



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

# Abstract Book

13<sup>th</sup> Annual International Conference on  
Languages & Linguistics

6-9 July 2020, Athens, Greece

Edited by  
Gregory T. Papanikos

2020



Abstracts  
13<sup>th</sup> Annual International  
Conference on Languages &  
Linguistics  
6-9 July 2020, Athens, Greece

Edited by Gregory T. Papanikos

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# Preface

This book includes the abstracts of all the papers presented at the *13<sup>th</sup> Annual International Conference on Languages & Linguistics (6-9 July 2020)*, organized by the Athens Institute for Education and Research (ATINER).

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 6 divisions and 37 units. Each 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**

**13<sup>th</sup> Annual International Conference on Languages &  
Linguistics, 6-9 July 2020, Athens, Greece**

**Scientific Committee**

All ATINER's conferences are organized by the Academic Council. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by chairing the conference sessions and/or by reviewing the submitted abstracts and papers:

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, U.K.
2. Valia Spiliotopoulos, Instructor, Department of Language and Literacy Education, The University of British Columbia, Canada.
3. Zoi Philippakos, Assistant Professor, University of Tennessee, Knoxville, USA & Co-Editor, Athens Journal of Education.
4. Marija Liudvika Drazdauskiene, Academic Member, ATINER & Professor, Wszechnica Polska, Higher School in Warsaw, Poland.
5. Claudia S. Bianchini, Academic Member, ATINER & Associate Professor, University of Poitiers, France.
6. Ivan Capeller, Adjunct Professor, Federal University of Rio de Janeiro (UFRJ), Brazil.



**FINAL CONFERENCE PROGRAM**  
**13<sup>th</sup> Annual International Conference on Languages & Linguistics, 6-9**  
**July 2020, Athens, Greece**

**PROGRAM**

Monday 6 July 2020

**09.00-09.30**  
**Registration**

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**09.30-10.00**  
**Opening and Welcoming Remarks:**

- **Gregory T. Papanikos**, President, ATINER
- **Zoi Philippakos**, Assistant Professor, University of Tennessee, Knoxville, USA & Co-Editor, [Athens Journal of Education](#).

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**10.00-10.30**  
**Bilyana Shuman**, Lecturer, Nanyang Technological University, Singapore.  
*Title: Extreme Case Formulations (ECFs) in Children's Interactions. (PowerPoint)*

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**10.30-11.00**  
**Hongxin Zhang**, Associate Professor, Zhejiang University, China.  
*Title: Distribution of POS-Perspective Valency Patterns. (PowerPoint)*

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**11.00-11.30**  
**Silvia Annen**, Senior Researcher, Federal Institute for Vocational Education and Training, Germany.  
*Title: The Worth of Foreign Qualifications and Skills in the Canadian and German Labour Markets. (PowerPoint)*

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**11.30-12.00**  
**Marijana Horvat**, Head, Department of the History of Croatian Language and Historical Lexicography and Senior Research Fellow, Institute of Croatian Language and Linguistics, Croatia.  
**Martina Kramaric**, Research Associate, Institute of Croatian Language and Linguistics, Croatia.  
*Title: Retro-Digitization of Croatian Pre-Standard Grammars. (PowerPoint)*

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**12.00-12.30**  
**Ahmad Nazari**, Director of Language Centre, Hamad Bin Khalifa University (HBKU), Qatar  
*Title: The Principles of Instructed Language Learning: EFL Teachers' and Learners' Perceptions. (PowerPoint)*

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**12.30-13:00**  
**Annamaria Peri**, Academic Assistant, Ludwig Maximilian University of

Munich, Germany.

*Title: Epic Similes in Oppian's Halieutica, Book 5. (PowerPoint)*

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**13:00-13:30**

**Abdulghani Muthanna**, Associate Professor, Oslo Metropolitan University, Norway.

*Title: The Need for Constructing Teaching Philosophy Statements: Higher Teacher Education Programs in Yemen. (PowerPoint)*

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**13:30-14:00**

**Estefania Sanchez Aunon**, Part-time Professor, University of Murcia, Spain.

*Title: Raising High School Learners' Awareness on Bullying in the English Lessons by means of Cinema. (PowerPoint)*

---

**14:00-14:30**

**Domingos Pinto de Franca**, Professor, Secretaria de Estado de Educação, Esporte e Lazer – SEDUC, Brazil.

*Title: A Bakhtinian Look at Production Writing of High School Students: Argumentary Processes. (PowerPoint)*

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**14:30-15:00**

**Simone de Jesus Padilha**, Associate Professor, Federal University of Mato Grosso, Brazil.

*Title: Contributions from Bakhtinian Studies for Sign Language Area in Mato Grosso, Brazil. (PowerPoint)*

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**15:00-15:30**

**Casey Taliancich-Klinger**, Assistant Professor, University of Texas Health Science Center, San Antonio, USA.

*Title: Cross Linguistic Analysis of Narrative Skills in Spanish-English Speaking Children. (PowerPoint)*

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**15.30-16.00**

**Kai Greene**, Assistant Professor, California State University, Dominguez Hills, USA.

*Title: Ability, Frequency, and Accuracy: Spanish-English Pre-schoolers' Code-Mixing Patterns Based on a Semantic Screener. (PowerPoint)*

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**Tuesday 7 July 2020**

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**10.30-11.00**

**Abdelfattah Mazari**, Associate Professor, Mohammed First University, Morocco.

*Title: The Importance of Teaching ESP for Scientific Students.*

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**11.00-11.30**

**Marija Liudvika Drazdauskiene**, Professor, Wszechnica Polska, Poland.

*Title: An Idea of Higher Education Renewal.*

---

**11.30-12.00**

**Qirui Xue**, Postgraduate Student, Harbin Engineering University, China.

**Dan Cui**, Associate Professor, Harbin Engineering University, China.

*Title: Research on Memes in China from the Perspective of Multimodal Metaphor.*

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**12.00-12.30**

**Maria Rosaria D’Acierno**, Associate Professor, Università degli Studi di Napoli “Parthenope”, Italy.

*Title: Language and Culture During the Foreign Language Learning Process*

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**12.30-13.00**

**Jia Song**, Second Language Teacher, The Education University of Hong Kong, Hong Kong.

*Title: Shared Storybook Reading Intervention with Vocabulary Growth of Young English Language Learners Living in Low Socioeconomic Status.*

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**13.00-13.30**

**Dan Cui**, Associate Professor, Harbin Engineering University, China.

**Bei Li**, Postgraduate Student, Harbin Engineering University, China.

*Title: Analysis on the Textual Coherent Function of Metaphor in News.*

---

**13.30-14.00**

**Dianyong Zhu**, Associate Professor, Harbin Engineering University, China.

**Chao Wang**, Postgraduate Student, Harbin Engineering University, China.

*Title: The Study of Translation from the Perspective of Pragmatics.*

---

**14.00-14.30**

**Jennifer Musgrove**, Lecturer, Iowa State University, USA.

**Sockwun Phng**, IGCSE Coordinator and Teacher, Desheng School (International), China.

*Title: “Non” Sense: Utilizing Second Language Identities in the Language Classroom.*

