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## Book of Abstracts

## STaPs20

24-26 February 2023



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**Augsburg  
Budapest  
Vienna**



**The 20th STaPs (Sprachwissenschaftliche  
Tagung für Promotionsstudierende – ‘Linguistics  
Conference for Ph.D. Students’)**

**24-26 February 2023**

**Book of Abstracts**

**Compiled and Edited by Aicha Rahal**

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## Welcome

The STaPs-20 team would like to warmly welcome you to the conference! We are so happy to organize this event which provides an opportunity to PhD students to share their research and discuss different methodological issues. We are thrilled to see this diversity, PhD students from all over the world are participating in the conference. We are also happy to welcome our distinguished keynote speakers, panelists, webinar, seminar and workshop presenters who are contributing to the success of the conference.

A special thanks goes to our reviewers for their time, support and cooperation. Your academic contribution is highly appreciated! Many thanks to our sponsors for their confidence in our conference and their support.

We want to thank our volunteer chairs without whom it would not have been possible to realize the rich conference program.

We would also like to thank all of our PhD student presenters whose talks, workshops and posters contribute to a richly diverse conference program.

Last but not least, we would like to welcome the audience who are interested in attending the conference. We believe that the audience make the event!

STaPs-20 team

Aicha, Aline and Roshanak

## **General Information**

### **Organizers**

Aicha Rahal, Pázmány Péter Catholic University, Hungary

Aline Kodantke, University of Augsburg, Germany

Roshanak Nouralian, University of Vienna, Austria

### **Abstract Reviewing Committee**

Dr. Alessandra Zappoli – University of Florence, Italy

Prof. Dr. Alfred Wildfeuer – University of Augsburg, Germany

Prof. Dr. Andrea Fischer – Károli Gáspár University of the Reformed Church, Budapest, Hungary

Prof. Dr. Andrea Reményi – Pázmány Péter Catholic University, Budapest, Hungary

Dr. Andreas Bülow – University of Augsburg, Germany

Dr. Azzam Alobaid – Jawaharlal Nehru University, New Delhi, India

Prof. Dr. Balázs Surányi – Pázmány Péter Catholic University, Budapest, Hungary

Prof. Dr. Barbara Seidlhofer – University of Vienna, Austria

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Prof. Dr. Cser András – Pázmány Péter Catholic University, Budapest, Hungary

Prof. Dr. Erzsébet Barát – University of Szeged, Hungary

Prof. Dr. Eva Eckkrammer – University of Mannheim, Germany

Dr. Frank Paulikat – University of Augsburg, Germany

Dr. Greta Mazzaggio – University of Florence, Italy

Dr. Hajer Abidi – University of Bejà, Tunisia

Prof. Dr. Helmut Gruber – University of Vienna, Austria

Prof. Dr. Katalin Berces Balogné – Pázmány Péter Catholic University, Budapest, Hungary

Prof. Dr. Mária Adorján – Károli Gáspár University of the Reformed Church, Budapest, Hungary

Dr. Matthias Klumm – University of Augsburg, Germany

Dr. Oliver Ernst – University of Augsburg, Germany

Prof. Dr. Paolo Lorusso – University of Florence, Italy

Dr. Rana Khan – University of Bath, UK

Prof. Dr. Sonja Zeman – University of Augsburg, Germany

Dr. Tlili Saad – University of Dammam, Saudi Arabia

Prof. Dr. Zoltan Poór – University of Pannonia, Veszprém, Hungary

## **Logistics**

The STaPs-20 conference will take place online using ZOOM as a platform.

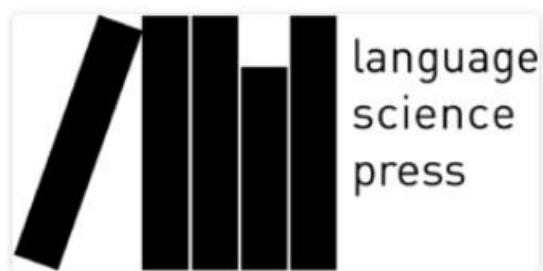
The webinar on publishing: 'What to expect from publishing your PhD-thesis with J.B. Metzler' will be held via Google Meet.

The working languages of the conference are English and German.

## **Code of Conduct**

We welcome you again to the STaPs-20 conference. We would like to create a friendly atmosphere at the conference, a true academic gathering. We want STaPs-20 to be inclusive and diverse regardless of ethnicity, religion, gender, age, sexual orientation, etc. Any discrimination, offense or harassment will not be tolerated and may lead to the expulsion from the conference.

