BOOK OF ABSTRACTS

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SESSION 1 – BUSINESS COMMUNICATION

Tuesday 20 December 2022, 11.30-12.30

Aikido's self-regulation and co-regulation:

A promising embodied pedagogy for intercultural communication training

Greet De Baets, Ellen Van Praet

Department of Translation, Interpreting and Communication

This presentation explores the potential of aikido, a Japanese martial art, as an embodied pedagogy in intercultural communication training. Aikido typically turns interactions in which interlocutors may feel unsafe into safe interactions for any party involved. To explore the principles and skills of aikido, we conducted a benchmark study and triangulated the study's findings. First, we gathered information about the principles of aikido through semistructured interviews with twenty aikido experts worldwide. A qualitative content analysis of the interview data in NVivo revealed three significant groups of aikido principles: tranquility (i), connection (ii), and ecology (iii). They form the basis for an aikido interaction model. Second, we triangulated the interview findings with biobehavioral theories that explain the link between behavior and the biological processes of the body and brain. Polyvagal theory and neurovisceral integration theory explain that posture, breathing, movement, and interaction produce physical, physiological, and mental changes that inhibit defensive reactions and positively influence behavior. The findings of the biobehavioral studies shed light on the transferability of aikido principles to intercultural communication training. Specifically, tranquility (i) training activates a self-regulatory process upon which a co-regulatory process resides. Co-regulation enables connection (ii), social engagement, and multiple expressions and outcomes. Aikido's ecology (iii) training reinforces motivation for self-regulatory and co-regulatory activities. We conclude that aikido's interaction principles and regulation skills offer the opportunity to use aikido as an embodied pedagogy in intercultural communication training.

Keywords: Intercultural communication training, aikido, expert interviewing, embodied pedagogy

Living through the crisis: Exploring a victim-oriented approach to crisis communication theory

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Crisis communication research has primarily focused on reducing reputational harm for an organisation in crisis (Kim et al., 2011). As such, organisations are advised to react to a crisis in a timely manner (Claeys & Opgenhaffen, 2016), to provide instructing and adjusting information to the public (Sturges, 1994) and to accept the amount of responsibility that is being attributed to them (Coombs, 2007). Consequently, current crisis communication theory is mainly sender-oriented. However, the company is not the only entity that is affected by a crisis (Coombs, 2015). Different stakeholders experience varying levels of impact from a crisis (Ulmer & Sellnow, 2000). So far, the perspective of the impacted public has received very little attention in crisis communication research. In order to shed a light on this 'forgotten stakeholder', twenty-seven in-depth interviews were carried out with members of the community of Zwijndrecht who had been confronted with the PFOS-scandal. Due to production processes involving the PFOS-substance, the soil and groundwater surrounding the chemical plant of 3M became polluted. The 'forever chemical' also ended up in the blood of local residents.

The interviews for this study took place between February and March of 2022 with respondents living within a 5 km radius of the plant. First, this research explored if and how 3M communicated with local residents. At the time of the interviews, which were carried out over a year after the scandal was revealed, none of the respondents had received any form of direct communication from 3M. The interviewees did claim to have seen 3M a handful of times in the media. The subsequent impression of 3M among local residents was that of an American multinational that was dishonest, non-transparent and inauthentic. The respondents proved to be very much aware of the potential legal liability that is linked with open and transparent communication. Moreover, they were angered by the fact that the possibility of legal consequences took precedence over public welfare. Secondly, this study aimed to discover what the specific communication needs of the impacted public are. The findings indicate that local residents expect a timely, informative response that helps them deal with the situation both mentally and physically. It is also essential that this information is conveyed in a manner that is understandable for the entire target audience. Additionally, these stakeholders not only want to be informed, but also listened to by the affected company. Their concerns and worries should be taken into account when seeking a mutually beneficial solution.

Based on this study, the following recommendations for companies in crisis are proposed:

- Consider all of the stakeholder groups carefully, paying particular attention to the impacted public
- Provide a timely, informative response to help the impacted public deal with the crisis
- Use any and every channel needed to convey a clear, understandable message
- Create a sense of dialogue by listening and responding to the concerns of victims
- Do not shy away from communicating due to legal liability, emphasize a more human approach

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SESSION 2 – LANGUAGE AND CULTURE

Tuesday 20 December 2022, 13.30-15.00

Transediting newspaper fiction: Bulgakov's The Master and Margarita serialized

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During the 19th and 20th centuries, newspapers and other periodicals harvested large amounts of fiction. These stories and novels were usually split up into a number of episodes, becoming recurrent features and doing so enhancing the readership loyalty of the periodical, as readers were enticed to read the next episode. At the same time, a considerable sample of these so-called feuilletons were used to disseminate ideologically suitable deemed content in a highly pillarized society, where most newspapers voiced their publisher's political orientation (e.g. a political party, or a trade union). By their very nature, serialized novels were subject to a number of constraints. Not only did they need to fit the newspaper's format, but as they were serialized, stories and novels were divided up in episodes. As a result, abridged translations are not uncommon in periodicals. The choice of what is selected for translation is revealing, but perhaps even more essential and telling are the (often) deliberate choices to deselect certain paragraphs, subplots or other entities of text. This sets in motion a number of interventions to compensate for the abridged content. Adding sentences to smoothen transitions, restructuring plot elements, and highlighting distinct features all belong to the cut-andpasting connected with media processes but are nevertheless not alien to the periodical translator's toolbox either.

