

3rd Young Linguists' Meeting in Poznań



Book of Abstracts

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Unhappy vs. not happy in context: iconic principle of proximity in use

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Apparently synonymous expressions seem more complex when linguistic, especially cognitive analysis is conducted. The purpose of this paper is to discuss the phenomenon of iconic proximity on the example of such expressions as *unhappy* and *not happy* analysed in various sentences. More specifically, the discussion will concentrate on finding the answer to the question of whether the expressions of *unhappy* and *not happy* are applied in the same linguistic context.

Iconicity in language is the trace of influence of human concept on linguistic structure. At the same time the presupposition rejects, at least to some extent, arbitrariness of the language system. Interestingly, its application is wider in grammar than in lexicon (Radden, 2007). According to Radden and Dirven (2007: 340) “iconicity in language refers to the reflection of conceptual structure in linguistic structure”.

The iconic principle of distance presupposes that conceptually together units are closely integrated in the structure of language. Simultaneously, conceptually remote units show the tendency of being distanced in the language. This phenomenon can be also observed on the example of such expressions as *unhappy* and *not happy*. Whereas in *unhappy* the negation together with the adjective *happy* constitute one language unit, in the expression of *not happy* it is linguistically separated. Therefore, according to the principle of proximity the words *happy* and *unhappy* are placed on the endpoints of linguistic meaning “axis” with the meaning of *content* closely situated to *happy*. On the other hand, the meaning of *not happy* is placed somewhere between *content* and *unhappy*. Consequently, the linguistic units in expression *not happy but content* do not exclude each other as in the expression **unhappy but content* (Radden, 2007).

In conclusion, this paper presents some general observations based on the analysis of the expressions of *unhappy* and *not happy* in various collocations. British National Corpus is the key source for investigation. One of the study’s results is the observation that *unhappy* is more often preceded by *very* than *not happy*. Furthermore, it seems that the expression *not happy with/about sth* occurs more frequently than *unhappy with/about sth*. These and further results allow to draw interesting conclusions. Namely, the study aims at answering the following questions:

1. How does the iconic principle of proximity influence the meaning of *unhappy* and *not happy*?
2. What are the context preferences in case of *unhappy* and *not happy*?

These questions are proposed as a part of further research into the problem.

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The linguistic status of filled pauses – evidence from Polish learners of English

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Filled pauses, henceforth FPs, are common elements of spontaneous speech that undertake a number of functions, including turn management (Rose 1998), speech planning (Fischer 2000), as well as expressing uncertainty and disagreement (Fischer 2000). In English, FPs are realised as *er* and *erm*. Although the importance of FPs has been long known, their linguistic status has not yet been unambiguously determined. According to Chomsky (1965) FPs are simply “performance errors” which fall outside the linguistic system of language, generated automatically by speakers when they encounter problems in speech production. Another theory assumes that FPs are non-linguistic signals which are uttered in order to produce an effect in the listener (Maclay and Osgood 1959: 41). Finally, FPs are also described as a special kind of interjections, planned and produced just like words (Clark and Fox Tree 2002). I will argue that the analysis of the phonetic acquisition of hesitation vowels by non-native speakers may help determine the linguistic status of FPs.

All languages make use of FPs, but, just as any other language constituents, FPs exhibit language specific traits. While the prosodic features of FPs such as long duration and stable low pitch are shared across languages (Vasilescu and Adda-Decker 2008), the timbre of the hesitation vowel displays language-specific properties (Candea et al. 2005). For example, in English the timbre of the hesitation vowel falls in the regions of a low central vowel (Candea et al. 2005) while in Polish the usual graphemic representation is *yyy* or *eee* (Tarkowski 2003) which suggests that the vowel should generally be higher and more front than that in English. An experiment was conducted in order to confirm this assumption and determine whether Polish speakers of English would retain the vocalic realisations of their L1 or perceive the cross-linguistic (acoustic) differences and reproduce them in their L2 speech.

The experiment was carried out at the School of English at Adam Mickiewicz University in Poznan. The participants were five male native speakers of Polish with a nearly native-like pronunciation of RP English. The experiment consisted of two sessions recorded in a soundproof room. The first session was held in Polish and the

second session, which took place after a week's interval, in English. During both sessions participants were asked to read wordlists and take part in an interview designed to elicit as much hesitation phenomena as possible. The recordings were then analysed using PRAAT. For each speaker's L1 and L2, F1 and F2 measurements of FP vowels and lexical vowels were taken. The formant measurements were then plotted on vowel charts and interpreted impressionistically. The results show that all participants had comparable timbres of the L1 hesitation vowel, whereas two of them were also able to accurately reproduce the timbres of English FPs in their L2 speech. While the study sample is too small to make bold claims, the fact that some language learners are able to perceive the cross-language difference and accurately reproduce L2 hesitation vowels suggests that FPs may indeed carry some inherent language-specific information, a trait that is essentially linguistic in nature. Thus FPs should not be regarded as non-linguistic elements.

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Stress alternatives in Russian: a sociolinguistic study

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For a long time, Russian stress has been a challenging topic in slavistic linguistics studies. The traditional line of research considers the stress to be mostly 'free' (Lagerberg 1999: 1), or 'a puzzle' (Shapiro 1986: 183), as the '*accentual mobility in declension and conjugation continue[s] to exist and to thrive in certain word classes*' (Ibid.). There are some word classes where the stress is fixed, e.g. in derived adjectives with the suffixes -н, -ск, -овск, the stress remains as it was in the original noun form (Byvalzev 2009: 3). However, there are some cases where two stress alternatives for the same word are licit independently from its grammatical function, inflection, or word form. In these cases there are no semantic differences deriving from differently stressed syllables in the word. Consider the examples below (bold font being a stressed syllable):

/каз**аки**/ → [kəz**aki**]/[kəzək**i**], 'cossacks, n.'
/и**скр**ится/ → [iskr**i**tʲsɐ]/[iskr**i**tʲsɐ], 'to sparkle, v. refl.'
/г**л**убо**к**о/ → [glub**ə**kɔ]/[glub**ə**kɔ] 'deep, adj.'.

Although there are linguists who have tried to postulate some norms of stress patterns in Russian which can be found in diverse orthoepical dictionaries (Reznichenko 2003, 2010) they vary from one edition to the next one and are not always taken into account by the native speakers in colloquial speech.

In the past decades there have been some sociolinguistic studies on Russian stress (Byvalzev 2003; Halle 1971; Kolesov 1964). They were aiming to find tendencies of stress deviations from settled norms by using grammatical, geographical, educational, and generational parameters. The project we want to present has the goal to contribute to these sociolinguistic studies. We want to observe how stress is used by different native speakers, that is, speakers of different ages, places of living (Russia, Ukraine, and Germany), and different education. Therefore we use the UDARENATOR (Bibiko, 2012) which on the other hand uses Lopatkov's orthographic dictionary (2004) to norm the stress of the collected word forms. This approach will yield an insight to the usage of the investigated phenomenon. Thus, the research question guiding the investigation was how the evolution of stress has derived and how words with stress alternatives are stressed today.

Altogether, data from about 170 native speakers of Russian from Russia who are not speaking Ukrainian as a second language (hence, RUS) and native speakers of Russian from Ukraine (hence, RUS*) were gathered. Two different groups of speakers were analysed. The first group contained about 50 RUS native speakers living in Russia and 50 RUS native speakers living in Germany for at least five years. The second group consisted of about 50 RUS* native speakers living in Ukraine and about 20 Ukrainian RUS* native speakers living in Germany for at least one year. Data from people living in Germany were gathered to extend the number of participants in this study. The Ukrainian proficiency of the speakers was also chosen as a factor since both languages are closely related to each other and do not show a fixed stress pattern.

A list of 200 words containing filler words and target nouns, verbs, adjectives, both, Russian and russified foreign words (finite and non-finite) were given to the informants to be read aloud in a time period of 2-3 minutes. Russified foreign words were chosen to be used in this experiment to find out whether the stress of the donor language would be used frequently or whether the speakers use an alternative solution, or even, whether different speakers use different solutions. The purpose of the experiment was unknown to the participants so that the answers would be given spontaneously.

The state of the study is in the analysing phase at the moment. Preliminary expectations can be already made by taking into account previous studies on this topic. Two kinds of aspects have to be considered: (1) the sociological ones, and (2) the grammatical/linguistic ones. Looking at (1) the sociological aspects the following expectations can be made: (a) there will be a difference between RUS and RUS* speakers which would be due to the interference of Ukrainian in Russian, (b) the difference between younger and older people is also expected since in the past years several spelling and stressing reforms have been put through in Russia which might have been skirted by the older speakers, (c) the education of the informants is expected to play a crucial role in deviation of normed stress patterns, and (d) moreover, this study tests words which, according to the orthoepical dictionaries have different stress possibilities depending on the profession of the user. Hence, technical terms would be stressed differently by people with a technical professional background from those without. (2) The grammatical/linguistic aspects would be depending on: (a) derivation of a word form, and (b) russification of word replications, which means a Russian pronunciation of loan words.

The findings are to be discussed in connection to the consequences for theories of stress evolution in modern Russian.

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California English: using site-restricted web searches to analyze regional lexical variation

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The main goal of this study is to describe regional variation in California English through an analysis of written newspaper language and a quantitative and corpus-based analysis.

The innovative approach of this study is the contrast with traditional methods of data collection in dialectology. Traditional methods include linguistic interviews in the form of postal questionnaires (e.g. Davis 1948), fieldworker interviews (e.g. Kurath 1939-43), and telephone interviews (e.g. Labov et al 2006); some rare cases of corpus-based data collection are also recorded (e.g. Grieve 2009). However, a lexical study requires an extremely large corpus or a huge amount of interviews.

In order to overcome the obstacle of the quantity of data, a new method of data collection was developed. The method aims to identify patterns of regional lexical variation using site-restricted web searches. For each variant of a lexical alternation, the number of pages containing that variant in a series of city newspaper websites is counted. A Perl (LWP) script was used to automatically query online search engines and extract the number of hits from the html source code for the results page. Given these results, the alternation is then measured quantitatively as a proportion. This method has been validated in the US as a whole (Grieve and Asnaghi 2011). Thanks to the quantity of the data and to advanced statistics it is possible to find regional patterns despite this noise of the data collected through site-restricted web searches.

Raw maps show the results of the research: each alternation is measured quantitatively as the proportion of the first form relative to the second form, and then mapped. Local Spatial Autocorrelation statistics is used to smooth raw data cutting through all the noise (Ord and Getis 1995; Grieve 2011). Autocorrelated maps identify significant patterns of spatial clustering, the result being similar to an isogloss drawing.

A multivariate spatial analysis will be conducted to identify common patterns of regional variation and dialect regions (Grieve et al 2011).

A list of 422 Californian Newspapers from 336 Californian cities was collected. A list of 130 word alternations was also collected: variables were chosen both following previous dialectology studies (Vaux's *Harvard Survey of North American Dialects*; Kurath's *A Word Geography of the Eastern United States*, 1949; Cassidy's *Dictionary of American Regional English*, 1985-2002; Grieve's *A Corpus-Based Regional Dialect*

Survey of Grammatical Variation in Written Standard American English, 2009) and from a convergence/divergence project on The Brown University Standard Corpus of Present-Day American English (Ruelle et al in preparation).

As a result, it will be possible to compare maps plotted from this new study to previous Californian English maps (Bright 1971), Spanish in California maps, settlement maps and travel time maps, in order to identify significance of these predictors. Also, North/South and inland/coastal distinctions, if applicable, will be considered.

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The effect of phonetic instruction on the acquisition of final obstruent voicing in Polish learners of English - a longitudinal perspective.

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In the study of the English phonological system, it has been widely observed that there exists an inverse relationship between durations of vowels and of closures for following voiced and voiceless obstruents, i.e. vowels tend to be longer when preceding voiced obstruents, while the closure duration for voiced obstruents tends to be shorter than the closure duration for their voiceless counterparts (e.g. Peterson and Lehiste, 1960, in Rojczyk, 2010; Hogan and Rozsypal, 1980). Since Polish depends on vowel and closure duration to signalize final obstruent voicing to a much lesser extent than English (Keating, 1980, in Rojczyk, 2010; Słowiacek and Dinnsen, 1985; Jassem and Richter, 1989, in Rojczyk, 2010), this feature of English phonology might pose significant difficulties for Polish speakers of English and has been reported to do just so (e.g. Waniek-Klimczak, 2005; Rojczyk, 2010). This observation prompted a study by Barańska and Zajac (2011), which checked the effect of phonetic instruction on the acquisition of final obstruent voicing in Polish learners of English over a period of six months. The study reported here builds on the earlier one and adopts a longitudinal perspective, with the same respondents re-examined after another six-month period of phonetic training (i.e. English phonetics classes at the Institute of English Studies at the University of Łódź in which the subjects participated).

The study is conducted on 75 Polish students of English studies, all of whom were recorded twice in the first year of their training, and then re-recorded for the third time in the second year. The study used the text passage *Please call Stella* from the *Speech Accent Archive* (www.accentarchive.gmu.edu). The dependent variables selected for the study were vowel and closure duration in the following words from the passage: *big, Bob, kids, bags*. The durations were measured using PRAAT spectrograms. Two research questions were formulated: 1. Does the phonetic training the participants underwent in the periods between the first, second and third recording lead to an increase in vowel duration and decrease in closure duration in the investigated words? 2. Was the increase in vowel duration and decrease in closure duration easier to achieve in certain words?

The analysis of the first two recordings (Barańska and Zajac, 2011) indicated that the participants picked up on one of the investigated vowels more than on others, i.e. a significant increase in vowel duration was observed for *bags* but not for the remaining vowels. As regards closure duration, it did not decrease significantly for any of the investigated words. These observations suggested that half a year of phonetic training was not sufficient to produce a systematic improvement in Polish students' realization of final obstruent voicing. However, a high degree of variability noticed in the data indicated a possible effect of increased input on system formation. In the follow-up study reported here, the 75 aforementioned informants were re-recorded a year after the first recording and asked to read the same passage. The aim of the study is to investigate whether an additional period of phonetic training leads to an increased systematicity in the data and a significant increase in vowel duration/closure duration relationship across the words as well as to determine whether, after an extended period

of phonetic training, a more native-like realization of final obstruent voicing is still easier to achieve in the case of certain vowels.

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Local community construction in local media: A case study

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As David Cohen (1985) has argued, communities are symbolic constructions that serve to give a sense of belonging and identity to its members. These communities are, due to their size, often largely imagined communities (Anderson, 1983) in the sense that most of its members will never meet more than a few hundred co-members and yet there remains a strong sense of communal belonging. Despite changes brought on by globalisation and technology, most people's lives remain spacialised; the life we experience continues to revolve around places of residence, work and study, supermarkets, and shared public spaces.

This notwithstanding, immigration has challenged the *taken-for-granted* homogeneity of countries, cities and communities. Immigration has led to a questioning of the foundations of community in Europe where governments and society have been faced with the task of how to include, or indeed exclude, migrants.

Immigration also continues to be a salient issue in the UK media and, interdiscursively, in wider society. Within the discourse genre of newspaper articles,

discursive constructions of immigrants are produced and reproduced. Over time, these images can be culturally reproduced by readers (O'Halloran, 2009), which in turn may hinder the integration of certain types of non-nationals (Tate et al. 2004).

Furthermore in terms of media use, (local) newspapers can still play an active role in communicating news that is relevant to their geographically bounded constituencies (Rothenbuhler, Mullen, DeLaurell and Choon: 1996 and Stamm, Emig and Hesse: 1997) and, it will be argued, in discursively constructing and maintaining an image of a cohesive local community.

Much of the previous research on migration and the media has tended to focus on national newspapers and if local newspapers are analysed, the time period is limited. To fill this research gap, this paper set out to provide a critically linguistic investigation into how the idea of a coherent community is discursively constructed in a local newspaper in juxtaposition to outsiders, primarily, but not only, migrants.

I will focus on *nominational* and *predicational* strategies (as forwarded by Reisigl and Wodak in applying the Discourse Historical Approach to texts, 2001) to critically analyse a systematic sample of articles from the *The Argus*, a local newspaper from Brighton in the United Kingdom. Relevant articles were taken from the same thirty day period for thirteen years (1999-2011) and through this method, I analyse a data-set consisting of seventy-seven articles.

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Free relative clauses: a new teaching approach for Italian learners of Latin and German

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Free relative clauses have been thoroughly described by scientific literature (Bresnan/Grimshaw 1978; Groos/Van Riemsdijk 1981, Pompei 2011, a. o.). The results of those studies had no effect on how the structure was taught at school. However teaching experiences show that a proposal for teaching this construction is necessary. Our proposal is addressed to advanced learners of Latin and German with a good grammatical competence, and it aims to improve their crosslinguistic skills. The main difficulty for Italian learners of Latin and German is due to the fact that free relative clauses are differently parametrized in the three languages.

The main contrasts we would like to work on are the following:

- (1) Nominative/Accusative silent antecedent + oblique case/prepositional wh- (possible in Latin and German, but not in Italian);
 - a. Cui permittit necessitas sua, circumspiciat exitum mollem (Seneca, *Epist.*, 70, 24)
 - b. Ich lade ein, wem du geholfen hast.
 - c. *Ho incontrato a chi hai dato il libro

- (2) PP/DP in oblique case as silent antecedent + Nominative/Accusative wh- (possible in Italian and Latin but not in German).
 - a. Ho dato il libro a chi ha organizzato la festa
 - b. Scipio cum quos paulo ante nominavi interiit (B. Afr. 96.2)
 - c. *Ich habe ein Geschenk für wer gekommen ist

Italian learners generally make types of errors: (i) under the conditions in (1) they cannot correctly translate Latin or German free relative clauses into Italian; (ii) under the conditions in (2) they form free relative clauses in German by transferring Italian rules into the foreign language.

Error (i) depends on the fact that the learner doesn't understand the meaning of the sentence and tends to preserve the surface structure of the foreign language and produces results that are even ungrammatical in Italian. It is therefore necessary to reorganize the sentence and this can be done only on the basis of a new grammatical awareness. Symmetrical problems also arise when the learners try to form free relative clauses in German, in the active use of the foreign language (case (ii)).

Our idea is that these kinds of errors can be avoided by using the instruments offered by Generative Grammar. Starting from the formal analysis of the empirical data,

the learner is provided with the tools to reconstruct the deep structure of the sentence and to recreate the silent antecedent of the free relative clause. The teaching proposal is constantly anchored to a systematic reflection about the rules and constraints that are at work in the three languages.

Our teaching proposal will consist of a first step (the same for error (i) and (ii)):

- We will lead the student to reconstruct the thematic grid of the VP both of the matrix clause and the subordinate clause, in order to shed light on the logical relation of the relativized argument with the verbs (of the main and dependent relative clause) .

Successive steps depend on the kind of error we are trying to make the student avoid ((i) or (ii)):

Further step to prevent error (i):

- Coindexation of coreferent constituents. The case of the silent antecedent can be recovered thanks to its anaphoric relation with the wh- pronoun.
- Translation into Italian based on the awareness of Italian rules and constraints. It should ideally reflect the pragmatics of the source text (e.g. topicalization when at work).

Further step to prevent error (ii):

- Acquisition of the foreign language specific rules (mainly concerning the constraints on the lexicalization of the antecedent).
- Translation into the foreign language with the lexicalization of the antecedent whenever needed.

It would then be useful to create translation exercises from Latin into German, so as to show the student the proximity of the two languages in this respect.

The teaching approach we propose would have the following advantages:

- (1) It proposes an effective cross-linguistic grammar reflection that has an epistemological basis and stimulates the comparison between different languages.
- (2) It increases the degree of awareness of the native language syntax.
- (3) It enables the student to reflect about pragmatics and to improve the translation from the foreign language into Italian.

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Snow White gets black hair and brown eyes – a short treatise on censorship in translation of children’s literature in the Arab world

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Children’s literature, as the name suggests, is a set of literary genres whose primary audience are children, although teenagers and adults also enjoy it (O’Connell, 2006: 16). It often tells children in a pedagogical way what rights or duties they have, how they should behave in order to be regarded as innocent or sinful, and what values they should appreciate and respect (Shavit, 1986: 34-39). What is more, it has to be observed that children’s literature is subject to different kinds of censorship which aims at adapting foreign texts in some way to fit certain ideology (Mdallel, 2004). Censorship in the Arab world involves the process of domestication of culturally-marked expressions, which means the elimination of elements characteristic for the source

culture (Oittinen, 2003: 129). Besides, in the opinion of Arab scholars, young readers are threatened by a cultural invasion from the West that prevents the spread of local children's literature (Youssef, 1985: 20). In this case, censorship is a means to preserve Arab cultural identity and moralizing role assigned to children's literature. This article focuses on translations of Western children's literature into Arabic (*Snow White* fairy tale, *The Joining* by Peter Slingsby and *Robinson Crusoe* by Daniel Defoe). It is aimed at presenting the major features of Arabic children's literature (such as moralizing tone or religious/national themes) as well as constraints which the censorship imposes on translators and the consequences of such restrictions (e.g. children have limited chance to broaden their knowledge of foreign cultures). Moreover, some examples of censorship are provided on the basis of the research conducted by Arab scholars. They compared original English versions with their Arabic adaptations. The results show that the censorship is still a powerful means of influencing children's books.

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Single conjunct agreement with coordinated subjects in Polish

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The phenomenon of Single Conjunct Agreement in coordinated subjects has been attested in many unrelated languages such as Arabic (Aoun et al. 1994), Slovenian (Marušič et al. 2007), Hindi (Benmamoun 2010) or Serbo-Croatian (Bošković 2009, 2010). Such agreement may manifest itself as First Conjunct Agreement (FCA), where the verb agrees with the first of the conjuncts in postverbal contexts, or as Last Conjunct Agreement (LCA), where the verb agrees with the last conjunct in pre-verbal contexts.

Polish has been assumed to be a language which allows for the FCA pattern (Citko 2004, Willim 2012, Kallas 1993). The LCA pattern poses, however, more problems. According to Citko (2004), LCA does not exist in Polish, while Willim (2012: 238) and Kallas (1993: 64-66) claim that it is only possible when the conjuncts are abstract or have a single referent.

The aim of this paper is to show that such a pattern does exist in Polish, and that it exhibits some interesting properties. Data from Polish IPI PAN corpus reveals that whenever the verb shows singular agreement in preverbal coordinated subject context, either both nouns must have the same gender, as in (2), or the verb must show no gender agreement, as in (2).

- (1) Deszcz i wiatr przeszkodził w tradycyjnym
 rain_{M.SG} and wind_{M.SG} interrupted_{3.M.SG} in traditional
 świątecznym pikniku.
 festive picnic
 ‘The rain and the wind interrupted the traditional festive picnic’

- (2) Śpiew i muzyka rozwesela serca
 singing_{M.SG} and music_{F.SG} amuses_{3.SG} hearts
 ‘Singing and music amuses the heart’

Moreover, in line with Bošković (2009: 477), agreement with the last conjunct is unavailable in instances where the nouns exhibit natural gender (as in (3)), which in contrast to grammatical gender, is an interpretable feature.

- (3) *Chłopiec i dziewczynka weszła do pokoju
 boy_{M.SG} and girl_{F.SG} came_{3.F.SG} to room
 Chłopiec i dziewczynka weszli do pokoju
 boy_{M.SG} and girl_{F.SG} came_{3.V.PL} to room
 ‘A boy and a girl came into the room’

The availability of single conjunct agreement in conjoined phrases significantly increases in situations where numeral phrases are conjoined. More specifically, it becomes possible when one of the conjoined phrases contains a 5< numeral (5), which triggers a default third person singular neuter agreement when used on its own (as in (4)):

(4) Pięciu mężczyzn weszło do pokoju

five men_{GEN.PL} came_{3.SG.N} in room

‘Five men came into the room’

(5) Pięciu mężczyzn i dwie kobiety weszły do

five men_{GEN.PL.M} and two women_{NOM.PL.F} came_{3.PL.F} in

pokoju

room

‘Five men and two women came into the room’

These characteristics can be juxtaposed with another type of singular agreement involving conjuncts in Polish, namely First Conjunct Agreement. FCA occurs in postverbal contexts and is significantly less constrained than LCA. It can involve all types of nouns, regardless of gender, and the form of the verb doesn’t necessarily have to be syncretic for both conjuncts.

This paper tries to reconcile Polish data with the available analyses of conjunct agreement. While the unavailability of LCA with nouns exhibiting interpretable gender (3) and the possibility of FCA in the same context seems to show that Polish falls under Bošković (2009, 2010) analysis, the evidence from numerals (5) points to the analysis of Marušič et al. (2007, 2009). On the other hand, the requirement of gender homogeneity and increased availability of singular agreement with syncretic form of the verb cannot be accounted for in the existing analysis and might point to an analysis with a multidominant structure, as proposed in Citko (2011) for ATB *wh*-questions and questions with conjoined *wh*-pronouns.

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Nazis vs. occupants: the language of conflict in Latvian parliamentary debates

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In 2009, out of 100 members of the Latvian Parliament (*Saeima*), 78 declared themselves Latvian, 17 – Russian, one – Jewish and one – Karelian, while three refused to declare their ethnicity. Most non-Latvian MPs (20) belonged to two left-wing alliances – *Saskaņas Centrs* (Harmony Centre) and *Par cilvēku tiesībām vienotā Latvijā* (For Human Rights in United Latvia). In turn, only 3 Latvian MPs belonged to either of these parties. Thus, party membership was a choice based on ethnicity rather than political conviction. *Saeima* may be claimed to have consisted of a “Latvian” and a “non-Latvian” block.

