triadic communications. But the 'motion's traces' are arranged in accordance with reality rank of list that expand our possibilities.

Yunhee Lee
Professor, Hankuk University of Foreign Studies, South Korea

Image, Diagram, and Narrative: A Quest for Meaning

Semiosis is a sign process through which a form appears for transmission and communication. For the human subject as semiotic agency, we are "informed" while engaged in semiotic activity, resulting in the formation of self-identity. But cognitive systems operate differently according to semiotic agency. Human cognition involves both epistemological and ontological realms in connection with phenomenological and formal realms.

Regarding signs and meaning, signs have a twofold meaning from ideological and mediological aspects. That is to say, two planes of content and expression of a semiotic system operate independently of each other. Semiotic activity presupposes a dialogic process between two semioses of perception and conception, which are mediated by the interpreting human mind in an autonomous system.

Based on perception and conception of semiotic activity, the paper aims to examine the relationship between image and narrative by means of Peirce's first trichotomy of image-diagram-metaphor. The trichotomy known as hypoicon is characterized by sign in relation to sign itself, which is distinguished according to its ontological stance, that is, quality, individual, and law. The three modes of sign cooperate so as to produce narrative meaning. Narrative as an extended metaphor can be examined in three modes: narrativity in image, schematic image of narrative in imagination, and narration of image for hypothetic interpretation.

The three modes of narrative sign as a type of media are investigated through dialogical interaction by virtue of topological imagination in mind. This means that the study of image and diagram by means of narrative is integrated with mediological and ideological aspects. In doing so, the interpreting mind mediates A with B in a way that it sees A as if B, perceives A as if B, and tells about A as if B based on similarity. In general, saying it in a slant demonstrates that we understand perception by means of conception and vice versa based on comparison. This interpreting activity shows that the interpreting mind is tied to metacognition, as re-cognizing the object of image for meaning in life.

Yuliya Leshchenko
Assistant Professor, Perm State Humanitarian Pedagogical University, Russia
Tatyana Ostapenko
Senior Lecturer, Perm State Humanitarian Pedagogical University, Russia
&
Tamara Dotsenko
Assistant Professor, Perm State Humanitarian Pedagogical University, Russia

Cross-Linguistic Collocations in Speech of Komi-Permyak-Russian Bilinguals

Most generally collocations in linguistics are defined as habitual, regularly used combinations of two or more words perceived by the speakers as syntactically and semantically holistic units. These units realize regular combinatorial features of words and are based on the so-called "high expectedness" of their co-occurrence. Native speakers use collocations automatically and intuitively, reproducing them in speech as ready-made units. It is supposed, that the use of collocations is determined by automated lexical skills formed in the process of native language acquisition; these skills fix in individual consciousness usual patterns of conjoining two words of a particular language within a speech flow. However, in case of bilingual speakers (people who have spontaneously acquired two languages and extensively use both of them in everyday speech) whose lexical skills are formed simultaneously in relation to two languages, cross-linguistic collocations often occur.

The paper presents an experimental study of cross-linguistic collocations used by bilingual native speakers of the Russian and Komi-Permyak languages. For revealing Komi-Permyak-Russian cross-linguistic collocations a free associative test and a sociolinguistic survey with Komi-Permyak-Russian adult bilinguals were carried out. As a result, a set of cross-linguistic collocations was revealed and analyzed from the point of view of their speech usage frequency, syntactic structure, semantic and thematic relatedness, assimilation pattern, triggering mechanism, etc.

The research proved that combining words of the two languages within one semantic and syntactic construction is a highly productive speech pattern for Komi-Permyak-Russian bilinguals. Basing on the received results, the authors formulate the hypothesis that bilingual consciousness is characterized by a mixed zone, diffused from the point of view of linguistic code. This zone is formed with the help of unintentional and automated code switches and provides the so-called "language mixing" phenomenon often revealed in bilingual speech.