In my paper, I focus on the 1968 publication of Michail Bulgakov's *The Master and Margarita* in the Dutch Catholic newspaper *De Volkskrant*. The novel contains three storylines, each foregrounding a different genre, so *The Master and Margarita* is at once a historical novel, a lovestory, and a satire. For the novel to fit the publication in 146 installments, the editors deemed a large number of adaptations necessary, "otherwise the reader-in-episodes would get lost" in the novel's layered structure. I will draw on these adaptations to identify practices of simplification and 'transediting' (translated and edited) with text-surgical methods such as addition, substitution or deletion in an effort to understand the functionality of the translation for its target audience. The editing and adapting of translations offers perspectives on the daily consumption of literary texts and their cohabitation in the highly constrained environment of a newspaper. In my paper I will argue that both translation studies and periodical studies, and language-driven research at large can considerably benefit from incorporating translated periodical fiction into its research agenda.

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The globalization of local indexicalities through music: African American English and the blues

Romeo De Timmerman

Department of Linguistics

This paper reports on a preliminary study into the prevalence of African American English features in the lyrical language use of blues artists, relying on data from different social and national backgrounds and time periods. It adopts a variationist sociolinguistic methodological approach to examine the prevalence of five African American English forms in live performed blues music: /aɪ/ monophthongization; post-consonantal word-final /t/ deletion; postconsonantal word-final /d/ deletion; alveolar nasal /n/ in <-ing> ultimas; and post-vocalic word-final /r/ deletion. Mixed effects logistic regression analysis applied to a corpus of 80 performances finds no statistically significant association between national/ethnic background and variant use, and indicates that blues artists, from different eras and nationalities, are highly probable to realize the African American English variant of the analyzed variables, regardless of their sociocultural background. By considering the historical development of the blues as a genre which emerged as an artistic expression of the African American experience but gradually transformed into an internationally successful style that transcends ethnic and social boundaries, this paper will explore how contemporary blues artists might use features of African American English as as a stylistic-linguistic strategy to index artistic authenticity.

The Nichibunken scroll and the Five Viscera paradigm:

An alternative medico-religious view of Edo period Japan

Elias Bouckaert

Department of Language and Cultures

This presentation will focus on a scroll kept at the International Research Center for Japanese Studies (Nichibunken) in Kyoto. This richly illustrated document - a late Edo period (1603-1868) handwritten production without title – contains concepts and discourses from several traditions which have historically played a significant role in Japan. Its central component is the ancient Chinese theory of the Five Viscera and Six Entrails (*gozō roppu* 五臓六腑), which was a widespread conceptualisation of the internal body in premodern East-Asia, and still exists in Traditional Chinese Medicine (TCM) today. Yet, while touching on the Five Viscera theory as such, the document also focusses on later Buddhist innovations of this concept, instigated in Japan by the Shingon monk Kakuban 覺鑁 (1095–1143). Besides, the scroll mentions other schools of Japanese Buddhism, Japanese *kami* worship (*shintō* 神道), and the Chinese classic on divination, the Book of Changes (*Yi Jing* 易經). Despite the foreign origin of many of its components, the scroll takes a Japan-centric approach, by highlighting original medical and religious developments and inserting Japanese concepts into historically adopted foreign frameworks.

This presentation will present the contents of this scroll, explain the historical significance of its components and argue that the specific combination of its components makes it an interesting document. Using my own transcription and translation of the scroll, I define the central concepts using Japanese dictionaries and databanks (Kotobank, Japan Knowledge, Digital Dictionary of Buddhism), and contextualise them using relevant secondary literature. In this way, I investigate in what historical context such document could have been made, by whom and for what reasons.

Additionally, the scroll seems to stand in relation to other Edo period documents with similar contents. Despite the theoretical nature of the scroll, lists of therapeutic treatments in two similar sources and the stress on ophthalmology in another suggest the more practical nature of this type of document. The scroll itself also contains practical knowledge, such as a mnemonic verse for remembering the location of the internal organs, and a description of the nine different positions for pulse taking at the wrist. Judging from the high quality of the paper and the lavish illustrations, the scroll could have served as a document for display, representing or summarising a larger group of medico-religious texts. The prominent Buddhist component in these documents

and the confluence with medical and therapeutic discourse suggest their connection to the Buddhist medical milieu, a topic of interest to many scholars today (e.g. Salguero 2017; Salguero & Macomber 2020; Triplett 2019).

In Edo Japan, Buddhists lost much of the medical and healing authority that they had held during the medieval period. Nevertheless, they still provided healing services, using spells, incantations and talismans, and even engaged in medicine and surgery well into the 19th century (Triplett 2019, 46-47). The scroll and other similar documents could be manifestations of such Buddhist medical practice and could provide an alternative to the mainstream view of "secularised" Edo period medicine.

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SESSION 3 – COMPUTER-ASSISTED LANGUAGE MEDIATON

Tuesday 20 December 2022, 15.30-16.30

Rapport management and multimodality in onsite and video remote interpreting

Dries Cavents

Department of Translation, Interpreting and Communication

In recent years, there has been a growing demand for video remote interpreting (VRI). However, few studies have explored the influence of VRI on the management of interpersonal relations. Conversely, some studies have already investigated the management of interpersonal relations in onsite interpreting (OSI), using Brown and Levinson's (1987) *Politeness Theory* and, recently, also Spencer-Oatey's (2008) *Rapport Management Theory*. In addition, earlier research has pointed to the importance of both verbal and non-verbal behaviour for the management of rapport. However, previous research into video mediated communication has also revealed interactants' reduced access to visual cues (Hale et al., 2022). Therefore, we hypothesise that this lack of visual cues will influence interactants' rapport management strategies. In order to test this hypothesis, the present project aims to investigate (1) the (non-)verbal rapport management (RM) strategies employed by participants to OSI and VRI interactions; and (2) the influence of the VRI setting on participants' use of RM strategies.

