Book of Abstracts

LinGhentian Doctorials

18-19 December 2019

Blandijnberg 2, Ghent

Mapping the spread of Dutch non-standard language use on corporate Facebook pages: a corpus-based analysis of service-oriented interaction.

Mathias Seghers

Department of Translation, Interpreting and Communication

While Dutch non-standard language use has been studied in oral communication (e.g. Ghyselen 2016) and private chat conversations (e.g. De Decker 2014), little attention has been devoted to non-standard language in a broad sense in online public written communication. We focus on one communicative setting, i.e. complaint management on corporate Facebook pages, since the linguistic wrapping of both consumer feedback and company responses has a considerable influence on the outcome of the interaction between both parties. In addition to providing insights for future webcare research, we aim to contribute to the general discussion on non-standard language variation in Flanders. Based on a self-compiled corpus of approximately 300.000 words of consumer-company interactions taken from 8 corporate Facebook pages (in the fields of public transport, online retail and telecommunications), we investigate to what extent typical features of informal online communication via social media spill over into more sensitive contexts of complaint management. We do so quantitatively by mapping the presence and frequency of old and new vernacular features (Androutsopoulos 2011) in consumer-initiated posts, company replies and consumer to consumer interactions via Python-based scripts and manual filtering. The searches were based on an overarching framework of 28 old (e.g. final –t deletions) and 13 new vernacular (e.g. chatspeak abbreviations) features, which we derived from existing taxonomies (e.g. Lybaert & Delarue 2017, Taeldeman 2008, De Decker 2014, Hilte et al. 2017). Although most consumer and company messages were in large part written in Standard Dutch, fairly high frequencies were found for some of the new vernacular features (e.g. one in four consumer messages contained flooding of punctuation symbols (e.g. ?? or !!!). Consumers predominantly use new vernaculars for expressive compensation, while companies appear to have incorporated them in their responses to consumer feedback (especially emoji and English insertions) as ways to make their communication more conversational and engaging (cf. conversational human voice, Kelleher 2009), and to support their desired brand identity. In contrast, old vernacular features rarely occur in the dataset. This suggests a different status of old and new vernaculars, where the former are deemed less appropriate or functional in this communicative setting for both companies and customers. Despite the often informal register of the customer messages, Standard Dutch still seems the preferred or safer option for company-addressed posts while companies, too, cling to Standard Dutch as the benchmark for professional written communication in this context (in line with De Cock's study on written public media (2013)). This raises questions regarding the attitudes of Flemings towards old and new vernacular features in this context, as well as their impact on dimensions such as credibility. Additionally, it is yet to be confirmed whether the positive attitudes towards spoken tussentaal (e.g. Lybaert 2017) also apply in written communication. Since this study was limited to a descriptive approach, we hope to answer these questions and provide further evidence for our findings in future experimental research.

References

Androutsopoulos, J. (2011). From variation to heteroglossia in the study of computer-mediated discourse. In: C. Thurlow & K. Mroczek (red.), Digital Discourse: Language in the New Media. Oxford: OUP.

De Cock, T. (2013). Een grens overschreden? Geschreven tussentaal in publieke media. Master's thesis: Universiteit Gent.

De Decker, B. (2014). De chattaal van Vlaamse tieners: een taalgeografische analyse van Vlaamse (sub)standaardiseringsprocessen tegen de achtergrond van de internationale chatcultuur. Doctoral dissertation, Universiteit Antwerpen

Ghyselen, A. (2016). Verticale structuur en dynamiek van het gesproken Nederlands in Vlaanderen. Een empirische studie in Ieper, Gent en Antwerpen. Doctoral dissertation, Universiteit Gent.

Hilte, L., R. Vandekerckhove & W. Daelemans (2017). Modeling non-standard language use in adolescents' CMC: the impact and interaction of age, gender and education. In: E.W. Stemle (red.). Proceedings of the 5th Conference on CMC and Social Media Corpora for the Humanities. Bolzano, Eurac Research, 11-15.

Kelleher, T. (2009). Conversational voice, communicated commitment, and public relations outcomes in interactive online communication. Journal of Communication 59, 172-188.

Lybaert, C. & S. Delarue (2017). 'k Spreek ekik ver altijd zo : over de opmars van tussentaal in Vlaanderen. In G. De Sutter (red.), 142–162.

Lybaert, C. (2017). A direct discourse-based approach to the study of language attitudes: The case of tussentaal in Flanders. Language Sciences 59, 93-116.

Taeldeman, J. (2008). Zich stabiliserende grammaticale kenmerken in Vlaamse tussentaal. Taal en Tongval 60, 26-50.

Investigating teachers' beliefs about grammar teaching at Secondary School level in Ethiopia in relation to Communicative Language Teaching

Gemechis Teshome Chali

Department of Linguistics

This research presents the results of an investigation of EFL teachers' beliefs about grammar teaching in relation to Communicative Language Teaching (CLT) at secondary school level in Ethiopia. The results were obtained on the basis of a mixed research design employing three data gathering tools (a questionnaire, classroom observations and focus group discussion). The rationale for this specific research was the existence of an argument amongst English language teachers in particular on downplaying grammar teaching because of CLT. The main findings of the study are the following:

(1) The majority of the teachers' beliefs revealed that grammar is seen as prominent in language teaching, but only in traditional ways of teaching. However, teachers' beliefs were mismatched with their classroom practices. For instance, they immediately interfered on the students' error making, though they believed students are responsible sometimes to correct their own errors.

(2) Teachers have no clear picture about the implementation of CLT, due to lack of preparation, training, knowledge and insufficient students' background to the language to realize it. Due to this, teachers were unable to create the classroom context that seems 'real' situation.

This study argues that due to these prevailing beliefs, CLT has been curtailed already upon its arrival to Ethiopia. This research will help language teachers to use CLT by narrowing their gaps in awareness and by emphasizing the importance of pre-service training in relation to grammar teaching. Findings of the study may have important implications for EFL teachers and practitioners.

Keywords: teachers' beliefs, grammar teaching, communicative language teaching, classroom practices

Agency and the lawyer-client relationship in the field of immigration law

Marie Jacobs

Department of Translation, Interpreting and Communication

Prevalent discourse often characterises people applying for international protection as 'vulnerable victims' who lack autonomy (Orgocka, 2012). Terms as "forced migration", which define refugees by their inability to act because of the constraining circumstances, play into this stereotype (Erdal & Oeppen, 2018). This common characterisation of asylum seekers can be framed within the academic debates about the 'paradox between structure and agency'. The structure of the legal system, for example, can be said to restrict the agency of asylum seekers, as the complex maze of laws and regulations limits the applicants' opportunities "to influence the course of social action" (Tipton, 2008). My research intends to put the theories about the so-called 'migrant agency' to the test by examining

interaction between asylum seekers and legal service providers (Squire, 2017). More specifically, I will focus on the power dynamics within the specific context of lawyer-client consultations in the field of immigration law. By analysing the interactional situations in detail, taking the context and the set-up as well as the (non-)verbal communication into account, I aim to move away from generalizations and de-essentialize the representation of asylum seekers. I have acquired the data for this study by means of ethnographic fieldwork (in the form of participant observations, 72 audio-recordings of approximately 45 minutes each and informal conversations) in two law firms in the Flemish part of Belgium. These data were collected in the winter of 2018 and the spring of 2019. In this presentation, I concentrate on consultations that use either English or French as a lingua franca.

In my analysis, I look at agency and its related phenomena of 'power' and 'hierarchy', from a constructionist perspective (Declercq & Ayala, 2017). By looking at concrete instances of topic control, topic selection and turn-taking, I aim to unpack the agency within the lawyer-client relationship. The constructionist lens allows to look beyond pre-situational power dynamics and focuses on how relationships are constructed and contested in talk. From this point of view, it becomes clear that, although conversations inevitably reflect and reproduce institutional hierarchies (Inghilleri, 2007), lawyer-client relationships do not have to be of an asymmetric nature. The literature conceptualises the dynamics between lawyers and clients on a continuum with a traditional, authoritarian model on the one side of the spectrum and a client-centred model on the other side (Bogoch, 1994). The data, however, highlight the limiting character of stereotypical role definitions that rigidly dictate how lawyer and clients are supposed to behave, and show how the lawyer-client relationship and the division of agency are subject to continuous (re)negotiation (Hurder, 1996; Kovach, 2002). The analysis also reveals that language proficiency inevitably plays a role in this process.

In a later stage of this research project, it might also prove interesting to compare the micro-demonstrations of migrant agency within the stage preparatory stage of legal instance with what happens at the actual asylum hearing between asylum seekers and the immigration officials.

References

Bogoch, B. (1994). Power, distance and solidarity: models of professional-client interaction in an Israeli legal aid setting. Discourse & Society, 5(1), 65-88.

Declercq, J., & Ayala, R. A. (2017). Examining "Elite" Power Dynamics in Informant–Research Relations and Its Impact on Ethnographic Data Construction: A Case Study From Pharmaceutical Health Communication. International Journal of Qualitative Methods, 16(1), 1609406917704137.

Erdal, M. B., & Oeppen, C. (2018). Forced to leave? The discursive and analytical significance of describing migration as forced and voluntary. Journal of Ethnic and Migration Studies, 44(6), 981-998.

Smith-Khan, L. (2017). Different in the same way? Language, diversity, and refugee credibility. International Journal of Refugee Law, 29(3), 389-416.

Hurder, A. J. (1996). Negotiating the lawyer-client relationship: A search for equality and collaboration. Buff. L. Rev., 44, 71.

Inghilleri, M. (2007). National sovereignty versus universal rights: Interpreting justice in a global context. Social Semiotics, 17(2), 195-212.

Kovach, K. K. (2002). Lawyer ethics must keep pace with practice: plurality in lawyering roles demands diverse and innovative ethical standards. Idaho L. Rev., 39, 399.

Squire, V. (2017). Unauthorised migration beyond structure/agency? Acts, interventions, effects. Politics, 37(3), 254-272.

Orgocka, A. (2012). Vulnerable yet agentic: Independent child migrants and opportunity structures. New directions for child and adolescent development, 2012(136), 1-11.