This presentation is concerned with language of ethnic conflict in Latvian parliamentary debates. It examines approx. 50 hours of audio recordings from the year 2009 available at the official webpage of *Saeima* (<http://www.saeima.lv/>). Principles of Critical Discourse Analysis are applied to study aggressive, offensive, prejudicial ways in which the two blocks addressed, referred to, and talked about each other. Instead of studying verbal conflict as spontaneous series of emotional attacks exchanged by at least two speakers or groups (those were not frequent), the research focuses on two contesting discourses – the discourse of “Nazis” (Latvians as labelled by non-Latvians)

and the discourse of “occupants” (non-Latvians as labelled by Latvians) – emerging through the repeated use of certain phrases, claims or discourse strategies throughout the corpus. Notably, such formulations occurred regardless of debate topic and often without apparent motivation, which speakers seemed fully aware of, as this example suggests:

Nāvi okupantiem! Bet tas ir cits jautājums.
Death to occupants! But this is another question.

Thus, they can be seen as code which, reproduced and solidified over time, structures the contesting discourses understood as “general ways of representing the world” (Fairclough 2003: 215), emerging “in a particular socio-historical context where participants appropriate, challenge, and negotiate meanings” (Bakhtin 1981: 428).

CDA is a research approach to discourse defined above that studies “the way social power abuse, dominance, and inequality are enacted, reproduced and resisted by text and talk in the social and political context” (van Dijk 2007: 352). CDA may be applied, for example, to the study of dominant discourses on ethnic minorities. As the latter have little access to public discourse, it is practically impossible for them to contribute “their side of the story”. Possibly intolerant or racist discourses may establish themselves as commonsensical because the ethnic majority has no consciousness of their partiality.

Access to, and control over, public discourses (e.g. of education, politics, the media) is but one strategy of exerting the power of dominant groups through language. Another is ideology, legitimized by laws, rules, norms, disguised as “common sense”, and reproduced under a “general consensus” (van Dijk 2007: 355) – which is in very simple terms what Gramsci (1971) called “hegemony”.

CDA “takes the side” of dominated groups through exposing dominant ideologies concealed in public discourse. I would like to show that the case of Latvian political discourse is different and requires a modified CDA approach. I believe that *Saeima* has no dominant ethnic group. The Latvian block of 2009 may seem to have been legitimized by Latvia being a nation state (deriving its political legitimacy from serving as a sovereign entity for one nation) and by having voting majority. However, while it had full legitimacy, it did not have full authority or general consent. As a consequence, two ideologies competed for dominance, and the concept of hegemony did not apply.

The Latvian case proves that the relationship between legitimacy, power and hegemony is not linear and obvious. On the level of discourse analysis, it also confirms that detailed historical and social context is necessary for understanding and interpreting discourse input.

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Analysis of presidential addresses and speeches on the Somalia crisis

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The goal of the empirical study is to examine the discourse produced by American Presidents Bush and Clinton. The topic of discourse concerns American involvement in Somalia in 1992 and 1993, and the chosen speeches are available on the Internet. All of them either explicitly and repeatedly mention American involvement in Somalia or are devoted to this topic as a whole. The approach followed in this research is more data-driven than data-based. The analysis is typically qualitative, nonetheless, it is aided also by the elements of quantitative scrutiny. First, the strategies of building national unity are considered. Two major strategies used by the Presidents are encountered: the specific use of pronouns and the heroic myth. Moreover, the building of national unity is found to be aided by the *self* and *other* presentation. The image of Americans stands in acute contrast with the image of Somalis that are helpless victims of a depersonified chaos and lawlessness, and only the American saviors are able to restore order. Also, signs of the dichotomy between the oriental and the occidental can be found in the “Somalia Discourse”. Furthermore, the presentation will also focus on the representation of conflict and it will examine how the Presidents evoke Protestant values to persuade the public of their ideas and to justify their decisions. Finally, the role of emotions in the speeches is investigated. It has to be stressed that conceptual metaphors are widely used in “Somalia Discourse” and the motivation behind their use is mainly persuasive.

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The variable time scales of verbal and gestural expression: Challenges for cognitive linguistics as a usage-based approach

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Despite the claims that cognitive linguistics constitutes a usage-based approach to the study of language (Barlow & Kemmer 2000), only recently have there been increasing efforts to overcome the written language bias that it inherited from its predecessors (Linell 2005). One aspect of this has been the rapidly growing interest in cognitive linguistics in the variably multimodal nature of language-based communication, including the study of gesture with speech (Cienki 2010).

In this talk we will consider some of the implications for cognitive grammar (Langacker 1987, 1991) of a set of findings from gesture studies. These include the fact that speakers do not normally align their gestures with speech in a simple gesture-to-word fashion. Gestures often slightly precede the coexpressive words in speech (Kendon 1972); furthermore, speakers sometimes hold gestures in the air for some time after they are produced (a 'post-stroke hold' [Kita 1990]), they re-use some gestures repeatedly over a stretch of discourse (as a 'cohesive' [McNeill 1992] or 'catchment' [McNeill et al. 2001]), or they 'return' each other's gestures (de Fornel 1992). The examples to be shown illustrate that these processes happen with gestures used for various functions, including not only physical but also abstract (metaphoric) reference.

Given the research arguing that gesture helps maintain mental imagery (de Ruyter 1998) and that it involves and reflects mentally simulated action (Hostetter and Alibali 2008), the perseverance of gesture over a stretch of discourse can be seen as a reflection of the speaker's maintenance of conceptual imagery. Consequently, we see in gesture a different (and variable) time scale for the conceptualization of mental imagery during spoken language production than that which is revealed by verbal expression. While this may be interesting, this fact raises some problems for analysis if language is taken in the broad sense as a symbolic structure "establishing systematic connections between conceptualizations and observable phenomena like sounds and gestures" (Langacker 2008: 6) – a characterization from a recent exposition of cognitive grammar. We will consider the theoretical implications of the phenomena discussed above as well as the practical ramifications they have for analysis. One conclusion is that there is a need for new graphic means of representing semantic structures, ones which can render the differing temporal contours of verbal and gestural means of expression.

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Analyzing metaphor in gesture: An introduction

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How do the gestures that we sometimes produce while talking relate to the words we utter? In this workshop, we will focus on the different ways in which spontaneous gestures with speech may relate to abstract ideas being expressed. Such gestures can be seen as metaphoric in how they express a topic (the abstract idea) through the vehicle of the manual gesture (the shape of the hands, the direction they are facing, where they are positioned, the movement they make). Students will be introduced to a method of analysis which is in development – a metaphor identification procedure for gesture – and given the chance to apply it in the analysis of a short video clip. Attention will also

be given to the special role played by metonymy, since gestures almost always represent some image by only showing a part of it. In conclusion, students will brainstorm about possible projects which could employ this kind of research. Though the workshop will be limited to an introduction to the analysis of metaphorically used gestures, it will provide a taste of what this kind of research involves, what it can reveal, and what it can be used for. Participants are encouraged to bring a laptop computer to allow for analysis of the video clip during the workshop.

“W kontekście”, “w perspektywie” - metatext markers providing readers with the context of a scientific text.

Agnieszka Czoska (Uniwersytet im. A. Mickiewicza, Poznań, Poland)

Metatext markers are a class of lexical markers that have metatextual function – provide information about the structure of a text or relations between textual objects (Lemarié, Lorch, Eyrolle, Virbel, 2008). The markers are reflexive (refer to the current text) and explicit (Ädele, 2006).

Some types of metatext markers may be considered lexical markers of common ground when their primary function is to remind the reader of already stated information or when they can be treated also (apart from their metatextual function) as an instruction to retrieve some relevant information assumed to be a part of the reader's prior knowledge (Fetzer, Fischer, 2007; van Dijk, 1999). This would apply especially to endophoric markers located after the textual object they refer to (Hyland, 2005; Lemarié et al., 2008). Under this definition also some cases of topicalisers – markers that signal an introduction, a change or a summary of topics (Mur-Dueñas, 2011) – may have the grounding function.

On the other hand, some of the common ground markers may also be considered intertextual markers when they refer explicitly to another text or texts.

The analysis will survey the frequency of lexical markers *w kontekście* (in the context of ...) and *w perspektywie* (from the point of view of ...; against ...) used as markers of common ground (referring to the reader's background knowledge of the discipline or the current text). The study will also be concerned with the potential intertextuality of the markers and the frequency of their occurrence as meta- or intertext markers. The lexical form of the markers chosen for the analysis enables using them as both types and it is the author of the text who decides which function will be applied.

The study will be conducted on science and popular-science short texts written in Polish by graduate and post-graduate students of different fields of cognitive science. The corpus consists of 62 articles written for an e-book of proceedings of 5th and 6th Poznańskie Forum Kognitywistyczne (Poznań Cognitive Science Forum).

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A Comparison of the Phonetic-Acoustic Features in Polish Spontaneous and Read Speech

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The presentation, based on the author’s master thesis, is an attempt to outline the phonetic-acoustic differences between spontaneous and read speech in contemporary Polish. The examined features include: mean F0, speech rate, vowel duration, silent and filled pauses, mispronunciations, creaky voice and speaker noises. A set of hypothesis based on theoretical and auditory assumptions is verified using objective acoustic measures and speech samples obtained from Polish JURISDIC database. The results may find application in the further development of the existing speech recognition systems as well as in advanced prosody modeling in speech synthesis. They can also be useful in defining difficulties which may appear in learning Polish as a second language.

At first, a summary of the selected works in the field is done. These include Polish and foreign publications, however Polish spontaneous speech still lacks a comprehensive study. Hence, a survey among students is conducted to point out which differences between spontaneous and read speech in Polish may be perceived as the most prominent ones. These, along with author’s experience in recording and annotating both types of speech, serve as a theoretical pattern for the later analysis.

The experimental part of the work is preceded by formal definitions of the examined features and the description of methodological aspects of the work, such as the selection of the sound material, its transcription and segmentation. Having presented the theoretical background, the abovementioned features are acoustically inspected throughout the selected speech recordings. While the most prominent difference proves to be the number of filled pauses, followed by the number of mispronunciations and speaker noises, significant differences appear in the remaining features too. This correlates well with the theoretical assumptions and confirms most of the hypothesis. One of the conclusions might be that there is a link between the continuity of an utterance and the degree of its formality. Another one is that, contrary to the regular Polish phonetics, denasalisation of /ẽ/ vowel in word-final position rarely takes place in

read speech. The findings of the undertaken experiments clearly indicate the need for future work in the field.

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"When Obama killed Osama": "September 11"

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There can be no doubt that the events of 11th September 2001 marked the beginning of a new era in the history of the USA and the rest of the Western World. Both the date, commonly transcribed as "9/11", and the event itself have achieved practically symbolic status in the consciousness of many nations. The initial muted incredulity quickly gave way to a plethora of political, press and academic narratives. "September 11" has attracted much debate and a sort of patois came to characterise "war on terror" discourse. The language that encompasses the consequences of this act of terrorism has multiple sources, these being political (comments by prominent politicians such as George W. Bush, Condoleezza Rice, Donald Rumsfeld and Collin Powell), academic (Jean Baudrillard, Umberto Eco, Jacques Derrida, and Zygmund Bauman), legal (Acts of Congress, such as the USA Patriot Act) and journalistic.

"War on terror" discourse is emotive, replete with moral and ethical undertones, and highly metaphorical. Many of the metaphors are of dual structure: GOOD versus EVIL, FREEDOM versus OPPRESSION, DEMOCRACY versus TYRANNY (Zhang 2006), CIVILISATION versus BARBARISM, FREEDOM versus TYRANNY, US AND THEM (Bhatia 2009), all of which strongly rely on "black and white" or "either or" distinctions.

In early May of last year not only the events of 9/11 but also its main instigator, Osama bin Laden, were brought back into the public eye. When on the 2nd May the "symbol of the cancer of terrorism" was summarily executed, Ground Zero filled with triumphant crowds united in frenzied jubilation, while the media added further chapters to the War on Terror.

The "war on terror" narrative, reiterated in on-line articles, intertwines political slogans and moral commentary with the objective of justifying the elimination of the bin Laden. It is elements of this narrative that form the basis for this paper, which explores the metaphors and word streams connected with the death of the "the west's enemy-in-chief". Other dual metaphors are considered: THE KILLING OF OSAMA BIN LADEN WAS JUST versus THE KILLING OF OSAMA BIN LADEN WAS UNJUST, THE AXIS OF EVIL versus THE COALITION OF THE WILLING, GOODIES versus BADDIES, MORALLY RIGHT versus MORALLY WRONG, as well as certain blends including Obama slew the dragon. The study has its base in Conceptual Metaphor Theory, Blend Theory and axiology. It is also evaluated from a socio-cultural perspective in order to present the source of particular value associations.

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Patterns of language use among Polish immigrants in the United States: A study in terms of domain analysis

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Domains of language use are determined by spheres of activity; in consequence, domain analysis is useful in understanding individual language choices and common tendencies of a speech community. In addition, domain analysis has diachronic implications, as patterns of language use reflect stages of ongoing language shift (cf. Gal 1979). Although domain analysis is an effective tool for investigating language choices of bilingual speakers, studies involving domain analysis suffer from methodological deficiencies. In this paper I examine the nature of these limitations and suggest how they may be addressed on the basis of a study of patterns of language use of Polish-English bilinguals in the United States.

The major methodological limitation of studies based on domain analysis concerns the lack of consideration of sociolinguistic information about speakers. For example, in their pioneering research, Greenfield and Fishman (1968) carried out a domain analysis of speech patterns of the Spanish-English community in New York City. They examined language use of the speakers on the basis of hypothetical conversations within five domains: family, friendship, religion, employment and education, and concluded that depending on a domain different languages were employed. However, they did not relate the results of their study to the sociolinguistic information about the speakers and as a result they were not able to make predictions concerning the future of Spanish in the United States. Another potential weakness of this study lies in its lack of consideration of other languages in questions concerning language choice. In turn, Sahgal (1991) analyzed patterns of language use of a multilingual community in India in order to determine the role of English. Sahgal demonstrated an increase in the number of functional roles of English as the language of friendship and institutional domains, in contrast with Hindi, Bengali and Tamil as the languages of intimate domains such as the family. This study also failed to take into consideration the sociolinguistic information regarding the speakers and therefore it did not identify differences in patterns of language use of the speakers across generations.

Such methodological limitations are addressed in my own research, which focuses on the first and second generation of Polish-English bilinguals in the immigrant communities in the United States. These communities have not been investigated with regard to domains of language use. My aim is to examine whether domains reserved to first or second language use can be identified and whether there are areas of language use in which a third language is spoken. In addition, I demonstrate the main socio-economic factors influencing language choice. The data are collected by means of a questionnaire on language history, language dominance, language attitudes and language choice. Additionally, biographical information about the speakers is obtained in order to overcome the methodological deficiencies mentioned above, and includes

age, gender, education, occupation, place of birth, family background and the current and former place of residence.

I argue that valid generalizations concerning language use can only be made by supplementing domain analysis with sociolinguistic information about the age of the speakers, their family background, education, linguistic history, language proficiency and language attitudes. Such information helps to determine factors influencing language choices, identify differences in patterns of language use across generations and make predictions concerning the outcome of a particular language contact situation. Therefore, such an approach to domain analysis allows us not only to analyze synchronic variation in language choice depending on the situational context but also explore its diachronic implications.

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Lithuanian shell nouns. The case of „dalykas (thing)“

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Corpus driven approach to lexical grammar allowed to identify a new functional class of nouns that has the discourse functions of cohesion, emphases, marking, summarizing and replacing the stretches of prospective or retrospective discourse. These functions are performed by the nouns of specific semantics used in certain lexicogrammatical patterns.

A number of investigations deal with such a class of functional nouns in English that reveal some variation and strong common bases of these nouns that include semantic features, a well-defined lexicogrammatical context and clearcut discourse functions. By different authors nouns such as „aim, fact, problem, thing, purpose“ are called differently: *anaphoric nouns* (Gill Francis 1986), *general nouns* (Halliday, Hasan 1976; Mahlberg 2005), *shell nouns* (Schmid 2000) etc. The last term has been chosen for the present research.

The aim of the research is to find out whether a similar class of nouns exists in the Lithuanian language. The first step was to make a list of possible candidates by selecting the most frequent abstract nouns from the frequency list derived from the

Corpus of Present Day Lithuanian Language“ (100 million running words). It has been observed by many corpus linguists that anaphoric or general nouns can be found among the most frequent nouns. However, the selection was based on subjective categorisation of the most frequent nouns into abstract and concrete, thus not reliable. Therefore, a more formal method of pattern detection was applied.

By analogy with the English shell noun pattern „the N (be) that-clause“ a similar Lithuanian pattern „N (būti) tas/ta, kad“ („N (be) that (demonstrative pronoun) that-clause“) has been identified. More than 300 nouns were found to be used in that pattern. All of them were of general meaning. The most abstract noun „dalykas“ has been chosen for a detailed analyses of its usage.

As the full concordance of the noun „dalykas“ was too big to be handled manually, only the most frequent collocations and colligations of its the nominative case were scrutinised. It has been observed that „dalykas“ forms sentence framework. In this pattern it performs the discourse function of summarizing and replacing the stretches of discourse.

This pattern of usage revealed a new and frequently exploited meaning of the noun, that is not recorded in the dictionaries of the Lithuanian language. The meaning could be called „zero sememe“. It is obvious when the main semantic load is carried not by the noun itself but by its premodifier (e.g. „galimas dalykas“).

Zero sememe can be identified by the method of substitution, i.e. replacing noun phrases by verbal phrases or adverbs without any loss of information: *galimas dalykas* and **gali būti* or **galima sakyti*; *keistas dalykas* and **keista*; *svarbiausias dalykas* and **svarbiausia*.

Moreover, it became obvious that the noun „dalykas“, used with a premodifier, is used not only to generalise but also to evaluate the subsequent discourse and to express the speaker’s attitude. The same conclusion was reinforced by comparison of the patterns of usage of *dalykas* in different types of discourse.

While comparing the usage of „dalykas“ in different parts of the corpus it has been observed that the noun is rarely used in the official style. A possible reason for that is the prevailing modal meaning of the noun phrases with „dalykas“ and the attempts to avoid subjective modalities in the official style. This observation supports the fact that the most frequent usage of this shell noun has to do with modality of a premodifier and zero sememe of the noun itself. In other words, „dalykas“ is used less frequently in the official style because it does not fit well with its desemantised usage.

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The aspectual semantics of composite predicates with the light verb give. A corpus-based study.

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This study presents a corpus-based aspectual analysis of composite predicates of different syntactic patterns with the light verb *give* e.g. *give+a+N*, *give+Ns*, *give+Q+N(s)* in PDE. Its main goal is to explore and provide an account of the compositional nature of aspect manifested in such structures.

Composite predicates are mostly viewed as bipartite syntactic units, consisting of a verbal and a nominal element, which can be perceived in a sentence as a verb and its argument (cf. Moralejo-Gárate 2003: 11). Idiomaticity is considered to be the main characteristic that distinguishes composite predicates from similar free syntactic structures.

Working within the frameworks of *aspectual composition theory* many authors claim that some specific properties of similar free syntactic structures i.e. quantization or cumulativity of a direct argument (Krifka 1998) or the ability of a direct object to “measure out the event” (Tenny 1994) influence their different aspectual interpretation. Krifka (1998), for example, argues that quantized NPs that include count nouns in contrast to non-quantized NPs that include both mass nouns and bare plurals suggest a telic reading. Such an assumption allows Brinton (1999) to consider composite predicates with a nominal element in singular to be a means of expression of a telic situation (cf. Brinton, 1999: 6). Consequently, patterns with bare plurals can give rise to atelic interpretation of a situation.

Following Verkuyl (1993, 2005) I also assume that the aspectual characteristics of a particular composite predicate structure depend on the nature of its constituents i.e. a light verb and a deverbal noun. Yet, my investigation into the semantic domain of aspectual classes not only boils down to the quantization properties of composite predicates under consideration, but also observes the phenomenon of deverbal nominalization in more detail. Thus the study examines the aspectual interplay between the semantic and syntactic characteristics of all the constituents of composite predicates with the light verb *give*.

Based on the data extracted from the *British National Corpus* I intend to empirically determine the aspectual properties of composite predicates with the light verb *give*. Along with that I present two classifications: a classification of the deverbal nouns attested in these structures according to their lexical as well as aspectual properties inherited from the verbs they derive from and a classification of composite predicates attested in the corpus according to their aspectual types. In this way I hope to contribute to a better understanding of aspectual composition on the VP-level.

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Valence and activity dimensions of emotional words in vertical position: when I am active, I am fast.

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According to Conceptual Metaphor Theory (CMT), abstract thought is firmly based on physical metaphors which link nonconcrete concepts (e.g. affect) to concrete sensory experiences. For example, we tend to conceptualise evaluative terms *good/positive* and *bad/negative* referring to the experience of spatial vertical position: what is *good* is *up*, whereas anything *bad* would be conceptualised as situated *down* in the physical space.

A series of experiments conducted by Meier and Robinson (2004) show that manipulation of verbal stimulus vertical location may influence evaluation latencies for positive and negative words of different types. In the present study, we intended to examine if a similar effect would occur for a constrained group of emotion words. Emotion words are considered as highly abstract. Therefore, according to CMT, they should be strongly associated with more concrete domains such as physical space. Semantic analyses reveal that several dimensions might be distinguished within emotion words: *valence*, *activity* and *dominance*. The activity dimension could be also conceptualised in terms of vertical position: *active* as being *up* and *passive* as being *down* in space. Therefore, an interaction between these two dimensions of emotion words referring to the same vertical image schema might be expected.

To check this hypothesis, we conducted a study in which participants evaluated Polish emotional words belonging to four groups: positive active, positive passive, negative active and negative passive.

The results replicated Meier and Robinson's finding, that positive words are processed faster when presented up but did not show that negative words are processed faster when presented down. The activity dimension was found not to interact with up-down location of stimuli. Though, it was found that activity serves as a moderator of processing speed for the positive words: positive and active words seem to be accelerated.

The results are discussed considering CMT and specificity of emotional words.

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Phonetic descriptions of “primitive” languages: What do we learn from history?

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In this talk we examine common motifs in the accounts of the sound systems of Iroquoian, Polynesian and Khoisan languages as examples of specific complexity in phonetic inventories. Based on examples from European and American scholarship between the 17th and early 20th century we demonstrate recurring misconceptions in the description of consonant inventories, phonotactic structures as well as intra- and inter-speaker variation and change. In particular, we investigate facts and misinterpretations in the description of seemingly “exotic” components of their sound systems when viewed from the perspective of more well-known languages, and discuss the implications of these accounts for the history of phonetic studies and linguistics in general. Further, we examine their influence on the interpretation of other components of language and their role in the construction of a biased image of the languages and their speakers. Finally, we demonstrate a complex continuity in the history of phonetics by showing that such controversies remain relevant and at least partially unresolved in modern phonetic research, e.g., the concepts of naturalness and complexity of phonological systems as well as their interdependence and parametrization. In fact, notions which are often regarded as “ghosts of the past” have re-emerged as unresolved research questions, as demonstrated by the status of clicks as the rarest type of

consonants and of small and large consonant inventories as examples of extremes in phonological complexity.

Interpreting figurative language from Polish into Polish Sign Language, English and French

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Polish Sign Language (PSL) is among the most neglected means of natural communication as far as linguistic studies are concerned, which in fact is inversely proportional to the interest that it arouses among the general public. People are curious about this mode of communication and even if Deaf people live in all societies, the knowledge about the functioning of sign languages is surprisingly low and full of misconceptions. In Poland, up until the second half of 1990s, PSL had been very scarcely investigated by linguists, and the research has not yet brought comprehensive, fully-fledged conclusions.

Usually, literature equates the results from spoken language interpreting to sign language interpreting but this can be a dangerous generalisation. PSL interpreter has to work in visual and auditory modality, he or she has to balance on a PSL – manually coded Polish scale constantly and he or she repeatedly has to keep on verifying the educational level of the audience because Deaf community is a very heterogeneous group of people as compared to the hearing customers. Moreover, PSL interpreters have very limited means of training and in many cases being an interpreter results from the need of a given community rather than a conscious professional decision. Finally, it is difficult to liken simultaneous interpreting in spoken and sign languages. Taking into consideration all of the above facts, it is very likely that contrastive investigation of strategies used by PSL and spoken language interpreters will reveal different results.

The scope of this study was narrowed down to one specific aspect of interpreting, namely, strategies used by PSL and spoken language interpreters when facing figurative language. The rationale behind this study is that Polish Sign Language is much less figurative than English, French and Polish. Therefore, when interpreting from Polish into PSL the interpreter should approach figurative language in a different way than when interpreting from Polish into English or into French.

A group of professional interpreters, was asked to interpret simultaneously a 10-minute recorded excerpt of a real speech that was delivered in Polish. The text consisted of 16 unique figurative expressions and was rendered into the B-language (3 PSL, 4 English, 3 French) by participants. The sign language interpreters were recorded on a camera in an enclosed room while phonic interpreters were recorded on a digital dictaphone in interpreting booths. Their rendition was compared with regard to strategies they used and whenever possible also scrutinised by native speakers for acceptability.

Preliminary findings show that the interpreters used a wide range of coping tactics, among others paraphrasing, transcoding and omitting the information. The strategies used by interpreters in both spoken and sign languages are similar but the conditions under which they are applied and the frequency of use of certain tactics differ. Researchers often compare spoken and sign language interpreters as if sign

languages were identical to spoken languages. This study, however, attempted to reveal how different the tasks of both interpreters are.

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***Could a culture really dig its own grave?
Ortega y Gasset's aesthetic construction in Spanish, part II***

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How is it possible to understand the development of culture as a human object which “is digging its own grave”? The following paper proposes a challenge to a traditional hermeneutic interpretation of Ortega y Gasset's essay *Dehumanization of Art* (1925). It stems from an understanding of its complex meaning structurings in the light of a superordinate Cognitive Poetics (Guerra 2010); this is an all-encompassing theoretical view, methodologically centered on Complexity Theories in relation with dynamics of *poiesis* and *auto-poiesis* (Maturana & Varela 1973; Guerra 1992, 2011).

