BOOK OF ABSTRACTS

9th LinGhentian Doctorials

15–16 December 2025

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KEYNOTE

Monday, 15 December 2025
09:45–10:45

Transitivity (prominence) and the micro-typology of Romance

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Cross-linguistically, languages show significant differences in the extent to which they adhere to canonical transitive syntax (Lazard 2002; Haspelmath 2015; Creissels 2024, a.o.). Within the Romance family, it is a commonplace idea that French and Portuguese show a strong tendency towards syntactic transitivity, while Spanish, Catalan, and Italian tend towards intransitivity (see, e.g., Bossong 1998; Viti 2016; Batllori et al. 2019; Vega Vilanova 2022). This binary categorization of the Romance languages is fed mainly by the argument structure of a few experiential or psychological predicates: compare, e.g., French (1) with a nominative Experiencer and an accusative Theme and Spanish (2) with a dative Experiencer and a nominative Theme. This idea, however, is insufficiently grounded as large-scale corpus studies of the argument structure of psychological verbs in Romance synchrony and diachrony are, for the most part, missing.

(1)	[Fr.]	*j'*	*aime*	*la musique*
		I.NOM	like.PRS.1SG	the music.ACC
		'I like music'		
(2)	[Sp.]	*me*	*gusta*	*la música*
		me.DAT	like.PRS.3SG	the music.NOM
		'I like music'		

The goal of this talk is to review hitherto overlooked (synchronic and diachronic) data from several Romance languages that challenge this widely spread classification. To this end, I will make use of Haspelmath's (2015) concept of *transitivity prominence*, defined as "the extent to which [languages] make use of transitive encoding" (2015: 131). In Haspelmath (2015), this concept is intended as a typological-comparative concept allowing for easy quantification across many languages and is therefore operationalised as a binary opposition between transitive and intransitive constructions (see also Creissels 2018). In this paper, I propose a complementary approach to transitivity prominence as a descriptive category (see Haspelmath 2010 for the distinction between typological concepts and descriptive categories) suitable for micro-typological purposes (see also Heath 2016). More specifically, I argue that its scope can be expanded by considering (i) the ways in which constructions deviate from the syntactically transitive prototype (cf.

Aldai & Wichmann 2018) and (ii) the extent to which transitive syntax correlates with semantic transitivity (Hopper & Thompson 1980; Næss 2007; see also Enghels 2013 on Spanish perception verbs).

The discussion will draw on data involving several grammatical phenomena found with Romance psychological verbs that mark deviations from canonical transitive syntax (Seefranz-Montag 1984; Bentley 2006; Elvira 2011; Melis & Flores 2012, 2013; Acedo-Matellán 2013; Sánchez Rei 2013, 2020; Bosque 2017; Royo 2020; Melis 2022; Vietri 2023, 2024; Cançado et al. 2024, a.o.), whose distribution and functional differentiation remains largely understudied. The phenomena in question are: (i) the case marking of the Experiencer, e.g., dative (3), (ii) the case marking of the Stimulus/Theme, e.g., a PP (4), (iii) particular voice strategies, e.g., anticausatives (5), and (iv) marked word orders, e.g. dative-nominative (3). I will discuss how these phenomena may contribute to the degree of transitivity prominence of each language, as well as highlight remaining gaps and outline avenues for further research.

(3)	[Cat.]	***m'***	*agrada*	*aquesta música*	
		me.DAT	like.PRS.3SG	this music.NOM	
		'I like this music'			
(4)	[Pt.]	*eu*	*gosto*	***desta música***	
		I.NOM	like.PRS.1SG	**of.this music**	
		'I like this music'			
(5)	[It.]	*Gianni*	***si***	*è spaventato*	*delle minaccie di morte*
		John.NOM	**ANTIC**	be.PRS.3SG frighten.PTCP	of.the treats of death
		'John was frightened by the death threats'			(Vietri 2023: 64)

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SESSION 1: EXPLORING LINGUISTIC CONSTRUCTIONS

Monday, 15 December 2025
11:00–12:30

Form and function of light verb constructions in English-Spanish bilingual communities

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Light verb constructions (LVC) are a topic of interest in multilingual contexts as they undergo both indirect and direct changes due to language contact. Indirect change can be understood as an altered use of variations already present in the language because of language contact (Palacios, 2021). While LVCs are among the most prolific verbal constructions in Spanish (1a) (Piera & Varela, 2005, p. 4415), in English they are less productive (1b) (Rácz et al., 2014; Sinclair, 2017). This raises the question of what the outcome is when these two grammars come into contact. In the present study, changes in frequency and formation of LVCs have been observed.

(1) a) *No* *quieres* *gastar-te* *tu tiempo* ***haciendo-me*** ***preguntas***
NEG want.2SG waste-REFL your time make.GER-1SG questions
'You don't want to waste your time asking me questions' (EPBC, 4)
b) We can **do a trade**. (BMC, maria4)

Another result of language contact is direct change. This has been observed in LVCs manifesting as bilingual compound verbs (BCV) (Edwards & Gardner-Chloros, 2007). BCVs are a phenomenon of codeswitching, as they consist of a light verb meaning do in one language and a verbal complement in another (2).

(2) We all have to work together *pa(ra) que* *todo* ***haga*** **run** smoothly
We all have to work together so that everything does.3SG run.V smoothly
'We all have to work together so that everything runs smoothly' (EPBC, 34)

This contrasts with the monolingual grammars of English and Spanish, where light verbs typically take nominal complements (Piera & Varela, 2005, p. 4415; Sinclair, 2017). BCVs have been documented among English–

Spanish bilinguals in Belize and New Mexico (Balam, 2016; Wilson & Dumont, 2015). However, their usage varies between communities (Balam et al., 2020), making it relevant to study its use in different communities. Therefore, the present study compares the use of LVCs with *hacer*, do and make in the bilingual communities of El Paso, using the El Paso Bilingual Corpus (Vanhaverbeke et al., 2022) and Miami, using the Bangor Miami Corpus (Deuchar et al., 2009-11).

The corpus study reveals both indirect and direct changes due to language contact. First, LVCs with *hacer*, do and make are more frequent in El Paso than in Miami. These differences may be related to indirect changes due to the persistence of features of the dominant language. Indeed, in Miami, where English is the dominant language, LVCs are less frequent, whereas in Spanish-dominant El Paso, LVCs are more frequent. Another effect of the dominant language is seen in the use of determiners. In both communities, complements with and without determiners have been observed. However, more determiners are found in Miami, in line with the English grammar, where they are the norm. Conversely, in El Paso, constructions without determiners are more common, in line with Spanish rules of LVCs having determiners or not (Alvarez-Morera, 2023). The outcome of language contact thus seems to depend on the sociolinguistic features of the community. Second, a direct change due to language contact has been observed in the use of BCVs. They are used in both El Paso and Miami but tend to be more prevalent in the former. This suggests that bilingual varieties should be considered as community-specific systems rather than a single, homogeneous variety.

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To Do or Not To Do: Puzzles in the use of verbal aspect in the Classical Greek imperative

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Classical Greek maintains an aspectual distinction between imperfective aspect and perfective aspect throughout the entire verbal paradigm (expressed using the imperfective and perfective stem of the verb respectively), including in the imperative mood. For instance, a speaker can instruct someone to grab something using an imperative form built with the perfective stem (e.g. ***labé*** 'Grab!') and one built with the imperfective stem (e.g. ***lámbane*** 'Grab!'). The difference in function between these two types of imperatives is a question that has vexed scholars for decades. No current theory is able to come anywhere close to a satisfying explanation (Keersmaekers & Van Hal 2016). Issues are manifold and include:

(i) Instructions given with the perfective imperative are often restated using the imperfective imperative: same event, different aspectual stem. This is difficult to reconcile with our mainstream understanding of aspect, which is: different event, different aspectual stem. (Specifically, perfective aspect signals an event that comes to an end at the reference time ("topic time" Klein 1994), whereas imperfective aspect signals an event that does not yet come to an end at the reference time, or iterative/habitual events.)

