

BOOK OF ABSTRACTS

LinGhentian Doctorials

Fifth Edition

14 – 15 December 2021

OVERVIEW OF SESSIONS

Click on a session to be directed to the corresponding page.

Session 1 – Politics and Policy.....	5
Session 2 – Hispanic Studies.....	8
Session 3 – Language and Education.....	15
Session 4 – Translation and Interpreting.....	20
Session 5 – Communication in a Business Context.....	27
Session 6 – Historical Perspectives on Language.....	33
Session 7 – Language Documentation.....	38
Session 8 – Language Teaching and Language Learning.....	41
Session 9 – Construction Grammar.....	45

OVERVIEW OF PRESENTERS

Click on the presenter's name to be directed to the corresponding page.

Mariia Baltais Productivity of the Spanish inchoative construction: From corpus to acceptability judgments

Ineke Barbaix 'Do you even English?' The perception of English according to STEM and Linguistics students in the context of expanding English Medium Instruction (EMI) Face-work in interpreting: a methodological overview

Dries Cavents Face-work in interpreting: a methodological overview

Brian Cluyse On the emergence, form and use of cleft sentences from Classical into Late Latin

Laurence De Backer On the (not so) persuasive potential of metaphorical language in news media communication. Framing the Latin-American migration debate through metaphor.

Greet De Baets Tranquillity: An added value of aikido's embodied pedagogy for intercultural communication training

Edward De Vooght How do you figure? The use, value and effect of rhetorical figures in political discourse

Sara Delva Translation in criminal proceedings in Belgium: A mixed-methods approach

Margot D'Hertefelt The effectiveness of didactic practices in Dutch L2 classes for adult learners

Seppe Goddaert A linguistic-ethnographic analysis of how science teacher trainers navigate the fields of science, education and politics

Miguel Guerra The forbidden translation of Un Barrage: Duras' traces in the censorship archives

Cathy Hauspie The benefits of Latin on study achievement in Flemish academic higher education

Michiel Kusé Many paths to tread: On 4EA cognition and translation studies

Sofie Labat, in collaboration with Thomas Demeester and Véronique Hoste. Wizard of Oz (WOZ) experiments to model emotions in customer service dialogues

Anke Lenssens Freising and the Slavs under bishop Abraham. Possible literary witnesses of the Freising mission in Karantania found in the Klagenfurt area in present day Carinthia.

Lorenzo Maselli Phonetic documentation in the underexplored linguistic landscape of the Mai-Ndombe Province of the Democratic Republic of the Congo

Tim Ongenae P-labile verbs in the history of Latin

Laura Anne Schildt High-stakes language tests for migration

Laurentia Schreiber Contact-induced change in Romeyka

Ellen Soens, in collaboration with An-Sofie Claeys. The external impact of work-related social media use: employees as organizational ambassadors or adversaries?

Caroline Staquet Launching a European educational product: a critical genealogy of CLIL research

Nele Van Den Driessche What stays and what goes? Monitoring patterns of recent language change in Spanish youth language.

Anouk Van den Stock Individual variation in attitudes towards grammatical productivity/creativity

Flor Vander Haegen German 'wh-ever' and 'no matter wh-' as allostructions

Session 1 – Politics and Policy

Tuesday 14 December 2021, 9.15-10.15

How do you figure? The use, value and effect of rhetorical figures in political discourse

Edward De Vooght

Department of Communication Sciences

Rhetorical figures, such as metaphors, paradoxes and rhyme have always been a central part of classical rhetoric and are still a popular technique in contemporary political speech (Fahnestock, 2011; De Vooght et al., 2021). Analyses of contemporary political discourses have amply demonstrated the pervasiveness of figures (Charteris-Black, 2018) and experimental studies have established their potential to enhance recall, attention, pleasure, comprehension and persuasion (Burgers et al., 2015; Huhmann, 2008). However, most research on the use of rhetorical figures focus on metaphors alone or are qualitative in nature, which makes them inadequate for generalization. Therefore, little is known about which figures are actually being used. Also, because of the focus in the literature on metaphors, many other figures tend to be understudied (de Mendoza-Ibanez, 2020). Moreover, most studies into the effect of figures are situated within non-political and written contexts, such as advertising.

The present paper discusses the outcomes of three studies of my PhD project on the use, value and effect of rhetorical figures in Flemish political discourse and will answer three main research questions pertaining to these limits: (i) Which figures are being used in political speech? (ii) How are figures used according to political senders themselves? (iii) Finally, what are the effects of using rhetorical figures in oral political discourse? To do so, we conducted (i) a quantitative content analysis of rhetorical figures in election speeches (N=25), (ii) a survey on the rhetorical perspective of politicians and party staffers (N=256) and (iii) an experiment on the persuasive effects of using redundant figures (e.g. repetition) versus destabilizing figures (e.g. paradox) versus no figures in political speeches (N=605).

(i) The content analysis revealed a gap between literature on figures and the use by Flemish politicians and established the existence of a formal (repetitions and enumerations) and an informal (interactions and emotions) rhetorical register independent from the election outcome. (ii) While the survey underlined a general rhetorical awareness amongst political senders, it also indicated that strategic use of rhetorical figures is unlikely for most profiles. (iii) The results of the experiment indicated that incongruent respondents (i.e. initial disagreement with the speech) were persuaded more by the speech using redundant figures because it was deemed less complex and in turn more likeable, while neutral audiences (i.e. no prior opinion) were convinced

by both the redundant and the destabilizing speeches as they found them more creative which in turn heightened the perceived argument strength.

In summary, while the use of rhetorical figures in Flemish political discourse seems to be a communicative habit rather than a keen political strategy, they still impact the persuasion of the discourse significantly because of their creativity and lack of complexity (in the case of redundant figures) which influence both affective (attitude) and cognitive processes (argument strength).

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High-stakes language tests for migration

Laura Anne Schildt

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In an age when immigration is highly politicized, states are increasingly using language to control who enters their territory and to screen applicants. European nations are enacting strict language conditions as part of immigration and integration policies which effectively fortify their physical borders. The number of states setting language requirements for citizenship has doubled in the last 15 years with an increase in the level of proficiency demanded of immigrants. Following a larger trend of outsourcing services to companies, governments rely on language testing institutions to help implement their migration policy. This shift of responsibility has gone largely unremarked. Language tests originally designed for the academic sector are being repurposed for immigration. Depending on the country, language tests are used for different stages of immigration (pre-entry visas, temporary/permanent residency, citizenship) and different categories of migration (family, work, humanitarian). Power and responsibility are shared between state and non-state entities, however, it is not clear what understanding both policymakers and language specialists share of each other's decision-making processes.

This presentation addresses the perspective of language test developers who provide high-stakes language tests for migration purposes in the European context. What is their understanding of policymaking? What is the nature of their relationship with policymakers? How do they coordinate with civil servants in charge of implementing migration policy? Do they lobby elected officials with regard to migration procedures? Through the use of qualitative interviews with language test developers, the present research will describe their relationship with policymakers and attempt to identify their knowledge of and influence in the policymaking process. The conclusions of this study are relevant to both practitioners and researchers interested in thinking about the overall purpose of using language to control migration and the implications of how specialists are consulted in the design of policy.