Cognitive Linguistics has provided us with some outstanding studies of the expression Digging one's own Grave (Fauconnier 1998, Ruiz de Mendoza 1998, Coulson & Oakley 2003, Kirkmann 2001, 2005). The particular mapping of ‘gravedigger’ will be used here in order to present a conceptual analogy with a blend structuring active in the conceptualization of dehumanization. This structural analogy shows the same cognitive mechanisms of conceptual blending and metonymy and will be mapped here to make sense of Dehumanization of art as the title of the above mentioned influential philosophical work by Ortega y Gasset. This enunciation radically changed the way European Modernist thinkers thought about Art and Aesthetics as situated in an avant-garde cultural context (Guerra, 1992). Our hypothesis is that we can better understand this highly complex concept of dehumanization drawing an analogy between Dehumanization of art and Digging one's own Grave as conceptual construals. The blend integrates a person who is digging its own grave as projected into the abstract domain of art (as in “art that is digging its own grave”).

Even in an old style catastrophic interpretation Culture used to be perceived in such a ‘gravedigger’ scenario (Hesiod, Spengler, Witkacy, Fucuyama,); the complex dynamics approach initiated in this new (bio)poetic, will set off principles and models to help establishing more ironic patterns of such conceptual construction; the general aim is to contribute real meaning for real social progress. Models from Conceptual Metaphor Theory (Lakoff & Johnson 1980) as well as from Conceptual Integration Theory (Fauconnier & Turner 1996, 1998, 2003, 2006 and Ruiz de Mendoza & Peña 2005) will be considered here. Also the Logic of Energy (Lupusco 1951) will be applied.

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‘We’re not disciplinarians that’s for sure’: Conversation analysis of gendered accounts on the basis of the TV programme Supernanny

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The social category of gender constitutes the basis on which people tend to build their identities (Eckert and McConnell-Ginet 2003). In contrast to sex, gender is connected with social practices rather than biology and it is not a simple binary category thus a man may act in a more or less masculine or feminine manner, and the same can be said about a woman (Talbot 2011). The current perspective in language and gender studies strongly emphasizes the performativity, continuity and situatedness of gender experience (Aries 1996; McElhinny 2008).

This paper focuses on the linguistic and discursive practices used by men and women in the process of account-making. According to Buttny (1993), necessity to make accounts may emerge in any social situation, for instance, explaining being late for a meeting or declining an invitation. Accounts are natural responses to criticism and they are made to avoid negative evaluations. The focus in this study falls on accounts made by parents in response to a criticism expressed by a nanny.

This paper, relying on the methods of conversation analysis (cf. Liddicoat 2007; Wooffitt 2005), aims to investigate how account-making of parents is structured in the context under scrutiny and whether it is gendered, i.e., symbolically overlapping with feminine or masculine discursive practices. The data used in the analysis are conversations taken from a reality TV show *Supernanny*. Therefore, the critical comments voiced by the expert in child upbringing and discipline – Joanne ‘Jo’ Frost, were not perceived by parents as unkind or offensive remarks.

The conducted analysis shows that there are some differences in accounts made by mothers and fathers. Discrepancies occur both at the level of account types that are used and the linguistic/discursive level. In response to criticism, mothers as well as fathers draw on the communicative resources of silence and body language.

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On the morphosyntactic patterns of code-switching among Polish/English immigrants in the UK and the USA

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Code-switching, the practice of using two or more languages within the same discourse, is one of the most common manifestations of bilingual speech. In this paper I focus on structural aspects of code-switching. Specifically, I examine the morphosyntax of Polish/English code-switching, i.e. the issue which constituents are switched most frequently and what patterns of inflection and word ordering can be found. In addition, I

formulate morphosyntactic constraints on Polish/English code-switching and determine whether the constraints proposed in the literature are also applicable in this language contact situation.

The standard types of morphosyntactic constraints have been proposed by Poplack (1980). On the basis of her study on Spanish/English bilinguals, Poplack formulated the following constraints: the free morpheme constraint inhibits switches between phonologically unintegrated lexical items and bound morphemes, e.g. Spanish/English **eat-iendo* ‘eating’, whereas the equivalence constraint permits switches only at points where the surface structures of both languages are not violated. These constraints can be attributed to the fact that Poplack analysed two languages which share syntactic properties such as basic word order. The value of these constraints has been questioned on the basis of evidence from typologically more distant languages. For example, Arabic/French code-switching is possible despite differences in word order (French as SVO, Arabic as mainly VSO) (Bentahila and Davies 1983). In turn, Spanish/Hebrew code-switching occurs despite the absence of articles in Hebrew (Berk-Seligson 1986).

Slavonic languages are another group where code-switching is incompatible with the morphosyntactic constraints proposed by Poplack (1980) as a result of their fusional character. For instance, studies of Slovene/English and Russian/English code-switching suggest that switches are possible within word boundaries, e. g. Russian/English: *Ne work-aet out* ‘It doesn’t work out’ (Babyonishev 2004). In addition, switches occur at points of inequivalent word order, thus violating the surface structures, as in Slovene/English: *ja pa tolk prisparal, da je second class karto kupil*. ‘He saved enough to buy a second class ticket.’ (Standard: ... *karto drugega razreda*...) (Šabec 1988: 77).

The status of these morphosyntactic constraints on Polish/English code-switching is examined in the present study based on an analysis of the speech of Polish/English bilinguals in the UK and the USA. The data is being collected by way of recordings of broadcasts of Polish radio programmes from London, Chicago and New York. This type of data has limitations regarding the extent of the sociolinguistic profile of the subjects that can be established, e.g. their length of living abroad, degree of bilingual proficiency and attitudes towards each of the languages. However, this type of data allows us to observe a variety of natural, spontaneous switches.

The preliminary results of the analysis show that Polish/English and other pairs of languages share common patterns of the switchability of constituents. For example, nouns, noun phrases and adjectives are switched most frequently, as in *Czy to będzie takie jakby watershed, (...) czy raczej to jest taki one-off*. Another hypothesis that remains to be tested is whether instances of violation of the free-morpheme and the equivalence constraints are also observed in Polish/English code-switching. This will allow us to determine the degree of universality of constraints on code-switching in the face of different morphosyntactic properties of the switched languages such as inflection, word ordering patterns and the presence of articles.

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Contextualizing and re-contextualizing discourse on the Polish-Ukrainian conflict portrayed by Paweł Smoleński.

Gruszecka Marta and Michalik Tomasz (Adam Mickiewicz University, Poznań, Poland)

This presentation investigates contextualization of news articles in two distinct contexts – that of a book and of a newspaper. The research material is a compilation of texts narrating the traumatic events that took place in Kresy [Eastern Borderlands of Poland] in the first half of the 20th century and that portray the collective and individual trauma of their inhabitants (Kirmayer et al. 2007, Motyka 2011, Sowa 1998, Siemaszko and Siemaszko 2000). These tragic events, which changed the lives of two communities inhabiting the same geographical area, still haunt both their personal and collective memories. Working on a corpus compiled of articles written by a Polish reporter Paweł Smoleński ([2001] 2011) (published both in one book as well as individually in both regular and weekend editions of one of Poland's national newspapers, *Gazeta Wyborcza*) the authors of this presentation look at how the potential interpretation of linguistic representations of Polish and Ukrainian inhabitants of Kresy change when placed in different contexts. The theoretical framework for this work uses Critical Discourse Analysis, as defined by Baker, Gabrielatos, Khosravi-Nik, Krzyżanowki and Wodak (2008). Taking under consideration the literary genre of new journalism the referential pact between the reader and the author is also overviewed (Zajas 2011). During the analysis of the texts the authors of this presentation compare the chronological order in which the articles were originally published in newspapers with their ordering in the book to check if publishing them as a compilation creates a new cause-effect chain between the portrayed events. The content of each newspaper issue hosting the articles is analyzed in order to establish the socio-political background of the time of publication and to check how the events of the time could influence the potential reception of the texts. The visual material accompanying both the book and newspaper editions is also taken under consideration. Additionally, the authors of this presentation pose the question of objective representation of social reality in the gathered journalistic

texts and their possible function in the debate over the past yet still painful traumatic events.

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Analysing the distribution of taboo language A corpus-based study of swear word use in the BNC

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The present paper presents a corpus-based sociolinguistic study examining the usage of swear words (or taboo words) shown by men and women in the British National Corpus (BNC). The study itself is inspired by the findings of two prior papers; one by Schmid (2003) entitled "Do women and men really live in different cultures? Evidence from the BNC" and the other one by McEnery & Xiao (2004) entitled "Swearing in Modern British English: The Case of *Fuck* in the BNC". Schmid's analysis of six swear words suggests that only very strong four-letter words are used more frequently by men than by women. This is partly confirmed by McEnery & Xiao who focus their analysis on the lemma *fuck* and come to the conclusion that the three variations *fuck*, *fucking* and *fucker(s)* are significantly more frequently used by men. The present study challenges these results – at least to some extent – by testing the two hypotheses that (a) men use

swear words more frequently than women and that (b) men use more offensive swear words than women.

This paper also takes Hoffmann et al. (2008) into account, who highlight the differences between the context-governed and the demographically-sampled spoken sub-section of the BNC. Therefore, the present study restricts itself to the latter sub-corpus which contains 4.2 million words. For 3.7 million words meta-data on the sex of the speaker is available – 1.45 million words used by men and 2.26 million words used by women. The analysis of the data contained in this sub-corpus leads to a re-evaluation of the findings by Schmid and McEnery & Xiao.

Methodologically, the first step was the identification of appropriate lemmata as the objects of investigation. The relevant words were taken from the DVD-ROM version of the 5th edition of the Longman Dictionary of Contemporary English (LDOCE). All words labelled as *rude*, *offensive*, *taboo* or carrying the comment *Do not use this word!* were examined. This is in accordance with the LDOCE definition of ‘swear word’ itself which lists these criteria. These labels (in reverse order) also function as indicators for the ‘offensiveness’ of swear words examined under hypothesis (b). It is apparent that this is a very broad definition of the term ‘swear word’ which can include any word that is considered ‘offensive’. It has to be noted, however, that only single word lexemes or compounds were selected. The preliminary list contained 145 items.

The next step was to find out whether these items actually occur in the demographically-sampled spoken sub-section of the BNC. This was the case for 85 words. Their distribution across men and women in the sub-corpus was determined and checked for statistically significant differences.

The results in the present study differ from the results of the prior studies, which is due to the difference in corpus selection. A pilot study with 16 items has already partly challenged the results of Schmid and McEnery & Xiao. In the full paper a wider perspective including all 85 items will be given. A future study will be further investigating and potentially cross-checking these results by taking the context-governed spoken sub-section of the BNC for a subset of frequent items into account.

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Contrastive genre analysis. The case of Polish felieton and English column

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Contrastive linguistics involves the comparison of two languages and is based on the assumption that “the objects to be compared share something in common, against which differences can be stated” (Krzyszowski 1990: 15). So far, phonology, morphology and syntax have been in the centre of contrastive analysis which searched for the equivalent systems, constructions and rules in the enumerated areas (Krzyszowski 1990: 37). The area of language above the sentence level, such as text or discourse, remains slightly neglected in analyses of this type, as noticed in 1980 by Carl James (1980: 140). More contemporary research (e.g. Gómez González, M. and Mackenzie L. et al. 2008) also tend to treat the grammatical constructions as the most suitable for contrastive analysis. However, “every aspect of language at every level of organization, as well as every text and its constituents, can undergo comparison with equivalent elements in another language” (Krzyszowski 1990: 16).

Therefore, the aim of the presentation, which constitutes an introduction to the further analysis in progress, is to show that the contrastive research may be conducted at the level of text by means of genre and axiological analyses within the realm of cognitive linguistics. The elements of genre analysis introduced by Bakhtin (1986) supplemented by the assumptions concerning the axiological structure (Krzyszowski 1997) will be used to compare the two types of texts existing in Polish and English, namely Polish *felieton* and English *column*.

In order to compare the two mentioned types of text, their description ought to be presented first. Due to its introductory character, this part of the presentation will be based to a great extent on the existing state of knowledge on the two mentioned concepts. With respect to its generic features, *felieton* described as “a generic universe” (Wojtak 2008: 109) is a very interesting subject of analysis. So far it has been investigated from many perspectives including the journalistic, linguistic and literary ones, but still a complete inventory of generic features of *felieton* hasn't been presented yet. On the other hand, English *column* is a very hazy phenomenon which has even been accused of having no generic features at all (Đorđe Obradović 2008). However, the presented findings concerning the two types of texts enable us to claim that *felieton* and *column* share many features, which leads to a hypothesis that, related by means of family resemblance (e.g. Rosch 1977), they are the representatives of one genre. In the further part of the presentation, the chosen elements of generic structure will be introduced as *tertia comparationis* (Krzyszowski 1990: 15) being the basis for comparison of the two discussed types of texts. The suggested model of analysis will be further elaborated on in my PhD dissertation.

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A corpus linguistics approach to online health communication: Using keywords to interrogate issues of emotional distress

Kevin Harvey (The University of Nottingham)

In this presentation I highlight the facility of corpus linguistics for interrogating health communication. Drawing particularly on keywords, I examine the language choices of young people seeking advice from an Internet-based health forum run by medical professionals, with a special emphasis on emotional health issues. For instance, I focus on the emergent theme of eating disorders, concerns which features prominently in adolescents' questions to medical practitioners, as well as considering related emotional health concerns, such as depression.

In examining question types, register and a discourse-based analysis of the young people's advice-requests, I draw attention to dominant discourses of the body, including a 'discourse of slenderness' and a 'discourse of normality', discourses which exercise a negative influence on adolescents' perceptions of self and their dietary behaviours.

In short I aim to demonstrate the utility of keywords as means of making sense of young people's health concerns, while pointing up the value of online resources as a way of eliciting health concerns from individuals who may be reluctant to seek professional advice face-to-face.

Introducing Health Communication: Discourse-based approaches

Kevin Harvey (The University of Nottingham)

This workshop aims to introduce students to the exciting and ever-developing field of health communication. The workshop will cover a range of health communication settings, including doctor-patient interaction, psychiatric discourse and patient case records. In addition, we will consider a range of themes including: power relations between practitioners and patients, patientcentred medicine and lay perspectives of health and illness. In the course of our investigation, we will consider both spoken and written texts so as to give as wide a representation of the health communication domain

as possible. Students will have opportunities to conduct their own analyses of naturally-occurring medical texts and take part in discussions designed to consolidate and expand upon the various themes and issues introduced throughout the session.

‘You stand your ground and fight, ya know?’: The discursive construction of a British football fan in the context of an interview

Małgorzata Herc (Adam Mickiewicz University, Poznań, Poland)

The early research on language and gender was concerned with explaining the alleged differences in language use between the two sexes. It took the bipolar categories of men and women for granted and ruled out the possibility that various types of masculinity and femininity may exist along a gender scale (Romaine 1999). However, with the introduction of new approaches, gender started to be perceived as a dynamic concept which emerges and can change in the course of social interaction (West and Zimmermann 1987; Butler 1990; Irwin 2011). As the dynamic approaches place emphasis on the fluid character of gender identity, they allow for the existence of various masculinities and femininities which form a gender continuum (Pavlidou 2011). Apart from stereotypical types of masculinity and femininity, researchers have identified alternative versions. For instance, in her study of female Pittsburgh police officers, McElhinny observed a few strategies untypical of symbolic feminine discourse and yet applied by the female subjects. By this, she proved that different types of femininity may be brought to the forefront, depending on the context (McElhinny 1998). Similarly, Coates observed that in the course of a conversation, not only did men talk about personal topics but also they presented themselves in an unfavourable position. In that, they performed less dominant masculinities (Coates 2001; Coates 2003).

This paper focuses on the concept of hegemonic masculinity, which is considered a dominant mode of being a man. According to Coates (2003), hegemonic masculinity tends to be associated with stereotypical men’s features such as toughness, physical strength, emotional restraint, violence and force. However, by reducing the concept to the above mentioned traits, a complex image of masculinity is simplified. By contrast, Donaldson underlines that hegemonic masculinity is hierarchically differentiated, exclusive and crisis-prone, in which he acknowledges its contradictory and complex character (Donaldson 1993: 646). As Connell and Messerschmidt claim, hegemonic masculinity does not negate other masculinities but rather rests on their subordination (Connell and Messerschmidt 2005).

The aims of this paper are twofold. In the first place, applying the methods of discourse analysis, I will examine the discursive strategies which are used by British football fans in the construction of their identity. Moreover, I wish to investigate whether the identity they construct is compliant with the norms of hegemonic masculinity and the stereotypical image of a football fan promoted by the media.

The data used in the analysis are interviews with British football fans carried out by Danny Dyer, a British actor who earned their trust following his performance in the film *Football Factory*. Considering the fact that football fans constitute a tightly-knit

community, the possibility of recording naturally occurring talk is remote. The interviews were conducted by a person who is held in high respect by the fans. Furthermore, they were recorded in a pub, which is a safe surrounding for British football fans (cf. Coates 2003).

The conducted analysis shows that British football fans construct their identity adhering to the norms of hegemonic masculinity. They achieve this effect by projecting themselves as heroes who manage to overcome difficult situations and by strongly emphasizing their heterosexual orientation. They also manifest their position by swearing and by avoiding talking about personal issues. However, some patterns untypical of hegemonic masculinity can be observed in their talk as well, such as the reliance on exclamations, expletives and emotional self-disclosure.

All in all, the paper looks into the complex relationship between the concept of hegemonic masculinity and the identity of a British football fan.

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On the semantic-pragmatic functions of comment clauses in English and Polish

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This paper aims to take a closer look at constructions such as *I think* (English) and *jak sądzę* (Polish), typically referred to as comment clauses and extremely common in speech and writing. Comment clauses are formed with verbs of perception in a variety of syntactic forms. They are also classified as parenthetical phenomena, typically occurring in the middle of a linguistic structure (its host), “unintegrated in the sense that [they] could be omitted without affecting the rest of that structure or its meaning” (Biber *et al* 1999), marked by punctuation in texts, and set off by comma intonation in speech.

Although the relationship between the parenthetical and the host is defined in terms of what it is not, i.e. parentheticals seem to be syntactically, semantically and prosodically unintegrated, there is one property uniting parentheticals as a set of related expressions; their pragmatic function. Parentheticals make comments about the utterance, thus assisting its interpretation. Thus, parentheticals are pragmatically integrated and their role is that of context selection.

The paper re-examines the semantic/pragmatic properties of parentheticals and approaches them from a relevance-theoretic perspective. It also investigates whether the relevance-theoretic account of parentheticals may help in the better understanding of parentheticals as a class of linguistic expressions and how it may clarify their status within linguistic theory.

First, it is shown that being non-truth-conditional (i.e. semantically distinct from the host) is not a prerequisite for being parenthetical.

Sperber and Wilson (1993) and Ifantidou (1994, 2001) draw a distinction between parentheticals which do not affect truth-conditional content and those that do by marking it as a case of interpretive use or by affecting the strength of the proposition expressed with the help of two concepts: procedural and conceptual meaning. According to Blakemore (1987, 2006, 2009), elements with conceptual meaning contribute to the content of assertions and are analysed as encoding elements of conceptual representations. Procedural elements encode information about how these representations are to be used in inference. Undoubtedly, linguistic expressions with two types of information: concepts and procedures fit the relevance-theoretic view of communication, which is an inferential process. What is of vital importance, however, is the question whether the recognition of two types of meaning may help in the better understanding and description of parenthetical phenomena. What is more, it might be worth exploring if these generalisations can be carried over to other languages.

The next crucial question is to determine the exact nature of pragmatic integration of parentheticals with their hosts. Do they contribute to the utterance interpretation at the explicit or the implicit level of communication?

Finally, if the explanations Relevance Theory offers are to be convincing, i.e. pragmatic effects parenthetical phenomena contribute to the utterance interpretation are seen as following from considerations of optimal relevance; some further question need to be answered.

Kaltenböck (2008) investigates the communicative uses of parenthetical comment clauses in English, establishing a link between prosodic properties of parentheticals and pragmatic functions they may have. He argues that lack of prosodic independence of a parenthetical element suggests a different communicative use and can be the result of semantic bleaching and represent grammaticalisation (or pragmaticalisation) process. The next challenge would be then to accommodate these facts within relevance-theoretic terms.

Therefore, a semantic-pragmatic analysis of the parenthetical expressions in English and Polish within Relevance Theory might contribute to the discussion whether parentheticals should be treated as a purely discourse phenomenon rather than in syntax; whether or where to draw a syntax/discourse distinction; and finally how appeal to semantics and/or pragmatics might help to account for their properties and linguistic behaviour differentiating them from other markers of discourse.

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Subtitled video materials as a versatile resource for foreign language learning

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Authentic video materials constitute a very attractive way of exposing students to the target language and have been used by both teachers and learners for many years now. The now more or less obsolete VHS format, however, did not allow users to quickly solve problems concerning the understanding of more difficult fragments they might encounter, and the lack of any written and/or subtitled versions made preparing language exercises based on such materials challenging and time-consuming. In contrast, the DVD format allows for the watching of films in the original language with the additional option of switching on subtitles, often in a variety of languages. The two combinations which are most often used for learning/teaching purposes are a) both audio and subtitles in L2 or b) audio in L2 and subtitles in L1. Subtitles are typically used as a means of supporting listening comprehension practice or as a basis for translation exercises, but they can be exploited in a variety of ways. During the workshop a selection of learning /teaching activities using subtitles to popular films and TV series will be presented and the participants will be encouraged to actively take part in them. The activities, piloted as part of an international project, *Subtitles and Language Learning*, will focus on pronunciation (with special emphasis on intonation), vocabulary (with special emphasis on collocations and lexical phrases), and elements of culture.

***The Internet as a tool of modern political communication:
discursive image construction of major Polish and British
political groups on the Web***

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Since the advent of the Internet in mid 1990s accessing information has become much easier and has contributed to the rise of information-based societies. With the development of the latter, political parties became eager to initiate and increase their presence in cyber space for the sake of providing exhaustive coverage on their policies, seeking new channel of political communication with their electorate, and most of all, branding themselves as media-savvy and thus attractive to various sections of the electorate. The Internet then, gradually became one of the central tools of modern political communication understood as exchange of views between those who govern and those who are being governed.

In the analysis of the way in which political parties use the Internet as means of political communication, my paper presents a comparison of communicative modes and channels of major British and Polish political groups. The empirical material analysed in my paper comprises four official websites and respectively four most recent manifestos of PiS, PO, the Conservatives and the Labour.

The most significant areas under examination are the visual and linguistic modes, which, co-deployed in hypertexts of party websites, both contribute to the process of meaning creation and the construction of the 'political face' on the World Wide Web (cf. e.g. Johnson and Milani 2009). The parallel overarching issue in focus is also the examination of how, using the web and related media and genres, political parties create their own image as well as shape perceptions of their political opponents. This second issue is analysed by means of analysis which combines examination of websites with that of textual material such as, e.g., the most recent political manifestos.

During the presentation several questions will be addressed, that is: How significant is online presence for the political parties? What visual and linguistic methods are used to sell oneself and the opponent to the audience? In order to elaborate these questions, a short introduction to the Internet as a new medium and the political marketing will be given, and the results of the comparative analysis will be discussed in detail.

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Teaching English to blind and visually impaired children: a methods proposal.

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As Majewski (1985) points out, even though the population of the blind in Poland is relatively small, a lot of research has been conducted devoted to or, at least, taking into account the peculiarities of the modes of perception of the unsighted. One of the first Polish monographs dates as far back as 1926. More recently, a fast growing body of literature is being accumulated on the psychology of the visually impaired (Alibali – Goldin-Meadow 1993; Carreiras – Codina 1992; Iverson – Goldin-Meadow 1997; Iverson et al. 2000). Numerous techniques have been devised and carefully refined, aimed at compensating for the missing or reduced availability of visual stimuli; these methods have been used in teaching the blind and visually impaired a wide array of skills, including the ones used on a daily basis, such as spatial orientation (Hub et al. 2005). The need to make use of individualized methods seems to be equally pronounced in formal education, and is emphasized in the legislative regulations of the Polish educational system (Polish Education Law of 1991 with amendments; Polish Higher Education Act of 2005). It still happens, however, that teachers may have limited knowledge or resources which would enable them to refine their teaching methods so that the latter be in tune with the particular requirements of children with special educational needs. According to Piskorska et al. (2008), one of the main rules to educating individuals with various sight dysfunctions is individualizing the whole didactic process as much as possible; the same applies to foreign language teaching. Indeed, English Language Teaching (henceforth ELT) materials can and need to be adapted for the special needs of the blind and visually impaired (Piskorska et al. 2008). It is only in a safe, stimulating and supportive learning environment that the effectiveness of the didactic process can be ensured.

The aim of the present paper is to provide a brief outline of the already existing methods of teaching English to the blind and visually impaired. Also, guidelines will be given on how to adapt ELT materials to the needs of children with various sight dysfunctions. Finally, drawing upon their research conducted at The Centre for Blind and Visually Impaired Children in Owińska, the authors propose several improvements in the existing methods, as well as provide their own cues for teaching English to blind and visually impaired children.

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Dynamic information for Polish and English vowels in syllable onsets and offsets

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According to the simple target model, vowel targets can be described as “a unifying concept among articulatory, acoustic and perceptual characterizations of vowels” (Strange 1989). Moreover, the model states that the first two oral formants (F1/F2) give sufficient information for vowel identification and the problems with vowel perception derive from variations in their production. Although there is a great deal of acoustic variability for a speaker producing a vowel in different consonantal contexts, the relationship between the vowel targets and the produced vowels still remains, as the listeners can recognise the intended vowels despite the variations. A study by Lindblom and Studdert-Kennedy (1967) argues that listeners compensate for the production undershoot by a perceptual overshoot.