English-Medium Instruction and Linguistic Nationalism – tensions between the promotion of the local language and university internationalisation

Pablo Lourenzo Quatra

Department of Linguistics

In this research project we will explore the phenomenon of English-medium instruction (EMI) at universities in Belgium, the Netherlands and France, and how the place of the local language in national identity shapes the way EMI education is debated, considered and implemented. In a context of globalisation and budgetary cuts, universities are forced to find new ways of attracting investments and improving their position within the global market. Internationalisation through EMI strategies is a method which is increasingly used all over the world in order to attract new students and climb positions in world university rankings. However, a tension appears between this strategic, market-oriented choice for English on one hand and the traditional missions of universities to produce each country's intellectual elite and promote the nation's language and cultural heritage on the other. This thesis will analyse these tensions, the debates that they raise within these societies, and how the tensions are managed and a specific language policy is legitimised. In order to do so, a corpus of political debates, media reports, and interviews with relevant political figures, student and cultural organisations, and education unions will be gathered and analysed.

Reuniting concessive conditionals

Tom Bossuyt

Department of Linguistics

My talk will be concerned with construction types like the following examples from English:

(1) Even if it rains, we'll go outside.

(2) Whether it rains or not, we'll go outside.

(3) Whatever (/No matter what) the weather will be like, we'll go outside.

Although constructions like (1)–(3) are formally heterogeneous in many (European) languages, including English, they share some crucial semantic features: both typologists (e.g. Haspelmath & König 1998) and formal semanticists (e.g. Rawlins 2008; Ciardelli 2016) agree that they are related to conditionals in some way. Like conditionals, these constructions express a relationship between a protasis and an apodosis, but whereas prototypical conditionals have a single antecedent in their protasis ('if p, then q'), the above constructions have a set of antecedents ('if {p1, p2, p3, …}, then q').

In functional-typological studies (e.g. König 1986, 1988; Leuschner 2006), constructions like (1)–(3) are sometimes labeled concessive conditionals because the set expressed in their protases typically contains at least one contextually extreme value pn which gives rise to a concessive interpretation of the type 'if pn, then normally not q'. Haspelmath & König (1998) call constructions like (1) scalar concessive conditionals, constructions like (2) alternative concessive conditionals, and constructions like (3) universal concessive conditionals.

In formal-semantic studies (e.g. Zaefferer 1991; Rawlins 2013; Ciardelli et al. 2019), on the other hand, the term unconditionals is used to signify that none of the antecedents in the set affect the truth-value of the consequent q in the apodosis, which is true unconditionally. Surprisingly, this term is used only for the construction types (2)–(3), but not for (1). While largely ignoring the functional similarities between "unconditionals" and concessives, these studies analyze constructions like (2)–(3) as a special type of interrogatives.

In my talk I will argue that, while formal-semantic studies on "unconditionals" have made highly detailed contributions to the study of constructions like (2)–(3), the validity of their main claims is limited to purely synchronic analyses of "Standard Average European" (SAE) languages (for SAE cf. Haspelmath 2001), since diachronic evidence from Germanic languages and data from non-SAE languages (partially) argue against the analysis of "unconditionals" as interrogatives. The functional-typological approach, on the other hand, is adequate to both synchronic and diachronic studies on any language. Furthermore I will show that the inclusion of scalar concessive conditionals and careful attention to similarities between concessive conditionals and proper concessives give a much more complete picture of the above constructions in many, if not all, languages.

References

Ciardelli, Ivano (2016): Lifting conditionals to inquisitive semantics. Proceedings of SALT 26, 732–752.

Ciardelli, Ivano, Jeroen Groenendijk & Floris Roelofsen (2019): Inquisitive semantics. Oxford: Oxford University Press.

Haspelmath, Martin (2001): The European linguistic area: Standard Average European. In Martin Haspelmath, Ekkehard König, Wulf Oesterreicher & Wolfgang Raible (eds.): Language typology and language universals: An international handbook. Vol. 2. Berlin: de Gruyter, 1492–1510.

Haspelmath, Haspelmath & Ekkehard König (1998): Concessive conditionals in the languages of Europe. In van der Auwera, Johan (ed.): Adverbial constructions in the languages of Europe. Berlin: de Gruyter, 563–640.

König, Ekkehard (1986): Conditionals, concessive conditionals and concessives: Areas of contrast, overlap and neutralization. In Traugott, Elizabeth C., Alice ter Meulen, July Snitzer Reilly & Charles A. Ferguson (eds.): On conditionals. Cambridge: Cambridge University Press, 229–246.

König, Ekkehard (1988): Concessive connectives and concessive sentences: Cross-linguistic regularities and pragmatic principles. In Hawkings, John (ed.): Explaining language universals. Oxford: Blackwell, 145–166.

Leuschner, Torsten (2006): Hypotaxis as building-site: The emergence and grammaticalization of concessive conditionals in English, German and Dutch. Munich: Lincom Europa.

Rawlins, Kyle (2008): Unifying if-conditionals and unconditionals. Proceedings of SALT 18, 583–600.

Rawlins, Kyle (2013): (Un)conditionals. Natural Language Semantics 40, 111–178.

Zaefferer, Dietmar (1991): Conditionals and unconditionals: Cross-linguistic and logical aspects. In: Zaefferer, Dietmar (ed.): Semantic universals and universal semantics. Berlin: Floris, 210–236.

The Development of Quantifier Representations in L2 English: Lemma Transfer in Comprehension?

Mieke Slim

Department of Experimental Psychology

A sentence that contains multiple quantifiers, such as *All hikers climbed a hill*, is ambiguous in terms of semantic scope. The sentence can refer to a situation in which all hikers climbed different hills (all takes scope over a), but also to the situation in which all hikers climbed one single hill (a takes scope over all). These interpretations are represented at a level known as logical representations. Previous studies have shown that logical representations of doubly quantified sentences can be primed in language comprehension. Exposure to one of the two interpretations promoted the likelihood that a subsequent doubly quantified sentence will be interpreted with that interpretation. This finding indicates that logical representations are constructed in language comprehension (Raffray & Pickering, 2010). However, such priming effects only occur when the quantifier words are the same in the two sentences. Thus, logical representations are sensitive to the inherent lexical properties of the quantier words (Feiman & Snedeker, 2016).

In this (ongoing) study, we investigate whether second language learners develop the same quantifier-specific logical representations as native speakers. We test whether Dutch-speaking L2 learners of English develop native-like lexical representations of English quantifier words, using the same priming paradigm as Raffray and Pickering (2010) and Feiman and Snedeker (2016). In English, there is a small meaning difference between *each* and *every* which is not lexically encoded in Dutch. Therefore, Dutch-speaking L2-learners of English may experience lemma transfer in the processing of English quantifier words, which is abstract lexical meaning transfer from L1 onto the L2 (Jiang, 2000; Wei, 2003). More specifically, these L2-learners might not learn the subtle meaning difference between each and every. If such lemma transfer occurs, the logical representations that are constructed in L2 English by this group of L2-speakers would thus be less sensitive to the inherent properties of the quantifier words as those constructed by native speakers of English.

References

Feiman, R., & Snedeker, J. (2016). The logic in language: How all quantifiers are alike, but each quantifier is different. Cognitive Psychology, 87, 29-52.

Jiang, N. (2000). Lexical representation and development in a second language. Applied Linguistics, 21 (1), 47-77.

Raffray, C. N., & Pickering, M. J. (2010). How do people construct logical form during language comprehension? Psychological science, 21 (8), 1090-1097.

Wei, L. (2003). Activation of Lemmas in the Multilingual Mental Lexicon and Transfer in Third Language Learning. In J. Cenoz, B. Hufeisen, & U. Jessner (Eds.), The Multilingual Lexicon

(pp. 57-70). Dordrecht: Springer Netherlands. Retrieved June 6, 2019, from http : / / link.springer.com/10.1007/978-0-306-48367-7 5

Hola guapa, ¿cómo estás? Vocative uses of guapo ('pretty, handsome') in colloquial Peninsular Spanish: a semantic-pragmatic and sociolinguistic analysis

Fien De Latte

Department of Linguistics

In colloquial Peninsular Spanish, the usage of the aesthetic adjective guapo, meaning 'pretty, handsome', as a vocative expressing affect and endearment is not infrequent. The vocative is considered a multifunctional discursive category, including all (pro)nominal expressions used to directly address the hearer. The pragmatic-discursive purposes assumed by vocatives are traditionally classified into three macro-functions: 1) phatic-appellative uses, 2) intensifying and attenuating politeness functions, and 3) expressive-emphatic uses (Bañón 1993; Cuenca 2004). This multi-functionality also applies to guapo.

The vocative uses of guapo can best be seen as the result of a pragmaticalization process. This ongoing process of language change implies, on the one hand, semantic bleaching of the lexical base, compensated by the development of pragmatic-discursive values and an increase of pragmatic force, and on the other, a mayor syntactic independence (Dostie 2004; Diewald 2011). All these features are manifested in the vocative uses of guapo. Importantly, as a consequence of the semantic bleaching, pragmaticalized guapo does not necessarily refer to the interlocutor's physical aspect, but on the contrary, it may express a wide range of (subjective) contextual values, varying from affect and endearment to anger and sarcasm. Still, the highly flattering and appreciative meaning as part of its original conceptual content has been retained in most of its pragmatic uses, and is thus considered to be its prototypical pragmatic value. Thanks to its typical flattering and positive meaning, guapo is supposed to be preferably used as an intensifying politeness strategy, enhancing the positive image of the interlocutor, as illustrated in ¡Muchas felicidades, guapa! ('Congratulations, pretty!'), where the vocative, accompanying a face flattering act (Kerbrat-Orecchioni 2004), intensifies the valorizing character of the speech act.

Besides, from a sociolinguistic point of view, previous research on terms of address in both Spanish and other languages has revealed significant correlations between the usage of those interpersonal discursive elements and the sociolinguistic profile of speakers. More specifically, as women are known to be more eager to use terms of endearment than men, who prefer proper noun vocatives and taboo terms expressing male solidarity such as huevón 'idiot' (Helincks 2015; De Latte & Enghels 2018), guapo is supposed to be more commonly used in women's speech than in male speech. Besides, as the vocative turns out to be a highly productive category in teenage talk (Stenström 2008; De Latte & Enghels 2019), guapo might occur more frequently in the speech of (female) adolescents, indexing interpersonal affect and trust, than in other generations' speech.