Session 2 – Hispanic Studies

Tuesday 14 December 2021, 10.30-12.30

On the (not so) persuasive potential of metaphorical language in news media communication. Framing the Latin-American migration debate through metaphor.

Laurence De Backer

Department of Linguistics

The persuasive function of metaphorical language has long been taken for granted, both inside and outside of the field of linguistics. Due to their ability to structure more abstract topics in terms of more concrete domains of experience, thereby 'highlighting' some aspects of the conversation topic while 'hiding' others, metaphors promoted in news media are held to represent a potent tool for influencing people's way of thinking, feeling and acting in relation to complex socio-political issues such as migration (e.g., Catalano & McCollough, 2019). Yet, in recent years, this presumption has increasingly come under fire on the grounds of its unstable empirical foundations and the emergence of conflicting experimental evidence (e.g., Steen et al.'s (2014) and Joris et al.'s (2018) studies, which, controversially, did not find the same significant impact of metaphors on readers' attitudes and policy preferences as was reported in Thibodeau & Boroditsky's (2011) influential research). In view of this, the current project aims to tackle the highly-debated persuasive potential of metaphors used in media discourse and their capacity to impact public opinion formation. Using the US-based, Spanish-language newspaper *El Diario's* coverage of the Latin American migration debate as an empirical case study, it seeks to address shortcomings of prior critical metaphor approaches more generally, and this paradigm's engagement with the 'hypergenre' (Bañón, 2008) of migration more specifically. Rather than solely relying on a close-text analysis to make claims about metaphors' ideological motivations and impact, it takes real media producers and consumers seriously in its account of observed metaphorical patterns. To this end, this project incorporates multiple methods, combining corpus-based discourse analysis with ethnographic fieldwork, a focus group and an experimental design. The corpus will comprise journalistic articles centered on the policy topic of DACA which are published during the presidency of Joe Biden. Articles will be gathered until at least 500 linguistic metaphors related to the topic of DACA have been singled out. R-package will be used to analyse the data.

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Productivity of the Spanish inchoative construction: From corpus to acceptability judgments

Mariia Baltais

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It is extremely unlikely that speakers memorize all individual expressions that constitute language. Instead, they use a structured inventory of grammatical patterns, which are referred to as morphological and syntactic rules, or constructions. These rules can be productive to varying degrees: some have a broad domain of application and are readily available to coin new expressions, while others can be combined only with a limited range of words. As such, the notion of productivity lies at the heart of usage-based approaches to language (e.g., Goldberg 2019). The main goal of our research, which forms part of the Language Productivity @ Work project (<https://www.languageproductivity.ugent.be/>), is to provide a better understanding of the relation between different aspects of productivity.

In this study, we focused on productivity of the Spanish inchoative construction, which expresses the onset of an event. In contrast to other Romance languages, it has become strikingly productive in Spanish (García Fernández 2012, Garachana Camarero 2017, Fernández Martín 2019). A wide range of verbs can fill the auxiliary verb slot, such as change-of-state verbs (Rompió a llorar, lit. 'She 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') (Enghels & Van Hulle 2018). Another source of productivity is the infinitive slot, as many different events can be described as 'being started'. On the one hand, realized productivity of a construction can be measured based on its usage as attested in language corpora. However, its potential productivity, or extensibility (Barðdal 2008), goes beyond closed-ended corpora when speakers instantaneously apply grammatical patterns in real-time sentence processing. By conducting an acceptability judgment experiment, we aimed to test whether corpus measures are predictive of psycholinguistic measures of productivity "at work" in the minds of native speakers.

The acceptability survey consisted of 200 authentic (simplified) corpus sentences: 60 critical inchoative sentences and 140 filler sentences. Inchoative sentences were taken from the dataset that had been created by extracting and manually cleaning data from the Spanish Web corpus (esTenTen18, European Spanish subcorpus) (Kilgarrieff & Renau 2013). Out of 25 auxiliaries available in the dataset, we chose 6 verbs that were represented by equal samples of 500 tokens and displayed different degrees of productivity with respect to the infinitive slot. Each of these auxiliary verbs was then combined with 10 infinitives, ranging from those that occurred frequently with the auxiliary to infrequent infinitives and infinitives that were not attested with the auxiliary in the dataset. We recruited 110 native speakers of European Spanish, who were asked to rate the sentences on a 7-point Likert scale. Acceptability ratings of 96 participants are currently being analyzed. First inspection showed that both frequency characteristics of the infinitive as well as the degree of productivity of the auxiliary had an

influence on the participants' ratings. We expect the results to provide valuable insights on the relation between usage data (frequency and semantic measures) and processing data (acceptability judgments).

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What stays and what goes? Monitoring patterns of recent language change in Spanish youth language.

Nele Van Den Driessche

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In the 21st century, Western societies, including Spanish society, have witnessed important sociocultural changes, such as the expansion of social media (Jenkins 2009), that have undoubtedly affected language. Indeed, it has been shown that the 21st century can be considered as a micro-diachrony of Spanish (Enghels 2018), i.e. a short period of time especially relevant in the dating of “current changes”. (Aarts *et al* 2013: 1). Teenagers have been said to play a significant role in these changes as catalysts of language change. Concretely, adolescents tend to create constantly a broad range of new linguistic forms in order to establish their in-group identity (Rodríguez Gonzalez 2002; Tagliamonte 2016). Some of these linguistic innovations can end up being adopted by other generations with the aim of rejuvenating their language (Zimmerman 2002). However, the speed and nature of these current changes as well as the role of teenagers in language change have not yet been studied systematically.

In view of this, this presentation has the main objective to outline my PhD-project entitled “What stays and what goes? Monitoring patterns of recent language change in Spanish youth language” in which I aim to investigate these gaps by analyzing recent language change within Spanish teenage talk. Concretely, my presentation will include three sections. First, I will describe the context and research domain in which my project is situated. Secondly, I will explain in more detail the four research questions tackled in my project, namely: (1) How has Spanish teenage talk changed over the past 20 years?; (2) Who are the main actors of this generation-specific language change?; (3) Are adolescents leaders of language change?; (4) Is the apparent-time method a valuable alternative to investigate recent language change? Thirdly, I will present the methodology that I will adopt in my research project to examine each of the above-mentioned research questions. Six case studies will be analyzed: (i) slang (e.g. *flora* ‘flower’ which also means ‘drugs’ in Spanish teenage talk; Rodríguez González 2002), (ii) taboo-words (e.g. *joder* ‘fuck’; Stenström 2014), (iii) discourse markers (e.g. *en plan* ‘like’; Stenström 2014), (iv) Anglicisms (e.g. *marketing*; Marimón Llorca & Santamaría Pérez 2001), (v) suffixation (e.g. *bocata* ‘sandwich’; Zimmerman 2002), and (vi) anacoluthon (e.g. the construction with *es que* ‘it is that’; Van Den Driessche & Enghels submitted), all phenomena typical for teenage talk. These phenomena will be observed and compared in two corpora, namely COLAm (*Corpus Oral de Lenguaje Adolescente de Madrid*; Jørgensen 2007, 2013), compiled at the beginning of the 21st century, and CORMA (*Corpus Oral de Madrid*; Enghels *et al.* 2021), that collects data from present-day Spanish. These corpus studies will be combined with two experiments, namely the Meaning-Matching Task (Tamminen 2010), in which participants have to match teenage specific forms with its correct meaning or use, and the Sentence Rating Task (Perek & Goldberg 2017), in which both the acceptability and probability of certain syntactic patterns are measured.