In this presentation, I will discuss a pilot experiment that we conducted to test our experiment design. More specifically, I will address its theoretical underpinnings, its study design, our hypotheses and our preliminary findings. While previous research on the management of interpersonal relations in dialogue interpreting (DI) has mainly focused on verbal strategies, this study aims to add a multimodal perspective, investigating both verbal and non-verbal strategies. In our pilot, two professional interpreters were asked to each interpret two interactions, one OSI and one VRI (i.e. all three participants joining remotely do not share the same physical space), between a Dutch-speaking service provider and a Spanish-speaking applicant. To increase ecological validity, the simulated interactions were script-based, drawing on input from naturalistic settings, i.e. an ongoing research project in the context of the Belgian reception agency for applicants for international protection. The experiment was recorded with video cameras and an *Eyelink Portable Remote* eye-tracker. Immediately after the experiment, all participants were asked to fill in a short survey informing about their overall experience. After having analysed the video-recorded interactions, we conducted semi-structured interviews with the participants who were asked to retrospectively report on their experience of the interactions and discuss the adopted rapport management strategies. Our hypotheses were that (1) the VRI setting would require more

rapport management than the OSI setting; (2) the participants would use more non-verbal RM strategies in OSI than in VRI; and (3) the participants would compensate for the lack of access to non-verbal communication in VRI by using more verbal and disruptive rapport management. The presentation will show how all participants employ verbal and non-verbal resources to manage rapport in DI. Furthermore, it will zoom in on the specific impact of the OSI and VRI setting on how rapport is managed and it will touch upon the lessons drawn from the pilot experiment and how these were incorporated in our study design.

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The efficiency and effectiveness of the MT-assisted L2 writing process

Margot Fonteyne

Department of Translation, Interpreting and Communication

Over the past decade, the quality of machine translation (MT) output has improved significantly (Van Brussel et al., 2018). As a result, tools such as Google Translate and DeepL have become wildly popular among second language (L2) learners. For example, MT tools are commonly used by L2 learners to support their writing process (Alm and Watanabe, 2021). However, it is yet to be investigated how efficient and effective the MT-assisted writing process actually is, compared to support from more traditional tools such as online bilingual dictionaries. An efficient writing process is a fluent one, with as little cognitive load as possible. An effective writing process is one that generates a writing product of high quality. Moreover, little is known about how the L2 proficiency level of learners affects the process's efficiency and/or effectiveness. To address this gap, the first research objective of this study focuses on how MT access during writing compares to writing with access to a more traditional tool:

1. Does L2 learners' use of MT tools during the writing process differ from how they use dictionaries?
2. Does MT use affect learners' writing process differently than dictionary use? Does it result in a more efficient and/or effective writing process?
3. Do these differences in efficiency and effectiveness differ across L2 proficiency levels?

The second research objective will zoom in on the variation in L2 learners' use of MT during writing. Our aim is to find out which MT use patterns result in the most efficient and/or effective writing processes for learners at different L2 proficiency levels. Hence, we will be addressing the following questions:

1. To what extent does MT use vary during the writing process? Does this differ across L2 proficiency levels?
2. How do various MT use-related process indicators (e.g., mean consultation duration, total number of words looked up) and MT use patterns (combinations of process indicators) affect the process's efficiency and/or effectiveness? Does this differ across L2 proficiency levels?

Data will be gathered by means of collecting both process and product data from L1 Dutch learners of Swedish (n = 60). They will complete a number of writing tasks, of which two with access to an MT tool and two with access to an online bilingual dictionary. The writing process data will consist of keystroke logs, screen recordings, eye-tracking data, and stimulated recall interviews. In addition, data on the L2 proficiency level of the participants will be collected by means of a placement test and self-assessments.

The research hypothesis related to the first objective is that the MT-assisted writing process is more efficient as well as effective, especially for learners with a lower proficiency level. With regard to the second research objective, the hypothesis is that certain patterns of MT use result in more efficient and effective writing processes than others.

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SESSION 4 – CORPUS LINGUISTICS

Wednesday 21 December 2022, 11.00-12.00

Researching verb-medium colligations

Martin Godts

Department of Linguistics

To express the same or a similar meaning, alternative grammatical means may exist.

In grammar, such grammatical differences are often contrasted pairwise, such as active vs. passive voice (e.g. *I roll the ball* vs. *The ball is rolled*) or transitive vs. intransitive clause (e.g. *I roll the ball* vs. *The ball rolls*). Many students/users of English are well aware of active/passive and transitive/intransitive alternatives.

However, fewer people are aware that many English verbs may function in an alternation with the same nominal constituent either as subject in an intransitive clause, or object in a transitive clause. Since Halliday (1985: 144) functionalists refer to such a nominal constituent as a 'medium' and to such an alternation as a 'lexically construed ergatively aligned pair'.

More specifically, the semantics linked to this alternation comprises a verb-noun relationship (referred to as a 'colligation') in which verbs and mediums license, specify and restrict each other's meanings. Thus, events can be pictured either as instigated by an agent external to the event, with a patient-like object-medium undergoing the process (e.g. *She rolls the ball*), or self-instigated by a patient-like subject-medium (e.g. *The ball rolls*) (Davidse, 1992).

