5th Young Linguists' Meeting in Poznań

Book of Abstracts

5th Young Linguists' Meeting in Poznań
25-27th November 2016

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Issued on the occasion of the 5th Young Linguists' Meeting in Poznań

"Methodological challenges in linguistic research"

Due to standardization processes, formatting of the abstracts contained herein was changed in accordance with the YLMP abstract stylesheet. However, no alternations with regard to language and contents were introduced.

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YLMP 2016 Special Event

26th November 2016, 4:30 pm
Collegium Minus
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Lecture by **Prof. Janet Schofield**

(University of Pittsburgh, Fulbright Specialist Program at the Faculty of English, Adam Mickiewicz University in Poznań, Poland):

Social identity and intergroup relations in an era of immigration

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PLENARY TALKS

Implicational variables and intra- vs. interethnic social meaning

Nancy Niedzielski
(Rice University, Houston, TX, USA)

In this talk, I present the implicational nature of eleven vowel variables that differentiate AAE from EAE younger speakers in Houston, Texas. We ranked speakers according to which variants that they use, and we have shown that for African-American participants, the degree to which speakers use these variants corresponds to greater use of AAE overall, for instance correlating with AAE consonantal and prosodic features. Furthermore, perceptual tests indicate that speakers at one end of the ranking are more likely to be labeled as "white," while speakers at the other end are more likely to be labeled as "black." Thus, we suggest that the use of AAE variants for the AA participants indicates ethnicity.

While European-American participants reveal a similar implicational scale with regard to these "AAE" variables, and the variables are arranged in a similar manner to the scale for the AAE speakers, there are some noteworthy differences. First, the scale is truncated for the EA participants: rather than an implicational scale with all eleven variables, the EA scale spans only the middle six. Second, rather than indicate ethnicity, the two ends of the ranking scale indicate a clear gender-based pattern: with only a single exception, all of the male EA speakers are at one end of the ranking scale, and the female EA speakers are at the other. Further, several female speakers at the lowest end of the ranking produce none of the "AAE" variants.

In sum, examining these eleven variables reveals that the implicational scale can in fact reveal interethnic stylistic differences, particularly at either end; however, the middle of our implicational scale reveals intraethnic variation: while it may be argued that they still indicate ethnicity for the AAE speakers, they appear to indicate gender for the EAE speakers. Thus, while the very same variables are used for stylistic work in each group, they index different social meanings for each.

Teaser: Is it possible that a set of variables can pattern in exactly the same way, from a linguistic standpoint, for two distinct groups of speakers, but have markedly different social meanings for them? I'll try to convince you of just that!

Why is novel metaphor (not) special? Insights into creative cognition grounded in electrophysiological data

Karolina Rataj
(Adam Mickiewicz University in Poznań, Poland)

One of the ways in which human creativity manifests itself in language is via the use of novel metaphoric language. In this perspective, novel metaphor is not only one of the many kinds of figurative language, but also a window into creative cognition. In this talk, I will discuss the methodological challenges related to investigating novel meaning both in language production and comprehension, as well as mechanisms involved in meaning construction, which underlie both novel metaphoric and literal language processing. The discussion will be based on electrophysiological data from experiments tapping into creative thinking.

The Conversation Analytic Role-play Method: Creating change with conversation analysis

Elizabeth Stokoe
(Loughborough University, Leicestershire, UK)

In this lecture, I will describe my work in conversation analysis, and my research on the science of interaction across different settings. I will contextualize conversation analysis within the wider set of research methods, from qualitative to quantitative. I will show how conversation analysts identify interactional practices that change the outcomes of encounters. I will explain how my research underpins the development of the Conversation Analytic Role-play Method, a research-based training method that challenges the assumptions of traditional communication training, role-play and simulation. I will show how, as a designedly large-scale qualitative method, conversation analysis can produce research with impact, and how it can take you to exciting research places that may be surprising!

Acquisition of foreign language vocabulary through watching subtitled foreign language films

Walter van Heuven
(University of Nottingham, Nottingham, UK)

Subtitled foreign language films provide a rich multimodal environment in which foreign language vocabulary could be acquired. In this talk I will focus on the processing of native and foreign language subtitles and the incidental acquisition of foreign language vocabulary in multimodal situations. I will present a series of experiments that used behavioural and eyetracking techniques to investigate the incidental acquisition of foreign language vocabulary using multimodal stimuli. The paradigm of most of these experiments involved a combination of incidental exposure and explicit learning situations. I will discuss the impact of exposure to different foreign languages (e.g., Welsh, Chinese and Korean) on monolingual English speakers, and the specific role of written, verbal and pictorial information in the incidental acquisition of foreign language vocabulary.

WORKSHOPS

Researching children - possibilities, challenges and limitations discussed on the basis of the experience gained in the Tablit - an innovative curriculum project

Anna Basińska, Dawid Pietrala and Urszula Zielińska
(Adam Mickiewicz University in Poznań, Poland)

Tablit - a kindergarten curriculum - was designed at the Faculty of English, AMU, Poznań. It is an innovative instrument within the area of integrating the main content of the national curriculum with foreign language teaching. It is also an excellent example of implementing the principles of CLIL (Content and Language Learning) at the first level of education (children 3-6 years old). During the workshop, participants will have a chance to dive into the Tablit curriculum and play with its English teaching/learning module. This will constitute a starting point for a discussion about the potential advantages and disadvantages, opportunities and threats, as well as possibilities and limitations of conducting research which involves children. In the final stage of the workshop, speakers will share their experiences gained during studies they have performed so far.

Experiment designer's roadmap: From an idea to a design

Halszka Bąk
(Adam Mickiewicz University in Poznań, Poland)

This workshop is designed as a comprehensive crash course in preparing an experimental research project. The preparation of an experiment includes defining the problem to investigate experimentally and translating it into the language of research design. The preparation stage is the crucial stage of designing your study and much of the quality of your research in terms of reliability and validity hinges on it. We will provide you with a roadmap to research project preparation from a roughly formed idea to formulating a viable draft of a design in three major steps. First you will learn how to formulate valid research questions and testable hypothesis and determining variables to include into your design considerations. Second, you will learn the dos and don'ts of creating, norming, and selecting stimuli including considerations of population sample size and selection criteria. Finally, you will learn how to create the best possible design for your study using existing research by a systematic tabular meta-analysis of relevant literature. We will also provide you with a collection of resources for research from existing databases of stimulus materials to freely available research tools. Upon completing this workshop you should have gained an understanding of the fundamentals of how to prepare your own experimental study.

Experimental phonetics, social knowledge and speech perception

Nancy Niedzielski
(Rice University, Houston, TX, USA)

In this workshop we will explore various means of examining speech perception, particularly from an experimental point of view. We will place particular emphasis the role of social knowledge in human perception, and examine how experimental phonetics can demonstrate this. First, we will see that such experimental studies tell us that social knowledge is a crucial part of speech perception: talker variability, for instance, has been show to affect how listeners perceive and retain speech information. Second, we will explore how experimental work can reveal what listeners know about variation according to different social groups, and in fact, we will see that this work can reveal social knowledge which is subconscious, and not subject to overt reflection and reporting.

We will discuss the basic design of several experimental methods, as well as their goals; additionally, we will explore their strengths and weaknesses. Participants are invited to contact me if there are particular designs that they would like to explore.

The Conversation Analytic Role-play Method: Creating change with conversation analysis

Elizabeth Stokoe
(Loughborough University, Leicestershire, UK)

This workshop will introduce you to the practicalities of the Conversation Analytic Role-play Method (CARM) and how to become a CARM Affiliate. It will focus on how to turn conversation analytic research into training for practitioners, including workshop development, technology, funding and impact.

Computational modelling in psycholinguistics

Walter van Heuven
(University of Nottingham, Nottingham, UK)

In this workshop I will discuss the use of computational models to study language processing. The focus will be in particular on computational models of monolingual and bilingual visual word recognition. I will give an introduction to computational models of visual word recognition and show how you can use these models to conduct simulations. Furthermore, I will demonstrate some tools that enable you to build your own computational model. I will also show how you can simulate various experimental tasks and discuss the challenges of developing, evaluating, and using computational models to study language processing.

Eye-tracking in translation studies

Bogusława Whyatt
(Adam Mickiewicz University in Poznań, Poland)

In this workshop we are going to discuss how the use of eye-tracking has enhanced our understanding of the cognitive complexity involved in translation. Although the eye-tracking technology has been used for quite a while in reading research (Rayner 1978), it has only fairly recently started to be used in Translation Process Research. To date several studies have included eye-tracking to complement other data collection tools such as keystroke-logging and screen-capture software, and arrived in this way at a more comprehensive picture of how translators solve problems and make decisions. Jakobsen and Jensen (2008) found that while reading for translation the translator's eyes fixate more often on the source language text and the duration of fixations is much longer than when the text is being read for comprehension. Pavlović and Jensen (2009) investigated whether directionality in translation (translating into a native or non-native language) has a significant impact on cognitive effort as demonstrated by fixation duration and pupil dilation. More recently, Schaeffer et al. (2016: 191) reported that the translators' first fixation durations were longer when they looked at words which have multiple meanings, and thus many translation equivalents in the target language, as compared to words which have only one possible translation. In all of the above studies, the main assumption was that the eye-behaviour reflects the cognitive effort expended by the mind involved in language/information processing as explained by the eye-mind hypothesis (Just and Carpenter 1980). Although very promising, eye-tracking technology is not problem free when used to study the process of translation and a compromise needs to be achieved between experimental conditions and ecological validity of the translator's working environment (Saldanha and O'Brien 2014). During this workshop I will share the experimental set-up, our research experience and the results of the Para-Trans research project (founded by the Polish National Science Centre) which included eye-tracking and keystroke-logging in the multi-method study of decision-making in interlingual translation and intralingual paraphrasing (Whyatt et al. 2016).

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ORAL AND POSTER PRESENTATIONS

The role of rhythm in accommodation processes during conversation: Preliminary results

Leonardo Barón Birchenall and Noël Nguyen
(Aix Marseille University,Aix-en-Provence, France)

In spoken language communication, *accommodation* refers to the many processes employed by talkers to adapt to each other. Within these processes, phonetic *convergence* is associated with an increase in similarity in speech patterns across talkers. In some theoretical frameworks, phonetic convergence occurs in an involuntary and immediate manner rather than intentionally (Louwerse et al., 2012). The present work focuses on the interplay between speech rhythm and phonetic convergence in an interactive task. More specifically, given that repetitions of a speech stimulus can reduce the time and neural activation needed for its processing, and that multiple repetition significantly enhance memory and learning (Falk et al., 2014), we propose that *the use of regular rhythmic structures during conversations produce more convergence between speakers with respect to irregular rhythmic structures*.

To test this hypothesis, we created a set of stimuli consisting of four groups of 16 nine-syllable Spanish sentences each. We used four types of words (oxytones, paroxytones, proparoxytones and unstressed words). Each of the four groups had a particular rhythmic structure, as follows (stressed syllables are represented by a big X, unstressed syllables by a small x): (1) regular structure, three feet, head to the right: xxXxxXxxX; (2) regular structure, three feet, head to the left: XxxXxxXxx; (3) irregular structure, three feet, head to the right: xxXxXxxXx; (4) irregular structure, four feet, head to the left: XxXXxxxXx. We tested two dyads of speakers separately in a reading - repetition task in which each participant had to read a sentence and the other one had to immediately repeat it. Participants alternated between reading and repeating the sentences. The order of presentation of the four groups was randomized. A rhythmic distance score, proposed by Späth et al. (2016), was then used to determine the degree of convergence between the interlocutors' rhythms.

Resulting data indicate that regular left foot headed rhythmic structures generate more convergence between interlocutors than irregular left foot headed ones (with respect to metrical timing patterns). Right foot headed rhythmic structures data show a more complex pattern. Implications for current models of phonetic convergence in speech will be discussed

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Building cognitive reserve: Evidence of language specific mental fatigue from a language-switching task

Panagiotis Boutris and Cristina Izura
(Swansea University, Wales, UK)

There is evidence to suggest that bilinguals perform better in tasks that require excessive inhibitory control such as the Simon task (Martin-Rhee and Bialystok, 2008; Bialystok, 2009). One reason is the constant suppression of their second, depending on the situation at hand, language (Esposito, Baker-Ward and Mueller, 2013). However, it is yet to be determined what the properties of this constant "training" are; can it be replicated in a short period of time or is it an effortful, long and constant process? Does this constant training cause any mental strain, and if it does, is it language specific? In a study with 90 Spanish-English bilingual university students, three groups of participants completed a more challenging version of the Simon task. Beforehand, different types of training sessions occurred; the first group completed a language-switching training task, the second a non-language switching task, and the third (the control) did not complete any training. The reaction times from the Simon task were compared across the three groups, The results indicated a language specific fatigue with the first group responding slower in the Simon task. The mental exhaustion that was caused by the language-switching task may be considered as a potential indicator that language switching is a distinctive mental attribute of a bilingual brain. As such, the advantages should be seen as a result of a longitudinal exertion that accounts for the differences in inhibitory control, and, in the long run, for enhancing cognitive reserve.

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Tracking frequency counts: Between corpus data and user's perception

Bartosz Brzoza
(Adam Mickiewicz University in Poznań, Poland)

Frequency of words (how frequently a word appears in a language) constitutes one of the major factors modulating word processing as shown in psycholinguistic studies with response times and eye movement data (Harley, 2008: 173-174). Lexical items of high frequency in a given language (e.g. computer) are accessed and processed more easily than low frequency items (e.g. collarbone). This facilitation for high frequency words is reflected in shorter

reaction latencies in a variety of tasks, e.g. reading (Inhoff & Rayner, 1986), lexical decision (De Groot et al., 2002), priming (Coane & Balota, 2010) or translation (De Groot, 1992). With growing empirical evidence, frequency has become a crucial factor that researchers need to control when selecting experimental stimuli. This effort is necessary to ensure that the results obtained in studies do not stem from confounding rather than independent variables. Lexical frequency is usually established with the aid of corpora, which are large collections of language samples (De Groot, 2011: 459). However, corpus frequency may not always be consonant with the actual frequency of word use.

The rationale for the present study was to observe whether frequency counts used in research correspond to actual user's perception of how frequent a given word is. The study consisted in comparing word frequency values from the corpus and these obtained from native speakers. For two languages, English and Polish, frequency values for 74 words were extracted from SUBTLEX-UK (Van Heuven et al., 2014) and SUBTLEX-PL (Mandera et al., 2015) corpora respectively. Frequency ratings were elicited from 73 (English) and 78 (Polish) participants via a self-administered online questionnaire in which they rated on the Likert scale from 1 to 7 how frequently they encounter words on a daily basis.

The results exposed statistically significant differences between corpus data and user's evaluation for words in both languages (English – $t(73)= -2.28$; $p<.05$ and Polish – $t(73)= -5.88$; $p<.001$). The exploratory correlational analyses revealed the largest discrepancy between corpus and user values for high frequency Polish words. The results might help rethink the notion of corpus frequency in psycholinguistic studies and shed new light on the process of stimuli selection.

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The borrowing of the English prefix 're-' into Polish

Karolina Burnagiel
(Adam Mickiewicz University in Poznań, Poland)

This poster reports on the investigation of the borrowing and linguistic adaptation of the English prefix *re-* into the Polish language. The study in the form of a questionnaire was created, conducted and analysed in order to examine the acceptability of *re-* among the native speakers of Polish. The purpose of the research was to check whether *re-* is accepted in Polish in the same way as it is accepted in English. The respondents were to decide which of the presented options would be assessed as a construction they would use and which answers seem to be more natural on the basis of their own linguistic competence.

