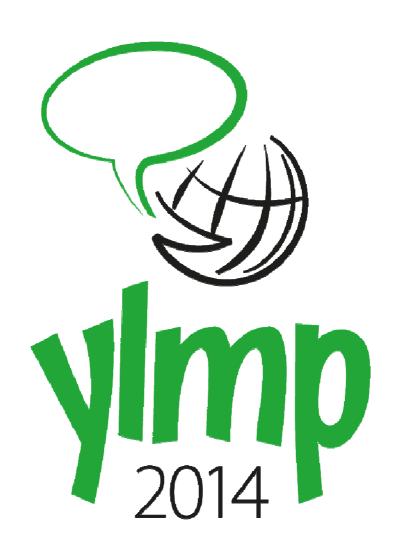# Book of Abstracts

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

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"Directions in interdisciplinary linguistic research: Embracing diversity"

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A metarepresentational approach to negation

Elena Albu (Université de Bourgogne, Dijon, France)

There is a tendency to understand negation broadly, although there are a variety of negative utterances that have specific ways of configuration and contribute differently to the process of meaning derivation. Following the research line initiated in Albu (2012a, b), we turn our attention to the action the negative operator *not* on the material found in its cognitive domain.

The aim of this presentation is to illustrate the functioning of metarepresentational negation in language use. Starting from the debate between descriptive and metalinguistic negation (Carston, 1996, 1999; Ducrot, 1972, 1984; Horn, 1989) we suggest that *descriptive* and *metarepresentational negation* represent two distinct ways of configuring information during the communicative activity. The approach is based on the premise that the two negative structures have a fixed configuration and a fixed interpretation in terms of generated inferences and derived cognitive effects. In contrast, their discursive contribution is contextually based, in accordance with the speaker's communicative goals and intentions.

The hypothesis we suggest is that the negative operator *not* determines an action of 'rejection', interpreted as a mental activity generated in accordance with the cognitive effect represented by the 'contradiction and elimination of an existing assumption'. Therefore, the *metarepresentational negation* is the outcome of an input processed in a context in which a 'contradicting and eliminating' inference is applied, i.e. some existing assumptions are rejected and a new set of assumptions is suggested.

More specifically, rejection can be used alone ([simple rejection]) or it can combine with other mental operations ([rejection + correction]), situation in which different subtypes of the contradicting and eliminating an existing assumption cognitive effect, such as exclusion, cumulation, inclusion, are generated. Several negative structures fall into these categories, as follows: simple rejection [not (X)], metarepresentational negation [not (X) but (X')], metarepresentational negation [(X') not just (X)], metarepresentational negation [not only (X) but also (X')].

The corpus of data on which this study relies is represented by authentic Romanian data. The presentation is a linguistic contribution situated in the subfield of cognitive pragmatics. The approach uses the tools and methods provided by Relevance Theory (Sperber & Wilson, 1995).

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Motivation, L2 selves and inter-cultural contact between different languages and cultures in Finland.

Takumi Aoyama (University of Lapland, Rovaniemi, Finland & Chiba University, Chiba, Japan)

Recent studies into the motivation for those who are learning second language have indicated that the influences of inter-cultural communication play critical roles in motivation. A longitudinal study conducted in Hungary by Dörnyei et al. (2006) examined the relationship between motivation among L2 learners and the inter-cultural contact they had in terms of language globalisation. As a result of language globalisation, many of the students in the EU countries study more than one foreign language, including English as a global language and others as important regional languages. The comparative study, which targeted those learning English and German in Hungary, observed that the differences in the motivation of L2 learners was caused by their levels of inter-cultural contact and emphasized the importance of such contact (Csizér and Kormos, 2008). From these previous studies, the relationships between L2 motivation and inter-cultural contact had proved. However, those studies mainly focused on integrative and instrumental aspects of L2 motivation. This study focuses on how inter-cultural contact affects Ideal L2 Self and Ought-to L2 Self, which are defined in Dörnyei and Ushioda (2011:86). In this study, Finland is chosen as a target country to conduct a survey on students' experiences with inter-cultural contact and second language learning since diverse inter-cultural contacts can be seen throughout the country, because of Finland's complex history and the impacts from surrounding countries.

This study analyses the results of a nationwide questionnaire, consisting of 46 items, that was distributed to university students in Finland. The study examined the motivation among those learning English, Swedish, Russian and German, together with items that related to their experiences with those from different cultures. The respondents are Finnish university students in both undergraduate and postgraduate programmes. The items included in the questionnaire, which were based on those of Taguchi et al. (2009), concern Ideal L2 Self and Ought-to L2 Self, as well as the five-point scaling items concerning inter-cultural contacts that were derived from the results of four open-ended questions to some of the students in the target groups. The questionnaire survey is now on its way of data collection.

All of the answers will be collected computationally on SPSS 18.0 for Mac and will be submitted to factor analysis. ANOVA and multiple comparison will be then conducted in order to identify the differences among four target languages.

Anticipated result is that there may be different relationships between inter-cultural contact and L2 motivation, depending on target languages.

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The role of fundamental frequency in the perception of voicing in Polish and English

Grzegorz Aperliński (Faculty of English, Adam Mickiewicz University in Poznań, Poland)

English and Polish are similar in that they distinguish between voiced and voiceless pairs of obstruents using voice onset time (VOT) as the basis for this distinction. However, the two languages differ in terms of the exact VOT values they use. English is an aspirating language (Lisker & Abramson, 1964) in which voiceless obstruent have long-lag VOT. Polish, as a voicing language (Keating, 1980), has negative VOT values in voiced obstruents. English voiced and Polish voiceless obstruents are both described as bearing short-lag VOT, which suggests that an English voiced obstruent should cause identification problems for naive Polish listeners. A previous study by this author revealed that Polish listeners were able to successfully distinguish English voiced and voiceless obstruents when they were acoustically manipulated to have the same VOT. This finding suggested that other elements of the acoustic signal, such as aspiration noise amplitude (Repp, 1979) and fundamental frequency (f0), (Abramson and Lisker, 1985), were valid cues for L2 voicing perception.

The purpose of this study is to examine the role of f0 in the perception of L2 voicing. Previous research by this author confirmed the effect of f0 on voicing perception, but the exact differences in Polish and English could not be determined. The present study offers an improved methodology aimed at examining language-specific effects of f0 manipulations on voicing perception. The nonsense word *keef* was recorded and acoustically manipulated to obtain six tokens with VOT values ranging from 0 to 50ms. Each token underwent further

editing so as to yield five stimuli with different f0 onsets ranging from 98 to 130 Hz. Data is being collected from English and Polish using an online perception survey containing forced choice identification tasks in which participants listen to the stimuli and decide whether the hear the word *keef* or *geef*. If Polish listeners react differently to f0 manipulations than native speakers, a more comprehensive representation of L2 voice contrasts will be warranted.

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Cognitive strategies of neologism translation in hard science-fiction literature

Rafał Augustyn (Maria Curie-Skłodowska University, Lublin, Poland)

In Cognitive Linguistics lexical items are held to be representations of cognitive categories based on human experience of the world and are stored in human mind as mental concepts, while meaning is constructed through our interaction with the external world and is equated with conceptualisation (cf. Langacker, 2008). Viewed from this perspective, neologisms that are based on concepts that are rather weakly entrenched in mental lexicon of average speakers, but are frequently used by *hard science-fiction* authors (e.g. Greg Egan, Stephen Baxter, Alastair Reynolds, Jacek Dukaj) in order to evoke in readers a genuine sense of technological or psychological otherworldliness, pose a considerable intellectual challenge for the readers.

It also requires a lot of mental effort on the part of the translators, whose *re-conceptualisation* of the already foreignised source text in their translation influences the subsequent *re-conceptualisation* of the target text by translation recipients (cf. Lewandowska-Tomaszczyk, 2010). At the same time, following new cognitive linguistic approaches to translation (cf. Tabakowska, 1993; Kubiński, 2000; Rojo & Ibarretxe-Antuñano, 2013), the conceptualisations in both the source and target text should be equivalent for the translation to be recognised as successful.

In particular, the paper claims that one cannot satisfactorily account for the establishing of the equivalence of the conceptualisations referred to above unless Fauconnier and Turner's (2002) *conceptual blending* theory, a fundamental cognitive mechanism playing a crucial role in structuring of conceptual knowledge and inferential processes, as well as communicative relevance (Wilson & Sperber, 2012) and discourse context, as discussed in Brandt's (2013) revised model of conceptual blending, are incorporated into the analysis of neologism translation at both the formal and conceptual level. Based on selected examples from contemporary English and Polish hard science-fiction novels and short stories and their respective translations, we will also demonstrate that achieving full equivalence in the translation of neologisms on the conceptual level does not always guarantee the overall

success of a given translation, as striving for formal-aesthetic equivalence is equally important.

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Mars and Venus Re-appraised: Exploring the idea of "genderlects" in the British National Corpus (plenary)

Paul Baker (Lancaster University, Lancaster, UK)

The idea that men and women speak different "genderlects" is frequently circulated via news media and relationship advice books like *Men are from Mars, Women are from Venus*. Since the 1990s, research in the field of Gender and Language has tended to be critical of this view, e.g. Cameron's 2008 book *The Myth of Mars and Venus*. Yet corpus research has tended to focus on the existence of linguistic sex differences, and numerous studies have used the British National Corpus (BNC) to support this viewpoint.

In this talk, I also use the BNC but employ a number of different techniques, arguing that many of the tools that corpus linguists use put researchers in a "difference mindset" from the outset so they will be led towards focusing on differences at the expense of similarity. I use a measure called the Manhattan Distance to measure the amount of lexical difference between a range of different types of corpora in order to identify whether the actual amount of difference between male and female speech is indicative of a genderlect. I also explore context in order to account for differences found.

Additionally, I use the keywords technique to further explore some of the most salient lexical differences between male and female speech. Keywords involve the use of

log-likelihood tests to identify lists of words which show statistically significant differences in frequency when two corpora are compared against one another. I explore keywords to identify the extent to which they actually indicate consistent differences between the sexes, for example by asking whether a word like *lovely* (which is about 3 times more commonly used by women) is evenly distributed across many female speakers or more typically used by a smaller (and thus atypical) set of women.

Finally, in order to combine a focus on similarity and difference, I use a third reference corpus to examine the extent that keywords are shared between male and female speech in the BNC.

Using corpora to analyse discourse (workshop)

Paul Baker (Lancaster University, Lancaster, UK)

Corpus linguistics involves the combined use of computer software with human interpretation and decision-making in order to analyse large electronically stored collections of texts. In this workshop I discuss how corpus linguistics tools and methods can be used to answer research questions relating to discourse analysis. With its focus on large amounts of data, corpus techniques can help researchers to see linguistic patterns across millions of words which might be missed by the human eye, as well as helping to counter criticisms of cherry-picking smaller numbers of texts to prove a preconceived point.

In the first hour I take participants through basic concepts of corpus linguistics, and outline ways in which techniques like concordances, collocation, semantic prosody and keywords can be used effectively in order to identify discourses in texts. This is demonstrated with reference to some of my own research on political debate and the representation of bachelors. I discuss useful principles to apply when carrying out corpus-based discourse analysis.

The second half of workshop involves a computer-based activity where students use the British National Corpus in order to identify discourses around the representation of refugees. We will examine verb, noun and adjective collocates and concordances in order to identify sets of words or similar representations which contribute towards an overall representation. Concepts like agency and metaphor will also be examined via concordance line analysis. The workshop will end with a more critical discussion of findings and limitations of this approach to discourse analysis.

So young, so ironic! Irony comprehension in preschool children

Natalia Banasik (Maria Curie-Skłodowska University, Lublin, Poland)
Monika Riegel (Maria Curie-Skłodowska University, Lublin, Poland),
Maria Zajączkowska (Maria Curie-Skłodowska University, Lublin, Poland)

Comprehension of verbal irony is an example of pragmatic competence in understanding non-literal language. There are a number of mental processes involved in the act, and researchers agree it is a competence that develops late in a child's development (Filippova & Astington 2008; Pexman & Glenwright 2007; Recchia 2010). One of the crucial is theory of mind (ToM), meaning the ability to understand that others have beliefs, desires and

intentions different from one's own. Although, both theory of mind and irony comprehension require the ability to understand the figurative use of the false description of the reality, the exact relationship between them is still unknown (Massaro et al., 2013). The results of the studies conducted so far are inconsistent as to the age when these competences are acquired.

The presented study aims to answer questions about the developmental trajectories of irony comprehension and ascribing function to ironic utterances by preschool children. Specifically, we were interested in how it is related to the development of ToM. The sample was balanced for age and gender. Thirty four-year-olds, thirty five-year-olds and thirty six-year-olds were presented with a story comprehension task in the form of audio and visual stimuli programmed in the E-prime software (pre-recorded narrated stories, some of which included ironic utterances, and pictures accompanying the stories displayed on a touch screen). Following the presentation, the children were then asked to answer a series of questions. The questions checked the children's understanding of the intended utterance meaning, evaluation of the degree to which it was funny and evaluation of how nice the speaker was. The children responded by touching the screen, which made it possible to measure reaction times. Additionally, the children were asked to explain why the speaker had uttered the ironic statement and to re-narrate the stories. As for the ToM, it was assessed with Reflection on Thinking Test (Białecka-Pikul 2010).

The preliminary results indicate that for irony recognition there is a significant difference among the three age groups. The difference also proved to be significant for the measures of ToM, both in the quantitative ($F=7.67$, $p=0.01$) and in the qualitative indicators ($F=12.18$; $p=0.00$). The largest difference in means is between four-year-olds and six-year-olds, where four-year-olds scored the lowest and six-year-olds the highest. The results will be discussed from broader perspective of theory of mind and with consideration of results obtained by measuring the reaction times.

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Poznań Induced Emotion Database – a new database of emotional stimuli for emotion-language interface research

Halszka Bąk (Adam Mickiewicz University in Poznań, Poland),
Jeanette Altarriba (University at Albany SUNY, Albany, USA)

Research on emotion expression hinges on databases of emotional stimuli purpose-made to satisfy the requirements of verifying the hypotheses of specific disciplines. Psycholinguistic and neurolinguistic research relies preferentially on audio recordings of acted emotion expressions (Pell, Paulmann, Dara, Alasseri, & Kotz, 2009), and affective computing research opts for video recordings of induced emotional expressions (Haq & Jackson, 2011). Authentic expressions of emotion are extremely rarely used, mainly due to issues connected with confidentiality of sensitive data and copyright issues ("Copyright & Fair Use", 2014), and lab-induced emotion expressions are a necessary methodological compromise to avoid using acted expressions based on stereotype (Drolet, Schubotz, & Fischer, 2012). Over the past decade both fields have produced a profusion of research on the subject of emotion expression and, concurrently, a considerable amount of databases of stimuli (Ververidis & Kotropoulos, 2006). However, to our knowledge none of the existing databases allow the breadth of contextual information necessary for an investigation of the pragmatic dimension of emotional expression in general, and speech in particular.

Poznań Induced Emotion (PIE) database is being developed to allow for the first time to investigate emotional expressions, with a particular focus on emotional prosody, from a broad pragmatic perspective. We have adopted an integrative approach at the creation and validation stages of PIE development. At the creation stage we are employing both the acting and induction methods of emotion elicitation, which allows for broad comparisons between these two methods within one study. At the validation stage we are implementing three methods of stimuli assessment: one group of raters assesses the stimuli using the dimensional approach (positive-negative valence and low-high arousal), one using a forced-choice paradigm with the six basic emotions (anger, fear, disgust, sadness, surprise, happiness) as options (Bachorowski & Owren, 2008), and one using labels of their choosing. This parallel assessment method is also being used here for the first time. We will present the methodological framework and the results of our pilot study on the PIE database.

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A text type-specific approach to upgrading German proficiency tests

Michaela Bentz (University of Regensburg, Regensburg, Germany)

As Bachman and Palmer (2012) stated, when it comes to hiring or certifying professionals, the diagnosis of the outcome of one or more language proficiency tests is often a crucial part of this process; in some professions or enterprises, a level of at least B2 (CEF, Common European Framework) is required for all applicants who wish to qualify for a job. However, many foreign language textbook series lack in volumes for advanced levels, and clear distinctions of the levels B2 – C2, especially C1 and C2, are often neglected in proficiency tests, which may lead to placing a number of students into language courses that are inadequate for them or into other programs where they will encounter difficulties. The English Profile research program seeks to fill these gaps – an effort that should be made for German as well. Tschirner (2013) argued that *Profile deutsch*, often referred to as a reference work, used a rather intuitive approach to discerning the different levels; Glaboniat, Müller, Rusch, Schmitz, and Wertenschlag (2005) frequently used the expression "auch C2" ("also C2") when listing skills C1 students should have – and vice versa.

An important step towards upgrading already existing language proficiency tests is to decide how to adjust or correct them. We suggest elaborating a German proficiency testing system that implies an accurate distinction between the three proficiency levels B2, C1 and C2. According to Green (2012), the level of syntactic complexity could be used as a parting line between levels C1 and C2, whereas vocabulary spectra may distinguish texts targeted at C1 from texts targeted at B2. As commented by Gibbons (2009), academic language is often subject related, and in the natural sciences, for example, the correct description of an experiment may require certain sentence structures in German which are never used in other contexts. Tschirner (2013) recommended concentrating on competence levels regarding different text types rather than relying on traditional concepts strictly focusing on grammar and vocabulary topics. A revised German proficiency testing system will certainly have beneficial consequences for all stakeholders involved, such as students, teachers, and administrators.

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„It's better to be a man!" Gender normativity and the representation of trans people indigenous to Albanian society

Delina Binaj (Humboldt University of Berlin, Germany)

This paper will discuss the representation of trans people indigenous to Albanian society, while focusing particularly on media discourses. I use the term "trans people indigenous to Albanian society" in order to name people in the Albanian cultural context who are commonly called *burrnesha* in Albanian, or who are generally referred to in scholarly literature as "sworn virgins". *Burrneshë* is a word which is spoken in the northern region of Albania. *Burrneshë* means literally 'a man-woman'. By defining the *burrnesha* as people who are "indigenous" to a specific context, I draw attention to their particular quality as an indigenous expression of a cultural context and the way in which they show how transgender is shaped by its cultural context. The phenomenon of cross-gendering by so-called "sworn virgins" is perceived by scholars to be a unique phenomenon in Europe, and has been interpreted primarily from an historical-anthropological perspective (Kaser 1994; Dickemann 1997; Young 2001).

Recently, theories about gender are strongly focussing on constructivist perspectives, and language is seen thereby as crucial for the construction of gender identities. Rather than interpreting language as a mirror of social reality, the constructivist approach in the linguistics conceives of linguistic manifestations as crucial elements which shape social realities. (Hornscheidt 2006) This paper takes as its focus the constructivist approach in the linguistics and the extent to which linguistic forms are gendering the identity of people. Therefore, I am interested to analyze how gender ambiguity of trans people *burrnesha* is dealt in the media discourses in Albania in the post-communist period and which social identities are hence discursively (re)produced, transmitted and established as knowledge. By doing so, I will analyze articles published in Albanian daily newspapers. I will also discuss this data in relation to existing research about the trans people indigenous to Albanian society. Finally, the aim of this paper is to reflect gender normativity using an interdisciplinary linguistic approach.

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Putin's chest and Ukrainian policy: Conceptual blends in discourse after Ukrainian drift away from the EU

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Viktor Yanukovych, the president of Ukraine, did not sign the agreement of association with the European Union in November 2013. It was rather unexpected as throughout the months preceding the EU summit in Vilnius, where the agreement was supposed to be signed, Ukrainian authorities were expressing their will to tighten the cooperation with the EU. The sudden turn in Ukrainian foreign policy was widely commented by politicians, media and bloggers from the EU, Ukraine and other states. The recounts of events and the assessment of participants' roles differ depending on the vantage point of discourse participants, nonetheless, irrespective of their political affiliation, their statements are frequently supported by diverse metaphorical uses of language.

The aim of this paper is thus to analyse the linguistic and conceptual representations underlying these recounts form the perspective of Cognitive Linguistics. In order to include diverse attitudes towards the events in question, the empirical material include articles from English and Polish websites (chicagotribune.com and rp.pl) and an excerpt from a Russian weekly news programme *Vesti nedeli* (*Вести недели*).

The analysis is conducted on the basis of the Conceptual Blending Theory, as formulated by Fauconnier and Turner (1996, 2002). Conceptual blends appear frequently in the social-political discourse, where they appear in order to compress more complex ideas into simple and easily understood mental images which express speaker's viewpoint and, in some cases, serve the persuasive function. However, since Fauconnier and Turner's model does not a satisfactorily account for the role of discourse participants, their intentions and the broader context of a given communicative situation, all of which are important factors in the discussion about different standpoints on a particular subject, we shall also use an alternative model of conceptual blending as proposed by Brandt and Brandt (2005), which tries to account for the deficiencies of Fauconnier and Turner's theory referred to above.

In particular, we will, first, analyse the argumentative and persuasive roles of the blends, and second, compare the two above-mentioned blending models in terms of their functionality, fidelity to speaker's intentions and their effectiveness in the analysis of socio-political discourse.

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Group-specific, language-specific or unconstrained: Recurring and isolated code-switching phenomena in two corpora of bilingual conversation

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This talk will address the structural outcomes of using two languages in the same conversation and whether the syntactic phenomena that arise from code-switching are the same depending on the languages and speakers involved (Clyne 1987). My study is based on the comparative study of two corpora of bilingual conversation. The first is a 95,000-word corpus recorded among German-English speakers (Eppler 1993), the second a 50,000-word recorded among French-English speakers. The German-English corpus contains 1487 code-switched utterances and the second 811, which means that the number-of-switched-utterances to number-of-words ratio is extremely similar between the two (63.89 to 61.65), a first hint that patterns do arise independently from groups and languages. I will show that the same three categories (clausal chunks, nouns, intersentential switching) account for respectively 75.83% and 69.67% of the phenomena, each in very similar proportions across corpora. Another three categories (pronouns, adjectives and reported speech), accounting for 11.59% and 10.09% of the phenomena, are also present in the same proportions across corpora, leaving an imbalance for four syntactic categories: adverbs (8.47% vs 1.73% of phenomena), conjunctions (3.9% to nil), discourse markers (3.28% to 1.11%) and verbs (2.15% to 9.12%).

In keeping with the models developed in Goldberg (2003, 2006), I argue that the similarities in repartition speak in favor of a constructionist interpretation of code-switching, whereby already established meaning-to-word forms are favored when available: switching to use preexisting elements is thus deemed over building an utterance from scratch (see also Backus 2003).

I will then show that the dissimilarities can be explained both in terms of the languages involved and what forms of mixing their respective typologies do or do not favor, as well as in terms of the communicative intents and shared linguistic history of the speakers (following Gumperz 1982's typology of switches). I will argue that a word or lexeme will often be used cross-linguistically, regardless of whether an equivalent exists in the target language, if it has a specific rather than generic reference, hinting at the idea that there exist strong bonds between experiences and the words used to describe them.

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Effects of rate, phonetic background and gender on vowel reduction in the speech of non-native speakers of English

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The study investigates phonetic reduction in the speech of non-native speakers of English. In defining reduction, the paper follows Johnson (2004): "a large deviation from the citation form such that whole syllables are lost and/or a large proportion of the phones in the form are changed" (Johnson 2004: 1).

The aim of the study is to unravel the links between reduction and rate, phonetic background and gender. We hypothesize that (i) the higher the speech rate, the higher the reduction degree (Shockey 2003), (ii) subjects with phonetic background reduce more than these lacking it (iii) men have higher reduction degree than women (Byrd 1994).

In order to realize these aims, acoustic analysis of 5 hours of speech considering the spectral dimension of vowel centralization (Lindblom 1963) was performed on the speech of 12 Polish speakers of English. Additionally, a questionnaire was conducted to verify the

subject's background. The subjects were divided into the experimental group A, consisting of 6 students of English and the control group B with 6 speakers of English who had no phonetic training. The speech material was elicited by means of visual prompts of the fairy tale "Cinderella", resulting in fully spontaneous speech, very much in line with the following definition of casual speech: "unscripted, unprepared […] different by definition from a read text, a prepared but unscripted talk, or an acted dialogue" (Barry & Andreeva 2001:55).