---

**14.30-15.00**

**Mauricio A. Figueroa**, Assistant Professor, University of Concepción, Chile.

*Title: The Vowel System in Kawesqar: Quantifying Category Overlap and the Status of Glides.*

---

**15.00-15.30**

**Sara Quintero-Ramirez**, Professor / Researcher, University of Guadalajara, Mexico.

*Title: Textual Features of Chess Chronicles in Newspaper Articles.*

---

**15.30-16.00**

**Jeremie Bisailon**, PhD Student, Université du Québec à Montréal, Canada.

**Stéphane Villeneuve**, Professor, Université du Québec à Montréal, Canada.

**Isabelle Plante**, Professor, Université du Québec à Montréal, Canada.

*Title: Does Cyberbullying of University Professors Have a Gender? Quantitative Results of a Mixed-Method Research.*

---

**16.00-16.30**

**Stéphane Villeneuve**, Professor, Université du Québec à Montréal, Canada.

**Jeremie Bisailon**, PhD Student, Université du Québec à Montréal, Canada.

**Isabelle Plante**, Professor, Université du Québec à Montréal, Canada.

*Title: Cyberbullying of University Professors: Causes, Consequences and Solutions*

---

**16.30-17.00**

**Augusto Rojas**, Associate Professor, St. Cloud State University, USA.

*Title: Undocumented Students in Colleges and Universities in America: A New Reality in the Donald Trump Government.*

---

**17.00-17.30**

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

**Victor Parra-Guinaldo**, Assistant Professor, American University of Sharjah, UAE.

*Title: Spanish and Italian Diminutives Compared: Two Alternatives of a Single Diasystem.*

**Silvia Annen**

Senior Researcher, Federal Institute for Vocational Education and  
Training, Germany

## **The Worth of Foreign Qualifications and Skills in the Canadian and German Labour Markets**

The overall aim of the presented project is to gain insights into how well immigrants can use their foreign qualifications and skills in the Canadian and German labour market, and how skills and qualifications affect their labour market outcomes. The Canadian Society is characterised by a plurality of immigrants. Canadian migration policy and corresponding recognition approaches are strongly geared to economic criteria, as well as qualifications and skills (cf. Walker 2007; Guo/Shan 2013). Germany uses comparable criteria to steer its migration policy, although currently there is no points system regulating skilled migration as there is in Canada. By using a mixed methods approach, the presented project aims to create an empirical basis regarding the situation of immigrants in the Canadian and German labour market. This analysis will help explain skill underutilization and pay inequity, as well as contribute knowledge regarding the subjective perceptions of immigrants and representatives of employers responsible for recruiting. This presentation triangulates the results of quantitative data analyses using PIAAC data, with the results of twelve qualitative case studies conducted in Canadian and German enterprises. In the case studies, 24 employees with qualifications acquired outside of their country of employment, as well as 24 recruiters / hiring managers were interviewed to provide a multi-perspective analysis. The qualitative cases were used to: 1) Identify the approaches and methods which employers use to make decisions regarding foreign qualification and skill recognition; 2) Investigate the considerations and reference points of these recognition and qualification decisions; 3) Examine the underlying reasons for the application of differing approaches and methods, as well as their relations to operational requirements; 4) Determine how immigrants present and document their foreign qualifications and competences to employers; 5) Investigate the selection and proposal of further qualification measures by employers and education providers to immigrants, and their underlying principles. The theoretical concepts of signalling (Spence 1973) and screening (Stiglitz 1975) are used as reference points for the analysis of the case studies. Following a maximum variation sampling (Patton 2001) the case studies were

conducted in the information and communication technology and health sectors, which vary in their degree of regulation, requirements for labour market access and their occupational requirements. However, both sectors are similar in that there is a high demand for qualified employees in both analysed countries. The case studies provide a more detailed explanation for the quantitative results including sector specific and subjective rationales, which lead to the overall situation of immigrants in the labour market by considering the employer as well as the employee perspective. In doing so the case studies provide an empirical explanation regarding the relevance of information in the recognition of foreign qualifications and competences. Finally, the results provide insights regarding the explanatory power of the above theories regarding entrance into the labour market and the meaning of foreign educational credentials and work experience for immigrants.

**Jeremie Bisailon**

PhD Student, Université du Québec à Montréal, Canada

**Stéphane Villeneuve**

Professor, Université du Québec à Montréal, Canada

&

**Isabelle Plante**

Professor, Université du Québec à Montréal, Canada

## **Does Cyberbullying of University Professors have a Gender? Quantitative Results of a Mixed-Method Research**

The presentation exposes quantitative results of a mixed methods research that aimed to describe the phenomenon of cyberbullying towards university professors. More specifically, it tackles one question that has received a large amount of attention without reaching a consensus yet: does cyberbullying have a gender? Social inequalities are present online where women are, according to many studies, more at risk of receiving undesirable online messages (aggressive sexual messages, etc.) than men. Even though gender seems to be a risk factor, research shows that men tend to be both victims and perpetrators of cyberbullying. Thus, it seemed relevant to deepen the gender question in taking an interest in a context that can bring new and rich information on the phenomenon. University represents an interesting context because professors have multiple interactions with different groups of people (superiors, colleagues, students) and most of the interactions have an authority relationship. In this particular population, there are few studies on cyberbullying in the world. Researchers that have deepened the cyberbullying difference between men and women are infrequent. A questionnaire was sent and answered in two universities in Quebec (Canada) by 184 professors. In this presentation, we will describe the sample, the questionnaire and the quantitative data analysis. Secondly, it will expose a portrait of cyberbullying in the university context by presenting the prevalence of the phenomenon, its forms and its perpetrators. Thirdly, descriptive and inferential statistics will contribute to comparing cyberbullying victims and perpetrators according to their gender. Finally, excerpts of professors' testimony will illustrate some aspects that were not visible in the quantitative analysis. Those aspects are going to be addressed in the context of interviews with professors in the near future to get a better understanding of the influence of gender in cyberbullying perpetration and victimization.

**Dan Cui**

Associate Professor, Harbin Engineering University, China

&

**Bei Li**

Postgraduate Student, Harbin Engineering University, China

## **Analysis on the Textual Coherent Function of Metaphor in News**

Text is an entity of textual and conceptual layers. However, the metaphor study mainly focuses on textual role of metaphor, and there is a lack of analysis of specific cohesion devices and the textual function of metaphor in news. Based on M. A. K. Halliday & R. Hasan's theory of grammatical metaphor, and G. Lakoff's theory of conceptual metaphor, the thesis explores the textual coherent function of metaphor. The analysis is carried out on two levels: the linguistic level and the conceptual level. First, by dealing with the grammatical metaphorical expressions on the linguistic level, the thesis studies the textual cohesive function of grammatical metaphor. Then, by dealing with conceptual metaphor on the conceptual level, the thesis explores the textual coherent function of conceptual metaphor. From the analysis, it has been found out that on one hand, grammatical metaphors can create coherence by lexical and grammatical devices, especially the extension of grammatical metaphors; on the other hand, the systematicity of conceptual metaphor and overlapping entailments between different source domains can contribute to text coherence. The conclusion derived from the analysis of news text in China Daily is that grammatical metaphorical expression is the main means of achieving coherence in news text on surface; the features of coherence and systematicity in conceptual metaphors make news text achieve coherence in deeper conceptual domains.