(ii) Restated instructions can also be given in the perfective imperative. We do not know which aspectual stem is used when in the case of a restated instruction.

(iii) Imperfective imperatives are used for specific speech acts, such as giving permission (e.g. *mímne* 'Go ahead and stay!', 'Blijf maar!'), wishes in conventionalized patterns of greetings (e.g. *khaîre* 'Greetings!' lit. 'Be happy!') and curses (*bálle es kórakas* 'Go to hell!').

My work (in progress) aims to investigate a new type of approach to explain the use of aspect in the imperative mood, departing from the often-made observation that the imperative mood is used to get people to do things, and *not* to state facts. Drawing on formal semantic theories (Portner 2007, 2018), I hypothesize that the imperative mood serves to update the so-called *To-Do List* of the addressee(s), which is the set of actions that they intend to carry out (cf. the notion of "Common Ground" (Stalnaker 1978) for the declaratives). Specifically, I hypothesize that a speaker uses a perfective imperative to put an action on the Table (Farkas & Bruce 2010) for the addressee to incorporate into their *To-Do List*. A speaker uses an imperfective imperative when a speaker does not wish to do so: either because the action itself is already on the *To-Do List* of the addressee(s), or because the addressee(s) cannot put the action on the *To-Do List*. This hypothesis correctly predicts the use of aspect in the imperative mood in the contexts in (i)-(iii), which have hitherto remained without any explanation.

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Dimensions of code-switching and borrowing by Latin grammarians: the case of Servius, Consentius and Cassiodorus

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For long, code-switching (CS)—the alternation between languages within a conversation or text by bilinguals—and borrowing—the use of insertions, which are integrated into the recipient language by mono- or bilinguals—have been mostly presented as distinct phenomena (cf. Poplack et al. 1988). More recently, however, scholars have started to envision these contact phenomena as being situated on a continuum (e.g. Myers-Scotton, 1993: 163, and further; Auer, 1999; Matras, 2020: 115-119). Still, the specific implementation of such a continuum has remained underspecified.

In response to this, this presentation proposes a model that maps characteristics connected to CS and borrowing, thus allowing for distinguishing insertions in between these contact phenomena more systematically. In doing so, three dimensions are visualised: (a) formal properties of foreign insertions, such as listedness (i.e. the integration of an insertion into the mental lexicon of a speaker, cf. Treffers-Daller 2023), alphabet choice, as in (1), and morphological (2) and spelling (3) integration in the recipient language; (b) intra-textual functions, which pertain to the immediate context in which a code-switch or loanword occurs (cf. Elder & Mullen 2019: 25-29) and (c) extra-textual functions, which address the social meaning of a code-switch or loanword within a community (cf. Gumperz 1982; Auer 1984; Adams 2003).

(1) Alphabet choice in Latin
  (a) Greek alphabet
    ἐτυμόλογον (Varro ling. 5,4,29)
    etymologist.ACC.SG
  (b) Latin alphabet
    etymologus (Varro ling. 6,5,39)
    etymologist.NOMSG
(2) Morphological adaptation into Latin
  (a) Preservation of Greek ending
    analogian (Cassiod. gramm. VII 150,6)
    Analogy.ACC.SG
  (b) Substitution with Latin ending
    Syllabam (Varro ling. 9,1,1)
    Syllable.ACC.SG
(3) Spelling adaptation in Latin

*Sic***u***los* (Serv. A,1,2), cf. Greek *Sik***e***loí*
Sicilians.ACC.PL

As a case study, this model is applied to three Latin grammatical texts, i.e. texts which discuss Latin language and literature: Servius' *Commentarii in Vergilium* (4th century CE), Consentius' *De barbarismis et metaplasmis* (5th century CE) and Cassiodorus' *De orthographia* (6th century CE). These texts constitute an adequate corpus to illustrate the CS–borrowing continuum for, at least, two reasons. First, on a general level, research on CS in historical languages, such as Latin and Ancient Greek, is still scarce, as compared to their living counterparts. Second, within the field of Latin, most studies have been performed based on Ciceronian instances of switching, which renders a distorted picture of the use of CS in Latin. Due to its dependence on earlier Ancient Greek sources, grammatical texts have been profoundly influenced by Greek on a lexical level (cf. Fögen, 2011: 450), leading to the presence of both less integrated (i.e. CS) and more integrated (i.e. borrowing) insertions in this genre – especially in Postclassical Latin.

All in all, this presentation aims to contribute, on a theoretical level, a more nuanced understanding of the continuum between CS and borrowing, as well as an extension of the scope of research on contact phenomena in Latin, by taking into account grammatical texts, rather than strictly adhering to the well-known Ciceronian corpus.

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SESSION 2: DIGITAL COMMUNICATION

Monday, 15 December 2025
13:30–14:30

The effect of the remote environment on dialogue interpreters' use of gesture

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Dialogue interpreting (DI), also known as public service interpreting and translation (PSIT), has gradually become a recognised profession as demand for interpreting in public services has grown worldwide, supported by legislation such as the European Directive 2010/64/EU (Tipton & Furmanek, 2016). Traditionally conducted face-to-face in settings such as hospitals and courts, DI has increasingly moved online as growing access to ICTs fuels demand for fast, distance-based services (Amato et al., 2018). This trend was accelerated by the COVID-19 pandemic, making remote interaction integral to interpreters' professional reality (Cheung, 2022).

This study addresses an underexamined aspect of video-remote dialogue interpreting: how the remote environment shapes interpreters' gestural behaviour. In-person interpreting affords rich access to gestures, facial expressions and other non-verbal cues that support mutual understanding, rapport and interactional management (Bavelas et al., 1995; Clough & Duff, 2020). Against this backdrop, interest in gesture has grown within interpreting studies, though most work has concentrated on simultaneous conference interpreting (e.g., Galvão, 2015; Arbona et al., 2023) or exclusively on-site DI (e.g., Chwalczuk, 2021; Beukeleers et al., 2025). What remains largely unexplored is how video-remote DI mediates access to these non-verbal resources—and with what consequences for interpreters' gestural expression. To address this gap, the present study asks:

RQ1: *What is the effect of the remote environment on interpreters' gesture rates?*
RQ2: *What is the effect of the remote environment on interpreters' gesture types?*
RQ3: *How does gesture type influence its degree of visibility in the remote setting?*

We compiled a corpus of twelve interpreted conversations in Russian and Italian, involving professional interpreters and experienced ad-hoc interpreters participating in student–counsellor consultations in higher education. Each interpreter worked in both the face-to-face and video-remote modality. The conversations were semi-authentic, as participants prepared their own questions and allowed the interactions to unfold naturally. Gestures were annotated in ELAN using a fine-grained scheme distinguishing gesture type (e.g., parsing, metaphoric, deictic) and visibility (visible, reduced, invisible), based on established frameworks (McNeill, 1992; Kendon, 2004; Streeck, 2009). The resulting coded dataset was then analysed statistically in R: descriptive summaries captured gesture frequency, type, and visibility per condition (face-to-face vs. remote), with gesture rates expressed per ten words and proportional distributions computed for gesture types and visibility categories.