The obtained results reject the relationship between rate and reduction which is a surprising outcome. In similar vein, the group B outperformed group A, pointing to the role of exposure in acquiring native-like reduction patterns. Finally, the study corroborates Byrd's (1994) findings that men reduce more than women.

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Cognate facilitation effect in Polish-English bilingual speakers: The role of cumulative frequency

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Cognates are words that share form and meaning across different languages. It is generally agreed that in word recognition tasks bilinguals and multilinguals recognise and process cognates faster than non-cognates (e.g. Lemhöfer & Dijkstra, 2004; Dijkstra et al., 2010). Such an effect, termed as cognate facilitation, is typically interpreted as an indication of co-activation of all languages known to bilingual/multilingual speakers during lexical access (e.g. Lemhöfer & Dijkstra, 2004; Peeters et al., 2013). However, the nature of mental representations of cognates and the exact mechanism of cognate facilitation is still a matter of debate, with many viable interpretations of these phenomena, all supported by experimental evidence (Dijkstra et al., 2010). The role of cumulative frequency in the processing of cognates lies at the heart of this discussion (Peeters et al., 2013). The aim of the present study was to examine cognate facilitation effect in the case of Polish-English bilingual speakers, and to make an attempt at establishing the role of cumulative frequency in storage and processing patterns of cognates. In an L2 lexical decision task (where participants decide if a string of letters forms an existing word in L2 or not), Polish participants with English as their L2 were presented with low frequency L1-L2 identical cognates (e.g. mango, bikini), matched noncognate L2 control words (e.g. raven, prawn) and non-words (e.g. slez, crarc). The frequency of occurrence of noncognates in English matched

the sum of frequencies of occurrence of cognates in L1 and L2. The comparison of reaction times recorded in the experiment allowed to draw conclusions concerning the nature of mental representations of cognates in the minds of Polish-English bilingual speakers. The results indicate that cognate facilitation effect exhibited by Polish-English bilinguals is sensitive to cumulative frequency, which is interpreted within the current models of the mental lexicon in bilinguals.

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Neuropsychological correlates of sentence meaning processing. And ERPs study

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Previous research using event-related potentials (ERPs) has shown that novel metaphor comprehension requires more cognitive effort compared to literal language understanding (for instance, Gibbs&Thendal, 2006; Kutas&Ferermeier, 2007). Moreover, anomalous sentences have been reported to evoke larger amplitudes than conventional metaphoric sentences. However, when novel metaphors were examined (Lai et al. 2009), the amplitudes observed for anomalous and novel metaphoric sentences converged. Since different types of tasks were used in the studies reported so far, the aim of the experiments reported here was to examine whether any differences in metaphoric, literal and anomalous sentence processing could be due to a different type of task. Two EEG experiments were conducted to achieve this aim. The same set of novel metaphoric, literal and anomalous sentences in Polish was presented to participants (Izydorczyk, 2012; Tomczyk, 2012). Two ERP components, the N100 connected with early stages of sentence processing, and the N400 related to semantic meaning processing, were examined. In the first experiment, the participants read the sentences and performed a semantic decision task, in which they were asked to decide as quickly and accurately as possible if the sentences were meaningful or not. In the second experiment, on the other hand, the participants were supposed to only read the presented sentences, 75% of which were followed by comprehension questions to check whether participants understood the utterances. 32 Polish native speakers (12 men, 20 women) took part in the experiments. The analysis of the N400 revealed the main effect of utterance type independent of the experiment. The N400 amplitude was larger for anomalous than for literal sentences, larger for metaphoric than for literal sentences, and equal for

metaphoric and anomalous sentences. The analysis of early time windows revealed an enhanced posterior N100 component in Experiment 1 as compared to Experiment 2. This effect was independent of sentence type, suggesting that the N400 component might be insensitive to the type of task. Furthermore, we interpret the enhanced N100 component as a reflection of increased attention when the semantic decision is involved, as compared to the condition in which participants are required to read the sentences.

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Embodiment of metaphorical language in light of current psycholinguistic and neurolinguistic research

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The last decade of neurolinguistic research has witnessed a gradual departure from the traditional computational theory of mind in favor of the thesis of embodiment, which holds that linguistic meaning is not derived from the abstract symbols of the language of thought, but is grounded in our experiences of the world mediated by our bodies (Shapiro, 2011; Lakoff, 2003). Recent advances in cognitive psychology and neuroscience seem to support this idea (Barsalou, 1999; Damasio, 1989; Feldman & Narayanan, 2004; Rizzolatti & Craighero, 2004; Repetto et. al., 2012); however, embodied semantics has been frequently criticized for providing only a set of theoretical assumptions, while lacking a viable mechanism by which language comprehension and production could be explained. This problem has been addressed with the development of the embodied simulation hypothesis, according to which we understand language through unconscious, multi-modal mental simulation (Bergen, 2012). In this process, the relevant experiences are not simply retrieved from memory, but are generated by engaging brain regions associated with perception and execution of voluntary movement. The successful experimental predictions made in accordance with this hypothesis and its aptitude for providing a natural explanation of linguistic situations related to action-events (e.g. grasping, kicking) has led to speculation that metaphorical language might be governed by a similar mechanism. There is compelling behavioral and neuroimaging evidence showing that metaphors activate areas of the motor cortex and the somatosensory system (Desai et. al., 2012; Wilson & Gibbs, 2007; Gibbs & Matlock, 2008; Boulenger et. al., 2009). Nonetheless, a systematic review of the available literature reveals inconsistencies with respect to the size of the effect and the scope of

somatotopic activation (cf. Desai, 2011). As noted by Schmidt et. al. (2010), this might be the effect of confounding factors, such as degree of metaphor conventionality, modality, processing difficulty, context or lexical class, for which the analyses have not been properly controlled. Therefore, this study will attempt to devise a more complete analysis of the neural correlates of metaphorical language by supplementing Lakoff and Johnson's (1980) conceptual metaphor theory with Bowdle's and Gentner's (2005) Career of Metaphor Theory, according to which the elicited effect should become smaller with the increase in conventionality of a given metaphorical expression. In exploring these issues, the study will employ methodology commonly found in modern psycholinguistics and neurolingustics: EEG recordings and self-paced reading (Bergen, 2007; Coulson, 2007), allowing for the analysis of the process of metaphorical simulation in greater temporal resolution.

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Peer feedback – an effective means of becoming an autonomous English speaking student

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One of the methods in teaching foreign languages and language learning is peer feedback where feedback to a student is given by another student, not a teacher. This allows for more opportunities for the student to learn from each other.   Comments from peers after completing a task can be in the form of opinions, corrections, suggestions or ideas to each other. Thus it is a two way process.

Peer feedback in a foreign language learning provides variety in teaching as well as develops students' autonomy in the learning process. Dam, L. (1995) and Pawlak, M. (2006) suggest that learner autonomy makes use of peer assessment in the form of peer support and cooperation whereas the role of the teacher is that if a supporting scaffolding and creating room for the development of autonomy. It was proved in the study by McDonald and Bound (2003) that the students who were trained in evaluation and assessment strategies outperformed the peers in the correctness and effectiveness of the peer feedback process. Autonomous students who are trained in evaluation and assessment strategies seem to have the ability to take charge of one's own language learning.

The aim of the presentation is to answer the question whether it is possible to achieve student' autonomy in English by giving oral presentations and by being assessed by one's peers. To answer this question and to investigate the influence of peer feedback on the students' autonomy, a two-phase classroom research was conducted. The classroom research was carried out in the oral presentation classes in the class of 15 B2 level students and continued for two semesters in the academic year of 2012/13. This classroom research was to reveal and clarify to what extend students receiving peer assessment after oral performance and commenting on one another's oral presentations gain more confidence in expressing oneself in the English language.

Students were provided with guided assessment strategies, criteria as well as questionnaires. The analysis of the students' comments leads to the conclusion that students' autonomy seems to be achieved through evaluating oral presentations by the peers.

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What makes us more prone to egocentric bias in conversation? A cognitive approach

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In the process of verbal communication, interpretation of an utterance is often influenced by the context of conversation. Especially, we modify our interpretation according to the information about the mutual knowledge that we share with our interlocutor. The capacity to reconstruct beliefs of others is often called the "perspective taking" (Keysar et al. 2000) as opposite to the "cognitive egocentrism", which is a tendency to overestimate our own point of view, and to ignore others' cognitive perspectives. Current research on pragmatic aspects of interpretation processes (e.g.: B. Keysar, et al. 1998, J. E. Hanna, et al. 2003) aims to investigate whether speakers immediately restrict their domains of interpretation to the common ground.

However, in the light of the cognitive approach (eg. Quershi et al. 2010) the question is rather different: what factors (general and individual) may influence the tendency towards cognitive egocentrism in the process of utterance interpretation. In Experiments 1. and 2. I investigate the role of visual salience and semantic typicality of referents in the privileged ground, as a potential, general factor that may affect the course of interpretation and increases the occurrence of egocentric bias.

To find how individual differences in cognitive resources could influence the efficiency in my computer version of *perspective-taking task* I used the measures of: inhibitory control *(*computer version of *day/night test,* see*:* Brown-Shmidt, 2009*)*, working memory (*backward digit span task)* and attention *(attention and perceptivity task).*

Initial analyses of results revealed that the performance in perspective-taking task depends on the semantic typicality of the referents. What's more performance on this task has been significantly correlated with the inhibitory control task. The results and the method from both experiments will be presented in detail during my presentation. Additionally, I will compare in two different groups the results from solving *perspective-taking task*: a/

individually (participant interprets the pre-recorded verbal commands (Experiment 1, n=30)) and b/ in the real conversation with an interlocutor (Experiment 2, n=30).

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Introspective and retrospective data in the analysis of spoken ELF discourse

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Video-recorded and transcribed data of spoken interactions provide enough material to conduct a conversation and discourse analysis in a number of aspects, e.g. lexical choices or communication strategies. Such data provoke the researcher to ask further questions about the interactants' motivations and goals. To answer them, the performance data do not suffice. Thus, additional insights can come from intro- and retrospective information elicited from the participants.

In my talk, I will present excerpts from the TELF database (Tübingen English as a Lingua Franca), which is a collection of 36 ELF discussions involving 160 speakers from 30 different linguistic backgrounds. Except for the video-recorded and transcribed performance data, introspective information and retrospective comments were collated. From the corpus, I selected and analysed five discussions, each counting from three to five participants with different linguistic and cultural backgrounds. My analysis of the output data encompasses the investigation of explicit and implicit moves signalling comprehension problems, their sources, and strategies adopted in order to negotiate them. The conversation and discourse analytic methods permit the analyst to formulate a hypothesis pertinent to performance phenomena but do not allow her either to confirm or to reject it. The elicited intro- and retrospective data grant the opportunity to examine the analysis against the participants' perspective.

In the introspective interview, the participants provided information concerning the received language instruction, their intercultural and communicative experience, and subjective performance requirements. During individual retrospective feedback sessions,

they commented on their performance in the discussion, and answered the analyst's questions concerning their interactive moves, goals and motivations, and also their self- and other-perception in the context of e.g. co-construction of meaning, comprehension problems or face strategies.

The aim of my presentation is to demonstrate how the collated intro- and retrospective data complement a conversation analysis of the TELF performance data. Since my research questions concern communication strategies and comprehension problems in ELF interactions, I will present implicit evidence of the participants' comprehension problems that emerged from the output data. Upon that I formulated my hypothesis pertinent to their (lack of) understanding or misunderstanding of lexical items, concepts or other's standpoints. When compared to the intro- and especially retrospective information, the hypothesis is either confirmed or contradicted. Turns interpreted as trouble sources were perceived by the participants as intelligible, and those which do not reveal any symptoms of difficulties, mask serious understanding problems or misunderstandings. These results broaden the spectrum of my analysis of communicative strategies in ELF encounters. They also demonstrate that the analyst's interpretation may differ from the phenomena that actually occurred in the interaction.

The intro- and retrospective methods are perceived as subjective thus less reliable and questionable in comparison to conversation or discourse analysis of the performance data. Therefore I also intend to provoke a discussion about their validity and possible applications in communication studies.

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Are frequent, early and easy clusters also unmarked? (plenary)

Katarzyna Dziubalska-Kołaczyk (Faculty of English, Adam Mickiewicz University in Poznań)

In my talk I will consider phonotactics from three aspects: frequency, language acquisition and speech production. Both theoretical and methodological issues will be discussed and illustrated with the studies of consonant clusters. Phonological theories generally assume that unmarked clusters would demonstrate similar behaviour across the domains implied by the three aspects specified above. In particular, they are expected to be more frequent, acquired earlier than the marked ones and easier in production. It seems, however, that these are nonidentical sets of clusters in each case. On the other hand, marked clusters, i.e. those problematic for a theory, seem to overlap. Additionally, morphonotactic clusters, which are by default more prone to be marked, behave differently than the marked phonotactic clusters, in particular, they are acquired earlier.

For example, 5 most frequent initial CC- clusters in Polish are *pʃ, pr, st, mj, sp*. Some data on language acquisition mentions *sp, fʃ, vw, st, sw* among those acquired early, and the morphonotactic among them prior to the lexical ones (e.g. lexical *fʃ* would be reduced much more often than the morphonotactic one). Assessment of all those clusters from the perspective of speech production is a complex task, involving detailed phonetic description focused on coarticulatory effects and gestural coordination. Importantly, production-based criteria interact with the acoustic/auditory ones. Additionally, such descriptions are always theory-grounded and therefore provide divergent assessments of "ease". What can be noticed, however, is that *st* and *sp* clusters figure in both of the above sets. It is well known that s+stop clusters are notoriously unaccountable for across models of phonotactic markedness. Sonority-based models generally fail to explain their occurrence, and numerous phonetic accounts have come to rescue and point to the uniqueness of those clusters. Still, phonologically speaking, they are marked, and require a special treatment in interpretation. As we have shown, they are also frequent and early, possibly also easy.

In the talk, I will draw from the recent research by myself and colleagues in order to discuss the difficulty in avoiding circularity in characterizing markedness as well as the omnipresent methodological bias connected with the choice of data (both experimental and collected) used to support claims concerning phonotactics.

Authentic language learning through cross-cultural peer interaction. On the benefits of introducing blended tandems into formal learning contexts

Yasmin El-Hariri (University of Vienna, Vienna, Austria)

With its "Mothertongue + 2" policy, the European Union postulates that every European citizen should be able to speak at least two foreign languages in addition to their first language. However, according to the European Commission (2012), only 38% of the Europeans consider themselves being able to hold a conversation in English, other languages barely reach the 10% mark. At the same time, calls for alternative learning environments and for the „use of innovative tools such as digital communication technology and distance learning" (Council of Europe, 2008) are getting louder.

The use of digital media has widely been adopted for language learning, however, communication is often limited to human-computer or, at the utmost, student-teacher interaction. Many studies have examined the role of "new" technologies in language learning and teaching, yet there is still a scarcity of research focusing on cross-cultural peer-interaction between learners (Tian & Wang, 2010; Wang, 2013). Therefore, my PhD project focuses on the introduction of blended tandems as a supplement to formal language instruction. Based on the principles of autonomy and reciprocity (Brammerts & Calvert, 2005), tandem partnerships enable learners to use the language(s) acquired in formal education environments outside the classroom, and can thus enhance the opportunities for authentic language learning. The peer character requires learners to get involved in intensive contact with both learning partners and their linguistic as well as cultural background (Schmelter, 2004). This kind of integrating non-formal learning scenarios into traditional contexts constitutes a challenge that is still quite unexplored (O'Dowd, 2011), even though long-distance tandem-partnerships show great promise to implicate benefits in many respects. Due to the authentic contact with the respective target language and culture, distance tandems are supposed to have huge potential to promote language learning, especially for languages not spoken in their learners' vicinity.

Focusing on the learners' perception of that combination of formal and informal learning scenarios, my presentation will outline research questions and discuss methodologies in order to investigate the benefits of integrating tandem learning into formal language education. Furthermore, based on a preliminary project, experiences from both learners and teachers will be illustrated.

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TEFL to Deaf students – is segregation all that bad?

Joanna Falkowska (Faculty of English, Adam Mickiewicz University in Poznań, Poland)

English nowadays constitutes a modern lingua franca and TEFL has become commonplace across Polish educational establishments. For a long time, however, this phenomenon has not concerned Deaf and hard of hearing students. Special schools provided no obligatory foreign language instruction while mainstreamed students with hearing disability used to be exempted from foreign language classes (Domagała-Zyśk, 2013).

This situation has recently changed and schools acknowledge the right of Deaf and hard of hearing students to foreign language instruction. As the concept of TEFL to students with hearing disability is relatively young, the field has not abounded in many conclusive studies. Current trends in pedagogy favour the inclusive model of education, which requires further analyses and assessment (Karpińska-Szaj, 2013; Domagała-Zyśk, 2013). Under such model, all Deaf students should be taught together with nondisabled peers.

In this presentation, the use of the above model of education in TEFL will be challenged with the support of the literature on the subject and author's observational study. The analysis of the literature aims at discussing the current approach to teaching foreign languages to Deaf and hard of hearing students across Europe (Bajko & Kontra, 2008; Doleżalova, 2013; Gulati, 2013; Nabiałek, 2013; Pritchard, 2013). Models range from segregated education through integrative instruction up to mainstreaming. The second part of the talk will discuss author's fieldwork.

The author has been conducting observations of 22 Deaf and hard of hearing adult Poles learning English in a non-integrated environment. The students have been divided into groups ranging from 1 to 5 participants, based on their level of English, hearing loss, communication method and first language (Polish or Polish Sign Language). The students have received one-hour instruction once a week for four months. Their progress has been scrutinized after each class, which has been recorded on field notes.

The author concludes that segregated education proves to be beneficial to Deaf language learners. It accounts for their problems with the transfer of knowledge, linguistic difficulties and hearing limitations. Students' assessments of the classes support these observations. They consider the class environment to be friendly and instead of feeling inferior to fellow group members they start to compete with them.

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Metaphorisation patterns in the internet commentariesrelating to Michał Kwiatkowski's coming out. A case study

Michał Fedorowicz (Warsaw University, Warsaw, Poland)

In Poland gay rights have recently become a topic of a heated social and political debate. For more than two decades, Polish gay community and gay rights activists have struggled to convince politicians and the general public about the need to introduce a legal protection against hate speech similar to the one that is provided by the Polish law to racial and ethnic groups in Poland. It might be observed that gay people in Poland encounter various forms of linguistic offences both in spoken private discourse (with the use of derogative and frequently vulgar expressions) as well as in public discourse (parliamentary discussions, TV interviews etc.). Written discourse (press articles, Internet commentaries) is equally abundant in the examples of hate speech towards gay people (Fijałkowski 2009; Sypniewski and Warkocki 2004). This paper examines the case of Michał Kwiatkowski, a Polish born pop singer, and the reaction of the Polish general public to his coming out in 2012, which met with a number of hateful commentaries among the Polish users of the Internet. In the commentaries, gay people (gay men in particular) are portrayed as mentally insane, dirty and pervert. Gay people are also metaphorically portrayed as WASTE, A (CONTAGIOUS) DISEASE or RATS, which is a clear manifestation of dehumanisation and resembles health and hygiene metaphors in Hitler's anti-Semitic discourse (Musolff 2010). Particularly alarming is the fact that some commentaries, openly postulate physical elimination of gay people, and can motivate physical attacks on all non-heteronormative people. This physical elimination of WASTE or RATS is metaphorically construed as RECYCLING or DERATISATION respectively. The case of Michał Kwiatkowski may suggest that other gay people (either public or private figures) could receive a similar reaction to their coming out. This paper aims at analysing metaphorisation patterns in the commentaries in a broader context of social and cultural mechanisms determining the patterns of hate speech. The data were collected with the use of metaphor identification procedure (MIP) and its extended

version MIPVU (Steen 2010). The commentaries are taken from popular Polish internet portals.

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Cognitive linguistics and poetry translation

Katarzyna Filipowska (University of Wroclaw, Wrocław, Poland)

Contemporary linguistics assumes that language can be investigated from different perspectives (see Pawłowski 2010: 123). One of the linguistic branches, which emerged in the second half of the twentieth century, is cognitive linguistics, developed by, among others, Ronald Langacker and George Lakoff.

Cognitive linguistics has always been a highly interdisciplinary project. Contrary to such recognized disciplines as psychology, neurolinguistics and anthropology, translation studies is seen as a relatively new area of interest in modern cognitive linguistics. In response to the necessity of further investigation of the overlapping issues which brings together these two disciplines – translatology and linguistic studies – the presentation is aimed at demonstrating how the theories of cognitive linguistics can be applied to translation problems and examining whether understanding of cognitive processes may affect translation.

The presentation will attempt to verify whether the theories derived from cognitive linguistics are useful in terms of understanding the process of poetry translation. For this purpose, various examples taken from Polish translations of Philip Larkin's poetry will be analyzed. The aim of the presentation is to show the instances in which the structure of the poem and its semantic layer has been radically changed in translation. The above mentioned translations of Philip Larkin's poetry will concurrently serve as examples which will help to examine whether the knowledge of some basic concepts and theories derived from cognitive linguistics can affect the understanding of the essence of poetry translation process.

One of the main objectives of the presentation is also to expand and complement the existing achievements in the field combining cognitive linguistics with translation studies. The presentation will attempt to expand on the works of such linguists and translation scholars as, for example, Elżbieta Tabakowska. Moreover, an important part of the presentation is to present unique classification of errors made by poetry translators. The presentation will demonstrate a number of omissions, additions and alterations occurring in Polish translations of Philip Larkin's Poetry.

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Paratexts and the (in)visibility of the (re)translator in the 21st century

Katarzyna Gaweł (University of Silesia, Sosnowiec, Poland)

When Genette introduced the notion of *paratext* and its typology in 1987 he could not have foreseen the breakthrough which internet would bring to the issue. The rapid development of the World Wide Web has resulted in the emergence of the new types of *paratexts* such as webcasts, blog posts and comments and social media content.

What is more, Genette probably did not expect that *paratexts* would serve as a relevant source of data for the Translation Studies research. His definition of *paratexts* as "those liminal devices and conventions, both within the book (peritext) and outside it (epitext)" (Macksey, 1997, p. xviii) that constitute part of the complex mediation between book, author, publisher, and reader (Genette, 1997) leaves almost no room for the translation and the translator among the correlating elements of the text system. Nevertheless, in the last two decades *paratexts,* redefined as the "verbal and visual material surrounding and presenting published translations" (Tahir Gürçağlar, 2011, p. 113), have earned a place within the Translation Studies framework.

In the face of the development of the Sociology of Translation and growing interest in the person of the translator and his/her voice and (in)visibility, all the changes in the area of *paratexts* provide a whole new perspective.

This paper is a case study of the *paratexts* to the recently published Polish retranslation of Fitzgerald's "The Great Gatsby" ("Wielki Gatsby") by Dehnel. The textual analysis of the *peritexts* (the back cover and the translator's note) and the *epitexts* of the translation (i.a. book launch materials, interviews, blog comments and posts) was performed and aimed at pinpointing data concerning the translator which could be used either as factors and variables in textual translation analysis or the material for analysis itself, e.g. in the Translator Studies research. The preliminary results have shown that the *paratexts* of Dehnel's "Wielki Gatsby" reveal the following information:

- retranslator's attitude towards the first translation and the source text,
- his primary aim of translation,
- the implied reader and the anticipation of his/her needs,
- retranslator's pace and manner of work,
- doubts about retranslation as such.

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Parents and their use of Galician and Spanish with their children: An analysis of recent data and an attempt of explanation via an integrative model

David Paul Gerards (University of Zurich, Zurich, Switzerland)

At present, Galicia is experiencing a process of linguistic substitution that favours Spanish and thus affects the prospective vitality of Galician. Whereas migration and urbanization processes shouldn't be neglected as possible causes (Monteagudo, 1999), I believe the main one to be intergenerational language change.

At first, I will provide a quantitative analysis of the evolution of the parents' use of Galician with their children, taking into consideration data from 1992, 2003, and 2008 (Fernández Rodríguez & Rodríguez Neira, 1995; Monteagudo, 2011). One the one hand, I will compare the choice of language of those parents claiming to habitually or only use Galician in their everyday life with their actual use of it when talking to their children. On the other hand, I will scrutinize the practices of those parents who declare to have a "good" or "relatively good" command of Galician.