The affix *re-* cannot simply attach to any stem, as it is restricted by certain distributional constraints. In Polish it usually appears with other borrowed elements such as foreign stems e.g. 'blogować' (which gives 'reblogować') or 'kultywować' (which gives 'rekultywować'). The primary assumption, which was checked in the study, was that *re-* behaves in this manner in all environments.

The behaviour of *re-* in English verbs is restricted by the so-called Horn's Generalization (Horn 1980, Marantz 2007), which states that *re-* attaches only to those verbs which select for an object, so only transitive or unaccusative but not unergative verbs can merge with it. One of the main assumptions of the study was that Horn's Generalization probably works in Polish in the same manner as it does in English.

The questionnaire-based research on the native speakers of Polish, which will be presented in the poster, investigates the acceptability of *re-* merged with various syntactic types of stems, affix combinations, and its distribution with different word orders. Of particular importance is the investigation of the relation between the English prefix *re-* and its Polish counterpart: the restitutive adverb 'znowu':

a) *re-* with various types of stems e.g. 'reemigrować', 'reedukować', 'reumrzeć';

b) the acceptability of *re-* versus 'znowu/ponownie' e.g. 'Grupa znanych specjalistów ma za zadanie reedukować morderców z tego więzienia' vs. 'Grupa znanych specjalistów ma za zadanie ponownie edukować morderców z tego więzienia';

c) the closeness of *re-* to the stem e.g. 'To zdjęcie jest super, muszę je zreblogować na moją stronę' vs. 'To zdjęcie jest super, muszę je znowu zblogować na moją stronę'

d) the acceptability of affix combinations e.g. 'zrepostować obrazek', 'znowu zapostować obrazek', 'rezapostować obrazek'.

The language of the questionnaire was Polish. All results and diagrams are to be presented on the poster.

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Researching gender in the multifaceted context of executive coaching - how to meet challenge?

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Research on the relationship between language and gender has become more complex over the past decades as the concept of gender has shifted from something rather stable to something relatively fluid (Swann, 2002). Gender is now seen as a contextualized practice as speakers are influenced by their specific community of practice as well as larger socio-cultural contexts. When analyzing 'gender in executive coaching' for my dissertation, these contextualized interpretations of gender as a central category of research have brought up quite some analytical ambiguities. The aim of this contribution is to work through some of these challenges in a very practical manner by giving examples from the collected data and proposing some possible solutions for empirically analyzing language and gender in the organizational context of executive coaching.

Coaching focuses on professional issues but may also touch on the executive's personal life issues and as this communicative activity is happening within an organizational context, the interests and objectives of the respective organization, are also taken into consideration (Graf, 2014, p. 40 ff). Thus, coaching is a hybrid discourse, combining two almost conflicting norms, namely managerial discourses (focusing on stereotypically hegemonic masculine concepts such as high performance, growth and other business related issues) (Schulz, 2013; Peltier, 2011) with therapeutic discourses (focusing on stereotypically feminine concepts such as verbalizing and topicalizing emotions) (Schulz & Steyaert, 2001; Greif, 2012, p. 452). This does not only make executive coaching a unique counselling format but also shows that it involves multifaceted contexts (Baron & Morin, 2009, p. 88) including the complex interrelationship among the client, the client's organization and the consultant (Orenstein, 2007, p. 14). This complexity and the fact that the coach-client dyad can be seen in multiple gendered contexts assembling a number of complementary identities is a fascinating but also an demanding challenge for the researcher.

This paper will discuss the difficulty of deciding what to consider the relevant context for analyzing gender practices in concrete coaching situations, especially as the choachee can be seen in multiple contexts assembling a number of complementary identities. By means of transcribed extracts from coaching data, it will be examined what types of warrants can possibly be used to draw conclusions about this.

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Metaphors and metonymies in the artwork Nierozpoznani (The unrecognized) *by Magdalena Abakanowicz*

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Identification of conceptual devices such as metaphor and metonymy in modalities other than the verbal one has started gaining momentum in recent years. Various genres have been subjected to thorough analyses, yet still leaving much space for art.

Based on the multimodal framework (Forceville and Urios-Aparisi 2009), I will present the conceptual devices in the artwork NierozPoznańi/The Unrecognized by a renowned Polish artist Magdalena Abakanowicz, and discuss the role of image schemas, particularly the CONTAINER schema (Johnson 1987: 22), in providing structure for metaphors related to emotion concepts (Kövecses 2000) and visual aspects of the installation.

I will also discuss the role of "internal" and "external" metonymies (Mittelberg 2014: 771) in the process of meaning creation, and the conceptual metonymy A PART FOR THE WHOLE in reference to the missing body parts. I will also focus on the conceptual significance of the spatial arrangement of the sculptures and the role of context in the interpretation of the artwork.

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Telling the bilingual experience beyond constructed languages: A look at translingual creative writings by bilingual US Hispanics

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A reconceptualization of our understanding of language is underway. New directions in neighboring fields such as bilingual and multilingual education, sociolinguistics, and applied linguistics contest the assumption that languages are airtight, monolithic entities with clear-cut boundaries (Makoni & Pennycook, 2005, Otheguy, Garcia & Reid, 2015). With this in mind, the notion of translanguaging aims at capturing the dynamic, flexible nature of language practices (Creese & Blackledge, 2011). In cases of bilingual/multilingual contexts, the complexity of these practices unfolds, with speakers strategically navigating and exploiting their linguistic repertoires in ways that, traditionally, might have been described as faulty, semilingual, or incomplete. If language is paramount to the emergence of identity, this is not any less so in contexts of ethnolinguistic minority. Factors at play in identity formation and representation, such as sociolinguistic attitudes, language ideologies, and linguistic vitality of the minority language, are decisive in how bilinguals choose to portray themselves across social contexts (Fuller, 2013).

Squarely centered on the Hispanic community of Lubbock, Texas, the present endeavor seeks to explore the social realities of the Hispanic community of West Texas. To do so, a pool of adult US-born Hispanic bilinguals was asked to complete a creative writing piece using Spanglish. These could take the form of short stories, essays or poems and tackle any topic or concern. Interestingly, go-to topics for most of the participants were closely connected to identity, social struggle, pride, and ethnolinguistic hybridity. In light of the data collected, an interconnection between translanguaging and 'hybrid' identities emerges and is expored. In interpreting the data, I join recent arguments (e.g. Otheguy, Garcia & Reid, 2015; Makoni & Pennycook, 2005, Garcia & Li Wei, 2013) that problematize 'constructed languages', with a specific focus on the minority/heritage language classroom.

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Implicit perceptual training using acoustic manipulations and manipulated feedback: Testing an alternative methodological approach to pronunciation teaching

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The aim of the study was to test whether auditory training using acoustic manipulations and manipulated feedback can facilitate the acquisition of adequate cue weighting patterns and whether perception training alone can influence pronunciation in L2. Research suggests that some transfer of perceptual learning to production might be possible (Bradlow et al., 1997; Hazan et al., 2005). The experiment was motivated by the hypothesis that foreign accent in L2 speech has perceptual bases and that perception and production domains are inextricably linked (Liberman and Mattingly, 1985; Flege, 1995).

The participants were 37 adult native speakers of Polish acquiring English. The study compared the pretest and post-test perception and production performance of subjects in the experimental and the control group. The experiment focused on final obstruent (de)voicing. Pretest and post-test included minimal pair identification using natural tokens and a sentence reading task. The experimental group completed four sessions of auditory training utilizing acoustically manipulated tokens in two tasks: minimal pair identification with manipulated feedback and AX discrimination. The subjects' productions were recorded and acoustically analyzed to obtain measurements of preceding vowel duration, closure duration, voicing during closure and consonant duration. Additional calculations included V/C ratio and the percent of closure which was voiced. Binary logistic regression analysis was performed for within and between-group comparisons of pretest and post-test perception accuracy. For within-group comparisons of pretest and post-test production paired-samples t-test was used. Independent samples t-test was used for between-group comparisons.

Overall, the effects of the independent variable were more visible in the production domain. In perception, due to a strong ceiling effect, none of the pre-test/post-test comparisons reached significance. In general, acoustic manipulations appear to be more effective than manipulated feedback in increasing learners' perceptual sensitivity to specific acoustic cues. The control group's production did not change in any way from pretest to post-test. Production in the experimental group changed significantly in three of the six mentioned parameters. The results demonstrated that auditory training using acoustic manipulations can influence pronunciation. The study was meant to underscore the importance of perceptual training as a component of L2 phonetic training courses.

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Lost or broadened? On the relationship between desemanticization, extension and semantic broadening

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Historical linguistics is mainly concerned with the description and explanation of language change and its processes. Scholars look at language change phenomena like semantic change or grammaticalization. The latter is usually defined as "the development from lexical to grammatical forms, and from grammatical to even more grammatical forms" (Heine and Kuteva, 2007, p. 32), This process is assumed to consist of several more specific subprocesses: desemanticization, extension, decategorialization and erosion (Heine, 2003, p 579). Taking a closer look at semantic change as a separate process, we find that it can involve lexical change only or that it can be a crucial part of grammaticalization. In the latter function it is called desemanticization. It is described as a process of loss of meaning (cf. Heine, 2003; Bybee, 2015; Lehmann, 1995) or a generalization, i.e., broadening, of meaning (cf. Bybee, 2015). Within lexical change we distinguish between semantic broadening and semantic narrowing. The term broadening describes a semantic development, "whereby a word that originally denoted one member of a particular set of things comes to denote more or all the members of that set" (Fortson, 2003, p. 649). Yet, these terms are not clearly distinguished in the literature and their relationship remains uncertain. We can see that the two processes, semantic broadening and desemanticization, are similar in many respects. The one important difference is that desemanticization is involved in the grammaticalization process, involving both the lexical and the functional level.

Desemanticization is also closely linked to extension, which can be defined as context generalization (Heine, 2003, p. 579). Yet the whole grammaticalization process "tends to begin with extension, which triggers desemanticization" (Heine and Kuteva, 2007, p. 35). Extension is the reason why words can, for pragmatic reasons, be used and understood in new contexts (cf. Heine, 2003). We assume that extension also plays an important role in semantic broadening.

In our talk we will take a closer look at the terms desemanticization, extension and semantic broadening and their relationship. Based on Deutsches Textarchiv, a historical corpus that contains about 140M tokens from Early Modern German to New High German, we will investigate these processes for selected (lexical) items.

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Noun-adjective conversion in Hungarian animal nouns

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The paper concerns itself with one of the most common types of conversion in Hungarian, noun > adjective shifts, in the framework of cognitive linguistics. It uses the classic model of conceptual metaphor, but, following several authors (eg. Kövecses 2005; Kuczok 2011) modifies it to explain the direction of the category shift occurring during conversion. It also argues that the two commonly accepted main groups of conversion, ie. actual and permanent, share certain similarities in their origin but operate in a slightly different manner.

My main hypothesis is that during noun-adjective conversion, not only metaphorical but also metonymical processes are involved (as in Dirven 1999; Schönefeld 2005). When we use a noun as an adjective, the noun in question becames the signifiant of an extended ad hoc category (Glucksberg & Keysar 1979). The basis of this extended category is a salient attribute included in the schema of the noun. Following Talmy's relevance theory (Talmy 1999, 2000), Tendahl & Gibbs (2008) as well as Sperber & Wilson (2008) claim that these salient attributes depend heavily on context.

In order to keep the research focussed, I chose domestic animals nouns as basis. These offer a special insight to noun-adjective extension because a) animals have a long history of getting used as parallels for certain aspects of human nature; b) household animals have been living with man for a long time, giving plenty of occasions to observe them. I selected four distinct morphological and syntactical markers that would indicate a noun > adjective shift, and looked for co-occurrences in Google search. I concentrated on establishing well-defined groups, according to the chosen attribute making up the basis of the category extension, eg. the animal's shape, size or behavior.

My findings showed that while there are certain outlines along which extensions tend to occur (such as specific animals being associated with specific traits), most of them also show plenty of variance. These variations depend both on the base noun and on context, thus demonstrating both the difference between actual and permanent cases (the latter tend to show little variance) and the metaphtonymical nature of conversion.

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Linguistic and cognitive dimensions of children's performance in sentence repetition tasks – results of an exploratory methodological study

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Sentence repetition (SRep) tasks involve verbatim repetitions of a set of stimulus sentences of manipulated length and complexity. They have gained increasing attention as accurate diagnostic and research tools in evaluating linguistic development (see Polisenska et al., 2015). Although seemingly straightforward, the tasks draw on many language and cognitive skills, including complex interactions between memory processes and multiple-level linguistic representations (e.g. Potter & Lombardi, 1998). There is formidable evidence that sole verbal memory capacity cannot sufficiently account for the accuracy rates of sentence repetition, so linguistic variables (i.e. morphosyntactic, lexical, phonological skills) have been brought to the fore of current scientific investigation into SRep.

To contribute to the growing body of research into the nature of sentence repetition and better understand its implications, in a series of analyses, we explored how lexical, syntactic and phonological knowledge, as well as working memory capacity influence the performance in SRep of Polish monolingual and Polish-English bilingual children aged 4-6. The data were gathered in a larger project into linguistic and cognitive development of mono- and bilingual preschool children (http://psychologia.pl/bi-sli-pl/, 2012-2015). The parallel English and Polish SRep Tasks used here (Marinis et al., 2011; Banasik et al., 2012) consist of, respectively, 60/68 sentences and target 15/17 structures organized in three blocks of increasing complexity.

Our preliminary analyses show that receptive syntax, vocabulary measures and working memory are significant predictors of how accurate children are in verbatim repetitions of the core syntactic structures triggered by the task. A significant portion of the variance in SRep scores cannot be explained in our analyses, suggesting that sentence repetition is not merely the sum of linguistic variables that were controlled for. In out talk, we will also present the findings of our ongoing analyzes that employ refined measures of sentence complexity and discuss implications for using the task as a research and clinical assessment tool.

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Symbolic title types and their role in the literary text's conceptualization

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The research paper deals with the linguocultural study of literary text titles. Our work is aimed at linguocultural study of literary titles using interdisciplinary and interparadigmatic methodology. We claim that verbal symbol is considered to be a linguocultural phenomenon, specific code of literary culture which is characterized by the transformed generalization and emotive expressiveness. Hence, in this paper we want to reveal and analyse how the lexical units are transformed into the symbols and the icon of culture is revealed in the semantics of the symbolic title.

The analysis shows that the title, directly prognosticating the theme of the text, is directly (by means of repetitions) related to its ending and thus directly participates in its concept creation; after it passes through the whole context of the text, it gradually becomes the text symbol. They are called occasional symbolic title. Accordingly, they are contextually conditioned phenomena because if presented without context they are ordinary lexical units with their denotative meaning.

The word can be semantically transformed within the context of the literary text. While it is gradually repeated in the text it becomes the literary detail and later is transformed into the symbol of the work. In this linguistic conception, given transformation is presented by the dynamic model of three main components: **word → literary detail → symbol** , in which each member remains and at the same time transforms features of other units.

We have analysed and differentiated XX century literary symbolic titles into occasional, allusive and syncretic titles that are different from each other not only for textual genesis of linguistic models and usage in the text but for their roles in literary-aesthetic conceptualization of the work. As a result of our research, we have differentiated symbolic titles as occasional, allusive and syncretic types. They differ from one another with the linguistic model of textual genesis and the usage in the text, as well as with the specific role in literary-aesthetic conceptualization of the work.

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The use of punctuation in early fifteen-century manuscripts of Wycliffe's Bible

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Even though nowadays the punctuation system is unified when it comes to the use of particular punctuation marks and their appearance, the situation was much more complicated in the Middle Ages. The scribe decided on the amount of punctuation used within a manuscript as well as the way particular signs were used; therefore, the stability of the system was not achieved until the invention of the printing press (Parkes, 2012, p. 87). In effect, punctuation used within a manuscript should be viewed as scribal intervention within a given text.