Wei-Peng Lin
MA Student, National Taiwan Normal University, Taiwan

A Comparison Study of Mandarin Chinese '*shi… de*' and '*tin… de*' Constructions

A great number of studies on Mandarin Chinese '*shi…de*' construction has been made by the scholars worldwide. '*Shi…de*' has been identified as a cleft construction for a long tradition of syntactical scholarship. However, another construction in Mandarin Chinese '*tin…de*' which seems to share similar structure as '*shi…de*' gains less attention from the linguists. Both constructions are wildly used in modern Mandarin Chinese.

(1) a. 這 朵 花 是 紅 的。
Zhe-duo hua shi hung de.
This-CL flower be red DE
'This flower is red.'

b. 這 朵 花 挺 紅 的。
Zhe-duo hua tin hung de.
This-CL flower very red DE
'This flower is very red.'

The main distinction of these two constructions is that '*shi…de*' allows a lexical verb, adjective and other clausal elements to be put in between the copula *shi* and the functional element *de*. On the contrary, '*tin…de*' only allows a gradable adjective. This research aims to provide the syntactic and morphological explanations for the distinction. The methodology is to give a brief analysis to examine the grammaticality of sentences applying '*shi…de*' and '*tin…de*.' In this paper, the data are extracted from *Academia Sinica Balanced Corpus of Modern Chinese*, one of the largest corpus of Mandarin Chinese with the contents from different categories.

Chung-En Liu
Student, National Taiwan Normal University, Taiwan

English Vowel Productions by Early and Late Asian Bilinguals

According to Flege (1987), the willingness of L2 learners to sound like members of the L2-speaking culture can be account for L2 learners' performance in perception and production (Flege, 1987). Moreover, the degree of L1-L2 influences in early and late bilinguals appear to depend on the length of their exposure to the L2 (Baker & Trofimovich, 2005). In the beginning stages of L2 learning, late bilinguals often perceive and produce at least some L2 vowels and consonants sounds as instances of L1 sounds (Flege, 1995). In later stages, the two languages may interact less so that late bilinguals' L2 is "colored" less by their L1 (Baker & Trofimovich, 2005). Study about Slavic and Mandarin-speaking adult immigrants (Derwing et al, 2009) implies that a predominantly L2-speaking environment is important for language learning by presenting the fact that an insignificant improvement of fluency in English for those immigrants whom do not access to speak English outside of class.

In this paper, I define early bilingual immigrants as those who immigrate in either Canada or United States before 12, and those late immigrants who immigrate after the age of 15. Moreover, I define early bilinguals as those who learned English between ages 1 to 12, and those late bilinguals who learned English after the age of 15 in accordance with the Critical Period Hypothesis (Penfield, 1959). The objective of this experiment is to compare the English vowel productions between early and late immigrants of Asian bilinguals, and the extent of being an early Canadian immigrant or a late Canadian immigrant affects their vowel productions. Additionally, I compare whether Mandarin speakers have a better performance when the vowel / i/ in monophthongs of Mandarin Chinese is similar to the vowel / i / in English. To determine whether the subjects of Mandarin as first language is affecting their second language. Also, to verify whether the accuracy of both production and perception affected by the native language (L1) background, and question if subjects depend on the perceived relation between English vowels and vowels in the L1 inventory (Flege et al, 1997).

The result shows that early and late Asian bilingual immigrants have a significant distinguishing impact on production, perception and accented rate. However, none of them are significant to early and late Asian English learners. That is, learning L2 early or late in a non-L2 country does not have direct effect on one's performance. Whereas, L2 learners can improve their performance in English if they immigrate earlier in an L2 speaking country or environment or have a longer length in English learning.

Jacqueline Luck
Head of Applied Language Studies Department, Nelson Mandela University, South Africa
&
Sharon Rudman
Lecturer, Nelson Mandela University, South Africa

Using Critical Discoursal Reflections to Address Divides and Difference

This paper explores the potential for shifts of an 'us' and 'them' in a world where fear of an 'other' is surging. These ideological perceptions of the world, inherent in discourse, determine the manner in which identity is constructed – both in terms of one' own identity as well as the manner in which one understands the identity of an ' other'. Perceptions of identity continue to dictate divisions in South African society along cultural, class and racial lines. Our paper will present findings of a first-year English Language Studies module focused on how foregrounding these ideological assumptions which result in othering can contribute to the development of a critical reflection on these matters by students/young adults. The paper draws on the conception of ideology, as an interpretation of reality, determining how we make sense of that which we encounter and, subsequently, how we react to the world around us (Althusser 1980, Zizek 1989, Fairclough 2001), which appear as 'reality'. This 'reality' is only critically assessed if it is foregrounded and, thus, made visible.