By so doing, two things will be revealed. First, that the relative percentage of habitual speakers of Galician who opt for a prominent position of Galician in conversations with their children has increased, whereas the absolute percentage has become considerably smaller. Second, that the number of people with a good command of Galician has risen, even though the use of it within this group when talking to offspring has dramatically dropped.

In the light of this paradox, I consider it indispensable to search for interdisciplinary explanations which go beyond a correlation of the type 'percentage of people with good linguistic competence in language X = percentage of parents who use language X with their children.'

Both, the theoretical framework elaborated by Bourdieu (1982) –with its notions of 'linguistic market' and 'linguistic capital'– as well as the combination of the qualitative findings of Iglesias Álvarez (2003) with an *integrative model for explaining linguistic behaviour* developed by the same author (Iglesias Álvarez, 1999) will allow us to better understand the observed processes. Moreover, I will argue for the explanatory and predictive power of linguistic attitudes when understood as a mentalist, speaker-internal category provoking certain replies with respect to an object –in this case, the Galician language (*cf.* Ajzen & Fishbein 1980).

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Biopoetic complexity of new art: A cognitive study of Ortega y Gasset's innovative sociocultural ideas

Michał Góral, Juani Guerra (University of Las Palmas de Gran Canaria)

In this paper we will investigate the degree of online meaning structural emergence out of salient processes constructing HUMAN, ART and CULTURE as social concepts. We will scrutinize related ensuing Spanish lexicalizations that give new structure to those categories as innovatively used by the Spanish philosopher José Ortega y Gasset. We will focus on the analysis of the concept *dehumanization* as used in enunciations throughout the text of his highly influential Modernist essay *La deshumanización del arte* (1925).

A phenomenological and linguistic paradox, which was central to Ortega's innovative thought, will be approached here from a new Complex Cognitive Poetics perspective (Guerra 1992, 2011). This paradox claims that all human cultural activities, especially new art, lead to an elimination of proper human essence. Furthermore, even that process of *dehumanization* is hardly possible to be fulfilled due to a permanent presence of a human spectator.

Cognitive models from Idealized Cognitive Models (ICMs) to Conceptual Integration Models (CIMs) mapped onto particular linguistic structure from our corpus will contribute a new dynamicist vision of the emergent structurings (Prigogine & Stengers, 1984) of *dehumanization* in its avant-gard sociocultural context. We will map a basic metaphoric projection from a source domain of *nature* onto a target domain of *art* that endows new social meaning structure to HUMAN, ART and CULTURE. Particularly we will focus on the complex dynamics of time as framing two related projections: The *general art audience* ("mass") conceptually constructed as a wild animal and the *new art* as ancient mythology. This will be shown in enunciations like "*Dondequiera las jóvenes musas se presentan, la masa las cocea*" [*Anywhere a young muses emerge, the mass bucks them off]* (Ortega, 1925).

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Conceptualization of semantic analysis: Creating abstract network of phrasal verbs with 'over'

Alena Holubcová (Masaryk University, Brno, Czech Republic)

The work focuses on conceptualization of phrasal verbs with 'over', based on the trajectory and direction of movement they encapsulate.

The premise of this work is that verbs typically denote events and encode change in time, thus making it possible to follow the trajectory of movement. Attention is paid to the trajectories encoded in the semantic motivation of the respective verbs, and the way 'over' alters their trajectory.

Phrasal verbs are studied within the context of the example sentences. Examined data was gathered from the British National Corpus and two textbooks cited below. Straightforward 2D and 3D images with a model object / model objects are used to demonstrate the visualization of the trajectories in our minds.

Decisive aspects for the categorization of the phrasal verbs in this work are: literal or metaphorical meaning, number of objects moving, obstacle disrupting the trajectory of movement, emphasized part of movement and actual meaning of the phrasal verbs based on the context provided by the example sentences.

Conceptualized results of this categorization are inserted in hierarchical graphs, forming abstract network of phrasal verbs with 'over', separately for literal and metaphorical meanings. The graphical representations of these two networks are then contrasted.

The result of the comparison shows numerous similarities in the abstract networks of literal and metaphorical meanings, underlining the strong presence of the physical life experience of people grounded in the examined metaphorical expressions. The abstract network of phrasal verbs with metaphorical meanings builds on the abstract network of literal meanings. The abstract network of literal meanings tends to emphasize the movement itself while the abstract network of metaphorical meanings omits some movement characteristics of single-object movement and instead expands the complexity of trajectory or denotes positions which the literal meanings of the examined phrasal verbs either cannot express or are not used for expressing.

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Use of parallel texts as a new approach to spatial cognition: The case of English and Czech

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Prepositions have been a well-investigated area in cognitive linguistics, with already quite a number of studies addressing the conceptual or constructional aspect of their use. (Lakoff, 1987, Tyler & Evans, 2003, among others) However, most of these studies are based on either intuition or (a comparison of) mono-lingual corpora at the best, so the issue of how speakers of different languages verbalize their understanding of space in the *same* usage event remains rather under-explored. In view of this gap, we propose to look at the English *over* and its Czech counterparts by using the first chapter of *Alice in Wonderland* and its Czech translation as our research material.

One of our most striking finding is how differently the two languages distinguish between *static* or *dynamic* terms (Dušková, 2006), i.e. whether the trajector in a conceptual scene is stationary or in motion. While English uses *over* to code both static and dynamic relations, in Czech we observe a functional split between *nad* (literally 'above') and *přes* (literally 'across'). Moreover, a deeper look into the parallel texts uncovers discrepancies in the above s*tatic/dynamic* distinction in English and Czech: What is perceived as *dynamic* in English is, in some cases, expressed by *static* preposition in Czech. We observe that in Czech, a spatial relationship may be realized by constructions at the morphological level (inflections in particular), which serves the semantic function of a preposition. Use of a preposition in such case would be redundant or even ungrammatical. English, on the other hand, does not take advantage of similar constructional means for verbalizing a spatial relationship.

We conclude that our study reveals the radically conventional nature of grammar (Croft, 2001), especially how language utilizes available constructional means to code spatial relationship. We in addition hope to show the usefulness of parallel texts as a new methodology in the study of spatial cognition across languages.

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Systemic Functional Linguistics – pragmatic structuralism providing a useful framework for writing instruction

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Structuralism may be seen as something belonging to the past, having its peak during the first half of the 1900s. When thinking about Saussure and his *langue* and *parole,* his *signifiant* and *signifié*, we almost get a nostalgic feeling of something long gone, and we could ask ourselves the question; is structuralism dead? This paper will argue that the ideas from structuralism are still alive in present linguistic traditions, more specifically in the tradition of Halliday's systemic functional linguistics, called SFL, and through this theory structuralist ideas provide a practical framework for writing instruction. The perspectives of structuralism that will be dealt with are Saussure's ideas of what language is (Saussure & Harris, 2013, translation of Cours, 1916), the Prague School's functional view on language units (Daneš, 1987; Davidse (Leuven), 1987) and Hjelmslev's functional theory of language(Bache, 2010). All of these perspectives include an idea about language as consisting of choices of a set of elements, which also is a prevalent idea in Halliday's thinking.

As explicitly stated in the name of this tradition, SFL presents a functional approach to language, focusing on language usage in social contexts, and a systemic approach to language, focusing on language as a system of relations presenting language users with options within language (Halliday & Matthiessen, 2004; Maagerø, 2005). This paper will elaborate on ideas presented in SFL that are influenced by structural traditions, and show how these ideas have been the basis for developing a linguistic theory that may be useful in the context of writing instruction. Furthermore, it will be argued that Saussure's lectures taking place at the beginning of the 20th century includes a focus on language as social practices (Thibault, 1997), so that the ideas about language presented in his *Cours de linguistique générale* are not so different from Halliday's ideas about language. Following from these arguments, this paper claims that SFL could be viewed as a pragmatic branch of structuralism rather than a discipline that is in opposition to structuralism.

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Factors affecting the acquisition of adjective inflection in L2 Norwegian

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The presented study is a part of my PhD-project that examines acquisition of adjective agreement by L1 Polish learners of Norwegian basing on cognitive language theories. The main aim of the project is to investigate the order and sequence of learning the adjectival agreement in Norwegian by L1 Polish speakers, and to find out what factors affect them. The focus of this presentation is, however, on the factors that influence the acquisition of adjective inflection in L2 Norwegian by three L1 groups: English, German and Polish.

The data I use in this study come from the ASK-corpus – The Norwegian Language Learner Corpus, developed by the ASKeladden project from the University of Bergen. In my analysis I use 600 texts (200 texts per each L1 group, i.e. English, German and Polish). This is a quantitative study and the statistic calculations are carried out in the R program.

The ASK-corpus provides a set of personal information on the test-takers, besides the linguistic data and the CEFR-levels. The factors available in the ASK that I am going to investigate are: L1, age, length of stay in Norway, the total number of course hours, motivation, education, occupation and the CEFR-level. Information on the informants' sex is also accessible, but I am not going to analyze it because the majority in the corpus are women (around 80%).

I have already performed a transfer investigation using Jarvis and Pavlenko's (2008) and Jarvis's (2010) methodological framework. My comparison of the performance of L1 English, German and Polish learners of L2 Norwegian provided evidence of the existence of (in some cases positive and some negative) transfer in the three L1 groups. L1 is therefore a factor that affects the acquisition of adjective inflection in L2 Norwegian both positively and negatively, depending on the L1. In the proposed presentation, I will test a hypothesis that younger age, a longer stay in Norway, more course hours taken, higher education and higher CEFR-level influence the acquisition of Norwegian adjective inflection positively.

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ERPs of novel and conventional metaphoric verb-noun word dyads in Polish and English – research proposal

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Event-related potentials (ERPs) have been frequently used to study figurative language comprehension (e.g., Arzouan et al., 2007; Lai et al., 2009). The analyses of two crucial language-related ERP components, the N400 and P600, have shown the graded effect of amplitudes across novel, conventional, and then literal utterances. Such findings lend support to the Career of Metaphor Model (Bowdle & Gentner, 2005). According to this theory, novel meanings evoke larger N400s, since they are comprehended by means of comparison, which is followed by the creation of new conceptual mappings. On the other hand, conventional utterances are interpreted as categorizations, and are thus easier to understand. Unfortunately, figurative language has been little explored in the bilingual context. Studies conducted so far have shown that the ability to arrive at nonliteral meanings depends on the proficiency level in L2. For instance, Cieślicka (2010) observed that only proficient bilinguals were able to comprehend idiomatic expressions in a similar manner to native speakers. Since little research has been devoted to metaphor comprehension in bilinguals using electrophysiological methods, this experiment aims at filling the gap in existing research and providing insight into how the bilingual brain computes metaphoric meanings. The study will examine metaphoric language processing in highly proficient Polish-English bilinguals using event-related brain potentials and a semantic decision task. Four different types of verb-noun word dyads in Polish and English will be used in the experiment: novel and conventional metaphors, as well as literal and anomalous expressions. The analysis will involve the comparison of the N400 and P600 waveforms evoked by the same target words of these four conditions. It is expected that the ERP components will show graded amplitudes across the conditions, indicating the increasing processing difficulty. Furthermore, the N400 and P600 are likely to show a delayed effect in the L2 context, as suggested by studies investigating ERPs in bilingual language processing (e.g., Hahne, 2001). The study can thus shed more light on the cognitive mechanisms employed when processing metaphors in the first and second language in the single but powerful brain.

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Japanese loanwords in pre-shift Miyakoan

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Miyakoan is a *seriously endangered* (Moseley 2010) Japonic language form the family's Southern Ryukyuan (Sakishima) branch. Traditionally spoken in the Miyako island group in Okinawa Prefecture, Japan, nowadays it is generally limited to speakers over 60 years old, with some varieties on the verge of extinction or already dead (Majewicz 2006, Pellard & Shimoji 2010).

In the second half of nineteenth century, the Ryukyu Kingdom was annexed by the Meiji era Japanese empire. Since then a gradual decline of Miyakoan put under the pressure of Japanese, the staggeringly dominant language of education and modernization, has been observed. One of the first results of the new sociolinguistic situation was the influx of Japanese loanwords. In this paper a brief description of such loanwords in the early, i.e. "pre-shift" stage of Miyakoan endangerment, will be proposed, with Nikolay Nevskiy's handwritten fieldnotes from 1920s used as the primary source.

The term "pre-shift Miyakoan" refers to the assumed period when the intergenerational transmission of the language had not yet been broken. We lack precise sociolinguistic data that would allow us to draw an exact timeline. However, in various field studies of Ryukyuan languages (see References), the youngest native speakers were usually born no later than in early 1940s. Therefore, in this paper the "pre-shift Miyakoan" is understood as the language of the period up until late 1940s.

The topic will be approached from two angles. First, hypotheses about different layers of loanwords will be made, as it is almost certain that the post-annexation loanwords were not the first to enter the Miyakoan lexicon. The semantics of each layer and their Japanese background (either native Japanese or Sino-Japanese) will also be touched upon.

Second, the phonetic side of loanwords will be discussed. Since Japanese and Miyakoan are genetically related, the best way to detect a borrowing, i.e. to discern it from inherited Japonic vocabulary, is to test the word for compliance with Miyakoan phonetic innovations. Thus, for example, since Japanese [kɯ] in Miyakoan gives [f(u)], it is certain that Miyakoan *fukuru* 'a bag' instead of expected **fuffuː* is a later loan from Japanese *fukuro*. Similarly, alveolo-palatal fricatives in Japanese are depalatalized in Miyakoan, so for Japanese *shiro* 'a castle' one would expect Miyakoan cognate **siru*; the actual form, *ɕiru*, clearly indicates that it is a Japanese loanword.

Presently, the conclusion is that in the pre-shift stage, Japanese loanwords appeared to express the many new concepts that emerged along with the modernization and Japanese rule in the Ryukyus. On the other hand, synonymic borrowings for concepts that had existed in Miyakoan native vocabulary also began to emerge (cp. *ɕiru* above vs. an inherited lexeme *gusiku*) – an indication of the further decline of the language in the decades to come.

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The kid doesn't like it: Irony comprehension and perception in children and young adults

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Irony, the most complex type of figurative language (Leinonen and Ryder 2008), is claimed to require greater mentalising skills than do other figurative utterances (Curcó 2000). Developmental studies offer a unique possibility of looking how this comlpex capacity unfolds in time.

To examine whether there would be a difference in the performance of adults and children on an irony comprehension and perception task, a set of forty scenarios was devised.

Twenty eight children and twenty eight adults took part in the study. Their task was to listen to each of the 40 recorded scenarios and to answer a set of four questions probing context comprehension and the recognition of three major factors in irony comprehension: speaker belief (Theory of Mind), intention, and attitude (Demorest et al. 1984; Creusere 1999; Pexman and Olineck 2002; Harris and Pexman 2003; Pexman et al. 2005; Glenwright and Pexman 2010; Pexman and Whalen 2010).

Initial analyses have demonstrated that children made significantly more errors in detecting ironic intention than did adults (p=0,00 for N=28; F=59,853). When judging the intention of a literal speaker, however, children performed no worse than the adult group (p=0,3; F=,038). Irony recognition data from children were further broken down in order to test whether there would be differences in the performance of children depending on the status of the school they attended. Here, the results indicate that school status does not affect the recognition of ironic intent in younger children (54,71% correct responses from private school students and 56,67% correct responses from state school students; p=0,9; F=,058). The analysis of irony perception data has shown that, overall, children tend to perceive it negatively (78% negative responses). Here, again, children from private and state schools do

not seem to differ in how they perceive irony. The author will discuss these results and their implications from a socio-developmental perspective.

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Semantics of binominals in Media Arabic

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Repetition is considered a linguistic realization of presentation (Johnstone, 1991) – a specific persuasive strategy in Arabic. Numerous occasional (*ad hoc*) forms of repetition that are observed in this language– both spoken and written – prove that it is still a productive strategy of convincing. Therefore, a high frequency and internal differentiation in Media Arabic is not surprising. Although it seems to contradict the fact that press news should be concise and pithy (e.g. because of the limited article space).

Two main groups of repetition could be indicated in the analysed material (a hundred political press articles from the biggest pan-Arabic newspapers, all dealing with the Arab Spring): the repetition of content and the repetition of form; both groups were further divided and classified based on the size of a repeated unit of language (the repetition of content) and its grammatical construction (the repetition of form). Due to this diversity the presentation will be focused on binominals (Malkiel, 1959) - the repetition of content on a level of lexeme or expression. Its formal structure can be presented as: AxB, where A and B are synonyms

(tokens or phrases); x is a coordinating conjunction, usually additive *wa*; the whole structure has a single referent in the sentence.

The main focus would be put on semantic relations between the components of the binominal structure. Six groups will be indicated: modified-modifier, hendiadic, metaphorical, synonym groups, near freezes, freezes (cf. Johnstone, 1991). The author will also point out two peripheral (i.e. not meeting all the formal requirements of the binominal structure) kinds of such a repetition where: 1. repetition occurs in adjacent sentences; 2. A and B components belong to different grammatical categories (e.g. noun and adjective).

The last part of the presentation is an attempt to determine a provenience of repetition in Media Arabic (and in Modern Standard Arabic in general).

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Using Web 2.0 technologies and collaborative work in teaching academic writing

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Teaching academic writing to ESL learners can be a difficult task: students are usually unfamiliar with academic style, have difficulties in producing a structured piece of writing and get easily discouraged by an exam-oriented approach, having to use old school pen and paper with no access to technology. Indeed, the gap between everyday writing tasks and the exam is significant: access to online dictionaries, linguistic corpora and academic articles, as well as being able to work in groups using Web 2.0 technologies (e.g. Google Docs) is a standard in today's professional writing. However, most students are less tech-savvy than it is presumed: they are generally unaware of practical web tools, use Google search ineffectively and obtain information from unreliable sources. Hence, the implementation of a more practical approach with the use of web technologies and collaborative assignments in the writing classroom should be considered by ESL teachers.

Incorporating collaborative practices in higher education can be beneficial on many levels: students become more conscious of their work, profit from peer correction and compose better works in terms of language and structure (Storch 2005). Moreover, using Web 2.0 tools can be especially advantageous, as it promotes cooperation skills, provides a user-friendly environment for peer reviewing and prepares students for future careers in networking (Brodahl et al. 2011, Kessler et al. 2012). In the following preliminary research, I compared individual pen and paper compositions with collaborative online works written on the same topic by two groups of 20 students on a comparable level of language proficiency (CAE). One of the groups practiced in class how to use Google Docs and search for reliable information online. The results show that students working in groups via Web 2.0 tools 1) generate more complex ideas, 2) learn from each other, 3) compose better texts in terms of language and content, 4) raise their awareness of plagiarism, and 5) develop a positive attitude to collaborative work. Therefore, collaborative exercises and web-based tools should be subject to more academic research and become a part of the writing course for ESL students.

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Language and gesture: Introduction to gesture studies

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Gesture studies are a relatively young field of cognitive studies, yet one that has grown exponentially over the last several years. Linguistic conferences begin to include panels on gesture and multimodal communication, and cognitive science embraces evidence from gesture research on par with that from other empirical studies. This workshop is going to try and explain the reasons behind the growing influence of gesture studies in linguistic research; in other words, it aims to show that language and gesture can often be seen as two sides of the same coin.

It is almost impossible for people to talk without gesturing (Goldin-Meadow 2005), and nearly impossible to define gesture without some reference to language. When gesture is produced spontaneously alongside speech, the two form an integrated system. In this way, both speech and gesture are manifestations of the same set of cognitive processes. Because they are not constrained like language, gestures provide a window onto the thought processes of the speaker/gesturer. Alongside language data, gesture provides the most important source of evidence for metaphorical thinking (Cienki 2008; Müller 2008; Langacker 2008).

It is clear that the study of gesture can make a number of important contributions to linguistic and cognitive research. The workshop will demonstrate the potential of gesture studies as a source of data regarding varius conceptual phenomena, including – but not limited to – metaphor, metonymy, blending and foregrounding. We will present a number of examples from a variety of empirical studies, focusing on gestures with a varying degree of connection to spoken language. We will also introduce some gesture typologies with real-life examples of gesture, as well as discuss gestures in different disabilities.

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Preparing the base for Old Czech tagging

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The aim of this paper is to introduce the approach we adopted for Old Czech (west Slavonic language, stage between approx. 1300 and 1500) morphology description which serves for automatic analysis of Old-Czech Text Bank (collected transcribed texts in electronic format, http://vokabular.ujc.cas.cz/, for transcription problems see Lehečka, Voleková, 2010).

We argue that due to the many ongoing phonological and morphological changes, the material from old stages of language requires a specific approach and we cannot entirely rely on tools developed for modern material (for a step in this direction see Hana et al., 2012). Therefore, our approach is based on all available sources of information for the language stage in question and we adopted these three basic principles of morphological description: historical justifiability (i.e. the analysis is to the maximal extent based on word forms attested in texts or mentioned in traditional linguistics handbooks), systematization (i.e. constant regard to the system of language) and systematic account of sound changes (numerous sound changes applied in stems and also in endings during the period in question). The input data used for subsequent automatic tagging consist of these five parts: a) the dictionary for the language stage in question (based on Electronic dictionary developed by the Institute of the Czech Language), b) the description of endings based on available grammatical description (Gebauer, 1960, Vážný, 1970, Lamprecht et al., 1986) and complemented by results of manual analysis of transcribed texts, c) the description of stem changes accompanying declension, d) the rules for sound changes and e) the list of exceptions.

Whole approach was so far tested using one declension type with satisfactory results (all forms were analyzed appropriately). The experiment includes generating of all forms of stems (obtained from the dictionary) according to endings description, sound changes in stems and endings and detecting these forms in Old-Czech Text Bank as well as assigning morphological information, lemma and hyperlemma.

The procedure is applicable for all POS, but we have worked, however, with common nouns so far. Also for this reason no disambiguation is a part of our work.

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Brain response to emotional language in Polish-English bilinguals: Evidence from ERPs

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Empirical research suggests that late bilinguals may process emotions differently in their respective languages (Pavlenko, 2012). These findings, however, are based on inferences from studies using behavioral (Caldwell-Harris & Ayçiçeği-Dinn, 2009) and psycholinguistic methods (Eilola, Havelka, & Sharma, 2007; Ferré, García, Fraga, Sánchez-Casas, & Molero, 2010) and on bilinguals' self-reports (Dewaele, 2008). Neurolinguistic studies can provide further insights into affective processing in bilingual speakers but the few studies to date have produced inconsistent results (Conrad, Recio, & Jacobs, 2011; Opitz & Degner, 2012; Palazova, Mantwill, Sommer, & Schacht, 2011). The key weakness in this research is the focus on single decontextualized words that are not representative of everyday communication.

The present study addresses this problem by introducing communicative context as an independent variable in two experiments conducted with English monolinguals and Polish-English bilinguals with low and high levels of L2 English proficiency. In these two studies processing is examined via event-related potentials (ERPs), with amplitudes in response to affect-loaded stimuli examined across groups and across stimuli.

Experiment 1 focuses on the processing of word pairs consisting of a neutral, negative or positive prime followed by a related/unrelated positive or negative target, e.g.

funeral – devastated
leaf – devastated*
person – devastated
luxury – devastated*

Experiment 2 examines the processing of target words from experiment 1 in a neutral/positive or neutral/negative context for the congruent/incongruent positive and negative targets, respectively, e.g.

When her son was injured in the accident Claire was devastated / sexy*
When Lily learnt what had happened to her dog, she was devastated / sexy*
It is not the body but personality that makes one sexy / devastated*

Katy's amazing curves and her great taste make her so sexy / devastated*

The gradual increase of context saturation in the experiments offers a better understanding of the way bilingual speakers process affective language in everyday life. The findings provide important insights into the role of context and L2 proficiency in affective processing in bilingual speakers and have implications for future research and language teaching.

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Experimental methods in linguistics (workshop)

Rafał Jończyk (Adam Mickiewicz University in Poznań, Poland)
Halszka Bąk (Adam Mickiewicz University in Poznań, Poland)

This workshop will be devoted to experimental methods used in linguistics. Upon completion of this workshop you will have acquired a comprehensive understanding of the basics of doing research in linguistics in theoretical and practical terms. The workshop is aimed primarily at complete novices in experimental research. The workshop will consist of 2 meetings, 45 minutes each. The two meetings are complementary, and therefore participants are strongly advised to attend both parts.