The analyses show that (**RQ1**) interpreters' overall gesture rates remained largely stable across conditions, with only a slight decrease in the remote setting. (**RQ2**) The distribution of gesture types likewise showed little change between face-to-face and remote contexts, suggesting that interpreters maintain their gestural repertoire across modalities. (**RQ3**) Gesture type strongly patterned visibility: parsing, metaphoric, deictic, and modal gestures were most often invisible, whereas depictive, conceptual, and emblematic gestures tended to remain visible. This pattern is counterintuitive because gesture types like parsing, metaphoric, and modal gestures are often treated as communicative in gesture typologies (McNeill, 1992; Kendon, 2004). However, several studies suggest these gestures may also serve inward-facing cognitive functions such as speech planning or conceptual packaging, which could explain their lower visibility when contextual constraints intervene (Goldin-Meadow, 1999; Iverson & Goldin-Meadow, 1998; Kita, Alibali & Chu, 2017), even if their communicative role remains debated. Building on these descriptive insights, a subsequent Bayesian multilevel analysis will model variation across interpreters and conditions to generalise cautiously beyond the sample.

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Webcare through the eyes of the bystander: A cross-linguistic comparison of pragmatic-rhetorical features in hotel review-response interactions

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Webcare, as a manifestation of digital reputation management, has become ubiquitous within the tourism industry. The significance of this online customer service communication, accessible to all, cannot be overstated. It demonstrates a commitment to guest satisfaction, thereby positively influencing the hotel's image and persuading prospective clients who, as bystanders, follow these interactions (Lopes et al., 2023). Although recent studies suggest that guest reviews and hotel responses are influenced by cultural factors (e.g., Cenni & Goethals, 2017; Morrow & Yamanouchi, 2020; Van Herck & Vangehuchten, 2024), cross-cultural analyses of hotel interactions remain scarce, with most studies focusing on English-language data and neglecting the linguistic and cultural variability that influences perceptions of appropriateness, politeness, and credibility (cf. House & Kádár, 2021).

To address this gap, we conduct a large-scale, cross-linguistic study of hotel webcare. Drawing on studies in intercultural pragmatics, the project analyses how webcare strategies and their rhetorical realizations differ and overlap across linguacultures. We adopt Risager's (2020) definition of linguaculture as the integrated system linking language structure with the socially constrained nature of culture. This study also examines the perception of the bystanders from the different linguacultures. Specifically, our project addresses the question of how specific features of Conversational Human Voice (CHV), an organisational communication style which mimics human-to-human interaction (Kelleher, 2009), and (Im)politeness are perceived differently depending on the linguaculture of belonging.

Our analysis is based on a large corpus of approximately 50,000 Booking.com reviews and corresponding hotel responses in 6 languages: German, French, English (UK/US), Italian, Dutch, and Spanish (ES/MX). The size and scope of the multilingual corpus make it well-suited for the study of cross-cultural webcare, but strategic filtering is needed to accurately tackle our research objectives. We employ techniques from computational linguistics, such as sentiment analysis, to ensure a similar distribution of review-response interactions across linguacultures. In a subsequent phase, we will use the insights gained from our pragmatic-rhetorical study to develop new AI systems, such as chatbots, that generate culturally and linguistically appropriate responses.

In this presentation, we will outline the project's rationale, methodological design, and the first results of a computational analysis. In this way, we contribute to the interdisciplinary discussion on multilingual professional online communication and pave the way for webcare 3.0.

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SESSION 3: RISK AND VULNERABILITY IN COMMUNICATION

Monday 15 December 2025
14:45–15:45

Effective Risk and Crisis Communication: Towards Evidence-Based Guidelines

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A crisis is often defined as "the perception of an unpredictable event that threatens important expectancies and can seriously impact an organization's performance and generate negative outcomes" (Coombs, 2007, p. 2- 3). Accordingly, crisis communication aims to limit the damage of an ongoing crisis for stakeholders and the organization-in-crisis (Reynolds & Seeger, 2005). Risk communication, by contrast, seeks to protect people from potential health risks, environmental hazards, and natural disasters by providing information about expected outcomes of certain behaviours or risks (Reynolds et al., 2002).

But how can one achieve "effective risk and crisis communication," and how can the public be persuaded to adopt recommended protective actions? Previous researchers have grappled with this question (Floyd et al., 2000), as does the Belgian National Crisis Centre, which commissioned this four-year research project on Belgian's crisis resilience. Through an exploratory literature review, we start this project with an overview of factors that contribute to the success or failure of risk and crisis communication and assess the extent to which academic research has reached conclusive findings regarding their impact. Ultimately, this review offers practical recommendations for crisis and disaster coordinators and identifies gaps in the research domain.

For this conceptual paper, we gathered prior research and literature through several steps. We started from 24 key sources, for instance references outlining theories such as the *Integrated Model of Risk Communication* (Lim, 2022). Next, we collected and read the most relevant articles cited in those studies to further broaden our scope. This initial overview of the research field was expanded by gathering papers from Web of Science using specific search terms such as "individual resilience" and "misinformation." Of the 180 sources collected, 125 were deemed relevant based on their abstracts and integrated into this paper. In reviewing those articles, the factors identified as influencing communication effectiveness were structured and synthesized. Three categories of factors emerged. *Individual characteristics* include psychological factors (e.g., susceptibility, efficacy), emotions (e.g., fear, anger), demographic factors (e.g., age, gender), and perceived benefits and barriers of protective actions. *Communicative characteristics* encompass source, message, medium and distribution, and noise. Finally, *characteristics of the crisis situation* include crisis type, severity, probability and predictability, responsibility, and the organization's crisis history. We discuss each factor, the degree to which academic research has established its impact on risk and crisis communication, and the resulting guidelines for the practice of risk and crisis communication.

Key practical recommendations first include the importance of continuous communication with stakeholders, not only during crises, to build name recognition and strong relationships. Second, messages should be formulated in ways that increase citizens' perceived susceptibility, severity, self-efficacy and response efficacy. Third, governments are advised to align their messages with existing social norms, particularly injunctive norms (i.e., norms that describe what is socially approved or disapproved (Lim et al., 2022)). In addition, messages should be tailored to different audience segments, as individuals of varying age, gender, or cultural background respond differently to certain message content. Lastly, crisis messages should be distributed across both traditional and social media.

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Consent on Instagram: Feminist and LGBTQIA+ Perspectives

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Since the 2010s, Western* feminist and LGBTQIA+ activism has increasingly invested in digital platforms, with Instagram now occupying a central position in these online movements. These digital activisms have contributed significantly to reintroducing sexual violence into the political and media agenda. Yet, despite appearing consensual as a cause, sexual violence is treated in diverse and sometimes contradictory ways in online anti-violence discourses (Loney-Howes, 2020). These discourses range from militant calls for justice to pedagogical and therapeutic registers, reflecting plural ideological orientations that attempt to reconfigure gender and sexuality norms.

Within this landscape, discourses about *consent* themselves constitute a site of political struggle (Serra, 2025). Some paradigms — captured by slogans such as *"no means no"* or *"only yes means yes"* — rest on communication myths that frame non-consent as a problem of miscommunication, ambiguity, or misunderstanding (Harris, 2018). Others promote an intentionalist moral reading of sexual violence, seeing it as a conscious act, while acknowledging the cultural myths that obscure its perception and produce sexual coercion (Gavey, 2018). Other paradigms propose a pedagogical approach to consent (Sciberras & Tanner, 2023) or seek to replace the notion of consent with that of sexual autonomy (Perreault, 2024).

These frameworks are further shaped by the affordances and vernaculars of social media platforms, neoliberal subjectivities, and intersecting social identities (Mendes, Ringrose, & Keller, 2019; Loney-Howes, 2020; Lévy-Guillain, 2024).

This presentation adopts a feminist and queer discourse-analytic perspective (*gender and language studies*) to investigate how consent is articulated, negotiated, and contested on Instagram in feminist and LGBTQIA+ activism(s). It asks:

- When does the concept of consent emerge within feminist and LGBTQIA+ Instagram communities, and what kind of attention does it receive?
- What meanings of consent circulate within feminist and LGBTQIA+ Instagram communities, and what are the main associated topics? What discursive regimes and framings structure these meanings of *consent*?
- How do these discourses reflect different political positionings and either challenge or reproduce ideologies of gender, sexuality, and violence? How do they engage with intersectionality as a contemporary feminist epistemology and politics?