The punctuation system developed gradually. In antiquity it started as a help for a person reading aloud (Parkes, 2012, p. 9). Due to this fact the scribes used different techniques, for instance writing 'per cola et commata' (each phrase as a new paragraph or line), to indicate a pause (Bischoff 1986/2012, p. 169). In the sixth century, the system with three punctuation marks (comma, colon and the 'punctus') was established (Bischoff, 1986/2012, p. 169). With time the punctuation in manuscripts changed. New marks were incorporated into writing by Carolingian scribes, such as the '7'- shaped mark or the 'punctus interrogativus', in order to better convey the message (Parkes, 2012, pp. 32-33). From the eleventh century onward other innovations within punctuation were introduced in manuscripts, namely the 'punctus elevatus' and the 'virgula' (Bischoff, 1986/2012, pp. 170-172; Parkes, 2012, p. 43).

The objective of this presentation is to compare the punctuation systems of two early fifteenth-century manuscripts of the Wycliffite Bible when it comes to punctuation marks representing the medial pause. There is only around ten-year difference between the two manuscripts and they represent the same translation of the Bible, Therefore, the comparison will show the differences caused by personal choices of the scribes, their judgements when it comes to where pauses should be made and what kind of punctuation mark should represent them.

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Perceiving aspectuality: An experiment with Indonesian-English bilingual speakers

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Unlike English which clearly distinguishes the inherent meaning of aspectuality indicating progressive and perfective (Binnick, 2003), Bahasa Indonesia (so-called BI) is often found ambigious (Rahayu, 2015) because: BI has limitation of aspectual structures corresponded into English; BI seemingly has no distinct meaning between progressive and perfect progressive; and Indonesian speakers are not really familiar with aspectuality. This paper therefore intends to examine whether there is a language interference performed by Indonesian-English bilingual speakers in expressing aspectuality from English into BI or vice versa. The participants were 5 undergraduate students majoring in English and be reported to have learned English since junior high schools. To gain the data, the participants sit in a writing test, and be asked to translate five Indonesian sentences and five English sentences. BI was to be translated into English; while English was translated into BI. The results mainly confirmed that participants were influenced by the conceptualization of aspect from their local language in expressing English aspectuality driven by evidences that (1) they had multi-interpretations on translating aspectuality; (2) they treated progressive and perfect progressive with the same meaning; and (3) they encountered ambiguity in consistently transferring aspectuality from English into BI. Finally, this study recommends further research which more deeply addresses this issue, so that it can introduce more about aspectuality existing in both languages and can propose more inventory expressions that properly match the aspectual correspondences between the two languages. Further related studies should better provide a larger number of participants to make a much stronger claim on this matter.

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The accentuation of Bosnian-Croatian-Serbian verbal nouns: Phonology meets iconicity

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BCS verbal nouns (VNs) are known for their prosodic intricacy. VNs of imperfective verbs (IPVNs) usually refer to the process of an action and retain the place of accent of the infinitive (*stvárati* 'create' → *stvárānje* 'process of creation'). By contrast, VNs of perfective verbs (PVNs) mostly describe the result of an action and have long rising accent on the suffix (*stvòriti* 'create' → *stvorénje* 'creature'). In addition, some verbs form two VNs which are distinguished only by accent and refer to the process and result of an action, respectively (*putòvati* 'travel' → *putòvānje* 'act of traveling', *putovánje* 'trip'). I will argue that this pattern is due to two sound changes which took place after the neo-štokavian retraction of accent by one syllable towards the beginning of the word (Lehiste & Ivić, 1982).

The first sound change affected PVNs, shifting the accent to the suffix (*stvòrenje* > *stvorénje*). In this regard, it is important to note that PVNs are located more on the noun side of the semantic continuum between verbs and nouns, whereas IPVNs are located more on the verb side (Ehrich, 2008). As shown by Mayerthaler (1981: 93), speakers tend to prosodically emphasize the semantically salient part of the word, which is the nominal suffix with PVNs. Such accent shifts to the suffix can cause sound change if they are misinterpreted by the listener as the intended pronunciation (Ohala, 1993). No shift occurred with IPVNs, however, because the semantically salient part, the verbal stem, was already accented.

The second sound change affected lexicalized resultative, but not processive, VNs of mainly biaspectual verbs, also shifting the accent to the suffix (*putòvānje* > *putovánje*). This can be seen as an analogical extension of the pattern of PVNs, triggered by the association of resultative meaning with suffix accentuation. The second sound change is directly observable in BCS dictionaries since the early 19th century, which indicate a steady growth of the number of biaspectual verbs with two VNs differentiated by accent. The fact that low-frequency words were affected before high-frequency words confirms the hypothesis that this change originates in analogy (Bybee, 2002).

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Critical Discourse approaches in the analysis of minority discourse: Challenges and solutions

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CDA has been developed to expose and challenge the hegemonic discourse, which in turn would allow the minority discourses to be heard in the public sphere. Yet, does CDA offer tools for the analysis of the minority discourses as well? This presentation will try to answer this question on the basis of a comparative study of white feminism as hegemonic discourse and Black feminism as minority discourse.

The thesis analysed six texts by Black and white American feminists following the conventional wave model: Sojourner Truth's "Ain't I a woman" (1851), Declaration of Sentiments and Resolutions by Elizabeth Cady Stanton (1848), The Combahee River Collective Statement (1978), Jo Freeman's essay *The Tyranny of Structurelessness* (1970), Rebecca Walker's "Becoming the Third Wave" (1992), and Gloria Steinem's "Women are never front-runners" (2008). The analysis used a combination of selected tools of Socio-Cognitive Approach (van Dijk, 2009) and Discourse-Historical Approach (Reisigl and Wodak, 2009; Wodak, 2001). Each text was analysed for context, macrostructures, local meanings, and discursive strategies.

The analysis showed that white feminists speak from a privileged position and have a tendency to generalize and speak as if on behalf of all women. Their claims are normative since they assume their experiences and shared knowledge are a default. This was further propelled via rhetorical uses of the *pars pro toto* metonymy. The discursive strategies guiding the production of hegemonic discourse were easily recognizable, especially the argumentation exposed to be fallacious, strategies of mitigation and intensification, as well as generalization and use of fallacious topoi. However, the employed methodology proved problematic in the analysis of the texts of Black feminists. There were no observable fallacious arguments made by Black feminists, nor the tendency to generalize for the whole feminist movement. This challenge was solved by contrasting and comparing those findings with the findings in the white feminist texts. This suggests that CDA as a method oriented towards exposing the role of discourse in production and reproduction of social dominance is not as applicable to minority discourse and that the significance of minority frame is lost if it is not contrasted with majority discourse.

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Metaphoric meaning comprehension in bilingualism: Behavioral and electrophysiological evidence

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Previous research on bilingual figurative language comprehension has repeatedly pointed to more complex operations engaged when interpreting nonliteral meanings in the non-native tongue (e.g., Matlock & Heredia, 2002; Littlemore & Low, 2006; Cieślicka, 2010). Yet, studies conducted thus far have not differentiated between metaphoric utterances having distinct linguistic structures and level of novelty. Therefore, the goal of the present experiments was to examine the comprehension of L1 and L2 metaphoric utterances by comparing reaction times (RTs) to novel categorical metaphors ("A is B") and novel similes ("A is like B"; Experiment 1), as well as by recording event-related potentials (ERPs) to novel as compared to conventional metaphoric word dyads (Experiment 2).

In Experiment 1, highly proficient unbalanced Polish-English bilinguals (N = 26) were provided with Polish and English novel categorical metaphors (e.g., *Amnesia is a rubber*), novel similes (e.g., *Amnesia is like a rubber*), literal (e.g., *This object is a rubber*), and anomalous sentences (e.g., *This bug is a rubber*), and were asked to perform a semantic decision task. The findings revealed longer RTs to novel categorical metaphors as compared to novel similes in both native and non-native language (p = .046). In Experiment 2, ERPs were recorded from highly proficient unbalanced Polish-English bilinguals (N = 23), who performed a semantic decision task to novel metaphoric (e.g., *to smell excuses*), conventional metaphoric (e.g., *to invent excuses*), literal (e.g., *to discuss excuses*), and anomalous word pairs (e.g., *to hit excuses*) presented in L1 and L2. The results showed graded effects from literal utterances, to conventional metaphors, novel metaphors, and finally to anomalous word

dyads within the N400 (p = .001) and LPC (p = .008) time windows in both native and non-native tongue. The findings obtained from the aforementioned experiments suggest that lexico-semantic as well as integrative operations governing metaphoric language interpretation are modulated by the linguistic structure and novelty of the presented metaphors in both native and non-native language. The results of the studies will be discussed within the theoretical frameworks of the Career of Metaphor Model (Bowdle & Gentner, 2005), and the Bilingual Interactive Activation Plus Model (BIA+; Dijkstra & van Heuven, 2002).

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Describing Japanese nominal morphology in synthetic terms: An alternative teaching approach

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The author of this paper is a member of the research team working on a 2016-2019 project *Towards a coherent description of Japanese grammar - Polish dictionary (lexicon) of Japanese grammatical terms*, directed by Professor Arkadiusz Jabłoński from the AMU Chair of Oriental Studies. The goal of the project is to provide Polish-speaking students of Japanese with a single coherent source on Japanese grammar by synthesizing information from the existing Japanese, English and Polish subject literature while at the same time proposing an alternative approach to several questions.

The morphology of Japanese nominals is one of the key areas whose description and presentation to a Polish student of Japanese should be improved. The description of Japanese nominal morphology varies significantly from author to author (cf. References), often lacking a common ground and applying conflicting theoretical frameworks. A frequent approach observed in many of these sources is that of describing Japanese nominals in isolating and analytic terms, that is regarding nominals, *meishi*, as "uninflected word forms" that are followed by case-marking postpositional "case particles", *joshi*. This view has clearly been modeled after grammars of English and Dutch; both these Western languages have been highly influential in the history of Japanese academia. Typologically, however, Japanese is more agglutinative and synthetic than either of them.

In this presentation, therefore, an alternative view of Japanese nominals will be introduced. Japanese nominal morphology will be presented in terms of a declension paradigm involving root forms and suffixation, and the grounds for considering this a linguistically viable stand will be indicated (the so-called "case particles" form a single accentual unit with the host word; "case particles" form a limited group of bound morphemes which are functionally differentiated; no free word form can be inserted between the host word and the "case particle"). A number of examples will be supplied to support the presented view. Furthermore, it will be argued that by emphasizing the parallels between Japanese and Polish (such as synthetic and inflectional characteristics of both languages or the presence of comparable case categories) one can facilitate a Polish-speaking student's understanding of Japanese grammar.

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Devising a Welsh version of LexTALE: Challenges in validating linguistic tools for second language assessment

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As multilingualism becomes ever more prolific in the modern world research into the cognitive, health and social benefits have increased in prevalence. Despite its importance bilingual research in Britain is difficult to conduct with the vast majority focusing on continental European and Asian populations, due in most part to the large number of bilingual societies found outside of the United Kingdom. While there is currently a greater amount of standardized research and test materials found using what are known as global languages, conducting studies abroad and only utilizing these languages poses its own complications. For this reason there is an increasing need for assessment tools of language proficiency and vocabulary, for the diverse collection of languages that are introduced into research. Local bilingual societies such as Welsh could offer a large independent sample, providing insight

into how multiple languages affect cognition, however in order for this research to be comparable to that which is being conducted around the world, it calls for the development and validation of Welsh language proficiency tests. Based on the already validated LexTALE test for English vocabulary and proficiency assessment by Lemhöfer and Broersma (2012), the current study is concerned with the development of a Welsh version. Fifty English-Welsh bilingual university students took part by completing a Welsh version of LexTALE. The validity of the test was tested in two ways: it was correlated with existing self-rating scales of proficiency in Welsh and with standardized measures of general Welsh proficiency scores (GCSE scores in Welsh). Although the results suggest that the Welsh version of LexTALE may be a good predictor for Welsh proficiency, limitations and challenges concerning the development of the test and its validation are discussed, as well as future aims.

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Investigating the undefined – on the mess in CLIL-related terminology and its implications for the methodology of linguistic research

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Content and Language Integrated Learning (CLIL) is an umbrella term that covers a number of related concepts, including bilingual education, immersion education, content-based instruction and sheltered courses. The definitions of the term vary from fairly broad and imprecise, such as the one by Dalton-Puffer (2007) – "the term Content-and-Language-Integrated-Learning (CLIL) refers to educational settings where a language other than the students' mother tongue is used as medium of instruction" (2007: 1), to relatively specific – "CLIL is a dual-focused teaching and learning approach in which the L1 (first language) and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels" (Mehisto, 2012: 15). Being an umbrella term makes CLIL considerably vague and inclusive, which may lead to confusion over what, in fact, CLIL is and what it is not. Many of the related concepts, such as immersion education or sheltered courses, are characterized by some defining features, which makes them tailored for a particular goal. Since CLIL approach in the European educational context is growing in significance, its defining features should also be clear cut.

The aim of the presentation is to disambiguate the notion CLIL and differentiate it from two related concepts – bilingual education and immersion education – as well as to come to terms with the Polish educational system terminology (*szkoły dwujęzyczne, klasy dwujęzyczne, nauczanie dwujęzyczne*). Lasagabaster and Sierra (2010) claim that if CLIL-related terminology is misused, "the general objectives set out in CLIL programmes may be unrealistic, CLIL teachers may be put under too much pressure, students may be required to meet language objectives beyond their reach, researchers may arrive at misguided conclusions, and, last but not least, the uncritical analysis of the linguistic and non-linguistic results obtained in [CLIL-related] programmes may guide CLIL stakeholders in the wrong direction" (2010: 369). It is further argued that blurry terminology makes methodology of

linguistic research more challenging, if not impossible, as it is not clear what is being investigated.

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Quantitative and qualitative analysis, cognitive linguistics perspective and language modeling: Different approaches to the study of loanwords

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The presentation aims at discussing different approaches to the study of loanwords.

The first one is the quantitative analysis in which the number of loanwords in a given language production, e.g. a corpus of texts, is determined. This calculation can be based on the type/token distinction in which either a list of loanwords or every occurrence of all loanwords present in a given text, is taken into account.

The second method, the qualitative analysis, describes the functioning of loanwords in the recipient language, i.e. what the spelling and pronunciation of a given loanword is, as well as if and how it is integrated into the morphological system of the recipient language. Also, the semantic value of a loanword is compared to the original meaning of this loanword and the meaning of other elements of the lexis of the recipient language.

Another possible approach is the cognitive perspective in which factors which influence the existence and duration of loanwords in the recipient language, are taken into account. One of these factors is the presence of native alternatives to the loanwords, while other factors are structural ones, such as the length of a loanword, and cultural ones, such as the popularity of a given source language and the cultural background of a given loanword.

All these analyses can be a point of departure in modeling the functioning and predicting the entrenchment of English loanwords in other languages, which will be the last issue to be discussed.

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Automatic measurement of gender-motivated differences in speaking rate

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Phoneticians have discovered numerous gender-motivated differences in speech (see Podesva & Kajino 2014 for an overview). They are a fascinating area of research as they lie at the intersection of physiological facts (or nature) and cultural conventions (or nurture). The phonetic differences in question include the characteristics of pitch, formant structure of vowels, spectral characteristics of fricatives, phonation type, and, of interest to this paper, speaking rate. Speaking rate, not unlike many other characteristics of gendered speech, has been the subject of stereotyping. A common belief, supported by at least one popular science book (Brizendine 2006), is that women tend to speak faster than men, which is supposed to support the argument that it is a feminine trait to use language to create social bonds. Various phonetic studies, however, either found no speaking rate difference between the genders (Robb & Gillon 2007), or found that men speak faster than women (Yuan, Liberman & Cieri 2006; Pépiot 2014).