Especially verbs expressing a physical change or movement are involved, but through time, application has expanded to all kinds of phasal, procedural, emotional and metaphorical changes that include patient-like mediums with an active twist. As pointed out by Haspelmath (1993), many of the verbs participating in the alternation have inchoative meanings in the intransitive alternant and express causative aspects in the transitive counterparts. Additional features include resultative, perfective verbal aspects and lexical aspects restricting the types of mediums fit to function in the alternation.

My research first sketches a large synchronic picture of more than 1000 attested verbs with mediums in English and second, maps the occurrence of many of these verbs in historical corpora. I start from collections of English verbs attested as participating in causative alternations in Levin (1993), as ergative verbs in Francis et al. (1996) and as labile verbs in McMillion (2006). By extracting instances of attested verbs in relation to their colligate mediums from a web corpus, a data collection is obtained that leads to a colligational report for each attested

verb. These reports allow further study involving co-occurring verbal particles, phrasal variants, prepositional objects or adjuncts. Apparently, all of these co-occurring constituents may play a role in licensing the acceptability of clauses within a broader discourse context.

Next, these web corpus data are clustered around common mediums and common verbs. The clustering results are visualized in a semantic vector space. A delineation of the grammatical structures at hand in a multilayered semantic map including conceptual and more fine-grained substantiated submaps concludes the first part of the research.

A second, diachronic line of inquiry tracks the usage of verb-medium colligations in English historical corpora. This part aims at deepening the understanding of what triggers the emergence, implementation, expansion, openness and productivity of verb-medium colligations.

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The lexical demands of English and French L2 textbooks: A cross-linguistic corpus study

Amaury Van Parys

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Textbooks are a vital source of input in the L2 classroom. Studies have determined the lexical complexity of a variety of input types (e.g., novels, audio-visual media) by calculating lexical profiles (e.g., Nation, 2006; Webb, 2010), i.e., estimates of the distribution of words across frequency levels – the assumption being that higher word frequencies equal lower demands. However, lexical profiling research into L2 textbooks is limited. Moreover, the few existing studies tend to focus exclusively on English, ignoring languages to which learners may have considerably lower out-of-school exposure (e.g., French; cf. Peters et al., 2019). To address these gaps, this cross-linguistic corpus-driven study investigates both English and French L2 textbooks and aims to determine (RQ1) what the lexical profiles are of the reading materials found within these textbooks, (RQ2) how these demands evolve across secondary education and (RQ3) how the approach differs based on L2 (English-French).

A corpus of approximately 200,000 tokens per L2 was compiled by selecting the reading texts from 36 Flemish secondary school L2 textbooks. To determine the vocabulary demands (cf. RQ1), a custom Python script was developed that creates a lexical profile for each text by categorising the words into existing word frequency lists. A crucial decision in the lexical profiling process is the choice of lexical unit. Typically, lexical profiles are reported in terms of word families (i.e., lexical units encompassing all inflections and derivations of a headword, e.g., 'depend', 'depends' and 'dependable' are part of the same family), but recent research has shown that these may overestimate the vocabulary knowledge of learners who struggle with morphology (e.g., Brown et al., 2020). Moreover, we argue that word families are especially unsuitable for French, considering its additional morphological challenges when compared to English. For instance, a learner may know the meaning of the infinitive 'résoudre', but not of the rather different inflected form 'résolvons'. To give a cross-linguistic insight that is as complete as possible, two other lexical units are explored: the word type (i.e., each token counted separately, e.g., 'depend' and 'depends' are distinct units) and the lemma (i.e., a headword and all its inflections, e.g. 'depend' and 'depends' fall under the same lemma '(to) depend'). Our lexical profiles are based on the subtitle-based frequency lists Subtlex-UK (van Heuven et al., 2014) for English and Lexique (New et al., 2004) for French. The profiles are supplemented with measures of lexical density (i.e., the ratio of content words to the total number of words) and lexical diversity (determined using the Measure of Textual Lexical Diversity). To determine the evolution of these different features across grade levels as well as the ways in which they differ across English and French (cf. RQ2 and RQ3), multilevel regression modelling and pairwise comparisons between grades and L2s will be performed.

This study is ongoing and entering the analysis phase. In my presentation, preliminary results will be discussed, with a special focus on the methodological decisions that needed to be made. Pedagogical implications for text selection in L2 teaching will be addressed.

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SESSION 5 – MULTILINGUALISM

Wednesday 21 December 2022, 13.00-14.30

Tackling the bilingual advantage issue: A longitudinal setup

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The cognitive impact of bilingualism has been the subject of discussion for many years. Several studies have pointed to beneficial effects on executive functioning[1] as well as on intelligence. Crivello et al. (2016) found a stronger inhibitory control in bilingual toddlers than in monolinguals while also establishing a positive correlation between knowledge of both languages and executive functioning. However, longitudinal research into the effect of bilingual immersion schooling on cognitive control and intelligence by Woumans and colleagues (2016) was not able to confirm the results of Crivello et al. (2016). Woumans et al. (2016) did find an improvement of general intelligence in bilingual children, an aspect of the cognitive advantage that had earlier been pushed to the background. This might be an indication that the cognitive impact of bilingualism should once again be treated in a broader sense, retrieving from the current main focus on executive function. In addition, the findings of studies on cognitive effects of bilingualism have been contested altogether by Paap, Johnson and Sawi (2015). They state that over 80% of the tests for bilingual advantages after 2011 yield null results and those resulting in significant bilingual advantages tend to have small sample sizes. Participants are often insufficiently matched on background variables and statistical analyses are sometimes questionable. Furthermore, seminal outcomes can rarely be reproduced and any significant differences in performance may reflect task-specific mechanisms and not domain-free executive functioning abilities.