Methodologically, this research combines qualitative and quantitative discourse analysis through *textometric* tools (TXM). Analyses focus on lexical patterns related to sexual violence, affective vocabulary, and enunciative configurations (speaker–addressee dyads). The dataset comprises 3963 French-written Instagram posts (Belgium and France) from 630 individual accounts collected between March and April 2023, covering a period from 2016 to 2023.

Findings show that the concept of consent emerges around 2018 and becomes significantly more prominent from 2019 onward within feminist and LGBTQIA+ communities on Instagram. While widespread—mobilized by 64.5% of the accounts studied—it remains relatively marginal in practice, with a median of only three posts per account addressing it.

Overall, consent is mostly used in a notional or definitional way that is still under construction, grounded primarily in a relational and liberal paradigm that tends to overlook the power relations shaping it. This should, however, be nuanced: discursive uses of consent are diverse and give rise to competing framings. Liberal sex-positive narratives emphasising pleasure and individual autonomy coexist with alternative ones: framings centered on sexual violence (especially rape and incest testimonies), often associated with cis-heteronormative feminist currents (main framing); systemic feminist analyses of gendered structures; and—though more marginal—intersectional perspectives attentive to race and economic marginalization.

These coexisting discourses reveal tensions between moral, affective/sensitive, and more political understandings of consent—tensions that both reproduce and challenge hegemonic gendered and sexual *discursive formations* (Marignier, 2016; Pêcheux et al., 1982). Consent thus appears as a dual-faced notion, shaped by ongoing efforts to conceptualize a sexual ethics around pleasure-desire, sex work, and sexual violence, simultaneously illustrating, critiquing, and questioning their individual and structural conditions of possibility.

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SESSION 4: LANGUAGE IN EDUCATION

Tuesday, 16 December 2025

09:30–10:30

The negotiation of emotions of science education: A linguistic-ethnographic study of topic emotions and affective stance

Seppe Goddaert

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Emotions shape how students engage with learning, particularly in science education where topics may provoke anxiety or existential concern (Pekrun, 2006, 2024; Zeidner, 2014). This presentation proposes stancetaking as an analytical lens to investigate how such emotions are negotiated in classroom discourse. Drawing on linguistic ethnography (Coffey, 2018; Rampton et al., 2015) and stance-taking theory (Du Bois, 2007), I focus on "afterclass interactions" — short, spontaneous conversations that take place once a lesson ends — as key yet understudied spaces for emotional expression. Through fine-grained analysis of teacher–pupil talk, the findings show how emotional stances are co-constructed turn-by-turn: teachers align or disalign with pupils' affect, enact shifting professional roles, and help pupils negotiate control over emotionally charged science issues. By positioning language as a site where emotions become visible and actionable (Du Bois & Kärkkäinen, 2012), this research highlights the importance of discourse-focused approaches to understanding emotions in science learning and supporting teachers' affective work.

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Exploring pre-service language teachers' emotions in Belgium and Finland using Q-methodology

Mari Alger

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This international study investigated the emotions experienced by 54 prospective language teachers as they prepared to enter the teaching profession. Pre-service teachers' emotions are conceptualised as dynamic, relational, and contextually embedded. This understanding is informed by Pekrun's (2006) Control-Value Theory and the Ecological Dynamic Systems Perspective (Schutz et al., 2006). Together, these theoretical frameworks explain how individual appraisals and environmental systems interact to shape pre-service teachers' emotional experiences.

Using Q-methodology, we systematically captured and analysed participants' subjective emotional experiences while also exploring cross-contextual differences between Belgium and Finland. These two educational contexts present contrasting professional landscapes: while Belgium has seen a marked decline in teachers' perceived societal status, Finland continues to maintain a highly respected and competitive teaching profession, as reflected in recent TALIS 2024 findings (OECD, 2024). Participants sorted a series of emotion-related statements (a Q-set) to reflect on their emotional experiences as pre-service language teachers. Separate factor analyses were first conducted for the Belgian and Finnish datasets to identify country-specific patterns. A subsequent second-order factor analysis (SOFA) was performed to examine overarching emotional profiles and cross-contextual similarities and differences.

The results for the Belgian teachers showed a clear split between two emotional profiles. While the majority group experienced high enjoyment, motivation, and self-confidence from student interactions, a second group was marked by strong self-directed negative emotions and feelings of being overwhelmed, with pride and hope helping to sustain resilience. As in Belgium, the majority group of Finnish teachers also enjoyed student interactions but additionally expressed a mix of anxiety and hope, suggesting a focus on professional growth. The second group emphasised a facilitating role, prioritising helping students and societal impact over skill development. Insights from the SOFA indicated that while positive emotions were largely universal among participants, other aspects of their emotional experiences appeared to be influenced by the national teaching context.

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SESSION 5: LANGUAGE AND IDENTITY

Tuesday 16 December 2025

10:45–12:15

'We don't know what it means in Pashto': Multilingual memory and the disclosure of past experiences in interpreter-mediated interaction

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Sociolinguistic research in the field of migration has already demonstrated the critical role of language as a tool to express and assess past experiences in multilingual institutional encounters (Maryns, 2006). High-quality linguistic support, therefore, seems of the utmost importance. This is not straightforward, however, as individuals carry unique and functionally organized linguistic repertoires, intrinsically linked to their varying migration trajectories (Blommaert & Rampton, 2011). Research suggests that, because of this functional segmentation, past experiences are encoded in the language resources in which they were experienced (Marian & Neisser, 2000; Mortensen, Berntsen & Bohn 2015). Retrieval through these resources, then, not only facilitates access to these memories, but also allows for a richer and more elaborate recall (Altarriba & Morier, 2004).

Such insights into the language-specific encoding of memories raise questions as to what influence language choice or interpreter mediation can have on people's ability to convey past experiences. To this aim, this presentation looks specifically at how memories of past events are disclosed between an unaccompanied minor and his legal guardian. It draws on transcribed audio-recordings of ethnographic observations to demonstrate how a lack of congruence between the minor's and interpreter's linguistic repertoires – despite their shared "native tongue" – affects the ability to convey past experiences, inducing incoherence and even consequential misunderstandings. Adopting a translanguaging perspective, this case study highlights the complexity of multilingual and fragmented linguistic repertoires, as well as the importance – and difficulty – of providing appropriate language support. Finally, the results call for critical reflection on the dominant terminology employed in (autobiographical) memory studies *("bilingualism"; "code-switching")*, and emphasise the importance of transparency about linguistic repertoires, especially in communication with vulnerable populations.

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Accent bias in education: Examining the impact of accents on students' school experiences

Mira Wyns

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Recent research has drawn attention to the role of accents in education. For example, 30% of British university students in a survey by Levon, Sharma & Ilbury (2022) reported having been mocked, criticised or singled out in educational settings because of their accent, and almost 20% of the students were concerned that their accent could affect their ability to succeed in the future. Similarly, in another study conducted by Tomé Lourido and Snell (2025) in the United Kingdom, half of the students reported having felt disadvantaged because of their accent, and more than half felt pressured to change their accent during lectures. These findings point to the prevalence of accent bias (stereotypes and prejudices towards an accent, Kim, 2025) and accent anxiety (a form of self-consciousness or fear related to one's own accent, cf. Levon et al., 2022), which can result in accent discrimination (Levon, Sharma, Watt & Perry, 2020).