The studies referred to above have used disparate methods, somewhat weakening their collective force in addressing the stereotype. For instance, Yuan et al. (2006) use wpm (words per minute) as a metric, thus introducing word length and lexical frequency as confounding factors. Pépiot (2014) controlled for word length, at the price of relying on read speech and including nonce words. This lack of consistency motivates the present study. It applies a tool allowing automatic measurement of speaking rate, thus enabling consistent measurements over a number of speech corpora. A Praat script Syllable Nuclei, which detects syllable peaks in a sound file and returns measurements of speaking and articulation rate, has been shown to yield results strongly correlating with hand measurements made by trained phoneticians, and is therefore suitable for global speaking rate measurements (De Jong and Wempe 2009). It will be applied to English and Polish data. The Nationwide Speech Project corpus, the Buckeye Corpus, and the Santa Barbara Corpus of Spoken American English will be used for English, and a corpus of interviews conducted by the author will be used for Polish.

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The Concept of COMPETITION in Business English

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The present study aims at examining the conceptual metaphor of COMPETITION in the language of English business news from business online magazines. The material of the study consists of fifty samples of business articles retrieved from different websites. The method applied to analyze the discourse of English business is that of hypothetical deduction combined with the qualitative analysis in the framework of cognitive linguistics (Chilton 2004; Kövesces 2000, 2002, 2005; Lakoff & Johnson 1980; Turner 2002).

Metaphors lie at the heart of language itself. Lakoff & Johnson (1980) argue that the pervasion of metaphor is both in thought and everyday language. In a cognitive linguistic view, conceptual metaphors shape not only our communication, but also the way we think and act. Metaphor plays a very significant role in human thought, understanding or even creating our social, cultural, and psychological reality, because it is used effortlessly by ordinary people in everyday life. Attempting to understand metaphor means understanding what kind of world we live in. As a basic cognitive structure, metaphor helps us to understand a relatively abstract concept by means of more concrete concept.

The cognitive approach to language analysis is based on the principle that conceptual metaphor is realized linguistically as a result of conflating bodily, social and cultural experiences. Thus, most of the abstract concepts are metaphorical by nature, as they are perceived through more specific and concrete domains of human experience. Accordingly, the language of business news online was analyzed in terms of conceptual metaphor, with metaphorical linguistic expression instances located and classified according to their representative SOURCE domains. The research findings reveal that the dominant metaphors are as follows THE MARKET IS THE JUNGLE, BUSINESS IS A COMPETITION GAME, BUSINESS COMPETITON IS FIGHTING, SUCCESS IN BUSINESS IS WINNING, FAILURE IN BUSINESS IS LOSING. The analysis of these metaphors reveals the underlying conceptions of the contemporary English business activities.

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Language transfer in multilinguals: Factors underlying the use of overt pronominal subjects in L3

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One of the visible effects of the interaction between languages in a multilingual speaker's mind is language transfer. The aim of the present research is to investigate the instances of forward syntactic transfer in written L3 production in the multilingual speakers with L1 Polish, L2 English and L3 Italian. 50 students aged 20-25 participated in the study.

The natural cause for language transfer is the existence of cross-linguistic differences and similarities. In the study, the difference triggering transfer was the necessity to use overt pronominal subjects in some languages known to the learner, or the lack of such necessity in other languages. Following Chapetón (2008), it was assumed that a Polish learner of L3 Italian (a pro-drop language), who has a knowledge of L2 English (a non-pro-drop language) will transfer the use of overt pronominal subjects from L2 to his or her L3, and not rely on L1 Polish. The possible influence of other pro-drop and non-pro-drop languages known to the participants was also acknowledged. Furthermore, following Falk, Lindqvist, and Bardel, (2015), the study investigated whether the overuse of pronouns could be predicted by the influence of two factors: proficiency in L3 and metalinguistic awareness (MLA) of the learner. It was assumed that together with the growth of proficiency in L3 the occurrence of L2 to L3 transfer would decrease, but proficiency in other non-pro-drop languages was believed to bring opposite effects. Next, it was hypothesised that the growth of MLA in any of the three languages will diminish the tendency to transfer from L2.

The multiple regression analysis revealed a significant influence of L3 proficiency on the occurrence of transfer: at lower levels participants transferred more from L2. Further analyses showed the impact of L3 MLA on the decrease of transfer. The results comply with the idea of the 'L2 status' (Falk, Lindqvist & Bardel, 2015): at low L3 proficiency levels, L2 non-pro-drop languages exerted stronger influence on L3 than the native language. They show also that transfer can be avoided by improving one's linguistic and metalinguistic skills in L3.

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Methodological challenges of implementing creative pedagogy in the foreign language classroom: Polish teachers' perceptions and future directions

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Despite heavy emphasis on fostering learner creativity in the classroom, traditional teaching and assessment methods still seem to prevail. Research indicates that the notion of creativity as well as the constituents of the creative personality and the creative process are often misconceived in the educational context (Mack, 1985; Isaksen, Dorval, & Treffinger, 2000). The present study seeks to analyse Polish foreign language teachers' beliefs about creativity and identify the obstacles related to the creative pedagogy implementation in the Polish language classroom compared to the challenges faced worldwide. Based on the common creativity myths and explicit creativity theories in psychology, a questionnaire was devised to elicit the teachers' attitudes towards creativity and assess its presence in their teaching practice. The questionnaire comprises a mixture of background, open-ended and close-ended Likert-scale questions addressing the concepts of a creative teacher/student, the creative syllabus and the environment. The findings of this study are broadly consistent with other studies which have shown that the teachers have an inaccurate perception of creativity and the creative practices, often associating creative foreign language teaching with technology, games or artistic work without any clear creative communicative purpose. The overwhelming majority of the respondents strongly agree on the importance of creativity in the language classroom but emphasise the lack of professional training, time constraints for material design and the rigid syllabus. Moreover, teachers find it problematic to recognise a creative personality, behaviour, or a creative linguistic product. The author concludes that for the creative methodology to exist in the communicative language classroom, it is necessary to gradually increase the teachers' understanding of the "creativity" concept and its constituents by providing training on how to enhance creative behaviour, establish a creative environment and implement creative practices into a regimented syllabus. Deepened knowledge is likely to bring about positive changes and tackle the complexities of the modern communicative language classroom. Finally, limitations and directions for future research on the creative pedagogy implementation are presented.

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Overlaps in spoken language

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Speech overlap can be defined as a situation in spoken unprepared conversation when at least two speakers speak simultaneously. It is "an inherent property of natural conversation" (Cetin 2006).

Although it may seem that overlaps are chaotic and disorganized, there have been attempts to classify them in previous studies. One of the classifications (Truong 2013) distinguishes between cooperative and competitive overlaps. The first type expresses a supportive agreement and signalizes 'I still listen to you'. The second type has disruptive character, because the overlapper wants to diverse attention to another topic or to express his/her opinion. Both types can indicate sociological status of speakers or relationship between overlapper and overlappee.

The aim of our paper is a study of speech overlaps in the recordings between two native speakers of Czech. Some previous studies (e. g. Yuan 2007) have showed that women make slightly more speech overlaps than men. Zimmerman (1975) found more interruptions by male speakers on the contrary. However, the age of speakers should be considered as another variable. Therefore, each recording combines the two variables: age and gender (e.g. two same-age women, a 25-year-old man speaking with a 56-year-old woman). Besides the general comparison of overlap types in the same-sex and cross-sex pairs, we show the differences and correspondences between both gender and age groups.

The paper tries to demonstrate advantages as well as disadvantages of both quantitative and qualitative approaches. Spontaneous speech is a complex situation and therefore needs to be analyzed through different methodological approaches. Using the spoken corpus, we can describe the quantitative nature of recorded material and lexicon used by speakers when they speak simultaneously. At the same time, the recorded situations should also be analyzed with regard to pragmatics and types of overlaps. Our qualitative analysis is based on the conversational analysis and its deeper look on the turn-taking system, transition-relevance places and speaker changes. [e. g. 2]

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On emotional language processing in the visual and auditory modality: Comparing L1 with L2

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Bilingual speakers have been suggested to differ in their emotional resonance when they are exposed to native (L1) as opposed to non-native (L2) emotional stimuli (Peters et al., 2015). Previous research has repeatedly pointed to a decreased sensitivity to emotional materials in L2, as indicated by worse recall performance as well as a smaller galvanic skin response (GSR) to affective stimuli presented in the foreign language (Harris, 2004; Caldwell-Harris & Ayçiçeđi-Dinn, 2009; Pavlenko, 2012). Yet, studies conducted thus far have not focused on how different modalities influence emotion processing in bilingualism. Therefore, the main objective of the study is to fill the gap in existing research by examining how bilingual speakers respond to emotionally laden stimuli presented in their native as compared to non-native language in the visual and auditory modality. To this aim, the GSR method will be employed, which is an indicator of autonomic arousal, as emotionally laden materials have been observed to evoke an increased skin response (Dickson & McGinnies, 1966; Shapiro & Schwartz, 1970; Cacioppo et al., 2007).

The participants (N = 30) who will take part in the experiment will involve highly proficient Polish (L1) - English (L2) bilinguals. Each participant will be presented with four emotionally laden stimuli: one Polish text displayed on the computer screen (Polish visual modality), one English text displayed on the computer screen (English visual modality), one Polish recording delivered through headphones (Polish auditory modality), and one English recording delivered through headphones (English auditory modality). The order of stimuli presentation will be counterbalanced across the participants. The participants will be asked to attentively read and listen to the presented stimuli, while their GSR will be recorded. As demonstrated in the previous research (Harris, 2004; Caldwell-Harris & Ayçiçeđi-Dinn, 2009), it is hypothesised that emotionally laden stimuli presented in the native language will evoke an increased GSR as compared to the non-native tongue. Furthermore, in line with the Colavita visual dominance effect (Colavita, 1974), materials presented in the visual modality are expected to elicit a stronger GSR than auditory modality, which will suggest the preference for visual stimuli in both L1 and L2 emotional language processing.

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This is mind-blowing! Introducing Showbiz Vlog News

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Newspaper, radio and television are no longer our sole sources of information and entertainment. The use of the Internet has significantly increased since the beginning of the new millennium and we embraced, possibly quite unconsciously, a new broadcast medium called YouTube. The popularity of YouTube and other video-sharing websites stems from the fact that they not only enable their users to watch various videos in a user-friendly platform, but they also provide them with the opportunity to upload their own videos and share them with other users. YouTubers thus turn into amateur journalists, show hosts and entertainers in the videos that are uploaded on their channels. Such user-generated content takes the form of video blogs (vlogs) and there are practically no limitations on the format and the topic of the video.

Since videoblogging is a fairy recent phenomenon, its genres, unlike genres of traditional media, are still being formed and 'fossilized'. In my research, I focus on those vlogs that are devoted to the presentation of show business news. Because of the fact that they strongly resemble each other in terms of format, style and content, I regard them as belonging to the same genre of videoblogging that I propose to call 'showbiz vlog news'. The aim of my research is to identify distinctive characteristics of the genre and to determine the extent to which it resembles traditional broadcast news. The material for the analysis comprises five transcripts of showbiz vlog news. By employing Conversation Analysis, I was able to examine specific features of interaction via vlogs. Consequently, five domains of interactional phenomena were explored, namely turn-taking, fragmentations and repairs, lexical choice, paralanguage and intertextuality. Since the analysis demonstrated that the genre of showbiz vlog news has adopted a number of features typical of ordinary conversation (e.g. evaluations, newsmarks, fragmentations, slang, quotative be like), I account for the possible motivation for its conversation-like character.

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"So eager to get into the food chain": Exploring agency in the representation of farm animals

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Language as a form of social practice plays a significant role in the sustainment of power relations, dominance and inequality between different groups of people (Fairclough 2001, 2003). Studies in the field of eco-linguistics (Stibbe 2001, 2012) have stressed that language practice also reflects and at the same time reinforces human attitude towards other species, enhancing the destructive behavior we often display towards them. The way animals are represented in language helps construe their social identity as inferior, object-like entities, which is crucial in manufacturing human consent to the cruel treatment of animals in the contemporary society (Stibbe 2012). In addition, language is commonly used to downplay, obscure or justify direct human involvement in – and thus responsibility for – animal suffering and death inherent in the institution of intensive farming (Stibbe 2012).

Looking into linguistic accounts of human interactions with farm animals, this paper examines the role of grammar in the representation of human-animal relationships, focusing on the issue of transitivity and agency attribution. It holds as a basic premise that grammar structures are endowed with meaning and any changes in grammatical representation of reality are likely to be connected to differences in semantics (Goldberg 1995; Croft 2014; Langacker 2014). These differences, moreover, can be ideologically significant (Fairclough 2001; Fowler 1991): describing a situation as an intransitive process as opposed to an action of an agent aimed at a patient can have ideological implications in that it backgrounds agency and thus obfuscates responsibility for the action in question (Fairclough 2001).

By analyzing news articles from several English-language periodicals as its primary data, the paper seeks to demonstrate that linguistic choices connected to transitivity, agency shifting and agency erasure are commonly employed in meeting two interrelated ends: concealing human responsibility for causing animal suffering within contemporary practices of intensive farming, and transferring the responsibility for complications arising from these practices to animals instead of people as their actual originators.

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"She is my mum you know what I mean": Uncovering morality-in-action in the context of interviews with dementia family caregivers

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The classic psychological account explains human morality by reference to an inner capacity of making moral judgments and a character trait (Cromdal and Tholander 2012: 156). This contrasts with sociological and interactional research conducted in ethnomethodology, specifically using the insights from Membership Categorization Analysis, which treats members' practical and mundane occasioning of categories storing cultural commonsense knowledge as a local accomplishment of social and moral orders (Jayyusi 1984, 1991; Sacks 1972, 1992). Importantly, as researchers suggest (e.g. Hupburn 2005; Nikader 2002; Stokoe and Edwards 2012), within ethnomethodological tradition, the problem of what counts as morality can be alleviated by directing analytic attention away from morality as a pre-discursive mentalist concept towards members' orientation to the moral nature of their situated accounts and categories, i.e. 'mundane morality' (Stokoe and Edwards 2012).

By applying the integrative-qualitative methodology of Membership Categorization Analysis and Conversation Analysis, this paper seeks to access commonsense moral reasoning (dominant moral norms) concerning kin relationships as invoked by caregivers narrating their disrupted (non-normative) relations with demented relatives as a consequence of the disease. The data analyzed in this paper comprise 10 audio-taped open-ended interviews with 10 American female caregivers.

In this paper, the interview data are theorized as a 'topic' (Seale 1998), i.e. as "reflecting a reality jointly constructed by the interviewee and interviewer" (Rapley 2001: 304). The analytical focus falls on the interviewer's questions and interviewees' accounts where the interactants draw on their cultural knowledge along with inferences, category predicates and category-bound activities applicable to familial relationships in and outside the context of illness (see Baker 1997). Firstly, the analysis uncovers commonsense assumptions and propositions bound up with roles and relations underlying the dominant morally specified category membership device 'family' as occasioned by caregivers in their accounting work. Secondly, it investigates how respondents narrate disrupted (non-normative) relationships with relatives as a consequence of dementia by orienting to the normative (and mundanely moral) characteristics, duties, obligations and responsibilities associated with familial relations. This categorization work evidences the continuing relevance of certain normative assumptions of what is (im)proper or (un)suitable which operate in disrupted family relationships, and testifies to the deep and continuing bond of caregivers with ill relatives.

Overall, membership categorization analysis allows us to demonstrate how 'the accountability of social conduct brings directly into focus moral dimensions of language use' (Drew 1998: 295), and thereby to unpack 'culture in action' (Hester and Eglin 1997).