Further research in the dynamic specification model proved that vowels in consonant-vowel-consonant (CVC) contexts are identified more accurately than in isolation (Verbrugge et al. 1976), syllable onsets and offsets carry useful information for vowel identification (Strange et al. 1983) and a combination of both syllable onsets and offsets provides a “complex dynamic signal that is highly informative” for vowel identification (Jenkins and Strange 1999: 1208). As this paper deals with Polish learners of English, another key study is by Iverson and Evans (2007), showing that L2 learners with a simple vowel system are less successful in identifying English vowels and use different cues than learners with a complex vowel system.

The experiment, based on the paper by Jenkins and Strange (1999), was carried out at the School of English at Adam Mickiewicz University in Poznan. A set of Polish and English vowels in CVC contexts was recorded and modified in Praat according to five different conditions: silent-centre (three initial pitch periods, four final pitch periods), one initial pitch period, five initial pitch periods, four final pitch periods and eight final pitch periods, attenuating the remaining vowel components to silence. The participants of the experiment, five students of AMU School of English (proficiency level) and five students from non-linguistic studies (intermediate level), were asked to identify the vowel they heard by marking the key word on an answer sheet that contained the same vowel. The purpose of the experiment was to establish the adequate amount of dynamic information in syllable onsets and offsets needed for correct vowel identification, to compare Polish and English vowel perception and to see to what extent the dynamic specification model describes Polish speakers' vowel perception. The results showed that (1) both groups had difficulties in identifying English vowels, (2) proficiency-level students had better results from their intermediate-level counterparts (80% in silent-centre condition vs. 48%) and (3) both groups had exceptional results in identifying Polish vowels (over 90% in all conditions). Firstly, the difference between a simple L1 (Polish) and a complex L2 (English) vowel system seems to have a bearing on correct vowel identification. Secondly, it seems possible for EFL students to use the dynamic information for English vowels, as the group's results correlated with the one's from Jenkins and Strange (1999). Lastly, the results show a difference between Polish and English vowel perception, as the dynamic information in syllable onsets and offsets seems rather futile for the correct identification of Polish vowels.

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Pogoda pod psem, dog days and tempo da cani- a metaphorical image of the dog in Polish, English and Italian phraseology

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In different cultures and in different languages animals function as a symbol of physical or mental human features. In Polish, English and Italian one can find numerous expressions such as *upartý jak osioł* (as stubborn as a donkey), *to work like a dog* or *pauroso come un coniglio* (fearful like a rabbit). Sometimes a plain name of an animal holds a figurative meaning, e.g. the Polish term *tchórz* (polecat) refers to a coward, the English *bitch* labels an unpleasant woman while the Italian word *asino* (donkey) names a stupid person. Still, there are some differences between languages: the same animal can be associated with different features, e.g. the bear in Polish is an animal which sleeps a lot and is very strong while in Italian there is an expression *scontroso come un orso* which means ‘as surly as a bear’. In English the name *bear* is given to somebody who sells shares when prices are expected to fall to buy them again at a lower price but there are no expressions with any connotation to the character or appearance of the animal. Similarly, the donkey is in Polish a symbol of stubbornness, in Italian of stupidity as well as hard work and this last connotation appears also in English (*do the donkey work*). In particular cases similarities can be found, too, e.g. in all three languages the fox is a symbol of a clever person who deceives others.

One of the best known animals is the dog and its presence in man’s everyday life is reflected in the phraseology of different languages. In the present paper we would like to analyse and compare the image of a dog appearing in phraseology, idioms and proverbs, of the three languages. We search for connotations typical of these expressions to discover the emotional perception of the animal which is neutral itself and the choice of features that are attributed to it. We analyse the physical appearance of the dog, conditions in which it lives (either at large or being kept at home), its character and its usefulness for the man. All the information about the connotation of the dog in the three languages is to be found in their phraseology. Certain similarities, e. g. related to the character of the dog, are expected to be similar in all of the three languages, but some differences, mainly those related to the conditions in which the dog lives and the way the man treats it, are expected as well. The attitude towards animals is a part of culture of every nation and it seems interesting to analyse this aspect. The comparison of the phraseology of the three languages, based on the analysis of entries in the dictionaries listed below, will let us distinguish cultural similarities and differences between the three nations as far as the attitude towards the dog is concerned. This practical analysis will be based on theoretical assumptions of cognitive linguistics which studies human perception of the world, metaphors used to describe the reality around us, and the problem of connotation which is common in the world’s description.

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Linguistic Manifestations of Gender Conceptualisations in Croatia

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The European Union has great impacts on gender politics and (probably) also on gender regimes and gender roles in societies aspiring to become part of the Union. Whether or not this is true for gender/sex linguistics will be the main question of my presentation. My (dissertation) project focuses on socio-political developments, language policies and societal concepts of *Doing Gender* and their possible correlation in Croatia(n). My theoretical approach combines pragmatics with constructivist theories on gender/sex and its meanings and is closely related to the work of Hornscheidt on questions on gender/sex and language, as for example in her publications on the conceptualizations of person nouns in Sweden and the Swedish language.

In my dissertation project, which forms the basis of my presentation, I am focusing on two analytical levels – the level of production and the level of perception. In doing so I am able to analyze the meaning of linguistic practices of naming people in processes of discriminating and/or privileging individuals. It is the analysis of language production that I will focus on in my presentation at the YLMP, since this part of the project has been further materialized by now. In this way I am currently investigating ways of naming female and male people in standardized and normalized contexts of written language use as well as within feminist and queer communities in Croatia. Looking at the production of written language in a daily newspaper (*Vjesnik*), on feminist/queer/transgender-websites and additionally also at formal descriptions and instructions in grammar textbooks, guidelines and language manuals, I am able to frame different strategies of linguistic discourses regarding gender/sex and to contextualize the meaning of questions related to gender/sex within different institutional settings. This survey of the production of language gives me the opportunity to regard the language used in different communities of practice and ask for possible coherencies between assumptions about the societal importance of gender/sex questions for the given community of people and their language use.

On the analytical level of perception I will use the different forms and results of my study of language production in tests on the perception – i.e. the effect and the cognition – of those different forms. As becomes obvious from my data, I shall particularly focus on the so-called generic masculine forms, which is still widely used and considered gender-neutral in Croatia. The same is true for Germany and other gender-marking languages. Perception studies have been carried out so far on different languages such as French, German, English, Turkish and Swedish. Yet, no such studies have so far been done in Croatia. Since the perception analysis is at the moment merely in the period of being planned and has not been carried yet, the tests and ways of research are being planned in close links with the results found within the research of the language production and their conjunction with gender/sex questions in Croatia(n).

The combination of empirical studies at the level of production and at the level of perception has been proven to be expedient for reflecting the complexity of linguistic gender constructions by other researchers, especially by Hornscheidt. In this way I will

be able to provide research outcomes that will show the linguistic approach towards gender sensitive language use in the given country (Croatia), indicate which kind of regularities referring to gender/sex is linguistically created and generated, where and by whom. Furthermore I attempt to put these outcomes in relation to political discourses on societal gender questions on the whole and their relevance within the EU accession process.

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***He or she?: that is the question.
The evolution of gender – from a grammatical concept to a
social phenomenon.***

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Gender – an indicator of a grammatical category has lately gone far beyond the scope of theoretical linguistics. It escaped grammarians' control to cross the threshold of sociolinguistics. Being linked to both sociology and a language, it is a sign of current times. It illustrates stereotypes which have arisen for over forty years, after gender became dissociated from "sex" and started indicating masculine or feminine behaviour of men and women. An approach which studies the language focusing on the gender

specific asymmetries in order to find social or linguistic discrimination is feminist linguistics.

The paper is to bring readers' attention to grammatical gender along with its rules

such as, for instance, pronominalization and agreement, especially as far as the usage of "he" in a generic meaning is concerned. Then this grammatical category is to be contrasted with sex – natural gender – by studying gender allocation in various languages. The allocation seems relatively obscure in many language like Polish, German or French and sometimes it does not even reflect any particular logic. In addition, the paper offers surprising facts connected with the number of genders that particular languages may have.

Moreover, by the reference to gender-related ambiguity, the paper demonstrates the genesis of the phenomenon of sociological gender which refers to social identity and the roles which are assigned to men and women. The paper illustrates the tendency in the English language to change words with gender features into neutral ones so that ambiguity or bias can be avoided.

Finally, in the provided conclusions a strong link between all three types of gender (grammatical gender, biological gender and sociological gender) is shown. Furthermore, it is proven that the purpose of a language according to is not only to communicate ideas but also to reveal the speakers' thoughts, intensions and attitudes in order to establish and maintain relations between people (Bernard Spolsky, 2003).

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From West Germanic to World Englishes: internal and external change in the history of English

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The interaction of internal and external factors in language change has attracted increasing attention in recent decades, from traditional historical linguists as well as sociolinguists and specialists in language and dialect contact. The rich vernacular attestation of English over a nearly unbroken period of 1300 years provides ample material for examining the effects of contact on linguistic change. Although there is no question of the role of language contact in medieval English (with Norse and French), scholars continue to debate the importance of contact in other periods of the language, from the prehistory of Old English to the creation of colonial varieties of English around the world today.

This workshop will familiarize participants with ongoing trends in the historical and contact linguistics of English, and introduce them to some of the most active areas of research. We will examine four problems, two from Old English and two from the modern language:

- (1) dialect mixture and Celtic substratal influence in Old English;
- (2) Norse influence in northern England after the Viking invasions;
- (3) internal and external change in contemporary urban dialects of English in the UK and North America; and
- (4) input from non-English languages in the evolution of colonial Englishes, e.g. American or Australian English.

In addition, participants are encouraged to bring their own questions on topics related to language contact and change (not only in English!), and discuss their views and results with others.

Anglicisms in a Spoken Corpus of Conversations Between Corporation Employees

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Busy, target, off, team leader, fuck up, - these are not, as could seem, words and phrases randomly chosen from an English dictionary, but what one can actually hear every day in conversations between Polish corporation employees. Are anglicisms commonly found in spoken Business Polish? What kinds of mechanisms are responsible for that? What are the causes of such a state of affairs?

The aim of my talk is to try and answer these questions and discuss the influence of English on the spoken variety of Polish used in conversations by corporation employees. For this purpose, a corpus of conversations between employees of a corporation was gathered and analysed.

It is generally agreed that so called pure natural languages do not exist (Mańczak-Wohlfeld 1995, Otwinowska-Kasztelanic 2000, Walczak 1987). The process of borrowing is universal and ubiquitous. Of particular interest is the use of loans in technolects. According to F. Gruzca (1994, 2002), technolects constitute languages of groups of people working in the same specialist field. They are alternatively referred to as *languages for specific purposes, LSPs*. While numerous studies have investigated anglicisms in written language, there has been little research on borrowings used in spoken communication.

In my talk I present the results of the analysis of my corpus. The corpus consists of 15 internal business conversations comprising over 3000 running words that were recorded in one company in February, March and April 2011. Due to the confidentiality policy of the company, its name is not revealed. The kind of language gathered in the corpus is a combination of informal spoken Polish and professional business jargon. A certain level of informality is caused by the fact that having been close co-workers for at least a few years, the informants have developed informal relationships with each other. The participants to the conversations were twelve people between 22 and 30 years of age. The majority of recordings are non-surreptitious and only three are surreptitious. Nevertheless, they all include relevant material, since the employees' awareness of them being recorded did not affect the regular order of their duties and thus the conversations held (cf. Otwinowska-Kasztelanic 2000:67).

As regards the analysis of the corpus, the first issue to be covered includes the number of anglicisms used by informants. Calculations revealed that English borrowings accounted for 9 percent of all the running words. This outcome is significant compared to the calculations carried out by Agnieszka Otwinowska-Kasztelanic in her study on informal spoken Polish in 2000, where the percentage of anglicisms amounted to 0.5%.

Secondly, since the language being analysed is a technolect, determination how many loans constitute professionalisms is of special interest. The analysis revealed that professionalisms amount to as many as 79% of all anglicisms. Two-thirds of them are units from the LSP of Business and the remainder: from the LSP of information technology.

I also present a classification of the loans, following the concepts of Weinreich (1963) and Jadacka (2006), together with some of the most curious examples.

Finally, the process of loan adaptation is discussed in brief. It is intriguing to what extent the informants assimilated some of the anglicisms, adapting loans for their individual needs and at their own discretion. On the other hand, there are also instances of anglicisms left intact.

Research on technolects, such as the language of business, is important, not only for the sake of extending our knowledge of technolinguistics, but also due to the fact that LSPs considerably influence language for general purposes. Processes which can be observed in a technolect today may occur in LGP tomorrow and corpus studies help us observe such processes in “real time”.

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Early Old English nominal system- revision and reclassification.

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The nominal system of Early Old English is traditionally presented as stem-based and it is organized etymologically, that is, the classification is based on stems reconstructed from the Proto-Indo-European. Campbell (1959) divides Early Old English nouns into strong, weak and minor declensions, which correspond to the Indo-European vowel-stems and consonant-stems accordingly, while what survives in West Germanic as minor declensions are consonant-stems with a consonant other than –n. This is how the system is presented in most Old English textbooks such as Wright and Wright (1914), Reszkiewicz [1996], or Hogg and Denison (2006). The model presented in this fashion is elegant and concise, as well as attractive from the pedagogical perspective. This approach is useful when discussing earlier periods of language development, as one is able to follow the historical changes by means of comparison between earlier and later forms (Bertacca 2009:45). However, because the Old English nominal system is based on stems derived from the Proto-Indo-European, it does not give any insight into the synchronic shape of the system and generally provides little information about it, which is why it has been criticized (Levin 1969, Krygier 2002).

Whilst the diachronic approach is, for obvious reasons, considered the best for historical studies, to have a better understanding of the Old English nominal system one should study it synchronically, that is, only consider the forms that can be found in authentic texts and draw conclusions on their basis. The glossary for the Vespasian Psalter has been chosen for the purpose of this study, since it suits well the temporal frame of Early Old English. All the nouns found in the text have been listed in each form in which they appear in the text. They have been studied carefully from the synchronic perspective, which means that the diachronic data (inflectional class and gender) have been rejected, and the paradigms have been reclassified in accordance with the inflectional endings for every case. This approach, disregarding the traditional division into inflectional classes, should reveal the synchronic state of Early Old English.

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Is it easier to understand a non-native speaker? The perception of native vs. near-native speech

Paweł Korpala (Adam Mickiewicz University, Poznań, Poland)

The question of foreign accent has been widely discussed in phonetics and phonology (McAllister 1997, Flege and Liu 2001, Piske et al. 2001, Ioup 2008, Munro 2008). Researchers have tried to define the notion of foreign accented speech and enumerate its features (Ioup 2008, Munro 2008). Instead of being treated as a speech deviation, foreign accent is often perceived as an inherent part of second language acquisition. Nevertheless, the question which is often posed by phoneticians is whether it is possible to acquire an exceptional, native-like L2 pronunciation. The issues of near-nativeness and the ultimate attainment in the second language phonology have been highly contentious (Flege 1991, Flege and Fletcher 1992, Patkowski 1994, Bongaerts et al. 1997, Moyer 2008). Similarly, the question of the perception of foreign accented speech appears to be very intriguing. What inspired the author to conduct the present study was the *matched interlanguage speech intelligibility benefit* proposed by Bent and Bradlow (2003) according to which speech intelligibility may be facilitated when there is a mother tongue match between a non-native listener and a non-native speaker.

The main purpose of the experiment is to examine whether there is a statistically significant difference between the degree of comprehension of native and near-native speech. Sixteen Polish first-year students of Danish were asked to listen to two texts of equal length, delivery rate, topic and lexical complexity. The former was recorded by a native speaker of Danish, whereas the latter – by a native speaker of Polish with proficient command of Danish. Before listening to the recordings the participants were given the text scripts with some words missing. By means of a word recognition task the author of the study investigated whether it was easier for the students to recognise the Danish words uttered by the native speaker of Danish or Polish. The Polish speaker's proficiency in Danish was evaluated by a group of five Danish native speakers by means of a linear scale indicating foreign accentedness. In the present study the author investigated whether traces of foreign accent may hamper or facilitate speech intelligibility when listeners have the same native language as the speaker, i.e. whether the *matched interlanguage speech intelligibility benefit* is also applicable to the Danish-Polish language pair. The results of the experiment may shed new light on the issues such as non-native speech perception, foreign accented speech and the ultimate achievement in L2 pronunciation.

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De-constructing charismatic identity in inaugural speeches of US presidents

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Being the first speech delivered by a president after taking office and becoming a formal leader of the Nation, an inaugural address may shed some light on the politician's personality characteristics. Though it is usually produced with the help of speech-writers, the identity created in the address reflects the way a president wants to be perceived by the people (Winter; 1987). Psycholinguistic analysis may be used to de-construct this identity.

Since leader's communication skills play an important role in motivating followers and enhancing their loyalty, we hypothesize that the inaugural addresses of charismatic presidents contain similar verbal patterns, which correlate with a set of common personality traits charismatic leaders possess.

Our sample includes first inaugural addresses of three most charismatic US presidents of the last 50 years (John F. Kennedy, Ronald Reagan, Barack Obama) and the least charismatic president of the period – Gerald Ford (Seyranian and Bligh; 2008).

The main method we use is psychological content analysis, introduced by Walter Weintraub (Weintraub; 2003). Since identification of the linguistic units within categories is human-based and related to the context, and we analyze their influence upon power relations, we complement psychological analysis with critical discourse analysis recommendations (Wodak; 1996). Integration of quantitative (Weintraub) and qualitative (Wodak) perspectives is recommended for studying identity in larger corpora of political speeches (van de Mierop; 2005).

Our findings indicate that the inaugural addresses of charismatic presidents contain equally high scores of the personal pronoun *we* (John F. Kennedy – 21.7, Ronald Reagan – 22, Barack Obama – 25.2, comparing to 5.9 of Gerald Ford). Charismatic speakers avoid extensive use of self-referential *I*, not to seem self-centered or too self-confident (the respective scores are 2.9, 9.8 and 2 contrary to 40 of Gerald Ford). *I/we* ratio is low for all the charismatic presidents (0.1, 0.4 and 0.1 respectively), which highly contrasts with Ford's index of 6.8. Prevalence of inclusive pronouns over self-referential ones in the inaugurals of charismatic presidents may be explained with the endeavor to align the followers around one's innovative vision (Fiol et al; 1999) and to create the feeling of shared community between leader and the people.

Since the pronoun *me* is associated with passivity, it is not frequently used by the charismatic presidents (0, 1.2 and 0.4). Conversely, Ford's mean score of the category is 9.4.

High mean scores of negatives, which is an indicator of oppositional character and stubbornness, are characteristic of all the four presidents (21.7, 18.7, 15.4 and 23.5).

Charismatic presidents have similar scores of adverbial intensifiers, which are sufficient for emotional expressiveness of the speeches, but do not reveal high anxiety levels (7.2, 4.9 and 7.3 versus 11.8 of Gerald Ford).

As for the expressions of feelings, their scores reveal John F. Kennedy, Barack Obama and Gerald Ford as more extroverted personalities (16.6, 15 and 17.6) comparing to a more reserved style of Ronald Reagan (9.4).

Charismatic presidents have equally low frequencies of qualifiers, which is associated with decisiveness (3.6, 2.4 and 4.5). Meanwhile, Ford does not use any qualifier in his inaugural address.

Retractors, high scores of which suppose the ability to reconsider previously made decisions, are used differently by four presidents (12.3, 4.1, 8.9 and 11.8).

Charismatic presidents have moderate scores of explainers in order not to sound too rationalizing or categorical (6.5, 4.1 and 6.5). Gerald Ford has a low score of the category (2.4), which makes him seem dogmatic.

To conclude, the inaugural addresses contain verbal patterns that describe charismatic presidents as persistent and decisive leaders of an active type, who control both emotional and rational components of their communication and tend to associate themselves with their followers.

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The discursive construction of patriarchal society in advertisements: the case of women’s magazines

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Advertisements seem to have one basic role, namely, to sell the product. Beyond the sales message, however, they contain also cultural meanings and shape the recipients’ perception of the world through values which are ingrained in them.

The present paper examines how advertisements printed in women’s magazines (as a specific type of media which, at least hypothetically, could promote gender

equality) actually may reflect and contribute to the creation of patriarchal society by being “an agent in the service of patriarchal capitalism” (Gough-Yates 2003: 9) and by functioning as “an ideological apparatus for the reproduction of (...) gender identities” (Vestergaard and Schroder 1994: 73). The objective of the paper, therefore, is to examine how advertisements printed in women’s magazines can contribute to the subordinate position of women who are the target audience thereof. The expected results include the portrayal of women as beauty ideals, females whose role, apart from being busy taking care of home, is to look perfect in order to seduce, satisfy the needs of and finally marry the man.

The advertisements analyzed in the paper come from ten issues of the best-selling women’s magazine “Cosmopolitan,” often described as “one of the most dynamic brands on the planet” with 58 international editions, which are published in 34 languages and distributed in over 100 countries. The analysis is based on advertisements from magazines published in the United States.

The analysis covers not only language but also other means of communication, such as pictures/images (Cook 1992: 1), with the linguistic analysis conducted along with the semiotic one. While the linguistic and textual material is analyzed by means of categories provided by Critical Discourse Analysis (DHA), other modalities (photographs, drawings, visual elements) are examined along the categories proposed by Millum (1975) and Kress and van Leeuwen (1996), and pertain to such aspects of visual representation as presentation (style, techniques: cropping, rhetorical devices: product presentation, product transformation, typification) and content (props, settings, actors).

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'I ditched the wigs!': Discourses of hair in self-defining of African American women

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Although *hair* may appear a mundane topic, it is a socially constructed (Allen 2010), and therefore, a deeply symbolic part of the human body (Synnott 1993) that yields insights into both individual and collective culture (Jacobs-Huey 2006: 4). As Banks (2000) elucidates, hair is an important vehicle for both defining others and oneself. It thus “emerges as a body within the social body and can reflect notions about perceptions, identity, and self-esteem” (2000: 26).

Within US sensibilities the symbolism of hair is especially salient for African American women. Racist and racialized beauty paradigms privilege European straight long hair (‘good hair’; associated with the ideal of heterosexual femininity), while they denigrate and stigmatize tightly curled African American hair textures (‘bad hair’; associated with being unfeminine, masculine or even lesbian) (Allen 2010; Banks 2000; Jacobs-Huey 2006; Prince 2009). Natural African American hair is frequently misrepresented as a counterhegemonic political statement or a signifier of racial consciousness, whereas relaxed (chemically straightened) hair is thought to symbolize self-hatred (Prince 2009). Given this highly socio-politically charged context, the private is always public, and hair is always open to public scrutiny (Prince 2009: 14). Jacobs-Huey (2006) thus remarks that African American women’s hairstyle choices are hardly ever about aesthetics or personal preferences. Rather, they are mediated by “mate desire, mainstream standards of beauty, workplace standards of presentation, and ethnic/cultural pride” (2006: 3). Regardless of African American women’s reasons for wearing either relaxed or natural hair, Bucholtz (2006) contends that “(...) next to language itself, hair is the most complex signifier that African American women and girls use to display their identities” (2006: viii).

The aim of this study is twofold. Firstly, to scrutinize how by drawing upon hair as an ethnic marker, African American women discursively construct their ethnic identity. And secondly, how their language choices drawn from *talking that talk* (Troutman 2001) mediate and produce their independent self-definition. Thus, it will be demonstrated how African American women re-claim their identity and project themselves as agents who reject compliance in their self-oppression. African American verbal strategies (cf. Mitchell-Kernan 1972; Smitherman 2000; Troutman 2001, 2006, 2010) will be identified and examined in terms of their import for the construction of this self-proclaimed ethnic persona. The unveiling of lived experience with Afro-textured hair coupled with the dexterous deployment of African American verbal strategies will be shown to evidence African American women’s extensive cultural knowledge, and hence their feminine ethnic identity.

The analysis presented in this study is based on Internet publically accessible data. A sample of 120 weblog entries has been compiled with the help of a snowball technique. The data derive from the Internet weblogs run by African American women who have already ceased chemically straightening their hair and now they are growing it natural. The analysis informed by Black feminist epistemology (Collins 2009) is

situated in the integrative qualitative framework of Computed-Mediated Discourse Analysis (Herring 2004), more specifically, Discourse Analysis and pragmatics.

The present paper is hoped to contribute to the existing scarce body of research on African American women's discourse.

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Language Attitudes in Hungary and Serbia – A Pilot Study

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The focus of my research is on the language attitudes in the Republic of Serbia and Hungary. In this research I was interested in the language attitudes of Serbian and Hungarian people towards Serbian, Hungarian, English and German language. However, the emphasis was put on the evaluations of the Serbian and Hungarian language.

There is a great amount of research done on attitudes about/towards various languages using statistic-based methods of analysis (Veress 2000, Sándor 2001, Bayard, Weatherall, Gallois and Pittman 2001, Soukup 2001, Levon 2006, Hoare 2001, and Preston 1993) and content-based, turn-internal semantic, pragmatic and interactional approaches and methods (Liebscher and Dailey-O’Cain 2009, Priestly, McKinnie and Hunter 2009, and Ladegaard 2000), but there are surprisingly few studies which deal with attitudes towards Serbian language or attitudes of Serbian people towards the Hungarian language. While doing my research, I have come across some studies which deal with attitudes of Hungarian people towards the Hungarian language spoken outside Hungary (Veress 2000, Sándor 2001 and Fenyvesi 1998); however, in these studies attitudes towards the Serbian language are hardly mentioned.