These contradictory findings leave the research field of bilingualism at unease and call for a large-scale longitudinal research project that responds to the preoccupations uttered by Paap and colleagues (2015). Our research design consists of two subprojects, of which the first one will track children initially aged 4 for three years, testing their language proficiency, cognitive control and general intelligence on a yearly basis. Participants will be divided into three groups: bilinguals, monolinguals and L2-learners in an immersive setting (i.e. CLIL). In

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[1] Executive function, also cognitive control, refers to the group of complex mental processes and cognitive abilities (such as working memory, impulse inhibition, and reasoning) that control the skills (such as organizing tasks, remembering details, managing time, and solving problems) required for goal-directed behaviour (Merriam-Webster, n.d.).

a second parallel project, children aged 7 to 9 will be tested on the same parameters. Participants will be divided in similar groups as in the first project, enabling us to determine the remaining impact of possible cognitive advantages in post-critical age groups.

It is our intention to come up with fundamental responses to the questions at hand: does bilingualism have a cognitive impact and in what ways? Which language factors contribute to which cognitive outcomes? Conclusive insights in the cognitive impact of bilingualism and immersive education from a young age on might guide us in shaping our education to its best possible structure. At the same time, we are well aware that any findings within the present research design are bound to the specifics of the context in which it was conducted. That is why, first and foremost, we are seeking to establish a research method that can serve as a basis to examine any other specific context and that will result in a comprehensive image of the different facets of bilingualism's cognitive impact.

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The comprehensibility, accentedness and intelligibility of regional and non-native varieties of English to Flemish EFL learners

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Listening to a second or foreign language (L2) is more difficult than listening to a first or native language (L1), and this is even more so when the speaker has an unfamiliar regional or non-native accent (Mattys et al., 2012). An accumulated body of research has already examined to what extent these accents pose a challenge for native listeners (for a review, see Lecumberri et al., 2010). Much less investigated is how non-native listeners deal with regionally and non-native accented speech. The present study therefore investigates how well English as a Foreign Language (EFL) learners report understanding (i.e. comprehensibility) and actually understand (i.e. intelligibility) different varieties of English, and how learners' self-reported and actual understanding of these varieties are aligned.

Thirty-three Dutch-speaking EFL learners in Flemish higher education performed a comprehensibility and accentedness judgement task with 8 speech samples (for a discussion of these concepts, see Munro & Derwing, 2020), followed by an orthographic transcription task containing 40 spoken sentences, aimed at assessing intelligibility. Unlike the use of laboratory speech in most previous studies (e.g., Harding, 2018; Kang et al., 2018), the auditory stimuli in this study were taken from natural speech produced by eight speakers with (non-)regional and non-native accents. They represented speakers from the traditional Inner, Outer and Expanding Circle varieties of English in Kachru's (1985) World Englishes model. The Inner Circle is traditionally represented by native English-speaking countries, including the United Kingdom, the United States of America and Australia. The Outer Circle consists of countries that used to fall under the direct control of the U.K. or the U.S.A., such as India, Nigeria and Kenya. The Expanding Circle comprises all countries where English is used as the international language of communication in commerce, media or higher education, but where it is not the first or dominant language of the majority, and typically does not have an official status (e.g., most European countries, China and Japan). Speech samples and sentences were controlled along several speech dimensions, such as duration, speaking rate and lexical frequency of the content words. Using mixed-effects modelling, we examined listeners' self-reported and actual understanding of the varieties, and to what extent comprehensibility ratings and intelligibility scores were correlated.

Inner Circle varieties were reported to be more comprehensible than Outer and Expanding Circle varieties, with Expanding Circle varieties being easier to understand than Outer Circle varieties. The strength of a speaker's accent significantly affected listeners' comprehensibility ratings, while their self-reported familiarity with the accents did not. Most speakers were also highly intelligible, but no ceiling effects were observed, not even for Inner Circle varieties such as General British and American English, rated highest for comprehensibility. Listeners'

self-reported understanding of the speakers generally matched their actual understanding, except for the General British English speaker. However, no correlation between comprehensibility and intelligibility was detected. The study foregrounds the effect of regional and non-native speaker accents on comprehensibility and intelligibility, and highlights the importance of exposing learners to a wide range of varieties.

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Language and guardianship: A sociolinguistic ethnography of the multilingual resources and strategies used in the guidance trajectory of unaccompanied refugee minors

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Language and multilingualism play a critical role in asylum and refugee encounters. Sociolinguistic and interpreting research on multilingual service provision (Blommaert, 2006; Jacobs & Maryns, 2021) has demonstrated that migrants and refugees often do not get the language support they are entitled to, resulting in inequal resources to express themselves, and the risk of their stories not being heard. While considerable research has been conducted on the multilingual challenges and needs of adult migrants and refugees (Blommaert, 2006; Hsieh, 2006; Jacobs & Maryns, 2021; Silverman et al., 2016; Tipton, 2008), there has been no systematic analysis of the impact of linguistic diversity on the communication with unaccompanied refugee minors (UAM). The envisaged research project sets out to fill this gap by conducting a sociolinguistic ethnography of the ways in which linguistic diversity and multilingualism are interactionally managed in the guidance trajectory of UAM, with a specific focus on the interaction between UAM and legal guardians. Drawing on a combination of ethnographic observation with semi-structured interviews and focus groups with key participants, the project will examine the different multilingual strategies selected by UAM and their guardians and the impact these choices have on (a) production and disclosure of personal experiences, (b) negotiation of complex procedural knowledge and (c) building of a relationship of trust. In addition to contributing to scientific knowledge of the interactional management of these encounters, the project also aims to improve the quality of guidance and care of UAM.