The purpose of this presentation consists in rendering a detailed analysis of the semantic-pragmatic and sociolinguistic variation of the vocative guapo in contemporary Peninsular Spanish. The analysis is based on empirical data from seven oral Spanish corpora, including the speech of male and female speakers, of different generations, all living in the Spanish Peninsula.

References

Bañón, Antonio M. (1993). El vocativo: propuestas para su análisis lingüístico. Octeadro, Barcelona. Cuenca, María J. (2004). "El receptor en el text: el vocatiu." Estudis romànics: 39–64. De Latte, Fien, and Renata Enghels. (2018). "La variación (socio)lingüística del vocativo en el español madrileño actual." Repenser la variation linguistique : Actes du colloque DIA IV à Zurich (12-14 Sept. 2016). Ed. Martin Glessgen, Johannes Kabatek, & Harald Völker. Strasbourg: ELiPhi. 233–248.

De Latte, Fien, and Renata Enghels. (2019). "La variación lingüística del vocativo en el lenguaje juvenil madrileño." Revue Romane: n. pag. Diewald, Gabrielle. (2011). "Pragmaticalization (defined) as grammaticalization of discourse functions." Linguistics 49: 365-390.

Dostie, Gaétane. (2004). Pragmaticalisation et marqueurs discursifs: analyse sémantique et traitement lexicographique. Bruxelles, De Boeck Duculot.

Helincks, Kris. (2015). "La forma de tratamiento nominal huevón en Iquique (Chile): análisis empírico de conversaciones cotidianas informales." Onomazein 32: 132–151.

Kerbrat-Orecchioni, Catherine. (2004). "¿Es universal la cortesía?" In: Bravo, D. & A. Briz (eds.): Pragmática sociocultural: estudios sobre el discurso de cortesía en español. Ariel, Barcelona. 39–53.

Stenström, Anna-Britta. (2008). "Algunos rasgos característicos del habla de contacto en el lenguaje de adolescentes en Madrid." Oralia 11: 207–226.

The L2 acquisition of Italian discourse markers: a syntactic and prosodic analysis.

Elisa De Cristofaro

Department of Translation, Interpreting and Communication

The mastery of discourse markers (DMs) is a necessary prerequisite for communicative proficiency in second language (L2). DMs play a crucial role in the overall discourse organization, in coordinating the communicative exchanges between speakers, and in providing textual cohesion and coherence (e.g. Schiffrin 1987, Fraser 1999, Bazzanella 1995 for Italian).

Nevertheless, several works on L2 acquisition show that DMs are quite challenging to master for L2 learners (Andorno 2007, 2008; Ceković 2014; Janfrancesco 2015; De Marco 2016; Borreguero et al. 2017). As a consequence, despite the fact that DMs appear from the first stages of L2 acquisition (Andorno 2007; Bini & Pernas 2008), functional asymmetries in their native and non-native use are usually observed (Borreguero et al. 2017).

This research investigates the acquisition of discourse markers (DMs) by Belgian-Dutch learners of Italian as a L2 with different levels of proficiency. We recorded dialogical exchanges between 45 students of Italian at the Ghent University, and we compared them with data extracted from the CLIPS online corpus of spoken and written Italian. The analysis reveals some interesting differences between L1 and L2 speakers, and among the different levels of proficiency within the L2 group, for both the DMs that are more frequently used and the functions they display. We propose that some non-target uses produced by the L2 speakers are best understood as an effect of interference with the learners' language background.

Interestingly, L2 speakers display non-target uses of DMs, not only for what concerns their frequencies and functions, but also with respect to their syntactic distribution. Despite the fact that, both in L1 and L2 groups of speakers, the majority of DMs are found in initial (left)peripheral position of the clause, which is the typical one for discourse-related elements (Rizzi 1997 and much related work. Among others: Coniglio & Zegrean 2010, 2012; Giorgi 2008, 2009, 2010; Haegeman & Hill 2013; Speas & Tenny 2003), they are also produced in a sentence medial position. L2 speakers in particular tend to resort to this position for DMs that are not typically found clause-internally in Italian (as i.e. dunque, be', quindi).

In line with previous research dedicated to the encoding of prosody onto syntactic representations (Frascarelli & Hinterholz 2007; Giorgi 2010; Munaro 2016) and showing that discourse particles in different positions of the clause are associated with peculiar prosodic features (Badan 2019; Cardinaletti 2011), we conducted a prosodic analysis of the DMs in medial position, which revealed that they are not to be considered as independent speech acts, but as integrated in the clause and, as such, as part of narrow syntax (Cardinaletti 2015).

We argue that, while peripheral DMs are merged high in the structure, in the left part of the tree, in a fine articulated Speech Act layer endowed with different functional projections (Haegeman 2014; Speas & Tenny 2003), sentence-internal DMs are merged in a low area of the clause, within the IP layer.

References

Andorno, C. M. (2007). Strutturare gli enunciati e gestire l'interazione in italiano L2. L'uso dei connettivi anche, invece, ma, però. In De Cesare A. M. & Ferrari A. (eds.), Lessico, grammatica, testualità. Acta Romanica Basiliensia 18. Basel: Universität Basel, pp.223–243.

Andorno, C. M. (2008). Segnali discorsivi: tra struttura dell'enunciato e struttura dell'interazione. In Bernini, G., Spreafico, L., & Valentini, A. (eds.) Competenze lessicali e discorsive nell'acquisizione di lingue seconde. Perugia: Guerra, 481-510

Badan, L. (2019), Italian Discourse Markers: The Case of Guarda te. Studia Linguistica. doi:10.1111/stul.12127

Bazzanella, C. (1995). I segnali discorsivi. In Renzi L., Salvi G.& Cardinaletti a. (eds.), Grande grammatica italiana di consultazione. Bologna: Il Mulino,225–257.

Bini, M., & Pernas, A. (2008). Marcadores discursivos en los primeros estadios de adquisición del italiano.

Borreguero Zuloaga, M., Pernas Izquierdo, P., Gillani, E. (2017). Metadiscursive functions and discourse markers in L2 Italian. In Loureiro, A. P., Carapinha, C., & Plag, C. (Ed), Marcadores discursivos e (m) tradução. Imprensa da Universidade de Coimbra/Coimbra University Press.

Cardinaletti A. (2015). Italian verb-based discourse particles in a comparative perspective. In Bayer et alii, Discourse-oriented Syntax, J.B., 71-91.

Cardinaletti, A. (2011). German and Italian modal particles and clause structure. The Linguistic Review, 28(4), 493-531.

Ceković, N. (2014). I segnali discorsivi nell'interlingua degli studenti universitari di italiano L2. Italica Belgradensia, 2(1), 193-110.

Coniglio, M., & Zegrean, I. (2010). Splitting up force evidence from discourse particles. Linguistics, 20, 7-34.

Coniglio M. & Zegrean I. (2012). Splitting up Force. Evidence from discourse particles. In L. Haegeman, L. Aelbrecht & R. Nye (eds.) Main Clause Phenomena: New Horizons, Amsterdam: John Benjamins Publishing Company, 190-229.

De Marco, A. (2016). The use of discourse markers in L2 Italian. Language, Interaction and Acquisition, 7(1), 67-88.

Jafrancesco, E. (2015). L'acquisizione dei segnali discorsivi in italiano L2. Italiano LinguaDue, 7(1), 1-39.

Frascarelli & Hinterholz (2007). Types of topics in German and Italian. In S. Winkler & K. Schwabe (eds.), On information structure, meaning and form, 87-116. Amsterdam: John Benjamins.

Fraser, B. (1999). What are discourse markers?. Journal of pragmatics, 31(7), 931-952.

Giorgi, A. (2010). About the speaker: towards a syntax of indexicality. Oxford: Oxford University Press.

Giorgi, A. (2009). A grammar of Italian Sequence of Tense. Cafoscarina 19, 111-156.

Giorgi, A. (2008). Crosslinguistic variation and the syntax of tense. Working Paper in Linguistics, Venice University Ca' Foscari.

Haegeman, L. (2014). West flemish verb-based discourse markers and the articulation of the speech act layer. Studia Linguistica, 68(1), 116-139.

Haegeman, L., & Hill, V. (2013). The syntacticization of discourse. In R. Folli, C. Sevdali & R. Truswell (eds.), Syntax and its limits, 48, 370-390. Oxford: Oxford University Press.

Munaro, N. (2016). On the syntactic encoding of interjections: evidence from Emilian dialects and standard Italian. Paper presented at the 11th Cambridge Italian Dialect Syntax Meeting, Vienna, 4-6 July 2016.

Rizzi, L. (1997). The fine structure of the left periphery. In L. Haegeman (ed.), Elements of grammar, 281-337. Springher Netherlands

Schiffrin D. (1987). Discourse markers. Cambridge: Cambridge University Press.

Speas, P., & Tenny, C. (2003). Configurational properties of point of view roles. In A.M. Di Sciullo (ed.) Asymmetry in Grammar1, 315-345.Amsterdam: John Benjamins Publishing Company.

Bantu and Bananas: On Using the Comparative Method to Reconstruct African Precolonial History

Sifra Van Acker

Department of Languages & Cultures

My PhD research is part of the BantuFirst project (cf. https://www.bantufirst.ugent.be/), an interdisciplinary project combining historical linguistics, archaeology and archaeobotany to shed new light on the interconnections between human migration, language spread, climate change, subsistence and early farming in the wider area of the putative West-Coastal Bantu (WCB) homeland. To contribute to this general objective, I carry out historical-comparative linguistic research using the Comparative Method to reconstruct vocabulary of both domesticated and wild plants and animals in WCB, which belongs to the Bantu family within the Niger-Congo phylum. Bantu is Africa's biggest language family with a shallow time depth of approximately 5000 years. Bantu languages are in Central, Eastern and Southern Africa. The WCB languages on their turn are spoken in parts of Gabon, Congo-Brazzaville, Congo-Kinshasa and Angola in West-Central Africa and have an estimated time depth of about 2500 years (Bostoen et al. 2015; Grollemund et al. 2015).