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The influence of current exposure to English as a foreign language on the process of reading in the L2: An eye-tracking study

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Language exposure constitutes a factor influencing the characteristics of a bilingual profile and language processing. Substantial differences in written language processing resulting from the quantitative differences in language exposure are reflected in eye movement characteristics (Gollan et al. 2011). Increased language exposure may result in enhanced reading fluency in a given language, which is reflected in the eye movement patterns (Whitford and Titone 2014).

The present eye-tracking study investigates the effect of current second language exposure on reading fluency in the L2 in two groups of Polish-English bilinguals who differ

in the amount of contact with the L2. Group 1 comprised of the participants with greater amount of contact with the L2 (high L2 exposure; n=20), whereas Group 2 included the participants with a significantly smaller amount of contact with the L2 (low L2 exposure; n=15). The procedure involved a gaze-contingent moving window paradigm (McConkie and Rayner 1975), which constituted part of an experimental setup replicated after Whitford and Titone (2014). The findings of the present study, unlike the results obtained in the original study by Whitford and Titone (2014), did not reveal significant differences in theL2 reading fluency between the two groups of participants. The participants of the present study did not show significant differences in measures indicating reading fluency such as in reading rate (p=.491) and perceptual span size (p=.195). Consequently, the results of the conducted experiment showed no significant effect of the amount exposure on reading fluency in the L2. The difference between the results of the present and the original study may be attributed to the quality and quantity of language exposure of the participants.

On the basis of the current study, methodological challenges related to the assessment of the quantity and quality of language exposure in bilingual participants will be discussed. Moreover, the method applied in this study will be compared to the ways of assessment of language exposure proposed in other studies on bilingualism. Additionally, certain refinements which can be introduced in the methods of language exposure assessment will be suggested.

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Inside the process of perception: Methodological challenges in the study of correctness judgment

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The methodological issues associated with studies of perceptional dialectology, in particular those focused on the cognitive and psychological tendencies shaping judgments of perceived language correctness, have received increasing attention in recent years. As Johnstone (1996: 13) points out, modern approaches to language variation tend to deal with groups smaller than ever before and acknowledge "the dynamic (...) nature of social groupings, the importance of personal identity and its linguistic expression." More recently, Preston (2015) advocates the notion of "linguistic regard" as part of a complex system of processes underlying bi-directional language perception and production.

The author of this paper argues that such small groups are best measured by factors of a cognitive and ideological nature, due to the rise of new media and increased accessibility to like-minded individuals without spatial limitations. Based on Janicki's (1999) concept of essentialism as a factor connecting language and its use with intellectual, it is proposed that cognitive styles and individual philosophies act as key factors in language perception and the forming of acceptability judgments. The types of reasoning and philosophy of knowledge to be incorporated into the study of language perception have been researched in studies of judgment and reasoning (cf. e.g. Kahan,. 2013) and on epistemic beliefs in education (cf. e.g. Schommer 1998).

The author of the paper presents the benefits and challenges of her approach and discusses the problems she has encountered in her research. Then, she presents the results of a language perception survey, which tested her hypothesis concerning expected extralinguistic factors triggering the shift of focus from form to content of evaluated language samples. Native speakers of Polish, students of English philology evaluated English and Polish utterances using 5-point Likert scale. The utterances contained non-standard forms (such as dialectal discourse markers and lack of subject-verb agreement) varied in terms of the presence of potentially triggering content. The results may offer additional implications for designing language perception studies and help improve the understanding of lesser-studied factors in language perception.

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Populist nationalism on social media – is it a challenge for traditional CDA methods?

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The presentation will try to evaluate whether it is possible to analyse such small textual forms as Facebook posts using the methodology situated within the framework of Critical Discourse Analysis (CDA), traditionally occupied with longer and more formally structured texts, or a new, Facebook-friendly methodology is needed to generate more reliable and useful results. It will also try to provide characteristics of political discourse appearing on social media on the basis of the UK Independence Party (UKIP) publications.

UKIP is the most significant nationalist party of the UK, which played a crucial role in campaigning for leaving the European Union. However, although the members of the party are strongly against the EU and mass immigration to the British Isles, they distance themselves from other nationalist groups, typically associated with "hot nationalism" (Billig, 1995), and seem to represent more inclusive, though populist type of nationalism, which strongly relies on convenient external circumstances. The presentation will focus on the party's social media discourse and attempt to illustrate how certain discursive strategies (Van Leeuwen & Wodak, 1999) and metaphor use patterns are used in order to evoke a particular vision of the British identity. It will also present how these discursive means are applied strategically by UKIP politicians, who rely on external circumstances in order to secure their interests.

The presentation is based on a study conducted as part of an MA thesis titled "Collective memory in nationalist discourse: Metaphorical construction of the British identity in UKIP's new media outlets", which discusses the role of mass-mediated discourse in spreading the ideology of nationalism. The study combines the analytical frameworks of CDA and Conceptual Metaphor Theory (Lakoff & Johnson, 1980) in order to investigate the ways in which UKIP builds and maintains their vision of British identity and spreads their new approach to nationalism. The corpus of data consists of 382 Facebook publications of varied length and form. The presentation will also examine whether such notions as collective memory, history and national identity are central to the discourse of the party, as well as what attitudes towards immigration are expressed by UKIP politicians.

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Laughter, smiling and their pragmatic/interpersonal functions: An interactional linguistic account

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Traditionally, laughter is viewed as a non-lexical component in an interaction (O'Donnell-Trujillo & Adams 1983). There used to be a tendency to "treat laughter simplistically as a response to humor and thus to imply a casual, stimulus-response relationship from humorous event to perception of humor to laughter" (Glenn 2003: 24). Smiling, on the other hand, has tended to be regarded as a facial gesture triggered by pleasure or happiness, or a means to show non-hostile or friendly attitudes (Van Hooff 1972). However, many previous studies have argued that laughter is not simply a reaction to humor (Van Hooff 1972, Ekman & Friesen 1982, Glenn 2003, Holt 2011, Warner-Garcia 2014). Smiling is also observed to have many functions in interactions (Ekman & Friesen 1982, Bavelas, Gerwing & Healing 2014).

With the inspection of 495 minutes of audio- and video-recorded data from two television variety shows in Taiwan and Poland, this study intends to illustrate and discuss the pragmatic/interpersonal functions of laughter and smiling. The methodological approaches are informed by conversation analysis, multimodal discourse analysis and interactional linguistics. It is observed that while laughter can show appreciation of another's humor/teasing, it can also be used as a prompt, indicating that the utterance is laughable, thereby inviting others to join in. Laughter can also be faked, produced by imitating the sound of natural laughter that displays pleasure and happiness. Smiling, on the other hand, can be used to politely reject another's humor/teasing. It can also be used to mark non-verbal sarcasm. Its sarcastic nature results from the listener's attempt at suppressing the desire to mock the current speaker while at the same time showing it in a passive-aggressive manner. Finally, smiling can also be used to show contempt. This type of smiling is produced by slightly raising one corner of the mouth and is characterized by looking somebody up and down, accompanied by different forms of verbal aggression and hand gestures. To sum up, a speech participant may laugh or smile to cope with different situations in a talk-in-interaction.

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The psychology behind translators' self-revision strategies: Evidence from translation process and product data

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The present study offers a detailed insight into the way translators' dominant psychological functions influence their choice of self-revision patterns in the translation process, as well as contribute to the quality of the translation product. It is assumed that the translator's dominant mental functions navigate their translation process as a special kind of "cognitive behaviour" (Wilss, 1996, p. 37). One of the pronounced characteristics of such behaviour is constant self-monitoring, reflected in interim decisions in the drafting phase and final changes introduced during end revision. The analysis of translators' self-revision strategies (Künzli, 2007, Robert, 2008, Shih, 2015) through the prism of their preferred cognitive functions may help identify the links between translator's personality features and decision-making in translation. Decision-making is, in turn, believed to be related to the Thinking-Feeling dichotomy in personality typology (cf. Schweda-Nicholson, 2005).

Drawing on the above assumptions, the following hypotheses have been formulated: 1) Thinking types are more analytical and less likely to change their decisions ("large-context planning", cf. Carl et al., 2011), so they show less online, but more post-draft revision; 2) Feeling types are more spontaneous and prone to making quick decisions ("small-context planning", cf. Carl et al., 2011), so they resort to more extensive online than post-draft revision.

To test the hypotheses, an experiment was designed involving eighteen MA translation trainees and a control group of seven professional translators. They all translated two 250-words extracts of different text types from English (their L2) into Polish (their L1). The data were collected using the following tools: Translog (Jakobsen, 2005), the key-logging software designed to track the translation process, retrospective questionnaires, a psychometric test (MBTI) and a specifically developed translation quality assessment sheet. Personality features were considered as independent variables, while the number of online and post-draft revisions (i.e. deletions and additions), and the duration of post-draft revision were the dependent ones.

Tentative findings show supportive evidence for the interaction between psychological functions and the choice of self-revision strategies. The practical implications inform translation didactics that the emergence of the final translation output might be guided by the translator's "individual psychology" (Mossop, 2007, p. 19).

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Vowel identification in operatic singing

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The research investigated the issue of vowel identification in the context of operatic singing, with an additional aspect of the difference between the mother tongue (Polish) and a foreign language (English). The aspects taken into consideration are not only the differences between Polish and English, such as the number of vowel categories in the phonetic system or isochrony, but also the changes that the vocal apparatus undergoes when uttering a sound in the context of operatic singing, which might change the acoustic shape of the sound, and hence influence the perceived quality of the sound.

The study contained a perception task, the point of which was to identify the correct category of the listened vowel sound. The samples were context-deprived vowels extracted from G.F. Haendel's Messiah for English vowels and Straszny Dwór (The Haunted Mansion) by S. Moniuszko for Polish vowels. The samples represent all vowels (except for schwa) and all voice registers. The samples were played to subjects (N=36) whose task was to mark the correct category of the heard sound on a vowel chart and mark the goodness of fit on a Likert scale.

The analysis of the data investigated which vowel categories and which voice registers were perceived with the greatest accuracy, taking into account not only the percentage of correct answers, but also the confidence of these answers reflected by the Category Goodness criterion.

The results of the study reveal that the vowels which were identified most easily are closed high /i/ for Polish and /i:/ for English, closely followed by, respectively, /a/ and /a:/. Despite the initial expectations there was no significant difference in identification of sounds sung in different registers, or belonging to languages of different status (L1 vs. L2). The analysis of the data shows a general tendency of sung vowels to be more open, and reveals that the feature most helpful in identifying the correct category is the value of the second formant.

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'Retrieving' literary titles from the text. A translation problem: Le Guin's The dispossessed

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Literary titles, as one of the reader/buyer's first impressions, set their expectations and influence their reception and interpretation of the book (Zuschlag 2002: 109). Titles and their translations have therefore been studied repeatedly by contemporary literary and translation scholars (Duchet, 1973; Malingret, 1998; Nord 1993; among others). Nevertheless, the concept of "Wiederaufnahme" (literally 'reuptake', meaning 'retrieving the title' as in 'using the title again in the text'), originally coined by Brinker (2005) and built upon by Lenk (2009) in the field of text linguistics and the analysis of journalistic texts, adds a new dimension of analysis to the field of literary translation studies – and to the translation practice too. In this essay I present a methodological approach to the analysis of literary translations as shown in the example of the translations of Le Guin's The Dispossessed: An ambiguous utopia into

German, Spanish, French, Swedish, Greek and Italian. To that end, I'll go through different meanings of the word dispossessed and its word family (to possess, possessed, possessor, etc.), analyse how/if these words are retrieved in the book, in what manner, and how this causes our interpretation of the title and book to change; using the same methodology, I'll also analyse the title's translations and their corresponding retrieval. The analysis shows how much the meaning of the title changes from one translation to another, and that the way the title is retrieved (explicitly, implicitly, with changes, etc.) also varies a lot in the translations and carries meaning differences and subtle changes: the semantic ambiguity of the original title ('not possessing anything' and 'not being possessed by anything') was lost in Swedish, Greek and Italian and both German translations – either because of its free adaptation or because just the first of the meanings had been translated – while the literal Spanish and French translations maintain the original ambiguity, though the title is not being retrieved consistently during the text, which might arguably change the interpretation of its meaning.

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Distribution of theme passives in Polish and the dialects of Northwest British English

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Standard British English realizes ditransitive structures in the two ways, namely either via prepositional dative where the goal is introduced by a preposition (1a) or double object construction in which the goal precedes the theme (1b). Likewise, standardly it is possible to passivize only the goal argument (2a), a opposed to the theme (2b). Nevertheless, as reported in Biggs 2014, Liverpool English allows theme passivization of DP arguments (3), differing from other Northwest dialect varieties in which the passivized theme can be only pronominal. According to Biggs 2014, the passivized structures in Liverpool English are derived from prepositional datives in which the preposition *to* is null (to_{NULL}), whereas passives in other varieties are formed from double object constructions.

(1) a. John gave the book to Mary.

b. John gave Mary the book.

(2) a. Mary was given the book.
b. *The book was given Mary.

(3) The book was given the teacher. (Liverpool English, from Biggs 2014: 4)

The aim of this paper is to compare the distribution of null prepositional datives in the dialects of Northwest British English to parallel structures in Polish and to examine the passivization options in Polish with semantically varying datives, as well as to analyze the derivation of these constructions. It seems that there is a difference in acceptability between the theme passives with the dative object in situ and the ones in which it appears in a fronted position (5a and 5b respectively). Interestingly, these passives also differ in allowing a recipient argument *dla Jana* 'for John', which may appear in double object constructions (4b) to denote ultimate/indirect recipient. These evidence may contribute to the structural analysis of double object constructions in Polish and shed some light on their structure.

(4) a. Adam przekazał książkę Marii.
Adam gave book$_{ACC}$ Mary$_{DAT}$
b. Adam przekazał Marii książkę (dla Jana).
Adam gave Mary$_{DAT}$ book$_{ACC}$ (for John$_{GEN}$)

(5) a. Książka została przekazana Marii (*dla Jana).
Book$_{NOM}$ was given Mary$_{DAT}$ (for John$_{GEN}$)
b. $^{??}$Marii została przekazana książka (dla Jana).
Mary$_{DAT}$ was given book$_{NOM}$ (for John$_{GEN}$)

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Board games for advanced phonetics teaching

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In recent years, board games have been developed for EFL (English as a foreign language) teaching for both general purposes (Wu et al., 2014) as well as for specific purposes, such as

naval officer training (Ferreira & Jaouen, 2015). When it comes to phonetics, board game creators focus on resources for either primary learners (Nixon & Tomlinson, 2005) or beginner learners of all ages (Hancock, 1995). We wanted to investigate if board games can also be applied to phonetics training of advanced EFL learners. Since no such games were available, we designed our own. This paper investigates how students who played these games perceived them.

We created three simple print-and-play board games to accompany three topics discussed in a first-year course in English phonetics and phonology at a Polish university. The topics were: compound stress, weak forms, phonotactics. In each of the three classes, sixteen students played a given game in small groups for 30 minutes by the end of the class.

Having completed the course, the students completed a survey to rate the perceived usefulness of learning aids used throughout the course. On average, students rated board games as 4.4 on a 5-point scale, which is 32% more useful than traditional pre-class readings (2.8 on avg.), as useful as post-class quizzes and office hours (both 4.4 on avg.), and 10% less useful than custom-made pre-class activities and in-class worksheets (both 4.9 on avg.). About 38% of respondents replayed at least one game after the class (e.g. at home) and ~13% said they replayed at least one game while preparing with peers for the final exam. When asked if they could go back in time and choose between spending 30 minutes on playing the games or doing extra worksheet exercises, the respondents were split in half.