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Productivity of the Spanish inchoative construction: Does semantic distance influence eyetracking reading times?

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Syntactic productivity can be defined as a construction's ability to attract new or existing lexical items (Barðdal, 2008). It lies at the heart of usage-based approaches to language (e.g., Goldberg, 2019), which challenge the generativist view that lexical items can be freely combined with syntactic structures as long as the former match the grammatical specifications of the latter. So far, productivity has mostly been considered from a corpus-based perspective, focusing on such measures as token frequency of (co-)occurrence, type/token ratio, and hapax/token ratio (Baayen, 2009). Additionally, more and more attention has been directed at the role of semantic distance between items that fill in the slots of a construction, which can be measured through co-occurrence frequency of these items with other words in the corpus (Erk, 2012; Perek, 2018).

However, constructions are extensible beyond the scope of closed-ended corpora in the minds of language users. It is far from clear whether and how syntactic productivity, as hypothesized on the basis of corpus data, matches with on-line sentence processing. In this eye-tracking study, we aimed to test whether corpus measures such as co-occurrence frequency and semantic distance are predictive of the participants' eye movements during reading. To this end, we focused on the strikingly productive Spanish inchoative construction, which expresses the onset of an event (García Fernández, 2012).

Pedro empezó / se puso / rompió / ...	*a*	*llorar desconsoladamente.*
Pedro started / put himself / broke /...	to	cry inconsolably.

To develop experimental materials, we used a dataset derived from the Spanish Web corpus (Van Hulle & Enghels, in press). Since a wide range of verbs from various semantic fields can fill both the inchoative verb slot and the infinitive slot (Enghels & Van Hulle, 2018), we manipulated co-occurrence frequency and semantic distance within 45 inchoative-infinitive pairs. Semantic distance was calculated by means of a vector-space semantic model and corresponded to the distance between the semantic vector of the infinitive and the centroid vector of the inchoative (based on semantic vectors of the ten most frequently attested infinitives). In the *baseline* condition, the infinitive occurred frequently with the inchoative in the dataset. In the *semantically close*

condition, the infinitive had low co-occurrence frequency (1-3 tokens) with the inchoative but was semantically close to the centroid vector. In the *semantically distant* condition, the infinitive also had low co-occurrence frequency with the inchoative but was semantically distant from the centroid vector. Critical sentences were

distributed across three presentation lists and mixed with 185 fillers. Data collection is still ongoing; in total, we aim to recruit 60 native speakers of European Spanish. We expect high co-occurrence frequency to facilitate linguistic processing, yielding shorter reading times in the baseline compared to the close condition. Importantly, if semantic distance influences processing cost at low co-occurrence frequency, we expect to find differences between the close and the distant conditions, the latter yielding longer reading times, higher probability of re-reading, and/or lower probability of skipping.

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The translation of crime fiction in Flemish newspapers in the early 20th century

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This study will be situated in the field of popular fiction translation, which was long under-researched, due to its little cultural, and subsequently academic, prestige (Bianchi & Zanettin, 2018, pp. 793-795). Since the 'cultural turn' in the translation studies, however, interest has gradually been rising (Delabastita, 2010, pp. 200-201). This is important, because the popular genre constitutes the majority of translated fiction and can thus provide 'a more comprehensive picture of translation practices in different countries at different times' (Storm, 2016, p. 2).

More specifically, my research will focus on Dutch translations of English crime stories that were published in serial form (often referred to as 'feuilletons' (2012)) in Flemish newspapers, in the early 20th century. The aim is to study how the newspapers used those translations to convey certain norms and values to their readers, and whether their ideological background influenced their approach. This is especially relevant for crime fiction: by indicating what a particular culture considers to be deviant at a particular time, crime stories can offer an insight in the morals of that culture (Seago, 2014, p. 2).

As I am at the start my PhD-project, I would like to use this poster session get some feedback on the corpus I am currently compiling and to gather inspiration for later research steps, specifically the operationalization of my research objectives and methodology.

My corpus will include two popular papers from Ghent that were both aimed at the working class, but had different ideological backgrounds, namely the socialist newspaper *Vooruit* and its Catholic counterpart, *Het Volk* (De Bens & Raeymaeckers, 2010). I will consider the crime stories they published between their first publication date (in 1884 and 1891, respectively) and 1940 (when publication of Het Volk ceased due to World War II, which did not happen for either paper during WW I). With the emergence of mass newspapers (Law, 2017, p. 2), the feuilleton had its biggest impact during this period (De Nil, 2005, p. 177). It was also an important time for crime fiction: the enormously popular Sherlock Holmes emerged in 1887, for example, and Agatha Christie spearheaded the 'Golden Age' of detective fiction in the interwar period (Scaggs, 2005, pp. 25-26). As indicated by these examples, crime fiction is often considered an 'originally Anglo-American genre' (Seago, 2014, p. 2), hence my decision to study translations from English source texts.