**Maria Rosaria D'Acierno**

Associate Professor, Università degli Studi di Napoli Parthenope and  
Federico II, Italy

## **Language and Culture during the Foreign Language Learning Process**

Sayyida Salme's *Memoirs* is a very important book, not only for its content, but also because it proves that the choice to use a foreign language, even when writing a personal story, is a fundamental detail to be considered within the methodology applied to the foreign language learning. I mean that the studying of a foreign language does necessarily imply a deep knowledge of the culture of the foreign country, too. Learning a language does not mean to learn a list of words or to just understand grammatical rules. It is much more. It means to change behavior, to modify the brain, so to make it more flexible to accept a new language not as something different but as part of the self. The foreign language student must get so involved in the new ways of life, as well as in the new grammatical structures, that he/she will feel at ease when talking in the new language. In order to prove this notion, I propose the case of those writers belonging to the Middle Eastern literature, who decided to write their books either in the foreign language or in their mother tongue, so to show their inner feelings towards their country. I mean that language is not only a bunch of words one after another, rather it is the true expression of our deep thoughts. Thus, in order to achieve this level the teacher has to follow a precise methodological line since the beginning. In so doing, the student will get inside the language so to affect a complete changing of his/her cerebral structure, as well as of his/her behavior and attitude towards life. The genre Middle Eastern literature proves this notion. In fact, some of its writers decide to write their novels, or diaries in their own mother tongue as a challenge towards their country in order to give value to the feminine role. Others, instead, want to write in the foreign language in order to spread both historical and cultural facts concerning their land, so to become part of the international world. In both cases, the language chosen stays as part of themselves, the mother tongue because it is the family language, the foreign language because it is no longer foreign, since it is able to express personal reactions in every nuance. Sayyida Salme, a Muslim from Zanzibar, once married to a German man, decided to write her memoirs in German and not in Arabic. This choice does not prove that she forgot her mother country, rather it attests that she loves Germany, too. She was able to use this

language, not only because she knew its linguistic details, but above all because she knew its culture and ways of life, features which, once transferred into speech, can describe all the nuances necessary to give colour to speech. In brief, the main aim to follow during the foreign learning process should be to love the foreign country first, so to assimilate the thought of its people in order to be able to capture, to share, to accept their ways of life and to become part of that nation.

**Simone de Jesus Padilha**

Associate Professor, Federal University of Mato Grosso, Brazil

### **Contributions from Bakhtinian Studies for Sign Language Area in Mato Grosso, Brazil**

This work intends to present a viewing of our researches group's studies named Rereading Bakhtin (REBAK) in Post graduate Program of Languages Studies at the Federal University of Mato Grosso, Brazil, since 2015. The route of Rebak's researches takes in account a theoretical foundation based on bakhtinian ideas about language, literature and linguistics, especially his dialogical conception of language. We've been developing investigations in several areas, as teaching-learning languages, textbooks profiles and activities, ideological perspectives on journalistic, publicist and digital social media spheres, and many master's thesis have been focusing on well-known bakhtinian concept of discourse genre. Lately, our researches interest has been turned to studies involving deaf students learning a mother or a second language. These studies try to articulate contributions from different aspects of bakhtinian theory of language with studies of sign languages. The context that motivated our experiments was the entrance of deaf students in Letters Libras Graduation, in 2014, when we faced with different situations of language learning and special students. Over the years, five doctoral theses and a special master's degree have been written related to the research results. Certainly, these are new and unpublished studies considering all the production related to the very recent sign language area in Brazil. Summarizing, our researchers created a new sign writing system called Visografia (Visiography), with much less characters than already known systems; new concepts such as semantic numbers and creative metaphors to think about teaching sign language using a methodology that preserves the target language's structure; a new methodology to teach English for deaf students using the concept of discourse genre in a Bakhtinian perspective; the ALL (Advanced Learning Laboratory) to check new ways of teaching-learning Portuguese as second language based on the senses aspects of the utterances, and an historical study about linguistic loans between oral/sign French and Libras (Brazilian Sign Language). Therefore, we think that Bakhtinian studies could improving teaching actions in inclusive contexts of language learning and contributing to open a broad of researches possibilities in Applied Linguistics, Language Studies and Human Sciences.

**Marija Liudvika Drazdauskiene**  
Professor, Wszechnica Polska, Poland

## **An Idea of Higher Education Renewal**

With widespread criticism of the humanities and education, the turn to innovation is conceivable. It often replaces deeper analysis of content and perspective and gains little when superficially pursued. Like other dogmas, innovation tends to become a cliché, while comprehensible conceptions are rare. Although some professors are inclined to adopt the traditional perspective or the classical model of education, students often revolt against it and spur administration to reckless innovation. Ever since the article, *The Four Perspectives of Higher Education Policy Explained*, was published by the James G. Martin Center for Academic Renewal, ready material has become available for rethinking the model of education for universities and explaining the reasons for its choice. Jay Schalin defines and describes the traditional perspective, the transformative perspective, the vocational perspective and multiversity. The traditional perspective takes up with the Western tradition of the "Great Books", selected authors and their conceptions. Traditionalists believe that there is "a core knowledge that is essential for all educated people to know". This view ensures systematic education, which may be extended, supplemented or renewed without a difficulty and with much profit. The transformative perspective lays less emphasis on the common core of knowledge and prizes general education "for exposing students to a wide variety of knowledge and ideas beyond their prior range of experience". The Vocational perspective focuses on the training of workers at the highest skill levels. They lay a stress on streaming college and "make content focus on usefulness". The other faction of vocationalists desire to do away with much of higher education and "promote hands-on-learning in apprentice programs". Multiversity or the fourth perspective emphasizes economics over other concerns in higher education. They promote research and "complex interactions between universities and government, private industry and communities". Whatever the novelty of the transformative perspective, or "Multiversity", the traditional perspective had for years been part of university programmes even in Eastern Europe. Thoroughly explored and redesigned, the traditional perspective may again profit universities and guard them from the innovative chaos in the transformative perspective and multiversity. Renewal wise, the traditional perspective would require deep analysis and thinking before

turning to innovation. When innovation is haphazard, it is ruinous and there should be no pretence that innovation may rest on enthusiasm. Teaching is neither spontaneous nor haphazard, nor should innovation be done recklessly. Like classical dancing, teaching has principles and norms, and good teaching is a deeply and intricately structured activity. Innovation should be of the same kind. To be really successful, innovation should begin with a statement of what is possessed and is already achieved and only then tentative and delicate changes may be implemented bearing responsibility in mind. Following the traditional perspective in education, it may appear useful to innovate while returning to the forgotten old of classical antiquity and adapting it tentatively to the classroom which is losing its hold on socialisation and human values. This may be the best innovation available.