In the module students learnt to identify, make explicit, examine the validity of commonly held assumptions of those considered 'other' and to consider alternate systems of thought. They wrote reflective narratives, individually and in multicultural groups, to assess assumptions of their own and other groups. The paper shows the shifts that resulted when students were given tools and spaces to examine how ideology is reflected in discourse to construct a particular, often deficit version, of other groups. It also shows the value of language modules to encourage transformative and critical reflections.

Ahmad Oweini
Associate Professor, Lebanese American University, Lebanon

Investigating the Presumed Detrimental Impact of Arabic Diglossia on the Development of Formal Language Acquisition amongst Bilingual Students in Lebanon

The purpose of this study is to investigate the presumed detrimental impact of Arabic diglossia on the development of formal language acquisition amongst bilingual students in Lebanon. The participants selected for this correlational research were students enrolled at a private, rural, middle class school, attending kindergarten through grade 6, are considered to be those most affected by inherent challenges to language (L1) acquisition due to significant linguistic differences between the two forms of Arabic. Participants were given to two standardized measures so as to establish the trend of development in oral skills for both classical and colloquial Arabic; determine the grade level at which convergence occurs between the two forms of acquisition; and finally compare the degree of classical Arabic (L1) acquisition with respect to English (L2) as a second language. Results confirm a relationship between Arabic diglossia and late oral development, while students displayed a higher degree of comfort with English than their mother language. The findings call for pressing reform plans regarding instruction of the Arabic language in order to promote better oral language acquisition. Recommendations include research based language instruction strategies in the classroom for the purpose of improving performance and engagement.

Annamaria Peri
Teaching Assistant, Ludwig-Maximilians-Universität München, Germany

Adjectives and World View: Some Literary Uses of Adjectives in Ancient Greek

The conceptual nature and psychological origin of adjectives is not easy to grasp. Things of the real world do not 'contain' adjectives in themselves: a horse is a horse. When the horse becomes, for example, '*single-hooved*' (Hom. *Il*. 5.236, etc.), that is, when we impose an adjective upon it, we are following specific mental patterns and thus indirectly expressing a world view.

This paper proposes to compare the use of adjectives in Homer and Aeschylus in order to explore these poets' different attitudes towards reality.

Homer uses adjectives in a way similar to that in which Egyptians painted objects and human beings in their tombs. Each thing had to be represented from its most characteristic and recognizable perspective, regardless of the coherence of the whole: feet and head, for example, were seen in profile, whereas the chest from the front. So, too, Homeric adjectives obey a logic of completeness and intelligibility. Birds are '*broad-winged*' even when they roost in their nests, because flying is their essential nature. In the Homeric world, the identity of objects and their socially determined meaning are more important than their contingent appearance. This, of course, does not deny the importance of metrical constraints and the role of oral compositional techniques.

Three centuries later, poets feel free to explore the effects of a more personal creative intervention through language upon things. Aeschylus' adjectives tend to be unique, bold, and spectacular; they are carriers of emotions rather than identifying epithets. A taste for paradox and riddle dominates over the search for clarity; an effect of pluridimensionality is reached through synesthesia or similar artifices; and the materiality of real objects is replaced by the sonorous, 'plastic' force of the words describing them. Homer uses adjectives to clarify and identify; Aeschylus to create literary objects, to distantiate poetic language from the ordinary word.