In Flanders, the role of accents remains largely unexplored. However, Flemish education is characterised by considerable linguistic diversity. Namely, approximately one quarter of Flemish pupils, speak a language other than Dutch at home with their parents (Vlaanderen, n.d.). Regarding regional variation, students in higher education move farther away from their home region, causing a notable regional linguistic variation.

This project aims to address this empirical gap, focussing both on regional accents and ethnic minority accents. By means of a survey among secondary school pupils and higher education students, a first study aims (1) to examine the extent to which these groups experience accent bias and accent anxiety, and (2) to examine how these experiences are influenced by ethnicity, regional background, socio-economic status (SES) and type of education.

Through an online survey, participants report their experiences of accent bias and accent anxiety by responding to a series of Likert-scale items and open-ended questions, enabling both quantitative and qualitative analyses. The items concerning accent bias examine various constructs, including a different treatment by teachers, effects on grading and mockery (cf. Ghyselen, Meeuw & Vandenberghe, 2024; Levon et al., 2022). The accent anxiety statements consist of, among others, a fear of negative evaluation and career-based anxiety (cf. Coppinger & Sheridan, 2022; Levon et al., 2022).

The survey is currently being distributed, and therefore it remains to be seen whether the trend observed in the United Kingdom will also emerge in this survey. At the time of LinGhentian Doctorials, preliminary results will be available. The results will provide valuable insights into accent bias and accent anxiety experienced by Flemish students and serve as a stepping stone for future research. In a subsequent phase, this research will include a speaker evaluation experiment, in which teachers will be asked to assess students based solely on auditive stimuli. The fragments will differ in terms of regional and ethnic minority accents, while the spoken content remains identical. The combination of the survey, which captures the students' perspective, and the experiment, which explores the teachers' evaluation, will provide a more comprehensive understanding of accent bias within Flemish education.

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Exploring resistance to the French neo-pronouns iel and al: An analysis of arguments expressed in a study on comprehensibility and appreciation

Chloé Vincent
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Gender-neutral or nonbinary pronouns are regularly criticised, particularly for their supposed impact on the readability and quality of texts (Vergoossen et al., 2020; Verhaegen, under review). While such criticism is common in public debates, few empirical studies have examined the reception of these pronouns in grammatically gendered languages such as French.

To fill this gap, I conducted two experiments to explore the comprehensibility and appreciation of French neo-pronouns. *Iel* gained significant public attention following its inclusion in the online dictionary *Le Robert* in 2021, sparking widespread political and media controversy, while *al* was introduced by Alpheratz (2018). These pronouns can be used for different types of reference. The first experiment addresses the specific use of the pronouns, i.e. to refer to a specific nonbinary individual as in (1), while the second experiment addresses the generic use, i.e. to refer to any person, regardless of their gender identity, as in (2).

(2) Sasha est nonbinaire. *Iel/Al* étudie à Gand.
[Sasha is nonbinary. *They* study in Gent.]
(2) Les journalistes savent qu'*iels* doivent rester neutres.
[Journalists know that *they* should stay neutral]

Both experiments consisted of reading a text, followed by a series of questions about the participants' comprehension and appreciation of the text. Participants were also invited to comment freely on their evaluation. In the first study (specific reference), participants read a newspaper article introducing a nonbinary person named Sasha Favre. In the second study (generic reference), the text was a company guideline on remote work for temporary workers. The texts were written using different referential strategies, which varied between participants.
Both studies included binary pronouns (*il* and *elle*) and the neo-pronoun *iel*. *Al* was included only in the first study on specific reference, as it is not used generically in French, unlike *iel* which is used for both specific and generic reference. Finally, both studies included a "no pronoun" condition, either by repeating the nonbinary individual's name "Sasha Favre" or by repeating the employee title "*l'intérimaire*" [temporary worker].

A total of 900 French-speaking Swiss participants took part in both studies. They were recruited as a representative sample in terms of age, gender, and education from all French-speaking cantons of Switzerland. We focus on Switzerland because the project is part of a collaboration between Flanders and Switzerland.

In this presentation, I will briefly present the quantitative results on the comprehensibility and appreciation measures. The statistical analysis involved mixed-effect ordinal models combined with an analysis of variance. I will then present the qualitative analysis of the open comments that participants were invited to give to justify their evaluation of the text they read. I use the categories presented by Verhaegen (under review) to categorize the comments. I will focus on the 300 participants who read a text with nonbinary or gender-neutral pronouns, i.e. the participants who were in the *iel* or *al* conditions from the first study, or the *iel* condition in the second study. This approach allows for an in-depth exploration of the arguments used by participants to justify their reactions to the neo-pronouns, both in a specific context (reference to a nonbinary individual) and in a generic context (reference to any person, regardless of gender), and helps to better understand the quantitative results.

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SESSION 6: LANGUAGE AND COGNITION

Tuesday, 15 December 2025

13:14–14:45

Uncovering structural priming in translation through corpus and experimental evidence: a German–Dutch pilot study

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Structural priming—the tendency to repeat recently processed syntactic structures—has been extensively studied in psycholinguistics (Pickering & Ferreira, 2008; Gries & Kootstra, 2017) and has more recently gained attention in translation studies (Maier et al., 2017; De Sutter et al., 2023; Jacob et al., 2024). Yet research on structural priming in translation is still in its early stages, and several methodological and theoretical challenges remain. Foremost among these is the tension between corpus-based and experimental approaches: corpus studies struggle to demonstrate priming conclusively (Branigan et al., 1995), whereas controlled experiments—though well suited to isolating causal mechanisms—may not always reflect the task-specific complexity of translation, where ecological validity plays an important role. This highlights the need for an integrated approach.

The present pilot study takes a first step in that direction. It examines whether translators are influenced by source-text voice (agentless passive vs. passivisable generalized active) when translating from German into Dutch, and whether translation training modulates this effect. The aim is not to provide definitive results, but to test and refine a combined corpus-based and experimental methodology, develop annotation schemes, and identify linguistic and contextual predictors that may affect priming.

The corpus component analyses 700 instances of agentless passives and passivisable generalized actives from InterCorp (V16UD). These instances are obtained by querying and automatically extracting relevant sentences, and then manually validating them to ensure precision. Each instance is annotated for Dutch voice, German voice, and additional predictors (e.g., genre, patient animacy, and patient definiteness). Including the source-text voice structure as a predictor allows for an initial exploration of whether translators' choices systematically align with the source structure—an indicator of potential priming. Preliminary descriptive statistics suggest that the source voice construction plays a significant role in predicting the target voice construction. Among the other variables considered, genre appears most influential for voice alternation in this sample.

To complement this, an experiment was conducted to capture real-time translation behaviour. Twenty participants (translation students and untrained bilinguals) translated authentic sentences taken directly from the corpus analysis. Selecting these corpus-derived sentences served a dual purpose: it enhanced the ecological validity of the task by reflecting realistic translation input, and it ensured full comparability between the experimental data and the corpus findings. The stimuli were additionally controlled for length, genre, syntactic type, and word order. Each sentence appeared briefly on screen to encourage spontaneous mental representations. Responses were collected via Pavlovia and annotated for German voice, Dutch voice, and participant group. To reflect different degrees of translational fidelity, three annotation schemes were developed, ranging from strictly literal correspondences to broader structural similarities. Preliminary findings show substantial transfer of source voice into the target texts, with trained translators showing reduced susceptibility to priming compared to untrained bilinguals.

The study is theoretically relevant in two ways. First, structural priming may underlie translation-specific processes such as “see-through” effects; understanding these mechanisms helps clarify the origins of recurring translation patterns and may ultimately support improved translation practice. Second, methodologically, the study illustrates how combining corpus and experimental evidence can advance the investigation of cognitive mechanisms in translation, answering recent calls in the field for stronger integration between ecological and controlled approaches.