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The forbidden translation of *Un Barrage*. Duras' traces in the censorship archives

Miguel Guerra

Department of Translation, Interpreting and Communication

When studying a literary translation, it is important to take into account the dominant ideology and poetics imposed by the power that regulates reading, writing and rewriting in the target culture (Lefevere, 1992). In this sense, we can understand censorship as a tool that power employs not only to restrict, but also to rewrite discourses in a manipulative way (Billiani, 2007). However, what happens when censorship does not even allow a work to be published? How can we study, in this case, its manipulative effects on the target culture, if there is no published translation available? During Franco's dictatorship in Spain, in 1958, the novel in French *Un Barrage contre le Pacifique* by Marguerite Duras (1950) was banished by the censorship board. Therefore, no translation of this novel into Spanish could be published in Spain until the 1980s. However, a large dossier about this work is filed in the Spanish Administration Archives, including various censorship reports and a manuscript of an unpublished "softened" translation. Even if this translation never arrived to the Spanish public, these archival materials can be helpful to understand not only how censorship used to classify literature in that period of Franco's regime but also how this classification influenced the translator's and publisher's choices. Why and in what ways this Duras' novel was so problematic for the Francoist censorship's criteria? How the censors' ideological and poetical judgements used to determine the translator's work? And what margin of action did the publisher have to negotiate in such cases? For this conference, I will present my current research about these archival traces of *Un Barrage* on three levels: first, I will analyse the aesthetical and moral terms used by three censors in their reports to judge this novel and I will put these terms in relation to the dominant ideologies and poetics under that period of Franco's regime; secondly, through the close reading of the original and the unpublished translation, I will study the translator's choices based on these censors' judgements; thirdly, I will propose to consider the publisher as a non-neutral intermediate agent by analysing his strategies to get this work published. This threefold analysis will allow me to make some final hypotheses about the meaning of archives for the study of literary translation under Franco's regime in Spain.

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Session 3 – Language and Education

Tuesday 14 December 2021, 14.00-15.30

Launching a European educational product: a critical genealogy of CLIL research

Caroline Staquet

Department of Translation, Interpreting and Communication

Since the mid-nineties, CLIL has been promoted under the auspices of the EU as the ideal educational solution for the preparation of multilingual citizens for Europe's 'Knowledge Society'. Similarly, an extensive body of research has credited CLIL with numerous (extra)linguistic benefits (Coyle et al., 2010), such as language proficiency, the promotion of gender equality in education and CLIL pupils' enhanced employability on the job market.

For a few years though, there have been a growing number of scientific controversies on CLIL. Criticisms fundamentally revolve around one central issue: the elitism of CLIL, which most CLIL studies have failed to uncover by systematically omitting to include CLIL pupils' socioeconomic status as a variable in their study designs (Bruton, 2013). Recent studies have revealed that CLIL predominantly attracts well-off pupils often equipped with a better knowledge of the CLIL language prior to their commencing CLIL tracks. Next, the purported methodological difference between CLIL and immersion has also been sharply debated (Cenoz et al., 2014). CLIL research has also been criticized for being a circle dominated by specialists of English as a foreign language (Cenoz et al., 2014). Last but not least, some have denounced the use of promotional language in quite a few CLIL scientific discourses, which tend to construct CLIL as a brand name (Dalton-Puffer et al., 2010).

In this contribution, I aim to trace back research's enthusiasm for CLIL in the historical context in which CLIL was launched (Heller & McElhinny, 2017). To do so, I analyse a key document on CLIL, i.e. the Marsh (2002) Report. This EU-funded report was authored by the academic founding father of CLIL, David Marsh, whom I interviewed in 2020. Since 2002, the report has been abundantly quoted and validated as a scientific source in CLIL research. In my presentation, I unveil how the report covertly constructs selective learner characteristics (in particular being a native speaker of a European Community language) as prerequisites for future CLIL learners, despite its overt claim that CLIL is 'egalitarian'. In my conclusions, I discuss my findings in the light of language ideologies and suggest new angles of research for CLIL.

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'Do you even English?' The perception of English according to STEM and Linguistics students in the context of expanding English Medium Instruction (EMI) in Flanders

Ineke Barbaix

Master Linguistics and Literature

In this presentation, the focus will be on the perception of the English used as a language of instruction in Flemish higher education. Which variety of English is used, and is it the variety Flemish students expect? I aim to answer these questions in the context of the academic backgrounds of the aforementioned students.

Regarding the expected English variety, there are two main possibilities based on two language ideologies. Firstly, the 'tool of communication' ideology, in which English should only be able to convey a message (Van Splunder 2016). Supporters of the 'tool of communication' typically do not make high demands regarding the language quality. This is in opposition to the 'standardization' ideology, depicting which English variety is 'correct' (Ricento 2006). Supporters of the 'correct language' mostly expect high quality English. This opposition in ideology and the connected variety, poses the question whether this distinction might reappear in the academic division between STEM and Linguistics. My hypothesis is that STEM students would value globalization and thus the 'communication tool', whilst Linguistics students support the retention of a standard language, thereby choosing a 'correct' variety. Since the Flemish government has founded a STEM action plan to get more students into STEM (STEM Actieplan 2012), the question is raised whether more students will start to see English as a mere tool for communication.

In an attempt to answer the questions above, I aim to compare STEM and Linguistics students at Ghent University. Therefore, I am proposing a mixed methods approach. The first step consists of a survey with quantitative and qualitative questions regarding the English varieties used. The chosen target audience for this are students from the first year with Dutch as their L1 – these students can be seen as the first results of the action plan, which started in 2020 (Stem Actieplan 2012). Since the survey is a preliminary procedure, I used snowball sampling by sharing the survey with different students unions to get enough participants. As a next step, I plan to conduct semi-structured focus groups with the survey participants willing to elaborate. The idea is to create heterogenous focus groups where STEM and Linguistics students can interact about their preferred English varieties. Finally, the discourse from these talks will be analyzed using Critical Discourse Analysis (Wodak & Meyer 2016). This method was chosen to better comprehend the power relations between the two language ideologies, the two instruction languages and the two academic backgrounds. The objective is then to find a connection between these three concepts.

The particular focal point of this presentation will be the methodological questions regarding the survey and the focus groups. To do so, I will briefly introduce my previous research comparing STEM and Linguistics students regarding EMI, in relation to other literature. Afterwards, I will sketch my methodology, where I can share the

(provisional) results of the survey. Ultimately, I will end with a discussion about the methodological paths to take now, concerning the future focus groups and the Critical Discourse Analysis.

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A linguistic-ethnographic analysis of how science teacher trainers navigate the fields of science, education and politics

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Since the 1970's, the interdisciplinary field of Science, Technology and Society (STS) has symbiotically grown together with society in its "turn to technology", growing from a mutual need of frameworks, ideas and development (Jasanoff, 2005). As science, technology and society are so interwoven, it necessitates the study of science communication, which in turn entails the study of scientific education (Witz & Lee, 2009). Many countries' education departments now provide a form of Education for Sustainability (EfS), giving students access to education that puts the focus on sustainable development in multiple sectors. EfS, however, remains a very heterogenous form of education and often the goals, teaching strategies and epistemologies are highly dependent on policy makers, schools and teachers themselves, among others, which creates a large diversity in what is being taught (Simonneaux & Simonneaux, 2012). Within the context of STS, it is still unclear how the process of determining the educational goals happens and who – or what - are the driving forces.