My paper, in which I investigate language attitudes of Serbian people towards their neighbours, Hungarians, and the language attitudes of Hungarian people towards their neighbours, Serbians, is an attempt to fill in this gap. The data of this research is based on the combination of two methods, namely, questionnaire and tape-recorded interviews between the participants. The research was held in Hungary and Serbia. One hundred respondents filled in the questionnaire form, while only twelve participants were interviewed. The questionnaire consisted of four languages – English, German, Serbian and Hungarian, which participants were asked to rate on a six-point Likert-type scale. The questionnaire consisted of seven attributes (beautiful, powerful, useful, good sounding, prestigious, ugly and useless) which were ascribed to the languages listed. During the interviewing session the participants were given a printed version of the questionnaire they filled in online and were asked to rate the listed languages (English, German, Serbian and Hungarian) while giving justification of why they gave that particular point to that specific language.

According to the results based on the statistical analysis and the analysis of the interviews, my hypotheses turned out to be true. Consequently, people from Serbia just like those from Hungary expressed high level of solidarity towards their mother tongue, and it seems that despite the fact that both countries have minorities from their neighbouring countries, both Serbians and Hungarians downgraded the language of the other. Moreover, it also turned out that since English has become a world language, lingua franca, it gained high scores among informants from both countries. Even more, German was rated negatively mainly because the participants from Hungary just like those from Serbia seemed to associate the language with the Nazi German state.

Furthermore, the goal of my paper was to find out what attributes will Serbian and Hungarian participants attach to the languages given in the questionnaire (English,

German, Serbian and Hungarian) during the interviews. The data collected indicates that the English language is seen as a melodic, functional, fluent, royal, dry, monotonous, too soft, formal, widespread language with a magical pronunciation; while the German language is regarded to be cold, cruel, rigid, rough, sharp powerful, squarish, imperative and a military language. However, my emphasis was on the attributes attached to the Serbian and Hungarian language. According to my informants, the Serbian language is practical, rough, violent, imperative, soft, raw, and sharp; while the Hungarian language is seen as vulgar, weak, not masculine, melodic, sharp, luxurious, fluent language with a beautiful grammar.

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Context-dependent meanings of Czech Bi-aspectual Verbs

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In Czech there is a presumably large class of bi-aspectual verbs whose roots are mostly adopted from foreign languages. These verbs express one of the two following meanings: a) perfective meaning (e.g. a verb *rezervovat* ‘make a reservation’ in example (1)); b) imperfective meaning (e.g. a verb *renovovat* ‘renovate’ in example (2)). Most common contexts license both interpretations: The verb *dešifrovat* ‘decipher, decode’ in example (3) can be understood either as perfective, or as imperfective. This is a standard description of Czech bi-aspectual verbs in the literature (cf. Kopečný 1960; Veselý 2010, among others). However, there has not been realized any empirical research regarding this topic so far.

Our paper aims at fulfilling this gap and focuses on how Czech speakers interpret bi-aspectual verbs in ambiguous contexts. The paper presents results of a first phase of the empirical research on Czech bi-aspectual verbs. As for the theoretical background of the semantics of grammatical aspect and aspectuality in broader sense, we follow the framework of the mereological approach to aspectuality, developed also for the Slavic aspect by Krifka (1998) and Filip (1999, 2008).

The research was based on a questionnaire survey. The first hypothesis stated that in a given context, Czech native speakers interpret bi-aspectual verbs usually in one of the two possible meanings (either as perfective, or as imperfective). A follow-up hypothesis declared that a way of understanding a bi-aspectual verb is determined by a verbal tense of the verb, more specifically that a bi-aspectual verb in past tense tends to have a perfective reading while the same verb in present tense (as a present tense we mean a morphological form, not its function) tends to be understood as imperfective.

There were two versions of the questionnaire and in each of them there were 14 sentences which contained three or four “foreign” words (including the bi-aspectual verb). Participants (N = 60) had to reformulate these sentences and construct a sentence with the same meaning but without using any foreign words. In other words, the bi-aspectual verb was “translated” with the use of “native” Czech verb which do have mostly one aspect. The two versions contained same sentences but they differed in the tense of the verbs (present – past). Participants were randomly divided into two groups of 30, each group had to fill in only one questionnaire. The context-dependent meaning of the bi-aspectual verb was determined based on the aspect of the “native” Czech translation.

The results are statistically highly significant for the preference of perfective meaning of 11 of the 14 analyzed verbs in the past tense, and for the imperfective meaning of 12 of the 14 verbs in the present tense. In other words, the first phase of our research indicates that the tense of the verb has a strong impact on the context-dependent meaning of the bi-aspectual verbs in Czech. Nevertheless, there are certainly other factors which influence the meaning, probably broader context, singularity or plurality of the object, and the prototypical reference of the verb. However, this will be an issue we will deal with in next phases of the research.

Examples:

- (1) *Přijedeme, až Karel rezervuje hotel.*

We will come when Karel books a hotel.

(2) *Karel začal renovovat vilu.*

Karel started renovating a/the villa.

(3) *Pedagog dešifroval nečitelné listy ve studentově práci.*

The teacher deciphered/was deciphering unreadable letters in his student's paper.

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The FOOT–STRUT split and BATH broadening in the Stratford-upon-Avon area

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The West Midlands is a region on the dialectological map of the UK that has received relatively little attention (Clark 2008: 174). Even though it lies in the centre of the country, it is classified as the linguistic North, with the border separating it from the linguistic South arguably running along the Severn–Wash line (Cruttenden 2008: 87), or along the isoglosses for two salient Southern innovations, that is the FOOT–STRUT split and BATH broadening (Wells 1982: 349–50). In the more conservative North, *put* and *cut* are pronounced with the same vowel, as /pʊt/ and /kʊt/ respectively, while the vowel in *bath* remains short, so that the word rhymes with *math* (Wells 1982: 196–198, 232–233).

This paper investigates the current state of the FOOT–STRUT split and BATH broadening in the Stratford-upon-Avon area, transitional between the linguistic North and South. It relies on an instrumental analysis to provide precise acoustic properties of the FOOT, STRUT, TRAP and BATH vowels. The data in the study was collected in February 2012 in Stratford-upon-Avon and four villages located within a 10 km radius of the town. A convenience sample included twenty white middle-class informants grouped in four categories according to age and sex. The data-gathering procedure employed an interview designed to elicit three speech styles: conversational, reading and wordlist style. The study focuses on the latter two.

Previous studies based on Orton's *Survey of English Dialects* place the /ʊ/–/ʌ/ isoglosses slightly below the Stratford-upon-Avon area, and the /æ/–/ɑ:/ isoglosses just above it (Wakelin 1977: 87, Trudgill 1994: 23, Upton 2006: 18-19, 26-27). Located below the Severn–Wash line, the area seems to be already on the southern side of the fuzzy border, leaning more towards Southern innovative variants. Therefore, one may expect that any differences will be realisational rather than systemic. Some of the most possible variants could be the opposition of FOOT pronounced with [ʊ] and STRUT with [ə~ʌ], and BATH realised as [ɑ:] (Wells 1982: 353-354, Upton 2006: 18).

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Conceptual Metaphors in the Interpretation: A Case of the European Parliament

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Conceptual metaphors trigger understanding of one concept in terms of another, whereby vague concepts can be understood in terms of phenomena, which are clearly delineated in our experience (Lakoff/Johnson, 2003). Construed conceptual metaphors influence our beliefs, attitudes and values (Charteris-Black, 1995) and thus are pervasive in the political discourse, whose main aim is to persuade its recipients. Consequently, the persuasive and legitimating functions of conceptual metaphors are crucial for the politics and for the political argumentation. Yet, little attention has been devoted to the issue, what happens to conceptual metaphors used by politicians if their political speech is interpreted simultaneously. This study aims at scrutinising the aforementioned issue in the interpreted speeches held in the European Parliament.

Andreas Musolff (2001, 2004, 2005) collated a vast number of conceptual metaphors pertinent to the European Union, its institutions and its proceedings. These metaphors stem from media coverage as they were construed in British and German media about the European Parliament, not in the European Parliament itself. Beaton (2007) and Vuorikoski (2004) analysed simultaneous interpretation in the European Parliament and covered to some extent the issue of conceptual metaphors. Beaton puts forward that

in many cases conceptual metaphors are rendered in the target text and interpreters seem to be conscious of their rhetorical meaning, whereas Vuorikoski concludes that metaphors are rarely interpreted, mostly being left out or rendered in a clumsy way. Their results and conclusions pertinent to the quality of simultaneous interpretation are hence contradictory. Therefore, this case study constitutes a further point in this research field.

The study seeks to analyse simultaneous interpretation of self-referential metaphors which refer to the institution and which are used in speeches in the European Parliament to support and reinforce its position (Beaton, 2007:277). The metaphors belong, among others, to the following scenarios: THE EU IS A BUILDING, THE EU IS A FAMILY/LOVE-RELATIONSHIP, THE EU IS A (HUMAN) BODY and THE EU IS MOVING ALONG A PATH filtered out by Musolff (2004). The corpus of the study is comprised of German, English and Polish speeches with their respective simultaneous interpretation. Topics of the selected sittings in the European Parliament, where the speeches were held, are expected to trigger extensive usage of such metaphors. As far as the methodology is concerned, conceptual metaphors are filtered out in source texts and compared to their rendition in target texts in order to draw conclusion concerning their simultaneous interpretation.

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Celts and Anglo-Saxons: coexistence or hostility?

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The question of what happened to the Celts in what is now England has been a subject of debate for at least the last two centuries, and still is not fully answered. The traditional view reaching to the early 19th century, saw the Celts as easily subduable peoples, who perished in a massive extermination from the hands of the Anglo-Saxon invaders from the Continent. As a result of this 'ethnic cleansing' no legacy of the Celts survived in England, and little linguistic impact on English seems to feature. Proponents of this theory (Stubbs 1870) point out the low amount of Celtic loanwords in English. This belief, which was not free of political and ideological influence, and which lacked proof in archaeological studies, has stopped being the unquestionable doctrine only in the middle of the 20th century.

From the 1950's, however, these theories began to be undermined by a new generation of scholars, who believed that the linguistic situation between the invaders and the native tribes was in fact much more multifaceted. This view is argued on one hand by extensive research done in the area of place-names (Breeze and Coates), and on the other, by analysing the syntactic influence of Celtic on English, carried out by Filppula, Klemola and Paulasto (2008). The analysis of toponymy revealed that certain place-names retained their meaning, even when their name was changed from Brittonic to Anglo-Saxon, suggesting close language contact between British and Germanic tribes. The grammatical research, on the other hand, showed that there was indeed, a Celtic influence on Anglo-Saxon and its subsequent languages, yet mostly in the area of syntax, not lexicon. Furthermore, new discoveries in the field of archaeology and the history of Britain seem to be in favour of the coexistence theory, and may explain the more problematic notions, such as the scarcity of Brittonic artefacts and traces in south-eastern Britain. In summary, the newer works suggest a lasting coexistence of the peoples, and the presence of bilingualism.

The aim of the presentation is to discuss the two theories in detail, and come up with selected linguistic evidence.

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Why can't a Pole produce a correct formal letter in Polish?

Results of guidebooks evaluation.

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In the age of dominance of the English language in almost every aspect of human life, it should not surprise that English as the second language may have some influence on one's writing abilities in the mother tongue. Nevertheless, starting from Kaplan (1966), who claimed that problems concerning writing in L2 are due to negative transfer from the mother tongue to the foreign language, there still dominates a belief that it is easier to voice one's ideas in the native language (Connor 1996, Panetta 2001). Hence, researchers, among them Casanave (2004), maintain that L1 and L2 writing should be compared and contrasted as well as writing instructions investigated in the two languages in order to create an opportunity for students to draw on their L1 writing experiences. Even the genre approach towards teaching writing suggests that it is helpful to compare the same genre in the two languages to help students understand the new piece of writing on the basis of what they already know from their native language (Johns 2011).

As Polish students are presented the rules governing formal correspondence in their native tongue as soon as in primary school, it seems it should be easier to be more dependent on the form of a formal letter in Polish. This belief has been confirmed in a research conducted by Upton & Connor (2001), where patterns and styles in such genres as letters, resumes or job applications were transferred from L1 to L2. Why, then, do advanced students of English find it problematic to produce a correct formal letter in Polish and they resort to the format known to them from their L2? It may be due to the fact, as Matsuda (1997) puts it, that construction of text structures by bilingual writers is a dynamic process influenced by their cultural background, personal experiences and instruction. Another reason may be that it is writing in L2 that is more explicit, namely it focuses on structure more (Costino & Hyon, 2011). Also, it may be the effect of the proficiency in L2 that writing in L1 increasingly reflects the L2 norms (as in McCarthey's study, 2005).

The author of the proposed presentation wishes to show that the aforementioned problem may only partly be the side-effect of overtraining in writing formal letters in English compared with very limited occasions when students are asked to perform similar tasks in Polish. What seems to be at least equally important is the inability to find clear writing guidelines concerning producing a piece of formal correspondence in Polish. In the presentation, an overview of guidebooks on writing in L1 (Polish) and L2 (English) is going to be presented in order to underline how contradicting and misleading the instructions on how to write a formal letter in Polish are. It is worth investigating whether it is because of the nature of the Polish language, which is not as structured as English. Or maybe it is due to the phenomenon of anglicising the everyday life? The presentation aims at finding answers to these questions.

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Expressive means in Ponglish – a language variety used mostly by Poles living in English-speaking countries

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The aim of this paper is to examine some expressive means in Ponglish. Ponglish (Polish + English), as the blend name indicates, is an example of a hybrid language which mixes the elements of English and Polish. This language is the result of existing in a bilingual (English and Polish) environment where language contact situations arise and language transfer occurs. Ponglish seems to be mostly spoken by Poles living in English-speaking countries. Therefore, the terms *dialect of Polonia* or *language of Polonia* are used by some scholars with reference to this linguistic phenomenon. However, nowadays the word Ponglish is becoming more and more popular, possibly by analogy to such terms as Chinglish, Czenglish, Spanglish, etc.

The data was excerpted from a dictionary called Ponglish.org. *Słownik slangu polsko-angielskiego*. The linguistic material consists of the phrases added by the subscribed users. The words are labelled and classified into different categories, e.g., PONGLISH BRYTYJSKI (British Ponglish), PONGLISH AMERYKAŃSKI (American Ponglish), PONGLISH POLSKI (Polish Ponglish), PONGLISH TECHNICZNY (Technical Ponglish), PONGLISH INTERNETOWY – Internet Ponglish, PONGLISH TECHNOLOGICZNY (Technological Ponglish), PONGLISH BIZNESOWY (Business Ponglish), PONGLISH POTO CZNY (Colloquial/Informal) Ponglish, etc. Due to such a great number of labels found in the dictionary there is evidence to suppose that Ponglish is not exclusively spoken by Poles living in English-speaking countries. As it will be discussed in the article, various criteria can be used to establish the scope of Ponglish.

The vocabulary collected in the dictionary may perform different language functions. One of them is the expressive function of language. According to a few linguistic definitions it is focused on the addresser and its aim is a direct expression of the speaker's attitude toward what he is speaking about. In other words, the emotional feeling of the speaker is communicated in the expressive function. The expressive function of language might be signaled by a variety of expressive means. The notion of expressive means is described by several scholars as phonetic, morphological, lexical, phraseological and syntactic forms which exist for the purpose of logical and/or emotional intensification of the utterance. Some linguists assume that the expressive devices give prominence to certain elements of the utterance.

In this paper an attempt will be made to investigate the expressive morphology in Ponglish. The analysis will be dedicated to nouns, by far the predominant part of speech in the linguistic material collected (761 nouns out of 1010 words). The data would seem to suggest that expressivity is often conveyed derivationally through the

use of different Polish affixes (mostly suffixes). From the examined data it is possible to infer that expressive derivatives reflect the community's attitude towards the world and, crucially, evaluate the world.

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Rising intonation in Brummie and how it influences the perception of the accent: a sociophonetic study

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The Birmingham accent, also known as Brummie, is, possibly, the most stigmatized accent in the British Isles. It has been found the least preferred of all the accents examined in various language attitude studies (Giles, 1970, Hiraga 2005 or Coupland and Bishop 2007) that considered criteria like prestige, friendliness and intelligence. There is no one simple answer to the question why certain varieties are perceived worse than others. Apart from obvious connotations with their users, accents are also evaluated on the basis of their phonetic traits (van Bezooijen and Gooskens 1999). Lay observers proposed that in the case of Brummie this trait is its intonation (How to speak Brummie 2001).

Brummie intonation differs from standard British intonation. In particular, Birmingham English often uses rising tones where RP uses falls, that is, in declarative sentences (Cruttenden 1994). In Cruttenden's terms these rises are „rise-plateaus” and „rise-plateau-slumps”. Ladd (1996), however, interprets Brummie declaratives as stylised low rises and its questions as rise-falls. These, in turn, convey negative attitudes in standard British intonation (O'Connor and Arnold 1967), which would go in line with arguments declared by folk linguists.

Two experiments in the form of an Internet questionnaire have been carried out among university students at the School of English at Adam Mickiewicz University in Poznań. The first part of the experiment was to answer if Brummie is indeed disfavoured when compared to other dialects. The subjects listened to three Brummie speakers and three speakers of different accents of English English, and rated attractiveness, friendliness and intelligence of their pronunciation on a 5-point Likert scale. The Birmingham accent was deemed the least attractive and intelligent.

The second, core part of the experiment investigated to what extent intonation is responsible for this bad perception of Birmingham speech. This time, the subjects were to listen to two versions of a speech sample of a given accent. The first version contained only intonation, the second one only segmentals. The modifications were made after Van Bezooijen and Gooskens (1999). To attain an intonational version of a speech sample, a lowpass filter at 350 Hz was used. Thus, the speech was unintelligible, and only intonation was heard. In the segmental version, all the pitch points were removed but for one which was then placed at 109 Hz, i.e., an average pitch level for all speakers. Intonation was, therefore, flattened. All modifications were performed in PRAAT. Then the results of the two versions of each recording were compared. It turned out that some results do indeed suggest that rising tones may be conducive to bad reactions towards the Birmingham accent.

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Exploration of the cognitive abilities underlying pragmatic competence

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Pragmatic (or communicative) competence is a natural human capacity that allows for inferring contextualized meaning beyond of what is literally said (Paradis 1998). One can find similar definition in cognitive pragmatics works (Tirassa 1999, Bara 2011) along with an additional claim that there must exist some mental processes strongly engaged in such intentional communication. Also the Relevance Theory (Sperber and Wilson 2002) remains largely compliant with this standpoint, but it emphasises the fact that the inferential mechanism is guided by the Communicative Principle of Relevance (Sperber and Wilson 2004). Regardless of the differences across these two approaches, they have in common a general assumption about the importance of non-linguistic abilities that are necessarily involved in the inferential communication. It is therefore vital for such theories to give an account of the cognitive architecture that the pragmatic competence operates upon. One of the most prevalent component of such a mental architecture that links it with communication is the Theory of Mind (or mindreading, mentalising) (Baron-Cohen 1995, Happè 1993). It refers to the ability of attributing beliefs, intentions and, particularly, epistemic states to other agents (not only humans). The idea of mindreading appears to be very useful in evaluating clinical conditions like autism, right hemisphere damage, traumatic brain injury, many neurodegenerative disorders and schizophrenia where pragmatic competence seems to be somehow disturbed (Happè 1999, Stemmer 2008). It is due to the fact that the ability to mentalise, namely to know what others know, has been found crucial for successful intentional communication (Tirassa 1999).

However, there is a substantial amount of criticism addressed towards the relation between the Theory of Mind and pragmatic disturbances (Harrington et al. 2005, Stemmer 2008). Authors point to the inadequacy of such an explanation to, e.g., schizophrenic patients and, in general, they criticize the fact that the concept is used to describe and explain pragmatic disorders at the same time, which makes the whole argumentation circular. Some (Martin and McDonald 2003) provide a critical evaluation and comparison of other theoretical concepts (apart from Theory of Mind) like the Weak Central Coherence and the Executive Function as competitive in explaining pragmatic disorders. Yet, their analysis, although accurate, is not conclusive.

The need of clearer theoretical and methodological guidance is often pointed out in articles reviewing the field (Stemmer 2008).

In the present talk, I will therefore propose a critical analysis of possible explanations of pragmatic disorders and I will make an attempt to modify and unify the views on the cognitive abilities that underlie pragmatic competence.

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***Sonority or evolution – who’s the fittest?
The analysis of cluster reduction in children across languages
from an evolutionary perspective.***

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Phonotactic patterns of the world languages display universal tendencies (Greenberg 1978), which can be used to formulate generalisations and theories about the nature of language. One of such generalisations is that the possible position of a speech sound in a syllable depends on this sound’s sonority level. Within this hypothesis, it is believed that each syllable has a peak of sonority (a very sonorous element, usually a vowel) and that the segments placed closer to the peak are more sonorous than the ones further apart (Sievers 1885, Steriade 1982, Selkirk 1984). Sonority-based theories are still popular among researchers (Kenstowicz 1994, Zec 1995, Parker 2008, Hayes 2011), even though there is no clear definition of what sonority really is. Jespersen (1904) defines it as a degree of mouth opening during the production of the sound, Sievers (1885) and Ladefoged (1971) as the level of relative loudness of the sound, Foley (1970, 1972) believes that sonority has no physical correlates, while Clements (1990) claims that it is a composite property depending on other features. Moreover, different researchers ascribe different sonority values to the same speech sounds and some claim that sonority hierarchies are different for different languages (Steriade 1982). It can be reasonably argued that such a vague and poorly defined concept should be excluded from linguistic description.

This paper proposes that phonotactic patterns which sonority-based theories try to capture can be explained within evolutionary and functional theories of phonology, rooted in Evolutionary Phonology (Blevins 2004), Natural Phonology (Donegan – Stampe 1979, Dziubalska-Kořaczyk 2006) and Phonology as Human Behaviour (Tobin 1997). Within such a framework, it would be assumed that the phonotactic patterns of the world languages came about in an evolutionary manner. Evolution favours sound sequences that are perceptually robust (that is sequences in which neighbouring segments are perceptually distinct from each other – cf. Ohala – Kawasaki-Fukumori 1997 – and have mutually enhancing acoustic properties – cf. Wright 2004, Diehl 2011), but have low articulatory complexity (Lindblom–Maddieson 1988). *Voiceless stop+ voiced vowel* sequences are among the most favoured ones, since they are characterised by little articulatory complexity coupled with great perceptual salience.

This can be observed by comparing language acquisition data across many different languages. In young children the universal physiological and perceptual constraints shaping language are especially visible, because the young speakers have not yet fully learned to overcome them. For the purpose of this paper, a series of acquisition studies led by Mehmet Yavas has been reanalysed. Yavas and his co-workers tested the reduction patterns in consonant clusters in children speaking English (Yavas – Core 2006, Yavas – McLeod 2010), Croatian (Mildner – Tomić 2010), Dutch (Gerrits 2010) and Hebrew (Ben-David – Ezrati – Stulman 2010). Additionally a similar study for Polish children has been conducted (Yavas – Marecka, in preparation). In all these studies, words with consonant clusters are elicited from children through a picture naming task. The joint analysis of the data does not offer unanimous support for the

sonority-based theories. However, it does provide the support for the evolution-based theories that assume that the most perceptually robust and least effortful sequences (voiceless stop+voiced vowel) are always favoured, regardless of the language. Judging by these data, it seems that evolutionary approaches to phonology can explain phonotactic universals with greater reliability than sonority-based theories.

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Effective extraction methods of multiword units: corpus-based study of phrasemes in the modern Persian language

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The aim of this paper is to present the application of corpus research into the fields of lexicology and lexicography. It describes *phrasemes* in the modern Persian language. According to the definition used in this research all conventional, repeated multiword units belong to one group – *phrasemes*. Thus, after D. Dobrovol'skij and E. Piirainen

(2005: 30) as well as W. Chlebda (2003) the term *phraseme* is used as hyperonym for idioms, proverbs, citations, wing words etc.

The starting point of my research was the dissatisfaction with the application of existing theory (or rather theories) of phraseology in the Persian lexicography. The lack of consistency has led to the situation that very often the same unit is described as idiom in one dictionary and as proverb in another. Moreover, dictionaries are full of old phraseological expressions while modern, wildly-used, conventional multiword units are simply bypassed. Therefore, the aim of my research was to prepare an index of modern Persian *phrasemes*.

In order to prepare a list of *phrasemes* in modern Persian, a corpus of that language was compiled. It is a 20 million words, monolingual, synchronic and full-text corpus. Corpus data consists of newspapers articles, blogs and film subtitles. It is time limited as all data comes from 2010 (newspaper articles and blog entries that were published in 2010, subtitles from films released in 2010). By means of compiled corpus, Farsi *phrasemes* were extracted.

Having compiled corpus, methods of automatic multiword units extraction were devised. So far, various extraction methods have been used in corpus studies in order to obtain linguistic information from text corpora, consider e.g. Gahl 1998, Danielsson 2003, Mason 2006, Przepiórkowski 2007, and Orliac 2008. The methods used in this research were based on the following indicators: structural (i.e. acronyms), metatextual, formal (i.e. quotation marks) and frequency (i.e. n-grams) ones. The results show the practicability of automated methods in processing large amount of linguistic data. The extraction methods of multiword units were also evaluated according to their effectiveness, i.e. according to the number of *phrasemes* extracted using particular method.

Generally, this study explores the automated methods of multiword units extraction and demonstrates their practical application in lexicology and lexicography on the example of the modern Persian language.