During the first meeting we will discuss the origin of methods in linguistic research, the types of experimental tasks along with the aims they are set to achieve, as well as the types of data that can be collected during research along with their methods of interpretation. Following this, we will present the fundamental notions in experimental design such as: the distinction between research questions and hypotheses, the definition of variables, the typology of experimental design, the dangers of errors and biases, the importance of reliability and validity, the issue of cause and effect in experimental research etc. The presentation of these fundamental notions will be followed by a practice session. We will conclude this first part with a short discussion of the advantages and disadvantages of doing original research vs. replicating experiments.

During the second meeting we will focus on the practicalities of stimuli and participant selection, as well as the issues relating to the experimenter's conduct. We will also discuss the basic ethical considerations which is an emerging problem in humanities research. We will finish the workshop with a discussion and presentation of the most widely used and the most effective tools that can be implemented at each of the stages of designing and conducting an experiment in linguistics.

Corpus linguistics in translation

Anna Juszko (University of Wroclaw, Wrocław, Poland)

Corpora have become a more and more popular tool in many areas of language studies. Since the late 1990s, they have also been widely used in the area of translation studies. However, they are still insufficiently appreciated by translators and translation teachers. The purpose of the presentation is to show different methods of using corpora, not only in theoretical studies on translation, but also in translation process and teaching.

The presentation will consist of two parts. The first part will provide an introduction to the idea of corpus linguistics, explaining why it is such an important and useful tool for researchers interested in gaining insight into various linguistic phenomena. Furthermore, during this part different types of existing corpora will be presented. It will also be described when it is useful to use general corpora, when specialized corpus and when bilingual corpus. The presentation will specify what are their advantages and limitations. It will also describe the concept of DIY corpus and its main features.

The second part will demonstrate what are the possible benefits of teaching how to use corpora during translation classes, illustrating how corpora can affect translation quality. In this part it will be described why and when translators should use corpora. The benefits of using corpora will be shown on examples. Moreover, it will be demonstrated how corpora influence the recent developments in the computer assisted translation industry and what are the new tendencies in translation-based computational linguistics.

The presentation on corpus linguistics in translation will introduce new practical approaches to the use of different corpora. It will make an attempt to determine whether corpora are only useful for language researches or whether they can also serve as a reliable translation tool. It will also provide the methods of effective use of different corpora during the translation process that allow for higher quality levels to be obtained.

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Alternations of psychological verbs in English, Polish and German in a neo-constructivist approach to the lexicon-syntax interface

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Psychological verbs, i.e. the verbs which refer to psychological and mental states, constitute a syntactically heterogeneous group, which poses a challenge to generative theories. Many semantic distinctions are possible, especially in the thematic domain (Belletti & Rizzi, 1988; Pesetsky, 1995; Reinhart, 1996) or aspectual domain (Arad, 1999; Biały, 2005; Marìn & McNally, 2011; Rozwadowska, 2012). Syntactically, this group of verbs is also diverse, especially if we consider a cross linguistic perspective. Many attempts to build semantic and syntactic explanations able to account for irregular and cross-linguistically unpredictable behaviour of these verbs have proven fruitful, but not fully successful.

The new approach I applied in my study is the neo-constructivist framework proposed by Hagit Borer (2005, 2013). Neo-constructivism is a view which assumes a universal computational linguistic ability, with a reduced repository of idiosyncratic lexical items. More precisely, here, the syntactic and morphological properties which appear to be associated with words are, in fact, properties of the syntactic and morphological structures, rather than inherent properties of the words themselves. 'Words' are merely labels of concepts functioning as modifiers of grammatical structures and not as their determinants, therefore, within this event-based system, it is the structure which determines, to a large extent, the properties of the studied verbs.

In my presentation I intend to explore the properties of the event structures associated with psychological verbs alternations, supporting a strong computational position, where the key element responsible for the observed structural properties is the phonetically

realized reflexive element (*się* in Polish and *sich* in German). With my analysis, I intend to prove that a new classification of English, Polish and German psychological verbs, revised following the neo-constructivist assumptions, allows for an efficient and full prediction of psych-verbs' alternating structural behaviour in the studied languages. Evidence to support this comes from native speakers judgements (32 persons) on alternations correctness and interpretation. Eventually, I intend to present my proposition of the formal syntactic mechanism explaining the interdependencies between grammar and meaning responsible for the overt realization of the reflexive element in the languages studied, and thus responsible for the syntactic properties of the studied structures.

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Health, optimism and homosexuality: connotations of pink in English, Polish and Italian

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Cognitive linguistic studies the perception of the world and its reflection in a given culture and language as the same objective reality may be perceived and conceptualised in different ways. One of areas of special interest for linguists is the spectrum of colours which can be divided into distinct colours in different ways, which means that one colour term in one language may correspond to two or more colour terms in another language and some colours may be unknown in a given language.

Moreover, colours, apart from informing about the physical aspect of objects, often have particular connotations which sometimes are more universal, especially when they are based on common human experience, as red can be associated with embarrassment as an embarrassed person turns red. Still, many connotations related to colours are culture-bound, so they are usually different in different cultures. All these connotations are reflected in the language.

The present study analyses the connotation of pink in English, Polish and Italian. Pink is the colour which is not as popular in linguistic studies as red, black or green, but it has its interesting connotations in European languages, too. These connotations will be identified on the basis of dictionaries where expressions containing this colour name can be found, but also on the basis of surveys conducted among native speakers of the three languages. To obtain a full picture of this colour, its connotations will be also searched for on websites.

All the data collected will let depict the image of pink in all the three languages and then identify similarities and differences in these connotations. It will show if in this case connotations are more general, common to all the three languages or if they are more culture-bound and therefore typical of only one language.

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Emotion in word processing – from linguistic to social significance (plenary)

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Both language and emotion have intrinsically communicative functions but they arguably differ in their evolutionary age and in their elaborateness. Still, classic cross-cultural studies using the semantic differential technique have identified three simple fundamental dimensions of word meaning, namely evaluation, activation, and potency. Remarkably similar dimensions (valence, arousal, and dominance) have been suggested as constitutive for emotional processing. In emotion research, behavioral and physiological correlates of these dimensions have been identified during responding to various emotional environmental stimuli such as picture or sound media. The present talk will focus on emotional language and give an overview of behavioral and neuroscientific studies from my group that addressed how the processing of words with emotionally relevant contents differs from the processing of neutral words. Firstly, I will demonstrate that during reading, emotional words capture attention more than neutral words and I will show the electrophysiological correlates of this effect. Secondly, I will address the issue of processing speed, revealing that emotional words are also processed faster than neutral words, which is reflected both in lexical decision reaction times and in brain event-related potentials. Within emotional words, behavioral responses are particularly fast for positive contents and the concomitant electrophysiology reveals a specific response-facilitation for positive contents, whereas perceptual facilitation applies for both positive and negative words. Faster access to the mental lexicon also applies for both positive and negative compared to neutral words. Turning to the intrinsically interactive role of language, two recent studies addressed the question of how word processing changes even in minimal social contexts, such as evaluation by humans versus intelligent machines. Here, cortical response amplification is consistently found when participants think that they are interacting with another human rather than a machine, even when in actual fact both conditions are perceptually identically. Moreover, response to emotional feedback is further amplified in the human condition, demonstrating that the implied communicative context is implicitly factored in when humans respond to emotional stimuli. Finally, I will sketch an integrative model of the above findings, identifying mechanisms of emotional language processing that appear common to a range of emotional stimuli, such as attentional highlighting via re-entrant processing in the brain, as well as those that seem more specific to language stimuli, such as engagement of left hemisphere semantic structures, proposing a dynamic interaction of the two.

Who can work in an interpreting booth? Towards a psychological profile of an interpreter

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Conference interpreting is commonly believed to be one of the most cognitively demanding language tasks (Gile 1995; Christoffels and de Groot 2005; Seeber 2011). The cognitive approach to interpreting is based on the assumption that an interpreter must use his cognitive capacity to perform a set of discrepant efforts involved in the process of interpretation. Simultaneous interpreting (SI) involves processes and skills such as: self-monitoring, memory skills, verbal fluency and concurrent listening and production; all of them must be

mastered by interpreters so that they are able to provide a decent interpretation (Christoffels and de Groot 2005: 469ff.). Since interpreting requires mastering numerous language and cognitive skills, several researchers touched upon the question of interpreters' aptitude in the context of conference interpreting education (e.g. Lambert 1991; Moser-Mercer 1994; Mackintosh 1999; Chabasse 2009). However, the author of the study believes that what is yet to be researched is the psychological and personality-related predisposition to become a successful interpreter. This could encompass: stress management, extra-/introversion and willingness to take risks.

The main objective of the present study is to measure psychological aptitude among conference interpreters. In order to do so, the author of the study used Seligman's *Learned Optimism Test* which measures, among others, perseverance, optimistic attitude and readiness to accept failures (Seligman 1998). Two homogeneous groups took part in the survey research: 15 professional interpreters and 15 non-interpreting adults. They were asked to fill in Seligman's questionnaire. It has been hypothesised in the present study that interpreters are characterised by a higher level of optimism, as understood by Seligman (1998), since their job requires readiness to take risks and accept failures. The data from the study was collected, processed and analysed statistically. The results of the study may serve as an incentive to further investigate the notion of psychological aptitude in conference interpreting.

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Cognitive processing in bilinguals: False friends and synonyms in a repetition priming task

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The aim of the study was to explore differences between processing of morphologically and semantically related words (false friends and synonyms, respectively) in a translation task. Two translation directions are examined (from the native to the second language, A>B; and vice versa B>A). Prior research on language processing in bilinguals suggest that the A>B translation direction is principally semantically mediated; whereas, the B>A translation is mainly lexically mediated. The evidence for that was provided by, inter alia, Kroll and Steward (1994).

The study was carried out with Polish-English bilinguals recruited among the students of the English department of Adam Mickiewicz University. An online sentence translation task (e.g. *Jenny got excited by his lunatic proposal, What is your dream job?*) and a word recognition task were conducted. The latter included synonyms (*work* as a synonym of *job*) and false friends (*lunatyk* 'sleepwalker' as a false friend of *lunatic*) of words from the sentence translation task.

False friends used in the study do not share any meaning, only the morphological features. If a participant decided, in the word recognition task, that the Polish false friend *lunatyk* appeared in the translation task, it would mean that the process of their translation in B>A direction was lexically mediated. The obtained results give evidence against this assumption; the Polish false friend condition not only caused the highest number of errors but also had the longest mean reaction times.

Synonyms are words that evoke the same meaning, thus a pair of synonyms is believed to have strong connections at the conceptual level. If, in the word recognition task, it was decided that f. i. an English synonym *work* appeared in the translation task, it would suggest that B>A translation is semantically driven. The results provided evidence for this pattern.

The effect of repetition priming assumes that the second presentation of the same stimulus should result in priming, either positive or negative. The results of the word recognition task show shorter reaction times for the stimuli that had appeared in the translation task. This gives support for the repetition priming effect.

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Language switching in picture naming: Evaluating the L1-repeat-benefit hypothesis of asymmetric switch costs

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Bilingual speakers exhibit remarkable flexibility in their ability to control their languages by restricting their speech to the intended language in bilingual settings. The prevailing account of how bilinguals are able to accurately switch between languages is based on the inhibitory control model (Green, 1998), which predicts that in mixed language context the dominant language of unbalanced bilinguals is strongly inhibited to allow successful production of the weaker language, resulting in asymmetric switch costs (i.e., larger switch costs for the dominant language than for the weaker language). However, Verhoef et al. (2009) proposed an alternative account of switch cost asymmetries, demonstrating, in a study which allowed a separation of the effects of exogenous control, involuntarily triggered by external stimuli, from endogenous control, voluntarily driven by internal goals and expectations, that the observed pattern may result from the lack of competition on L1 repeat trials, leading to disproportionately fast responses on these trials.

Recently, I assessed the generalizability and replicability of their results, by conducting a language switching experiment in which unbalanced Polish-English bilinguals had to alternate between naming pictures in L1 and L2, as indicated by a language cue, while the degree of inhibition exerted through endogenous control was controlled through the

manipulation of cue-informativeness. Specifically, half of the trials included a pre-cue indicating the response language, while the remaining ones included a non-informative cue, which indicated the timing of the upcoming target, but did not carry information about task identity. I hypothesized that this manipulation would preclude the biasing of the target language set by means of endogenous control on trials with non-informative cues, whereas biasing the target language set on pre-cued trials would exert inhibition affecting all conditions except L1 repeat. The results of the present study failed to support the L1-repeat-benefit hypothesis, revealing larger costs when switching to the weaker language, as well as worse performance on non-informative-cue trials compared to pre-cued trials in all naming conditions, including L1-repeat. The possible explanation of these results and their implications will be discussed in relation to the role of inhibition in bilingual language switching.

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Is popular neutral? The overwhelming success of the terms 'Gypsy question' and 'Gypsy criminality' in Hungarian press discourse

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The terms *cigánykérdés* (the 'Gypsy question') and *cigánybűnőzés* (the 'Gypsy criminality') are the most interesting phenomena in Hungarian media discourse related to the Romani people, who according to the latest national census in 2011 (KSH, 2013) constitute about 3 per cent of Hungarian society.

Despite having an obviously discriminatory character and very negative connotations, these terms are now widely used in the debate over the situation of the Roma minority in Hungary. Initially exploited only by the far right-wing press, they seem to have become common labels for addressing the "Roma problem".

The constant use of these terms might have diluted their negative meaning. In order to investigate this question, a corpus of Hungarian articles was built and collocations of these words were analysed in the frame of Critical Discourse Analysis (CDA), an interdisciplinary reasearch area which has developed many useful methods of studying different aspects of discourse (eg. Baker, 2006; Wodak & Meyer 2001).

The *cigánykérdés* - the 'Gypsy question' - is rightly associated with the Adolf Hitler's idea of 'the final solution of the Jewish question'. As the results of the analysis show, in Hungarian press discourse this connotation is deeply hidden. The collocates imply that the situation of the Roma minority in Hungary is an extremely complicated and rather unsolvable (!) problem. As Teun van Dijk, one of the most recognised researchers who investigates press discourse regarding minorities and immigrants, pointed out (2000), it is typical for the press to overstate the number of crimes committed by members of minorities. This is also characteristic for Hungarian press discourse despite the lack of trustworthy

research or statistics. Interestingly, the 'Gypsy criminality' is here presented as a target to be fought with rather than something be frightened by.

Although only the most important characteristics were mentioned above, it can be stated these two terms are a good example of how the popularity of a very negative expression may make it seem neutral and acceptable, but its discriminatory and abusive nature does not change in practice.

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Automatic extraction of keywords from Polish abstracts

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Automatic summarization involves reducing a textual document or a larger corpus of multiple documents into a short set of words or paragraph that conveys the main meaning of the text. One of the most popular types of summarization is keywords extraction, which is aimed at selecting individual words or phrases to tag a document. A keyword is either a single word (unigram) or a compound word (n-gram), representing an important concept. Keywords provide rich semantic information for many text mining applications as document classification, clustering and topic search.

Keywords extraction has always been an important problem in many computer science tasks, such as information retrieval and extraction (Kaur & Sidhu, 2014; Trieschnigg et al., 2013). Methods of keyword extraction can be divided into two groups – single document oriented and corpus oriented ones. Keywords extraction methods may also be categorized by the type of technique used to identify important words. The major types are: linguistic approach (Justeson & Katz, 1995; Daille et al., 1994) and statistical approach (Jones, 1972; Andrade & Valencia, 1998). Currently, a huge affort is put on machine learning approaches (Hulth, 2003).

We present a novel machine learning approach, called Polish Keywords Extractor (PKE), which is the single document oriented method that is capable of extracting keywords

from Polish scientific documents. PKE is a knowledge-poor method (not using any external knowledge resources as Wikipedia) inspired by RAKE (Rose et al., 2010) and KEA (Witten et al., 2000). RAKE is an unsupervised, domain-independent, and language-independent method for extracting keywords from individual documents. It is based on the observation that keywords frequently are compound words. KEA is a supervised method, which exploits Naive Bayes model in order to compute probability of being a keyphrase. In compare with the previous methods PKE uses Polish lemmatizer, Part-Of-Speech filters, and various evaluation approaches (statistical measures, classifiers). This algorithm was tested on a set of abstracts of Polish academic papers. We compared the automatically proposed keywords with the authors' keywords and analyzed the results. The experiments have shown that PKE achieves better quality measures (precision, recall, F-measure) than RAKE and KEA.

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The metaphor "MACHINE IS A HUMAN BEING" in language of agricultural and automotive technology

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Metaphor is a common mechanism of lexical creation in both general and specialized language; entire domains of human experience can be projected on other domains and help our understanding of reality (Faber, 2012). This work explores the ways in which the conceptual domain of HUMAN BEING is reflected in the specialized language of agricultural and automotive technology. We analyse the ways in which different

components, inner processes and workings of agricultural machines and automobiles are referred to by analogy with the structure and functioning of human organism. In our analysis, we pay attention to the character of the metaphors used, that is to their motivation by similarity in appearance, function, position relative to other parts or to the overall structure, or a combination of these factors.

One of the richest sources of metaphors is the vocabulary relating to body parts. Limbs and parts of the skeletal system (such as *arms, joints*, *elbows* but also *jaw* or *teeth)* are frequently used to refer to machine components, based on similarity in elementary shape and often also in function; the human up-and-down orientation motivates the labeling of upper-positioned components as *heads*. As an extension of the BODY metaphor, components with protective or covering function are often named after garments of clothes, such as *jackets, hoods* or *caps*. Processes crucial to human body such as *breathing* or *feeding* are used to refer to the flow, supplying and removal of fluids and gases in a machine, and also to name components engaged in these functions. The overall manner and quality of functioning of a machine is often described in terms originally referring to human feelings, health conditions (including ills and fatal states), working activities or the notions of life and death.

The data used in the analysis is derived from two corpora accessed through The Sketch Engine (http://www.sketchengine.co.uk): *enTenTen12*, a corpus of general language and *Terminology*, a corpus of specialized technical texts compiled for the purposes of this work. A bilingual dictionary of technical terms (Csáderová, 1985) was used to help focus the searching in the general language corpus.

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The organization of gesture and language, and their relationships to hand dominance. Evidence from functional magnetic resonance imaging (fMRI) (plenary)

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In the vast majority of right-handers gesture and language are controlled by their left hemispheres, which also control their dominant right hands. In left-handers, conversely, the laterality of gesture, language and the control of their dominant hands often dissociate. Similarly to neuropsychology, where this phenomenon permits researchers to disentangle the association of apraxia with aphasia from that with handedness, the use of event-related fMRI in left-handers (individuals with right hemisphere motor dominance) allows to distinguish activity associated with planning familiar communicative gestures from sensorimotor mechanisms involved in gesture production, and to test for the association of the former with language functions. Having established that lateralization of gesture in key regions of inferior parietal and temporal cortices is more closely associated with the laterality of language, rather than motor functions, we recently went on to directly compare right- and

left-handers during performance of several praxis and language tasks. These comparisons often demonstrate no differences in areas typically associated with gesture or language, but reveal that brain activity in regions located outside of the basic gesture, and language networks differentiates the two groups of participants. These outcomes will be discussed in the context of analogical comparisons in neuropsychological patients.

Interactional construction of disrupted family relationships in the Alzheimer's online support group

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Caring for one's relative is commonsensically linked to kinship relationships. Consequently, it emerges as an emotionally, symbolically and morally loaded task and a powerful form of social control where caring duties and responsibilities are distributed according to family ties (Paoletti 1999). Family caring for a dementia patient constitutes a particularly distressing experience as the disease breaches the carer's biographical continuity of their commonly taken-for-granted relationship with the patient and entails constant negotiation and attempts at the reconstruction of this disrupted bond on the part of the caregiver.

This paper is situated within an ethnomethodological approach (Garfinkel 1967) to the study of family relationships as empirical phenomena whereby it is part of the analyst's work to demonstrate how the informant orients to certain categorizations and how the latter's production of everyday activities is informed by these categorizations. Drawing on the machinery of conversation analysis (Schegloff 2007; Vayreda and Antaki 2009) and membership categorization analysis (Stokoe 2012), the study looks into dementia caregivers' talk-in-interaction to examine acts of self-disclosure of their ongoing kin relationships offered amidst these carers' supportive engagements in publicly accessible forum threads nested within the UK-based online Alzheimer's support group. The analysis seeks to illuminate: (1) how relationship talk is occasioned in the sequential context of the mediated interaction, (2) how commonsensical notions of family emerge and whether—and if so—how they are taken up and reformulated to accomplish local conversational actions, and (3) how the caregivers make sense of and account for their disrupted family relationships as a consequence of dementia.

The analysis shows how the purpose and safe discursive space of the online forum encourage the caregivers to open up trajectories of personal narratives where they recount and process morally delicate category attributions of their on-going relationships with the patients, as well as activate the cultural and moral meanings of family at a micro-level of interaction, thereby presenting these relationships as belying moral expectations of a 'good' family member. The medium-afforded mode of engagement enables fellow participants to occasion their own second stories of troubled relationships which mirror the categorization work of the thread initiator, and thus validate and normalize non-normative category attributions of the earlier forum contributors in the context of Alzheimer's disease.

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Preliminary evaluation of the database of speech recorded under the influence of alcohol

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It is well known that the alcohol has an influence on both: the content of what someone says and the way of speaking (Schiel et al., 2012; Pisoni & Chin, 1997; Johnson et al., 1990; Hollien et al., 2009). The aim of this work is to present the results based on the acoustic and linguistic analysis of recordings of speech under the influence of alcohol. It was assumed that such acoustic parameters as fundamental frequency (F0), speaker's speech rate, vowel duration and formant frequencies (F1-F2) show some specific tendencies that indicate being intoxicated. What is more, it was also expected that linguistic analysis reveals the most frequent mistakes that speakers made under the influence of alcohol.

All recordings were selected from the database of speech recorded under the influence of alcohol that was created on the need of POP project (Research and development project, 2012). For the purpose of the project Polish speakers (10 women, 21 men) were recorded from the state of sobriety to some blood alcohol content (0 mg/l – 0.75 mg/l). The alcohol test was supervised and conducted by police officers with a specialist breathalyzer.

All measurements obtained with the use of Praat were ranked in Microsoft Excel. Methods, used for calculating spectrum of vowels were FFT and LPC; F0, vowel duration as well as speaker's speech rate were measured by Praat scripts. To conduct linguistic analysis special tiers and specific tags that concern word lengthening, word revisions, incomprehensible and mispronounced words were also made in Praat.

Preliminary results revealed that some acoustic parameters show specific tendencies. F0 as well as F1 and F2 increase in speech under the influence of alcohol. Presumptions about slower speaker's speech rate and longer vowel duration were not confirmed. In the state of sobriety and intoxication these two elements have not shown any particular changes. This case brings many questions because other experiments reported opposite effects (Künzel, 1992; Behne et al., 1991). When it comes to linguistic analysis, perceptive evaluation made it possible to exclude word revisions from being associated with intoxication. This analysis also enabled to get the error ratio (error per second) for word lengthening, incomprehensible and mispronounced words.

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Code-switching as a device to increase bi/multilingual women's social and economic power

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Code-switching in female interaction is important to discuss in order to understand the complexity of the code-switching phenomenon regarding its relation to bi/multilingualism and gender studies. The objective of this paper is to investigate the function of code-switching in case of women related to their role in the male-dominated cultures based on academic works dealing with displays of gender in bi/multilingual communities. Through these works I present how language choice promotes a sharp sense of gender division, especially concerning women. Among various pieces of research dealing with the topic of gender displays through language, I mainly refer to following works: "Peasants can't get wives: language change and sex roles in a bilingual community" by Susan Gal, "The Language/Gender Interface in Morocco" by Fatima Sadiqi, "I'm tired. You cook. Shifting gender identities and second language socialization" by Daryl Gordon, and "Language Shift, Gender, and Ideologies of Modernity in Central Java, Indonesia" by Nancy J. Smith-Hefner. It is important to highlight that these pieces of research deal with the construction of identity through language choice of both sexes. This paper focuses on the displays of identity of female speakers.