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Reframing Chomsky:
A dynamical systems approach to the mapping problem

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Language computation depends on a working memory (WM) with a limited capacity. Whilst Chomskyan grammar does not explicitly invoke the term WM, its core operation MERGE implicitly relies on it: Lexical Items must be kept available within temporary Workspaces (Chomsky 2019ab, 2021ab). Meanwhile, neuroscience offers biophysical models of the WM and, more recently, dynamical-systems accounts that describe how representations evolve over time (e.g., Barbieri & Brunel 2008; Chaisangmonkon et al. 2017; Dubreuil et al. 2022; Miller et al. 2018). These models frame the WM as a set of differential equations governing the trajectories of active features.

This talk proposes a preliminary synthesis between these perspectives by integrating biophysical WM dynamics into the Minimalist architecture, addressing the long-standing *Mapping Problem* – the relationship between syntactic theory and neural implementation (cf. Poeppel & Embick, 2005; Poeppel, 2012, 2014). I focus on Lexical Retrieval, the process that introduces Lexical Items from the long-term into the short-term memory. I argue that retrieval unfolds as two parallel dynamical processes. First, features are temporally integrated with the current context, a form of time multiplexing that organises multiple items within a limited WM space (cf. Shankar & Howard, 2012, 2013; Howard et al. 2014). Second, a forgetting mechanism regulates the memory load over time, plausibly implemented through rhythmic, capacity-limited activity (cf. Jensen & Lisman 2005; Lisman & Idiart, 1995; Lisman & Jensen, 2013; Palva et al. 2010). Together, these mechanisms suggest a dynamical reinterpretation of External MERGE, reframing a core syntactic operation in terms of the temporal dynamics of the working memory.

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Two languages, same emotions? Investigating verbal and non-verbal cues of emotion in L1 Dutch L2 English bilinguals

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Do bilingual speakers process and produce cues of emotion in (dis)similar ways across their languages? Extant research suggests that in a native and dominant language, emotion not only feels more genuine (Dewaele, 2010), but its processing is also enhanced (Pavlenko, 2012). By contrast, in a second, non-dominant, or foreign language, emotional resonance was reported to be weaker (Dewaele & Pavlenko, 2002; Harris, 2004), with speakers experiencing less emotional arousal (Harris et al., 2006). In a similar vein, bilinguals were observed to gesture in distinct ways while producing emotional narrative retellings: not only did they use different types of gestures, but they presumably did so for different reasons. Whereas gesturing was suggested to be employed as a compensatory mechanism in L2, it was hypothesized to aid emotion expression in L1 (Özder et al., 2023). Research on emotional word recall in bilinguals has yielded mixed results: some studies report superior recall in the first language compared to the second (Anooshian & Hertel, 1994), while others have found no significant difference between the two languages (Ferré et al., 2010).

While foundational to our understanding of bilingual emotion processing, the aforementioned extant findings are heterogenous and do not tap into the multimodal nature of emotion processing in bilinguals. In this sense, the present study seeks to enrich the ongoing discussion by employing a multimodal experimental approach aimed at assessing the (dis)similarities in linguistic and gestural cues of emotion in bilinguals. In dyads, participants will engage in face-to-face, partially scripted conversations prompted by emotional (sad) and neutral video stimuli. We examine the effects of language (L1, L2) and emotion (non/emotional speech) through two research questions: (1) Are there differences in gestural behaviour and linguistic production across emotion conditions? (2) Does the interaction between language and emotion affect linguistic and gestural cues?

These research questions will be addressed by collecting audio-visual recordings of the dyadic interactions, which will allow assessing bilinguals' linguistic production and behavioural changes by way of three main types of variables: gesturing rate, acoustic variables (F0-derived), along with psychological and linguistic word categories (e.g., words expressing affect, disfluencies) resulting from text analysis mediated by LIWC-22 (Boyd et al., 2021). Linear mixed-effects model analyses of the pilot study ($N = 6$) revealed significant interactions between bilinguals' languages and emotion, which suggest that emotion may be embodied to a different extent across bilinguals' languages and that, despite high L2 proficiency, language production differs across Dutch-English bilinguals' languages. Data collection of the full study ($N = 60$) is currently underway.

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SESSION 7: SECOND LANGUAGE LEARNING

Tuesday, 16 December 2025
15:00–16:00

A web of interdependency—investigating the causality underlying third age learners' EFL learning process

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This presentation will provide an overview of the results of my MA thesis, which investigated causal relationships between cognition, socio-affect and L2 proficiency development in retirement age English as foreign language (EFL) learners. In recent years, second language acquisition (SLA) research with older learners has gained popularity (see e.g. Kliesch et al., 2018; Kliesch & Pfenninger, 2021; Pfenninger & Singleton, 2019). However, questions examining the complex causal interplay of the numerous factors simultaneously affecting this age group, and how this impacts L2 outcomes remains largely underexplored. In my work, I investigated periods of significant growth in cognition, socio-affect, receptive, and productive knowledge of L2 grammar, L2 written production, as well as the causal direction of the relationship between these variables. This was done by employing generalized additive mixed models (GAMMs; Pfenninger & Neuser, 2019; Wirtz & Pfenninger, 2025) and psychological network analysis (Epskamp et al., 2012; Haslbeck et al., 2025) respectively. These statistical methods are novel to SLA research and are promising due to their capability of handling time-intensive, nonlinear data and determining the directionality of causal relationships. The analysis included 20 data points, gathered over a period of 13 months as part of the VARIAGE project, for 43 adult EFL learners who received weekly English instruction. The results revealed the L2 learning trajectories of third age learners to be highly individual in nature and showed that there are numerous relationships underlying their L2 acquisition system. For example, periods of significant growth in L2 variables could be observed at various stages of language learning, not only at the start of instruction, and learner wellbeing emerged as one of the most influential nodes causing linguistic system differences. This work not only provides valuable insights into the shape of the L2 learning trajectories and linguistic subsystem of the participants but also explores the applicability of the employed methodological approaches to longitudinal SLA research. The talk concludes by linking these findings to my current PhD research on GenAI feedback and L2 writing development.

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Is there an academic verb lexicon in Spanish? A corpus-based analysis

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Academic language refers to the specialized modality used by teachers and students within educational settings. This includes both oral and written forms of communication developed by members of the academic community (Pastor Cesteros, 2022). Mastery of academic vocabulary is essential for successful participation in higher education, as it enables effective comprehension and production of academic texts (Therova, 2023), while signalling competence and membership within the academic community (Durrant et al., 2022).

Frequency wordlists are essential tools for L2 learners aiming to engage in academic discourse (Chung & Wan, 2025; Therova, 2023). However, while English benefits from well-established academic wordlists (e.g., Gardner & Davies, 2014), Spanish lacks a widely accepted frequency-based academic wordlist. One challenge in Romance languages is that the boundary between general and academic vocabulary may be less distinct than in English (see Cobb & Horst, 2004, for French). This raises the question of whether Spanish also lacks a clearly defined academic vocabulary.

This study investigates academic vocabulary in Spanish as a second language (L2), focusing on verb usage in academic writing. Specifically, it assesses the adequacy of existing frequency lists in representing verbs used in L2 academic texts, with a focus on master's theses in the Humanities. To this end, a *Corpus of Academic Spanish L2* (Corpus ASpa) was compiled, comprising 192 master's theses written in Spanish at a Dutch-speaking university. From this corpus, a frequency list of verbs (*ASpa verb list*) was extracted. The lexical coverage of five existing frequency lists, derived from general and academic [sub]corpora, was then compared against the *ASpa verb list* to determine which best reflected verb usage in L2 academic writing.