John M. Ryan
Associate Professor, University of Northern Colorado, USA

Embracing Neapolitan as a Language which is Key to the Reconstruction of Early Romance

Despite being the second most spoken language on the Italian peninsula, its unique evolution from Latin, and the fact that it has been reported as being significantly unintelligible to standard Italian, Neapolitan has never been considered one of the major Romance languages and therefore has experienced a rather lackluster representation among the more prominent languages of Europe. This has led to its outright omission in some of the more important comparative linguistic studies of the twentieth and twenty-first centuries. Examples abound of important comparative Romance analyses in which Neapolitan is not included. A survey of cross-linguistic studies dealing with early Romance suggests that these have traditionally given preference to any of the following as sources of linguistic data: 1) national languages, in this case, Italian, all but implying Neapolitan to be nothing but a mere offshoot, 2) languages that possess comparably the largest number of speakers, especially those that have swelled exponentially for reasons of empire building and immigration, as in the cases of Spanish, Portuguese and French; or 3) insular languages such as Sardinian which, in spite of its relatively low number of speakers, appears to have been included in some studies because of its sequestered history and the inevitable results of differently evolved forms. The reason for this study is to demonstrate that because of its exclusion among the ranks of other more elite languages, certain key structures of Neapolitan have been overlooked as potential exemplars of earlier forms of Romance. In order to do this, the presentation will provide: 1) additional context and rationale for why national language status or number of speakers as principal criteria for inclusion in comparative language studies only serve to obscure the relevance of other factors which may in fact pass more scientific muster as to reasons for inclusion in such studies, these being geographic proximity to Rome combined with continued historical insulation from external forces; and 2) specific examples from the Neapolitan lexicon that, a) serve to demonstrate how this variety conserves early forms of Romance, and b) draw attention to the historical oversight among major comparative Romance linguistic studies that have excluded that variety.

Arin Salamah-Qudsi
Senior Lecturer, University of Haifa, Israel

The Spiritual Language of Food: Food Fashions in Sufi Sources of Early Medieval Islam

Nino Shengelaia
Researcher, Ivane Javakhishvili Tbilisi State University, Georgia

Ancient Scripts of Crete

The structure systems of ancient Pre-Greek Cretan scripts - the Phaistos Disk and Linear A scripts, also some features of Linear B script are discussed in the presented paper. The basis for our research is provided not only by the decipherment of Linear B tablets in the ancient Greek by Michael Ventris but also by the decipherment of the Disk script and Linear A in the ancient Common Kartvelian by Gia Kvashilava.

The algorithm has been presented (Gia Kvashilava) for reading the Disk signs that is based on the study of rotated positions of pictograms: those printed horizontally along the spiral line are logograms; left-to-right signs are read following the natural order of syllables in a word, right-to-leftoriented signs are palindromes; the signs printed vertically are syllabic: upwards looking ones are read as the first syllable of the word, the down looking ones – as the second syllable of the word.

Linear A script signs are generally acknowledged to be graphical variants of acrophonic syllabic signs of the Disk, also repeating their phonetic values.

The ancient Greek Linear B script signs were borrowed from Linear A keeping to the phonetic values of the initial language system, which made it possible to *read* Linear A tablets, and then understand them.

Efstathia Soroli
Associate Professor, Université de Lille, France
&
Cathy Cohen
Associate Professor, Université Lyon 1, France

Effects of Age and Language Structure in the Bilingual Discourse: Evidence from Motion Verbs, Lexical Diversity and Syntactic Compactness in Narratives

For some authors, age is considered to be one of the main factors that influence discourse abilities in bilinguals (Ramscar et al., 2014), and that typological distance or differences in the grammatical features or lexicalization patterns of the two languages of the bilingual cannot be a barrier for learning processing if the target feature to be learned is processable at the given point in time (Pienemann, 2007). The present study examines how two age groups of bilingual children (6 and 10 year-olds), speaking two typologically different languages (English and French) construct discourse, choose their motion lexicon and organize spatial information in narratives. 18 English-French bilingual children, nine 6 year-olds and nine 10 year-olds, were tested in a semi-controlled narrative task with Mayer's (1969) *Frog Where Are You?* storybook in both of their languages. Discourse markers such as pauses, repairs, hesitations, omissions and code-switching, as well as the lexical and morphosyntactic choices made by the two groups of bilingual children were compared in narratives elicited by the same stimuli in the two languages of the participants. The analysis of bilinguals' speech shows that discourse construction and morphosyntactic performance are subject to age influence, while lexical diversity, semantic richness and syntactic compactness largely depend on the specific linguistic, and thus typological, properties of the involved languages.