**Mauricio A. Figueroa**

Assistant Professor, University of Concepción, Chile

&

**Daniela A. Mena**

PhD Student, University of Concepción, Chile

## **The Vowel System in Kawesqar: Quantifying Category Overlap and the Status of Glides**

Kawesqar (ISO 639-3: “alc”; Glottolog: “qawa1238”) is a critically endangered language originally located in ample areas of Chilean Patagonia, but currently spoken by less than 10 fluent speakers, most of them of very advanced age and living in relative isolation (Crevels, 2012). As most specialists agree, this language is bound to become fully extinct in the next few years, and as yet there is no formal nor systematic attempt by the Chilean State to document or preserve the language (Viegas Barros, 1991; Sánchez, 1994). From a typological standpoint, the sound system of Kawesqar is interesting given the occurrence of several relatively uncommon phenomena. For example, the language has a natural class of phonological uvulars, a natural class of ejectives and, perhaps more interestingly, it lacks a natural class of contrastive voiced stops (Campbell, 2012). Regarding the vowel system, there is considerable debate as to the number of underlying contrastive units –ranging from 3 (Clairis, 1997) to 7 (Aguilera, 1983)– and pertaining the status of [j] and [w], which have been interpreted both as the vowels /i/ and /u/ (Aguilera, 1983) and as the gliding approximant consonants /j/ and /w/ (Clairis, 1997; Aguilera & Tonko, 2006). This study focuses on the vowel system of Kawesqar, and it aims at providing first acoustic and statistical evidence to investigate the degree of phonetic overlap between vowel categories and the status of [j] and [w]. In order to do so, recordings from four participants (2 females, 2 males) were inspected and annotated, resulting in a corpus of 2493 tokens organized in seven vowel categories: [j], [e], [æ], [a], [ɑ], [o] and [w]. To investigate the degree of phonetic overlap, F1 and F2 values were measured and normalized using Lobanov’s normalization procedure (Lobanov, 1971). Then, Pillai scores –derived from MANOVA analyses– (Pillai, 1955; Hay, Warren & Drager, 2006) and Bhattacharyya’s Affinity values (Fieberg & Kochanny, 2005; Warren, 2018) were calculated for all pairs of vowel categories. Results revealed considerable overlap between most vowel categories, in some cases reaching virtually complete overlap (as in the cases of [j] vs [e], [a] vs [ɑ], and [o] vs [w]), which is interpreted as indicative of the loss of

vitality of the vowel system of Kawesqar, a system with considerably high phonetic variability. Regarding the status of [j] and [w], the intensity of all vowels was measured and compared using one-way ANOVA. Results showed that intensity differences between all vowels were statistically significant ( $F(2,2479) = 11.98, p < 0.001$ ). Furthermore, collapsing all instances of [j] and [w] into one category (“glides”) and the rest of the vowels into another (“non-glides”) showed that gliding vowels have significantly lower intensity than non-gliding vowels, albeit the effect size can be considered small ( $W = 414810, p < 0.001, r = 0.126$ ). These results suggest that these units display acoustic characteristics closer to non-syllabic contours (indeed, 78.2% of instances of [j] and [w] occur in the immediate vicinity of other syllabic vowels), although more research is needed to determine their exact phonemic status.

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**Ability, Frequency, and Accuracy:  
Spanish-English Pre-Schoolers' Code-Mixing Patterns  
based on a Semantic Screener**

Background: Emerging bilinguals acquire lexical knowledge to match their semantic representation in two languages. Even at early stages of bilingual language acquisition and development, young bilinguals code-mix at the word level so as to meet specific language demands. Specific Aims: This study examined Spanish-English bilingual preschoolers' code-mixed responses from a bilingual screening battery. Code-mixed responses were analyzed based on participants' ability, frequency, and accuracy levels across semantic category types. Three research questions addressed: 1. Does the frequency of code-mixing impact the accuracy of responses? 2. Does ability determine whether code-mixing serves as a successful problem-solving strategy? 3. Are code-mixing patterns influenced by the semantic item type across languages? Methods & Procedures: Bilingual five-year old preschoolers (N = 605) completed an oral language screening battery in both languages. Participants were divided into "at-risk" or "no-risk" ability groups based on screening results. From the expressive semantic items, 240 participants did not code-mix at all whereas 265 code-mixed on at least one test item in English or Spanish. Results: Results from four shared semantic category types (e.g., taxonomic, slot-filler, function, and linguistic concepts) show how regardless of frequency, participants code-mixed more and more successfully from English into Spanish. Students in the no-risk category appeared to use code-mixing as a successful communication strategy to leverage semantic-lexical skills over the at-risk group. The high code-mixers and at-risk participants appeared more successful on the English function item. Conclusions: Conceptual scoring applied during semantic screeners acknowledges code-mixed responses that reflect a young bilingual learner's developing semantic-processing skills followed by lexical knowledge. The ability to code-mix reflects a certain degree of bilingual communicative competence and may serve as a



beneficial lexical problem-solving strategy to introduce or reinforce new word learning within various bilingual language learning contexts.

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## **Retro-Digitization of Croatian Pre-Standard Grammars**

There is a long tradition of the grammatical description in the history of the Croatian language. The first grammar books of the Croatian language are written in the beginning of the 17th century (Kašić) and the first grammar books written in Croatian are compiled in the middle of the 17th century (Mikalja). Traditional Latin education and tradition of literacy in Latin in Croatia, and incorporation of the coastal Croatian part into wider Mediterranean space, were the reasons why the first grammars were mainly oriented on three languages: Croatian, Latin and Italian. First Croatian grammar is written in Latin (Kašić, *Institutionum linguae Illyricae libri duo*, 1604) and the first grammar written in Croatian was in fact Italian grammar (Mikalja, *Gramatika talijanska ukratko ili kratkom nauku za naučiti latinski jezik*, 1649). In the later years, when the literal and linguistic activity were transferred from the Dalmatian area to the northern and eastern part of the Croatia, Latin model for the description of the Croatian language was still present but the German language was involved (Relković, *Neue Slavonische und Deutsche Grammatik*, 1767; Szentmártony, *Einleitung zur kroatischen Sprachlehre für Deutsche*, 1783.). There is a large number of grammars written until the 20th, which are considered as pre-standard Croatian grammars. They are the subject of the research within the project “Pre-standard Croatian Grammars” in the Institute of the Croatian Language and Linguistics. This research proposal that we are presenting “Retro-digitization and Interpretation of Croatian Grammar Books before Illyrism”, is aimed towards creating a model for retro-digitization of the chosen 8 Pre-standard Croatian Grammars (written from 17th till 19th). The retro-digitization of Croatian grammar books implies the transfer of printed media to computer-readable and searchable text. In this project, it also includes a multilevel mark-up of transcribed or translated grammar text. The way of grammar editing depends on the particularities of each grammar, as not all grammars are written in Croatian, nor all grammars describe the Croatian language.