Until present, my research has focused mainly on Bantu banana vocabulary. Although of Asian origin, bananas (Musa spp.) are possibly among the earliest crops cultivated in Central Africa (Mbida Mindzié et al. 2000; Lejju et al. 2006), but it is still poorly understood and much debated when, how and by whom bananas were introduced to Africa (Vansina 2003; Mbida Mindzié et al. 2005; De Langhe et al. 2009; Neumann and Hildebrand 2009). Answers to these questions are crucial for understanding how and when agriculture emerged in Central Africa and how it contributed to the Bantu Expansion, which is commonly staged as driven by farming (Holden 2002; Diamond and Bellwood 2003; Phillipson 2003; Russel et al. 2014). However, many basic questions on the diet and subsistence of ancestral Bantu speakers are still completely open (Neumann 2015: 374). From a historical linguistic point of view, the reconstruction of ancestral Bantu banana vocabulary turns out to be challenging (Philippson and Bahuchet 1994-1995; Blench 2009). Comparative Bantu banana vocabulary is quite diverse. Western and Eastern Bantu languages share little to no cognate series and several widespread terms display irregular sound correspondences across languages, a fact which suggests lexical borrowing. Moreover, two roots which likely go back a long way in the Bantu family tree, i.e. *kòndò and *kòndè, manifest a root-final variation which cannot be explained by regular sound changes. In this paper, I will argue that *kòndò and *kòndè were independently derived from a verb root *kònd meaning 'bend', the Proto- West-Coastal reflex of the Proto-Bantu form *gònd 'bend' (Bastin et al. 2002). I will also show that *kòndò and *kò, a third reconstruction for banana, can be reconstructed at the level of Proto-West-Coastal Bantu. This implies that the Bantu speakers who first emerged south of the Equatorial rainforest, about 2500 years, knew how to cultivate this crop, which gives a better view on their subsistence system. In the future, I will expand this research towards other banana vocabulary in order to make lexical reconstructions and elaborate on the historical implications for each of them. I will also consider other plant and animal vocabulary, to see what other plants and animals were part of the subsistence system of the Bantu speakers who first emerged south of the Equatorial rainforest.

References

Bastin, Yvonne, André Coupez, Evariste Mumba & Thilo C. Schadeberg (eds.). 2002. Bantu Lexical Reconstructions 3. Tervuren: Royal Museum for Central Africa, online database: linguistics.africamuseum.be/BLR3.html (last accessed November 28, 2017).

Blench, Roger. 2009. "Bananas and Plantains in Africa: Re-Interpreting the Linguistic Evidence". Ethnobotany Research & Applications 7.363-380.

De Langhe, Edmond, Luc Vrydaghs, Pierre de Maret, Xavier Perrier & Timothy Paul Denham. 2009. "Why Bananas Matter: An introduction to the history of banana domestication". Ethnobotany Research and Applications 7.165-178.

Diamond, J. & P. Bellwood. 2003. "Farmers and their languages: The first expansions". Science 300.597-603.

Holden, Clare Janaki. 2002. "Bantu Language Trees Reflect the Spread of Farming across Sub-Saharan Africa: A Maximum-Parsimony Analysis". Proceedings of the Royal Society of London Series B- Biological Sciences 269.793-799.

Lejju, Julius B. , Peter Robertshaw & David Taylor. 2006. "Africa's earliest bananas?". Journal of Archaeological Science 33.102-113.

Mbida Mindzié, Christophe, Hugues Doutrelepont, Luc Vrydaghs, R.J. Swennen, R.L. Swennen, Hans Beeckman, Edmond De Langhe & Pierre De Maret. 2005. "The Initial History of Bananas in Africa: A Reply to Vansina". Azania 40.128-135.

Mbida Mindzié, Christophe, Wim Van Neer, Hugues Doutrelepont & Luc Vrydaghs. 2000. "Evidence for Banana Cultivation and Animal Husbandry During the First Millennium BC in the Forest of Southern Cameroon". Journal of Archaeological Science 27.151-162.

Neumann, Katharina. 2015. "Comment on Bostoen et al. "Middle to Late Holocene Paleoclimatic Change and the Early Bantu Expansion in the Rain Forests of West Central-Africa"". Current Anthropology 56.374-375.

Neumann, Katharina & Elisabeth Hildebrand. 2009. "Early Bananas in Africa: The state of the art". Ethnobotany Research & Applications 7.353-362.

Philippson, Gérard & Serge Bahuchet. 1994-1995. "Cultivated Crops and Bantu Migrations in Central and Eastern Africa: A Linguistic Approach". Azania 29-30.103-120.

Phillipson, David W. 2003. "Language and farming dispersals in sub-Saharan Africa, with particular reference to the Bantu-speaking peoples". Examining the Farming/Language Dispersal Hypothesis ed. by Peter Bellwood & Colin Renfrew, 177-187. Cambridge: McDonald Institute for Archaeological Research.

Russell, Thembi, Fabio Silva & James Steele. 2014. "Modelling the Spread of Farming in the Bantu-Speaking Regions of Africa: An Archaeology-Based Phylogeography". PLoS ONE 9.e87854.

Vansina, Jan. 2003. "Bananas in Cameroon c. 500 BCE? Not proven". Azania 38.174-176.

Greetings from the past: on the use of interjections in foreign language textbooks from Early Modern Flanders.

André Kött

Department of Linguistics

Regardless of their importance in the spoken language, there is very little published research on interjections. Despite a few studies within historical pragmatics on specific interjections (such as greetings and farewell formulas) by Grzega (2005; 2008) and Tavitsainen (1995) for English and Van der Wal et al (2018) for Dutch, there is a lack of a general systematic study on interjections in 16th and 17th century languages. This study contributes to filling this gap. As a first step, a corpus will be assembled by means of the multilingual language method "Colloquia, et dictionariolum (1536-1700)". The Colloquia are conversation books in the form of dialogues, originally printed in Dutch and French in Antwerp. In the above-mentioned period, they were adapted and reprinted in eight Germanic and Romance languages (i.e. Dutch, French, Latin, Spanish, Italian, English, German, Portuguese). The first part of the research is mostly qualitative and exploratory. Secondly, all interjections in the different languages of the Colloquia will be inventoried and it will be investigated whether patterns can be derived: which semantic-pragmatic functions do the interjections fulfil? Have interjections been replaced or adapted over the course of time? Are there differences and similarities between the languages in terms of interjections? Can we identify cases of interference or language contact (Bouzouita & Vogl 2019)? In this presentation, the purpose and the intended method of this PhD study will be presented and discussed. Eventually, this research will lead to a deeper understanding of (1) the origin and use of interjections in Germanic and Romance languages and (2) the possible role that language contact plays in this development. Furthermore, the research will provide new insights into the communicative functions of interjections. Moreover, interjections often encode culture-specific meanings (Ameka 2006). Therefore, learning or teaching interjections can be regarded as a form of knowledge transfer of both linguistic and cultural understanding and, consequently, this research will also demonstrate how this knowledge transfer via language education took place in the early modern Low Countries.

References

Ameka, Felix (2006): Interjections. In: Jan-Ola Östman und Jef Verschueren (eds.): Handbook of pragmatics. Amsterdam, Philadelphia: Benjamins, 743–746.

Bouzouita, Miriam & Vogl, Ulrike (2019 te verschijnen). Meertaligheid en onderwijs van moderne talen in de 16de eeuw : het gebruik van het partikel "hola" als voorbeeld voor taalcontact in de "Colloquia, et dictionariolum." Taal en Tongval.

Grzega, Joachim (2005): Adieu, bye-bye, cheerio: the abc of leave-taking terms in English language history. Onomasiology online 6, 56–64.

Grzega, Joachim (2008): Hāl, Hail, Hello, Hi. Greetings in English language history. In: Andreas H. Jucker & Irma Taavitsainen (eds.): Speech acts in the history of English. Amsterdam: John Benjamins. 165–193.

Taavitsainen, Irma (1995): Interjections in Early Modern English. From Imitation of Spoken to Conventions of Written Language. In: Andreas H. Jucker (ed.): Historical pragmatics. Pragmatic developments in the history of English. Amsterdam: Benjamins, 439–465.

Van der Wal, Marijke; Rutten, Gijsbert; Krogull, Andreas (2018): Afscheidsgroeten diachroon. Constanten en veranderingen in Nederlandse brieven (1660-1840). In: Timothy Colleman; Johan De Caluwe; Veronique De Tier; Anne-Sophie Ghyselen; Liesbet Triest; Roxane Vandenberghe & Ulrike Vogl (eds.): Woorden om te bewaren. Huldeboek voor Jacques Van Keymeulen. Gent: Skribis, 451- 466.

Exploring Biyo, a dialect of the Hani language

Shan Bai

Department of Languages and Cultures

The Hani language belongs to the southern branch of Yi or Loloish, a group of languages related to Burmese within the Lolo-Burmese group of Tibeto-Burman languages of the Sino-Tibetan language family.1 It is spoken by the Hani people, one of the 55 ethnic minority groups in the People's Republic of China. Hani people mainly reside between Honghe and Lancang River in Honghe Prefecture, Xishuangbanna Prefecture, Yuxi City and Honghe City in Yunnan Province.

Chinese linguists divide Hani language into three major dialect groups, Hani-Yani (Haya), Haoni-Baihong (Haobai) and Biyo-Kaduo(Bika).2 Historically, there is no writing system of Hani language. In 1957, Chinese linguists devised a Romanized writing system of Standard Hani language based on the Haya dialect in Dazhai, Lüchun County, Honghe Prefecture.3 Standard Hani phonology (vowels, consonants and tones), word formation, parts of speech and grammar will be introduced in the presentation.

My research focuses on the Chinese loanwords into Biyo dialect. Chinese loanwords were assimilated into Biyo dialect during different historical periods, especially after the foundation of the People's Republic of China, there may be different layers of Chinese loanwords. There is no writing system of Biyo dialect yet, therefore I plan to go to Mojiang County, Yunnan Province, to conduct field study and collect primary data with methods of language documentation, questionnaire, interview and document analysis.

I intend to find out the different layers of Chinese loanwords into Biyo dialect and the influence on Biyo people of different age groups. The eventual goal is to determine the further development of this trend.

References

Bai Yansong 白岩松. 2014. Haniyu jiaocheng 哈尼语教程. Kunming: Yunnan daxue chubanshe.