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The Genre Attributes of Blogs Based on a Research Conducted on Hungarian Blogs

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Blog became one of the most significant genres of computer-mediated communication (CMC) in the last fifteen years (Kumar et al. 2005; Herring – Paolillo 2006: 1). Its characteristics have been observed in numerous papers (Herring et al. 2004, 2005, 2006; Nilsson 2004; Askehave–Nielsen 2005; Kjellberg 2009) and according to the most often cited definition, blogs are “frequently modified web pages in which dated entries are listed in reverse chronological sequence” (Herring et al. 2004: 1). This definition – following the classical theory of human categorisation (Evans – Green 2006: 251–255) – focuses only on the features that are common in all blogs, thus it is not able to express the heterogeneity of the genre in question.

This paper is concerned with a corpus-based research of blog in a cognitive discourse typological framework. My aims are 1. to account for the attributes of blog in order to help genre categorisation, 2. to measure the frequency of the attributes in the instances, 3. to give a more accurate definition to blogs according to qualitative and quantitative analysis of 500 discourses of 100 Hungarian blogs, which takes the heterogeneity of the genre also into account.

The theoretical framework used in the paper is a cognitive discourse typology (Tolcsvai Nagy 2008), which attaches great importance to schematisation (Tuggy 2007), prototype categorisation and family resemblance (Evans–Green 2006) in determining discourse types. It claims that genre is a prototypical mental category, which can be assessed as more conventional or less conventional, it is formulated during linguistic cognition, and it is mediated in and by the community. According to this theory, genres exist in the mind of people and holds the attributes of discourses as instances in a schematic form (Tolcsvai Nagy 2008: 31).

The corpus of the research consisted of 100 Hungarian blogs prized at the Goldenblog 2010 contest (<http://2010.goldenblog.hu/>), which has a high prestige in the Hungarian blogosphere. In my research, I analysed the last five posts and their comments before 9 May 2011. Based on a qualitative analysis of ten randomly selected blogs and extended by the results of earlier researches (Herring et al. 2004, 2005; Miller–Shepherd 2004; Mishne–Glance 2006), I identified 42 attributes featuring the category of blogs. These attributes can be divided into five groups: 1. attributes of blog as a whole, 2. attributes of structure of the blog, 3. attributes of discourses that build up the blog, 4. attributes of blog posts, 5. attributes of comments. During the quantitative analysis of the whole corpus, the frequency of each attribute among members of the category was established. 11 features were shared by all investigated blogs, 27 were possessed by more than half of the instances and 4 were applied to less than half of the members. 97% of the searched blogs were central instances holding not all but more than half of genre features and the proportion of prototypical blogs was only 2%.

The main conclusions of this paper: 1. there are universal characteristics and also characteristics according to family resemblance among the attributes of blogs; 2. most of the genre attributes of blogs (31 of 42) are not shared by all instances; 3. there are prototypical blogs that possess all genre attributes, central instances which share not all but more than half of the genre characteristics, and peripheral ones which show less than half of the features; 4. most blogs (98%) do not possess all genre attributes; 5. it is possible to define the genre of blog and at the same time to refer to the heterogeneity of the genre if we consider the role of family resemblance in human categorisation besides universal attributes.

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When Silence is not so Golden: On the Lack of Dialogue Between Linguistics and Management Studies

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It is now received wisdom that the social sciences have undergone a “linguistic turn” (Alvesson & Kärreman 2000, Deetz 2003, Musson, Cohen & Tietze 2007), and a commonplace that at least 80% of a manager’s working time is spent communicating (Whetten & Cameron 1991, 230). Strange, then, that linguistics tends to be conspicuous by its absence in management studies – not to mention managerial practice. For, notable exceptions notwithstanding, the overall picture remains one of peaceful but detached co-existence of the two disciplines. One cannot help wondering why this is so. After all, if language is so central to organizational life and managerial activity, why has it not been recognized more widely that linguists have highly specialized expertise to offer in that area? Conversely, how come relatively few linguists focus on research questions related to the economy, business and management?

The aim of my talk is to try and answer these questions and to assess the consequences of the two disciplines’ mutual detachment on the institutional and individual levels. As one specific example, I will show how academic textbooks on Organizational Behaviour (OB) – best-selling, highimpact titles used in mainstream management teaching around the world – deal with language, discourse and communication. The evidence suggests very strongly that contemporary linguistics has had little to no impact among OB scholars. If the textbooks investigated touch upon language at all, they do so in a rather cursory and in some cases even clichéd manner,

and there is no mention of the specific contribution that linguistics could make to the theory and practice of management.

Deploring this state of affairs is not merely a question of hurt pride. More pertinently, on both sides of the disciplinary divide, the relatively low visibility of linguistics means losing opportunities for applied and socially engaged research as well as for the development of mixed methods (not to mention missing out on new funding streams). At the same time, it has implications for personal career paths, particularly for young linguists who are in the process of finding their bearings in an increasingly competitive academic world.

The lack of dialogue between linguistics and management studies generally is bad enough, but it seems particularly worrying in the area of organizational discourse, which should after all be our home turf. Even there, as the study of OB textbooks has shown, we have lost territory to other disciplines, most notably sociology and psychology. It is high time we regained the territory lost, or, better still, staked out new claims.

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Critical discourse analysis and corpus linguistics: An exercise in reflexive methodology

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In the past few years, analytical techniques developed by corpus linguistics (CL) have been edging their way into the methodological canon of critical discourse analysis (CDA) (Hardt-Mautner 1995, Stubbs 1996, Baker 2006, Mautner 2009a and 2009b). They allow researchers to work with larger data volumes, complementing and triangulating other forms of analysis, and thus making results more reliable. Three types of approaches have proved to be especially fruitful for CDA: (i) investigating large, computer-held corpora to extract linguistically encoded social information and, in particular, to study linguistic phenomena that crystallize around key words; (ii) tapping into such corpora for the comparative evidence needed to put qualitative findings into perspective, and (iii) applying concordancing software to purpose-built corpora which may be small enough to be handled manually, but where computer support facilitates discovery.

On the basis of examples from recent projects, we will discuss not only the potential synergies to be gained by combining CDA and CL, but also the tensions, challenges, and pitfalls involved. While a good case can be built to show that CL is extraordinarily useful for critical research, it is equally important to self-reflexively confront the method's limitations, and to remain suitably modest about its potential as a heuristic tool. Crucially, the more solid empirical grounding that CL undoubtedly allows should not lull us into a false sense of security, or tempt us to draw rash conclusions from language data. On the contrary, Alvesson and Sköldbörg's warning (2000: 5) that "an assumption of a simple mirroring thesis of the relationship between 'reality' or 'empirical facts' and research results (text) has to be rejected" appears to resonate particularly strongly when technology allows us to access, gather and process data in such deceptive abundance. Thus, like all other methods, the CDA/CL partnership is perhaps best approached with a healthy mix of enthusiasm and skepticism.

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The extended self in intrapersonal communication (on the basis of Confessions of a Shopaholic by Sophie Kinsella)

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The point of departure in my presentation is the assumption that a consumerist society enhances the formation of individuals who extend the scope of their inner self through the purchase of new desired or imposed commodities. The term *extended self* (Belk 2011) borrowed from social sciences will be used here to describe an individual who is oriented towards the acquisition of material goods appearing as the most important or indispensable for him or her in terms of personal possession. I will argue that, analyzing selected moments of the stream of consciousness that find their expression in verbal means of communication, it is possible to characterize the individual's attitude to him/herself, and to demonstrate which elements of his/her personality he/she finds to

become the extensions of their identity. Therefore, when speaking about the issue of the self, I am going to refer to the notion of *intrapersonal communication* (DeVito 1976) as crucial for gaining the insight into the nature of a dialog which every individual conducts with himself or herself. The methodology used in this research follows a hypothetical-deductive model as the practical material is analysed through the lens of psychological and communication theories.

The subject matter of my research, conducted on the basis of the novel *Confessions of a Shopaholic* by Sophie Kinsella (London: Black Swan, 2009), constitutes the selected narrated parts of interior monologues of the main character Rebecca, which may reveal the picture of her self-perception. Making use of the most typical of them, I intend to examine how the so-called *shopaholics* construct their identity by means of admiring, musing, and acquiring articles of trade as well as how they assess themselves with regard to material, social and spiritual parts of the self as an object, i.e., to the *Me* (James 2001 /1961/). I hope to substantiate the general belief that, in the case of human individuals with the extended self, the material side of their self is the most important aspect of their identity, whereas social and spiritual selves are considerably restricted.

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***English borrowings in Polish press articles
as exemplified by society column in ‘Polityka’ weekly magazine***

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There is a strong tendency towards introducing anglicisms into the Polish language nowadays that can be also seen in journalistic language. I became aware of this trend during my internship at the editorial office of the *Polityka* weekly magazine. Intrigued by the phenomenon, I gathered one hundred anglicisms found in articles from the society column of *Polityka* for analysis, which is the subject of this paper.

The theoretical background presented in the paper involves a discussion of the characteristics of journalistic language and of the concept of linguistic borrowings, including their classification and adaptation in the recipient language. Textual strategies serving to introduce borrowings into a text are also described.

In the following part, the borrowings from press articles are analyzed from a lexical and, more importantly, social point of view. In the lexical analysis, the anglicisms are divided into parts of speech, types of lexical borrowings and thematic fields. Their graphical presentation in the magazine is also discussed.

Then follows the part of the analysis focusing on the social aspect. For this purpose, two surveys were conducted. One was addressed to the readers of the *Polityka* weekly and served to obtain data on their attitudes towards the use and intelligibility of English lexical elements in the Polish magazine. Responses from 20 readers were collected. To obtain views from a different perspective, the other questionnaire was given to two journalists who are the authors of a considerable part of the source articles. The respondents were provided with excerpts of the articles where the analyzed borrowings were used. In this part of the paper, I present and compare the answers from the two surveys.

The findings from both analyses are helpful in drawing conclusions on the presence of English lexical elements in the Polish language and the attitudes of Polish native speakers towards anglicisms in general. In the paper I try to establish e.g. why Polish borrows English words, how anglicisms behave once transferred into the Polish language, why Polish native speakers (over)use them, and whether they always understand the foreign words.

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Corpus-based stylistic analysis

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The paper is concerned with the opportunities modern corpus linguistics offers linguists interested in stylistic variation. Stylistic analysis was predominantly concerned with qualitative features of texts and based on mere “extensive personal reading experience” (, Semino, Short 2004: 4) and henceforth often somewhat subjective. However, modern corpora offer many opportunities for a more systematic analysis: By using the appropriate linguistic methodology, it is possible to observe how different texts on the same topic vary stylistically.

To illustrate the benefits of such a methodology, in a previous study in German, two CQPweb-based corpora (Hardie 2011) of approximately 50,000 words of newspaper language each (*Süddeutsche Zeitung* & *BILD*) were created, both comprising the news coverage in a defined time span on the same topic, the Kachelmann-trial (in which a famous German TV presenter was suspected of a felony). Stylistic differences and similarities on different linguistic levels were investigated, especially lexical and collocational variation. Moreover, the common preconceptions of tabloid and quality (online) newspapers were examined, questioned and in some points even rebutted.

With respect to the frequency of adjectives and conjunctions, as well as sentence length, the corpora bore strong resemblance, which contradicts most conceptions of the language of tabloid and quality newspapers in the relative literature (e.g. Eroms 2009). Nevertheless, a comparison and an analysis of the most frequent content words of each of the subcorpora can objectively illustrate how the two newspapers highlight different aspects of the trial and create their own discourse. While *Süddeutsche Zeitung* focuses on the facts and the news coverage of the trial as such, *BILD* tries to reveal private information and is concerned with the unproven but spectacular. The analysis also clearly shows how *BILD* tries to provoke (negative) emotions from its readers.

All in all, the paper will illustrate how stylistic analysis can benefit from modern corpus linguistics. Moreover, the different linguistic methods of modern online newspapers will also be illuminated.

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Proverb comprehension in dementia of the Alzheimer type

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Dementia of the Alzheimer type is the most common type of dementia among elderly people and its onset is marked by working memory, language, and general cognitive impairment. Recent studies (Kempler et al. 1988, Papagno 2001, Papagno et al. 2003, Amanzio et al. 2008, Rassiga et al. 2009) show that patients tend to have serious problems in figurative language understanding. Therefore the aim of this study was to investigate the cognitive impairment of patients using the Mini Mental State Examination (MMSE) and comprehension of Polish unfamiliar proverbs. Due to the cognitive impairment present in Alzheimer’s disease, it is hypothesized that participants with dementia of the Alzheimer type will have greater problems in interpreting unfamiliar proverbs.

The experiment involved two groups of participants namely an Alzheimer group (n= 7) and a control group (n= 7). The procedure was divided into two parts, where the first one examined the mental state of participants by the use of the MMSE that checks orientation in time and space, memory, language, and attention. The second part was the actual proverb interpretation task in which every participant had to read a sentence from a computer screen and then was asked to tell what the sentence meant. Participants were not informed that sentences appearing on the computer screen were proverbs. Every interpretation was recorded and then transcribed for later analysis.

The analysis of the results revealed that Alzheimer’s patients turned out to be significantly worse on the MMSE ($M= 22,14$, $SD= 5,11$), $t(12)= 2,52$, $p<.05$ than the control group ($M= 27,29$, $SD= 1,70$). The analysis also confirmed the hypothesis that the Alzheimer patients will have greater problems in interpreting unfamiliar proverbs. The control group gave significantly more figurative interpretations ($M= 18,71$, $SD= 2,81$) than the Alzheimer’s group ($M= 9,71$, $SD= 6,05$), $t(12)= 3,57$, $p<.00$). What is more, it was observed that the patients gave significantly more literal interpretations ($M= 8,29$, $SD= 4,54$), $t(12)= 2,86$, $p<.01$ than the control group ($M= 3,00$, $SD= 1,83$). Presented results of this research are in line with the previous studies of Papagno 2001,

Papagno et al. 2003, and Amanzio et al. 2008 who also found that Alzheimer patients have problems with interpreting unfamiliar figurative language tropes.

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Verbal means and strategies of persuasion in cancer prevention leaflets as a separate genre of non-professional medical discourse

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The author discusses the phenomenon of persuasion which may be identified in *cancer prevention leaflets*. It is suggested that a variety of means and strategies of persuasion are presented in the selected texts through language use. The key notions in the paper, among other, are *medical discourse*, *sociology of medicine*, *functions of language* and *persuasion*.

Medicine has always constituted a significant and inseparable part of human existence. Currently, along the development of approaches and movements in medical practice, numerous psychological, sociological and anthropological approaches to medicine may be observed. Therefore, medicine may be perceived as a field for discursive analysis.

Medical discourse constitutes a broadly defined field of interest of the author of the paper. In the modern world, the so called diseases of civilization, among them cancer, constitute the major cause of death, thus, there is a considerable need for cancer prevention. Leaflets published by organizations e.g. *CANCERaction*, *World Cancer Research Fund*, *American Institute for Cancer Research* or *Cancer Research UK*, dedicated to cancer fighting, intend to enhance the awareness of the disease and to present the importance of prevention. This is achieved through health information campaigns which include the publication and the distribution of *cancer prevention leaflets*. The author suggests that they may be treated as a separate genre of medical discourse.

Sociology constitutes a perspective on medicine which enables us to speak of medical discourse. Moreover, the investigative perspective of the study involves the analysis of language functions, particularly of persuasion, and of linguistic means and ways employed to persuade the receiver to embark on certain behaviour. Thus, persuasion is seen as a process intended to change the attitude and behaviour of the receiver.

The analysed material – *cancer prevention leaflets* – collected on websites of cancer prevention organizations in the UK and the USA. The author's reasoning is divided into three sections, each devoted to a separate, however interconnected, issue. The first section addresses the issue of medicine as a field of discourse studies. The second part is devoted to the discussion of persuasion, which is seen as a mean of influencing behaviour of an individual and as a process intended to change the attitudes and behaviour of the receiver.

In the last section, the results of the study are presented. The author suggests that some specific linguistic exponents of means and strategies of persuasion are present in *cancer prevention leaflets*. The analysis allowed the author to conclude that *cancer prevention leaflets* exhibit an abundant number of examples confirming the hypothesis that this genre of medical discourse may be regarded as a persuasive tool employed by medical professionals in health information campaigns. The most often used strategies

of persuasion in this type of texts are, among others, fear appeals, appeals to values and direct address to the reader. Moreover, the author suggests that further insights into the study of persuasion in medical discourse should be made to allow for better communication in the domain of health.

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Encoding of goal-oriented motion events in Polish-English bilingual speakers: expressions of manner and path in verbal descriptions

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Despite the fact that both Polish and English belong to the same group of satellite-framed languages according to Talmy's dichotomy (1985), there exist some intra-typological differences (Slobin 2004) within the same group of languages, which may account, for instance, for the differences with respect to manner salience (Slobin 2006). English, unlike Polish, possesses some general verbs, such as *get* and *go*, while Polish uses a number of path-manner conflated verbs, the examples being *wejść* ('walk into') or *wlecieć* ('fly into'). As for English, path is expressed in satellites as separate

morphemes following the main verb and verb prefixes in Polish, as in path-manner conflated verbs.

The aim of the present study was to investigate how goal-oriented motion events are encoded in verbal descriptions by Polish and English speakers and whether intra-typological differences influence encoding. Another goal was to see whether Polish L2 users of English encode goal-oriented motion events in a similar fashion to English and Polish monolinguals, or whether they diverge from both monolingual groups. The stimuli consisted of a set of short clips depicting motion events. There were three types of goal-oriented motion events. Namely, in the high goal-orientation condition, the endpoint was visible and reached. For instance, a typical scene would depict a person entering a particular building. In the intermediate goal-orientation, the endpoint was visible, but not reached. As regards the non-visible endpoint condition, the goal was not present in the movies.

Twenty seven Polish-English bilinguals were recruited at Adam Mickiewicz University and compared to Polish and English monolingual groups. The task was based on watching a set of short movies with different degrees of goal-orientation and eliciting their verbal descriptions. The elicited responses were recorded and later analysed. The results have shown that in the high-goal orientation, where the movie depicted a person moving towards and reaching a visible goal, both English monolinguals and bilinguals describing motion events in English used fewer manner expressions per clause in comparison to Polish monolinguals. Furthermore, in the high-goal orientation, Polish monolinguals resorted to a greater number of manner modifying expressions per clause than the other groups of speakers. However, in all conditions of goal orientation, English monolinguals tended to use more manner specific verbs in their retellings, the examples being *hobble* or *hop*. Although no differences were found in the number of path expressions used by both monolingual groups, the bilinguals used significantly more path verbs when describing the scenes in English in the high goal-orientation condition. Still, some differences occurred in the types of path expressions preferred by the groups, where the Polish monolinguals and bilinguals in their L1 used more path expressions referring to the category of medium, while the English monolinguals focused on line expressions, indicating direction.

These results suggest that the intra-typological differences between English and Polish have an influence on encoding of motion events in both languages. In general, the Polish speakers, who participated in the study, paid more attention to manner in their retellings of motion events, while the Polish-English bilinguals had a tendency to produce more path verbs in their retellings than the Polish and English monolingual groups.

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French works of the early modern Dutch authors at the turn of the 20th century. Linguistic and extralinguistic reasons for a rather unsuccessful transfer of cultural "goods"

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Apart from the brief period of union between 1815 and 1830, the Low Countries have been divided both politically and linguistically for more than 400 years. When cultural and artistic exchange is concerned, the Dutch-speaking Southern, and Northern Netherlands kept relatively close ties, despite the political divisions. The linguistic divisions seem to have been more difficult to overcome, as even today there is no literary history discussing the literatures of both Dutch- and French-speaking counterparts of the Low Countries. Nevertheless, there must have been authors located on both sides of the linguistic border.

This paper aims to examine such cases, for it focuses on French works of the early modern writers classified as belonging to Dutch literature by the authors of the late 19th and early 20th century Dutch literary histories. As Willem van den Berg noticed, contact with literature in the Netherlands in the 19th and at the turn of the 20th century could be seen as a form of sociability (20-38); therefore, the literary historians and their works might in Even-Zohar's (1997) terms be referred to as "agents" in the process of transfer of cultural "goods" (i.e., the texts mentioned by the historians). The choice for the early modern period and the turn of the 20th century is not arbitrary, as the early modern period witnessed the Golden Ages of both Southern and Northern Netherlands, and the late 19th and early 20th century could be seen the most intensive period in the development of Dutch literary historiography. The turn of the centuries is also the period in which the greatest number of works of the early modern authors was published in the form of critical editions. In these publications, as well as in the literary histories, texts written in a language other than Dutch are not translated into Dutch.

The structure of the paper is twofold. It begins with a short reception-analysis, whose main objective is to find the early modern authors and the works in question. The second part focuses on the (scarcity of) translations of these works. Which of the French texts mentioned by the literary historians were translated into Dutch and by whom, when were they translated, what were the linguistic and extralinguistic (social, political) reasons for such a small number of translations, or coming back to Even Zohar's (1997) mechanism of transfer, which factors led to the fact that so few French works of either bilingual or writing in French Dutch authors entered Dutch cultural repertoire – these are the key questions this paper is to answer. References to the writings of Itamar Even-Zohar are not accidental, as his Polysystem theory is the main methodological framework of this paper.

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Neural efficiency in language-related brain areas in children with ADHD

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Attention-deficit/hyperactivity disorder, characterized by developmentally inappropriate symptoms of excessive inattention, hyperactivity and impulsivity, is the most common psychiatric diagnosis for children with language deficits (American Psychiatric Association 1994). Even though there is considerable evidence that linguistic difficulties, such as problems with speech production, structural language, narrative discourse and pragmatics, are often associated with ADHD, there is no list of consistent specific language deficits caused by ADHD (Hayden and Pukonen 1996), nor the specific pathophysiology underlying these problems is given. Most of the neuroimaging studies on ADHD focused on specific regions of the brain, showing that patients with ADHD reveal regional abnormalities involved in different functional networks, e.g.

fronto-striatal (Castellanos et al. 2006), or fronto-parietal (Dickstein et al. 2006) circuits, but the studies focused on connectivity between language-related brain regions in ADHD are non-existent. A resting-state fMRI study on the topology of whole-brain functional networks in ADHD patients revealed a decreasing tendency in efficiency of small-world topology, characterized by dense local connections and few global-connections (Wang 2009). That is why in my study, I embarked on the analysis of neural efficiency in language-related brain networks, using resting-state fMRI data, hypothesizing that decrease in neural efficiency in these regions might be associated with ADHD.

The analysis included the data gathered from a group of 116 children diagnosed with ADHD, consisting of 43 children with inattentive subtype and 73 children with combined inattentive/hyperactive subtype, as well as the data gathered for the control group from 93 typically-developing children. The resting-state fMRI data was analyzed in terms of functional connectivity using seed-based functional connectivity analysis, in order to reveal functional networks connected to 3 chosen seeds, namely 2 classical language areas: Broca's and Wernicke's, and Brodmann Area 47, associated with the processing of syntax.

The results of the analysis have shown that functional networks connected to chosen seed areas involved more brain areas in children with ADHD than in typically-developing children, pointing to the fact that brains of children with ADHD might have to incorporate more global connections in order to process the relevant language information. What is more, a highly significant negative correlation was found between the size of the area incorporating the seed and the number of additional areas connected to the seed across all subjects, which suggests that with an increase in global connections, the density of local connections decreases. Finally, the number of activated brain areas within the 3 functional networks was found to be the biggest in children with inattentive ADHD subtype, which suggests that children with this particular subtype might be the most affected by the decrease in neural efficiency.

The results clearly indicate that the decrease in neural efficiency in language-related brain areas in children with ADHD might result from this particular disorder. Whether the language impairments in ADHD result from this decrease is the subject of further studies.

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Will construction grammar work in processing? Evidence from psycho- and neurolinguistics

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Most of the psycho- and neurolinguistic models of language processing have been based on Mainstream Generative Grammar (MGG) as the dominant theory of language representation. Essentially, MGG makes the following assumptions: language components are independent from each other (syntax, semantics and phonology), syntax is primary in language processing, there is a clear rules/lexicon dichotomy. Over the last two decades, alternative linguistic paradigms (i.e. the unification-based theories) have emerged and they are slowly gaining more attention as potential replacements for the default generative approach to grammar. The study focuses on construction grammar (Goldberg, 1995, 2006; Croft, 2001; Langacker, 2003, 2008) which, being a representative of the unification-based theories, has been applied in both psycholinguistic (Jurafsky, 1996) and neurolinguistic research (Dominey, 2003). The project unveils a major problem with applying the construction-based approach in language processing. Theoretically, construction grammar (CxG) is an effective tool for language description which accounts for linguistic aspects neglected by MGG (e.g. idioms) or rendered by the latter less efficiently (verb argument structure). Since theories based on unification by definition require architecture which allows parallel processing of linguistic strata it seems problematic to maintain any unification-based approach in the light of the experimental data being currently at our disposal. The data presented, coming from psycho- and neurolinguistics, exhibit a major inconsistency in the CxG-based processing models. The evidence from ERP (Friederici, 2002, 2003; Ullman, 2001) strongly support the serial (sequential) architecture with syntactic primacy in language processing (ELAN). Such findings are consistent with MGG also at the theoretical level. A preliminary study (Pokornowski, 2011) reflected a major problem in a potential CxG-based sentence processing model. English speakers' preferences were tested in a sentence completion task which involved ambiguity resolution. The items included (at least potentially) the prepositional *but* construction (Pokornowski, 2009). Construction grammar predicts a strong preference for the prepositional interpretation in a *but* as preposition/conjunction ambiguity which is due to the idiosyncrasy principle, or “unpredictability” (Goldberg 1995, 2006). The results

obtained reveal a reversed pattern with *but* as conjunction being the dominant interpretation in ambiguous sentences. These findings are more consistent with the standard MGG-based model of processing. Furthermore, this indicates potential flaws of CxG at least at the theoretical level with syntax primacy being the strongest argument against the construction-based model.