To get a better view of the backstage processes in (citizen) science education, this research focuses on the case of a Belgian air quality project organized by a philanthropic organization, in cooperation with the government environmental department. This department recruited, among others, an educational partner to provide formal education to (science) teachers, in the form of teaching seminars, materials, advice, and more. In turn, these teachers are supposed to use these materials in-class with their pupils (age 3 to 15) in order to develop insights in science through environmental issues. The dataset gathered within this context consists of interviews with key actors (government officials, civil workers and teacher trainers) and observations of meetings and teaching seminars. This dataset is then analyzed using a thematic analysis based on the framework by Simonneaux and Simonneaux (2012). This presentation aims to show how expert teacher trainers reflect on the education they provide, in relation to science and society, while also looking at the education they provide for science teachers and the educational materials they created. In turn, this analysis will shed a light on how knowledge, ideologies and strategies *can* take form and flow within this diversified landscape of EfS.

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Session 4 – Translation and Interpreting

Tuesday 14 December 2021, 15.45-16.45

Face-work in interpreting: a methodological overview

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There is ample evidence in the literature that interpreters are more than mere “translating machines” and that they assume an active role in dialogue interpreting, i.e. interpreter-mediated dialogic interaction between two or more people who do not share the same language which consists of bidirectional turns. This has consequences for the interaction itself, and also for the way in which face-work manifests itself during such interactions. Not only do interpreters need to ensure that the primary participant's face-work is conveyed to the other interlocutor, but they also have to manage their own face-work at the same time.

In this presentation, I will provide a state-of-the-art overview of the different approaches that have been used to study verbal face-work in Interpreting Studies. By doing this, I will also touch upon strategies adopted by interpreters in dialogue interpreting to cope with face-work, both of the primary participants and of their own. I will show that these approaches differ substantially, which makes comparisons difficult. Firstly, differences lay in the communicative contexts, with some researchers focusing more on adversarial (e.g. legal) contexts with strong power differentials and diverging communicative goals (e.g. Martínez-Gómez, 2016), and others focusing more on cooperative (e.g. medical) contexts in which participants share communicative goals and want to help each other (e.g. Merlini, 2013). Secondly, the research goals have proven very different too: certain studies present an evaluation of interpreters in a certain context, aiming to use the findings for interpreter training, while other studies try to deduce general theoretical conclusions about interpreter's face-work. Thirdly, several studies choose to study only professional or non-professional interpreters. Lastly, in some studies the theoretical framework is based on a pragmatic approach, whereas in others it is based on a discursive, interactional approach. In my overview, I will also point to the existing research gaps, in particular to the fact that little to no attention has been paid to the non-verbal face-work during interpreting. Indeed, research has shown that non-verbal behaviour plays a significant role in managing face in monolingual interaction (e.g. Culpeper et al., 2003). It can therefore be assumed that this applies to multilingual interaction as well.

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Translation in criminal proceedings in Belgium: A mixed-methods approach

Sara Delva

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European legislation determines the right to a fair trial, which implies that suspected or accused persons who do not understand the language of the criminal proceedings should be provided with a written translation of all documents necessary to exercise their right of defense. This contribution investigates the implementation of the European legislation concerning translation in the Belgian judiciary, the sociological context in which translations in criminal proceedings in Belgium are produced, and its effect on quality.

The research project has a threefold scope. The first subproject charts the outsourcing process of translation in criminal proceedings in Belgium, from the drafting of the source text and the decision to have it translated, to the translation and proofreading phase and finally the reception and actual use of the translated text by the recipient. We hypothesize that this process is problematic, which leads to quality issues (Vanden Bosch, 2011, 2017): it does not appear to include a proofreading phase, there are no possibilities for troubleshooting and translators do not receive feedback. The second subproject deals with the status and (self-)perception of the legal translator. There is a general consensus in the literature that translators and interpreters in general have low status (Katan, 2009; Laske, 2012; Monzó-Nebot, 2019; Scott, 2017; Sela-Sheffy, 2011). We want to investigate whether this is true for legal translators in Belgium and what factors (e.g. wage, migration background, education) determine their status and (self-)perceptions. The third part of the research project focuses on the text and on translation quality. In this part, we will examine which quality standards exist for translations in criminal proceedings, how translators implement those standards and what opinions translators and magistrates have about them.

To answer our research questions, we will use a mixed-methods approach. In order to map the outsourcing process, we will conduct ethnographic fieldwork, comprising participant observation, interviews with magistrates and a qualitative document analysis of criminal records, institutional documents and press releases. The status of legal translators in Belgium, the (self-)perceptions of their work and translators' and magistrates' perceptions of translation quality will be investigated by means of a survey and in-depth interviews. To further examine quality in translated penal documents, we will analyze a small corpus of authentic texts and set up an experiment in which several actors evaluate different translations of the same text.

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Many paths to tread: On 4EA cognition and translation studies

Michiel Kusé

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Since its original conception as a discipline in its own right, Translation and Interpreting Studies has undergone a series of so-called “turns” (Snell-Hornby 2006), paradigm shifts that pointed the field in new directions. One such shift has been gaining traction since the 2010s, namely, the cognitive turn, whose growing importance can be gleaned from publications such as *Translation and Cognition* (Angelone & Shreve 2010), *The Handbook of Translation and Cognition* (Schwieter & Ferreira 2017), and *Researching Cognitive Processes of Translation* (Li, Lei & He 2019). Our aim in this presentation will be to provide an overview of the work that has been done in this area, as well as offer some possible avenues for future research.

A key element of the cognitive turn is that it often employs research methods stemming from the fields of Psychology or Cognitive Science, such as think-aloud protocols and eye-tracking. These methods have mainly been used to study the translation and interpreting process, rather than its products and participants or their performance (Walker 2021). One key question has been whether processing of source and target texts happens sequentially or in parallel. The sequential view holds that transfer occurs through erasing the source language form by decoding the message, and then reverbalsing that message in the target language (Seleskovitch 1976; also Gile 1995 and Angelone 2010), whereas the parallel processing model postulates that transfer occurs immediately between source and target language (Gerver 1976). Studies on the matter seem to argue increasingly in favour of parallel processing (e.g. Balling et al. 2014; Schaeffer et al. 2016, 2017), which complicates the use of traditional categories or phases like “input”, “output”, and “process”, seeing how concepts such as parallel processing or “default translation” (Halverson 2019) indicate that these phases occur to some extent simultaneously.