Dai Qingxia 戴庆厦and Duan Kuangle 段贶乐. 1995. Haniyu gailun 哈尼语概论. Kunming: Yunnan minzu chubanshe.

Dai, Qingxia 戴庆厦, Duan Kuangle 段贶乐, Luo Shuwen 罗书文and Li Piran 李批然. 2000. Han hani cidian 汉哈尼词典. Kunming: Yunnan minzu chubanshe.

Hansson, Inga-Lill. 1989. A comparison of Akha, Hani, Khatu and Pijɛ. Linguistics of the Tibeto-Burman Area.

Lewis, Paul W. and Bai Bibo (Piu Bo) 白碧波. 1996. Hani-English English-Hani Dictionary. London and New York: Kegan Paul International.

Li Yongsui 李永燧and Wang Ersong 王尔松. 1986. Haniyu Jianzhi 哈尼语简志. Beijing: Minzu chubanshe.

Sagart, Laurent 沙加尔 and Xu Shixuan 徐世璇. 2002. Haniyu zhong hanyu jieci de lishi cengci 哈尼语中汉语借词的历史层次. Beijing: Zhongguo Yuwen 中国语文

Thurgood, Graham 杜冠明 and LaPolla, Randy J. 罗仁地. 2003. The Sino-Tibetan Languages. London and New York: Routledge.

Interactive aikido session: the principles of aikido on and off the mat

(Wednesday 18 December, 17.45-18.15, Camelot)

Greet De Baets

Department of Translation, Interpreting and Communication

Aikido is a Japanese martial art known for its self-defence technique and its philosophy of peace and non-violence (Brawdy, 2001). Some communication training methods have used aikido as a model. If it is, for instance, efficient and effective to exert calmness in a physical confrontation on the mat, it may be efficient and effective to exert calmness in daily confrontations off the mat. This interactive workshop will introduce aikido movements that illustrate principles with a potential relevance off the mat.

In today's deeply divided times, intercultural understanding is suffering: "unscrupulous media and politicians stoke ethnic and racial fear for their personal gain" and "ever more barriers between people […] are being put up and fortified" (Piller, 2017: 202). It has been widely documented that one of the challenges people are facing in intercultural relations is building bridges.

In order to contribute to bridging cultures, a benchmarking study identifies how aikido generates principles for intercultural training that tackle the importance of non-violent communication (Rosenberg, 2015). To achieve this aim, we take a two-pronged approach. Firstly, the study relies on semi-structured interviews with key aikido experts. All informants are recruited through purposive and convenience sampling. The sample is homogeneous in knowledge and expertise, heterogeneous in geographical spread (Etikan, 2016). We perform a content analysis of the interview data with NVivo software. Secondly, we validate the key findings from the qualitative analysis through a large-scale survey of communities of aikido practitioners.

Keywords: interculturalism, aikido, non-violence, martial arts, ethnography

References

Brawdy, P. (2001) Exploring Human Kindness through the Pedagogy of Aikido. Annual Meeting of the American Educational Research Association, Seattle.

Etikan, I., Musa S.A. and Alkassim, R.S. (2016) Comparison of Convenience Sampling and Purposive Sampling. American Journal of Theoretical and Applied Statistics. Vol. 5, No. 1, pp. 1-4.

Piller, I. (2017). Intercultural Communication: A critical introduction, Edinburgh: Edinburgh University Press Ltd.

Rosenberg, M. (2015). Nonviolent Communication: A Language of Life, 3rd edition, Encinitas, California: PuddleDancer Press.

"We're all dying a little bit of air pollution … that really makes my hair stand on end" – Combining linguistic ethnography with discourse analysis in a collaborative journalism case

Sofie Verkest

Department of Linguistics

Collaborative journalism – in which journalists work together with non-journalists, such as academics or citizen groups, to produce news – is becoming more frequent (Houston, 2010). It has become a way to perform rigorous investigative journalism in times that are not only financially challenging for news-outlets but also increasingly competitive as mainstream news-outlets are competing with semi-journalistic online ventures (like company or university blogs), "infotainment" and late night shows as well as private citizens sharing their own content on social media (Bruns & Highfield, 2012; Döveling, Harju, & Sommer, 2018; Houston, 2010; Moy, Xenos, & Hess, 2005). Collaborative journalism creates an added value because it allows news-outlets to tackle increasingly complex issues by exploring large datasets and collaborating closely with data scientists and other experts (Heikkilä, Kunelius, & Ahva, 2010; Houston, 2010; Lewis & Usher, 2014).

It has been argued that outsiders entering the news production process can alter the way both journalists and collaborators view their own professional practice and identity (Verkest & Jacobs, 2019). The goal of this paper is therefore to investigate how these collaborations affect the actual news production process by "following the story" in a collaborative journalism case (Boyer & Hannerz, 2006, p. 12; see also Van Hout & Jacobs, 2008, p. 60). More specifically, we look into a close-knit collaboration between a newspaper, university and government agency in which they set up a large-scale and highly mediatized citizen science project on air quality. Over the course of seven months the author conducted ethnographic fieldwork in which she was able to observe meetings between the collaborators and follow the making of a special newspaper edition devoted to the publication of the results of the citizen science project. On top of the data gathered during the ethnographic fieldwork, the author also gathered a corpus of 120 news items on air quality (news articles, videos and podcasts) produced by the respective newspaper in- and outside of the collaboration over the course of three years.

In this paper we present a comparative analysis between news items produced in- and outside of the collaboration and we demonstrate how aspects of collaborative journalism in the news production process are reflected in the news product. We do this by investigating which news values are fore fronted, how the articles are made up discursively, as well as looking closely at which news stories are (not) published. We corroborate our findings with data gathered during the ethnographic fieldwork, in which we focus on how our informants negotiate key elements of the news production process such as news values and story construction elements like headlines, "boilerplate" and style (Cotter, 2010).

It is concluded that combining a linguistic ethnographic analysis of the news production process with a discourse analysis of the product and thus adopting both an emic and etic perspective in an iterative analytical process, allows us to dig deeper into the dynamics of collaborative journalism in the news production process.

References

Boyer, D., & Hannerz, U. (2006). Introduction: Worlds of journalism. Ethnography, 7(1), 5–17. https://doi.org/10.1177/1466138106064587

Bruns, A., & Highfield, T. (2012). The produsage of citizen journalism, 3–30. Retrieved from http://snurb.info/files/2012/Blogs, Twitter, and Breaking News.pdf

Döveling, K., Harju, A. A., & Sommer, D. (2018). From Mediatized Emotion to Digital Affect Cultures: New Technologies and Global Flows of Emotion. Social Media and Society, 4(1). https://doi.org/10.1177/2056305117743141

Heikkilä, H., Kunelius, R., & Ahva, L. (2010). FROM CREDIBILITY TO RELEVANCE. Journalism Practice, 4(3), 274–284. https://doi.org/10.1080/17512781003640547

Houston, B. (2010). The future of investigative journalism. Daedalus, 139(2), 45–56. https://doi.org/10.1162/daed.2010.139.2.45

Lewis, S. C., & Usher, N. (2014). Code, Collaboration, And The Future Of Journalism: A case study of the Hacks/Hackers global network. Digital Journalism, 2(3), 383–393. https://doi.org/10.1080/21670811.2014.895504

Moy, P., Xenos, M. A., & Hess, V. K. (2005). Communication and Citizenship: Mapping the Political Effects of Infotainment. Mass Communication and Society, 8(2), 111–131. https://doi.org/10.1207/s15327825mcs0802_3

Van Hout, T., & Jacobs, G. (2008). News production theory and practice: Fieldwork notes on power, interaction and agency. Pragmatics, 18(1), 59–85. https://doi.org/10.1075/prag.18.1.04hou

Verkest, S., & Jacobs, G. (2019). Blurring boundaries in collaborative journalism. In New foundations and sociotechnical actors: On writing the news today. Unpublished manuscript.

How Cultural Identities Are Constructed in China's National Holiday Blockbuster:
A Perspective from Political Discourse Analysis

Haiyan Huang

Department of Translation, Interpreting and Communication

The recent Chinese national blockbuster My People, My Country (MPMC), a movie consisting of 7 stories recounting 7 memorial moments and events since the founding of the People's Republic of China, has evoked strong emotions among domestic Chinese citizens as well as Chinese diasporas overseas (Hou, 2019). Based on data by Maoyan's website (2019), MPMC is ranked in the top ten of highest-grossing films in mainland China. As a propaganda film, the huge success of MPMC encourages us to wonder: why is it so successful and why did it receive such strong emotional responses? This question merits investigation as the answer will shed light on how cultural production is to create a shared national identity and further to serve political purpose in uniting populace in today's new era (Gramsci, 1985; O'shannassy, 2008). Echoing the claim that MPMC was "aiming to awaken the shared memories of Chinese people around the world" ("China Focus", 2019), I will take the approach of political discourse analysis (PDA) to probe into two specific questions: what strategies are used in constructing cultural identities? And how is MPMC different from past propaganda films, which, according to Teo (2019) and Veg (2012), directly extoll the virtues of the State belong to high culture?

In order to assess the effectiveness of the strategies employed in the movie in constructing national identities, I conducted a small-scale (25 samples) questionnaire survey among Chinese diasporas overseas to understand their feelings towards and comments on the movie (Hall, 2014). The questionnaire consists of 5 open questions investigating the participants' feelings of this movie as well as which stories they liked/disliked the most. It was administered among 25 Chinese students studying at Ghent University. Feedback suggests that the audience is particularly impressed by elements they share affinity and familiarity with. For instance, the national anthem and theme song of the film (also entitled My People My Country) represent a shared memory: most, if not all, Chinese people, especially those born in 1980s and 1990s, were taught this song repeatedly in their school and university years. Interestingly, apart from these two general shared memories, smaller-scale but more targeted cultural content is employed too, such as the different dialects spoken by different characters throughout the narratives in the movie. These dialects represent the most spoken dialects in China. By employing cultural elements that are familiar to the audience, MPMC manages to create proximity and further evoke a highly affective reaction with the participants. Moving to the second research question, I will particularly focus on examining the topics and structures of the 7 seemingly independent stories in the movie, both of which are considered important in PDA (Dunmire, 2012; van Dijk, 1997). The topics featuring the 7 stories vary but share several commonalities—all related to political events and ideologies, both of which are unfolded in a highly similar structure: all 7 stories end with success and happiness, at the expense of personal sacrifice. Based on such findings, I will further compare MPMC with previous nationalist films, such as Wolf Warrior 2 and Operation Red Sea, both of which are among top ten highest-grossing films and typical patriotic styles, as well as The Founding of a Republic, a tribute to the 60th national anniversary of People's Republic of China. The comparison suggests an apparent shift from a focus on high-level or remote figures, such as soldiers from a special force or navy, to an emphasis on the popular culture in fostering patriotism. For example, inviting popular celebrities to act and seeing historical events from citizens' perspectives are among the used strategies. The findings will enable us to better understand how cultural contents are used as tools for political purposes, such as creating unified national identity and maintain cultural hegemony (Gramsci, 1985).