## Sponsors



# Plenary Talks



## Keynote Speakers

**Professor Andrea Ágnes Reményi**  
**Pázmány Péter Catholic University, Hungary**



### **English-L2 language examination validation and automated language assessment**

A recurring language proficiency assessment issue is how to conceptualise proficiency levels according to the Common European Framework of Reference for Languages (CEFR) in quantifiable features of English grammar and vocabulary. In other words, what are the characteristics of a certain CEFR level, in terms of not the language skills but its syntactic/lexical accuracy and complexity? This talk will aim to discuss two related issues: how to prove that a certain language examination measures what it intends to measure (this is called exam validation), and also how to find ways to automatically assess English-L2 texts produced at language exams.

As part of the validation process of the CEFR B2+ language exam for English majors due at the end of their first year of studies at a Hungarian university, we are working to detect the systematic patterns of syntactic and lexical characteristics of a written corpus and their match to B2+ expectations. The project research question is whether that exam measures English language proficiency at the B2+ level in a valid and reliable way. The present research question is what the patterns of syntactic and lexical complexity are that inform the validation of that language exam as far as the written texts are concerned.

The multivariate research design examines the influence of numerous variables in the patterning of syntactic and lexical complexity, including manually and automatically detectable ones. We have been working with a few such multivariate systems: the Biber-tagger/MAT (Nini 2019), the L2SCA (Lu 2017), the CVLA (Uchida & Negishi 2018), Lextutor-based measures (Cobb 2022), and some of our own automated and manual measures (Reményi-Velner 2022, Adamova 2022, Reményi 2023). A statistical meta-analysis across

these systems will be suggested in the talk. Reflecting on the recent leap in AI developments, I will also discuss the relevance of a linguistically informed contribution into the field of automated language assessment.

**Keywords:** English-L2 learner corpus; syntactic/lexical complexity analysis; CEFR-level estimation of learner texts; automated language assessment

**Professor Balázs Surányi**

**Pázmány Péter Catholic University & Hungarian Research Centre for Linguistics, ELKH**



**Why do pre-school children have difficulty understanding sentence focus?  
Theoretical and methodological lessons from a comprehension experiment**

The L1 acquisition of the comprehension of prosodically marked focus has usually been described as a particularly protracted developmental process. The reasons for this lag, however, are ill-understood. One possibility, following a classic, functional cue-based approach, is that the delay is due to the compromised strength of the surface cues that mark focus (most notably, prosodic prominence). An alternative hypothesis, based on the idea of grammatical economy, holds that cueing focus involves a grammar-internally unprovoked kind of formal (prosodic) markedness that triggers a comparison with alternative sentence forms. On this account, children's difficulty lies in effectively computing such between-sentence comparisons. The choice between these two explanations is far from trivial, and since they do not conflict in the domain of prosodic focus marking, nothing in theory precludes that both explanatory mechanisms may simultaneously be at play.

The methodological escape this talk offers out of this impasse is to look at data from a language in which focus marking is primarily syntactic, rather than prosodic. Hungarian, which routinely uses syntactic focus marking (SFM) by fronting, is such a language. In Hungarian SFM is a highly reliable surface cue of focus, while the functional load of prosodic focus marking (PFM) is relatively reduced. Given this particular division of labour in focus marking, the functional cue-strength based approach predicts the advantage of SFM over PFM in the acquisition trajectory of this language, while on the formal markedness based account

no asymmetry between SFM and PFM is expected. The talk reports on an experimental study of the developmental trajectories of PFM- and SFM-comprehension in 4-to-6-year-old Hungarian children (conducted together with Lilla Pintér) designed to test these diverging expectations. In passing we also discuss the methodological difficulties involved in testing a theory that predicts no difference between two experimental conditions.

**Professor Martin Reisigl**  
**Department of Linguistics, University of Vienna**



**Argumentation analysis from a discourse analytical perspective: methodological challenges**

The lecture will be divided into five parts. First, I will explain various understandings of the notion of argumentation from a discourse analytical perspective. Secondly, some clarifying clues are given with respect to the relationship of argumentation, explanation and narration. The third part will briefly outline a methodological discourse analytical framework for the formal-structural, content-related and normative analysis of argumentation. Fourthly, I will discuss several challenges to the discourse analytic research practice dealing with the study of argumentation. The discourse on the climate crisis is chosen as the empirical basis for my methodological observations, explanations and instructions. Finally, I will draw some conclusions.