Given how new evidence seems to contradict this traditional structure often used in research projects or translation models, we propose to turn to a framework originally stemming from philosophy of mind that has been gaining momentum both in Cognitive Sciences in general and in Cognitive Translation and Interpreting Studies specifically. This framework is known as 4EA Cognition and claims that cognition does not take place solely in our minds, but is in fact (Ward & Stapleton 2012):

- Enactive
- Embodied
- Embedded
- (Extended)
- Affective

For this presentation, we will investigate how 4EA Cognition can be applied to the translation and interpreting process, both as a structuring device for research and as a means to describe both practices. We will then go on to present some key studies that have taken such an approach, thus providing an overview of the path that has been "laid out in walking", to use Varela, Thompson and Rosch' (2017) now-famous metaphor for cognition. Finally, we will signal some avenues for future research taking a 4EA approach and for how the framework can help us establish an integrated model of translation and interpreting, or, in other words, we will turn to the many paths that still lie ahead.

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Session 5 – Communication in a Business Context

Wednesday 15 December 2021, 9.00-10.00

Wizard of Oz (WOZ) experiments to model emotions in customer service dialogues

Sofie Labat, in collaboration with Thomas Demeester and Véronique Hoste

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Customer service is increasingly taking place in online environments, such as social media or private chat channels. In these settings, the automatic detection of fine-grained customer emotions can (i) help human operators in their daily tasks, (ii) assist in automatically modelling the quality of service or general customer satisfaction, and (iii) form a key component in the development of automated customer service chatbots. Nevertheless, many small and medium-sized enterprises (SMEs) have not the necessary data available to train such systems. In previous research, we therefore compiled a large multilingual Twitter corpus containing customer service conversations (see Hadifar et al., 2021). We noticed, however, that many Twitter conversations are too short to model emotion trajectories, as some tweets have been removed and companies often focus on redirecting customers to private channels where the conversation continues (see also Van Herck et al., 2020).

To this purpose, we are now investigating how Wizard of Oz (WOZ) techniques can be leveraged to create an open-source customer service dialogue corpus. During such WOZ experiments, participants believe to be talking to an automated chatbot, which is in fact a human operator pretending to be a conversational agent. In our setup, each participant has 12 conversations that are all grounded in an event linked to a commercial sector (i.e., e-commerce, telecommunication, tourism) and a sentiment trajectory (i.e., from negative/neutral to positive/negative/neutral). The resulting participant utterances are annotated with emotion labels by the participants themselves and student workers, while the latter provide additional valence, arousal, and dominance scores as well. Finally, we also collect profile data on the participants (age, gender, personality) with the aim of modelling interpersonal emotional variance.

We recently conducted a pilot study with 16 participants who each had 12 text-based conversations. The resulting corpus contains 192 conversations and 3089 utterances. Analysis indicates that 42,6% of the participant utterances have a neutral sentiment, while 38,6% contain a clear negative sentiment with annoyance and disapproval as most frequent emotions. The remaining 18,7% of participant utterances are positively connotated with gratitude as the most frequent emotion. We are currently extending the pilot study to over 150 participants and expect to elaborate our initial findings by the time of the conference.

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Tranquillity: An added value of aikido's embodied pedagogy for intercultural communication training

Greet De Baets

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Scholars in intercultural communication studies stated the need for more intercultural communication training based on experiential learning and a culture-general approach (Díaz & Moore, 2018; Graf, 2004; Treven, 2003; Waxin & Panaccio, 2005). Gudykunst (Gudykunst & Hammer, 1998) introduced the concepts of experiential discovery versus traditional didactic explanations and culture-specific versus culture-general training in 1983. To bring experiential discovery into the classroom, some communication training courses have applied aikido, a martial art. The physical aikido movements in the classroom illustrate communication principles and is an example of embodied pedagogy (Dixon & Senior, 2011; Kerka, 2002; Munro, 2018; Nguyen & Larson, 2015). If the intercultural training classroom applied aikido's embodied pedagogy (experiential discovery) to teach a general attitude towards any intercultural interaction (culture-general training), what would be aikido's added value?

To understand any added value of aikido, we organised a benchmarking study. We conducted twenty semi-structured interviews with aikido experts worldwide. A qualitative content analysis of the interview transcripts with NVivo software revealed fundamental similarities between aikido interaction and intercultural interaction. This presentation focuses on one significant principle of aikido interaction and its added value for intercultural interaction: tranquillity.

Tranquillity is a prerequisite for many of the other principles in aikido interaction. It refers to an attitude of calmness, centeredness, groundedness and alertness in the moment. Practising tranquillity alters the physiological and mental state and remains important throughout the interaction. To train tranquillity, aikido's embodied pedagogy comprises somatic exercises that involve the voluntary nervous system: breathing, posture and movement exercises. Medical, biological and behavioural research showed that the somatic practice of tranquillity creates changes in the autonomic nervous system. These changes influence behaviour by enhancing resilience, creativity and empathy (Laureys, 2020; Park & Thayer, 2014; Porges, 2021; Swinnen, 2021). Fostering empathy, making creative communication choices and reacting resiliently to unforeseen circumstances are an advantage in interactions that are unique and unpredictable, i.e. aikido and intercultural interactions. Therefore, we conclude that learning tranquillity through the embodied pedagogy of aikido adds value to intercultural communication training.

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The external impact of work-related social media use: employees as organizational ambassadors or adversaries?

Ellen Soens, in collaboration with An-Sofie Claeys

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Background – On social media, employees increasingly take on corporate communication roles that traditionally fell under the responsibility of public relations professionals (Madsen & Verhoeven, 2019). Through their personal accounts on platforms like Twitter and Facebook, employees can spread positive content about their work, their organization and the organization's products and services, taking on the role of organizational ambassadors (Dreher, 2014; van Zoonen et al., 2014). They can, by contrast, also act as adversaries, disseminating negative or confidential information (Kim & Rhee, 2011). In either way, because of their eye-witness perspective, employees are considered authentic and perhaps even more credible corporate communicators than official spokespersons (van Zoonen & van der Meer, 2015).

Purpose – To date, the external impact of employees' work-related social media use has received little scholarly attention. We therefore experimentally study the impact of employees' work-related social media posts on people's evaluations of the corporate reputation and behavioral intentions (e.g. purchase intentions) toward the organization. A first experiment examines the role of these posts' valence (positive vs. neutral vs. negative) and context (crisis vs. no crisis). A follow-up experiment exclusively looks at positive work-related posts. It examines the impact of employees' motivation behind their ambassadorship behavior (extrinsic/paid vs. intrinsic/spontaneous) both during crises and routine circumstances, borrowing insights from warranting theory (Walther & Parks, 2002) and the persuasion knowledge model (Friestad & Wright, 1994).

Methodology – We conducted two online between-subject experiments among Dutch-speaking Belgian consumers (NStudy 1 = 306; NStudy 2 = 201). Participants first read an introduction about a fictitious company, which we manipulated in terms of context (crisis vs. no crisis). Next, they were shown a fictitious social media post about the company, written by one of its employees. In the first experiment, the post's valence was manipulated (positive vs. neutral vs. negative). In the second experiment, a positive post was shown in which we manipulated the employee's ambassadorship motivation (intrinsic/spontaneous vs. extrinsic/paid). Finally, all participants filled out a questionnaire including measures of dependent and sociodemographic variables as well as manipulation checks.