Since board games have been used also as a research tool (e.g. Smith 2006), the next step would be to either record learners' interaction with the games or even involve learners in the process of creating their own phonetic board games and record their reflections.

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Studying language and communication of people with autism – mission impossible?

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Communication and language are among the three areas of life that are strongly affected by autism. According to Doherty (2009: 190), half of the autistic population is mute. The communicative abilities of others range from single words to almost impeccable speech (Tager-Flusberg 2004: 76). The deficits can be observed in both verbal and non-verbal

communication, making the contact with autistic individuals really demanding. Moreover, there are certain phenomena in the behaviour and communication of people with autism, which can result in overestimation (or underestimation) of the linguistic abilities of individuals with this condition.

Depending on the level of functioning of an autistic person, one can distinguish different features in their communication, such as echolalia (Szatmari 2007: 131), compulsive questions (Bobkowicz-Lewartowska 2005: 60) or perseverations (Tager-Flusberg 1999: 6). All of them have a great impact on how linguistic abilities of a given individual are assessed by specialists.

The aim of this paper is to present what challenges a researcher can face when studying communication in autism, how these problems can influence specialists' perception of abilities of an autistic person, and whether there are any ways to avoid these obstacles. The data presented in this paper come from five interviews with autistic adolescents at different levels of functioning (from severe intellectual disability to normal intelligence). The participants were asked to accomplish RHLB-PL (Right Hemisphere Language Battery – Polish adaptation) (Łojek 2007). The results were further analyzed from psychological and linguistic (discourse analysis) perspectives. The study shows diverse difficulties in the use of language by individuals with autism, connected with the severity of their condition, and illuminates how these problems may have influenced the final results of the participants.

Autism is shown as a disorder which presents a considerable challenge for objective, scientific assessment, and requires a multimethod approach in order to obtain a full, reliable picture of a given case.

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Variable rhoticity in rock music performance across British and American singers: New evidence for Singing English?

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In the following paper, we analyse rhoticity in rock music performance in selected American and British rock bands from the 60s to 2000s. The study to some extent replicates the idea of Trudgill (1983), where he analysed rhoticity in British rock groups. His finding was that bands from the 1960s and the 1970s, mainly the Beatles and the Rolling Stones, adopted rhotic pronunciation in order to sound more American, because the US was where their music style originated from. Indeed, the sociolinguistic aspect of music performance has been quite well-researched, often with a conclusion that musicians adopt given accentual features in singing to build their on-stage image (Coupland 2011, Gibson 2011). It has been also claimed that American influences in popular culture have been so strong that many musicians subconsciously adopted rhoticity and other pronunciation features commonly associated with General American (Simpson 1999). These arguments are all viable and apply to our data but do not answer all questions. For example, why would American rock singers adopt non-rhoticity at exactly the same time British rock bands adopted rhotic pronunciation?

We hypothesise that the presence of rhoticity/non-rhoticity in rock music is dependent not only on socio-cultural constraints, but also on specific phonetic properties that are associated with singing. Preliminary analysis shows that non-rhoticity is adopted more frequently in songs with higher tempo by both British and American rock groups. For example, The Doors, while being only less than 10% rhotic on their 1967 album, are fully rhotic when singing the low tempo Riders On Storm in 1971. Reversely, Foo Fighters have a substantial amount of non-rhotic variants in their high-tempo songs. Moreover, both British and American bands are more likely to drop the word-final rather than preconsonantal /r/ from their pronunciation. Finally, our data show that the examined male rock singers have a significantly different rhoticity ratio in their interviews than in singing. All these findings may provide support for the existence of Singing English that features different phonostylistic processes than spoken English.

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Students' views on telecollaboration and cloud computing in translator education

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Translation technology has undeniably become part of the professional reality in which the translators of today have to function (Bogucki, 2009; Cronin, 2013; Mrochen, 2014). What is more, the ability to perform Computer Assisted Translation (CAT) is what translation agencies consider as one of the sought-after qualities in prospective employees (Bondarenko, 2015). At the same time, the steady growth of the translation market worldwide, whose annual rate is estimated to range between 6.23% (DePalma, Hedge & Pielmeier 2014) and 10% (Pym 2016), necessitates the implementation of cost-effective solutions which permit translators to handle large volumes of documents in a relatively quick manner.

In effect, more and more frequently, Language Service Providers (LSPs) seek to employ translators who, on the one hand, are capable of using advanced translation tools, while on the other, have experience in performing large-scale translation projects (Acar, 2015), which are permitted and facilitated by the use of cloud computing, server-side technologies. Translation tools which operate in the cloud are online tools and resources which can be used on an anytime-and-anywhere basis, and are available even on portable devices, including netbooks, tablets and smartphones (Acar, 2015).

This paper delves into the idea of utilising cloud computing and telecollaboration in translator education at university level, and reports on a survey study which was administered on a sample of student translators in their first year of an MA programme in order to explore their perspective on a number of issues relating to the use of telecollaboration in translator education. The specific problems under investigation comprise: the degree to which student translators view telecollaboration as a useful work mode, the purposes for which this work mode may be utilised, the most perceptible advantages and disadvantages of the solution, the principles which should guide telecollaboration task design principles as well as possible deterrents to students' active participation in telecollaboration projects. The paper ends with a number of the implications of the findings for course task design, teacher and student roles as well as assessment modes.

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Narrative abilities of simultaneous and sequential bilingual children

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Narrative abilities – including linguistic competence and cognitive skills – predict children's literacy and are crucial for later school success (Wallach, 2008). However, narrative development in bilingual children is still understudied.

We examine the impact of age on the narrative abilities of Polish-English bilinguals (aged 4;5-6;11) currently living in the UK (N=40), distinguishing between simultaneous and sequential bilinguals (L2 onset later than 24 months). The data, elicited in Polish and English with a tool designed for bilingual children (MAIN, Gagarina et al., 2012), were analysed in terms of the story Macrostructure (story complexity and coherence) and Microstructure (story cohesion in lexis, morphosyntax, and crosslinguistic influences).

The results reveal that children's narrative coherence grows with age, but there are no differences between simultaneous and sequential bilinguals in the main Macrostructure measures for both languages, tapping into children's cognitive development. However, there are significant differences between the groups in the Microstructure, especially the amount of crosslinguistic influences. Thus, we postulate that there is symmetry in the cognitive development in both languages regardless of the bilingual type, but children's linguistic competence is more dependent on the age of L2 acquisition onset.

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How do we assess children's knowledge of words like "think", "guess", "know"? Developing a tool to measure comprehension of metacognitive vocabulary in Polish

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Our lexicon includes terms that demonstrate that we perceive the psychological states of self and others (e.g. "Janet is angry because she thinks you lied"). These are metacognitive terms and they include verbs such as "know", "think", "guess", or "learn" and "teach". They constitute one of the predictors in the development of Theory of Mind, ToM (i.e. the ability to attribute mental states to oneself and others and to predict people's behaviour on the basis of their mental states). The acquisition metacognitive vocabulary is indicative of our cognitive development and is linked to empathy and social problem-solving.

Although children start to use some metacognitive terms in preschool years, research shows that the full meaning of these terms, as indicated by their contrastive use (e.g. "know" vs. "think", "guess" vs. "figure out"), is not mastered until age 6 or 7 (Antonietti, Liverta-Sempio, Marchetti, & Astington, 2006; Johnson & Wellman, 1980; Moore, Bryant, & Furrow, 1989). However, the comprehension of contrastive uses of metacognitive terms is not measured either by lexical tests, or by classic tests of ToM (i.e., false-belief tasks).

The poster will present a tool designed to assess metacognitive vocabulary comprehension in children at school entrance age – Metacognitive Vocabulary Test. The test was first developed by Astington and Pelletier (2003) in English and is now adapted into Polish. The task consists 14 story-episodes, each illustrated by pictures. At the end of each episode children are asked to choose one of two metacognitive terms as the more appropriate one for the context. The poster will present the details of the adaptation process: the choice of target words in Polish (e.g., words' frequency), the adjustment of the stimuli (e.g., cultural differences, the complexity of stories and accompanying pictures, the position of target items in the test questions), the scoring procedure. It will also discuss the differences in the properties of metacognitive lexicon in English and Polish (e.g., the fact that there is no "teach"/"learn" distinction in Polish, the differences in frequency). It will briefly present how the test can be used in research, on the example of the author's investigation.

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Effects of cue variability on prediction error during acoustic cue acquisition

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Recent research shows that increased cue variability leads to increased perceptual uncertainty during native speech perception (Clayards, Tanenhaus, Aslin & Jacobs, 2008; Nixon, van Rij, Mok, Baayen & Chen, 2016). The present word learning experiment investigates effects of acoustic cue variability in a new cue dimension not present in participants' native language, namely tone.

English-speaking participants' eye movements were tracked as they saw four pictures and heard a Cantonese monosyllabic word. Participants either heard relatively consistent (low-variance) or less consistent (high-variance) acoustic cues. Variance was measured as deviance from the distributional mean. Participants were told that this was a language-learning task, but were not informed about the tones or the target language. They were instructed to click on the picture of the word and guess if they did not know. Feedback (correct/incorrect) was given on each trial.

Distance of the eyes from the centre of the target picture over the trial was analysed using generalised additive mixed models (GAMMs; Wood, 2006, 2011). GAMMs allow for analysis of nonlinear changes over time, as well as modelling of continuous predictors and nonlinear interactions. Models showed a significant condition-by-pitch nonlinear interaction over time ($p < 0.001$); there was also a significant condition-by-pitch nonlinear interaction over the course of the experiment (trial; $p < 0.001$). Fig. 1 shows two distinct patterns of results between the low- and high-variance conditions. In the low-variance condition, the effect of pitch emerges in the first trials, with fixations closer to the target at lower pitch values. Starting around trial 130, the eyes become closer to the target earlier and for longer (blue area), suggesting learning over the course of the experiment. In contrast, the interaction of pitch over time was not significant in the high-variance condition ($p > .5$), suggesting no significant learning of the pitch cue in the high variance condition.

In summary, with a more predictive pitch distribution in the low-variance condition, participants were better able to distinguish between the pitch cues. This led to increased weighting (i.e. attention to or use of) over time of an acoustic cue that was not predictive in their native language.

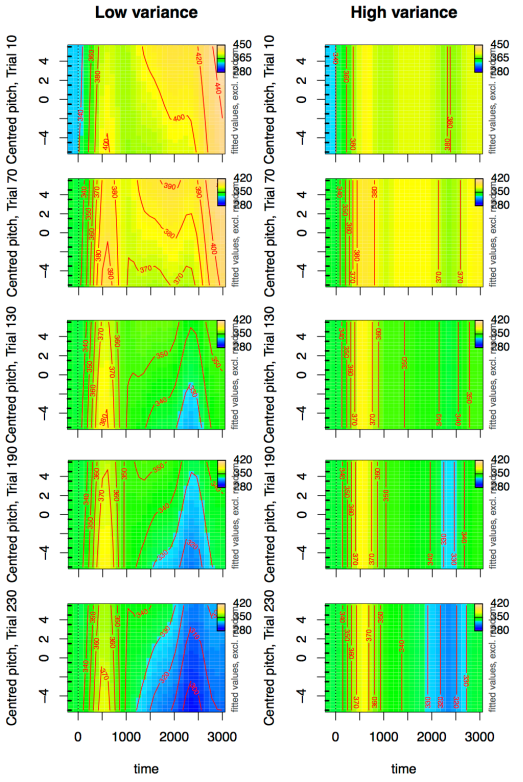

Fig. 1 Distance of fixations from the centre of the target picture.
Distance of fixations for low-variance (left panel) vs. high-variance condition (right panel) for selected trials (top to bottom panels). Time (ms) is on the x-axis; the pitch continuum (centred around 0) is on the y-axis. (Negative values correspond to mid tone; positive values to high tone). Distance from the target centre (in pixels) is on the z-axis (colour code: blue=short distance, orange=long distance); the key is in the top right (in pixels).

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Methodological challenges in the analysis of 3D artworks as texts of culture: Cognitive linguistic approach

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The paper focuses on the interrelations between language, thought and bodily experience which have been studied by the linguists for a few decades now. The paper follows the weaker version of Sapir and Whorf Hypothesis – the linguistic influence theory, and the empiricist view of Cognitive Linguistics, and henceforth postulates that language systematically influences how one perceives and conceptualizes the world, and that "the human mind – and therefore language – cannot be investigated in isolation from human embodiment" (Evans and Green 2006: 44).

The presentation has three aims. The first aim is to argue that 3D artworks are texts of culture, the second aim is to propose a methodological framework for the analysis of such 3D art forms, while the third aim is to show how language frames the understanding of art. The data is a set of nine three-dimensional artworks of four African-American artists, derived from the exhibition catalogue *History Refused to Die: The Enduring Legacy of African American Art in Alabama* (2015).

By using tools originating from Cognitive Linguistics, Social Semiotics, and Critical Discourse Analysis, I propose a working methodological frame that can do justice to the language of art and, at the same time, lead to satisfying linguistic insights. The Cognitive Linguistics Approach is used to examine forms of meaning representation in art by referring to the concept of embodiment, which assumes that we make meaning through creative re-construal of concepts and reliance on embodied cognition (Johnson 1990, Dancygier 2016). Inspired by the Hallidayan theory of Social Semiotics, the mentioned artworks are considered as texts of culture that include and go beyond the level of a sentence (Iedema 2003, O'Toole 2011, Kwiatkowska 2013). The methodology also employs the Discourse Historical Approach which assumes the study of contexts as crucial to the analysis of discourse (Wodak and Reisigl 2009).

The presentation pinpoints strengths and weaknesses of the proposed methodology and presents ways to overcome its limitations. In this way, the paper shows that it is possible to apply methods developed within Cognitive Linguistics, Social Semiotics and CDA to other research fields such as the communication of 3D artworks.

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The sound of impoliteness. Measuring pitch properties of impolite utterances

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This presentation aims at discussing impoliteness – an interdisciplinary field of study concerned with verbal acts that go against socially accepted rules and expectations (see e.g. Culpeper 2011, Bousfield 2008). This intriguing issue has recently attracted the attention of researchers resulting in a number of promising works and series of conferences. For a long time though it has been neglected and considered as marginal in human interaction. Consequently, this has led to a huge imbalance between politeness and impoliteness research (Leech 1983, Eelen 2001, Bousfield and Locher 2007).

So far, the tendency to discuss impoliteness from the perspective of lexical items and their orthographic descriptions has been overwhelmingly dominating among scholarly books and papers. However, as Culpeper et al. notice "[...] no utterance can be spoken without prosody, and it is therefore desirable at some point to include this dimension of speech in pragmatic analysis." (2008: 1568) We incorporate this observation in the given presentation.

This paper provides an overview of the current methodologies and trends within the field of impoliteness' studies. Specifically, it focuses on the pitch properties of impolite utterances performed by the female speaker. The data for the pilot study was incorporated from the website devoted to ESL learners of English and processed in Praat - a computer software for speech analysis.

The results revealed that what these utterances have in common is low pitch and falling intonation. The average F0 frequency of impolite utterances reached 263,07 Hz, whereas the average female voice has 180 - 250 Hz and (Gubrynowicz 2016). Also, we hypothesize that there might be a connection between higher pitch of some vowels (especially "a", "e" and "i") and impoliteness since most of the vowels in the given sentences displayed this tendency.

It is argued that prosody, especially pitch and intonation help to interpret the meaning of a sentence and to disambiguate it from irony, sarcasm and to tell the difference between what is polite and what is impolite. The combination of sound and speech imposes certain vocal contours and it seems that impoliteness has its own prosodic features enabling the hearer to properly interpret the message (Jones and LeBaron 2002).