**Professor Mária Adorján**  
**Károli Gáspár University of the Reformed Church**



**Teaching Academic Writing: Opportunities and Challenges in Early 2023**

The teaching of academic writing is a critical component of higher education, yet recent disruptions have created significant challenges for this field. The Covid-19 pandemic has forced educators to adapt to remote and hybrid teaching models, while the rise of artificial intelligence (AI) is posing new opportunities and threats, particularly for task setting and assessment practices.

This presentation aims to explore new teaching tools and methods that can replace traditional models of writing instruction, while still maintaining student engagement and supporting learner autonomy. I argue that these new technologies and pedagogies, such as digital tools, corpus tools, and oral classroom work, are necessary in response to the disruptions of the past few years. Teachers must be flexible and innovative in their approaches, and willing to learn new technologies and pedagogies to create more effective and engaging learning experiences.

It is clear that the future of higher education depends on the ability of institutions to adapt to these disruptions and embrace new approaches to the teaching of academic writing. Failure to do so will result in a bleak future for those universities that cannot change their practices and fail to prepare students for the challenges of the 21st century. Therefore, it is crucial for all stakeholders to recognize the importance of these new teaching tools and methods and to support their implementation in higher education.

**Professor Stephen Krashen**  
**University of Southern California**



**Language. Acquisition and the Power of Pleasure Reading**

In recent years, research has appeared showing that self-selected pleasure reading has a profound effect on literacy and language development, on knowledge (those who read more, know more) and on our understanding of others (empathy). We also know more about writing: Writing style comes from reading, but writing itself can help us solve problems and accelerate our intellectual development.

## **Panel Discussion on Research Methods and Research Ethics**

### **Panelists**

**Prof. Dr. Alexandra d'Arcy- University of Victoria, Canada**



**Prof. Dr. Erzsébet Barát – University of Szeged, Hungary**



**Prof. Dr. Francis Prescott**  
**Eötvös Loránd University, Budapest**



**Prof. Dr. Jo Angouri**  
**University of Warwick, UK**



**Prof. Dr. Robert Mckenzie, Northumbria University, UK**



## **Webinar**

**Carina Reibold**

Executive Editor and Teamlead Research Publications at Springer Nature

### **What to expect from publishing your PhD-thesis with J.B. Metzler**

Did you ever ask yourself where to publish after you have finished your PhD and how this works? If that is the case, come join our webinar and meet the responsible editor for PhD-publications in linguistics within the renowned J.B. Metzler book program.

In a short presentation we give insights into our fast and proven submission and publication process, which we designed explicitly for the needs of PhD-book authors. As part of Springer Nature, J.B. Metzler offers state of the art digital solutions as well as international distribution. We will show you what these advantages might offer for your publication.

After the presentation we are open for your questions and happy to answer them.

Link: <https://meet.google.com/ftk-oapr-jef>



## **Seminars**

### **Experimental Pragmatics**

Dr. Greta Mazzaggio  
University of Florence, Italy

We constantly interact with others around us in far more subtle ways than words allow, often without even realizing it. Unexpectedly, we also communicate by "what we don't say," and the context has a significant impact on the message. How can language and context affect our ability to clarify ambiguities, decipher what others are trying to say without saying it out loud, and recognize metaphor or irony? Is it truly so easy for all of this to happen? A new field of study called experimental pragmatics is attempting to provide answers to these issues by using scientific methods to investigate how much speaker-context relationships underpin human communication. We'll go over a variety of linguistic and pragmatic phenomena while attempting to assess how research might aid in our knowledge of how they work.

### **Introduction to the use of PRAAT in speech sciences**

Dr. Alessandra Zappoli  
University of Florence, Italy

The seminar will introduce to young researchers, approaching the field of speech science, the key concepts of speech analysis through a hands-on-research practical approach. Participants will get acquainted with the main features, commands, and functions of the open-source software PRAAT and with the main theoretical notions of speech analysis. I will focus on the main phonetic and auditory features, at the segmental and suprasegmental levels, that are relevant both in the implementation of experimental designs in speech perception studies and in the phonetic analysis of speech in speech production studies.

It is recommended to download and install the most recent version of PRAAT on a personal laptop and to have headphones available.