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Drama as an Ordinary Talk: a Sociopragmatic Approach to Dramatic Discourse Analysis (based on the analysis of Harold Pinter's dramatic texts)

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The linguistic study of ordinary talk has much to contribute to our understanding of a drama dialogue. Sociopragmatics concerns the study of discourse in sociocultural contexts and one of its main areas of interest is meaning in interaction. Pragmatics is, therefore, the study of situational, social or cultural factors which may affect (or 'colour') the literal meaning of an utterance in an interactional activity. Seemingly, people use language according to certain implicit rules or factors which constrain what they say, or they unconsciously follow a large number of social and cultural rules which constrain their linguistic behaviour. Topics chosen by the interlocutors are governed by the general need for mutuality. Everyday topics do not require much mental strain and lead to a relaxed, chatty, casual way of expression.

The paper deals with a sociopragmatic analysis of conversations in dramatic texts, which are close to our natural everyday conversation. The pragmatic and sociolinguistic analysis of the speech of characters helps us to understand the relationships between them, their attitudes towards each other and to the reality of the world, their intentions, purposes, wishes and desires, their emotional state. Everyday conversations take place in various social contexts that influence our interactions, according to which we verbalize our thoughts: the same message can be expressed quite differently to different people on the basis of different social contexts.

As a material for the analysis three plays by Harold Pinter (*The Birthday Party*, *Homecoming* and *Betrayal*) were chosen. Harold Pinter is a playwright whose dramatic language has been of particular interest since he was first read and performed. But the treatments of his dramatic language are somewhat limited in scope, and has a tendency to concentrate on lexical items that limits the potential of the analyses; more of that, the use of vague, non-technical terms to describe features identified can confuse the discussion; and a tendency to depend on intuitive and impressionistic views of natural talk can undermine the value of the conclusions presented.

Being one of the most favourite playwrights among linguists interested in discourse stylistics drama, Pinter is considered to have a 'peculiar use of language' and a real master of an ordinary talk. It is frequently observed, for instance, that Pinter's characters use non-standard forms, they stammer, hesitate, repeat themselves and at times do not speak at all. We could point to a number of linguistic features common in Pinter's plays, that are characteristic of spoken English, and thus of natural talk, such as the use of coordinated clauses, and the tendency to load adverbials at the end of the sentence; the features that mark inexplicitness, such as situational ellipsis, exclamations and rhetorical questions, demonstrative pronouns with vague referents, and the use of personal pronouns. Pinter has a special attitude to pauses and silences which, as well as hesitations, self-repetitions and stammers are very typical of many of Pinter's

characters. The turn-taking system also accounts for various silences that can occur in talk in Pinter's dialogues (a gap, lapse, an attributable silence). These and many other peculiar features were revealed in the course of analysis and are presented in the paper.

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Linguistic Insecurity 40 years later

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An Index of Linguistic Insecurity was calculated for New York City in 1966; 20 years later a similar study found Winnipeg Canadians more secure than New Yorkers. 20 years later, undergraduates at a Michigan university were given comparable tasks. The Michiganders, who think local English is unparalleled in correctness, are as insecure as New Yorkers. This suggests a distinction between regional or group (in)security and personal (in)security. Details of such studies are also discussed: the status of the items (stereotypes or indicators), specific phonological facts (vowel versus consonant variation, segment or syllable deletion), and surrounding language ideologies.

The Early Modern English punctuation in Nehemiah Wallington's diary

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N.F. Blake in *A Grammar of Shakespeare's Language* highlights the importance of punctuation in relation to the continuing loss of the inflection and the rising ambiguity of the word order. The importance of written word gradually superseded the spoken word and printed or handwritten records were felt more permanent and dependable. However, this form of communication had inherent flaws, such as the possibility of alternative interpretations that depended on the choice of function the reader applied. Punctuation was used to minimize the interpretative variations with increasing frequency, as Blake points out. However, its successful application to clarify interpretative ambiguity was somewhat thwarted by the apparent lack of clear and cohesive principles of usage.

This paper aims to examine the punctuation guidelines provided by the 16th and 17th century grammarians and apply their understanding of the matter to the analysis of a diary written by Nehemiah Wallington between 1644 and 1658. Paired with a critical examination of present day research on the Early Modern English punctuation the paper will provide a window into the mind of a 17th century artisan and the stylistic choices he made in the process of writing his diary. The extent of influence of grammarians from the Early Modern English period will also be appraised with particular attention paid to the possibility of their works affecting a person's choice of punctuation marks and their use.

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Introduction to research methods in psycholinguistics

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This workshop is a brief introduction to basic concepts important for conducting an experiment in psycholinguistics, for which reason it is designed for participants with no background in this area of research. It will familiarize the participants with a range of experimental methods used in visual word recognition and reading, important aspects of

stimulus selection (norming studies), and with the basics of a simple experimental design.

Development of emotion terms in bilingual speakers – the case of the emotion term insecurity

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Previous research on the development of emotion concepts in bilingual speakers indicates that there are emotion terms which are language specific and therefore absent from the conceptual system of the speakers of other languages (Panayiotou 2004b). However, increasing proficiency and socialisation in the second language enables bilingual speakers to adopt foreign concepts and use them effectively in a near-native manner (Pavlenko 2005, Panayiotou 2004a, Stepanova Sachs and Coley 2006). On the other hand, insufficient proficiency and socialisation is an obstacle for the formation of new L2- based concepts. Thus, non-proficient bilingual speakers rely mainly on their L1 emotion concepts to which L2 emotion concepts and their lexical representations are only linked (Paradis 1994).

The question asked in the study was, how Polish bilingual speakers of English with different levels of L2 proficiency make sense of the emotion term *insecurity* and how language proficiency is connected with the formation of a new emotion concept.

The participants of the study included one group of English native speakers, one group of Polish proficient speakers of English and one group of Polish non-proficient speakers of English. In the first part of the study, all three groups of participants were asked to define the term *insecurity* in their own words and in their native language. Next, two groups of Polish speakers of English were asked to rate the given Polish equivalents of the word *insecurity* from the least to the most accurate.

The results showed that Polish proficient speakers of English define the term *insecurity* in an almost identical way as native speakers of English do, which suggests that they have adopted a concept which is absent in their L1. On the other hand, Polish speakers with non-proficient knowledge of English manifested their reliance on a dictionary definition, which they later juxtaposed to their L1-based concept of the word. Thus, the results of the study point to L2 proficiency and L2 socialisation as two prerequisites for the comprehension and effective use of emotion terms.

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***Perceptions of native and non-native English teachers:
Do Polish university students subscribe to the native speaker
“myth”?***

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The belief that native speakers (NSs) make the best language teachers—by simple virtue of their being NSs—is no longer promoted in the literature on English language teaching (ELT). Phillipson (1992) termed the notion the “native speaker fallacy” (p. 195). Based on surveys of NS and non-native speaker (NNS) teachers from 11 countries, Medgyes (1994) argued that while the NS and NNS are two different “species” (p. 27) in terms of their use of English and teaching behaviors, their differences are complementary. For example, respondents felt that while NSs tend to focus on fluency and oral skills, NNSs tend to focus on accuracy and grammar, and while NSs may use the language more confidently, NNSs are more cognizant of student needs. Medgyes (1994) emphasized that both can be successful teachers in their own right.

Nevertheless, it seems that practice has yet to catch up with theory. Kirkpatrick (2007) observed that in many parts of the world, being a NS may be the only qualification required of a teacher, and studies in the U.S. (Mahboob et al., 2004) and the U.K. (Clark & Paran, 2007) have shown that the NS criterion remains an important consideration for employers. As Clark and Paran (2007) noted, hiring practices may be based in part on assumptions that students prefer to be taught by NSs. In light of this observation, it is interesting that while there is an emerging tradition of research on teacher beliefs about NS and NNS teachers (e.g., Reves & Medgyes, 1994; Tang, 1997; Nemtchinova, 2005; Ma, 2012), fewer studies have attempted to ascertain what students may actually believe. This question was taken up by Benke and Medgyes (2006); in their survey of Hungarian students at secondary and tertiary schools, they found that student perceptions of the characteristics of NS and NNS teachers in fact corresponded with the teacher perceptions documented by Medgyes (1994) and that respondents felt that the ideal situation would be one in which they were taught by both NSs and NNSs. Surveying Spanish university students on their preferences, Lasagabaster and Sierra (2006) also found that most would prefer to have both NS and NNS teachers, reporting that respondents generally preferred NSs for areas such as vocabulary and speaking and NNSs for areas such as grammar and language learning strategies.

The purpose of the present study is to contribute to this area of inquiry by investigating student perceptions in the Polish context. Based on the work of Benke and

Medgyes (2006) and Lasagabaster and Sierra (2006), a questionnaire will be developed, using a combination of Likert-scale items and open-ended questions, to survey students of English philology at a large Polish university on their beliefs and preferences. The study will seek to answer questions investigated by Benke and Medgyes (2006) in the Hungarian context; namely, what do students perceive as the most characteristic features of NS and NNS teachers, and to what extent do students' perceptions correspond with documented teacher perceptions? In addition, the study will seek to determine if students whose primary academic interest is ELT differ in their views from other students. Finally, the analysis will determine if any general preferences regarding NS or NNS teachers can be identified. Ultimately, this study can provide a useful basis for discussing the strength of the native speaker fallacy in the Polish context.

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A Woman, not a Womb – Strategies and Impact of the US Slogans Demanding Reproductive Autonomy

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The paper investigates the phenomenon of feminist discourse with the principle focus on the slogans coined by participants of the major US demonstrations for reproductive autonomy and the respective legislation. It is embedded in the feminist and deconstructivist notion of language, i.e. a sphere of the fight for liberation and empowerment. The sociocultural approach reveals the fundamental function of the feminist language as an answer to the patriarchal power relations reflected in everyday communication.

The presentation introduces the concept of reproductive autonomy and (in)fertility wars. Due to the significance of reproductive rights for gender equality, it seems necessary to take a closer look at how language is engaged in this issue and how it has been influencing public discourse, awareness and everyday life. The study focuses on the performative power of language and its implications for women's rights, which is why it outlines the major breakthroughs in the US pro-choice movement. With reference to pragmatics, hermeneutics, feminist stylistics and rhetoric, I shall describe, examine and evaluate feminist slogans selected from the events led by the major US feminist group, the National Organization for Women. Demonstrations under evaluation embrace Women's Strike for Equality (1970), Marches for Women's Lives (1989, 1992, 2004) and NYC SlutWalk (2011). The analysis is based on media coverage, scientific articles, reports, journals and the official websites of the events and organizers, as well as publications related to the history of feminism and feminist discourse. The study would not be comprehensive without the graphic documentation of the manifestations, such as photographs, images and films. It takes on three dimensions of the postulates - structure, means of argumentation and performativity relevant for further developments in public discourse and life. It explores linguistic, stylistic and rhetorical aspects of the slogans with the particular focus on metaphors, humour, symbolism and intertextual references. Their impact on the society constitutes the core interest of the research. Due to the correlations between the feminist and political discourse, it is vital to observe how manipulation and persuasion are embedded in the catchphrases. A deeper insight into the pro-choice slogans shall provide recommendations for conscious-raising campaigns and feminist action. I shall suggest which discursive factors and arguments promise success and which might be counter-productive in the light of cultural, political and societal differences between the USA and Poland.

Keeping in mind the progress of pro-choice legislation in the United States, it appears indispensable to acknowledge the role of the feminist language in emancipation, self-determination and true democratization. Furthermore, the American slogans provide invaluable source of inspiration and motivation for the Polish activists and the promotion of non-sexist language worldwide.

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The Mating Tongue: The Role of Language in Sexual and Social Selections

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The notion of comparability of human language with animal traits has been a subject of a heated debate. Related to this question is whether human language underwent biological pressures, and thus whether it is partially an evolutionary construct. Some linguists often argue that language is purely an arbitrary system of communication, and hence bears no similarity to animal traits, which display biological fitness.

However, arbitrariness and being a trait need not be in contradiction, if we assume that these two elements may function on separate and independent levels. Thus, the arbitrariness is visible in e.g. syntax, phonology, etc., while the function of a trait in e.g. volubility, voice quality, verbal creativity, intelligence, humour, etc. If this assumption is correct it would mean that human language plays a significant role in sexual and social selection. These two concepts in the case of human beings are based on the assumption that the choice of a right sexual partner is crucial due to heritable traits that are transferred to offspring (purely socio-cultural factors are equally important, but are not the target of this discussion), while choosing a good ally may be as rewarding as choosing a wrong one may be detrimental. In other words, both allies and sexual partners may be seen as “limited resources” for which people have to compete.

Some scientists have argued in favour of the aforementioned theories (and in many instances have been successful to find evidence supporting these claims), indicating that voice quality (Fraccarro et al. 2010; Hodges-Simeon et al. 2010; Hughes et al. 2004; Locke 1999, 2001; Puts et al. 2006, 2007), relevance (Dessalles 1998; Scott-Phillips 2009),

intelligence and verbal creativity (Arden et al. 2008; Burling 1986; Bratko 1996; Kaufman et al. 2008; Locke 2008; Miller – Tal 2007; Prokosch et al. 2005; Rosenberg – Tunney 2008; Shaner et al. 2008; van den Berg et al. 2004), humour (Alexander 1986; Bressler – Balshine 2005; Greengross – Miller 2008; Howrigan – MacDonald 2008; Kaufman et al. 2008; Locke 2001; Miller 2000; Prokosch et al. 2005; Shaner et al. 2008; Sprecher – Regan 2002), and gossip (Dunbar 2004; Dunbar et al. 1997; McAndrew – Milenkovic 2002; McAndrew et al. 2007) are examples of language usage displaying heritable traits. Gossip seems different in terms of not displaying biological fitness (unless imbued with intelligence or humour), but it has been found to be, amongst its other functions, a tool for supporting allies and debasing rivals, which is not surprising when taking an evolutionary perspective on coalition-building among primates.

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Negative Markers in a Theory of Dialogue: Two Italian constructions

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Consider the following two negative constructions of Italian (Cinque 1976, Poletto 2008):

1. a. Gianni non è mica venuto. [Mica Construction (MC)]
Gianni not is *mica* come
- b. Gianni non è venuto no. [Particle Final Construction (PFC)]
Gianni is not come no

Both are traditionally regarded as “reinforced” or “emphatic”. Disregarding syntactic differences, they differ pragmatically in ways that can be clarified in a model of dialogue (Roberts 1998 a.o.) which encodes separately what is accepted or held for true (common ground, CG) and the conversational agenda (questions under discussion, QUD).

MC can be used to reject a proposition which is presupposed by a preceding utterance. What follows exemplifies some well known presuppositional contexts:

2. a. È un peccato che tu e Marta vi siate lasciati. [Emotive factive]
 ‘It’s a pity that you and Marta broke up’.
 b. Non ci siamo mica lasciati!
 ‘We didn’t break up!’
3. a. Tua madre sa che sei stato bocciato? [Epistemic factive]
 ‘Does your mother know that you failed the exam?’
 b. Non sono stato mica bocciato!
 ‘I have not failed the exam!’
4. a. Esci con la tua ragazza stasera? [Definite description]
 ‘Are you going out with your girlfriend tonight?’
 b. Non ce l’ho mica, la ragazza.
 ‘I haven’t got a girlfriend.’

Beside presupposed propositions, some entailments and implicatures can also be rejected by using MC (examples omitted). In all such exchanges, PFC cannot be substituted for MC: the result would be infelicitous.

By contrast, PFC can be used to reject a positive assertion, to answer a yes-no question and even to (emphatically) confirm a negative assertion:

5. a. Gianni è venuto / Gianni è venuto alla festa? / Gianni non è venuto.
 ‘Gianni has come’ / ‘Has Gianni come?’ / ‘Gianni hasn’t come’.
 b. Non è venuto no.
 ‘He hasn’t come’.

In all these contexts, MC is infelicitous.

A further difference is that MC is compatible with a (contrastive) focus, while PFC becomes sharply unacceptable if a constituent is focused:

6. a. Non è mica venuto GIANNI. (È venuto Mario).
 b. *Non è venuto no GIANNI. (È venuto Mario).

I propose that PFC has narrow focus on the (negative) polarity value. Focus imposes requirements on the felicity of a sentence: in the terms of Roberts (1998), in order to be felicitous, (5b) need a QUD paraphrasable as *Has Gianni come?*. All three utterances in (5a) indeed raise such a QUD (Ginzburg 2012). PFC cannot be used in cases like (2-4) and others because presupposed, entailed, and implicated propositions do not generally raise an appropriate QUD. (6b) would have two narrow foci (a polarity focus and the contrastive focus on *Gianni*), but in Italian at most one narrow focus per sentence is allowed.

A MC with content *not p* can only be used if *p* is implicitly or explicitly included in the context (Cinque 1976). This can be modeled for instance through the revised notion of CG of Stalnaker (2002): CG includes all and only the propositions that are mutually accepted. Discourse participants can have divergent beliefs about what is CG. When a speaker realizes that the interlocutor is presupposing/entailing/implicating that *p* while she does not accept *p*, she can signal her disagreement by using MC. MC addresses contextual, not at-issue propositions (Simons et al. 2010): this is why MC is excluded from (5). MC does not impose any focus-background articulation, so it is compatible with a narrow focus as in (6a).

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Discursive construction of a gay parent in the context of online comments on gay adoption

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The paper looks into the discursive construction of resistance to and approval of gay adoption as projected in the context of online comments. In particular, it focuses on the discursive strategies used by gay people to construct themselves as good parents.

Although gay adoption was legalised in 2006 in England and Wales, and in 2009 in Scotland, the issue continues to have salience in UK society, even more so now since the Conservative-led coalition came to power in 2010. Despite a shortage of suitable adoptive and foster parents in the UK, the idea of gay and lesbian couples adopting is not unanimously accepted.

The Internet constitutes one of the discursive sites where the exchange of opinions and views concerning gay adoption is taking place. Herring (1996:1) defines the type of communication that “takes place between human beings via the instrumentality of computers”, as Computer Mediated Communication (CMC). It is a growing field of research for discourse analysts, because in technologically advanced societies the Internet is changing the way people communicate and form communities (Preece 2005). Herring (2004) distinguishes between different modes of online communication such as forums, e-mail, blogs and chat-rooms as well as social networking sites such as facebook and myspace. Another mode of online interaction, i.e., *comments* left underneath news articles, constitute an interesting new-emerging e-genre. They are, however, an under-utilised source of empirical data by linguists, which beg more research due to their empirical potential for investigating online identities.

By applying the insights and methods of the Discourse Historical Approach (DHA) as forwarded by Reisigl and Wodak (2001), I will critically analyse the comments underneath newspaper articles on the subject of gay adoption relying in particular on the nomination and predication strategies as proposed by Reisigl and Wodak (2001).

My working hypothesis is that the standpoints of a historically marginalised section of society expressed in comments regarding gay parenting provide an insight into the creation of online identities. The conducted analysis will show how gay people construct their potential parental identities and how they represent themselves as prospective ‘good’ parents. The analysis will identify certain patterns of language use by gay people regarding their self- and other-presentation.

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The impact of morphology on syntactic categorization

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In the past few years, there has been a growing interest in the fact that some patterns of morphosyntax seem to be impossible, and hence morphosyntax may be more principled than originally thought. I will survey one striking set of findings: in some configurations, two morphemes are not allowed to be homophonous. I will then show that these gaps -- "impossible syncretisms" -- follow naturally from an approach to language in which the atoms of grammar are not words or morphemes, but rather features themselves -- together with some very simple "competition principles" for spelling out those features. One of the result will be a new methodology for discovering grammatical structures from simple patterns of morphological homophony.

Dead in translation: differences between categorising into animate and inanimate in Polish and Swedish

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This presentation deals with the problem of translating and categorising notions revolving around death, such as death itself, dying, corpse and killing in Swedish and in Polish. By looking on the context in which the words can occur, the author compares what is animate and what is not in those two languages.

The theoretical basis for this research is the notion of the Linguistic Picture of the World [LPW]; an idea widely discussed in Poland, with its source in the Sapir-Whorf hypothesis. The LPW is a variously verbalised interpretation of reality; in other

words, the language one uses determines the categorisation of the world (Allwood 2003, Grzegorzczkova 1999, Bartmiński 2006).

The initial research has been based on several dictionaries. The source language is Swedish. Therefore, the primary words taken into consideration are derivatives of *dö*, 'die' (*död*, 'death'; *död*, 'dead'; *döda*, 'kill') as well as their synonyms and furthermore terms for dead body. The author seeks possible translations of the Swedish terms and compares dictionary entries (phraseology, possible usage). The disadvantage of this method is that dictionary entries do not show the latest linguistic phenomena. However, the method is considered here sufficient to obtain coarse results and point to general linguistic tendencies in a given society.

The preliminary results show that Swedish is more inclined to attribute human characteristics to animals as there are no special words for animal death, which in fact are in Polish. For example, one can specifically *uśpić psa* in Polish (but never a human), while *avлива en hund*, 'take life from a dog', which in some cases can also be used of a human death or a destruction of sth. Moreover, killing and dying can also be applied to inanimate objects (*min telefon är död*, 'my phone is dead'; *döda en inteckning*, 'kill a mortgage'), which is not the case in Polish. Therefore, a conclusion can be drawn that while Swedish distinguishes either animate or inanimate category, Polish may seem to apply two categories as well, but differently (human or non-human). In addition, it is possible in Swedish to personify material things, whereas Polish prefers to personify abstract ideas.

The reasons for such a division are yet to be determined in a wider, corpus-based study.

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Language and noise: the translation of onomatopoeic expressions from James Joyce's Ulysses in the light of formal and dynamic equivalence distinction

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In his *Principles of Correspondence*, Eugene Nida introduces a distinction between two basic alternative approaches towards expected translation results, the first of which is called *formal equivalence*, and the second *dynamic equivalence*. For a translator to select between these orientations is to assign higher priority to either form or content of a translated message. According to Nida (1964), the justification for such a procedure is grounded in the fact that the inextricability of these two components is accompanied by their unequal significance for a given message's function. However, it may be hard to gradate the importance of form and content in a borderline case of literary work such as James Joyce's *Ulysses*, the publication of which gave rise to an unusual amalgamation of style and content.

The specific nature of *Ulysses*'s language and the obstacles faced by a translator are well illustrated by the problem of rendering non-lexical onomatopoeia in which the book abounds. The aim of these forms is not only to test the possibilities of articulating the non-linguistic context such as mechanical noise by means of language, but also to create a gamut of sensations connected to music and noise perception, which, in turn, was to be a part of a broader attempt to reflect the whole world within the book. With the aim of doing this, the writer created many alternative versions of onomatopoeia denoting one sound, which could be exemplified by five forms relating to bell ringing. By means of language, Joyce also managed to unite the elements that are normally perceived as opposing, such as body sounds, music and the hubbub of objects, as represented by the sentence “*yes hold them like that a bit on my side piano quietly sweeeee there's that train far away pianissimo eeeee one more tsong.*” The expressions *sweeeee* and *eeeeee* relate to character's flatulence, a distant train and a song simultaneously.

The complexity of a translator's task becomes even clearer as one realizes that Joyce's onomatopoeia refers to the extralinguistic reality not merely by means of sound combinations often contradicting phonotactic constraints of English, but also by means of complex repetitions linking distant parts of the book and a play with their graphic representations. A good instance of this endeavor is a cat that instead of traditional *miaow* produces a sound conveyed as *mkgnao*.

A successful translation of Joyce's onomatopoeia must not neglect the factor of contextual knowledge of a target audience. In order to transfer the meaning of non-lexical onomatopoeia, one has to bear in mind the relation between phonetic and graphemic rules of a language. It is also essential to consider the extent to which extralinguistic experience of source and target audience overlap in order to reconstruct the influence of the text upon its readers, for it is impossible to identify Joyce's *Frseeeeeeeeeeeeeeeeeefrong* as a train whistle if one has no prior experience with trains.

The aim of my talk is to discuss the nature and purpose of onomatopoeic expressions coined by James Joyce in his novel *Ulysses*, to consider the potential difficulty which they pose for a translator and to analyze the particular choices made by

Maciej Słomczyński in his translation of the book. The discussion will be also related to Eugene Nida's *formal* and *dynamic equivalence* distinction as an attempt to define the position which it occupies in the translation of borderline instances of literary work.

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The curious case of the Japanese subject – the analysis of the nominative structures in Japanese

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There has been a longstanding debate on the notion of subject in the Japanese language. The definitions provided for the subject in English can not be successfully applied to the Japanese subject due to the vast differences between the two languages (Mikami 2009, Kanaya 2004). The subject in English typically has been associated with the nominative case, the subject-verb agreement and the agent of the predicate, but the Japanese subject can hardly be described in the same way (ex. Kiyose 1995, Ōkado 2008, Moriyama 2009).

Typically the subject in Japanese has been defined as the element marked with the nominative particle *ga* (or in some cases with the thematic particle *wa*, although it can be marked with a variety of other particles), as the agent of the main verb and as the element that triggers the change of verbs and nouns into their honorific forms (Shibatani 1985, Ōkado 2008, Moriyama 2009). It is difficult to provide a uniform definition, but some linguists say that the notion of subject should be present in the grammar system of Japanese, if only for convenience's sake (Kuno 1973, Shibatani 1985). Some, however, claim otherwise. Mikami Akira (2009) proposed a theory, according to which the element marked with the nominative particle *ga* is not a subject, but merely a nominative complement of the verb. He denied the existence of a subject in Japanese, but instead he proposed the theory of 'dominance of the nominative' (*shukaku no yūisei*). This theory states that although the nominative does have some characteristics

that other grammatical cases do not display (such as being dropped in the imperative sentences or being central to the transformation into passive voice), it does not mark a subject and structure-wise it is on the same level with other cases. This is because there is no morphological agreement neither any other unique relation between the nominative noun (or pronoun) and the predicate. There are also issues concerning the agreement of the subject with the predicate in its honorific form: in some cases the nominative element is not the one triggering the transformation into honorific forms (Kanaya 2009, Moriyama 2009). Furthermore, with certain double subject constructions and prepositional attributive constructions, the nominative element clearly does not denote the agent of the main verb. All these arguments point to the fact that the nominative case can not be associated with the notion of subject and therefore the very nature of subject gets called into question. Mikami claimed that because of these problems and because the *wa* particle denotes the theme and not the subject, the notion of subject should be abandoned in the Japanese language (Mikami 1972, Mikami 2009).