Keywords: My People, My Country, movie, cultural identities, political discourse analysis

References

China Focus: Chinese box office shatters records as domestic films dominate National Day theaters (2019, October 7). Xinhua News Agency. Retrieved 12 November, from http://www.xinhuanet.com/english/2019-10/07/c_138454162.htm

Dunmire, P. L. (2012). Political discourse analysis: Exploring the language of politics and the politics of language. Language and Linguistics Compass, 6(11), 735-751.

Gramsci, A. (1985). Selections from cultural writings.

Hall, S. (2014). Cultural identity and diaspora. In Diaspora and visual culture (pp. 35-47). Routledge.

Hou, M. (2019, October 22). China's National Day Blockbuster: My People, My Country. Diggit Magazine https://www.diggitmagazine.com/column/my-people-my-country .

Maoyan (2019, November 11). Overall Ranking of Box Office in China https://piaofang.maoyan.com/rankings/year

O'Shannassy, M. (2009). Beyond the Barisan Nasional?: a Gramscian perspective of the 2008 Malaysian general election. Contemporary Southeast Asia: A Journal of International and Strategic Affairs, 31(1), 88-109.

Teo, S. (2019). The Chinese film market and the Wolf Warrior 2 phenomenon. Screen, 60(2), 322-331.

Van Dijk, T. A. (1997). What is political discourse analysis. Belgian journal of linguistics, 11(1), 11-52.

The taboo interpreter: a linguistic ethnographic study into interpreter-mediated interactions on sexual health

Ella Van Hest

Department of Translation, Interpreting and Communication

Flanders is characterised by increasing diversity (Noppe et al., 2018). According to Roels et al. (2015), public service providers as well as migrants in Flanders attest to the value of certified community interpreters to facilitate multilingual communication, especially in contexts concerning sensitive topics, such as sexual health. However, professional interpreters, although they have to comply with a code of conduct, are not neutral translation machines, but are in fact fully fledged participants in the interaction: they co-construct meaning (Wadensjö, 1998) and always bring their own set of dispositions and personal background to the interaction (Angelelli, 2004). Moreover, the use of non-professional interpreters is still a common practice (Antonini, Cirillo, Rossato, & Torresi, 2017).

In this study, I aim to explore how the topic of sexual health is treated in interpreter-mediated interactions, i.e. communicative practices in which two parties do not share a common language and thus receive language support from an interpreter, either a professional or a non-professional. My hypothesis is that interpreters might alter the original utterances, omit parts of the message or provide additional explanation. Previous literature suggesting similar dynamics is based on interview and survey data or on anecdotal accounts (Mengesha, Perz, Dune, & Ussher, 2018; Mouallem, 2015; Stevenson, 2010; Taibi & El-Madkouri Maataoui, 2016). However, research drawing on interactional data is scarce and limited to specific institutional settings (see Maryns 2013 on reported sexual assault in asylum hearings).

In my presentation, I will first present an excerpt of an interpreter-mediated interaction gathered in the context of a research project evaluating the use of a multilingual website in consultations on sexual health (De Wilde, Van Praet, Rillof, & Van Bosstraeten, 2019). Through a linguistic analysis of these interactional data, I will illustrate ways in which the topic of sexual health is treated in the mediated practice.

Subsequently, I will draw the connections between the abovementioned data and my own PhD by presenting the research set-up. In this research, I will adopt a linguistic ethnographic approach. First, I will observe interpreter-mediated interactions. Second, I will make video or audio recordings to obtain 'naturally occurring' data (Silverman, 2014) that I will afterwards analyse by means of discourse analysis. This approach offers the opportunity to discover what interpreters actually do, instead of reporting on what they think they do (Silverman, 2014). In a more advanced stage of the research, I intend to conduct interviews as a "control device" (Vargas-Urpi, 2017,

p. 95) to gain insights from the interpreters on their role perceptions and to collaboratively reflect on the interactional data. I would like to conclude by discussing the possible difficulties and pitfalls in the data collection phase, such as gaining access to fieldwork settings, building trust, my presence and/or a microphone possibly turning the private interaction into a platform event (Copland & Creese, 2015) and managing the translation of the recorded data.

References

Angelelli, C. (2004). Revisiting the interpreter's role: A study of conference, court, and medical interpreters in Canada, Mexico, and the United States. Amsterdam/Philadelphia: John Benjamins.

Antonini, R., Cirillo, L., Rossato, L., & Torresi, I. (Eds.). (2017). Non-professional interpreting and translation: State of the art and future of an emerging field of research. Amsterdam ; Philadelphia: John Benjamins Publishing Company.

Copland, F., & Creese, A. (2015). Linguistic ethnography: Collecting, analysing and presenting data. Los Angeles: SAGE.

De Wilde, J., Van Praet, E., Rillof, P., & Van Bosstraeten, K. (2019). Equal access to health information: Evaluating the use of a multilingual website in face-to-face consultations, language support, multilingual website, sexual and reproductive health consultations. FITISPos International Journal, 6(1), 78–90.

Maryns, K. (2013). Disclosure and (re)performance of gender-based evidence in an interpreter-mediated asylum interview. Journal of Sociolinguistics, 17(5), 661–686.

Mengesha, Z. B., Perz, J., Dune, T., & Ussher, J. (2018). Talking about sexual and reproductive health through interpreters: The experiences of health care professionals consulting refugee and migrant women. Sexual & Reproductive Healthcare, 16, 199–205. https://doi.org/10.1016/j.srhc.2018.03.007

Mouallem, S. (2015). Interpreting Taboo: Developing and evaluating strategies in the transfer of taboo language. The Eurasia Proceedings of Educational & Social Sciences (EPESS), 3, 48–56.

Noppe, J., Vanweddingen, M., Doyen, G., Stuyck, K., Feys, Y., & Buysschaert, P. (2018). Vlaamse migratie- en integratiemonitor 2018 (p. 311). Retrieved from Agentschap Binnenlands Bestuur website: https://www.vlaanderen.be/nl/publicaties/detail/vlaamse-migratie-en-integratiemonitor-2018

Roels, B., Seghers, M., De Bisschop, B., Van Avermaet, P., Van Herreweghe, M., & Slembrouck, S. (2015). Equal access to community interpreting in Flanders: A matter of self-reflective decision making? Translation & Interpreting, 7(3), 149–165. https://doi.org/10.12807/ti.107203.2015.a11

Silverman, D. (2014). Interpreting qualitative data: David Silverman (Fifth edition). London: SAGE.

Stevenson, C. (2010). Talking about sex. In C. Butler, A. O'Donovan, & E. Shaw (Eds.), Sex, sexuality, and therapeutic practice: A manual for therapists and trainers (pp. 31–54). Hove: Routledge.

Taibi, M., & El-Madkouri Maataoui, M. (2016). Interpreting Taboo: The Case of Arabic Interpreters in Spanish Public Services. In M. Taibi (Ed.), New insights into Arabic translation and interpreting. Bristol, UK ; Buffalo: Multilingual Matters.

Vargas-Urpi, M. (2017). Combining different methods of data collection in public service interpreting doctoral research: Examples from the Spanish context. Translation & Interpreting, 9(1), 88–101. https://doi.org/10.12807/ti.109201.2017.a07

Wadensjö, C. (1998). Interpreting as interaction. London: Longman.

Phone Form – How Medieval Chinese Characters are (In)capable of Expressing Speech Sounds.

Suzanne Burdorf

Department of Languages & Cultures

The Chinese character script presents its users with one fundamental difficulty: the graphs at best give hints about their reading, demanding a major effort from students to memorize their sounds and meanings all by heart. This is not a problem that occurred only in the recent past. The script was standardized in early imperial China (Qiu 2000: 98–149), and already in medieval times scribes struggled with this aspect of the script. The characters' phonetic elements that had made perfect sense in Old Chinese (ca. first millennium B.C.) – a language characterized by morphological derivation and consonant clusters resulting from this – had become much harder to interpret for the speakers of Middle Chinese (ca. 7th-12th century A.D.), which had tones and very different phonotactic constraints (Baxter and Sagart 2014; Pulleyblank 1983, 1991).

This paper discusses the shifting relationship between script and speech sounds, and addresses the question to what extent the Old Chinese phonetic elements still made sense to medieval scribes. In addition, it investigates the strategies employed by scribes to adjust existing characters or design graphs for (dialect) words that did not have a standard form. Despite the early standardization of the script, the large number of variant characters recorded in medieval manuscripts and dictionaries shows that at that time, in nonofficial contexts, the script was actually quite flexible (Galambos 2014; Nishihara 2013). Were the variant graphs purely graphical "errors", or do they express phonological changes and represent the sounds of the contemporary language or dialect?

References

Baxter, William H. and Laurent Sagart. 2014. Old Chinese: A New Reconstruction. New York: Oxford University Press.

Coblin, W. South. 1994. "A Compendium of Phonetics in Northwest Chinese." Journal of Chinese Linguistics Monograph Series 7: 1–504.

DeFrancis, John. 1984. The Chinese Language: Fact and Fantasy. Honolulu: University of Hawaii Press.

Galambos, Imre. 2014. "Medieval Ways of Character Formation in Chinese Manuscript Culture." SCRIPTA 6: 49–73.

Nishihara, Kazuyuki. 2013. "The Longkan shoujing in view of the Tang orthographic standard of the kai script." Kinjo gakuin dagaku ronshū 金城学院大学論集 9.2: 83–95.

Pulleyblank, E.G. 1983. Middle Chinese: A Study in Historical Phonology. Vancouver: University of British Columbia Press.