Cristina Suarez-Gomez
Senior Lecturer, University of the Balearic Islands, Spain
&
Margarita Chamorro-Diaz
Teacher, Centro Cultural y Educativo Reyes Católicos, Colombia

Language Contact in Colombia: A Pilot Study of *Criollo Sanandresano*

The present linguistic situation of Colombia counts with. more than 65 indigenous languages from different languages families. These indigenous languages are mostly spoken in bordering regions of the country, as well as in settlements located in diverse ecological regions. One of these indigenous languages is the *criollo sanandresano* spoken in the islands of San Andrés, Providencia and Santa Catalina, located on the north-west Atlantic coast of Colombia. Together with Spanish, it has been the official language of these territories since 1991 (Article 10, Constitution of Colombia). The dominant language nowadays is Spanish, irrespective of the context and age (Andrade Arbeláez 2006), although *criollo sanandresano* remains as the vehicular language among the lowest social classes. It is an English-based creole language that developed in these islands in the 17th century and emerged as after a process of language contact with English (superstrate), West African languages (from the Atlantic slave trade) and Spanish (substrate languages). As a consequence "complex patterns of contact linguistics, including lexical transfer, code switching and code mixing, and discoursal and syntactic change and accommodation" (Bolton 2006: 261) are very likely to occur (see also Thomason and Kaufmann 1988). Therefore, following Thomason (2001: 63) we assume that in situations of language contact all language levels can be affected and "anything" can be adopted from the languages in contact, from vocabulary, to phonological or structural features.

Our aim in this presentation is to describe the current situation of *criollo sanandresano* and to analyse it from a linguistic point of view, in order to see whether the acknowledged view that creoles have a simpler grammar (e.g. lack of inflectional morphological markers, development of analytical particles, etc.) and more internal variability than older, more established languages holds (McWhorter 2005; see also Thomason and Kaufman 1988). This analysis will be based on a selection of texts from the saga *Anaansi Liv*! and it will pay special attention to morphosyntactic variables in the light of contact linguistics and creolization processes.

Xudong Sun
Professor, China University of Petroleum-Beijing, China

Is the Borderline between Word and Phrase Cognitively Distinct or Vague?

There is a process for words to form phrases. This process may be simple and instant and may be sophisticated and long lasting. Transformation of phrases into words and formation of phrases by words are both two-way mutual transformation processes and in many cases we could not tell the distinct boundary between words and phrases. This paper studies the distinct and vague boundaries between words and phrases mostly based on the examples of Chinese and their relation with the structure and functions of cognitive concepts, relating word of the grammatical domain to concept of cognitive domain. The vague boundary between word and phrase could be understood in two senses: a given expression is neither a typical word nor a typical phrase and there is a "gap" in between; during the development of language, mutual transition between words and phrases happen and the crossing-borderline moment is sometimes not obviously perceived and distinct. Structurally, words, particularly compound words, and phrases share similarity with concept, both with core components and periphery components, but with different performances. The different structures of word and phrase, when representing concept, reveal the differences between words and phrases. In addition, vague borderline between word and phrase could also be clarified through analyzing functions of concept. The status of an expression could be defined through the analysis of the three functions of concept: categorization, inference and conceptual combination.

Andrey Vdovichenko
Lead Researcher, Institute of Linguistics, Russian Academy of Science, Russia

Sign cannot Signify, or How to Find a Source of Sense-Production in Verbal Semiotic Process

Verbal data if represented by a unit (word, sentence, text etc.) which has been artificially removed from the "domestic" *communicative action*, can be no more interpreted identically. Such a unit is no more integrated into an *authentic coordinate system* giving it a capacity to mean something. "I", "it", "verbal", "which", "domestic" etc. if taken as separate words, do not have detectable concrete meanings sufficient to be summands in a sense-producing verbal utterance. The idea of *context* (which ensures the element be understood and interpreted correctly) just confirms that the separated element does not possess an autonomous meaning.