Findings – Both during crises and routine circumstances, employees' positive and negative work-related social media posts have a substantial impact, either beneficial or detrimental, on the organizational reputation and consumers' behavioral intentions toward the organization. Furthermore, positive work-related posts are equally impactful when intrinsically motivated as when extrinsically motivated. Paid ambassadorship does not

automatically activate people's persuasion knowledge (i.e. knowledge regarding the tactics used in persuasive attempts such as advertisements; Friestad & Wright, 1994). Yet, regardless of the employee's motivation, organizational ambassadorship does activate more persuasion knowledge during a crisis as compared to no crisis. If persuasion knowledge is triggered, this negatively affects consumers' attitudes and behaviors toward the organization.

Conclusions – A key recommendation for organizations is to not only have eyes for the risks of employee social media use, but also for its opportunities. While it is reasonable for social media governance to focus in part on discouraging negative work-related social media posts, it should also stimulate positive ones. As for the latter, organizations can either rely on spontaneous ambassadorship or actively invest in paid ambassadorship programs. Yet, they should keep in mind that paid ambassadorship can backfire when it comes across as too manipulative, especially during crises.

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Session 6 – Historical Perspectives on Language

Wednesday 15 December 2021, 10.45-12.15

On the emergence, form and use of cleft sentences from Classical into Late Latin

Brian Cluyse

Master Linguistics and Literature

Cleft constructions (e.g., 'It is Mary who is the boss'; the so-called 'it-cleft') have received much scholarly attention in the last few decades, for many (typologically) different languages and language groups. In the case of Latin, however, only three articles have dealt with the problem so far (Löfstedt 1966; Gorla 2013; Hoffman 2016). In addition, these publications either do not systematically analyse the constructions (Löfstedt 1966) or limit their scope to Classical Latin (Gorla 2013, Hoffman 2016). Therefore, they offer no explanation for the structures' frequent use in Late, non-standard Latin. Several researchers of Romance languages have assumed that these constructions are derived from Latin, but they either refrain from providing further evidence or cite Plautus (3rd/2nd century BC) as their only source, which comes with a number of chronological issues (e.g., explicitly in Jochimsen 1907; Dufter 2008, 2009: 1; Roggia 2012: 204-208; and Pérez Saldanya 2021: 7).

In order to bridge that gap, my research deals precisely with the way in which cleft constructions evolved from Classical Latin (ca. 80 BC – 40 AD) into Late, standard and non-standard Latin (ca. 200 – 650 AD), which is considered the base of Romance languages. I analyse their different forms and uses with special attention to the information structure (following Lambrecht 1994, 2001) and the way this is reflected in the syntax of the sentences. Based on my own earlier research and as part of this study, I propose that the emergence of the 'it-cleft' (c'est-cleft (Fr.), c'è-cleft (It.) etc.) first of all be derived from a more versatile construction 'XP est X_{rel}' where XP can be a noun, adjective, or even adverb, the copula *est* ('is', 3 sg. of *esse* ('to be')) appears almost always invariable and X_{rel} is a form of the relative pronoun *qui-quaе-quod* ('that') as in the example with an adjective (1):

(1) nec turpe est quod dominus iubet. (Petr. 75.11)

XP (adj) COP X_{rel}

'It's not disgraceful (to do) what your master demands.'

During the Late-Latin period, there seems to have been an evolution towards more fixed expressions, resulting in the invariable *hoc est quod*-construction ('this is what'). Here, the deictic/anaphoric pronoun *hoc*, the neuter nominative form of *hic-haec-hoc* ('this'), lost its anaphoric/deictic value. The relative pronoun *quod* ('that'), also the neuter nominative form, subsequently became the generalised and invariable relative pronoun. This is, of

course, reminiscent of the formation in Romance languages, e.g., C'est lui qui fait ça (Fr.), C'è Maria che è arrabbiata con te (It.). We thus observe a loss of variation in XP and a generalization of the relative pronoun.

For this research, I draw from a diachronically, diatopically, and diastratically differentiated corpus, from Cicero (1st century BC) to the 7th century, which contains both literary and non-literary texts. This corpus has shown that, e.g., the *hoc est quod*-construction is very scarce in Classical Latin (with only some 30 queries in Latin prose) but becomes increasingly more frequent from the 4th century onwards, where we find hundreds of examples.

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P-labile verbs in the history of Latin

Tim Ongenae

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Labile verbs or lability refers to the linguistic phenomenon in which the valency of a verb can alternate without a formal change of the verb (Kulikov & Lavidas 2014). In most cases, lability is used to refer to the two forms of transitive-intransitive alternation, viz., patient-preserving lability (e.g. *I open the door* vs. *the door opens*, sometimes also called ergative verbs, anticausative lability, inchoative-anticausative alternation or ambitransitives of the type S=O, abbr. P-lability) and agent-preserving lability (*I drink tea* vs. *I drink*, sometimes also called ambitransitives of the type S=A, abbr. A-lability). In the presentation, we will mainly focus on P-lability and leave aside A-lability. P-lability preserves the UNDERGOER-like argument in the intransitive alternant, such as in APERIRE 'to open', which is attested in Plautus as both transitive *ecquis has aperit foris* 'will someone open these doors?' and intransitive *foris aperit* 'the door opens' (Gianollo 2014). This type of lability has therefore been considered an anticausative strategy in Latin (Cennamo, Eythórsson & Barðdal 2015). P-lability is very common in ergative languages (in which the transitive object and the intransitive subject are equally marked), but is also widely attested in accusative languages (in which the transitive and intransitive subject are equally marked) (Dixon 1994) and started to heavily increase in Latin in the period after 200 AD (see Feltenius 1977, who provided a list of those verbs and when they were first attested). Other anticausative strategies in Latin are the mediopassive pattern (*foris aperitur* 'the door is opened') or the reflexive pattern (*flos se aperit* 'the flower opens itself') (Cennamo, Eythórsson & Barðdal 2015).

The presentation will focus on some unanswered questions. Dixon (1994) stated that morphosyntactic alignment plays an important role in the appearance of labile verbs, but the relation between lability and alignment has been generally neglected or only mentioned in the margin (e.g. Gianollo 2014, Cennamo, Eythórsson & Barðdal 2015). Nevertheless, Latin developed an active-stative alignment (also known as the phenomenon of the 'extended accusative') from the third century on (Ledgeway 2012, Rovai 2012, 2014, Cennamo 2009, among others). Secondly, the distribution between anticausative strategies (mediopassive, reflexive and labile) will be discussed. Thirdly, we will consider the differences in anticausative marking between the different classes of P-labile verbs, viz., verbs of motion and verbs of change-of-state. The corpus used for this research is a collection of medical texts throughout the history of Latin. Those texts were chosen because of their practical (and in many cases colloquial) nature (Herman 1997 and Langslow 2000) and their relevance to the study of labile verbs (Feltenius 1977). The results will be approached with recent insights in the typology of labile verbs.

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Freising and the Slavs under bishop Abraham. Possible literary witnesses of the Freising mission in Karantania found in the Klagenfurt area in present day Carinthia.