The next step of the project is a creation of the Web Portal of Pre-standard Croatian grammars, on which both the facsimiles and the digitized text of the grammars will be presented. The planned portal will also include metadata of the grammars and will present the results of comparative and philological research and analysis at all levels, from phonology to syntax, and compilation of an index of Croatian pre-standard linguistic terminology. Also, the portal will be equipped with thematic searching possibilities on the morphology level. The importance of this project is significant for linguists or philologists but as well to historians and the public interested in cultural heritage in general. Our aim is to present to the wider and international public the attainment of Croatian language and linguistics as an important part of the Croatian culture in general. The creation of retro-digitized resources in Croatia is still in its beginnings and the existing resources do not include historical grammars. The aim of the proposed project is to change this situation. Above that, the project will open the possibility of linking and exchanging knowledge with other institutions and experts. It will be open to further upgrade and will offer a model for similar research and a model for preservation and presentation of the historical linguistic heritage.

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## **The Importance of Teaching ESP for Scientific Students**

With globalization and the development of trade between nations, English has become the international language of industry, science and business. This new situation has gradually led to a change in the content of foreign language teaching in many countries, as it has become apparent that knowledge of this language and its mastery in professional contexts and applications are now becoming indispensable for learners. This paper focuses on English for Science and Technology (EST), which is a sub-category of English for Specific Purposes (ESP). We will attempt to reveal, on the one hand, the intrinsic interest of this discipline conveyed by coursework and, on the other hand, we will show the progress it has made both in purely linguistic research and in language teaching.

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&

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## **“Non” Sense: Utilizing Second Language Identities in the Language Classroom**

Second language acquisition research, through the years, has proffered conflicting perspectives regarding the development of second language identities. While some research establishes a second language identity as a limited extension of the first language identity, others argue that a second language identity is altogether separate from but complementary to the first language identity. Due to these opposing attitudes, the “native” versus “non-native” paradigm continues to proliferate in applied linguistics research, the impact of which trickles into practice. Language teachers find themselves constantly pigeonholed as “native” or “non-native” speakers, based almost entirely on where they were born, a position that grows increasingly outdated as a bigger and bigger percentage of English users, some of whom even speak it as a first language, come from outer and expanding circle countries. This paper presents the impacts that such a situation has on language learning and teaching, including the push to recognize and appreciate a country’s own variety of English. It discusses how different second language identities including the “third space” between the first and second language identities can be utilized by language learners and teachers in the classroom. This paper ends with a proposal on how to move forward: create language teacher education programs that emphasize and support the development of strong second language identities in the language teachers themselves as well as in their students.

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## **The Need for Constructing Teaching Philosophy Statements: Higher Teacher Education Programs in Yemen**

Teaching is complex, be it at basic or higher education for it demands possessing many skills and qualities and continuous professional development. All teachers need to construct effective teaching philosophy statements. This is more critical at higher teacher education programs that prepare teachers of different disciplines. Teacher educators, the fathers of knowledge at least in the eyes of their teacher students, must have developed clear and effective teaching philosophies that should be continuously developed. The quality of teaching depends on teacher educators' conceptions of teaching (McAlpine & Westin, 2000). These teaching conceptions are not arbitrarily conceived; however, they are the outcome of uncountable experiences gained through learning, teaching, and social activities. These teaching conceptions represent one's thinking of what teaching is and how it should be achieved in a particular context. These teaching conceptions could be mentally mapped or written and developed continuously. Teaching philosophy is not static; it is dynamic and always evolves (Huggett, 1930) considering the changes that might occur in the teaching contexts or the global world. Teachers also need to develop their own teaching goals and this is the main part of their teaching philosophies (Huggett, 1930). Developing a teaching philosophy statement has become a priority in some institutions as the realization of the institution's mission and vision depends on the close relations between the institution's teachers teaching philosophies and the institution's overall goals. It has also become a prerequisite for receiving financial supports regarding innovative educational projects (Chism, 1997-1998, p. 1). Teaching philosophy is a reflection of certain values, attitudes, beliefs and experience teachers hold as goals to achieve in their teachings. When such concepts are not well thought of or developed with a comparison of one's own and others', the teaching process will be poorly conducted and less realization of teachers' goals or those of the institution will occur. Further, teaching philosophies should be brief, contextual, narrative, and personally reflective. They also need to be "descriptions of how the teachers think learning occurs, how they think they can intervene in this process, what chief goals they have for students, and what actions they take to implement their intentions" (Chism, 1997-1998, p. 1). This article focuses on answering

these two research questions: a) what is your teaching philosophy and how does your program help you practice it? and b) How do you choose or develop the content of the courses you are teaching? The researcher employed a qualitative case study methodology for collecting and interpreting data. The analyses report the lack of clear teaching philosophy statements for many teacher educators and those of programs, their lack of essential knowledge concerning the development of critical and up-to-date syllabuses, and the absence of teaching conceptions for student teachers. These findings urge university leaders to highlight the importance of constructing teaching philosophy statements for teacher educators and teaching prospective teachers how to construct their own.

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### **The Principles of Instructed Language Learning: EFL Teachers' and Learners' Perceptions**

The developmental nature of second language acquisition research has resulted in various and at times seemingly contradictory theories, methods and approaches. In 2005, Rod Ellis published his "Principles of Instructed Language Learning," which he considered to be a set of teaching "generalisations" that could stimulate debate and reflection among teachers in the "post-methods era". The purpose of this study was to investigate Ellis's principles in terms of their perceived relevance and applicability in an adult EFL learning environment. In order to achieve this aim, a mixed methods research approach was utilised. Separate questionnaires were administered to seventy-one students and eight teachers employed in the English Language Department of a Training Institute in Doha, Qatar. Additionally, thirteen students participated in two focus group sessions. The results revealed consensus between students and teachers regarding the importance they placed on some principles, but not others, particularly the contentious issue of meaning vs. form. Furthermore, while both groups emphasised the importance of interaction, many students nonetheless felt uneasy interacting in English with other Arabic speakers. A further key finding was that neither party clearly understood the concept of the learner's built-in syllabus. The principal conclusion is that the best way to deal with the aforementioned anomalies involves experimentation with task-based approaches as these allow for a focus on meaning, opportunities for interaction, and a retrospective focus on form via corrective feedback, which takes into account the learner's built-in syllabus.