Pulleyblank, Edwin G. 1991. Lexicon of Reconstructed Pronunciation in Early Middle Chinese, Late Middle Chinese, and Early Mandarin. Vancouver: UBC Press.

Qiu Xigui. 2000. Chinese Writing. Translated by Gilbert L. Mattos and Jerry Norman. Berkeley: The Society for the Study of Early China and The Institute of East Asian Studies, University of California.

Productivity across languages and constructions: inchoatives, negation reinforcement & case alternations.

Margot Van den Heede, Sven Van Hulle & Joren Somers

Department of Linguistics

According to Barðdal (2008), the term productivity is perhaps one of the most puzzling in linguistic literature, having been used interchangeably with generality, regularity and extensibility. Furthermore, linguistic productivity is often deemed to be a mere morphological phenomenon, even though syntactic rules can be productive as well (Haspelmath 2002). The Language Productivity at Work consortium will aim to provide a better understanding of syntactic productivity by studying this phenomenon across a range of languages and constructions. Our analyses will use parallel methodology within the framework of Construction Grammar (Goldberg 1995; Kay & Fillmore 1999; Croft 2001; Hilpert 2014; Barddal 2015) and will be based on synchronic and diachronic corpus data.

The first subproject will focus on the inchoative construction in Spanish. Inchoatives express the onset of an event and consist of four slots: a subject, an auxiliary verb, a preposition, and an infinitive. As opposed to other Romance languages, the yet understudied construction has become strikingly productive in Spanish, where a wide gamut of verb classes fills the auxiliary verb slot, for instance: change of state verbs (Rompió a llorar, lit. 'he broke to cry'), motion verbs (Se echó a reír, lit. 'she threw herself to laugh') or put verbs (Se mete a escribir, lit. 'she puts herself to write'). A second source of productivity is the infinitive slot. We will track the historical development of the filler classes in both slots, and their interactions, against the background of the constructionalization of a more abstract inchoative pattern, and examine the parameters that determine the competition between the auxiliary verbs.

The second subproject will analyse minimizing constructions reinforcing sentence negation. These constructions belong to one of the richest sources of language creativity and they are an important stage in Jespersen's cycle through which languages renew their negative particles (Jespersen 1917; Hoeksema 2009 for Netherlandic Dutch; Mosegaard Hansen 2009 for Old and Middle French). In this synchronic corpus study, Belgian Dutch and French data will be investigated. We focus on three types of constructions:

1) NPs originally referring to small objects or values, often joined to negative elements and which combine with a limited set of verb fillers, e.g. Fr. Je n'y comprends pas un iota 'I don't understand one iota'; Du. Dat interesseert hem geen bal 'That does not interest him a ball'.

2) Generalizing PPs combined with a negative particle, e.g. Fr. (pour) rien au monde 'for nothing in the world'; Du. nergens ter wereld 'nowhere in the world'.

3) Restrictive expressions, e.g. Fr. Je n'entrave que dalle 'I don't understand COMP dalle'.

The third subproject will explore the historical development of alternating Dat-Nom/Nom-Dat constructions in Icelandic, German and Dutch. For Icelandic, non-canonically case-marked subjects can sometimes occur post-verbally without there being a difference in meaning with the preverbal construction. In other words: for certain verbs, Dat-Nom predicates and Nom-Dat predicates are perceived of as equally neutral. This alternation has also been observed for German (Barðdal, Eythórsson & Dewey 2019):

(1a) Mér fellur þessi bók vel í geð   (1b)   Þessi bók fellur mér vel í geð

      me.DAT falls this.NOM book.NOM well in liking   this.NOM book.NOM falls me.DAT well in liking

      'I like this book'   'This book pleases me'

(2a) Mir gefällt das Buch gut   (2b)   Das Buch gefällt mir gut

      me.DAT likes this.NOM book.NOM   this.NOM book.NOM likes me.DAT

      'I like this book'   'This book pleases me'

Alternations of this type are documented at different times in the individual languages and it is hypothesized that those onset times and the further evolution of the pattern depend on changing productivity values of host verbs. We will focus on (i) changing productivity of language cognates and (ii) differences in word order between Dat-Nom and Nom-Dat constructions. The construction is most widely attested in Icelandic and German (Barðdal, Eythórsson & Dewey 2014), although its scope in Dutch remains to be investigated.

By studying the productivity of the different slots in these three constructions, we intend to find (1) how the productivity of the constructions in question evolved historically, (2) how semantics influences a construction's productivity and (3) how the different measurements of productivity are interrelated.

References

Barðdal, J. 2008. Productivity: Evidence from Case and Argument Structure in Icelandic. (Constructional Approaches to Language 8). Amsterdam: Benjamins.

Barðdal, J. 2015. Diachronic Construction Grammar. S.l.: Benjamins.

Barðdal, J., Eythórsson, Th. & T. K. Dewey. 2014. Alternating Predicates in Icelandic and German: A Sign-Based Construction Grammar Account. Working Papers in Scandinavian Syntax 93. 50–101.

Barddal, J., Eythórsson, Th. & T.K. Dewey. 2019. The Alternating Predicate Puzzle: DAT-NOM vs. NOM-DAT in Icelandic and German. Constructions and Frames 11(1). 107–170.

Croft, W. 2001. Radical Construction Grammar: Syntactic Theory in Typological Perspective. Oxford: Oxford UP.

Goldberg, A. 1995. Constructions: A Construction Grammar Approach to Argument Structure. Chicago: University of Chicago Press.

Haspelmath, M. 2002. Understanding Morphology. London: Arnold.

Hilpert, M. 2014. Construction Grammar and its Application to English. Edinburgh: Edinburgh University Press.

Hoeksema, J. 2009. Jespersen Recycled. In: Cyclical Change, E. van Gelderen (Ed.). Amsterdam/ Philadelphia: Benjamins. 15–34.

Jespersen, O. 1917. Negation in English and Other Languages. Kopenhagen: A.F. Høst.

Kay, P. & C. Fillmore. 1999. Grammatical Constructions and Linguistic Generalizations: The What's X Doing Y?

Construction. Language 75(1). 1-33.

Mosegaard Hansen, M.B. 2009. The Grammaticalization of Negative Reinforcers in Old and Middle French: A Discourse-functional Approach. In: Current Trends in Diachronic Semantics and Pragmatics, Mosegaard Hansen, M.B. & J. Visconti (Eds). Emerald. 227–251.

Intensification strategies in Spanish: age-based variation and patterns of recent language change.

Linde Roels

Department of Linguistics

This study focuses on intensification, a particularly productive linguistic phenomenon in Spanish, and has a threefold objective. First it describes which morphological and lexical intensification strategies are applied in present-day Spanish. The data provide an overview of all occurrences of morphological intensifiers, by suffixation (e.g. golazo "nice goal") and prefixation (e.g. superguay "very cool") of the base, and lexical intensifiers that modify a base-word (e.g. mazo de humilde "really humble"). The analysis is based on data from the Corpus Oral de Madrid (CORMA). This corpus, recorded in 2016 (Enghels et al.), gathers 59 informal conversations between speakers from Madrid in different communicative contexts. Being a corpus with prototypical colloquial conversations (Briz Gómez 1998: 41), it is characterized by the abundant presence of intensifiers.

Second, by contrasting the phenomenon of intensification in four different generation groups, this study intends to verify to what extent the social factor of age influences the varying use of intensifying forms in contemporary spoken Madrilenian. The results indicate that the younger the speaker, the more intensifiers he/she incorporates in his/her daily speech. However, the data do not point to a significant "generation gap" (Tagliamonte 2008), but rather display a continuum with some clear age-based preferences. Special attention is paid to the highly productive and generation specific intensifying strategies of teenagers and young adults, as they are generally considered to be great linguistic innovators (Eckert 1997, Zimmermann 2002). Not surprisingly, the data suggest that they make use of the most expressive intensifiers and they constitute the only generation that resorts to exclusive forms of intensification. This is in line with the generally accepted idea that their language use strengthens the shared group identity and allows them to create a so-called linguistic counterculture (Rodríguez González 2002).

Finally, the study wants to create insight into the process of recent language change of two intensifiers, mazo and super-, both different in morphological (respectively a lexical item and a prefix) and semantic nature (mazo being more expressive than super-). The two case studies contribute to the theoretical question of how recent language change can best be studied methodologically and to what extent the Apparent-Time Construct (Bailey et al. 1991, Wagner 2012) is suitable for analyzing language change within the intensifying paradigm.

References

Bailey, G., Wikle, T., Tillery, J., & Sand, L. (1991). The apparent time construct. Language variation and change, 3(3), 241-264. Briz Gómez, A. (1998). El español coloquial en la conversación. Esbozo de pragmagramática. Barcelona: Ariel.

Eckert, P. (1997). Age as a sociolinguistic variable. In The handbook of sociolinguistics (pp. 151–167).

Enghels, R., De Latte, F., Roels, L., & Tanghe, S. (in preparation). Corpus Oral de Madrid del siglo 21 (CORMA 21)

Rodríguez González, F. (2002). El lenguaje de los jóvenes. Barcelona: Ariel.

Tagliamonte, S. A. (2008). So different and pretty cool! Recycling intensifiers in Toronto, Canada. English Language & Linguistics, 12(2), 361–394.

Wagner, S. E. (2012). Age grading in sociolinguistic theory. Language and Linguistics Compass, 6(6), 371–382.

Zimmermann, K. (2002). La variedad juvenil y la interacción verbal entre jóvenes. In F. Rodríguez González (Ed..), El lenguaje de los jóvenes (pp. 137–164). Barcelona: Ariel.

Shell nouns across languages and genres: a comparative study between French and Romanian

Anaïs Vajnovski

Department of Linguistics

My research project focuses on shell nouns, a nominal category whose main characteristics are:

> 1) an informational incompleteness (Winter, 1977; Schmid, 2000; Legallois, 2006);

> 2) a function of reference in discourse (Hoey, 1983; Francis, 1986; Schmid, 2000);

> 3) a function of categorisation by the speaker (Francis, 1986; Schmid, 2000; Legallois, 2006);

> 4) the expression of subjectivity (Schmid, 2000; Legallois and Adler, 2018); and

> 5) an integration into specific constructions (Schmid, 2000; Legallois, 2006; Flowerdew and Forest, 2014).