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The Carantanians have been the first Slavic people to be converted to Christendom. Their conversion dates back to the 8th century, one hundred years before the advent of Cyrillus and Methodius. Unlike their famous successors, the Bavarian missionaries of the *Carantani* did not leave behind a body of literature of liturgic and pastoral texts in vernacular Slavic. The only linguistic remains of the Bavarian missionary efforts are the so-called Freising monuments, three short texts on sin and confession in an otherwise Latin miscellany from the 10th century that can be linked to bishop Abraham of Freising (957- 994). The relationship of these texts to the activities of the diocese of Freising under bishop Abraham have for a long time been subject to scholarly speculation, but research into the Freising Slavic mission has never been taken much beyond the painstaking, but isolated study of the three texts in question. The contextualisation of the three texts within the manuscript itself and within the rich manuscript heritage of Freising under Abraham, has never been systematically undertaken. Research remained philological and linguistic, where it should have turned cultural historical. The project I am working on aims at taking this overdue step and place the Freising texts into their cultural historical context through an ethnographically informed analysis of the whole body of the 10th century Freising manuscript heritage. Some time ago, I came across four manuscript fragments from Carinthia which are currently preserved at the *Kärntner Landesarchiv* in Klagenfurt. They were originally discovered in the late fifties and sixties of the last century. The only research done on these fragments, was conducted shortly after their discovery and was only superficial, therefore not much was known about these literary remnants of the Carolingian era. For each of the fragments, the contents, dating, usage in a broader context and possible link to the missionary activities in the region are discussed. We knew Freising was an active player in the Carantanian missionary field, but it is very hard to tell how extensive their missionary area really was and at what time they started to contribute to the conversion of the Slavs in specific parts of the Carantanian lands. The study of the four fragments from the *Kärntner Landesarchiv* gives us some more insight in the matter. Three of the fragments can be linked to the mission conducted by the archdiocese of Salzburg, two of them can even be related directly to the Freising led part of the missionary activity with the Carantanians. The reinvestigation of these fragments is an important step in the reconstruction of the Bavarian and more specific Freising missionary efforts in the territory of the *Carantani* as they form tangible and practical evidence of missionary activity.

Session 7 – Language Documentation

Wednesday 15 December 2021, 13.45-14.45

Phonetic documentation in the underexplored linguistic landscape of the Mai-Ndombe Province of the Democratic Republic of the Congo

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To this day, the southwestern part of the Democratic Republic of the Congo (DRC), all the way down to its border with Angola, remains among the least well-surveyed areas of the planet from a linguistic point of view. While general notions of the languages spoken there have been available since the colonial times, it is only recently that new historical-linguistic research on the local Bantu languages has allowed us to obtain a clearer picture of the region's language history. However, diachronic hypotheses often lack corroborating synchronic data - which is why low-level language description should also progress with them. Especially when it comes to phonetics and phonology, the topic of the first author's PhD research, reliable acoustic analyses are scarce. This is (partly) due to the uncertain status of phonetic documentation within language documentation on the one hand and phonological theory on the other, which have proved to be key aspects for both historical linguistics and language theory. Recent research by the BantuFirst team has tried to show just that: by addressing the case of the under-documented consonant and vowel systems of the Bantu B80 languages spoken in the Kwilu Province of the DRC from a low-level acoustic perspective, important diachronic and synchronic issues can be tackled. This contribution will build on that premise and, ideally, expand on it. By presenting the preliminary results of the first two authors' fieldwork mission in the neighbouring Mai-Ndombe Province of the DRC, we will try to: a) offer a concise overview of the linguistic landscape of a severely under-researched corner of Africa; b) focus on some "rare" phonological phenomena observable there and formulate hypotheses as to how to fully analyse them in a phonetically-grounded fashion; c) explore what theoretical and historical challenges these phenomena pose, as concerns such key notions in the area's linguistic debate as non-Bantu substrate, vowel dispersion and the unexpected presence of labial-velar consonants.

Contact-induced change in Romeyka

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This paper presents aspects of contact-induced language change in the morphosyntax of the endangered minority language Romeyka aiming to disentangle the influences of language contact, language shift and internal language change on the grammar of Romeyka.

Romeyka is a variety of Asia Minor Greek (Indo-European) spoken for about two millennia at the southern Black Sea coast in Turkey at the district of Trabzon (Sitaridou 2013, 2014a/b). Due to the mountainous geographical profile of the area, Romeyka displays a high amount of microvariation with varying degrees of mutual contact influence with the dominant national language Turkish (non-Indo-European) for at least 200 years. While Romeyka has arguably influenced the phonology of the regional Turkish varieties (Brendemoen 2002, 2006), Turkish influences on Romeyka affect all grammatical domains. In the light of labour migration from the Trabzon area to larger cities in Turkey since the 1960s, Romeyka has apart from the long-running contact situation with Turkish developed traits of a heritage language and is now – dependent upon the speech community – in rapid decline (Schreiber & Sitaridou 2017).

Although a considerable body of research on the grammar of Romeyka has been established in the last years (see Sitaridou 2014b and references therein; Neocleous 2017; Schreiber 2018), we still lack anything even approaching a comprehensive description of Romeyka grammar. The present work outlines steps of on-going PhD research on Romeyka such as fieldwork in the area, the compilation of a spoken language corpus, and initial results of grammatical description aiming to explore differences between contact-induced language change, and native language attrition, or incomplete acquisition in the process of language decline.

A particular challenging issue at structural level is the analysis of case and definiteness, which suggest considerable internal re-structuring and likely exaptation of the inherited morphology to novel functions. Unsurprisingly, some of the changes seem to be in line with what Karatsareas (2011, 2014) and Janse (2004) discuss for the Cappadocian variety of Asia Minor Greek, suggesting that we are probably dealing with a conspiracy of long-term language internal changes interacting with contact effects. In disentangling the effects of contact-induced language change, I argue that it needs to be distinguished between whether the agents of transfer are dominant in the recipient or the source language (Lucas 2015, i.a.) as both will target different grammatical domains.

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Session 8 – Language Teaching and Language Learning

Wednesday 15 December 2021, 15.00-16.00

The benefits of Latin on study achievement in Flemish academic higher education

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Studying Latin in secondary school has a rich tradition and is still present to a considerable extent in Europe, and especially in Flanders (Vereeck, 2020). However, the position of Latin in the present-day educational field has been questioned on numerous occasions. Furthermore, the diminishing trend observed in the number of enrolments exemplifies the loss of the appeal of the subject in the current day and age (Bracke, 2015; Duyck et al., 2017; Katz et al., 2020). Still, advocates of the language argue for the preservation of the instruction of Latin in secondary school, based on cultural-historical arguments as well as cognitive effects (Bracke & Bradshaw, 2017). Indeed, studying Latin is thought to benefit language skills, promote the development of intelligent learning and reasoning strategies, as well as cause improvement in academic achievement in more formal domains, such as mathematics (Devane, 1997; Gerhards et al., 2019; Mavrogenes, 1977; Pelling & Morgan, 2010; Sussman, 1978). However, the majority of this literature is rather belated. Furthermore, very little research has investigated if the supposed cognitive benefits of studying Latin continue to affect scores in higher education. As such, the present study sets out to explore the relation between studying Latin in secondary school and academic achievement.