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### **Epic Similes in Oppian's *Halieutica*, Book 5**

In the past decades, several studies have revealed Oppian of Anazarbos or Corycos (2nd century AD) to be an elegant versifier, whose poetry lacks neither formal subtlety nor vigour and pathos. Oppian's selective choice of hexameter patterns, for example (twenty-two out of thirty-two theoretical possibilities – all of which are used by Homer – in more than 3500 verses: Callimachus, the prince of polished hexametrical poetry, has twenty), his intertextual play with the literary tradition, his taste for *variatio*, and the many rhetorical devices he employs to capture the interest of the educated (but not specialized) reader – all of these features assimilate Oppian's style to the exquisiteness of Alexandrian art much more than to the rough, archaic energy of Homeric verse, or, at the opposite end of the chronological spectrum, to the artificial austerity of Nonnos (in whose epics only nine different hexameter patterns survive). While the need for a modern critical edition of Oppian's *Halieutica* was satisfied in 1999 by F. Fajen, an analytic inquiry into this work's formal features still remains a desideratum. As a captivating starting point for such an enterprise, the fifth book of the poem suggests itself readily, because, as was shown by A. Wifstrand (*Von Kallimachos zu Nonnos. Metrisch-stilistische Untersuchungen zur späteren griechischen Epik und zu verwandten Gedichtgattungen*, Lund 1933, pp. 41-3), the fifth book crowns the internal stylistic development of the *Halieutica*. In my paper, I wish to illustrate some of the charming peculiarities of Oppian's style through an analysis of his epic similes, in particular of those which embellish Oppian's memorable passages on whaling and the behaviour of dolphins.

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### **A Bakhtinian Look at Production Writing of High School Students: Argumentary Processes**

This dissertation aims to reflect on the difficulties of high school students in arguing in their texts, in both cases oral and written. And a propose of work with a focus on writing from the approach of genres in the Bakhtinian perspective. Initially, our proposal was to investigate how the production of texts occurs in a public school in Cuiabá-MT, where the teacher's planning used the argument as a subject that triggered the textual productions during class. The subjects of our research were followed in the first and second years of high school, as well as in specific moments during the learning of the theory of genres with the teachers involved. The theoretical basis of the research is anchored in authors who work specifically with the argumentation as Perelman and Tyteca (2005). We also have contributions from the studies of Fiorin (2016), Pistori (2010), Mosca (2006), Antunes (2003) and Oliveira (2009) among others, seeking answers to the following questions: a) Can students become protagonists, gaining authorship by producing their texts in a pedagogical practice based on argumentative processes based on the Bakhtinian proposals? b) After the learning process, over a year, did the students improve their textual productions using the argument? In the description of the data, we elaborated the answers to these questions. We did the analysis of the texts produced by the students during the period of data collection and we confront the theories presented here in order to investigate them. From the analysis we could note that the results, although not very promising, showed that students improve their textual productions. We also note that a more effective work is needed in the teaching of textual argumentation since the initial grades.

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## **Textual Features of Chess Chronicles in Newspaper Articles**

The aim of this presentation is to describe the textual features that characterize chess chronicles in newspaper articles in Spanish and English. In order to achieve this objective, a corpus of twenty newspaper chess articles was generated. More particularly, the corpus was compiled using ten articles from the Spanish newspaper *El País* and other ten articles from the British newspaper *The Guardian*. Based on the corpus, we determined the textual features that distinguish the chess chronicles in both languages. First of all, the language used in chess is part of the sports discourse, since it uses terms that designate a competition, that refer to the participants of an event and that name the elements of their respective organization, as it happens with all sports (Karayev, 2016: 311). However, Maksymenko (2015: 91) mentions that this discipline has a specific terminology, syntax, and semantics that derive from its playing procedure and rules. Regarding the terminology of chess, there are not only specific names for the pieces, but also for the moves and the plays. On the one hand, there are names that are taken as loans from other languages, for example: gambit which derives from the Italian gamba (leg) and it means to sacrifice material with the hope of achieving a subsequent advantageous position (Gude, 1992: 53-54). On the other hand, there are chess terms that result from a morphological process of derivation, such as the case of promotion and obstruction (Karayev, 2016: 312). Finally, chess has lexicalized phrases such as doubled pawns or perpetual check that refer to specific situations in the game. In addition to the specialized vocabulary of chess, a particular notation has been designed to give a brief and accurate description of the events of a game. For this purpose, each of the 64 squares on the board is assigned a name. Thus, the eight columns are named successively from the letter a to h; while the rows are assigned successively a number from 1 to 8 (Maksymenko, 2015: 92). By custom, the letter precedes the number. Besides the specialized terminology and the precise description that occurs in chess chronicles in newspapers, as it can be observed in (1), chess journalists use figures representing chess boards to refer to some key moves in the game being reported. Furthermore, there is a tendency to refer to players using the metonymy of white or black, i.e. the color of the pieces with which the players play, as it is observed in (2). (1) His first black game against

Ding began with a dubious Scandinavian Defence 1 e4 Nc6 2 Nf3 d5 3 exd5 Qxd5, and his second with the outlandish 1 e4 c5 2 Nf3 Nc6 3 Bb5 h5?! Playing White, Carlsen lost with the King's Gambit 1 e4 e5 2 f4 [The Guardian - 01/05/2020]. (2) [...] when Black wins a piece and the game, although White continued for another 20 moves before resigning [The Guardian - 01/05/2020].

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## **Undocumented Students in Colleges and Universities in America: A New Reality in the Donald Trump Government**

Today more than ever, without legal legislation, economic incentives and better alternatives, a large segment of Latinos and other minority group in America will lag behind in their effort to access careers and other educational opportunities. There is a new reality in the land of the opportunities today. The political moment has created a regression in which immigrants are seen a threat to the Country. Caravans with poor families are seen as “invading” the nation. Programs such as DACA are trying to survive. In the wave of immigration, during the Donald Trump government, undocumented Latino and other immigrant children comprise some of the largest ethnic groups in this country that will suffer more under the new immigration laws and regulations that have been implemented by the Trump administration. Losing social benefits such as social, medical services and food stamps will make more difficult for the new generations to gain access to higher education institutions in the United States. Those already within the system from early ages, confront the new “culture of fear” for “being deportable” minimizing their chances to achieve a dream. To diminish the subsequent impact of the new policies for immigrants, higher education institutions should carefully assess changes to replace archaic and traditional procedures in which the terms “underachievers” and “minorities” will no longer be used or have semantic associations to describe ethnic groups already placed at the bottom of the social ladder in America. The presence of the undocumented population along with other groups rejected, frightened, and uncertain about their future is important to rebuild America as a nation of immigrants. Banks (1966), says that constructing racial categories and stigmatizing out-groups not only have serve as a source of self-identification for powerful and mainstream groups but also may have contributed to the development of some of their important ideas about freedom and democracy. This time, exerting dominance and repression to the undocumented immigrant population seeking to reaffirm concepts of patriotism and homeland security is inexcusable. Strategies are needed to minimize and eradicate the effect of prevalent ideological misconceptions in many sectors of the American life, about the low achievement of Latino and undocumented immigrant children and particularly those in transition from high

school to college during their senior year. Regarding this common myth in the American educational system, Trueba and Bartolome (1997) say, that explanations for the academic failures of Latinos and other minority groups (described as historical, pervasive and disproportionate) have relied on a deficit-model known also as the “social pathology” or the “cultural deprivation” which, assign disproportionate academic problems among low-status students to pathologies or deficits in their sociocultural background. Contrary to those arguments commonly accepted in the educational literature, the school success today of many honor DACA students and undocumented Latino children and their eligibility for college admission, distort negative connotations that historically have placed them at the bottom of the social scale in America.