Results show that academic writing in the Humanities relies heavily on high-frequency verbs. A large majority (83.7%) of verbs in the *ASpa verb list* fall within the first 3,000 most frequent lemmas of general Spanish, supporting the idea that academic vocabulary in Romance languages often draws from the general lexicon. However, polysemy plays a significant role, as many verbs shift meaning depending on academic context (e.g., *tejer* as to weave something' vs. 'to knit'; *sostener* as 'to support' vs. 'to hold'). At the same time, a notable portion of less frequent but academically salient verbs (16.3%) underscores the need for targeted vocabulary instruction. These verbs are unlikely to be acquired through general language exposure alone (Pastor Cesteros, 2022; Schmitt & Schmitt, 2020).

An academic English list translated into Spanish covered only 45.6% of the *ASpa verb list*, confirming that language-specific resources are necessary. In contrast, two extended lists derived from academic sub-corpora achieved significantly higher coverage (98%) compared to the general Spanish lists. These findings provide empirical support for developing more accurate academic vocabulary resources for Spanish L2 learners, with implications for both corpus-based research and vocabulary instruction in higher education contexts.

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POSTER SESSION

Monday, 15 December 2025

15:45–17:15

Teaching vocabulary through Instagram reels: An analysis of the multimodal strategies of Italian teacher-influencers

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In recent years, Instagram has become not only a key platform for influencer communication practices, but it has also been increasingly adopted by language teachers for the dissemination of educational content in the form of short and concise videos, known as Instagram reels. As teacher-influencers or education influencers (Shelton et al., 2020), these creators have learned how to leverage Instagram's affordances to produce engaging multimodal teaching materials, attracting a wide audience of learner-followers (Aslan, 2024).

The present study analyses how Italian teacher-influencers employ and combine multimodal resources for the creation of vocabulary teaching reels. This case study is part of a broader project in which the textual genre of 100 educational Italian reels was analysed, with the aim of identifying their rhetorical structure. From this first phase of the investigation, vocabulary emerged as the most frequently targeted linguistic competence (focusing mostly on single words – often thematic – and idiomatic expressions). In this perspective, for the current study, we selected from the original dataset the 20 vocabulary-focused reels with the highest level of engagement (views, likes, comments). Engagement was selected as criterion, as it constitutes a key indicator for popularity and success on social media platforms, and – according to findings from our previous study – aligns with the aims of teacher-influencers who intentionally design their materials to achieve the highest possible level of audience engagement. The reels were coded and analyzed using the frameworks of multimodal discourse analysis developed by Norris (2004, 2019) and Kress & Van Leeuwen (2001). Following Norris' multimodal transcription conventions, the analysis took into account a wide range of semiotic resources, including layout, gaze, gesture, facial expression, posture, object handling and language.

Preliminary results show that educational reels on Instagram are highly multimodal products in which teacher-influencers effectively combine various semiotic resources to create meaningful contexts for vocabulary learning. Such multimodal configurations can, for example, provide visual representations that support learners' understanding and enhance their engagement with new words (Haque et al., 2024). In addition to gestures, facial expression, and object use, particular attention was paid to how teachers exploit platform-specific features that are not available in traditional classroom settings, such as adding voice-over, choosing filters as backgrounds, or using gestures to point at stickers and captions appearing on the screen. Compared to face-to-face teaching, this digital environment enables innovative combinations of semiotic resources, fostering creative teaching practices that align closely with the interests of learner-followers.

Research on Instagram as a tool for language teaching and learning has emerged only recently (e.g., Aslan, 2024), and remains a largely underexplored area within the field of digital language teaching. Moreover, it has focused almost exclusively on English language learning, leaving other languages unexamined. By analysing the orchestration of multimodal resources in language teaching reels on Instagram, while focusing on Italian as target language, this study aims to fill a significant research gap. Although the analysis is still ongoing, preliminary findings suggest that Instagram represents a promising and accessible environment for multimodal, learner-centered vocabulary instruction.

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Detecting grammaticalization through computational tools: the auxiliation of *habeo*

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This study investigates the grammaticalization path of the Romance temporal construction 'to have plus Past Participle' through a multifaceted approach combining theoretical linguistics, corpus-driven analysis, and computational methods. It reassesses the evolution of *habeo* into an auxiliary verb by evaluating whether computational tools—specifically linguistic annotation pipelines and Neural Language Models (NLMs)—can meaningfully contribute to diachronic linguistic research. The study addresses three main questions: (i) to what extent automatic annotation models can capture the early auxiliary usage of *habeo* and how their sensitivity might be improved; (ii) which syntactic conditions in later stages of grammaticalization potentially facilitate the correct annotation of auxiliaries; and (iii) whether pre-trained NLMs can reliably distinguish between the auxiliary and lexical uses of *habeo*.

A corpus of Latin sentences containing both lexical and proto-grammaticalized uses of *habeo* was compiled from digitized sources spanning the 3rd–5th and 8th–10th centuries. Subsequently, these data were processed using UDPipe, an annotation pipeline based on the Universal Dependencies framework (De Marneffe et al., 2021). Parsing outputs were examined with a focus on the morphosyntactic annotation of the Perfect Participle, a key element in the reanalysis process (De Acosta, 2012). Particular attention was paid to parameters such as TP head-directionality within VP and the contiguity between *habeo* and the Participle, both of which proved to be crucial in configuring the verb as an auxiliary (Danckaert, 2017).

In parallel, we employed Latin BERT, a Neural Language Model pre-trained on a large Latin corpus, to evaluate its capability to differentiate lexical from auxiliary uses of *habeo*. A targeted Masking Task was designed by concealing the token corresponding to *habeo* and testing the model's confidence in predicting it based on sentence context. This allowed us to assess whether contextual embeddings encode cues related to grammaticalization stages.

Results from corpus analysis indicate that the Perfect Participle exhibited increasingly verbal behaviour over time, aligning with the grammatical use of *habeo*. As for proto-grammaticalized contexts, an overview of participial verb typology revealed a shift from a delimited class of verbs initially triggering reanalysis to a broader range of them. Regarding automatic annotation, the pipeline struggled to represent the auxiliary category adequately due to scarce representation within the training data, often leading to under-specification (Duran et al., 2021). However, the V-Aux linearization order combined with contiguity yielded the most accurate parsing. Therefore, Latin BERT displayed higher confidence in predicting earlier auxiliarised uses of *habeo*, apparently contradicting the expected grammaticalization path. Yet, when compared with predictions for the complementary auxiliary sum, a "competition effect" emerged in later contexts, reflecting a syntactic environment increasingly propitious for auxiliaries.

Ultimately, on one hand, findings from quantitative analysis corroborated existing hypotheses about the verb's grammaticalization path with respect to word order. On the other hand, our results questioned the previous studies regarding verb categories undertaking the process first, demonstrating the effectiveness of computational linguistic tools for managing and analysing information extracted from large datasets.

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The evolution of strong verbs as a reflection of linguistic history: A comparative study of Norwegian, Swedish, and Icelandic

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The present study provides a detailed account of the weakening of strong verbs in the North Germanic languages Norwegian (Bokmål), Swedish, and Icelandic, shedding light on morphological divergence within the branch. *Weakening* refers to the process by which strong verbs, originally forming their preterit through ablaut (i.e., a vowel alternation in the stem), adopt a suffix characteristic of weak verbs. While this process is sometimes presented as uniform (e.g., Lieberman et al., 2007, who argue that weakening occurs at a constant rate determined solely by a verb's frequency), the present study adopts a broader approach, examining how the interplay of factors such as class, ablaut pattern, and token frequency influences weakening. The results are contextualized through comparison with prior research on West Germanic languages, revealing both shared and branch-specific developments within Germanic.