For example, when one says 'La meilleure solution serait d'exposer clairement son problème' ('The best solution would be to expose his problem clearly'):

> 1) out of context, solution is a void 'variable' (Halliday, 1994),

> 2) which is filled by an anaphoric/cataphoric reference (Francis, 1986; Winter, 1992):

> 3) in return, the shell noun allows the speaker to categorise a propositional content (Francis, 1986; Kleiber, 1987; Roze et al., 2014; Adler and Legallois, 2018),

> 4) which can be part of a larger discourse strategy (Hoey, 1993; Francis, 1986 and 1994; Flowerdew and Forest, 2014);

> 5) finally, this construction is a 'specificational construction' (Legallois, 2006; Legallois and Gréa, 2006), although others exist.

My goal is to undertake a quantitative analysis of shell nouns in context in order to create an internal typology based, among others, on the preferred combination of a certain (class of) shell noun(s) with a particular (set of) construction(s). Furthermore, I will carry out a cross-language comparison between French and Romanian (two romance languages that share common Latin roots but lexical different strata), as well as a cross-genre comparison within a single language, which will allow an even deeper understanding of the discourse function of shell nouns. This will hopefully answer questions raised by Schmid (2000), among which: is shell noun use linked to the subject and/or the level of abstraction of a text?

During this talk, I will present my 3 main goals (classification, comparison and theoretic reassessment) and the 3-step methodology in further details.

References

Adler, S. and Legallois, D. (2018). « Les noms sous-spécifiés dans le débat parlementaire : Analyse fréquentielle et catégorisation modale ». In: Langue française, 198(2). Paris: Larousse.

Flowerdew, J. and Forest, R. W. (2014). Signalling nouns in English. Cambridge: Cambridge University Press.

Halliday, M.A.K. (1994). Introduction to Functional Grammar, 2nd ed. London: Edward Arnold.

Hoey, M. (1993). « A common signal in discourse: how the word reason is used in texts ». In: Sinclair, J. M., Hoey, M. and Fox, G. (éds.), Techniques of Description: Spoken and Written Discourse (pp. 67–82). London: Routledge.

Francis, G. (1986). Anaphoric Nouns. Discourse Analysis Monographs 11. Birmingham: University of Birmingham.

Francis, G. (1994). « Labelling discourse: an aspect of nominal-group lexical cohesion ». In: Coulthard M. (éd.). Advances in written text analysis (pp. 83-101). London, Routledge.

Kleiber, G. (1987). « Mais à quoi sert donc le mot CHOSE ? Une situation paradoxale ». In: Langue française, 73. Paris : Larousse.

Legallois, D. (2006). « Quand le texte signale sa structure : la fonction textuelle des noms sous-spécifiés ». In: Corela. Cognition, représentation, langage, (HS-5).

Legallois, D. and Gréa, P. (2006), « L'objectif de cet article est de… Construction spécificationnelle et grammaire phraséologique ». In: Cahiers de praxématique 46, 161–186.

Roze C., Charnois T., Legallois D., Ferrari, S. and Salles, M. (2014). « Identification des noms sous-spécifiés, signaux de l'organisation discursive ». In: Proceedings of TALN 2014 (Volume 1: Long Papers).

Schmid, H.-J. (2000). "English Abstract Nouns As Conceptual Shells: From Corpus to Cognition". In: Topics in English Linguistics 34. Berlin: Mouton de Gruyter.

Winter, E. O. (1977). "A clause-relational approach to English texts: A study of some predictive lexical items in written discourse". In: Instructional Science, 6(1), 1–92.

Winter, E. O. (1992). « The notion of unspecific versus specific as one way of analysing the information of a fund-raising letter ». In: Coulthard, M. (éd.). Advances in written text analysis (pp. 46-68). London: Routledge.

Early foreign language learning in formal and informal settings: young learners' receptive vocabulary knowledge in French and English

Vanessa De Wilde

Department of Translation, Interpreting and Communication

Language learning takes place both in informal and formal (often classroom) settings. In order to become proficient in a language, formal teaching must be supplemented with informal learning in everyday settings (Bybee & Hopper, 2001; Ellis, 2002; Ellis & Wulff, 2014). On the other hand, recent research has shown that learners can pick up a lot of new words through informal learning alone (De Wilde, Brysbaert & Eyckmans, 2019).

This study investigates young learners' receptive vocabulary learning in two languages, English and French. The participants are 110 Dutch-speaking children (age 10-12). The children had received approximately 100 hours of formal instruction in French at the time of the study, whereas their contact with English came from out-of-school exposure only.

We looked into the amount and type of exposure to French and English, the children's attitude towards the foreign languages and their language background by means of a questionnaire. The children's receptive vocabulary knowledge was measured with the EVIP-test (French; Dunn, Dunn & Theriault-Whalen, 1993) and PPVT4-test (English; Dunn & Dunn, 2007).

The findings show that children are exposed to French mainly in the classroom and that there is indeed abundant exposure to English in informal settings. Interestingly, this results in a larger vocabulary size for English than for French prior to any formal teaching in English and after 1.5 years of formal instruction in French. Our analyses show that the children's vocabulary learning is influenced by the amount of out-of-school exposure to the target language and the linguistic similarity between the target items and the Dutch translation equivalent. Additionally, English words seem to be easier to learn than French words. The participants' gender and their attitude towards the target language did not have an impact on word learning. The study shows that word learning in informal settings alone can yield better results than formal language learning.

References

Bybee, J. L., & Hopper, P. J. (Eds.). (2001). Frequency and the Emergence of Linguistic Structure. https://doi.org/10.1075/tsl.45

De Wilde, V., Brysbaert, M., & Eyckmans, J. (2019). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important? Bilingualism: Language and Cognition, 1–15. https://doi.org/10.1017/S1366728918001062

Dunn, L., & Dunn, L. (2007). Peabody Picture Vocabulary Test (4th ed). Circle Pines, MN: American Guidance Service.

Dunn, L., Dunn, L, & Theriault-Whalen, C. (1993). EVIP: échelle de vocabulaire en images Peabody. Pearson Canada Assessment.

Ellis, N. C. (2002). Frequency Effects in Language Processing. Studies in Second Language Acquisition, 24(02). https://doi.org/10.1017/S0272263102002024

Ellis, N. C., & Wulff, S. (2014). Usage-based approaches to SLA. In VanPatten, B. & Williams, J. (Eds.), Theories in second language acquisition: An introduction (2nd Edition, pp. 75–93). New York: Routledge.

The expression of diminutive values in codeswitching contexts: a comparative case study of Latino novels.

Margot Vanhaverbeke

Department of Linguistics

In the current presentation, I aim to contribute to a better understanding of when and why bilingual speakers alternate between morphemes, words or structures of two languages – in particular Spanish and English – in a codeswitching context. Particularly, I will look into the diminutive system, which is very differently represented in both languages. Spanish has a highly productive diminutive system that can construct forms of various grammatical categories through a large inventory of affixes (e.g. -ito, -illo, -uelo), while English is considered a language that does not have many diminutive affixes but mostly turns to analytical lexical items (e.g. little, tiny). In a Spanish-English codeswitching context, bilingual speakers depend on both grammatical systems to express a diminutive (e.g. un puppyzuelo, Braschi 1998; some slackecito, my pathetic speechecito, Chávez-Silverman 2004; del little príncipet, Stavans 2016). Despite its common occurrence and varied forms, no research has been done as yet on the use, form and function of the diminutive notion in this particular context. In this research, I compare the diminutive formation in the work of two Latino writers, Giannina Braschi, Susana and Chávez-Silverman, with a translation provided by Ilan Stavans. These three authors have a fundamentally different sociolinguistic background, what makes it highly interesting to contrast and compare their idiolects.

The article provides a basis for the subject of a PhD project I am currently preparing. The codeswitching context between English and Spanish in the U.S. has in recent years been a popular topic of debate and research. The grammatical status of this hybrid language in which bilinguals switch between Spanish and English has been highly debated, mostly because scholars are uncertain if this language possesses a fully developed grammar. Even so, nearly all existing studies depart from a sociolinguistic approach, while linguistic research that concentrates on the grammaticality of this hybrid language is scarce. Moving away from the limited studies that examine only the typical syntactic constructions that are manifested differently in the input languages, such as word order, subject pronouns or gender agreement, I want to contribute to the discussion by investigating the formation and uses of constructions whose usage highly depends on semantic and pragmatic factors. As yet, none of the linguistic studies describe how these semantically/pragmatically dependent constructions are administered in codeswitching situations. Consequently, these highly expressive constructions are severely understudied, while they could deliver important insights on the possible existence of uniform grammar underlying Spanish-English codeswitching.

References

Betti, S. and Enghels, R. (2018) Spanglish: current issues, future perspectives and linguistic insights. In I. Stavans (ed). Oxford Handbook of Latino Studies 1--41. Oxford: Oxford University Press.

Braschi, G. (1998) Yo Yo Boing!. Pittsburg PA: Latin American Literary Review Press.

Chávez-Silverman, S. (2004) Killer Crónicas: Bilingual Memories. Wisconsin: University of Wisconsin Press.

Derrick, R. A. (2015) Code-Switching, Code-Mixing and Radical Bilingualism in U.S. Latino Texts. Wayne State University Dissertations.

Enghels, R., Van Belleghem, L., Vande Casteele, A. (2019). ¿Existe una gramática del spanglish? Estudio de caso de la posición del adjetivo en Killer Crónicas (2004). In: Betti Silvia and Renata Enghels (eds.), El inglés y el español en contacto en los Estados Unidos Reflexiones acerca de los retos, dilemas y complejidad de la situación sociolingüística estadounidense 55--79. Canterano: Aracne.

Hägg, A. T. (2016) A Contrastive Study of English and Spanish Synthetic Diminutives. Thesis. Oslo: Oslo University.

Myers-Scotton, C. (1993) What happens to grammars in bilingual contacts. Multiple Voices: An Introduction to Bilingualism 233--287. Odford: Blackwell Publishing.

Schneider, K. P. (2003) Diminutives in English. Tübingen: Max Niemeyer Verlag GmbH.

Stavans, I. (2016) El Little Príncipe. Morgantown: Masthof Press.