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&

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## **Spanish and Italian Diminutives Compared: Two Alternatives of a Single Diasystem**

Following a previous analysis for Spanish (Ryan & Parra-Guinaldo, 2016), this study for Italian is the second phase of a larger project that examines relexification of diminutives across the Romance languages. As such, this paper comprises a quantitative lexicographic analysis of the entirety of diminutives, relexified in the history of Italian, by utilizing three separate dictionaries: 1) Merz's online Dizionario inverso dell'italiano moderno (2004) for isolation of potential diminutive forms; 2) the state-of-the-art digital online Grande dizionario Garzanti della lingua italiana (2019) to assess the range of meanings for each entry and to eliminate from the count words that do not originate in diminutives (e.g., clandestino 'clandestine' or benedetto 'blessed'); and 3) Pharies's Diccionario etimológico de los sufijos españoles y otros elementos finales (2002), supplemented by Rohlfs's Grammatica storica della lingua italiana e dei suoi dialetti. Sintassi e formazione delle parole (1969) to assess the frequency and relative timing of entry of historically based diminutive forms, both ad hoc and relexified, into the Italian lexicon. When compared to results for Spanish by Ryan & Parra-Guinaldo (2016), lexicographic data of this study suggests that Italian followed a very different trajectory of diminutive relexification from Latin than that found for Spanish. In other words, Italian appears to have developed a preference for alternate ad hoc diminutive suffixes, such as -ino/a and -etto/a (based on non-diminutive Latin forms), at a much earlier period than did Spanish, allowing for both greater absorption and the time necessary for these to relexify. Lexicographic data for Spanish, on the other hand, suggests that this language instead continued to favor reflexes of the original Latin diminutive suffixes, such as -illo/a, -uelo/a and -(V)jo/a. The authors propose the reasons for this divergence is the relatively early colonization of the Iberian Peninsula and continued preference for traditional Latin diminutive endings over innovative endings that were being adopted Empire-wide, beyond Castile, including other regions of Hispania.

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### **Raising High School Learners' Awareness on Bullying in the English Lessons by means of Cinema**

EFL teachers can make use of cinema in order to face bullying, a problem which, unfortunately, has become increasingly frequent in the secondary school classroom. The use of cinema in the English lessons has multiple pedagogic and linguistic benefits that help English learners to improve their language level and also to become better citizens. These benefits are related to (i) linguistic advantages such as the practice of the different language skills and the learning of grammar and vocabulary; (ii) cultural advantages as movies help students to understand both the foreign culture and their own community; and (iii) motivational advantages because this methodology encourages students to learn English thanks to the portrayal of real language, the wide range of remarkable issues that can be discussed, and the development of creative and critical thinking skills, among others. In this study, I have developed a didactic unit for the 4<sup>th</sup> year of Compulsory Secondary Education based on *Ben X*, a film by Nic Balthazar, through which I show how the cinema-based approach can be used in the English classroom to deal with bullying. In this teaching unit, I have included all the benefits cinema has for English learners and the compulsory contents to be taught at the same time that I address this serious matter.



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### **Extreme Case Formulations (ECFs) in Children's Interactions**

Young children are capable of employing a variety of linguistic and multimodal resources in pursuit of their interactional goals. One of those resources is the employment of Extreme Case Formulations (ECFs) in their Ethnomethodological sense, as described by Pomerantz (1986). ECFs are formulations such as 'all day', 'every time', 'always', etc., which show the maximum time used to carry out certain actions. Pomerantz (1986) reveals that adults use ECFs for various reasons and most frequently to legitimize one's claims, persuade, or accuse others of the wrongdoings. Considering Pomerantz's (1986) underpinnings of the ECFs' employment, I report on a study based on 60 audio and video recordings of the two children in which they employ ECFs in interaction with each other and others in the home setting. It is found that the children employed ECFs in order to complain, protest, accuse, justify, and defend their standpoints in their attempt to achieve their interactional goals. They also used them to propose that one's behaviour is either acceptable and therefore 'right' or unacceptable and 'wrong' for example. It is hoped that investigation of the children's talk and their social interactions with others will provide a better understanding of children's employment of ECFs and that it will bring further insights into children's communicative competence, language learning and language development.

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## **Shared Storybook Reading Intervention with Vocabulary Growth of Young English Language Learners Living in Low Socioeconomic Status**

Previous studies have found that children with the highest risk of slower vocabulary accumulation and language delay come from low socioeconomic (SES) family backgrounds in which socioeconomic status disadvantages their linguistic acquisition, both quantitatively and qualitatively, in terms of educational resources and verbal interaction. This may leave these children behind in learning English as a second language (ESL). Considering that the linguistic acquisition disparity transcends time, this leads to a potential widening gap in ESL acquisition among children; as such, it becomes necessary to intervene in the ESL process in children's early lives. Vocabulary as a foundation strongly predicts later reading comprehension and pragmatic ability. An effective activity associated with young children's vocabulary growth has been storybook reading. To investigate the vocabulary knowledge of ESL in children from low-SES, an interactive reading project enhancing early literacy skills was initiated in four Chinese bilingual kindergarten classes to examine the growth of receptive and expressive vocabulary. Purpose: This study aims to investigate: (1) whether vocabulary instruction during shared storybook reading intervention fosters the English vocabulary growth of young Chinese-speaking children from low-SES; (2) whether differences are reflected in the growth of vocabulary types; (3) whether there is an age difference in the growth of vocabulary types. Method: Thirty Chinese-speaking children learning English (aged 3-6) were randomly and equally divided into intervention and control groups. 15 children in the intervention group will be divided into three groups aged 3-4 years, 4-5 years, and 5-6 years (five children in each intervention group), and the untreated group will follow normal play-time. The teacher will read twelve storybooks with colorful illustrations and potential new vocabulary that is appropriate for the entire age range. The intervention group will then receive twelve weeks of interactive reading for 20 minutes during normal play-time twice a week. Vocabulary will be measured before and after the intervention using the Peabody Picture Vocabulary Test (PPVT-III-NL) and Expressive target vocabulary (EVT). All children's performances will be pretested and post-tested

receptively and expressively. Implication: This study attempts to provide theoretical and practical implications for intervention studies targeting ESL in Chinese children from low SES. This study uses shared reading as an intervention to explore its role in enhancing ESL vocabulary acquisition among young Chinese children, thereby mediating the inferiority arising from low SES and thus encouraging future researchers to explore the interplay between second language acquisition factors. Examining differences in the types of ESL vocabulary growth post-intervention will inspire future research to be more focused on designing more target-specific intervention factors to address different types of vocabulary growth. Additionally, the emergence of age differences in vocabulary growth will help adults better grasp the age characteristics of young children's ESL vocabulary development so as to provide differentiated support for age-based vocabulary instruction, interactive strategies, and storybook selection during reading.