A dataset of originally strong verbs in Old Swedish and Old West Norse was compiled using Noreen's (1904, 1923) grammars *Altschwedische Grammatik, mit Einschluss der Altgutnischen* and *Altisländische und altnorwegische Grammatik unter Berücksichtigung des Urnordischen*. The inflectional behaviour of each verb's modern reflex was traced using reference grammars and dictionaries. Preterit and participle forms were annotated separately as *strong*, *weak*, or *varying between strong and weak inflection*. Each form was further annotated for class, ablaut pattern, and token frequency, with frequency data drawn from the corpora *Leksikografisk Bokmålskorpus (LBK)* for Norwegian, *PAROLE* for Swedish, and *Icelandic Frequency Dictionary (IFD)* for Icelandic. Binary logistic regression was applied to assess the statistical impact of each variable on weakening.

The results reveal clear cross-linguistic contrasts: 87% of verbs remain fully strong in Icelandic, compared to 56% in Swedish and 30% in Norwegian. In terms of external factors, Icelandic's conservatism likely reflects its geographic isolation and the influence of linguistic purism (Hilmarsson-Dunn, 2003; Pereltsvaig, 2011). Swedish and Norwegian, by contrast, display greater innovation, presumably due to sustained language contact throughout their histories. The main divergence between the two lies in the development of their participles: whereas 25% of Norwegian verbs have developed a weakened participle while retaining a strong preterit, only 5% of Swedish verbs show this pattern. The tendency for participles to exhibit more weakening than preterits in North Germanic contrasts with West Germanic, where participles are generally more conservative.

The investigated factors were found to play a significant role. High-frequency verbs generally show less weakening than low-frequency verbs, and verbs in the historically more coherent classes I–IV, with a similar underlying ABC-pattern (e.g., Old Swedish *flȳgha* 'to fly' - *flø̄gh* – *flughin*), exhibit less weakening than those in classes V–VII, with more idiosyncratic ABA-patterns (e.g., Old Swedish *fa̲ra* 'to go' – *fō̲r* – *fa̲rin*). Interestingly, originally ABC-verbs currently tend to shift toward ABB-patterns (i.e., with identical preterit and participle vowels) in West Germanic, while retaining distinct vowels in North Germanic.

Overall, this study demonstrates that weakening is a multifaceted process governed by multiple interacting factors. Although it occurs across the Germanic language family, each language follows a distinct trajectory, reflecting the broader interplay between internal and external factors in morphological change.

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Agreement markers in contemporary French: Inventory, variation and perception

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In dialogue, speakers have a wide range of expressions at their disposal to express their affiliation or agreement with their interlocutor, such as *oui* 'yes', *d'accord* 'alright' or *c'est vrai* 'that's true' in French. These markers of agreement are omnipresent in spontaneous interaction, yet they have rarely been studied in a systematic way. Most existing research focuses on individual forms, such as *bien sûr* (Lefeuvre, 2021; Ghidali, 2024), *d'accord* (Ghidali, 2024), *grave* (Lefeuvre, 2020; Ghidali, 2022) or reduplicated *oui* (Lefeuvre & Legallois, 2020), while other studies have analysed the use of agreement expressions in specific interactional contexts (Tobback & Lauwers, 2016). Didactic studies have also explored how these markers are used by learners of French as a foreign language (Delahaie, 2009; Delahaie & Solís García, 2019).

This PhD project combines concepts from Conversation Analysis and discourse marker research, to explore the forms and functions of agreement markers. In particular, the notions of alignment and affiliation (Stivers, 2008) help represent agreement as a gradient phenomenon ranging from mutual understanding to stance and affect.

The first dimension of the analysis will focus on identifying and classifying agreement markers across several interactional genres (conversations, interviews, meetings, debates and online exchanges). An annotation grid based on the theoretical approaches mentioned above will be developed to describe their formal, functional and contextual features, forming the basis for an empirical inventory of agreement markers. The second dimension explores the sociolinguistic properties of these markers. We will examine which markers are used across ages, genders and registers, and how they are perceived in experimental tasks (surveys, matched-guise test). Lastly, the third dimension investigates the micro-diachronic evolution of agreement markers through time, comparing their use by younger and older speakers of two generations. To explore the three dimensions, a range of spoken corpora will be selected as the project develops, combining newly collected data (TV debates, tweets from X) and existing resources: longitudinal interviews from *ESLO1* (1968-1971) and *ESLO2* (2008-), recent conversational data from *Cheese!* and from the *Multicultural Paris French* corpus (MPF), task-oriented dialogues from a tangram-matching game (Crible et al., 2024), business meetings from the Divoux (2017) corpus.

Taken together, the project approaches agreement as a productive and socially dynamic phenomenon in French, sensitive to both context and to the interpersonal positioning that speakers display during interaction. It also raises some methodological questions: how to define the boundaries of the category, distinguish it from related phenomena and design a framework that can account for its diversity. In addition to its descriptive goals, the study may also contribute to reflections on teaching spoken French and on modelling variation in speech technologies.

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When love speaks many languages: the interplay of language and cultural identity in multilingual relationships

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This talk explores how language and cultural identity interact within multilingual couples in Belgium, focusing on their experiences. The research aims to provide deeper insight into how language and culture shape interpersonal relationships. Adopting a social, cultural, and linguistic perspective, the study integrates theoretical and empirical approaches. Drawing on Social Identity Theory (Tajfel & Turner, 1979), Communication-Accommodation Theory (Giles & Ogay, 2007), Acculturation Theory (Berry, 1997), and Family Language Policy research (Spolsky, 2012), this qualitative study uses semi-structured interviews with six couples: three speaking one partner's first language and three communicating in a shared second language.

Family Language Policy research shows that while proficiency in the dominant language is important for integration, maintaining the first language remains crucial for cultural identity (Hollebeke et al., 2022). Spolsky (2012) argues that family language use reflects the interplay of ideology, practice, and management, which together shape home language choice and cultural identity. Multilingual partners often struggle between preserving their first language and adopting the dominant one, using strategies such as speaking their first language at home (Tyrrell et al., 2014). When their first language is strongly rooted in family and community, it better resists external influence, though ethnic attachment does not guarantee "pure" language use (Nagy, 2018). This study draws on in-depth interviews with six intercultural couples in which at least one partner lived in Belgium, had been together for at least one year, and communicated in either a shared second language or one partner's first language. Interviews, conducted in Dutch or English, explored key themes of culture, identity and language. The findings in this study indicate that there are no substantial differences between couples in how they negotiate cultural identity. The "new culture", with its opportunities and challenges, is consistently embraced. Participants view their partner's culture as an enrichment of their cultural identity rather than as a source of conflict, suggesting a dynamic process of cultural integration where linguistic and cultural exchange strengthen the relationship.

Multilingual couples face obstacles in maintaining their cultural presence, including language barriers, differing gender roles, cultural norms and discrimination (Breger & Hill, 2021; Määttä, Anglé & Uusiautti, 2014; Olsson, 2023; Sowa-Behtane, 2016). To cope with these challenges, partners often compromise and show openness toward cultural adaptation, gradually aligning their communication styles until a stable level is reached (Brinberg & Ram, 2021; Sowa-Behtane, 2016). Beyond the relationship itself, they also experience tension related to societal expectations of standard language use (Bunk, 2024). Our interview data confirmed several of these challenges, particularly language barriers, differing cultural norms and external expectations regarding language use. Overall, this research suggests that multilingual couples in Belgium generally experience their multilingualism as a positive aspect of their relationship, despite the linguistic and cultural negotiations it requires.

The study highlights the need to acknowledge these dynamics in academic and professional contexts and urges greater sensitivity among practitioners working with multilingual and multicultural couples, particularly regarding the interplay between language, identity, and belonging. The findings increase awareness of multilingualism and cultural diversity in intimate relationships and, by highlighting partners' lived experiences, contribute to broader discussions on cultural hybridity, identity negotiation and the evolving meanings of multilingualism in Europe.

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