Based on the literature reviewed in this paper, my findings suggest that when it comes to bilingual and multilingual code-switching by women, code-switching functions as a projector of creating identity that female speakers wish to acquire. Taking an instance to illustrate this issue, Indonesian language is associated with "modernity"; therefore, its female speakers see themselves less "traditional" and "old-fashioned" than those of Javanese (Smith-Hefner, 2009.). The findings also show that women cultivate forms of speech which afford them greater opportunities for social and economic advancement. In this sense, one can claim that one's language use can enhance one's chances of social and material gain.

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Does being a musician make you a better speaker of a foreign language?

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The correlation of music and language is gaining more and more attention among linguists (Brown et al. 2006; Fonseca Mora, 2007; Nardo & Reiterer, 2009) . It would seem that

music, as a branch of art, has nothing in common with language, which is a system governed by many rules on numerous levels. In fact, the two are quite closely related. Both can be found in every single civilisation that has ever existed, which puts them in the basic level of culture-forming factors as human universals. More importantly, they both make use of both brain hemispheres, and both rely on users' auditory skills and their creative usage of a coherent system of sounds – active as well as passive. Other similarities found while comparing music and language are the acoustics "rule" their sounds are governed by. Studies have shown that music can influence our linguistic abilities both when we acquire them (Trehum & Tranor, 1993), and when they are at danger of disappearing due to, e.g. changes in the brain (Prickett & Moore, 1991). This allows for a conclusion that the two are not just coincidentally connected, but maybe even dependent on one another. Studies so far (Dexter & Omwake, 1934; Schwartz, 2006; Yu, 2006; Pastuszek-Lipińska, 2008) have explored the correlation between prosody and melodic characteristics of music. This study, however, takes into consideration the fact, that musicians have to constantly listen for minute differences. The supposedly developed perceptual abilities are put to the test on the segments of a foreign language.

The study involves two groups of speakers of Polish as L1 and English as L2 – one consisting of professional musicians with vast musical education and experience, and the other of people without musical education. Both groups underwent the task of repetition involving 58 words, juxtaposed in minimal pairs providing the context for monophthongal sounds that may be troublesome to distinguish by a native speaker of Polish. Their utterances were recorded and compared in order to establish whether a bigger musical experience enhances the accuracy of uttered sounds. The F1 and F2 data extracted from the recordings were applied to a quadrilateral chart and compared as to their accuracy in comparison with the model provided by a native speaker. Despite the initial expectations, the non-musician group did not show a significant difference as far as the average of frequencies were concerned. However, the musician group was much more consistant. Formants of a given sound were more concentrated, which shows that in fact musical experience does enhance the quality of recreated sounds of a foreign language.

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Eye-tracking as a tool in bilingualism research – an introduction (workshop)

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For decades now psycholinguists have been trying to uncover the mysteries of the bilingual mind with the use of various research methods. The analysis of eye movements (eye-tracking) is becoming an increasingly popular method of studying language processing. One of the major advantages of eye-tracking is its ecological validity. Unlike other traditionally used behavioural methods, eye-tracking allows for moment-by-moment investigation of decisions made by language users as they perform tasks in fairly natural environments. This workshop is aimed at everyone who is new to eye-tracking and who would like to learn how

it can be used in research on language processing in bilinguals. In the first part of the workshop I will introduce the participants to the basics of the human visual system. I will also show what type of data can be obtained from an eye-tracker and how the data can be analysed. Next, we will discuss two major eye-tracking paradigms to show which questions in bilingualism research can be addressed with the help of eye-tracking. Topics to be discussed include speech perception, reading, cross-language interference, etc. Given that the majority of eye-trackers record not only the position of the eye but also the size of the pupil, we will also touch upon a few pupillometry studies. We will see how changes in pupil size can provide an estimate of the cognitive load involved in various tasks. In the final part of the workshop participants will gain some practical knowledge on how to design and run eye-tracking experiments followed by a hands-on mini eye-tracking session.

Representations of Muslim people in the British national press after the 2013 Woolwich murder: A corpus-assisted critical discourse analysis

Robbie Love (Lancaster University, Lancaster, United Kingdom)

In May 2013 a British soldier was murdered by two men on a street in Woolwich, London. This became a major news story and was reported on heavily by national press. The Muslim identity of the perpetrators was widely discussed in the reporting, and in the weeks immediately following the murder there were several apparently reactionary attacks on Islamic centres and mosques throughout the UK.

This paper concerns how, in the reporting of this murder, the British national press represented Muslim people (and Islam in general), investigating whether there is any evidence in the press language of negative bias against these people. Using WordSmith Tools (Scott 2008), I conducted a critical discourse analysis (CDA) of a corpus (nearly 2.5 million words) containing every article published by the British national press about the Woolwich murder within one month of the attack. These computer-assisted methods were informed largely by Baker (2006) and Baker et al. (2013).

A keyword analysis revealed that the only 'religion words' in the top 40 list of words most characteristic of the reporting language were *Muslim* and *Islam*. Searching for these two words, and the words that most frequently co-occurred with them, I found that *Islamism* was frequently described as a radical form of Islam, spreading through Britain like a virus. Reactionary anti-Muslim attacks were condemned as *Islamophobic*. However, I also found evidence of potentially misleading inaccuracy in the quoting of one of the perpetrators, as well as articles that encouraged reader paranoia by describing the 'typical' attributes of Muslim extremists.

Overall, reporting showed responsibility by reiterating that the Woolwich murder was not representative of Muslim people or Islam in general. However, this corpus-driven analysis found that such responsibility was by no means universal in the coverage of the murder. I also found that using such a "multi-method" approach to CDA (cf. (Marchi & Taylor 2009: 5) proved fruitful in uncovering discourses and patterns that would otherwise have been difficult to discover.

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Flipped teaching with screencasts at university level

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This paper presents best practices in teaching EFL and linguistics at the university level using the flipped teaching method. Its aim is to present screencasts (i.e. video lectures) as an alternative to pre-class reading assignments and in-person lectures because they engage students more than the former and save teachers' time more than the latter.

Flipped teaching emphasises pre-class preparation, which allows teachers to spend more quality time with their students in the classroom, focusing on practice or further exploration (Bruff, 2013). But in order for a flipped classroom to be effective, students must show up thoroughly prepared, which usually involves pre-class reading assignments. However, only 30% of students read the assigned texts (Hobson, 2004, p. 1-2). Instead of developing new reading strategies or forcing students to read with quizzes, an emerging trend in US higher education banished readings altogether in favour of screencasts. The main rationale behind this is that passive offline text is not enough for the current generation of digital natives raised bombarded with interactive (often online) audio-visual content (Pacansky-Brock, 2013, p. 1-13). The YouTube generation requires YouTube-style content. Existing research shows that the use of multimedia screencasts increases learner motivation and performance (Herreid & Schiller, 2013, p. 64). Apart from engaging students, screencasts can also be easily reused to reach a wider audience of learners, with no effort on part of the teacher, providing a cost-effective just-in-time alternative to regular lectures.

This paper will show how flipped teaching – with a screencast as a supplementary or, at times, the only material – was successfully used at the AMU Faculty of English in two types of courses: TEFL and linguistics (English phonetics and phonology and Polish-English contrastive grammar). Qualitative evidence includes pre-class and end-of-term surveys conducted among students. Quantitative evidence includes usage data from the content delivery platforms (Moodle and YouTube).

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What do the interpreter's eyes say? Gaze patterns in interpreting

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In the last two decades in interpreting research there has been a diversion from the "invisible" or "ghost" interpreter. Researchers have acknowledged the interpreter's presence and active role in the process of communication (cf. e.g. Wadensjö, 1998, Diriker, 2004, Angelelli, 2004), and focused on construction of the interpreter's identity (cf. Monacelli, 2009). However, so far only linguistic manifestations of the interpreter's active intervention have been analyzed (for instance in community interpreting, cf. Tryuk, 2007).

At the same time, modern technologies available in the recent years facilitated extensive research into gaze patters. Its results have been applied in the sphere of artificial intelligence, computer communication, and monolingual (human-to-human) communication. More recently, some attention was devoted to another aspect of gaze patterns, namely signaling turn-taking in communication through gaze (cf. Novick et al., 1996, Jokinen et al., 2010, Oertel et al., 2012). The concept of *gaze window* was coined to denote a moment when the speaker and the recipient are looking at each other and when the actual turn-taking takes place (Bavelas et al, 2002).

Interestingly, it was not long ago that Mason (2012) revisited the research conducted more than half a century ago (Lang, 1976, 1978) and took a closer look at interpreted conversations between immigrants and immigration officers, and gaze patterns of interpreters during such conversations. The results of Mason's research stimulate reflection about the possibility of detecting similar gaze patters in other types of interpreter-mediated events.

Moreover, it is assumed that gaze patterns may be a way of negotiating the role and position of (and by) the interpreter during such events.

Apart from theoretical foundations of gaze patterns and their role, the presentation looks at methodological aspects of researching gaze patterns in interpreting. Furthermore, initial results of an observational study (analysis of video recordings of interpretations confirming the research hypothesis) together with some preliminary conclusions about the research assumptions (i.e. negotiation of role by the interpreter) presented above are discussed.

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Polish version of the Cross-linguistic Lexical Tasks (CLTs): Method of construction and first results

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Child multilingualism is a norm in many cultures and represents a common way of language development in Europe due to enhanced migration. Bilingual children's lexicons in one language tend to be limited compared to that of monolinguals (Bialystok, Luk, Peets, & Yang, 2010), presenting a possible risk for low educational achievement, and for being

misdiagnosed with language impairment (Bedore & Pena, 2008). Since vocabulary size can predict grammar (Dionne, Dale, Boivin, & Plomin, 2003), later literacy (Biemiller, 2007; Lee, 2010) and school success (Hoff, 2009), accurate measures of vocabulary knowledge in both languages of bilinguals are therefore needed.

We present a novel method we used to construct Cross-linguistic Lexical Tasks (CLTs) assessing comprehension and production of nouns and verbs. These were designed to be fully comparable across diverse pairs of languages on key parameters, and are expected to yield different profiles of results in typically developing children and children with specific language impairment (SLI).

To create these tasks, we:

(1) found a set of pictures readily named by nouns/verbs in 34 languages from 8 picture sources, both provided by our collaborators as well as open source,

(2) established their complexity by asking expert native speakers to rate items on key parameters,

(3) established age of acquisition (AoA) for the items in 25 languages (more underway),

(4) selected target words for each language controlled for complexity and AoA ,

(5) designed culturally-neutral coloured pictures for all items.

Currently CLT are ready for 20 languages (Afrikaans, Catalan, British English, South African English, Finnish, German, Hebrew, Italian, isiXhosa, Lebanese, Lithuanian, Luxembourgish, Maltese, Norwegian, Polish, Russian, Serbian, Slovak, Swedish and Turkish).

We present the procedure of constructing the tasks using the example of the Polish version of the CLTs (Haman et al., 2012). The computer version of the Polish CLTs has been used to investigate the vocabulary size and lexical processing (speed of reaction) in Polish speaking pre-schoolers. The results of Polish-Italian bilinguals (N=19) and Polish monolinguals (N=52) indicate that children are better in comprehension than production and that nouns are easier than verbs. Bilingual children achieve lower results than their monolingual peers.

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Clitic doubling in dialectal Brazilian Portuguese

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Clitic doubling (CD) is a structure where a clitic co-occurs with a full DP (pronominal or not) forming a type of discontinuous constituent with it (Anagnostopoulou 2006, 520).

(1)
Juan <u>la</u>   conoce a <u>ella</u>.   (Spanish)
John <u>CL-ACC</u> knows   a <u>her</u>
"John knows her." (Torrego 1995, 403)

Brazilian Portuguese (BP) clitic doubling is curious in a number of aspects. First**,** in contrast to other Romance languages, it occurs only with 1st and 2nd person pronouns:

(2) tinha cinco médido lá   <u>me</u>   oinano <u>eu</u> assim
Had   five   doctor there <u>1P-CL</u>   looking <u>I</u>   this way
"There were five doctors there looking at me like this."

(3) Qu'eu <u>te</u>   ajudo <u>ocê</u>   no   qu'eu pudé
that-I <u>2P-CL</u> help <u>you</u> in-the that-I   can-FUT-SUBJ
"that I help you in whatever I can"

(4) *Eu <u>o</u>   ajudo <u>ele</u>
 I   <u>3P-CL</u> help   <u>he</u>
"I help him."

Second, it is optional, in that either the clitic or the object can be absent, but not both, unless the null object is discourse licensed. Third, it appears with or without a preposition (challenging Kayne's Generalization, which requires clitic doubled arguments to appear with a case-licensing preposition).

The core theoretical challenge is to explain why these facts hold and what distinguishes BP from other languages with respect to clitic doubling. My proposal assumes, following Rizzi (1986), that *pro* must be licensed syntactically via agreement with a head bearing phi-features. I take this head to be an optional Agreement head (cf. McCloskey, 1996), generated between v and VP, resurrecting earlier ideas of AgrO (cf. Sportiche's (1995) CliticP). The core of the analysis is that this head bears only a single, bivalent but unvalued, phi-feature [speaker] (Noyer, 1992).

The idea of a head bearing just uninterpretable phi-features is contra Chomsky's (1995) theoretical argument against Agr. However, one might weaken this argument to one that suggests that heads bearing just uninterpretable features are not theoretically ruled out, but rather diachronically unstable. For the case of BP, this would appear to be right and to correlate with a gradual loss of featural richness in the pronominal system (Nunes 2008, 2011).

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The role of English in Polish music reviews

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The aim of this paper is to examine the role of English in 100 Polish reviews mostly dedicated to rock music. Therefore, the material was excerpted from the sources aimed at describing rock music such as: a magazine *Teraz rock* (also available online) and some Internet portals (www.artrock.pl, www.rockmetal.pl., www.alternation.pl).

The first part of the study will briefly investigate English-Polish language contact. In the second part of the study the notion of *music review* will be discussed. The *review* is taken to mean "a report in a newspaper or magazine, or on the Internet, television, or radio, in which somebody gives their opinion of a book, play, film/movie, etc. the act of writing this kind of report" (OALD, p.1312). From the linguistic point of view, the review is a genre that comprises four elements: structural (related to composition), stylistic, pragmatic, and cognitive (Wojtak, 2004, pp.16-17). The review may be classified according to its subject, e.g.: film review, book review or music review, etc. Music reviews usually evaluate music compositions, new recordings or live music performances.

The third part of the paper examines the chosen English words and phrases in the Polish music reviews. Andrzej Markowski claims that several English borrowings date back to the sixties of the twentieth century and result from the emergence of popular culture (music), e.g. *blues*, *rock*, etc. (Markowski, 2002). The research shows that such phrases are most frequent. It is obviously due to the subject of the review. A lot of lexemes refer to the names of music genres. Some names are well-known and widely recognised in Polish (e.g. *rock and roll*), whereas some relate to new or alternative (e.g. *dark harsh electro*) music

styles. One can also enumerate English words which are connected with music production and recording process (e.g. *mastering*). The number of words which belong to the semantic field 'music' seem to be used for descriptive and evaluative purposes.

Interestingly, in the linguistic material, there is another group of anglicisms (so-called "quotes") which can be in a way linked to the process of code-switching (e.g. "Wróćmy jednak do *clue* tej płyty"). It might be concluded that such English words are used to refresh conventional stylistic means.

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Playing with different stylisations - "Exercises in Style" *A cognitive linguistic approach*

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According to Ronald Langacker (1991: 4), the same situation may be conceptualised in different ways, which then finds reflection in different linguistic form. The number of possible interpretations depends on the number of perceivers/ speakers. Variations in understanding and construing the same scene may be enriching—they enable sharing experiences, mutual teaching and learning, language development and artistic creation. The latter seems to be perfectly exemplified by Matt Madden in his series of comics entitled "99 Ways to Tell a Story. Exercises in Style". The collection shows ninety-nine alterations of the same basic or source story ("Template"). In the form of a comic strip, the remakes involve changes of style, convention or perspective.

In my presentation, I would like to focus on some cases of those variant construals and present them as different stylisations of the same source text. I would like to use the tools offered by cognitive linguistics; I believe, the cognitive linguistic theory is ideally suited for such exploration, since it is one of its main assumptions that the same objective situation may lead to many different conceptualisations and thus may be realised in many different ways. In order to analyse this visual and visuo-verbal material, I would like to apply the notion of the aspects of imagery provided by Langacker (1987, 1991, 1999, 2008),

among which he enumerates perspective, level of specificity, focusing and prominence. Perspective and its substructures (figure and ground division, viewpoint, deixis, subjectivity/objectivity) is particularly important in determining the construal of a scene; it enables the foregrounding/ backgrounding of specific information, the selection of a particular interpretive viewpoint, etc. Since some of the remakes are undoubtedly highly creative structures, it would be also indispensable to mention in their analysis such devices as metaphor, metonymy, and the concept of blending (cf. Fauconnier and Turner 2002).

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Digital native/immigrant(?) Teachers on themselves

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The beginning of the twenty-first century saw the publication of Prensky's (2001a) seminal paper on the digital natives/immigrants dichotomy, in which the author proposed that due to the rapid development and distribution of digital technology a new type of learners entered education. The learners were described as digital natives, born into technology and *speaking* the language "(…) the digital language of computers, video games and the Internet" (Prensky 2001a, p.1). Moreover, basing on findings in neurology and social psychology, Prensky (2001b) adamantly credited digital natives with an entirely new brain structure, different thought processes, cognitive skills as well as learning capabilities.

On the other hand, he described teachers as digital immigrants, i.e. who ventured into technology in the course of their lives and would persist in using out-dated, non-ICT-enhanced, methodology for teaching *legacy content*, e.g. reading, writing and arithmetic, contrary to the needs and expectations of digital natives, who would rather have been taught *future content*, including: software, hardware or nanotechnology.

The idea of the dichotomy seems to have become deeply rooted in the minds of numerous scholars, who have echoed Prensky's call for an entirely different type of technology-enhanced education. More recently, Prensky (2011) has emphasised that soon both teachers and learners will all by default qualify as *digital natives*, and what contemporary education requires is *digital wisdom*, through which people could use technology soundly.

At the same time, Bennett, Maton and Kervin (2008), Kennedy et al. (2008) or Helsper and Eynon (2010) have expressed research-grounded scepticism about the validity of Prensky's assumptions, demonstrating that *digital natives*, as Prensky perceives them, do not necessarily display the characteristics that have been projected onto them.

This paper is a report of a questionnaire-based study which investigated how Polish pre-service/in-service EFL teachers approach the digital natives/immigrants dichotomy and to which group they ascribe themselves. The data obtained informs the choice of aims and hypotheses beyond further research into the use of ICT in ELT but also offers implications regarding the implementation of technology in the instructional practices of contemporary EFL teachers.

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A loop for language? The relationship between phonological loop, phonological sensitivity and foreign vocabulary range in Polish learners of English

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This study is a part of the project examining the relationships between phonological sensitivity (phonological awareness), phonological loop and foreign word learning. Phonological loop is the memory module used for short-term storage of verbal information (Baddeley, 2007; Baddeley & Hitch, 1974). Phonological sensitivity is the ability to dissect

words into smaller units and manipulate these units (Bowey, 1996; Wagner & Torgesen, 1987). For several years phonological loop was assumed crucially important for language acquisition, especially vocabulary learning (Baddeley, Gathercole, & Papagno, 1998; Gathercole & Baddeley, 1990; Gathercole, Briscoe, Thorn, Tiffany, & ALSPAC Study Team, 2008). However, critics of that theory pointed out that tests of phonological memory might have tapped into phonological sensitivity skills (Bowey, 2001). Several authors suggest that it might be phonological sensitivity that is important for word learning (de Jong, Seveke, & van Veen, 2000; Hu, 2008; Melby-Lervåg et al., 2012). In this paper we argue in favour of this theory. We assume that the ability to dissect a newly heard word into phonological units is crucial for creating phonological representation of this word and thus plays a role in learning it (Brown & Hulme, 1996). Therefore, we expect learners of a foreign language who display greater phonological sensitivity to have a greater vocabulary range in this language.

To examine this hypothesis we tested 30 Polish 9-year-old learners of English with two different English vocabulary tasks – our own test based on handbooks used in Polish schools and the American EOWPVT (Martin & Brownell, 2010), tests of phonological sensitivity – CTOPP (Wagner, Torgesen, Rashotte, & Pearson, 2013), and tests of phonological loop. Previous exposure to English was controlled for. For both English tests, we found a significant correlation with phonological sensitivity scores (EOWPVT: $r = 0.48$, $p<.01$, our handbook test: $r = 0.50$, $p<.01$), but only for the handbook test did we obtain a correlation with phonological memory ($r = 0.41$, $p<.05$). The results indicate that the ability to dissect words (especially foreign words) is of importance for learning foreign vocabulary. However, the role of phonological loop as the language learning device might not be as important as previously thought.

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Identifying metaphor in discourse: Reliability and replicability of MIPVU

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Latest research within the field of metaphor studies displays a strong tendency to investigate metaphor use in natural discourse environment (e.g. Cameron 2011, MacArthur et al. 2012, Nacey 2013). This recent turn has forced metaphor researchers to look for reliable and replicable methods for identifying instances of metaphor use in different discourse types. One of such methods was proposed by the Pragglejaz group (2007). Their Metaphor Identification Procedure (MIP), while not denying the link between conceptual structure and language, shifts the locus of attention from metaphor as a mental strategy to metaphor in real language use, and focuses on identifying 'metaphorically used words in discourse' (Pragglejaz Group 2007: 1).

MIPVU, a variant of MIP (Steen et al. 2010a, 2010b), also concentrates on the metaphorical potential of linguistic expressions used in discourse and identifies 'metaphor-related words' on the basis of contrast and comparison between the basic and contextual senses of an expression. According to its proponents, MIPVU allows metaphor researchers to achieve a higher level of reliability in annotating metaphor-related words than MIP as it is more explicit and systematic, and it takes into consideration not only individual metaphorically used words but also other, more complex forms of metaphor use, for example, a simile (Steen et al. 2010b: 789).

In our study, we have applied MIPVU to the transcripts of BBC Radio 4 conversations. Our main goal was to measure the reliability and replicability of the MIPVU method in terms of inter-rater reliability scores. The obtained inter-rater agreement scores have motivated us to identify the main problem areas responsible for the differences in rater decisions. In this paper, we report on the results of applying MIPVU to radio talk data, and we present examples which point at some methodological issues arising in the process of MIPVU application. We also try to reconstruct MIPVU in terms of 'unitisation', 'itemisation' and 'categorisation' (Krippendorff 2004), which may lead to a possible refinement of the method.

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Do bilingual pre-schoolers describe mental states in two languages?

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While interpreting other people's intentions, beliefs, and desires adults generally depend on their theory of mind (ToM), i.e. an explanatory framework for understanding mental states of others (Premack and Woodruff, 1978; de Villiers and de Villiers, 2000). Research indicates that such competence matures along with linguistic (semantic, syntactic and pragmatic) development (Bartsch and Wellman, 1995; Ruffman, et al., 2002; Smith et al., 2003).

Still, there is little research on the influence of bilingual semantic, syntactic and pragmatic development in children on the development of ToM. The present study examines how simultaneous acquisition of Polish and English impacts the use and understanding of mental terms (e.g. 'see', 'believe', 'think', 'want') in children's narratives. Adopting child-made narratives to examine ToM provides insight into children's own inclination to talk about mental states spontaneously. The paper compares the use and understanding of mental states in quasi-spontaneous narratives of mono- and bilingual children, and goes on to investigate whether bilingual children use mental terms in the same or different way in their two languages.

In the research 30 Polish-English bilingual children living in the UK aged 4;6-6;5 were asked to tell a story based on a set of pictures in their both languages (quasi-spontaneous narration, Gagarina et al., 2012). The stories were recorded and transcribed in the CHAT format. Narrative macrostructure (story complexity and coherence) was analysed together with children's lexical choices of mental terms. Bilinguals children's results were compared with the results of 30 Polish monolingual children matched for age. Additionally, children's ToM abilities and receptive and productive vocabulary in both languages were also measured with the use of standardized tests. It is postulated that in their narratives in both languages balanced bilinguals relate to the mental states of the story characters to the same extent in their L1 and L2, and use mental terms which are similar in type. This may prove that ToM competence acquired in one language is transferrable to another language.