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## **Cross Linguistic Analysis of Narrative Skills in Spanish-English Speaking Children**

The use of narratives has been shown to be an effective and non-biased way of evaluating the language skills of culturally and linguistically diverse (CLD) students (Gutierrez-Clellen, 2002; Spencer & Slocum, 2010). When children are exposed to more than one language they are learning to understand and express themselves in each linguistic system depending on many variables such as context, subject matter and speaking partner. Narratives and the evaluation of linguistic productivity measures are useful tools in aiding clinicians and educators in their assessments of CLD students' linguistic knowledge (Fiestas & Pena, 2002). Measures of language productivity such as mean length of utterance (MLU) and grammaticality of utterances, and speech revisions may provide useful information regarding how much a child can express during different language contexts (Bedore et al., 2006). Specific questions addressed: 1. Do children at risk for developmental language disorder exhibit similar linguistic productivity characteristics across their English and Spanish narratives? 2. Does the age of first exposure to English influence linguistic productivity measures in English and Spanish narratives in children at risk for developmental language disorder and those not at risk for developmental language disorder? Methods Participants in the study consisted of 20 Spanish-English dual language learning children ranging in age from 4;0-7;8. Children in the study exhibited a range of linguistic abilities. Children were identified as at risk for developmental language disorder or not at risk for developmental language disorder based on a standardized language screening measure, narrative language samples and parent/teacher concern status. The non-risk participants met the following criteria: 1) Passing scores on both the Bilingual English Spanish Oral Screener, experimental version (BESOS) (Pena et al., 2008) and the PLS-5 screening test (Zimmerman, Steiner & Pond, 2012) 2) Completion of narrative retell and tell in English 3) currently not receiving special education services for speech or language. Participants considered at risk met the following criteria: 1)

Did not pass at least one subtest of the BESOS language screener 2) Parent or teacher concern about their language skills To obtain the story narrative samples (tell/retell), wordless picture books were used, including *One Frog Too Many*, and *Frog Where Are You* (Mayer, 1969;1973). All narratives were audio recorded to be later transcribed verbatim in SALT (2018) software. The Systematic Analysis of Language Transcription for Research software (SALT, 2018) was used for narrative transcription and coding. Results Preliminary analysis of the results indicates that the children in the at-risk for developmental language disorder group exhibited significantly more utterances considered ungrammatical in both English and Spanish and a lower overall MLU than their non-risk peers. The at-risk group used less linguistically diverse narratives than their peers in the non-risk group.

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## **Cyberbullying of University Professors: Causes, Consequences and Solutions**

Bullying in the workplace is not a new phenomenon, but an increasing amount of those reprehensible behaviours are now occurring online. This presentation present results about online bullying in a population that received relatively little attention in the scientific literature: university professors. It exposes the quantitative results of a mixed methods research that aimed to describe cyberbullying towards university professors. More specifically, it addresses some aspects that were less covered in this population: the causes, the consequences and the solutions associated with online bullying. Firstly, there are several aspects of the job that can lead to be cyberbullied as a professor and also as a researcher intervening in the media. Indeed, students' assessment, a publication or a media appearance are as many potential explanations for being harassed online. Secondly, a cyberbullying episode is not without consequences and can possibly affect personal and professional life (e.g., professional reputation). Thirdly, solutions to prevent and support victims of online reprehensible behaviours are relatively unexplored. It appears pertinent to discuss solutions, not only to bring new knowledge to the scientific community, but also to inform university leaders. In many Faculties, helpful measures available are often unknown from professors. In this presentation, we used a questionnaire to collect data about causes, consequences and solutions associated with cyberbullying amongst professors working in 2 different universities in Quebec (Canada). Composed of 184 professors, this study is a part of a few studies on this topic in the world. The results of the quantitative analysis will be exposed and discussed. In addition to cyberbullying sources, possible causes such as gender, position or years of experience will also be presented. Consequences on professional, personal and relationships a going to be described. Measures available in universities and possible solutions will also be exposed. Finally, preliminary conclusions of the quantitative analysis

will be shared and illustrated by excerpts of professors' testimonies about online bullying episodes.

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## **Research on Memes in China from the Perspective of Multimodal Metaphor**

With the development of Internet and media technology, sound and image are no longer used as auxiliary roles, but instead participate in the communication of Internet discourse with language symbols, thereby participating in the construction of metaphors. Interpersonal communication is no longer a single mode, and multimodality has become the main mode of communication. Memes are such a multimodal communication method. China has the largest number of Internet users in the world, and has formed its own unique online culture. The memes are also diverse. Therefore, this article will analyze the memes in the Chinese network culture from the perspective of multimodal metaphor.



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## **Distribution of POS-Perspective Valency Patterns**

This study carries out a comparative study on POS-perspective valency patterns between English and Chinese by choosing an English dependency treebank and a Chinese one, both of which, similarly annotated, are of the news genre and are further divided into 6 sub-corpora of equivalent sizes. Each set of sub-corpora is found to be homogeneous. An abstract structure “pron + v(governor)+ n” can represent the valency of the governor verb in “I read books”, indicating the pronoun “I” and the noun “books” as dependents of “read”. Such POS-perspective valency patterns include the governors per se and suggest the linear order of the complete valency patterns. The patterns of all the running words of all word classes in the two sets of sub-corpora are examined. In both languages, the patterns are found to be regularly distributed, following the same mixed negative binomial distribution model, suggesting such valency structures as results of two language diversification processes. The top POS-perspective valency patterns display identical features within each set of the sub-corpora and some common features between the two languages. Differences are also observed between Chinese and English. At a micro level, all running words are examined. At the meso-level, we examine three important parts of speech common in Chinese and English – verbs, nouns and adjectives. They are found to display the same distribution model as the patterns for all the running words. For each word class, the top POS-perspective valency patterns are almost identical among the sub-corpora in the same language. They also exhibit some common features and differences between the two languages. The study verifies the linguistic status of POS-perspective valency patterns. The parameter values of the distribution pattern might bear some topological significance.

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## **The Study of Translation from the Perspective of Pragmatics**

Translation is a kind of cross-cultural communication, which involves not only the transformation of two languages, but also the communication of two cultures. Pragmatics is the study of the specific use of language in a specific context. It is also the study of understanding and using language. Both translation and pragmatics study the understanding, expression and use of language and they share the same research object. Pragmatic theory has wide applications in many fields, especially in the field of translation, therefore it is necessary to study translation under the perspective of pragmatics. This paper mainly discusses the theoretical output, inspiration and practical application of pragmatics to translation studies. Based on the relevance theory of cognitive pragmatics, the paper firstly puts forward that the essence of translation is a communicative process of double signal-reasoning, which is the interaction between three communicative subjects, namely the original author, the translator and the target reader. Therefore, the pragmatic view of translation is actually a dynamic ternary view of translation. This paper regards translation as the research object and training ground of pragmatics. From another perspective, the validity of pragmatic theory can also be tested in the field of translation. The article also tried using the application of pragmatic meaning, implication, politeness principles, and deixis to solve the problems of culture and the use of language in translation practice. On this basis, it is mentioned in the paper that the primary criterion for translation means and strategies should be the correct understanding of the translators for the cultural environment of target readers and target language and the assessment of the differences between the source language and the target language.