This corpus will serve as the basis for a limited quantitative analysis (How many crime stories did both papers publish? Is there a significant difference?), but I will mainly use a qualitative approach to investigate how both papers used crime feuilletons to propagate their ideals. Given that the realistic portrayals of society and the 'sexual candour' in crime fiction were frowned upon by the Flemish Catholic Church (Schoeters, 2004), one could expect a more interventionist approach in the translations from *Het Volk*. To study this, a possible avenue could

be to look at the way in which the characters of the stories were treated. How were criminals represented, for example? As said, however, the operationalization remains to be determined and this poster session seems like a great opportunity to gain further inspiration.

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The perception of French nasal vowels by Belgian Dutch listeners

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Several models have been proposed to study the production and/or perception of non-native phonemes by L2 learners (cf. L2LP, Escudero, 2005; PAM-L2, Best & Tyler, 2007; SLM-r, Flege & Bohn, 2021). These models generally assume that the identification of L2 phonemes depends on their phonetic similarity with phonemes of the L1. In this light, the perception of nasal vowels by L2 learners is a particularly interesting subject, because unlike nasalized vowels, nasal vowel phonemes are quite rare in the world's languages. In fact, the phonemic contrast between oral and nasal vowels exists in only 22,6 % of them (Maddieson & Precoda, 1990). To our knowledge, little research has focused on the perception of nasal vowels by L2 learners (but see e.g., Detey & Racine, 2015; Inceoglu, 2016). This paper aims to contribute to our knowledge of the acquisition of nasal vowels by investigating how Belgian Dutch listeners perceive French nasal vowels. While Dutch has no nasal vowels in its inventory, present-day Hexagonal (Parisian) French has three, being /ɛ̃/, /ɑ̃/ and /ɔ̃/.

To this purpose, twenty-one native speakers of Belgian Dutch who were intermediate learners of French performed two categorization tasks, namely a cross-linguistic task and a French task. In the cross-linguistic task, participants matched French nasal vowels to their closest Dutch equivalents and rated these vowels on a category goodness scale. As for the second (French) task, they classified French nasal vowels. The target stimuli were French CV and CVC sequences containing either /ɛ̃/, /ɑ̃/ or /ɔ̃/ as their syllable nucleus (e.g., *zan* /zɑ̃/ or *dainte* /dɛ̃t/). Stimuli were produced by two native speakers of Hexagonal French.

The results of the French categorization task indicated that the French nasal vowel /ɔ̃/ was identified significantly more often than /ɛ̃/ and /ɑ̃/. This can be linked to a chain shift (i.e. a series of interrelated sound changes) affecting nasal vowels of present-day French. Moreover, participants rarely categorized French nasal vowels as oral vowels, but displayed asymmetric patterns of confusion between French nasal vowels. Finally, the outcomes of the cross-linguistic categorization task revealed perceptual assimilation patterns that clarify the asymmetric patterns of confusion. These perceptual assimilation patterns are discussed in the light of two theoretical models, namely the Perception Assimilation Model for L2 listeners (PAM-L2; Best & Tyler, 2007) and the Second Language Linguistic Perception model (L2LP; Escudero, 2005).

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Discovering language and educational ideologies in order to explain Flemish secondary pupils' classroom behaviours and results for French

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Several polls, made by the Flemish government, and studies like the ESLC survey, confirm what Flemish secondary teachers have noticed for quite some time: the diminishing knowledge of French as a foreign language and the fading motivation for this subject, that is often an inevitable part of the curriculum of Flemish pupils.

This study aims at explicating beliefs about language, learning and language learning as well as common perceptions in the field of motivation and resilience that circulate in Flemish society and influence Flemish pupils' results and behaviour. For this purpose it is necessary to take a closer look at the influential ideologies that lie at the basis of these beliefs and underpin language and educational policies. Literature review will cast a light on these authoritative and often commonsensical language ideology and (language) educational ideology. At the macro level, policy documents, educational visions of the Flemish government and political parties, statements on social media and press, etc will be studied. At the underlying meso and micro levels, teachers feedback, schools policies, everyday comments on social media about language and / or education, etc will be explored. The literature review will also provide insight into motivational psychology (Deci & Ryan 2020, Vansteenkiste 2005, 2007), mindset theory, coping styles and resilience (Dweck 2006, Portzky 2019) in order to understand pupils' classroom behaviour.

The focus of this study is the individual Flemish foreign language learner in secondary education who will be given voice in a sociolinguistic sense. Therefore, a qualitative study will be conducted by applying a methodology in line with self-determination theory. Philosophizing with these pupils about language and learning and giving them the opportunity to freely and autonomously express themselves in multi-modal forms of expression about language, French and learning will give valuable insights on pupils motivation and beliefs. In addition to these creative methods, this qualitative research will be complemented by a survey, classroom observations, focus group discussions and individual interviews. These pupils of government provided education are aged between 12 and 18, attending general, technical or vocational secondary education in a school in the province of Antwerp. The objective is to identify personal values and interests and determine beliefs about language and learning that interact with their motivation, results and classroom behaviour.

It is clear that this research differs from most polls and surveys in which authorities, like policy makers, teachers and experts, are heard and can make statements about the causes of lesser motivation and results for French as a foreign language in Flanders. This study will offer a valuable and complementary insight because pupils are given an authentic and useful voice that must be heard in order to find meaningful and long-term solutions for French as a foreign language in Flanders.