This research attempts to verify all these arguments by looking at the characteristics of the nominatives in various Japanese sentences, particularly in the sentential attributive constructions (ex. *watashi ga katta kuruma* – ‘the car that I bought’) and in the double subject constructions (ex. *Watashi wa ringo ga suki da.* – ‘I like apples.’). The analysis will also include a brief explanation of the differences in the use of *wa* and *ga* particles. On the basis of the evidence gathered, the merits of presented theories will be assessed. It will become clear that it is not necessary to abandon the notion of subject in Japanese, although its definition has to account for various sentence structures and certain characteristics of the Japanese grammar.

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The role of conceptualisation in the expression of aspectual notions in Hungarian

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In my presentation I look at the phenomenon of aspect from a Cognitive linguistic perspective, which assumes that the dynamic nature of conceptualisation characterises every facet of human communication and language use (see Langacker 1987, 2008; Croft–Cruse 2004). It also posits that the dynamic construal of meaning is so fundamental that it permeates every layer of language and not only the instances of figurative speech are exposed to this phenomenon but even basic grammatical constructions of everyday speech could not be understood without the help of this principle. However it should be noted that dynamic construal does not mean that every aspect of our understanding would be exclusively intuitive or arbitrary. Linguistic signs are highly conventionalised elements but in the actual communicative situation the participants have the opportunity to negotiate their meanings and to extend existing schemata to new phenomena (cf. Bybee 2010, Goldberg 2006). It is assumed that syntax is not autonomous but it is inseparable from other human cognitive abilities and it is also claimed that lexicon and grammar form a continuum (Langacker 2008). On the basis of these assumptions my attempt with the presentation is to highlight the role of conceptualisation in the emergence of aspectual notions in Hungarian: and to show how the combination of different semantic notions such as time, goal and definiteness influence the way an event is viewed in a given context.

Aspect is a complex linguistic phenomenon which determines how a situation is represented (viewed) in a given discourse (cf. Comrie 1976, Boogaart–Janssen 2007). The most fundamental aspectual distinction derives from the cognitive concepts of “wholeness” and “continuity” (see Huumo 2009) and the chief function of the different representation of the situations is assumed to be discourse pragmatic as it helps to clarify the relationship between the events in the narrative (Hopper 1982, Wallace 1982). In Hungarian the two basic aspectual categories are the imperfective and the perfective viewpoints (Péter 2008, Kiefer 2006, Pátrovics 2004), the marking of which is morphologically asymmetrical. The basic Hungarian verb forms are predominantly imperfective, semantically unspecific forms which focus on the process of the event. However, when the attainment of an inherent boundary (usually endpoint) is elaborated from the semantic structure of the basic verb it expresses perfective aspect because

(apart from showing the process) it also refers to the event scheme of the situation and due to that the event is represented as a whole. In Hungarian boundedness is an intrinsic feature of perfectivity (cf. Dahl 1985, Bybee et al. 1994) and in many cases diagrammatic iconicity connects the perfective constructions to the default (unmarked and semantically unspecified) imperfective forms. However, in Hungarian there are no clear aspectual markers which, with morphological or grammatically means, would exclusively and unambiguously indicate perfectivity. It is claimed in the presentation that based on Bybee's semantic relevance theory (1985) Hungarian verbs differ according to their perfective potential (how central an inherent boundary is in the semantic structure of the verb) and the perfective potential of a verb influences how it can be represented holistically (in a perfective way) in discourse. The elaboration of relevant features and the direction of attention to these components create a wide range of possibilities for the expression of different aspectual values. With the presentation my chief aim is to give an insight into how the semantic characteristics of verbs intermingle with the notions expressed by the tense of the verb, the elaborated arguments and their definiteness in discourse in order to express aspectual information. The research examined only finite clauses and it used the database of the Hungarian National Corpus.

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Diminutives and Augmentatives in Catalan and Spanish

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In this study we will provide an overview of Catalan’s and Spanish Evaluative Morphology. Note here that through all our study we will understand EM as the formal study of diminutives and augmentatives. The framework we are going to work with is close to Ponce de León (2008), in the way that we accept his proposal of postulating EM halfway between Flexion and Derivation. Disparities are pointed out while comparing the main characteristics of morphological processes (transcategorization, requirement, productivity, iterativeness, cumulative expression, allomorphy, new concept, semantic regularity, abstract meaning of the morphs, position, relevance to Syntax and core of lexical construction).

However, what makes Evaluative Morphology especially different from both Flexion and Derivation is the violation of Aronoff’s Unitary Base Condition: affixes take into consideration the grammatical category of the root they are being attached to, i.e. that a single affix cannot be added to different grammatical roots. The next examples from Spanish confirm how this is not applied in EM: *madrecita* [N], *buenequito* [Adj.], *lueguito* [Adv.].

In addition to that, some further considerations may arise when analyzing diminutives and augmentatives. We reckon Grandi (2002, 2011) made interesting claims regarding to its non-universality, as she compared its existence within different family languages. This led her to conclude that “if a language has some morphological devices to form augmentatives, then it must have morphological diminutives too, but not *vice versa*”. What is more, we accept the two conditions under which an expression might be identified as ‘evaluative’: “the first condition indicates that a linguistic construction can be defined as evaluative if it has the function of assigning to a concept a value, different from that of the ‘standard’ (...), without resorting to no parameters of reference external to the concept itself. The second condition indicates that an evaluative construction must include at least the explicit expression of the standard (...) with an evaluative mark (a linguistic element that expresses at least one of the semantic values traditionally classed as evaluative: BIG, SMAL, GOOD, BAD)”.

On the other hand, we are positive some rearranges might be made to her hypothesis of EM formation in the Romance languages. A comparison between Catalan

and Spanish shows evidence enough to question at least two of her assumptions; first, that the Latin suffix *-(i)on*, *-(i)onis* turned into a agentive / pejorative augmentative and, second, that the relational suffix *-inus* is the base of a Romance diminutive. Data from Catalan illustrate that these suffixes have undergone different linguistic processes through the formation of the language, being the former a completely productive diminutive, whereas the later remained as a relational suffix.

Finally, we believe that the pragmatic values diminutives and augmentative make use of are fundamental to understand how they work. As Ponce de León (2008) points out, at least 10 meanings should be claimed: reference, affectivity, courtesy, effectiveness, eloquence, euphemism, compassion, modesty, irony and spite. An intensifier and approximate functions might be included as well. Note here that these categories overcome the four semantic values Grandi proposed. Because of that, we consider Morphopragmatics, a theoretical framework halfway between Morphology and Pragmatics, might be helpful to understand better the process that are taking place.

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Possible loss of basicness? The case of green and zielony - a comparative corpus-based study

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Berlin and Kay's (1969) work on colour universals and basicness overturned the common belief that languages divide the colour spectrum in different ways, and has continued to be tested in various field studies, typically using colour charts, as in the original research. This method has been criticized as it does not investigate the meaning of colour terms but their foci (Wierzbicka 1990). In order fully to understand a specific colour term, it needs to be analysed in a linguistic context, not in isolation. Relatively little research has been done, however, on the use of colour terms in their linguistic context (though see Niemeier 1998, Waszakowa 2000, Steinvall 2002, Gieróń-Czeczor 2011). Therefore the methodology of my study, which aims to explore the polysemy of Basic Colour Terms (BCTs) *green* in English and *zielony* in Polish as well as their basicness, focuses on existing corpora. Analysing *green* and *zielony* in context shows that the criteria for basicness established by Berlin and Kay in 1969 are problematic. Even though there have been attempts to modify the criteria (for example Crawford 1982, Moss 1989) the question remains whether these kinds of criteria can really distinguish basic from non-basic terms in a clear-cut manner in all the languages of the world. Semantic change is an inevitable part of linguistic evolution, which shows how human thinking changes over time and this also needs to be taken into account. One meaning that has gained much attention in recent years in both scholarly and popular literature is that of being 'environmentally friendly' (for example Zimmer et al. 1994, Abdul-Muhmin 2007). What is the role of this meaning and how has it changed since the 1970s when it was first used? Does it affect the basicness of *green* and *zielony*?

My research focuses on the notion of basicness. This entails answering questions such as: What does it mean for a colour terms to be basic? Are criteria for basicness such as those established by Berlin and Kay (1969) or Crawford (1982) viable? Might basicness work differently in different languages? Is it possible for Basic Colour Terms such as *zielony* and *green* to lose their basicness? These issues are explored using data from Polish and English corpora: the National Corpus of Polish (<http://nkjp.pl>); the British National Corpus (<http://corpora.byu.edu/bnc>) and the Corpus of Contemporary American English (<http://corpora.byu.edu/coca>). This paper is part of my PhD research, the aim of which is to make a synchronic and diachronic comparison of the two languages during two time periods; the later part of the 20th century (1985-1994), and the early part of the 21st century (2001-2010). The research is qualitative in nature, and so the analysis of *green* and *zielony* allows identification of their different literal, metonymical and metaphorical meanings. The quantitative analysis, on the other hand, allows identification of which meanings of the two colours terms in question are the most common in English and Polish in two different time periods. The meanings and the frequencies of each meaning are being investigated through a sample of around five thousand per language period. Though there are many similarities between the colour terms in these two languages, there are also some differences. Identifying both has allowed me to draw some preliminary conclusions regarding the nature, meaning and role of basicness in colour terms. One is that the idea of criteria for basicness can be

challenged; a second is that thinking about colour terms may change over time. Moreover it is possible that basicness of *green* and *zielony* works differently in English and Polish respectively.

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Syntax in Context – the topic is Focus

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Does syntax need context? It is assumed in the generative framework that syntax is independent from other linguistic levels, such as semantics or phonetics (cf. Chomsky 1957). It is also assumed that syntax provides the other interfaces with the proper material which will subsequently be interpreted by LF and PF (Hornstein et al. 2005:9). However, there is one borderline area in which all these modules seem to be forced not only to cooperate but also to communicate. If no context is to be required (or, even disallowed) within the syntactic frames, how is it then possible that other interfaces, the phonetic and the semantic ones, are able to read the information provided by core syntax? What is the actual borderline - the coding-decoding system – through which the necessary information is provided? One of the areas that seem particularly apt for tracing these links is information structure. Topic and Focus, as analysed from the formal perspective, are encoded somewhere at the derivational level (cf. e.g. Adger 2007, Tajsner 2008). They, therefore, belong to the syntactic part of sentence formation and are later decoded at the interfaces together with the rest of interface-relevant information. If so, then the following questions arise:

- If Topic and Focus are a part of syntax, in the form of functional projections, how is it possible that something so purely syntactic can then be read and analysed at the PF/LF interfaces?

- However, if Focus and Topic are features (rather than projection levels) and are for that matter transmitted throughout the derivation to be properly licensed at some point, and then become invisible for further derivation and spelled-out (here, the phase-based analysis is assumed (Chomsky 2001, 2008)), how is then the proper configuration interpreted by the interfaces?

- What are the other possible accounts that would prove intelligible for the interfaces? How can syntax retain the privilege of licensing Topic and Focus within its production processing while ensuring the main characteristics of the information structure are still readable for PHON and SEM?

Here, I would like to analyse the most credible accounts that are now being put forward within two most prominent approaches, the feature-based one (for which I assume the work of Tajsner (2008), Adger (2007) and Boeckx (2008) as the reference point) and the cartographical one (for which the point of reference is Rizzi (2002, 2006) and Boeckx (2008)). My starting point for the comparison will be the example of the so-called *superman sentences* (Neelman and Szendrői 2004) and the main issue the question if any of these two approaches to the information structure brings us closer to the clarification of how syntax and the LF/PF interfaces communicate and if it is really the case that syntax needs no context to provide the interface-friendly output.

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Causation and Causativity in the Persian Language

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It is generally recognised that causation plays a major role in our everyday experience. Some scholars even claim that the above-mentioned concept lies at the very centre of human cognition as one of the most basic notions existing in human mind (see Lakoff 1987). Not surprisingly, then, causation has been within the scope of the most recent linguistic research conducted from both a typological and cognitive perspective.

The aim of the present paper is to take a closer look at causation and causativity in Modern Persian. First of all, it seems reasonable to provide definitions of both terms. The former "is a perceived relationship established between two events due to spatiotemporal contiguity in a repeatable configuration. Event 1 temporally precedes event 2, occurrence of event 2 is perceived to be dependent on the occurrence of event 1. Both form a cause-effect relationship" (Schmied & Haase 2007: 2). The latter is defined as "the lexicalisation of causation in which a cause-effect relationship/a causal situation is expressed as:

- (4) a series of simple verbal propositions,
- (5) a complex verbal proposition,
- (6) one simple proposition, usually the 'effect' under neglect of the cause" (Schmied & Haase 2007: 2).

Causative constructions are such structures in which a person, an event, or a phenomenon (the so-called *causer*) causes or motivates another person or thing (the so-called *causee*) to do an action, to have a new state, or stay in its former state (Dabir-

Moghaddam 1982: 14). They are of great importance in linguistic studies carried out from a typological perspective (cf. Golfam & Bahrami-Khorshid 2009: 125). Therefore, this paper aims to outline the system of Persian causatives with special attention paid to their typology. Two classifications of causative constructions – Song’s (1996) and Comrie’s (1992; 1993) – shall be taken into account as frames of reference.

Song’s typology comprises three types (here together with the main subtypes one can find in Persian):

(7) COMPACT type

(8) lexical causative, e.g. the verb *ferestādan* in *kasi rā be xāne ferestādan*

(9) morphological causative, e.g. the verb *xandāndan*

(10) for a humorous effect, e.g. the verb in *noxostvazir-o este ’fāundand* (Lotfi 2008: 4)

(11) compound verbs, e.g. *xaste kardan*

(12) AND type – in Persian only pseudo-AND-type causatives, e.g. in *u faryād zad (o) man tarsidam* (Lotfi 2008: 5)

(13) PURP type – signalled by the subjunctive mood in Persian, e.g. *goftam beravand* (Lotfi 2008: 7).

Comrie’s types – also together with some subtypes found in the Persian language (see Golfam & Bahrami-Khorshid 2009: 127-130) – are as follows:

(14) morphological causative

(15) simple, i.e. present stem of non-causative predicate + *-āndan/-ānidan*, e.g. *xorānidan*

(16) compound, i.e. adjective + *kardan*, e.g. *nārāhat kardan*, *xāli kardan*

(17) lexical causative

(18) identical, i.e. no formal difference between two predicates, e.g. non-causative *poxtan* vs. causative *poxtan*

(19) non-identical, i.e. no similarity between non-causative predicate and causative one, e.g. non-causative *mordan* vs. causative *koštan*

(20) compound non-identical, i.e. combination of at least two free morphemes with a kind of suppletion taking place in the non-causative pair, e.g. non-causative *ātaš gereftan* vs. causative *ātaš zadan*

(21) analytic causative, i.e. causer + analytic causative verb + *ke* [...subjunctive verb], e.g. *pedar pesaraš rā majbur kard ke dar xāne bemānad*.

A few remarks shall also be made on one more type, namely discursal causative (Golfam & Bahrami-Khorshid 2009: 130-132).

Last but not least, some issues concerning causatives in Persian as opposed to light verbs will be raised, an exemplification of which is the verb *kardan* (the light verb *kardan* ‘to do’ vs. the causative verb *kardan* ‘to make’).

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The (still) unwanted Roma: The image of the Roma in the British and Polish news reports

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Regardless of the fact that the Roma, with their unique history and culture, are an integral part of Europe, they are usually perceived by the majority population as intruders, “others” and foreigners (even in their home countries; Szewczyk 2007). Perhaps even more than different minorities, the Roma experience discrimination not only in such ‘everyday’ domains, as employment, health care or housing but also in culture, education (Gil-Robles 2006, European Union 2009, FRA 2009) and, especially in the media (van Dijk 1992). While still persistent, the discrimination and prejudice against the Roma have recently become more sophisticated and oblique in form leading to the development of the so-called New Racism (Barker 1981, Krzyżanowski and Wodak 2009). The latter is mainly ‘discursive’ in nature and in the first place denies that it actually is a type of racism in order to be perceived as democratic (van Dijk 2000, van Dijk 1997). In this subtle form of racism, prejudicial messages may be well hidden inside apparently innocent language.

The aim of this paper is to present analysis of discriminatory strategies against the Roma in European press. The paper focuses on press reporting of events from mid 2010 when the French authorities expelled and ‘de-legalised’ members of the Roma minority. The empirical material consists of 181 news reports from two English

newspapers (liberal *the Guardian* and conservative *the Daily Telegraph*) and two Polish newspapers (liberal *Gazeta Wyborcza* and conservative *Rzeczpospolita*) with the time frame from mid July to late September 2010. The analysis, conducted in line with the Discourse Historical Approach (Reisigl and Wodak 2009) in critical discourse studies, operates at two levels, namely preliminary thematic analysis (Krzyżanowski 2010) and in-depth analysis based on strategies of self – and other presentation (Reisigl and Wodak 2001).

The preliminary results of the analysis show that one may distinguish four phases of reporting revolving around such macro-topics as the War on Crime, Expulsions, International Reactions and Denial of Discrimination. The outcomes of the in-depth analysis also show that there are noticeable differences between the said phases in the referential, predicational, argumentation and intensification/mitigation strategies used by the journalists in these news reports. The overall results indicate that the image of the Roma is clearly discriminatory, presenting them mainly as criminals, depriving them of their rights or sometimes even of their humanity.

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Justifying occupation: Otherizing “the Arab” in the Israeli pioneers' recordings

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The Israeli-Palestinian conflict, lasting already for more than seventy (or two thousand) years, is as complex as one can only imagine. Taking into account its convoluted relationship with the present and the past, with Islam and Judaism, with international and intercultural politics it is almost impossible to judge it in the black-and-white categories. The peace process, if we can speak of any, takes much time and slow steps, each year increasing costs, fatalities and the tension between the two nations sharing the land. Paradoxically, both the Holy Land and the Holy City (of G-d, as Jews call it) are the places where the tension is most remarkable.

One of the most chilling aspects of the ongoing conflict is Israeli occupation of Palestine, which is perceived by many as a part of the colonization policy. Political, historical and cultural claims of the Israeli side are followed by a certain mode of public discourse aiming at justification of this situation. One may draw a parallel between this and the 20th century colonialism and its discursive tool, namely Orientalism. In both cases the colonizers are portrayed in positive light in contrast to the colonized, the language is emotionally-loaded, expressive and imaginary with a heavy deployment of black-and-white, clashing categories (modern/backward, civilized/uncivilized, rational/emotional, etc.).

Analyzing Israeli archival recordings from the pioneers period, I will examine different layers of the image of “the Arab” in Israeli public discourse of legitimizing the occupation and then contrast it with the Orientalism theory. The recordings have been chosen from the virtual library of the Hebrew University, available on its youtube channel. Because of a big number of the recordings, I have chosen the research material on the basis of keyword (“Palestine”, “pioneer”) search. I have watched almost 20 movies out of which chosen eight for the analysis, due to their appropriateness to the topic. The movies length vary from 7 to 58 minutes and they were recorded in the 30s’ (before the establishment of the state), in 1948 (the state has been created and it is involved in wars with the surrounding countries), in the 50s’ (building the new country and new society, the occupation of Palestine has started) and in 1968 (the myths present in previous recordings are still visible here). The purposes of the movies were numerous: from fund-raising (aimed at a foreign audience) and simply propaganda (both foreign and Israeli audience) to the creation of the Israeli identity. Moreover, as Baruch Klimmering (2005, p.4) points out, the propaganda representation and reinterpretations of so-called Jewish tradition (observable in the movies) served as “a powerful recruitment engine for Jewish immigration to Zion”. Therefore, the movies are persuasive and emotive, intended for a large audience. Although made across the time span of 40 years, by different producers and directors and for different audiences, all of them contain the same elements on which I will elaborate. It will be possible to see how language and text (not necessarily in a textual form) serves the purposes of “otherizing” the Arabs and thus legitimizing the Israeli expansion and occupation.

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Movies (The Spielberg Jewish Film Archive):

- “The Challenge of the Negev” <http://www.youtube.com/watch?v=Tju3xwNb9rE> (1950)
- “This is our Valley” <http://www.youtube.com/watch?v=QtVEzASMPz8> (1947)
- “Israel Reborn” http://www.youtube.com/watch?v=_jQcGXYK8Hw (1948)
- “Adventure in Israel” <http://www.youtube.com/watch?v=bPksAdEls84> (1953)
- “Israel Journey” <http://www.youtube.com/watch?v=GAa-eRRMR2c> (1950s)
- “Israel in Action” http://www.youtube.com/watch?v=9lcgVJKIe_c (1948)
- “Never to Be Denied Again” <http://www.youtube.com/watch?v=RfmOOzPyMZy> (1968)

The analysis of formal and customary features of imperative structures across languages

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There has been an ongoing debate concerning the definition of imperative, *i.e.*, how to determine the properties of the imperative construction. There can be two modes of division applied – syntactic understanding, *i.e.*, formal approach, or semantic understanding – focus on the meaning. König and Siemund (2007) claim that imperative applies mainly to constructions which involve second person plural or singular with distinctive morphological verb forms, *i.e.*, the division is based on formal aspects of a given construction. According to the authors the construction has its unique imperative form used to express commands, request, *etc.* While Xrakovskij’s (2001) analysis reveals that there are languages which apply different grammatical forms, using first and third persons both singular and plural, nouns, adjectives in imperative constructions to express commands, requests, prohibition. Thus, the meaning determines classification of a given construction.

The objective of this analysis is to investigate imperative syntax semantics interface – whether the imperative can be described only as a syntactic phenomenon involving formal characteristics, or whether the semantics, a form of expressing aktionsart, influences the imperative mood and whether meaning itself can be regarded as an imperative constituent. My analysis will involve such grammatical features as synthetic, analytic imperative forms, usage of specific auxiliary verbs, morphological inflection, forms of negation, non-imperative constructions used in imperative contexts, *etc.* I will investigate a set of languages demonstrating above-mentioned features to support the view that imperative should be treated as a syntactic-semantic phenomenon. The justification of this opinion is that while analyzing the set of languages one can notice imperative continuum, showing that there are languages which have distinctive imperative patterns using imperative morphology, for instance in Hausa (Africa):

Ka rufe kofa da kyau!

“Close the door properly!”

And those languages which use other forms to express this type of speech act, for example, Vietnamese (East South Asia), which uses, among others, nouns to express commands:

Nuoc Nuoc!

Water, Water!

“Bring water!”

Differences in form but similarities in meaning in the set of languages indicate that imperative constructions have a broader application. Hence some of them can be categorized as prototypical and peripheral instances of imperative. Thus, the analysis of formal aspects of imperative combined with aktionsart it denotes is crucial to see how imperative works among languages. The analysis will be conducted on the following set of languages grouped according to Dryer’s linguistic macro-areas: Euroasia (Polish, English, Japanese, Basque), South East Asia (Vietnamese, Skou), Australia and New Guinea (Vitu, Siarlak), Africa (Hausa), North America (Zapotec), South America (Yurakare, Trumai). The main objective of the analysis is to present the most common forms of imperatives, *i.e.*, whether it is predominantly semantic, or rather syntactic. The additional outcome of this analysis will be the percentage distribution of imperative constructions among the analysed languages, as there are languages which have rich inventories of imperative structures and languages in which non-imperative forms are used to express commands.

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Analysis of speech under stress and vocal effort on the need of speaker identification

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The aim of this work is to find common dependencies between acoustic features of vowels under stress and vowels on different levels of vocal effort. Stress in this work concerns a psychological state that is a response to a perceived threat or task demand.

It was assumed that such parameters as fundamental frequency (F0) and frequency of the first and second formant (F1, F2) for both vowels under stress and with a greater vocal effort show similar tendencies to increase in comparison to vowels free of stress and with a lower vocal effort.

For analysis two databases were used: 1) the authentic Poznan police database with the recordings of the 997 emergency phone calls, 2) the alcohol database with the recordings of speakers on two levels of vocal effort. When creating the alcohol database speakers were recorded from the state of sobriety to some blood alcohol content (0mg/l – 0,75 mg/l).

Out of 60 000 recordings collected in the police database, 20 speakers were taken to analyze. For each of them 2 sound records were chosen. One of the record included stressful speech and the second was stress free or contain little amount of pressure. Vowels under stress as well as free of stress, were manually selected from the context of the sound records. From the alcohol database, recordings of 20 speakers were taken to evaluate. In these recordings, speakers were asked to utter 6 isolated polish vowels in a loud (but not shouted) and more silently way.

To measure fundamental frequency and first four formants of vowels on different levels of vocal effort the program Praat was applied. Vowels under stress were selected and measured by the program Wavesurfer. Methods, used for calculating spectrum of both kinds of vowels were LPC.

Preliminary results confirmed the assumption that F0, F1 and F2 increase in vowels under stress and in vowels with a greater vocal effort. Measurements of F3, F4 didn't highlight any particular dependencies.

Further analysis based on vowels under stress and on different levels of vocal effort could be used by justice to simplified the process of speaker identification by simulating the voice under stress through greater vocal effort. What is more, if speech under alcohol will be deeper analyzed and reveal some specific tendencies, it would be possible to recognize drunkenness when someone is calling the police emergency phone.

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