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The realization of social and cognitive components of the concept WOMAN in the English news discourse

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This paper investigates the linguistic and cognitive mechanisms and means of representation of the concept WOMAN in the English News Discourse. This research treats the concept WOMAN as a meaningful unit of memory, of the whole conceptual system and language (Kubriakova, 2004, p. 90) that is physically, cognitively, socially and culturally situated. The investigation of the concept WOMAN is based on the theory of embodiment according to which all units of language and cognition are determined by the bodily interaction with the environment ((Johnson, Rohrer, 2007, p. 47). Consequently, two main components of the concept WOMAN, i.e. social and cognitive have been singled out in the course of the linguistic and cognitive analysis of the news texts, taken from the British and American broadsheet newspapers (the Guardian, the Times, the New York Times, the Washington Post, etc) and tabloids (the Daily Mail, the Daily Express, the Sun, etc).

The social component shows the woman's position in society, her primary conceptulization and representation in the newspaper discourse. The social component, in its turn, comprises such specific elements as gender (*female, woman, Ma'am, etc*), age (*young, far younger, does not have an age limit, etc*), profession (*dancer, singer, political campaigner Queen, her Majesty, heads of the state, first woman bishop, first woman cleric, television personality, etc)*, family (mother, etc), socially-imposed role (*prisoner, ("Elizabrit", person offering the best hope for Nothern Ireland, "a breath of fresh air", "called by God", television star, successor, etc*).

The cognitive component forms the inner structure of the concept WOMAN, its construing and further deep conceptualization in the newspaper discourse. We claim that this component is built and verbalized by means of such elementary cognitive mechanisms of sensori-motor origin as image schemas (Johnson, 1987, p. 18-19). The cognitive component includes such meaningful elements of image-schematic origin as inability, blockage, counterforce, evaluation, success, standard, supremacy, etc. Some of these elements are based on one key image schema and others presuppose the combination of several mental structures.

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Normativity as a key concept in language and sexuality studies (plenary)

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This paper provides an overview of central developments within the field of language and sexuality studies. Taking well-known discussions revolving around questions of identity vs. desire as a starting point (Bucholtz & Hall 2004, Cameron & Kulick 2003), the paper argues for a stronger theoretical focus on normativity as a key concept shaping the discursive formation of sexuality. The influence of normativity on linguistic practices will be illustrated by means of material from two studies. The first dataset originates from an ethnographically based study of linguistic constructions of non-heteronormativity at Eurovision Song Contest press conferences, i.e. a transnational community of practice of European salience in which macro-level heteronormativity has to face greater competition from the local non-heteronormativity of the context (Motschenbacher 2012, 2013). The second study represents a discourse analysis of the discursive construction of sexuality in conversations about objectophilia, a non-normative form of sexual desire, on the German radio phone-in show *Domian* (Motschenbacher 2014).

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The construction of gender identity in political discourse

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During the last two decades, an increasing number of women has assumed high-level political positions in different countries worldwide. Consequently, there has been a growing interest in exploring the language used by female politicians in the context of socio-political and gender studies. A long literature of research argues for an inherent difference between men and women in respect to the conversational strategies and linguistic features in various domains of study.

The question arises: If men and women use language differently, and if the arena of politics is dominated by men, what kind of language do women adopt when they occupy a political position?

This study presents a corpus-based exploration of the linguistic behaviour of male and female politicians which is rhetorically motivated and linguistically encoded in collected texts. The aim is to correlate political performance with gender identity based on wordlist, keyword list and collocational analysis.

The data collected comprise the speeches of Hillary Clinton and Barack Obama in the Democratic Party Primaries spanning from the end of 2006 till the beginning of 2009, and amounting to 353,720 words on H. Clinton's side and 352,748 words on Obama's side. The study uses a methodological synergy of Corpus Linguistics and Critical Discourse Analysis as a way into an understanding of how gender identities are constructed in the context of political discourse. Software package Wordsmith Tools version 5 is used for the statistical purposes of analysis, such as extracting keywords and most frequent words. Gender representations—which are significant in the construction of gender identities within discourse—can be detected by following the topical chains in individual speeches. Collocates of the gender-related keywords (e.g. WOMEN, WOMAN, MEN, MAN) are computed. Then, through a CDA perspective, linguistic functional aspects relating to functional processes of social actors and ideational meaning on the clause level (micro-analysis) are explored.

The preliminary investigation has yielded interesting results relating to wordlist, keyword lists and collocation of gender-specific words used by Hillary Clinton and Barack Obama in comparative terms.

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Target's corporate identity and its reflection in employee's anonymous reviews of the company

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Language structures human representational patterns of concepts and experience (Fowler 1996: 66) – in other words, it is a key tool as far as construction of people's realities is concerned. In the same vein, admitting that identities are shaped by (linguistic) decisions of individuals inevitably leads to recognizing language as an inherent tool for identity construction. Whereas it appears that recent research on identity significantly tends to refer to identity construction through storytelling (e.g. Ibarra 2004), the study I propose is concerned with particular linguistic and cognitive strategies presented by both a company and its employees, simultaneously shifting the focus from a textual level to linguistic and conceptual one. The rationale behind this shift is motivated by the assumption that "the particular language we speak predisposes us to think and act in certain ways" (Goatly 2007: 24) and, for instance, different metaphors, which then may be used in stories people tell, force different conceptualizations of the self in various social circumstances.

As for the approach utilized in this research, it is rather data-driven than data-based. Methods of Critical Discourse Analysis (Wodak and Meyer 2001) are employed and they are supplemented by Critical Metaphor Analysis (Charteris-Black 2005).

In this particular case study I focus on the construction of corporate identity by Target Corporation – the second-largest discount retailer in the United States. The definition of corporate identity is taken from Melewar's (2008) work, with the reservation that the domain analyzed in this particular case study is that of language only. Melewar (2008: 9) proposes that corporate identity is "the set of meanings by which a company allows itself to be known and through which it allows people to describe, remember, and relate to it".

The study reveals which elements of linguistically and conceptually constructed corporate identity are prominent enough to be incorporated and reproduced by the employees in the context of computer mediated communication where they are inclined to be honest (anonymity) and are not prompted to mention any of the corporate identity elements. This, in turn, is to give insight into the level of sustainability of particular elements of corporate identity.

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The evolution and typology of psych verbs
at the lexicon-syntax interface

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In the generative tradition there are two opposite approaches to the architecture of grammar: projectionist theories, where the lexicon is a powerful module from which syntax obtains systematic information (Baker 1988; Carrier and Randall 1992) and constructionist views, where the lexicon is merely the reservoir of concepts and encyclopaedic knowledge, devoid of any grammatical features (Borer 2005, 2012) and where it is mostly the functional syntactic categories that determine and shift the interpretation of words and account for their omnipresent polysemy.

Psych verbs (such as *fear, frighten, please*) provide a challenge to modern linguistic theory: they are problematic for the mapping rules (UTAH) and they have peculiar syntactic properties (reviewed in Landau 2010). There are two major lines of accommodating psych verbs in the modern syntactic theory: syntactically motivated approaches following essentially Belletti and Rizzi's (1988) unaccusative view and semantically motivated accounts of various sorts (Jackendoff 1972; Grimshaw 1990; Pesetsky 1995).

I analyse Old, Middle and Early Modern English psych verbs to establish whether the changes they undergo come from lexical or functional items. Much attention is paid to case specification, word order, and aspect encoded in reflexive clitics in all periods of English. Similarly to Rivero and Diaconescu's (2007) overview, I decompose old mental verbs in terms of their Dative Experiencer and Object of Emotion. My corpus-based analysis aims at finding changes in the interpretation of psychological predicates, in tracking their disappearance, accompanied at times by foreign borrowings. Historical data and their analysis, based on Lightfoot (1979, 1999), Fisher and van der Leek (1983) a.o., are juxtaposed to recent synchronic accounts of the psych phenomenon. I argue that the diachronic analysis supports the constructivist accounts of the Experiencer syndrome and attempt to demonstrate that functional syntactic categories are responsible for such shifts as from impersonal to personal constructions or from causative to purely psychological meaning.

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Of dislocations and double-standards: Discourses of heritage and rights in a Scottish Parliament debate

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One of the focal problems hampering the successful policy planning for the Scots language is its apparent dislocation (c.f. McColl Millar, 2008), reflected in the confinement of favourable public evaluations of Scots as part of Scotland's culture with a concomitant marginalisation of its potential value as a viable medium of communication (cf. Scottish Government Social Research, 2010, also: Unger, 2010).

In search for the underlying causes of this problem, the paper will discuss some of the findings of a qualitative content analysis of the Draft Census (Scotland) Order 2000 debate which dealt with the proposed inclusion of a Scots language question into the national census questionnaire. Two competing discourses identified in the analysed debate will be evaluated against the public reactions to the release of the Census results on the Scots language question in 2013.

As will be shown, despite a significant improvement in the policy provisions for the language over the last 14 years, the aforementioned double-standard in the public evaluations of Scots still operates collaterally to the dominant discourse constructing the language as a cultural artefact. On the other hand, alternative discourses of language rights and democratic values will be presented as potential strategic resources for resignification which could aid reconfiguring the policy orientations towards Scots.

Building upon the available work on the Scots language policy and language attitudes in Scotland, the study aims at developing available research through an interdisciplinary conjunction of critical and post-modernist approaches to language policy and planning (e.g. Makoni & Pennycook, 2007, Pennycook, 2006, Tollefson, 2006) with critical discourse analysis (Reisigl & Wodak, 2009). As will be argued, pursuing such research direction responds to the pressing need of developing, refining and, most crucially, applying language policy models that recognise languages as hybrid collective resources for social signification and can therefore contribute to furthering the understanding of the complex relationships between languages, speakers and their social contexts.

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The analysis of impoliteness from the perspective of humour in Woody Allen's comedy "Small Time Crooks"

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The study of impoliteness is a relatively new area of research. Its emergence is related to the studies put forward by Bousfield (2008) and Bousfield and Locher (2008). (Culpeper, 2011, p.7)

Jonathan Culpeper's (2011) model was groundwork to the evaluation of a modified and enriched typology of impoliteness formulae which constituted both the research tools and the research object of the study: the focus being the effectiveness and comprehensiveness of the typology. Following Culpeper, the context has a significant impact on the perception of impoliteness. Thus, during the analysis, close relationships between interlocutors were taken into consideration as they are believed to lessen the negative output of impoliteness (Pałka, 2012). Such a proposal was further supported by the findings of Bell (2009) who noted that Culpeper's (2009) positive and negative output strategies could be applied to the notion of failed humour. Bell indicates that there are various possible ways of offending the hearer by means of humorous responses (2009).

Thus, the data is analysed from two reference points. Specifically, these include the focus on humour in relation to impoliteness as understood by Bell and Culpeper's (2011) studies on impoliteness. Owing to the research conducted by Bell, it was possible to specify humour as a background for impoliteness as significantly lessening its negative output.

The project to be presented here focuses on the notion of impoliteness in the context of humorous utterances. The corpus of data used for the analysis was compiled from the comedy directed by Woody Allen "Small Time Crooks" (2000). The main motivation that led to the choice of the aforementioned data set was that the plot of the story consists of a number of confrontations between participants conveying impoliteness. Considerations of this kind suggest that the humorous context has a considerable impact on the perception of impolite utterances.

Culpeper's typology was the starting point for the analysis of impoliteness formulae that occurred in the comedy. After methodological analysis of the 45 impoliteness formulae identified in the data set, Culpeper's (2011) original proposal proved to lack appropriate categories to embrace the diversity of types obtained. Hence the motivation for extending and providing a more fine-grained categorisation of the original typology (Pałka, 2012). The proposed amendments to the categorisation are based on the grammatical forms that each of the category represents.

Importantly, contrary to the data analysed by Culpeper (2011), the material used in the presentation does not contain taboo words. The hypothesis is that for impoliteness to occur, the language used does not need to contain words that are conventionally perceived and defined as impolite. However, due to the similarities and relations with the elements characteristic for impoliteness, the analysed formulae were classified as impolite. This is mostly because of the choice of a specific register, the occurrence of massage enforcers and,

most significantly, because their aim is to harm the target's Quality face (Brown & Levinson, 1987).

Unfortunately, the analysis of humour was restricted only to the basic terms, thus, there are still questions concerning the discourse organisation and the impact of humour on impoliteness that require further investigation. Hence, the aim of future research is to pursue another line of inquiry which relates to the fact that impoliteness can be expressed by the use of formulae that are not conventionally perceived as impolite. At least, two specific points await investigation: how people realise their goals and hold communication through impoliteness, as well as, whether their interlocutors are ready to participate in such exchanges.

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Gender and sexuality in the Polish ESL classroom (workshop)

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Schools in general and EFL classes in particular are not entirely responsible for teaching boys and girls their gender-differentiated social roles (cf. Gordon 2004). Yet through curricular choices and various forms of classroom interactions they are in fact able to reinforce, for instance, the subordinate role of girls and women and the dominant role of

boys and men (Freeman and McElhinny 1996: 261). Learning English productively and receptively - among other things- is learning to conceptualize the world in a gendered way, it can also involve learning (or relearning) a gendered discourse role (Sunderland 1994: 7). Education as an institution constructs and *regulates* gendered identities (Jones 2006), typically endorsing hegemonic gendered identities and heteronormativity.

This workshop looks into the context of the (Polish) EFL classroom to discuss *how* various gendered discourses emerge in the EFL classroom interactions and whether – and if so how – they are interactionally negotiated by teachers and students. The participants will critically look at selected textbooks (in terms of text-image relations) as well as work on small case studies based on authentic EFL classroom material. Guidelines for teachers' training and practice concerning mediation of gendered discourses in the EFL classroom interactions will be offered.

We welcome EFL/ESL teachers, educators and teachers-to-be.

Grammatical gender in advanced L2 learners: Meaning- and form-related transfer from L1

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Grammatical gender has been shown to be difficult for L2 learners even at advanced proficiency levels (Franceschina, 2005). The difficulty has been attributed to the inability of L2 learners either to build grammatical representations for gender (Hawkins, 2001) or to integrate this knowledge in online processing (White, Valenzuela, Kozlowska–Macgregor, and Leung, 2004). To what extent these processes are affected by transfer from the L1 remains contested. Some studies argue that the presence of grammatical gender in the L1 is a prerequisite for establishing nativelike gender representations in the L2 (Franceschina, 2005), others consider typological relatedness of gender system in the L1 and L2 to be necessary for successful acquisition (Sabourin, 2003). Still other studies argue that the role of transfer crucially depends on the transparency of formal characteristics of the L2 gender system: in the absence of reliable form-related cues learners will resort to L1 transfer regardless of the typological relatedness of gender systems in the L1 and L2 (Lemhöfer, Spalek, and Schriefers, 2008). This results in weak and unstable gender representations for those items that are gender-incompatible between the L1 and L2 with the effect being stronger for cognates (Lemhöfer et al. 2008).

The present study aims to test this claim on advanced L2 learners of German with L1 Russian. Both languages make three-way gender distinctions but are not typologically related. Russian has a transparent gender-marking system, whereas there are few reliable form-related gender cues in German. Using a written gender assignment test, a grammaticality judgement task and spontaneous speech data we assessed whether the learners transfer the gender of the L1 translation equivalent if a corresponding L2 word lacks form-related gender cues.

The findings confirm that the learners' gender representations for intransparent L2 nouns that are incompatible between the L1 and L2 are unstable. However, learners seem to rely less on the gender value of the L1 semantic equivalent than on form-related strategies for gender assignment established in course of L1 acquisition that are reinforced by the L2 input properties.

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English A-words in Light of the Exo-Skeletal Approach to Lexical Categories

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The objective of my study is to contribute to the ongoing discussion on the nature of lexical categories by addressing an exceptional group of English words with the prefix *a-*, comprising adjectives, adverbs, and prepositions, such as *afore*, *ahead*, *ajar*, *aflame*.

These forms, highly problematic in terms of assignment to lexical classes, have not yet received much attention among theoretical linguists. Despite their large number amounting to more than ninety, the existence of *a*-words is only parenthetically mentioned in the literature. They constitute a group of seemingly related items with analogous morphological forms and a common evolutionary path. However, this presumed relatedness is not mirrored in their assignment to lexical categories: some of them are deemed adjectives, some adverbs, some prepositions, and yet some are assigned to two or all these categories.

Following the Aristotelian approach, the traditional view on lexical categories groups words according to their semantic properties, syntactic functions, distribution, and oftentimes morphological affixes (Rauh, 2010: 5). This classification, however, has been seriously challenged for its numerous inconsistencies (cf. Jackendoff 1977, Dixon 1982, Croft 1991, Baker 2003). Recently, Hagit Borer (2012) has proposed an innovative approach to lexical categories. The so-called *Exo-Skeletal Model* posits that lexical classes should not be viewed as inherent properties of words; rather, they should be understood as functions adopted by words only after being placed in a context. Words, according to Borer, comprise *roots*, *i.e.* "basic, underived units" not having a category themselves (2012: 19) and *functors* embodying functions adopted by roots in a syntactic structure, including auxiliaries, determiners, quantifiers, modals, negation, aspectual markers, *etc*. (2012: 24).

I would like to argue that the uneven character of *a*-words provides a serious challenge to the traditional, lexically-based categorization. Their atypical structure, varying, cross-categorial distribution, and semantic characteristics which are difficult to identify do not allow to determine their intrinsic categorial properties. On the basis of these observations, I would like to show the relevance of Borer's approach in connection with words whose category status is as uncertain as it is in the case of *a*-words.

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Co-reference in Czech:
Information structure in the Prague Dependency Treebank

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My conference contribution intends to present my research of the influence of information and constituent structure to the co-reference chaining in Czech.

Czech, as a language with free word order, offers many possibilities how to express the meaning with respect to the information structure. The two sentences (1, 2) have the same denotational meaning (Filipec & Čermák, 1985), but it differs in which aspect is moved to the forefront of the recipients′ attention.

(1) *Maminka poslala přes les k babičce Karkulku.*
Mom sent through the woods to Grandma′s Red Hood.
′Mom sent Red Hood through the woods to Grandma′s.′

(2) *Maminka poslala Karkulku k babičce přes les.*
Mom sent Red Hood to Grandma′s through the woods.
′Mom sent Red Hood through the woods to Grandma′s.′

The aim of my research was to show how the information structure affects the interpretation of the co-reference chaining. It was necessary to determine how are the co-reference chains shaped in authentic texts. Prague Dependency Treebank (PDT) has been investigated instead of larger Czech national corpora (CNC) because it is syntactically and co-referentially annotated, while the CNC is not. And it still offers representative and ballanced data.

In PDT the number of co-referential edges were measured under the several conditions (two immediately adjacent sentences, two noun phrases, no preference for one of them to be an antecedent of the pronoun etc.). Variables considered were the information (topic and focus) and the constituent structure (subject and object).

Both tables show results of the study. To conclude: the data showed significant tendencies to build co-referential chains refering: 1. to the subject of the preceding sentence rather than to the object (Table A); 2. to the topic rather than to the focus (Table B: c – contrastive topic, f – focus, t – topic).

	to Sub	to Obj	other	sum
from Sub	164	219	97	480
from Obj	261	203	114	578
other	517	286	203	1 984
sum	942	708	414	2 064

Table A

	to t/c	to f	sum
from t/c	1 178	853	2 031
from f	21	12	33
sum	1 199	865	2 064

Table B

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What is so GR8 about 1337 - or the cognitive view of the internet slang and Leetspeak

Ewelina Prażmo (Maria Curie-Skłodowska University, Lublin, Poland)

The rapid advancement of information technology has brought about an unprecedented development of networking services, which are becoming nowadays the most important source of information exchange. The speed of communication, which is key here, has found its reflection in the development of the Internet language (For discussion, see, for example, Crystal 2006). Short messages posted with high frequency, short-lived as they are, are immediately relevant and, perhaps more importantly, guarantee that information conveyed will reach the addressee within seconds. This fact calls for various strategies which make the production of messages as quick as possible. In order to accommodate as much information in one message as possible, words are truncated to acronyms or 'disemvowelled' (like in the so called *textese* or the SMS language). Letter homophones or their numerical lookalikes are used in order to save space. Moreover, information may be aimed for a specific group of people with the exclusion of unwanted recipients. This, in turn, invites employing encryption of many types. As a result, abbreviations proliferate, slang flourishes and generally speaking: internet language evolves. In this paper we try to explain the cognitive motivation behind the text modifications encountered in the internet. We maintain the paper in the spirit of Ronald Langacker's cognitive grammar, and make use of the notion of *analyzability* introduced by

him (see, for instance, Langacker 2008). Also, we employ Bybee's theories on *language change* (see Bybee 2010) and Traugott's findings related to the mechanism of *grammaticalisation* to prove that such 'special' forms are used to draw attention, which is especially valuable in advertisements as well as the names of music bands or brands of products. The more ingenious the modification, the more attention it attracts. As a result, it is not only the economy or the secrecy of information, but also the cognitive appeal that shall be discussed while analyzing the 'newspeak' of the internet.

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"Speak in English, pinche wetback!"
Expressing cultural belonging through artistic performance of Spanglish interlanguage

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Different representations that are produced and reproduced in the act of expressing one's belonging to a given cultural community are, *per se*, multicentered and rhisomatic (Schiwy, 2009). Since the act of expressing cultural identity is always realized through particular forms of intercultural communication it is central to retain a "contrapuntal reading" of the process (West-Duran, 2003) incorporating various, often contradictory perspectives, different genealogies and, thus, subjectivities. Performative dimension of belonging embracing constant redefinition, production, and reproduction of cultural identification highlights plethora of situational attachments (Albiez, Castro, Jüssen, and Youkhana, 2011) in which single epistemic framework can no longer contain new, multivocal identities. That leads to replacing nationalistic paradigms of culture (Saldivar, 1997) and what Angel Rama called the "lettered city" (Rama, 1996) by new forms of inter-cultural communication involving polyvalent linguistic relations, multi-voiced aesthetics and hybrid art forms that disrupt old models and dominant culture forms and bring a shift in perception.

The phenomenon of Spanglish can be seen exactly as a tool of founding such new dialogic transfer without subordination or superordination inscribed in the process (Stavans, 2003). Neither "bilingualism" nor "code-switching" can apply to this concept; both imply a reciprocal movement to and from, while the real value of functioning within an intermingled linguistic environment lies in moving across different systems, enriching, complementing and transforming them through such movement. What is proposed instead is "interlingualism" which acts in line with the process of becoming and removes the exacting imperative of inscribing oneself in a single linguistic system and a single cultural code.

Interlingualism is the third language that is "always at the verge of being but which does not become" (Peréz-Torres, 1995) denying an ultimate linguistic fossilization.

Applying Critical Discourse Analysis I want to show how Latino/a artists perform interlingual Spanglish making it a self-legitimizing act, transforming the hyphen in Mexican-American or Spanish-English into a plus sign, a marker of blend, or inter-discourse. The data used comprise of video excerpts of performances, as well as literary texts, such as performance texts, essays and poetry.

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The relationships between language learners' personality traits and their learning strategies

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As a result of a great deal of research conducted in the area of language learning strategies since the introduction of Strategies in Language Learning Inventory (SILL) in 1989, EFL teachers are able to assist learners of English in becoming strategic, and, therefore, successful language learners. According to Oxford (2013), language teachers should both identify students' goals and explain that learning strategies facilitate their accomplishment. At the same time, Oxford (2011) links learners' ability to understand their own goals with the existence of person knowledge – a form of metaknowledge that also involves learners' understanding of their learning styles, strengths and weaknesses. Admittedly, it is necessary to focus on the person of the learner in order to support their use of various learning strategies.

A reliable tool corresponding with the Big Five personality construct, developed by Costa and McCrae in 1992, NEO Personality Inventory-Revised (NEO-PI-R), can be used as a source of detailed descriptions of learners' personality traits. Its simplified form, NEO-FFI, recommended for classroom research by the Polish Association of Psychology, was used in a pilot study conducted in December 2013 on a group of 50 students of Poznan School of Banking, including 25 full-time students and 25 extramural students, along with the SILL questionnaire (version 7.0). The study was conducted in cooperation with Dr Joanna Urbańska from the AMU Institute of Psychology so as to ensure a proper introduction of

psychological tests and   interpretation of findings. The major aim of the study is to investigate the relationships between students' personality traits and their learning strategies.