Using Natural Language Processing for Dutch Automated Writing Evaluation (DAWN)

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The origin of research on creating automated writing support is situated in the 1960s (Page, 1966). The focus is most often on developing computer-based systems that can reliably score student's essays using Natural Language Processing (NLP) techniques, known as automated essay scoring (AES). The past few years, however, the emphasis has started to evolve more towards using the same techniques to not only score a text, but also provide more detailed diagnostic feedback, such as the detection of grammatical errors. This is known as automated writing evaluation (AWE) (Allen et al., 2016; Strobl et al., 2019). The large-scale shift in the ambitions of current writing evaluation systems from merely assigning a score towards more in-depth evaluation proves that more research expanding upon the capabilities of this technology is necessary (Shermis & Burstein, 2013). A distinction should be made between summative features, linguistic characteristics that are extracted from texts to predict writing quality, and formative features that appear in the form of error or problem detection modules which have the potential to evolve into correction modules.

Existing Dutch writing systems such as the Writing Aid Dutch (De Wachter et al., 2014) are usually not based on NLP techniques and instead make extensive use of databases and string matching. In this presentation, we will present the ongoing work and future perspectives of the DAWN PhD project, which consists of developing an automated writing evaluation system for a variety of Dutch academic text genres written by Dutch L1 writers using machine learning techniques. In the first stages of the project we will focus on summative features to automatically assign scores to writing products, i.e. AES (i), and get more insights into aspects of writing quality for our target audience (ii).

Summative features are applied in state-of-the art AES systems (such as the well-known e-rater®2 scoring engine, which is used in the US for, among others, high-stakes writing assessments). However, in order to train machine learning systems data is first required. As most AES research has been performed on English data, we will explore whether it is possible to transfer knowledge from English to Dutch using cross-lingual projection (Ruder et al., 2019). Next, a Dutch AES system will be created using both a traditional machine learning approach based on linguistic features and an approach relying on the current state of the art (i.e. deep learning). As previously mentioned, the focus on summative features will also offer insights into writing quality as these features capture aspects of vocabulary, syntax and cohesion (Crossley, 2020). We are particularly interested in cohesion as this can be considered as the glue that keeps a text together (Meyer, 2003). Moreover, previous research has shown that cohesion-related features have a significant influence on writing quality for younger

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[2] https://www.ets.org/erater/about

L1-writers (Struthers, Lapadat and MacMillan, 2013), but the results are somewhat contradictory when it comes to both adult L1 (De Clercq & Van Hoecke, 2020) and L2 (Crossley et al., 2016) writers.

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Evaluation of the cognitive impact of Flemish classical language programmes through electronic pupil assessment

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Research topic and rationale

From a European perspective, Flanders has a strong tradition in instructing Latin and Ancient Greek (Vereeck 2020). On the other hand, classical language (CL) education is subject to a fierce public debate (Vereeck under review). Inspired by utilitarianism, the main argument against the study of CLs is that they are useless and irrelevant in today's world. An often-heard counterargument is that studying CLs supposedly enhances language ability, reasoning skills, independent judgement, and so on. Thus it would appear that besides the primary objectives of imparting the Latin and Ancient Greek languages, literatures and their broader cultural-historical context, CL education has a set of secondary objectives: generating linguistic as well as general-cognitive transfer (Barnett and Ceci 2002).

But does the study of CLs really transfer to other cognitive domains? It is a fact that (former) CL pupils tend to outperform their peers on a variety of measures, from standardised language tests, over medical entrance exams, to achievement in higher education (Bracke and Bradshaw 2020). However, it is still unclear whether this is due to a transfer effect from studying CLs or to preselectivity, i.e. to higher a priori cognitive ability. Despite their ubiquitous presence and the great number of pupils they attract, the actual cognitive impact of Flemish CL programmes has never been studied across time before. Against the backdrop of growing STEM advertisement and continuous international debate about CL education, it is high time to evaluate this traditional study option and put the alleged cognitive transfer to the test.

My empirical study

For the first time, I am applying successful psycholinguistic research paradigms to CL learning. I am currently conducting a longitudinal observational study in secondary schools, with a matched comparison group design. This quasi-experimental design allows to isolate the effect of CL education and rule out the influence of preselectivity on the collected data. The study runs for three years (2021-2024), with one measurement per year (pre-test, interim test and post-test).

Besides a questionnaire for customary background variables like gender and socio-economic status, there are three main measuring instruments: a non-cognitive questionnaire, an intelligence test, and a test on native language ability in Dutch. The non-cognitive predictors are grit (Duckworth et al. 2007), self-control (Tangney et al. 2004) and motivation (Vansteenkiste et al. 2009). The intelligence test, in line with the Cattell-Horn-Carroll model of intelligence (Schneider and McGrew 2012), includes several broad abilities, both verbal and non-verbal.

The language test covers multiple facets too: vocabulary, spelling, reading comprehension etc. All instruments are web-based and are completely scored automatically, which allows for digital group administrations. This format makes it feasible to assess several hundreds of pupils.

My research hypothesis is that transfer effects from CL learning will be observed across various cognitive domains. If transfer effects are found, the implications are significant for educational policy in Flanders, the Low Countries and even Europe at large. Not only would this finding be paramount for the position of the CLs, there are further-reaching conclusions to be drawn: for example, assuming CL study is shown to improve native language ability, it could be strategically deployed for that purpose in an evidence-informed way.

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