The current study was performed in the framework of the SIMON study orientation tool of Ghent University (Fonteyne et al., 2017). This project provided a huge database containing an extensive amount of information on (predictors of) academic achievement, such as motivation, study background and many more. Data from students across 13 programs (from various study fields such as humanities, STEM and linguistics) and their subsequent exam results were considered ($N = 1580$). First, we examined the relation between studying Latin in secondary school and two measures of academic achievement (General Success Rate (GSR) and Grade Point Average (GPA)) through a linear regression. Results showed that the variable 'studying Latin' explained between 2% and 27% of the variance in these measures of academic achievement, in 31% of the tested study programs. Second, we developed program-specific prediction models of academic achievement, by contrasting all possible predictor combinations and choosing the predictor set with the smallest likelihood of information loss as the final model. If the variable 'studying Latin' was included in the final predictor combination, we could conclude whether this factor added incremental predictive value to the other possible (non-) cognitive and demographic predictors. The results revealed that studying Latin was included as a predictor of academic achievement in 38% of the

programs, over and beyond other established predictors, resulting in an increase in the explained variance ranging between 1% and 18% for GPA and between 2% and 13% for GSR. Furthermore, these analyses showed that the predictive effect of studying Latin on academic achievement is not limited to study programs related to linguistics.

In conclusion, the present study demonstrated that studying Latin in secondary school is a valuable predictor of academic achievement in some study programs, over and beyond other established predictors. Our findings thus corroborate the existence of cognitive benefits associated with studying Latin that go beyond the linguistic domain.

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The effectiveness of didactic practices in Dutch L2 classes for adult learners

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In Flanders, migrants need to obtain at least the A2 level of Dutch (Common European Framework of Reference for Languages – Council of Europe, 2018) in order to meet the integration requirements. Based on several criteria, among which are educational background and learning capacities (Agentschap Integratie en Inburgering, 2021), L2 learners are typically assigned to a specific track of Dutch as a Second Language (DSL): slow, standard or fast. However, research shows that these three tracks are differentially effective when it comes to realizing L2 gains, with low-literate, low-educated adult learners not performing equally well as standard and highly-educated fast track learners (Deygers & Vanbuel, 2021). While we know that the teacher is instrumental in achieving learners' L2 gains (Gurzynski-Weiss, 2019; Muijs et al. 2016; Muijs et al. 2014), there is a lack of research on which teacher practices, background variables and beliefs in different DSL trajectories can contribute to effective instructed second language acquisition among so-called Literacy Education and Second Language Learning for Adults (LESLLA) learners.

In order to address this gap, the first research objective of this PhD focuses on (1) whether there are differences between the reported didactic practices of DSL teachers (i.e. instructional activities, language input, interaction and feedback) and (2) whether certain teacher variables (i.e. educational background or beliefs) can predict these reported practices. While this first research objective offers an indirect picture of what happens in the DSL classroom, the second research objective will directly connect classroom-level learning gains to observed didactic practices (i.e. the nature of language input provided by the teacher and the instructional methods that are used). As such, we will investigate to what extent classroom practice is related to findings from the first study and to differences in possible language gains in students. Data will be gathered by means of (1) a large-scale survey that will be sent out among teachers (n = 105) of A1 classes, (2) language proficiency tests that will be administered to L2 learners from these classes and (3) classroom observations in classes that will be purposefully sampled from a pool of differentially effective DSL teachers.

Data collection and data analysis will take place from May 2022 onwards. The research hypotheses driving the study and the analysis are that (a) part of the variance in didactic practices will be attributable to individual teacher differences and to the three language track in which they teach and (b) that these will have a measurable effect on language gains.

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Session 9 – Construction Grammar

Wednesday 15 December 2021, 16.15-17.15

Individual variation in attitudes towards grammatical productivity/creativity

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In the burgeoning field of cognitive sociolinguistics, the study of language variation is fostered by combining insights and methods of sociolinguistics and cognitive linguistics (Geeraerts et al. 2010). The present study applies this approach to the investigation of patterns of grammatical creativity/productivity.

In Construction Grammar – a subfield of cognitive linguistics – syntactic productivity is defined as “a construction’s ability to attract new or existing lexical items, i.e. a construction’s extensibility” (Barðdal 2008, p. 1) and is referred to as a constrained form of creativity (Goldberg 2019). For instance, the conventionalization of a pattern as in (1) can facilitate extensions of this so-called *way*-construction with new verbs as in (2).

- (1) He made his way through the crowd.
- (2) He danced/twirled/bounced/jived his way through the crowd.

Creativity, however, is a property of the speaker, and not of the language (Zawada 2006), and is therefore likely to be influenced by individual, user-related variables (Hoffmann 2018). Yet, corpus-based investigations of productivity tend to abstract away from such user-related variables and neglect to account for individual variation in their analyses. The present study addresses just that, i.e. it aims to reveal which user-related variables affect language users’ attitudes towards ‘creative’ uses of two selected Dutch argument structure patterns, viz. the *weg*-pattern in (3) (Verhagen 2003) and the *krijger*-passive in (4) (Colleman 2015).

- (3) Hij maakte/baande/danste/hopte zich een weg door de menigte.
- (4) Els kreeg een kaartje toegestuurd/afgeleverd/overhandigd.

This will be done on the basis of large-scale internet surveys. Attitudes towards the productive/creative use of constructions will be measured on the basis of acceptability experiments, in which the participants will rate both conventional and creative instantiations of the selected constructions on 7-point Likert scales. Materials are selected on the basis of preliminary corpus investigations of the types of verbs frequently and less frequently encountered in the patterns at stake. Three types of user-related variables will be considered: (i) ‘prototypical’

sociolinguistic variables such as age, gender and education, (ii) personality traits such as Extraversion, Openness and Agreeableness – which will be measured through the BFI-2 questionnaire (Soto & John 2017), and (iii) cognition-related measures such as receptive vocabulary and print exposure (Dąbrowska 2018).

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German 'wh-ever' and 'no matter wh-' as allostructions

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My contribution deals with universal concessive conditionals (UCCs; Haspelmath & König, 1998) in present-day German from the perspective of usage-based Construction Grammar (Goldberg, 2006). UCCs are a type of conditionals in which the protasis receives a quantificational reading thanks to the combination of a wh-word with either a clause-internal particle like *immer*'-ever' in (1) or a clause-external expression like *egal*'no matter' in (2):

- (1) Was *immer* wir probieren, das Auto macht nicht mit.
(2) *Egal* was wir probieren, das Auto macht nicht mit.
 ('Whatever/No matter what we try, the car is no longer working.')

Historically, the two variants represent a case of layering (Hopper, 1991): whereas internally marked UCCs are very old, sharing an ancestor with free relatives, their externally marked counterparts have been emerging from routinised discourse patterns involving 'no matter'-type predicates with embedded interrogatives over the past two centuries (Leuschner, 2006; Vander Haegen, 2019). This makes their synchronic relationship all the more intriguing, as any functional or distributional differences between them in contemporary German remain to be investigated.

In my talk, I will present preliminary results from my ongoing doctoral project on the horizontal relationships between the subtypes of concessive conditionals in the German constructicon. Qualitative and quantitative analyses of data from the German Reference Corpus DeReKo reveal different preferences between the subtypes in (1) and (2) with regard to lexical specification and register, resulting in part from their distinct diachronic origins. Given their shared quantificational semantics, I argue that internally and externally marked UCCs constitute allostructions, i.e. alternating realisations of a formally underspecified UCC constructeme (cf. Perek, 2015, 153f. on allostructions and constructemes). My findings support a probabilistic view of syntactic variation and suggest interesting prospects for crosslinguistic comparison.

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