The results of the study demonstrate the existence of considerable differences among participants of language classes regarding both personality traits and the use of learning strategies. They also indicate statistically-significant relationships between language learners' personality traits and their use of a number of language learning strategies. Hence, a number of pedagogical implications can be drawn with respect to supporting learners' use of strategies, increasing teachers' awareness of individual differences among their students and developing language learners' autonomy.

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Selected morfosyntactic aspects of interlanguage of Russian-speaking learners of Czech

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Language adaptation for foreigners always goes with challenges related to acquisition and use of a second language, which becomes a primary communicative tool in the new environment. Ignoring and underestimating these challenges typical of a particular community can lead to a situation when a foreigner is not be able to master the target language and later on to integrate into the Czech society.

Teaching the Czech language to foreign learners needs to build on a methodology based on the empirical data of scientific research. This presentation is trying to point out some specific challenges typical of Russian-speaking foreign students acquiring Czech as a foreign language, as well as to caution against overestimating positive transfer from Russian and to stress the necessity of special didactical approach/method for this group of foreigners.

Until recently we did not have any material base for the analysis of interlanguage of Russian student s of Czech. We had to create a student's corpus to analyse the data. With the support of the Grant Agency of the Charles University in Prague in 2008 we created the Database of the voice recordings of spoken Czech by native speakers of Russian and in 2012 the Database of language mistakes in Czech made by speakers whose native language is another Slavic language. This presentation is based on the data from both corpora. It analyses selected morfosyntactic aspects of interlanguage of Russian-speaking learners of Czech in their written and spoken language. Specifically it focuses on using *se/si* enclitics, copular verb *být* in the past tense and the position of object expressed by the personal

pronoun. The results of the analysis are summarized at the end of the presentation and used as a basis for guidelines for teaching Russian-speaking learners.

Being a foreigner in a "small and difficult" language country, is it easier or more difficult?

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In the context of globalization and social mobility the world has been experiencing for quite some time, it is insightful to observe the situation in countries that had been held away from the global processes for some decades. These countries are catching up quickly but are still lagging far behind. The iron curtain that separated Europe is still rather evident in the mentality of the people of post-soviet countries making them more closed to the outsiders also due to linguistic barriers.

Lithuania is a small country and its language, ancient and extremely complex, is not considered to be a prerequisite if moving into the country for business or similar reasons. Nevertheless, once here, a foreigner is faced with a reality that the globalization has not yet reached a comfort-level from the linguistic point of view with the "big" languages. The older generation of Lithuanians were fluent in Russian and the young are quickly advancing in English but is knowing either of those really enough to live in Lithuania?

This paper presents the sociolinguistic perspective from an ongoing study on acquisition of Lithuanian L2. Only in the past couple of years there has been some increase of foreign immigrants in Lithuania therefore the qualitative data are collected both from "new" and "old" foreigners residing in Lithuania. The final goal of this research is to study the acquisitional sequence of Lithuanian using a functional approach, focusing on the acquisition of verb morphology as well as establishing the major challenges for this acquisition. The language production data is collected by recording a semi-structured sociolinguistic interview of each subject individually as well as a film retelling and other linguistic tasks (the method used by ESF, extensively described in Perdue 1993, and similar projects on L2 acquisition). The data gives insight on linguistic behaviour issues and is the basis for the analysis of language attitudes and competences by foreigners in this "small and difficult" language country. This paper presents language attitudes, necessities and challenges faced by the investigated subjects as it emerges both from the metalinguistic data in the interviews and the actual linguistic production in Lithuanian.

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Reduction processes in Presidential Oaths.
A study within the framework of Natural Phonology

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This paper presents the preliminary results of a more extensive and ongoing experiment on reduction processes in political discourse. A commonly made assumption is that in formal speech situations the needs of the speaker should be subordinated to the needs of the listener. Therefore, hyperarticulated speech is expected. However, auditory and acoustic analyses reveal that even highly formalized Presidential Oaths are heavily reduced. The aim of this paper is to account for this phenomenon.

The study was conducted within the framework of Natural Phonology (Stampe, 1979; Donegan & Stampe, 1979) which explains phonological representations by means of phonetically motivated processes: listener-friendly fortitions and speaker-friendly lenitions. Fortitions (e.g. aspiration, lengthening) maximize the perceptual characteristics of speech by emphasizing the properties of individual segments. They apply when high intelligibility is required and the attention of the speaker increases. Lenitions, on the other hand, apply to enhance the fluency of sequences of sounds and make sound strings more pronounceable. They are context-sensitive and occur in casual and hypoarticulated speech or situations with predictable content. Assimilations, elision and monophthongization exemplify lenition processes. Natural Phonology was chosen as an explanatory theory for the following reasons: (a) it recognizes external evidence as substantive; (b) it denotes communication as the main function of language and (c) it focuses on the behavior of the speaker/listener (Dziubalska-Kołaczyk, 2004; Dressler & Wodak, 1982).

Twelve Presidential Oaths of Office taken by American Presidents between 1961 and 2013 were analyzed in the study. The results are as follows. It appeared that despite the high level of formality, oaths were strongly hypoarticulated and the most frequent lenitions were devoicing, monophthongization and elision. Interestingly, it was also observed that the speech of oath administers was much less reduced. They uttered the oath in a more distinct and listener-friendly manner. This paper then offers not only a discussion on the nature of lenitions in formal public speech but also compares and contrasts politicians and non-politicians in a real-speech situation.

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Czech verbs with connective function at the level of discourse in the Prague Dependency Treebank

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The aim of the paper is to examine other and broader possibilities of expressing textual relations, in other words which language means (apart from "classic" connectives like *and* or *however*) have an ability to signal certain relation between two units within a text.

Existence of such expressions was described in detail firstly for English on the data of the Pennsylvanian Penn Discourse Treebank (cf. Prasad et al., 2010) – the authors of the study called these expressions alternative lexicalizations of discourse connectives (shortly AltLex's) – e.g. *that is the reason why*, *one reason is* etc. These expressions have been already studied also for Czech on the data of the Prague Dependency Treebank (cf. Rysová, 2012).

This paper concentrates on one specific group of Czech AltLex's – verbs, i.e. those expressions with connecting function having the verb as their basis.

The analysis of verbal AltLex's is based on the annotated data of the Prague Dependency Treebank (PDT), i.e. on approximately 50,000 of Czech sentences.

The complex annotation of Czech AltLex's demonstrated that some of the Czech verbs have a similar connective function as discourse connectives – i.e. they have an ability to express that there is a certain textual relation between two parts of a text (these parts are called arguments) – see an example from PDT:

(1)   *Nájemce bytu má právo první koupě.*
        <u>To znamená</u>, že do půl roku nemůže být byt nabídnut někomu jinému.

(translated into English: *A tenant has the right of first purchase. <u>This means</u> that the flat can not be offered to someone else within half a year.*)

In example 1, there is a textual relation of explication (the argument 2, i.e. *the flat can not be offered to someone else within half a year*, explains the content of the argument 1, i.e. what means that *a tenant has the right of first purchase*). This relation is here signaled by the verbal AltLex *znamenat* (*to mean*).

All verbs captured in the annotation of discourse in PDT with numbers of tokens in this corpus see in Table 1 in the Appendix.

The paper discusses under which conditions all of these verbs function as AltLex's in the text. E.g., one of the main conditions is that they have to combine with some anaphoric expression leading to the previous context – cf. example 1 where the verb *znamenat* (*mean*) combines with the anaphoric pronoun *to* (*this*) referring to the previous sentence. The paper brings also a complex analysis of all types of relations the AltLex verbs may signal, e.g. the verb *odůvodnit* (*give reasons*) signals a relation of reason and result, *kontrastovat* (*contrast*) a relation of opposition etc.

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Towards an epistemology of professional practice: Blending expertise with responsibility (plenary)

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This presentation is broadly targeted at making sense of the epistemology professional practice. In the context of the present gathering, it more specifically addresses the question of what it means for young (applied) linguists entering the field to both inculcate and sustain a professional ethos.

I begin by looking inward and outward. I first look inwardly at Applied Linguistics as professional practice and, by extension, applied linguists as professional practitioners. Therefore the key attributes – such as functional specificity, autonomy, mutual respect, code of ethical conduct – that characterise professions must apply to applied linguists. I then look outwardly to consider how applied linguists set out to study other professional practices through their linguistic/discursive lens in domains as varied as education, healthcare, law, mediation, social work, businesses etc. My interest is in exploring further the recipe that allows for making informed contributions while also dealing with challenges typical of boundary work across interdisciplinary and interprofessional divides, rooted within different ontological and epistemological orders. I isolate two key traits of professionalism – 'expertise' and 'responsibility' – and illustrate how these can be (re)configured based on my longstanding research in healthcare communication. I draw attention to minimising the dilemmas that arise in terms of joint problematisation, negotiation of interpretive procedures and provision of hot feedback within a consultative research paradigm as a way of guaranteeing uptake of discourse analytic research findings.

Engaging with discourse data in professional and institutional settings (workshop)

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Discourse analysis – concerned with talk, text and other modalities – has been carried out over the past four decades, across disciplinary boundaries, embedded in quantitative and qualitative research paradigms. Within the qualitative paradigm, researchers adopt different methodological and analytical perspectives when engaging with discourse data. Beginning with what we understand by 'discourse' as it has implications for what we choose as data as well as our analytical toolbox, I address the issue of the positioning of discourse analysts in an insider-outsider continuum. This leads me to propose three kinds of paradoxes which are characteristic of discourse analysis in professional and institutional settings – observer's paradox, participant's paradox and analyst's paradox. I then reflect on ways of minimising such paradoxes through alignment (in terms of context and content) and triangulation (of data sources, analyst-participant perspectives, mixed methods etc.) in order to achieve a balance between under- and over-interpretation of discourse data (Sarangi 2007). In arguing that a fuller contextualisation of the institutional and professional orders is central to our analytical enterprise, I introduce a set of key tools that are applicable across talk and text data in professional and institutional settings. Within what can be broadly captured as theme-oriented discourse analysis (Roberts and Sarangi 2005), I then illustrate the framework of 'activity analysis' (Sarangi 2000, 2010a, 2010b) which is distinctive in at least three ways: mapping of structural, interactional and thematic trajectories; relationality concerning focal themes and analytic themes; and role performance vis-à-vis participant structure. I also outline the framework of 'accounts analysis' which orients to the rhetorical properties of discourse data.

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"I will fly on the wings of love to meet my charmer, a "I will fly on the wings of love to meet my charmer, and be happy in her embraces forever": Gendered writing practices in the age of correctness

Polina Shvanyukova (University of Bergamo, Italy)

The nineteenth century registered a boom of various kinds of self-help books written in English. The most popular among these included grammars and letter-writing manuals. Especially the former category "served to instruct individuals not only on the art of letter composition but also, in effect, on personal conduct" (Mitchell - Poster 2007:i). In other words, in addition to prescribing specific linguistic norms, these manuals also promoted strict standards of self-representation and self-conduct.

The study of letter writing as a social and cultural practice has recently become a major field of interest for historical pragmaticians. Dedicated volumes such as Dossena and Fitzmaurice (2006), Nevalainen and Tanskanen (2007), Dossena and Tieken-Boon van Ostade (2008), Dossena and del Lungo Camiciotti (2012) have introduced innovative theoretical frameworks and new methodological toolkits for the study of historical correspondence. Other scholars (see, for example, Culpeper 2011) have convincingly shown how both quantitative and qualitative, or a combination of both approaches, can be applied in order to shed light on particular language use in specific situational contexts.

Letter-writing manuals, as opposed to the investigation of authentic historical letters, has not attracted the same amount of scholarly attention. The potential that the study of such manuals has for providing insights into the connections between, for example, linguistic practices and culture and time specific constructions of gender, has yet to be explored. In this paper I will offer an example of a qualitative pragmatic study of a small corpus of sample letters taken from nineteenth-century correspondence manuals dedicated to courtship and love. With the help of theories developed in the field of Gender and Queer Studies, I will attempt to trace the ways in which these manuals constructed and imposed rigid gender roles on their users.

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Developing Intercultural Communicative Competence (workshop)

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One of the most recent concerns of foreign language (FL) education is the intercultural communicative competence (henceforth ICC) which has been recognised as its major objective. Drawing on the research form (inter)cultural studies (e.g. Weaver 1993) and applied linguistics (e.g. van Ek 1986) formal documents motivating foreign language teaching assign paramount importance to developing ICC (e.g. CEFR 2001). Different approaches to developing ICC are recommended and studied empirically. For example, Bennett (1993) concentrates on developing intercultural sensitivity and has designed a six-stage-scale in the Developmental Model of Intercultural Sensitivity (DMIS) which identifies the underlying individual cognitive orientations used to cope with cultural differences. DMIS has attracted attention of personnel working in diplomacy or on missions (e.g. Sheffield 2007). Byram (1997) views ICC as a complex system which evolves as a result of various experiences of the non-native speaker, such as formal instruction, fieldwork which optionally may be assisted by teaching, or from independent learning. Byram's model is popular among FL teachers and its components are recognised as necessary general competences which should accompany communicative competence (see e.g. CEFR 2001: 101ff).

Researchers in FL education have identified some problems that need to be solved before foreign language learners can be expected to have their ICC developed to the extent that would minimise a possibility of cross-cultural misunderstanding. The problems relate to all the components of the FL education system, i.e. teachers' competence (e.g. Sercu et al. 2005), representation of cultural components in teaching materials (e.g. Krawiec 2010), tools for assessing ICC (Owczarek 2010), attitudes of learners and of educational institutions (e.g. Chłopek 2009).

In the presentation I will focus on the growing awareness of the importance of social factors in language competence drawing on van Ek's concept of communicative ability which motivated CLT. The limitations of the approach will be pointed out leading to the arguments for developing ICC. The developmental nature of ICC will be discussed following Binnet's model, and its complex nature will be depicted on Byram's educational model. Finally, an education pack stimulating ICC development designed by a team of international experts will be introduced and an example of an activity will be given.

Prospective participants are welcome to get engaged in the activity targeting ICC development

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The use and meaning of the colour term 'red' ('piros', 'vörös') in the Hungarian language

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According to the idea that language and worldview are inextricable we can argue that there is a connection between worldview and use of colour terms in different languages. Many scientists are seeking for answers to the questions: "What is universal and what is culture specific?", "How perception and use of colours are connected to each other?" or "What is the reason of differences in use of colour terms in diverse languages?".

A controversial publication *Basic Color Terms: Their Universality and Evolution* (1969) by Brent Berlin and Paul Kay influenced and became a point of reference to probably most of the subsequent research on colour terms. However, many researchers do not agree with this theory. Berlin and Kay's research as regards Hungarian was pointed out as mistaken in many respects. They assume, that Hungarian "has basic terms for the ten basic categories exclusive of red and two basic terms for red" (1969: 35). Doubts about a Hungarian interviewee and results of the research led to numerous questions, for example: „What is the status of *vörös* as a colour term in Hungarian?".

Although Hungarian has two colour terms for *red*: *piros* and *vörös*, they are not equal. The problem of the difference between them has been the subject of numerous

publications for over a hundread years. Most of them agree that *piros* is a basic colour term as opposed to *vörös*, which is used less frequently than *piros*. However, there are many conceptions of the discrepancy between *piros* and *vörös*. Some researchers claim that they refer to different shades of what we call *red* in English, while others point out that a discrepancy can be seen only in use and meaning because, although *piros* and *vörös* refer to the same colour, they are used in different contexts or compounds.

In this presentation I would like to present results of my empirical survey-based research and place them in context of previous research in an attempt to show some basic differences in use and meaning of *piros* and *vörös* in Hungarian.

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Incomplete families: Discursive constructions of gay adoption and parenting

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This paper scrutinises the discursive construction of an 'ideal family' in the heteronormative world as projected in the online context. Comments posted underneath news articles concerning gay adoption in the UK were analysed for instances of subsequent moral assessment of non-heterosexual families.

Although gay parenting is not a new phenomenon, it is only recently that more and more gay couples openly parent. In the UK, despite the introduction of numerous pro-gay laws in the last decade, gay parenting is still far from being unanimously accepted and remains salient in the UK public sphere. Within this ongoing debate the concept of the modern family is constantly being discursively constructed and reconstructed in the media and by politicians. This explains why linguistic research into family discourse has been extremely heteronormative and why research on the discursive construction of gay families is only now starting in earnest (Wagner 2010).

By applying the insights and methods of critical discourse analysis (Reisigl and Wodak 2001) and membership categorization analysis (Stokoe 2012) I discuss the discursive realisation of online users' situated categorizations of relevant social actors, while tracking the emergence of their moral and cultural 'commonsense' knowledge about social life. The novel combination of those methodological tools has enabled me to uncover hidden relations of language, power and ideology present in the discourses on gay adoption. The linguistic structures used by the opponents of gay adoption serve to maintain the unequal gendered social status of same-sex parents and favour a heteronormative vision of society. The analysis, however, also reveals that linguistic choices of the proponents of gay parenting result in strengthening gender-biased discourses, instead of resistance to them.

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More than meets the ear: Are facial expressions meaningful for simultaneous interpreters?

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Simultaneous interpreting is an activity most frequently associated with verbal communication and auditory processing. This type of interpretation was shown to have different components, such as: listening, deverbalisation, production, self-monitoring and self-correction (Lederer 1981, Gile 1995). On the other hand, visual processing is an

important, yet, understudied aspect of simultaneous interpreting. Interpreters themselves report that looking at the slides and the speaker facilitates their work and improves the final output. Seeber (2013) states that interpreters benefit from looking at the body of a speaker, including their faces. To face perception, as he has shown, interpreters devote the majority of their visual attention. Meanwhile, psychological studies prove facial expressions to be the richest and most powerful sources of information, out of all the visual stimuli accompanying human communication (Hager and Ekman 1983).

The aim of the present study is to verify whether simultaneous interpreters use facial expressions of a speaker as a source of relevant information while interpreting. A group of interpreters was asked to interpret, in the simultaneous mode, two texts, while only one of them was accompanied with a video showing the speaker's face. Speakers' facial expressions were identified with the use of the Ekman map of facial expressions (2003). Data were collected by means of an eye tracker and a speech recorder. The specific goals of the experiment were: to determine the number of eye fixations, their durations, and the general amount of time devoted to reading particular facial expressions, as well as to assess the quality of interpreting depending on whether the video showing the speaker's face was available or not. The results shed new light on the role of visual processing and face perception in the interpreting performance. They also show the importance of extralinguistic skills in simultaneous interpreters and provide for implications for interpreters' training.

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Artificial vs. natural – the case of Esperanto

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Esperanto is a constructed international auxiliary language created by L.L. Zamenhof and first made public in 1887. The language is often called 'artificial' or 'constructed' since its creation is attributed to one man, who deliberately built it using the elements from selected natural languages. But according to some newer categorizations (see Blanke, 2001; Stria, in press), Esperanto can easily be classified as natural.

On the basis of Duličenko (1989) and Liu (2001) a natural language can be described according to the following criteria:

- development to new domains
- linked to a specific population
- linked to a territory
- first language and monolingual native speakers

- some degree of planning.

Out of these criteria of naturalness constructed/planned languages fulfil only a few, not being linked to a closed, mostly monolingual community in a specific area (see Kimura, 2012). Although Esperanto is used among thousands of speakers (some sources say up to 3.5 million, see Piron, 1989), some of which are even third generation native speakers, they are never monolingual and the native speakers do not set the norms. Due to the fact that Esperanto does not meet the previous requirement of monolingual speakers interacting with each other, the language cannot be regarded as creolized.

Esperanto is nevertheless a fully functioning language, which went through every one of the 28 stages proposed in Blanke's (2001) functional classification (developed specifically for planned languages, but possible to apply to other languages). There are in fact some ethnic languages and creoles that do not meet all of the levels. However, since the language fulfils the requirement of having a dynamically interacting and growing community, it might be regarded as a naturally changing language (see Jansen, 2010; Fiedler, 2006; Herring, 2005), influenced by L1 of its users (Koutny, 2010, 2012).

The presentation is aimed at listing the characteristics of Esperanto that might allow for its recognition as a natural language.

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Gender representation in language textbooks: Moving on (plenary)

Jane Sunderland (Lancaster University, Lancaster, UK)

With feminist language teachers and linguists spurred by the impetus of the second wave of the Women's Movement, the 1970s and 1980s witnessed a plethora of studies of gender representation in foreign language textbooks. These studies uncovered a range of representational issues of concern: women and girls were portrayed less frequently than men and boys, but also women were shown in fewer, and in less prestigious occupational roles. Women and girls also tended to be portrayed as less active than and as more emotional, weaker and less brave than men and boys. Since then, I argue, language textbooks have improved in these respects, although improvements tend to be patchy within individual books or across particular series. Studies of language textbooks are now less in evidence. While these identify problems that still exist, they tend, I further argue, to be insufficiently nuanced, too limited to the texts themselves, and have not addressed the issue of sexuality, with which gender is now understood to be crucially intertwined. In this talk I propose the following considerations for future studies of foreign (and second) language textbooks and gender representation. First, the different 'sub-genres' of textbooks need to be addressed, for example, reading comprehension exercises, authentic texts, role play and dialogues. Relatedly, not only images but also multimodality is important, colourful visuals now being characteristic of the language textbook genre. Second, there needs to be consideration of how textbooks are *used* in class by the teacher, who can arguably subvert both traditional and progressive gender representations: what does the teacher say about these? Issues of 'consumption' extend to the students: what do they make of different gender representations, and do they care? Going 'beyond' the textbook extends to issues of production: what is the publisher's policy on gender representation? What sort of discussions go on between writers and illustrators? Thirdly, as regards sexuality representation, while mainstream publishers may not yet be ready to include gay characters in their textbooks, they do have the choice to include representations which are less heteronormative than is sometimes found: what proportion of characters are not part of an apparently heterosexual couple, for example? Fourthly, analysts need, I argue, to lay their own position on the line as regards the desiderata of gender representation, as this is not self-evident. For example, should language textbooks broadly reflect the 'gender roles' characteristic of a given context (e.g. if, say, 30% of doctors in context X are women), or should writers and illustrators aim for gender balance in both visibility and distribution of occupations? While both are problematic, negative critique should be supplemented by some sort of vision here.

Evaluation of Polish-English automated translation of technical texts – Can it assist professional translators? A pilot study

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Aleksandra Wachla-Gierałtowicz (University of Silesia, Sosnowiec, Poland)

The aim of this project is to verify whether machine translation (MT) technology can be utilized in the process of professional translation. Automated translation was for many years criticised as unreliable, useless (Pierce and Carroll, 1966) or even hopeless (Chomsky, 1975). Yet, recently significant change of the attitude could be observed (Hutchings, 2008). Automated translation has caught the attention of professional translators, who claim that editing the MT output requires less time and effort than translating from scratch. The undeniable advantage of MT is the speed, yet the quality is still below standards (Gaspari & Hutchings, 2007). Even though the MT service providers assure of the constant development of this technology, automated translation has not reached the level where it could substitute humans (Aiken et al., 2009). But is the technology good enough to generate a decent draft translation that a human professional could work on?

To provide the answer to the above question, the quality of MT will be evaluated, by establishing:

- the number of corrections of the MT raw output necessary to obtain the publishable quality,
- the types of errors (syntactic, grammatical, lexical) and their frequency,
- the degree of fidelity to the original (frequency of meaning omissions and meaning distortions),
- the time devoted to the editing process of the MT raw output.

Automated translation generates heated discussions among linguists, thus it has been the subject of numerous studies. Yet, their results cannot be overgeneralized, because performance of MT is highly dependent on individual factors, e.g., the language pair, the type of text, or the type of MT software. The subjects of this study are two technical publications representing two genres: a scientific article and an engineering manual. They are non-literary texts, with a high rate of repeatable phrases and predictable lexis, but of distinct syntax complexity. The study will test two popular MT applications available on the market that support the English-Polish language pair: Google Translator and Microsoft MT. Translations from Polish into English will be analysed.