It is rather obvious that any "sign" (including word, sentence, text etc.) being considered separately from a personal meaningful communicative act is deprived of the organizing sense-producing principle. Such a sign does not signify anything, it disappears, does not exist as a *semaino,* and does not have a *semainomenon* (Vdovichenko 2016). Apparently, the required condition for the appearance of a sign (or what one can conditionally regard as a sign, say, as in Peirce's or Saussure's interpretation) is not a stable objective form and a meaning attached to it from nobody knows where.

While *language can not produce sense* (due to the lack of a communicant acting), and signs themselves can not signify, and even do not exist independently (due to the lack of autonomous definite meaning), what or who is able to generate sense? In such a disposition one should admit the *communicative action (semiotic deed) as the only source of semantic identity*. What speaker/writer (as a Sender) produces and listener/reader (as a Receiver) understands is an *actual (performative) complex communicative action*, not just verbal formulas (elements of structure of empty "language"). What is spoken or written (and, then, understood) is *the activity (or behavior) of a communicant*, known or reconstructed. The action of a communicant is perceived as a set of numerous parameters (Vdovichenko 2006: 32-33; Vdovichenko 2008). Worth noting that semiotic (communicative) actions are analyzed and interpreted the same way as non-semiotic (non-communicative) ones (Vdovichenko 2018; cf. Morris 1946). What is possible to produce and understand is a communicative process, not a language or its elements.

In fact, stating that only personal communicative actions can be generated and understood, the *communicative model* thereby demonstrates the impossibility of presenting a "sign" with the same certainty as the static *language model* did. It turns out that the *communicative "sign"* is appointed conditionally (in the language model it is stated unconditionally and definitely), it does not exist as an object or body (in the language model it exists as a dyad "sign's body – meaning"), it just hints and refers to the sense-generating communicative action, being interpreted (in the language model it has a direct uniform meaning).

All of the above is illustrated by the experiment described in a new article (now in print).

Yun-Lan Wang
MSc Student, National Taiwan Normal University, Taiwan

Young Chinese Children's Acquisition of How and Why: Shenme, Weishenme, Weileshenme, Zenme and Zenmeyang

This study aims to observe the occurring period of how and why, and the correctness of different types of how and why questions in the development of children's acquisition in Mandarin. Therefore, the study investigates four groups of people by a comprehension test with two tasks: one is judgement of questions, and the other is answering questions. Each group has the number of give people: one group is early schoolers, one is middle schoolers, another group is late schooler, and the other is graduate students; the first three groups are experimental groups, and the last one is the control group. From the result of experiment, children develop their acquisition of how and why in Mandarin in different ages, and also have different percentage of correctness in answering types of questions.

Dianyong Zhu
Professor, Harbin Engineering University, China

The Analysis of Metaphor from the Perspective of Cognitive Linguistics

Recently, many scholars have attached much importance on the study of metaphor and extensive research has been conducted on it. Among all the studies, the most common one is the study of metaphor in the field of linguistics, which is the cognitive basis of language research. To apply metaphor study in the aspect of cognitive linguistics in real life, having a comprehensive understanding of the cognitive linguistics is necessary and then we can discuss the essence of metaphor through comparison, interaction, meaning and so on. Based on in-depth analysis and demonstration, this thesis analyzes metaphor from the perspective of cognitive linguistics.

Havva Zorluel Ozer
PhD Student, Indiana University of Pennsylvania, USA

Trends in Second Language Writing Research: A Focus on Canagarajah and Matsuda

This study aims at describing the trends in second language writing research with a focus on Canagarajah and Matsuda, two of the most prolific and frequently-cited scholars in the field of second language writing. The study unveils the important trends in Canagarajah's and Matsuda's second language writing research in the last two decades. Based on a review of 17 articles, the study reveals two pivotal issues – translingual literacies, and new writings in English as a result of movements in World Englishes, globalization and developments in digital technologies – as the trends in Canagarajah's second language writing research. The trends in 21 second language writing related articles by Matsuda mainly point to the issues of diversity and voice. Matsuda's second language writing research also highlight the issues related to World Englishes, replication in second language writing research, the role of theory in second language writing classrooms, grammar teaching and assessment in second language writing, and early second language writing. The study concludes with a discussion of future research areas which are drawn in light of the emerging trends in this study.