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Applying Communication Accommodation Theory to an interaction between the therapist and the client

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Communication Accommodation Theory (originally Speech Accommodation Theory), developed by Howard Giles in the early 1970s, investigates how interactants adjust language and other communicative behaviours to others in different social contexts, and identifies the reasons and the social consequences of these communicative (non-)adjusting acts (Reis and Sprecher 2009). Performing such accommodative or nonaccommodative acts, convergence and divergence being the major ones, results predominantly in reducing or emphasising the social distance between interactants (Reis and Sprecher 2009).

Communication Accommodation Theory (CAT) originating from research in intercultural communication has been successfully used in, for example, the fields of second language acquisition and intergenerational communication (Gasiorek et al. 2014). Although CAT has also been applied in the field of health communication (cf. Baker et al. 2011) and some research has been specifically conducted in mental health care settings (cf. Bonnin 2014; Stabile et al. 2013), there is still much potential for its use in health communication contexts, including the interaction between the psychotherapist and the client.

This study applies CAT to sessions between the psychotherapist and the client to analyse the interactional dynamics of convergence and/or divergence in this specific non-formal type of institutional interaction (see Heritage and Greatbatch 1991). The methods and insights of Conversation Analysis (Hutchby 2007; Sidnell and Stivers 2012) and Discourse Analysis (Roberts and Sarangi 2005; Sarangi 2010) are used to examine selected psychotherapy sessions featured in an American TV series *In Treatment*. The study investigates how the concepts of emotional detachment and an asymmetrical therapist-patient relationship are accomplished by the psychotherapist through nonaccommodative moves. It will show how divergence is interactionally achieved, which linguistic features are accommodated or nonaccommodated as well as discuss the situated functions of these communicative acts. The study demonstrates how adjustment strategies are applied by the psychotherapist to influence the social dynamics of the therapeutic interaction.

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Implicational structures in inflectional paradigms: The case of German verbal inflection

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In languages with competing inflectional classes, speakers have to decide which class a word belongs to in everyday language production. Their choice can reveal clues about the mental representation of forms. In German verbal inflection, two competing conjugation classes exist: the bigger and productive class of ‚weak' verbs with more than 4000 members. The ‚strong' class consists of around 180 verbs and is a non-productive class. However, native speakers do not assign all nonce verbs to the weak class (Bittner & Köpcke, 2007; Smolka, 2005). Overgeneralization of strong inflection also shows in language acquisition (Wonner, 2015). Why does an assumed default assignment to the weak class not hold in these cases?

A network model of mental representation (Bybee & Slobin, 1982; Bybee, 1995, 2010; Köpcke, 1994) would suggest that speakers should be able to produce every possible form based on the input of every other form of the paradigm. But is every form equally suitable to be the base of such an implication? And how does the combination of two forms

influence the implication? For such relationships within and between paradigms to apply, some kind of form inherent information is needed.

Several parameters have been identified in contemporary research, but it remains unclear how reliable each parameter is. The present study focuses on trying to identify the role of two parameters: the phonemic schema hierarchy (Köpcke, 1998) and Bittner's implicational scale (Bittner, 1996). 187 adult native speakers were tested on a questionnaire where they had to decide on possible forms of 15 nonce verbs, covering strong and weak phonemic schemata and three forms distributed among the implicational hierarchy. The results show that the impact of the form differs between phonemic schemata and that the combination of forms significantly alters the class assignment.

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Prospects of machine translation for pairs of Pakistani languages of Indo-Aryan family

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Pakistan is a diverse country ethnically, culturally and linguistically. More than sixty languages (Rahman, 2004) from the Indo-Aryan, Indo-Iranian and Dravidian families are spoken in the country. The major Indo-Aryan languages spoken in Pakistan are Punjabi, Saraiki, Sindhi and Urdu. People of the communities speaking these languages as their mother tongues sum up to more than 75% population of the country. Structurally these languages are very close to each other and share a great portion of lexicon. Some pairs among them are mutually intelligible to much extent and others to some extent. Having machine translation (MT) systems for such languages would help the three fourth of Pakistani people with

different linguistic backgrounds to understand each other's culture and literary tradition in a better way. In the recent past MT systems for many closely related language pairs (Hajic, 1987; Scannell, 2006; Tantung, Adali & Oflazer, 2007) have been developed. This paper aims to investigate the opportunities and problems to be faced in developing the MT systems for such language pairs of Pakistan. Saraiki-Urdu language pair would be taken as a test case and the orthographical, lexical, morphological and structural similarities and differences between the two languages would be explored in the purview of the benefits and challenges they could pose in developing the transfer-based MT system of these languages. A transfer-based MT system for such languages is proposed due to not having enough linguistic resources, so far, to go for other approaches of machine translation needing huge amount of monolingual and/or multilingual corpora (Brown, Cocke, Della Pietra, Della Pietra, Jelinek, Lafferty, Mercer & Roossin, 1990).

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Graded acceptability of nominal infinitives in Spanish: Results of a Likert scale experiment

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Spanish allows different nominal infinitives, i.e. infinitives preceded by a determiner. Syntactically, they are DPs that differ in the amount of embedded nominal and verbal projections. There is a more nominal form (N-NI) of the type 'determiner + infinitive + argument as *de*-PP', (1b) and (2b), and a more verbal form (V-NI) of the type 'determiner + infinitive + bare noun complement', (1a) and (2a). Semantically, both forms can be event nominalizations (Hernanz, 1999).

The aim of the talk is to show that NI can be better analyzed in terms of graded (un)acceptability than in terms of categorical (un)grammaticality which becomes best visible by contextualizing them under controlled conditions (Gibson & Fedorenko, 2013). Focusing on transitive verbs and internal arguments, I hypothesize that V-NI are more acceptable in generic interpretations, in which they refer to event kinds, (1a, b), than in episodic readings in which they refer to concrete event episodes, (2a, b).

I will present results of an acceptability judgment task performed with 28 speakers of Castilian Spanish. The experimental items were presented with distractor items in a ratio of 1:1,5 using counter-balancing and pseudo-randomization. The distinction between generic and episodic event reference was drawn by matrix predicates and disambiguating context material. Acceptability was measured on a seven-point Likert scale. The experiment consisted of four variable level conditions a) syntactic type (N-NI vs. V-NI) and b) event reading (generic vs. episodic). The data were analyzed employing a general linear mixed model (Schütze & Sprouse, 2013).

The results reveal significant differences between the conditions: Firstly, V-NI are more acceptable than N-NI. Secondly, V-NI reach higher scores in generic than in episodic readings. Hence, acceptability decreases as follows: (1b) > (2b) > (1a) > (1b).

Examples (reduced context):

(1) A largas distancias,
  a. ✓el transportar alimentos
  b. (*)el transportar de alimentos
  siempre es un reto.
  'On long distances, the transport-inf (of food / food) is always a challenge.'

(2) Los responsables han asegurado que
  a. (✓)el transportar alimentos
  b. *el transportar de alimentos
  está en marcha.
  'The authorities have assured that the transport-inf (of food / food) is in process.'

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Digital innovations in placing voice

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This presentation focuses on a Perceptual Dialectology study that did not employ a traditional draw-a-map task (Niedzielski and Preston 2000), but rather employed maps as a means for participants to place voices.

Placing Voice is a task in which participants are asked to listen to a recording and place the speaker from the recording in a region of origin. Preston (1993, 1999) asserts that participants do well with this task. Others have had mixed results. For example, while Williams, Garrett, and Coupland (1999), Clopper and Pisoni (2004), and Cramer (2010) found that general participants did not perform particularly well with this exercise, Preston (1993), Purnell, Idsardi, and Baugh (1999), Fridland, Bartlett, and Kreuz (2004) found that participants excelled at the task. Despite possible evidence to the contrary, Preston believes this task to be relevant to Perceptual Dialectology and urges linguists to make use of it more

often. However, Cramer (2010) posits that though participants are given data chosen because of certain features, it is difficult to tell what features cue participants to make a choice, or whether participants make their choices at random.

One recording at a time, participants whose native language is Slovak listened to recordings of Slovak speakers from different dialect regions of Slovakia. Participants listened to these recordings in an online environment and were asked to

a) Place on a map where they thought the person was from and
b) Give the name of the city they thought the speakers in the recordings were from.

What makes this study different from previous attempts at placing voices is that it was completed online, in an environment where participants could click on the map multiple times before making their final decision. In this environment, participants could see only their most recent/last click, but by using JavaScript in the background, all participant choices were tracked in real time.

Knowing how long it takes a participant to choose a location on the map and whether they choose multiple locations before selecting a final choice can help us better understand whether people make voice-placement decisions based on evidence or at random.

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How to handle gesture data? A systematic review of methodological practices in Gesture Studies

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The interest in understanding human non-verbal behavior is the focal point of many scientific disciplines, including linguistics, anthropology, sociology, psychology, sociology, neurology, and computer sciences. Although Gesture Studies has gradually become a research domain in its own right, its interdisciplinary nature conditions researchers in their choice of methodological approaches based on their academic perspective. Despite ongoing efforts in standardizing methodological practices in Gesture Research, a consensus is not in reach.

Besides various definitional problems, an agreement on one approach to gesture analysis and data validation is not yet established within the Gesture community. Various attempts have been proposed to formally described gesture and other body movements (e.g. Lausberg, & Sloetjes (2009), Bressem, Ladewig, & Müller, (2013) for "manual gestures", Kousidis et al. (2013) for "head-gesture movements"), and numerous statistical measurements are in use to confirm data reliability (*inter alia* Cohen's kappa, Fleiss' kappa, Krippendorff's alpha). These inconsistencies often lead to scientists facing various difficulties when comparing study results, making assumptions about human behavior, and reporting on the observed phenomena.

In order to shed some light on which methods are being used to investigate gestural behavior, I conducted a systematic review of all scientific articles published in the journal *GESTURE* since its establishment in 2001, targeting the reports of methodological approaches offered by the authors. This review looks at comparing and contrasting how gesture data is handled and reported by scholars on the level of data isolation, annotation and evaluation. Taking examples from the journal articles, I will describe a series of incoherencies in the applied terminology and discrepancies in methodological practices, stemming from the lack of standard guidelines in gesture data evaluation. This presentation intends to describe some of the most prominent methodological problems in Gesture Studies and discuss them critically.

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On gesturing while listening and speaking: Producing beat gestures in response to cognitive load in consecutive interpreting

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Consecutive interpreting is a multimodal, multilingual activity that consists in transforming a message expressed by the speaker in the source language into an equivalent message in the target language. Gile (2009: 175) distinguishes between two phases of consecutive interpreting. The first phase, according to Gile (2009: 175) consists of: 1) Listening and Analysis, 2) Note-taking, 3) Short-term memory operations and 4) Coordination. This phase is followed by the second one, including: 5) Remembering, 6) Note-reading and 7) Production. Other researchers, such a Pöchhacker (2004: 18) point out that interpreters do not always use notation which serves as a memory aid in interpreting and is usually executed in the case of long texts. Irrespective of whether accompanied by note-taking or not, consecutive interpreting is a cognitively demanding activity: as several-minute texts need to be processed and stored in the interpreter's working memory, consecutive interpreting may lead to memory overload, as pointed out by Lambert (2004). For this reason, consecutive interpreters are likely to resort to activities that can facilitate their language processing. These activities, apart from taking notes (Matyssek 1989), include visualization (Chmiel 2005: 29) and gesturing (Viaggio 1997). At the same time, it has been stated that gestures, including beats, may facilitate both language perception (Kelly et al. 2010) and production (Stefanini et al. 2007).

Nevertheless, the role of gestures in language processing during consecutive interpreting remains understudied. The present study aimed at verifying if consecutive interpreters produce beat gestures while listening to the source text and producing the target one. The secondary aim of the study was to determine whether the production of beat gestures would increase in the presence of stimuli that are particularly problematic to interpreters, namely: numbers and lists (Gile 2009) vs. control items. The results of the study revealed that interpreters resorted to gesturing in both listening and production, while producing the highest number of beat gestures when interpreting lists. Such results may facilitate understanding both consecutive interpreting as a process, and the role of gestures in language comprehension and production, contributing to Interpreting Studies, cognitive studies and psycholinguistics.

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Lavender Linguistics, an overview

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The poster shall give a general overview on the sociolinguistic subfield of Lavender Linguistics. Lavender Linguistics is a cover term for linguistic research connected to the speech of LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) individuals and communities. The term was first coined in the 1950's whilst the gay lexicon was researched in the context of Polari - a secret language used in the U.K.. Polari was mostly spoken among gays but also by people connected to theatres and sex workers. The term was chosen due to the association of the colour lavender with gay individuals. Today Lavender Linguistics is also connected to heteronormative/heterosexist, homophobic and transphobic language and discourse. Topics can range from discourse analysis to phonetic examinations of e.g. gay speech or target the intersection of language, sexuality and gender identity. Most focus of research in lavender linguistics used to be on male-gay speech but this focus is slowly shifting towards a broader range of individuals. The claim that (stereotypical) gay language mirrors female speech has also been proven wrong, since stereotypical female speech patterns are adopted.

This poster, in addition, will show the impact of heteronormative standards on language. People react in different ways to individuals who do not fit binary gender categories, sometimes in very violent terms. The language used in these reactions can be classified as hate speech, which, if directed towards members of the LGBTQ communities, is also part of the research area of Lavender Linguistics. Our poster will, therefore, give a brief introduction to our study on online communication directed towards Conchita Wurst.

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Verbs of seeing – a comparative study of two Early Modern English translations of the Book of Revelation

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The Book of Revelation, also called the Apocalypse is the last book of the New Testament. According to the Christian tradition, St John the Apostle received a revelation in around 90 AD, when he was in exile on the isle of Patmos. The book was originally written in Koine Greek. It is often believed that St John experienced visions of future events, including the end of times. Because he was ordered to write everything that he saw, it is quite natural that the text contains numerous phrases with verbs of seeing. The major objective of the presentation is to compare and contrast the relevant passages from two translations of the Apocalypse. They come from the Bibles translated in the Early Modern English period. The first one is the Catholic Douay-Rheims Bible, translated from the Latin Vulgate by a group of English Roman Catholics, who fled to France during the turbulent Reformation era. The New Testament was released in 1582 in the town of Rheims, whereas the Old Testament appeared in two volumes in 1609 and 1610 in Douay. The second one is the Protestant King James Bible, translated from the Hebrew and Greek texts of the Holy Scripture, and first released in 1611. In the two texts, the verb *see* in a variety of forms is one of the most common verbs. However, there are also several occurrences of verbs like *behold* or *look*. The results of my research show that the texts differ with respect to the usage of the exemplified items, e.g. one translation may have *see*, whereas the other text may have *behold* in the same place. What is more, it also happens that the verbs – although present in one translation are absent from the other. The reasons for such differences might be found in the Latin and Greek texts from which the analysed English versions of the Apocalypse were translated.

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Towards the language worldview of the Mexican macho

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This article is an attempt to apply the Language Worldview theory of the Ethnolinguistic School of Lublin to define the cross-cultural concept of *macho.*

The word is used in many languages all over the world, also in Polish or English and its definition can be easily found in many dictionaries.

The question is if these definitions correspond to the wealth of meanings associated with the word, especially in Latin America. When the Mexicans say "él es muy macho" does it mean that he is "behaving forcefully or showing no emotion in a way traditionally though to be typical of a man" (Cambridge Dictionary, http://dictionary.cambridge.org/dictionary/english/macho)?
And when they judge a boy's behaviour as "muy machote" does it mean the same? In Mexico, the term has positive and negative connotations. It is ambiguous and very important in the cultural and social system.

In search of the meaning of *macho* the author of the article analyses its' origin, historical changes in its interpretation, derivatives, idioms and usage in the colloquial language of the Mexicans. Next, the definition compiled based on information from different dictionaries is compared to sample definitions of the Spanish speakers. This part is based on the field work carried by the author in Guadalajara, Mexico in 2004-2005 during her residency at the University of Guadalajara.