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Semantic motivations for complementation in Polish periphrastic causatives

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Despite being a widely studied phenomenon in general, causatives in Polish have received little attention in previous scholarship. Most of the existing studies belong to the generative framework and/or describe lexical causatives (e.g. Olszewska 1986; Rościńska-Frankowska 2012; Malicka-Kleparska 2013). Except for von Waldenfels' (2012) study of a construction *da(wa)ć + bezokolicznik* 'give + infinitive' there are none which investigate periphrastic causatives from a cognitive/functional-typological perspective.

Within this framework I explored the notion of implicativity (Shibatani 1976) in Polish periphrastic causative constructions which either take an infinitival complement (e.g. *kazać* 'tell', *pozwolić* 'let') or a *that*-clause (*zmusić* 'force', *namówić* 'persuade', *przekonać* 'convince'). I discuss whether implicativity analysed and understood in truth-conditional terms is a bipolar (implicative vs. non-implicative) or rather a gradient phenomenon (more vs. less implicative).

In the analysis I draw upon Givón's (1980) semantic binding hierarchy. He recognises two factors characteristic for implicative causatives: intended vs. unintended causation and direct vs. mediated causation. However, these two parameters do not account for all the causatives. Compare *zmusić* which is an implicative causative but takes a *that*-clause with *kazać* which is non-implicative but is more highly syntactically integrated. Because of similar observations related to certain English causatives, Givón's parameters were extended by Hollmann (2003, 2005) to include properties such as directness, sphere of control, causation type and punctuality of the causing event. I will evaluate the extent to which these help account for clausal complementation in Polish causatives as well.

In the present study I draw my conclusions based on two resources: (a) empirical data gathered using questionnaires; (b) the Polish National Corpus (NKJP). In order to remove issues associated with a use of a scale, in questionnaires I adopt a method called magnitude estimation (e.g. Bard et al. 1996) which is often used in psychological studies as well as in acceptability judgments in linguistics. It has an advantage of using a ratio variable instead of interval variable as an acceptability measure.

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Do we have an agreement? – The subject-predicate relation in Japanese sentences with honorific modification

Patrycja Świeczkowska (Adam Mickiewicz University in Poznań, Poland)

The subject in Japanese still remains a cause of a heated debate among scholars. A precise definition has yet to be provided, although numerous attempts have been made (e.g. Shibatani, 2001, Ōkado, 2008, Świeczkowska, 2012). A prevalent method for Japanese linguists seems to be describing the Japanese subject according to the criteria constructed for English. Such a comparison shows the evident differences between the two languages, which in turn become major obstacles in the process of defining the Japanese subject (e.g. Kanaya, 2009, Mikami, 2009, Ōkado, 2008).

One of the most highlighted disparities between English and Japanese is the latter's lack of morphological agreement in grammatical person, gender and number. Japanese verbs and adjectives do not inflect by those and as such, as some scholars note, can not form an agreement relation with the presumed subject when they function as predicates (Kanaya, 2009, Mikami, 1972, Mikami, 2009).

However, there exists a phenomenon in Japanese that may account for the lack of morphological agreement in person, gender and number. It can be observed in sentences containing honorific forms of the predicate (and optionally various other elements). When the theme or the presumed subject of the sentence is an object of respect for the speaker, there occurs a change in register that manifests itself on the lexical or the morphological level. The former means using specific lexical items typical of said register; the latter is demonstrated in adjusting the morphological form of the predicate to suit the theme or subject. This is reminiscent of European languages, although this subject-verb agreement is achieved by different means (Ōkado, 2008).

This research attempts to verify whether such a phenomenon can be used as an argument for the existence of the subject-predicate agreement in Japanese. On the basis of various examples some problematic issues will be presented. The analysis will also include a brief comparison to the subject-predicate relation in English and Polish. It will become clear that the phenomenon can be recognized as a manifestation of subject-predicate agreement in Japanese, albeit much different in form that the one observed in European languages.

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Converbs in Early Rajasthani – diachrony and typology

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The paper deals with morphosyntactic properties of converbs in Old Rajasthani – an early New Indo-Aryan tongue. I investigate the converbal chain's construction and how it was changing from the 15th to the 17th centuries.

NIA has inherited from MIA a short converb terminating in -*i*. We have already some data pertaining to the historical morphology of this form e.g. in Maithili (Yadav 2004) and historical syntax of converbs in Hindi dialects (Dwarikesh 1971). Early Rajasthani shows forms terminating in: ending **-i,** postposition *karī,* postposition –*ar,* ending **–y,** postposition *nai.* Complex forms of conjunctive participles appear along with simple forms: 15th century: -*i* and –*kari*, 16th century: mostly –*i*, -*kari*, 17th century: all forms mentioned above.

Firstly, I will focus on the motivation for the development of the converbal form and the evolution of marking of its main arguments. What we already know, is that there is a certain variation in the nominal and pronominal systems with respect to the main arguments marking such as A and O (following Dixon's terminology 1979; 1994). Basically it is not the transitivity of the converb but the transitivity of the main verb which triggers A marking in the perfective domain. It also appears that pronominal A marking is more conservative than nominal marking, i.e. pronouns preserve A marking - here it operates partly along the lines of the animacy hierarchy as described in Silverstein (1978) - pronouns lying to the right of the hierarchy 1st pers > 2nd pers > 3rd pers. are more prone to ergative marking. Next, I will demonstrate the difference between conjunctive participles and perfective and imperfective adverbial participles. In New Indo-Aryan converb is a non-finite, non-tensed verbal form (Subbarao 2012) which often receives perfective reading (Davison 1981; 1986) obeying the same subject rule, whereas adverbial participles are part of absolute constructions. In my paper I would like to show the main syntactic functions of converbs as compared with perfective adverbial participles.

My preliminary research is based on the early Rajasthani prose corpus taken from *Rājasthānī gadya vikās aur prakāś* (Rajasthani prose: evolution and publicity) edited by Narendr Bhanavat (1997-8).

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Comprehension of motion-encoding sentences in one's L1 and L2 from an embodied cognition view

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An embodied view on language understanding proposes that language comprehension involves perceptual-motor simulations of the events described (cf. Barsalou 2008; Wilson 2002). While research into the interplay between sensorimotor cognition and language continues, the body of evidence is mushrooming that corroborates the psychological reality of embodied account for processing motion language in one's L1. Studies whose methods range from behavioural, TMS, and neuroimaging converge to show that understanding motion-encoding sentences activates common neural substrates and processing mechanisms to action execution and motion perception (e.g. Buccino et al. 2005; Desai et al. 2010; Tettamanti et al. 2005; Zwaan et al. 2004). It remains an open question, however, whether any comparable effects are present for processing of motion-encoding sentences in one's L2.

The present study extends the account of embodiment to include the performance of Polish highly proficient L2 users of English in their L1 and L2 and investigates whether bilingual mental representation of L2 motion-encoding sentences can be perceived as embodied. For this purpose, we employed Kaschak et al.'s (2005) paradigm where participants were auditorily presented with sentences expressing motion in one of four

motion directions (upward, downward, toward, away), e.g. *He ran up to you* for TOWARD motion, and were concurrently viewing a dynamic visual display depicting motion in the same (MATCH) or opposite (MISMATCH) direction as motion specified in the sentence. The participants made online sensibility judgments about the sentences. Each participant completed two language versions of the experiment.

Drawing on previous experiments employing concurrent stimulus presentation, we predicted that participants would show processing interference in the MATCH condition: they would take longer to respond when the direction of motion in a visual display matched the direction of motion described in a sentence. The findings from the study are discussed in view of the potentials of the theory of embodied cognition to deepen our understanding of L2 processing.

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Different conceptualizations of "language" in measuring EFL learners' accuracy development: Reflection on research findings

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The aim of this paper is to present selected results of a research project whose aim was to investigate the development of pre-intermediate learners' communicative competence in writing (Tůma, 2012, 2013b). A number of research questions were addressed in the research. This paper focuses on the development of accuracy. The presentation of research findings is followed by reflection on the nature of *language* underlying the constructs of proficiency, accuracy and interaction.

The subjects of the research were 18 Czech university students who had signed up for an English as a foreign language (EFL) course and whose initial level was slightly lower than the fully developed A2 level. Their linguistic development was captured by two tools: learner corpus analysis and standardized A2 proficiency writing test. The data for both these tools were collected at two points between which the subjects attended the EFL course.

The core of the research was a learner corpus compiled from the students' texts submitted to an online discussion forum, the participation in which was an obligatory part of the EFL course. The corpus comprised 13,622 words. The corpus was subject to error analysis, by means of which the learners' accuracy was addressed.

By comparing the results of the corpus analysis with the results of the proficiency tests, interesting findings were gained. Although the proficiency test results showed a significant increase in the learners' writing ability, the corpus findings in the area of accuracy were much less conclusive. For example, the learners' accuracy in the area of verb morphology dropped significantly (Tůma, 2013b).

In addition to the above analysis, the learners' interaction in one discussion thread was subject to conversation analysis (Tůma, 2013a). This analysis revealed that the learners utilized the English language and the tools afforded by the discussion forum to reach mutual understanding. Some of these findings seem to explain why the learners' accuracy decreased.

This paper focuses on the discussion of findings related to three constructs: accuracy (error analysis findings), proficiency (standardized test results) and interaction (conversation analysis outcomes). Clearly, there are different conceptualizations of *language* that underlie these constructs (Cook, 2010). It is concluded that these different perspectives on *language* can help researchers better understand the complex phenomenon of language learning.

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L2 phonemes perception of L1 allophones: Psycho-phonetic perception of mid-vowels and liquid Catalan phonemes by Polish native speakers

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Speech perception has been in the limelight of Psycholinguistics for a long time. Research has revealed so far that the structure of L1 categories has a huge impact on the perception of speech sounds. In this paper we wanted to analyse how well Polish native speakers perform when trying to discriminate sounds which happen to be allophones in Polish, but they are phonemes in another language. Sounds of our interest were the mid-vowel oppositions /e/-/ɛ/ and /o/-/ɔ/ and the contrastive liquid consonants /r/ – /ɾ/ and /l/ – /ʎ/. Therefore, we prepared a psycho-phonetic *Same-Different test* with 32 Catalan minimal pairs and asked 20 Polish native speakers to complete it. In addition to that, we wanted to compare whether the perception of these sounds shapes while studying a language with such contrasts. Therefore,

we also asked 20 Polish native speakers who were learning or had learned Catalan at some point to complete the test.

Stimuli were recorded in a carrier phrase, uttered by both male and female voice. Two tests were designed using PRAAT software, but each participant took only one. Each of the 32 pairs was presented eight times in each experiment. However, every pair of the same minimal pair was different from the other seven, since the parameters 'position', 'voice' and 'word' were taken into consideration. In both experiments there were four *same* pairs and four *different* pairs for each minimal pair.

Results showed that most of the participants had trouble to discern between the vowel oppositions, even for those who had learnt Catalan. On the other hand, participants performed well when discriminating the lateral oppositions and such discrimination increased by learning the language. Finally, results accounting for the rhotic opposition show two big tendencies, i.e. some of the participants discerned outstandingly between such opposition along the whole test, whereas others failed to do so. The effect of learning the language was not attested for such opposition. The consequences that derive from these results pose a challenge to be solved, that is, on which basis the perception of consonants is easier than the one of vowels.

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Evidentiality and epistemic modality: A comparative analysis of Catholic sermons in Spanish and Portuguese

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Epistemic modality indicates the degree of certainty or doubt a speaker has for the proposition expressed by their utterance. Evidentiality, on the other hand, is the indication of the kind of evidence for a statement in question. Given the eminently persuasive character of homiletic discourse, it features a high degree of certainty and frequently makes use of evidential markers. The preacher emphasizes his high degree of certainty about the content of what he says and, in order to gain credibility, he supports his reasons citing the Bible or other reliable sources.

This paper aims to analyze and compare the markers of epistemic modality and evidentiality in contemporary Catholic sermons in Spanish and Portuguese. In order to carry out this study, about one thousand homilies in Spanish and in Portuguese (available online) have been analyzed automatically. Moreover, twenty homilies pronounced in the Basilica of Our Lady of Guadalupe in Mexico City and twenty pronounced in the Sanctuary of Our Lady of Fátima have been examined manually. Given that epistemic modality deals with certainty, probability and possibility values represented in scalar terms (Campos, 2004), three grades of epistemic modality have been distinguished: high, low and intermediate.

First of all, the definitions of epistemic modality and evidentiality are presented and the relation between these concepts is explored. Then, a classification of evidential values, based on the one by Plungian (2001), is illustrated. After that, the results of the analysis of epistemic modality and evidentiality in sermons in Spanish and Portuguese are discussed and compared. Finally, the paper touches upon some problematic issues resulting from the classification of different kinds of evidence, emphasizing the differences between the use of perception verbs as quotative evidentiality markers (for example: *Ahora escuchamos la voz del Padre que nos dice: "éste es mi Hijo muy querido, el predilecto, escúchenlo", Now we hear the voice of God the Father, who says:"this is my beloved Son, in whom I am well pleased. Hear Him"*) in the two languages in question.

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Homilies pronounced in in the Sanctuary of Our Lady of Fátima

http://www.santuario-fatima.pt/portal/index.php?id=41998 (12/10/2013)

Other homilies:

http://www.centraldesermones.com/sermones/

http://www.homiletica.org/ciclos.htm

http://stmaryvalleybloom.org/homilias.html

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Metaphors in written soccer commentary: Evidence from English

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In recent years, there has been an increasing interest in the study of metaphors in the language of football. Some studies have focused on a cross-cultural and cross-linguistic comparison between languages (Matulina and Ćoralić, 2008; Nordin, 2008; Lewandowski, 2009; Bommert, 2010). Other research has been concerned with the use of military metaphors in live football commentary (e.g. Chapanga, 2004; Seddon, 2004; Vierkant,

2008). So far, however, there has been little discussion about the use of metaphors in English soccer written commentary, not to mention their function in this specific context. Until now none of the studies has been large-scale. Previous research has been limited to spoken commentary. For this reason, the main purpose of this paper is to examine English written football commentary and find out what types of metaphors are used and what function they serve.

Drawing on Lakoff and Johnson's theory of metaphor (Lakoff and Johnson, 1980), the author attempts to establish the kind of source domains from which common metaphors are drawn, and to what degree structural metaphors are used. The data to be analyzed have been extracted from the corpus of the language of soccer compiled for the purposes of this paper. Corpora comprise different types of texts (such as official news, comments, biographies, written interviews with people linked with the sport, match reports and reviews, etc.) derived from two different online resources: google.com and uk.yahoo.com. All of the texts found on these websites were written no later than seven years ago, which means that the compiled data are up-to-date. The data were retrieved from the corpus by means of a software program, MonoConc Pro. The language material, which comes from English internet websites, has been grouped and discussed according to source domains and structural metaphors. Data indicates that a number of structural metaphors exist in the language of soccer. They are drawn from a wide variety of source domains, though those that are derived from the domains of games and sport, military conflict, journey and seafaring, physical fight, meeting and visit, as well as human and animal behaviour constitute a vast majority of metaphors. The primary function of metaphor in this context appears to be to interpret facts in a way that attracts the readers' attention.

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The stereotype of Russia among Polish students

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Understanding national stereotypes functioning in certain social groups or whole nations is important, because stereotypes affect intercultural communication. Poland and Russia share difficult history, many events haven't been successfully and objectively described by historians yet. After the World War II Poland had been dependent on the USSR for more than 40 years. People who were young then are now the middle-aged and they have many opportunities to pass their national stereotypes to the young generations, not only by being parents, but also by being politicians, journalists, teachers. Their view of Russia may be affected by their youth in the Polish People's Republic. It has become common among Polish politicians from certain political options to use words 'Russian' and 'Soviet' synonymously. Therefore, they show their negative attitude towards Russia. It is important to know, if the youngest generation of Poles inherited this negative attitude and if they tend to confuse Russia with the USSR. Russia is an important trading partner for Poland. The success of economical cooperation depends on intercultural communication skills. To communicate with people from different country we need to be aware of our own national stereotypes. This awareness should be built among young people at schools. Therefore, research on national stereotypes has practical application.

Students of three age groups (14 - 16, 17 - 19, 20 - 26) were asked to write down their first associations with the words "the USSR" and "Russia". Their answers were divided into categories - for example, 'history' for answers like Gulag, World War II, 'politics' for answers like Vladimir Putin, Dmitry Medvedev. The results will be presented on the poster mathematically. The research will enable us to compare the stereotypes of Russia and the Soviet Union. The assumption is that young Poles are able to understand the difference between the USSR and Russia. We assume that the associations with the USSR would refer mainly to historical events, while the associations with Russia would be more diverse and refer to politics, culture, geography and history.

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The linguistic view of FREEDOM in contemporary German right- and leftwing press texts

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The basic concept of cognitive ethnolinguistics is the linguistic worldview which is held to be an interpretation of the reality encompassing also the mentality of a given language user, their point of view and needs, as well as the impact of the culture and history of a given community on the language. An essential part of the linguistic worldview are values understood as guiding ideas and, at the same time, as objects of man's desire that form a system in every language which, following Sapir and Whorf, constitutes both the source and the measure to assess the reality (cf. Bartmiński 2009). The structure of values can differ between speech communities, giving the presentation of the norms that are endorsed in a given community (Bartmiński & Grzeszczak 2012). These are reflected in the specific linguistic worldview of a speech community, which is externalised via language. Values, among them FREEDOM, can also be profiled by a specific point of view. Through emphasising one aspect of a given object, which can function separately as a variant of the meaning of the object, a concrete profile, understood as a cognitive structure, is created (cf. Langacker 2005, Bartmiński 2009).

The aim of this paper is to point to the differences in the linguistic view of FREEDOM and its profiles in the contemporary German press texts taken from two daily quality newspapers published on the Internet: "Die Welt" and "Frankfurter Rundschau" (1/11/2012 – 12/11/2012). In total, there were sixty-four articles and among them eighty-five phrases analysed, in which the examined term occurs. The results of the analysis are presented in reference to the etymology of the lexeme underlying the examined concept (primary meaning of FREEDOM) on the basis of *Kluges Etymologisches Wörterbuch* (1967) and the contemporary understanding of the concept as 'independence of something in a wider sense' (*Wahrig Deutsches Wörterbuch* 1997, *Duden Deutsches Universal Wörterbuch* 2001). The two main linguistic views of FREEDOM that stem from different profiles of the examined term are compared with each other with regard to the metaphorical and non-metaphorical phrases in which the term occurs. The comparison encompasses not only differences which are conditioned by the politically biased types of the chosen press texts, but also similarities in the presentation of FREEDOM in the articles. The analysis is conducted in accordance with the theoretical framework and methodology elaborated by Lublin school of ethnolinguistics.

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From dyspnea to shortness of breath – the translation process from the patient's into the doctor's story in interactive case reports

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One of the topics in the analysis of medical case-related genres is the "translation process" (Fleischman, 2001) through which the patient's account during a medical interview is transformed into a medical record (of various forms) penned by the doctor (Donnelly & Hines, 1997; cf. Charon, 1992; Kumagai, 2008; Poirier & Brauner 1988). In this process, the subjective story of a patient's illness is rephrased by means the doctor's objective vocabulary, and only relevant information is selected. This seems to be an interesting practice to be examined since it exemplifies typical features of medical discourse, namely depersonalisation and objectification. In other words, the doctor substitutes lay expressions with medical terminology and objectifies the process of disease, stripping it of its characteristic experience and referring to it in an impersonal mode (Donnelly & Hines, 1997).

This poster presentation discusses the said translation process but in a different context. The process at hand is not the one from a spoken account of the patient to a written hospital record / case presentation of the doctor, but rather two parallel narrations in a specialist publication with reference to the same case. The data for the study comprise a collection of interactive case reports from two professional medical journals (*Cases Journal* and *Journal of Medical Case Reports)*. The rationale behind the choice of the data is the special nature of the variety which includes the patient's narrative in the 1st person, so-called *pathography* (Hawkins, 1993). The genre, therefore, lends itself to the analysis in that it allows to contrast the narratives – the subjective one by the patient and the objective one by the doctor – which share the topic yet refer to it in different manners. The hypothesis is that the modes of reference employed by the two parties to the same disease event will differ not only in form but also in content. While the form refers here to a different vocabulary and tone, the content relates to the very selection of material. Therefore, the presentation reports on a qualitative analysis of a contact situation between the lay discourse of patient's narration and professional discourse of medical description, pointing to different communicative accents, different means and different effects. The results of the study will be exemplified by the fragments from authentic interactive case reports. The presentation will also emphasize that the choice of such a variety of case reports allows medical professionals to "listen with the third ear" (Davidoff, 1996: 270), i.e. broaden their perspective and possibly affect the doctor-patient relation as well as explore new knowledge production practices and new doctor-patient partnerships.

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The use of politeness strategies in online conversations about taboo topics among young Egyptians

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The study applies a sociolinguistic (Labovian) approach to the problem of politeness strategies used by young Egyptians in the online contact with taboo topic. The variationist approach is expressed in the investigation of simultaneously occurring differences in the use of language and their social motivations.

There has been hardly any work on the analysis of the problem of taboo in Egyptian Arabic, except for Gomaa's and Yeli Shi's work on death euphemisms (2012) and Wilmsen's study of understatement, euphemisms and circumlocution (2010). Wilmsen reported the wide use of indirectness which is also observed in online posts and comments on social networking sites. The study proposed here attempts to examine the extent to which this indirectness is used by members of different social groups. For this purpose, the subjects (150 individuals aged 20- 35) were divided into three groups according to their level of education (the factor most closely correlated with social status):

Group I- graduates of private universities (most of which are usually foreign)

Group II - graduates of public universities

Group III - people with secondary education or less

The aim was to extract online utterances and compare the communicative strategies in the light of Brown and Levinson's theory of politeness (1987). The method of analysis consisted of establishing correlations and their quantification.

Variables such as social distance (D) and power (P) were both marked as "low" due to the type of online data under investigation (conversations among friends). Only one variable – the entirely culture-specific ranking of imposition (R) was tested.

Knowing that when P, D and R are constant, every rationally thinking individual will use the same strategy, it is possible to determine the value of R. Large similarities were observed in groups I and III in terms of the most preferred strategies (directness, immediacy, conventional indirectness, "on-record"). There was also a significant discrepancy between these two groups and group II (which used more euphemisms, "hedging", unconventional indirectness and "off-record" strategies). It can be therefore concluded that while in contact with the taboo, the R value is generally higher in group II than in the other two.

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Politeness in all-female friendly talk: A case study of agreeing and disagreeing in Chinese female university students

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This paper reports some linguistic manifestations of politeness in all-female friendly talk. By analyzing recordings of young Chinese female university students' spontaneously occurring conversation, I explore how politeness is achieved in this particular single-sex Community of Practice, in the talk between good friends. I focus on agreeing, disagreeing, and the follow-up to the disagreeing.

In contrast to the expectation that women and girls tend to co-operate in talk, and largely agree, these young women also disagree, and sometimes a lot. The disagreement is usually constructed through questions, sometimes with typically 'impoliteness' expressions, such as ADD, and through alternative suggestions. They mainly employ three strategies to *respond* to such disagreement: explaining why they disagreed, repairing the statement that caused the controversy, and making a compromise.

The additional finding that the disagreeing often extended over several turns supports the relatively recent view in politeness studies that expressions of politeness often occur over longer stretches of talk. When interpreting these linguistic traces of politeness in the talks, what counts however is not a simple distinction between agreement and disagreement, nor the production of politeness strategies used, but rather the assessments and judgments made by the participants within that community about what is and is not polite.

Based on the analysis of disagreement between or among friends, I would emphasize the importance of context and social dimension (that is, solidarity-social distance, power, and formality) to interpret politeness and argue that disagreement represents a perception of a valuable opportunity to express one's opinions freely. It is due to these understandings that

negative disagreements could be resolved, intense disagreement softened, and consequently, friendships could be consolidated and more intimate friendships established.

Findings based on the empirical data in this particular community could make a contribution to the importance of interpretation as *contingent* in gender identity studies. The data points to diversity in all-female talk – here, exemplified by members of a young generation. This is especially interesting as much work on gender and (im) politeness has been done on mixed-sex talk.

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