This will be the starting point for considerations whether the Language Wordlview theory can be applied to approach the real meaning of the concept of *macho*. The problem consists in reconstruction of "a certain set of judgements more or less entrenched in the language, contained in or implied by the meanings of words, which reveals the characteristics and manners of existence of objects from the non-linguistic world" (Bartmiński 2009: 16). Then, the question is how to develop tools to reconstruct these judgements.

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Turn-taking in discussions after student presentations: A conversation analytic perspective

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This paper addresses the organization of turn-taking in discussions that follow student presentations. The recorded discussions appear interesting due to the shift of control from the presenting student(s) towards the teacher, who performed the roles of a listener, moderator and foreign-language instructor. To capture the dynamics of the organization of turn-taking, the framework of conversation analysis (e.g. ten Have, 2007) was used.

The data comprises 12 student presentations and subsequent discussions recorded within the research project *Classroom interaction in English language teaching in higher education* (GA ČR 15-08857S). The video-recordings are a subset of the material collected within a case study of an English as a foreign language course (for more details see Tůma, 2015).

After a brief review of relevant Czech and international research, the outcomes of the analysis are presented. Generally, the presenting student(s), the teacher and the audience co-constructed the discussion and their actions were mutually dependent. In this context, more specific findings address the teacher's actions, through which she, among other things, initiated questions, assessed the performance and asked for clarification. Relatedly, the ambiguity of the teacher's "Thank you", by means of which she concluded both the presentation (to initiate the discussion) and the discussion itself, can be illustrated on two episodes in which the students prematurely left the floor. More generally, the dynamics of the process of transitioning from turn-type pre-allocation (the students finishing their presentation and typically asking for questions) to mediated turn-allocation (the teacher becoming a moderator and asking for additional questions) is discussed in the light of the data, theory and other studies (e.g. Heritage & Clayman, 2010, pp. 37–40; Veen & Croix, 2016). Finally, methodological limitations of the analysis are mentioned.

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Neural circuits of semantic and syntactic processing of Chinese and English

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There is debate as to whether processing of semantic and syntactic information involves overlapping or separate neutral circuits. Whereas some pinpoint Broca's area (BA 44), as a syntactic processing site, and anterior LIFG as site for semantic processing (1,2), others propose involvement of posterior LIFG in meaning and syntax (4,5,6) or engagement of frontal cortices according to task demands.

Whereas in alphabetical languages, syntax and semantics are relatively independent mechanisms, Chinese presents little morphology and high semantic ambiguity and reliance on context, and more interdependence between syntax and semantics.This fmri study explored the neural circuits of semantic and syntactic processing, by asking Speakers of Mandarin (who had English as their L2), by asking them to judge synctactic or semantic similarities in English and Chinese sentences.

For both languages, overall activity for the whole task was shown in areas consistent with previous literature (i.e. left inferior frontal gyrus and posterior cerebellar lobes). Syntactic judgments in both languages were associated with higher activation visual processing areas (cuneus), while semantic judgments for both languages elicited activation in the caudate -a hypothetical centre for language control- (11). However, syntactic judgements in Chinese recruited additional activity in left middle temporal gyrus, consistent with studies showing that disruption of this area involves results in alexia and agraphia for Chinese characters (10).

Syntactic judgments in Chinese elicited activation in areas associated with reading unambiguous characters (Left Insula, 12), conflict monitoring (Left cingulate, 13) and memory (parahippocampus, 14). However, syntactic judgments in English elicited activation in auditory/motor speech feedback areas (bilateral postcentral gyrus, 15), the right equivalent to Broca's area, involved in processing semantic anomalies and in working memory (RMFG, 16) and in cerebellar tonsil, reported in previous studies (8).

We argue that overall, syntactic judgements place more demands on higher visual processing areas, whereas semantic judgements might involve control of meaning retrieval. Furthermore, Chinese syntax judgments likely involve control mechanisms of semantic retrieval, whereas in English (the L2), participants are possibly aided by covert speech, and by involvement of part of the network responsible for the processing of Chinese sentences.

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Reading a post-edited text: Readability and cognitive effort in a self-paced reading task

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Post-editing is a process of amending raw output generated by a machine (Oxford English Dictionary, 2016). While it is still far from perfect, machine translation is increasingly more often subjected to post-editing to boost translation productivity. Studies focusing on post-editing are centred on researching its process and product (e.g. Alves et al., 2016; Sekino, 2015). Sekino (2015) reported that post-editing requires more effort than translation from scratch. However, according to Alves et al. (2016), certain conditions (such as interactive translation prediction) may decrease cognitive effort in the post-editing process. As Fiederer and O'Brien (2009) found, in terms of clarity and accuracy, post-edited text is of comparable,

if not better, quality than translations produced from scratch. Thus, there is a sound basis for conducting studies on the reception of post-edited texts and the cognitive effort required for it.

This study was conducted to find out whether there is a correlation between readability scores and reaction times to reading a given type of translated text (post-edited and translated from scratch) in a self-paced reading task. The selected readability test was the Flesch-Kincaid reading ease (Kincaid, Fishburne Jr, Rogers, and Chissom, 1975). The experiment was conducted with 73 participants and reaction times were recorded in the following conditions: post-edited, translated, and filler sentences as baseline. Cognitive effort involved in the comprehension of all types of texts in terms of reading latencies did not differ significantly across conditions [$F(2,68)=.251$; $p>.05$]. The accuracy in questions was at a similar level [$t(68)=-.782$; $p>.05$]. Correlational analysis showed that the readability of post-edited and translated texts is more linked to the reading time than texts in the filler condition.

The analysis shows that the relationship between the processing of post-edited and translated text and text complexity is strong in experimental conditions but that post-editing leaves less dependence on text complexity in the reader's perception than translation. The results of this preliminary study show that potentially faster production times do not have to result in reader's increased cognitive load, in fact oftentimes might lessen the effort.

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Methodological triangulation in a corpus-assisted discourse study of the representations of homosexuality in the discourse of the Catholic Church

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Triangulation consists in approaching analysis from two or more perspectives in order for it to be more comprehensive and balanced. Methodological triangulation (Denzin, 2009, p. 301) refers to using multiple methods to study the data to increase the validity of the results by offsetting the limitations and biases of one method against the strengths of another. Although some forms of triangulation are largely employed in contemporary corpus linguistic research,

the potential benefits of methodological triangulation are yet to be explored (Baker & Egbert, 2016, p. 3).

This paper aims at exploring the potential of methodological triangulation in a corpus-assisted discourse study of the representations of homosexuality in the discourse of the Catholic Church. In the study I carry out collocational analysis of a 1-million-word corpus of texts containing references to homosexuality from the Vatican website (www.vatican.va). In the analysis I adopt three different approaches. In the first one I derive word collocations and group them using the concept of discourse prosody understood as a relation between a word and a group of related words suggesting a discourse (Baker, 2006, p. 87). This analysis is highly contextualised through close reading of concordance lines and requires a considerable interpretative input on the part of the researcher. In the second approach I look at semantic collocations derived using the semantic tagging tool Wmatrix3 (Rayson, 2009). Unlike the analysis of discourse prosodies, this method relies on automatic semantic tagging, which significantly limits the interpretative input of the researcher. The third approach, which is more corpus-based (Tognini-Bonelli, 2001), employs the concept of collocational network (Williams, 1998), i.e. a network of word collocates with collocational links between them. Here I explore how discourses of homosexuality are negotiated through a network of interrelated terms.

The conclusion of the paper provides some methodological considerations regarding the use of the three approaches in collocational analysis in the context of the reported study. Moreover, the paper also touches upon the following issues concerning corpus-assisted discourse analysis: the distinction between corpus-driven vs corpus-based and qualitative vs quantitative analysis, as well as the role of researcher interpretation and 'automatic' analysis.

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An investigative study to explore the link between the learning styles and the language learning strategies of undergraduate EAP learners in Poland

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The increased numbers of adult learners in tertiary education have led researchers to explore various aspects of adult education, in general, and their language learning methods and styles

to acquire the target knowledge in particular contexts, in specific (Clenton, 2002). Through this study, the learning strategies and styles of undergraduate EAP learners of the Polish university are identified and explored to investigate any possible connection.

A total of 105 English for Academic Purposes (ESP) learners were selected as the population sample for this study. The questionnaires were used as a primary tool for the data collection. There were three sections in the questionnaires. The first section encompassed the answers of the questions related to the adult students' demographical information. In the subsequent sections, the questions pertaining to the learners' language learning methods and learning styles were answered. The O'Malley's learning strategies and Kolb model for learning styles were used to develop the questions in the second and third sections of the questionnaires. The outcomes from the questionnaires were empirically analyzed, compared and based on the results, discussion, suggestions and conclusion were drawn.

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Methodological challenges in historical linguistics- the case of twelfth-century forged English documents

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The Middle English period, especially the second half of the 11th c. and the 12th c., was the time of profound linguistic changes. However, due to the Norman Conquest and its aftermath, which led to the loss of social, cultural and political status of English, it was also the time of significant decline in text production in the vernacular (Lass and Laing 2003). As the dominating, traditional approach to historical linguistic research tends to value original (i.e. produced at the time) material, the 12th century English language is a particularly understudied period in the language history, and so little is known of this critical time in the history of English (Treharne 2012, Da Rold 2006).

According to multiple studies, forgery was common at that time, the reason being to legitimize the English rights to lands and properties against the new, Norman lords. One of the primary tools used by the twelfth-century forgers was to stylize the language to make it more archaic and Old English-like. We believe that through a careful linguistic analysis of these amateur twelfth-century impressions of Old English, and the subsequent comparing them with samples of original Old English texts, we could be able to recover some of the original features of twelfth-century English. The aim of this paper is to present methodological challenges concerning this project, as well as the challenges related to adopting a new methodological approach in historical linguistics.

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Adjective collocations with the lexemes muž ('man') and žena ('woman') in Czech journalistic texts

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The purpose of this research is to identify adjectives which collocate exclusively or predominantly with the lexemes *muž* 'man' and *žena* 'woman' in Czech. The study will be based on the SYN2015 representative corpus of contemporary written Czech, namely its newspapers and magazines section. The main goal is to compare both sets of male and female collocates and 1) to find out whether journalistic texts reflect in collocations the stereotypes of men and women and 2) to validate the hypothesis that certain adjectives are used only with one of the lexemes.

First, the adjectival collocates will be sorted into three groups to identify words that collocate *exclusively* (100 %), *almost exclusively* (more than 90 %) and *predominantly* (more than 70 %) with the lexeme *muž*/*žena*. This will generate a list of adjectives that are typically used with one of the sexes. The collocates will then be classified into several semantic groups describing appearance, character, possessions etc. in order to identify possible semantic differences in collocation profiles of the lexemes *muž* and *žena,* including positive or negative connotations.

The study will also focus on a frequency distribution of the examined collocations in particular genres of newspapers and magazines in the SYN2015 corpus and in the semantic groups, which could indicate a connection of certain meanings with concrete text genres. It could also show whether the collocations reflect a stereotypical view of men and women.

In the final part of the paper, the results will be summarized and interpreted, aiming particularly at the possible stereotypical view of men and women and its development as reflected in the journalistic texts. A group of adjectival collocates that can combine with both

investigated lexemes will also be commented upon to show that there is a neutral overlap of adjectives that have no female or male connotation and could be use with both sexes. The emphasis will be put, however, on such adjectives as *vdaná* 'married', *půvabná* 'graceful', *emancipovaná* 'emancipated' (collocate with *žena*) and *ženatý* 'married', *klíčový* 'key', *spolehlivý* 'reliable' (collocate with *muž*) that tend to appear with only one of the sexes.

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Using Facebook-based corpus for the study of politeness and taboo in Egypt

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Since the emergence of the Internet there has been a rapid development in new forms of communication related to ever-newer technologies. This made it possible for the researchers interested in various linguistics problems to study new types of material.

While studying politeness and taboo in Egypt, there are several reasons to opt for online material. Firstly - the availability of written texts, which greatly facilitates the examination of the rules of communication and which, due to the fragile area in question, would be inaccessible to the researcher otherwise. Natural everyday conversations bringing up embarrassing or risky topics in the spoken variety of language are almost impossible for a stranger to record, especially in the Arab culture setting. Furthermore, there would be a great risk that the observer's paradox might occur in spontaneous or elicited data gathered this way. Taboo topics inherently raise strong emotions and therefore the utterances must be obtained in a way that does not involve the intervention of the researcher.

On the other hand, one of the important features of online communication is great emphasis on positive content (positive politeness bias) reflected, for example, in the avoidance of negative statements (taboo – induced elimination).

Another problem is the fact that the messages posted via social media do not have a clearly defined time of receipt – the writer does not know whether the recipient is connected to the Internet at the time of posting, so they use communicative strategies corresponding to both written and oral varieties.

Finally, the author of the post, when directing it to the intended recipient, must assume that some undefined third party might receive it as well as the addressee. Constant awareness

of this silent public might affect the way the author forms his/ her utterance according to the requirements of his/ her self-image.

In the presentation I will address these and many other problems related to using Facebook-based corpus in the study of politeness and taboos in Egypt as well as reflect on various methodologies corresponding to the research area in question.

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Author's voice – authorial identity in traditional medical case reports and their new varieties

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Academic/scientific writing has been a subject of a significant body of research in the framework of discourse studies (e.g., Swales, 1990; Bhatia, 2002), including the metadiscourse approach (eg., Hyland & Tse, 2004). In particular, there is a significant number of studies related to original scientific papers, including case reports (henceforth CRs), proposal applications, dissertations and essays, textbooks, touching upon a variety of topics: structure of separate parts of the text, i.e. titles, abstracts introduction material and methods discussion, results, and metadiscourse markers with their interactive role (e.g., Salager-Meyer, 1994; Hyland, 2000), textual variation (e.g., Biber & Finegan, 1994), rhetorical structure (e.g., Wood, 1982), etc.

Communication with the reader (e.g., Hyland, 2001) and authorial identity as a model of discoursal interaction have also been studied (e.g., Ivanić, 1998; Hyland, 2002; Thompson, 2001), not only in broadly understood academic discourse, but also in, for instance, medical narratives – stories (e.g., Montgomery Hunter, 1991) and in an interactive variety of case reports (e.g., Zabielska, 2014). However, it seems that the author's visibility and invisibility in medical case reports in particular have not been studied.

This presentation discusses the concept of authorial identity in traditional medical CRs, its varieties (e.g. evidence-based CRs, interactive CRs, integrated narrative and evidence-based CRs) and new types of CRs: educational CR (e.g. Case Challenges, Case of the Month, etc.) and short forms (flashlights, images, vignettes and more). The author's view – understood as belonging to both a physician and a patient, is clearly present in interactive CRs, integrated narrative and evidence-based CRs, and a new project in the health care sector called Patient First Review. The data for the study comprise

a collection of case reports (30) from English and Polish (only articles in English) journals: *Journal of Medical Case Reports, Journal of Case Reports, British Medical Journal, Case Reports in Clinical Medicine, Oral Oncology Extra, Polish Journal of Radiology Polish Journal of Otorhinolaryngology*, and the website of the *Patient First Review* project. Following Hyland's (2002) method of studying author's visibility, the research data have been analysed with regards to linguistics features such as first person pronouns (Kuo, 1999) – *I, we, me, us* and possessive determiners (*my, our*), as well as rhetorical and interactive features (type of references, etc.). The research questions of this study are the following: *"Is it author visible in the text?"* and *"Is it only first person narratives that show the author in the text?"*.

The analysis of the collected reports will help to uncover certain mechanisms and tendencies in the way the authors present themselves in academic texts contributing to greater awareness of the author's textual visibility and the effects it produces.

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