PRAAT is downloadable at any of the following links:

Windows: [http://www.fon.hum.uva.nl/praat/download\\_win.html](http://www.fon.hum.uva.nl/praat/download_win.html)

Macintosh: [http://www.fon.hum.uva.nl/praat/download\\_mac.html](http://www.fon.hum.uva.nl/praat/download_mac.html)

Linux: [http://www.fon.hum.uva.nl/praat/download\\_linux.html](http://www.fon.hum.uva.nl/praat/download_linux.html)

## **Invited Workshop**

### **Professional Coaching in Language Learning**

Rachel Paling

Director of Efficient Language Coaching Global SLU, Spain

This workshop will explore certain aspects of professional coaching (as seen from the perspective of the International Coach Federation) that can be incorporated into language learning processes to troubleshoot and enhance the learning as well as promote learner autonomy. In particular, tapping into how to embody a coaching mindset and bridge the dichotomy of teaching and coaching, and using coaching conversations in education. In addition, the structure of learning based on goal and action settings plus periodic goal reviews. There will be a deeper look at coaching models like PACT PQC (Rachel Paling 2012) and using this for grammar learning and how to use skilled coaching conversations to tap into motivation and commitment, to promote learner autonomy and to troubleshoot questions such as how to overcome emotional blocks and how to help coachees to find compassionate solutions and discover how to tap into their own potential for learning. One of the first steps for coaching is to modify the way we communicate with our learners changing the patterns of communication for a more efficient and effective process.

# **General Sessions**

## Session 1 Room 1

### **Emotionalisierungsstrategien in Katastrophenmeldungen. Eine Korpusanalyse der Berichterstattung in der britischen Qualitäts- und Boulevardpresse in den 1980er und 2010er Jahren**

Vanessa Hagenschulte  
University of Duisburg-Essen, Germany

**Emotionalisierung** ist ein massenmediales Phänomen, das in einem **Spannungsverhältnis** zum journalistischen Ideal der **Objektivität** steht. Emotionalisierung erfolgt nicht notwendigerweise über eine explizite Benennung von Emotionen, sondern kann durch ein vielfältiges Spektrum linguistischer Mittel, wie zum Beispiel dem gezielten Einsatz von Personalpronomen, Katastrophenvokabular oder Konnektoren evoziert werden. Während schon einige Studien aus moderner synchroner Perspektive vorliegen (Ungerer 1997, Bednarek 2016), sind **Online-Strategien** aus diachroner Perspektive bisher nicht systematisch in den Blick genommen worden. Das vorliegende Dissertationsprojekt widmet sich deshalb der Entwicklung von sprachlichen Emotionalisierungsstrategien in der britischen **Boulevard- und Qualitätspresse** zwischen 1986 und 2011.

Katastrophen wie **Reaktorunfälle** sind schon als solche emotional geladen. Die vorliegende Dissertation untersucht, welche **Emotionalisierungsstrategien** in der einschlägigen Berichterstattung zu den Ereignissen in Tschernobyl (1986) und Fukushima (2011) verwendet werden. Die Dissertation konzentriert sich auf folgende **Leitfragen**:

Wie **unterscheiden** sich die **Emotionalisierungsstrategien** in Boulevard- und Qualitätspresse? Welche **diachronen Veränderungen** sind zwischen 1986 und 2011 zu beobachten? Für die Bearbeitung dieser Fragen ist zu klären, mit welchen **objektivierbaren** Methoden sich das Konstrukt der Emotionalisierung **korpuslinguistisch** erfassen lässt. Hierzu wird sich methodisch durch die Einblicknahme sowie Verwendung verschiedener Ansätze und Theorien an diese Fragen angenähert. Hierin liegt das methodische Erkenntnisinteresse der Arbeit.

Als Untersuchungsgrundlage ist ein Korpus kompiliert worden, das etwa 400 Artikel aus voraussichtlich neun Zeitungen, wie zum Beispiel *The Guardian* oder *Daily Mail* umfasst. Die Anzahl der Artikel besteht zu gleichen Teilen aus Boulevard- und Qualitätspresse sowie aus Artikeln der 1980-er und der 2010-er Jahren. Die korpusbasierte Analyse ist in der **Pragmatik** und **Textlinguistik** verortet. Sie verknüpft **quantitative** Analyseansätze, wie close-reading und manuelles Markieren, sowie **qualitative** Methoden aus dem korpuslinguistischen Bereich, wie zum Beispiel Konkordanzen oder Häufigkeitslisten; dafür wird einschlägige Software genutzt (AntConc, MAXQDA).

Das weithin beschriebene Phänomen der **Tabloidisierung** lässt vermuten, dass nicht nur in der Boulevardpresse, sondern auch in Qualitätszeitungen eine **Zunahme** von Emotionalisierungsstrategien zu verzeichnen ist. Zudem soll überprüft werden, ob

zielgruppenspezifisch unterschiedliche Emotionen beschrieben und evoziert werden (vgl. Ungerer 1997).

Als Ausblick kann bisher festgestellt werden, dass die **Wirkung** von Emotionen nicht abgetan werden kann, da ansonsten das Anwendungspotential im Nachrichtendiskurs nicht vollständig genutzt werden kann (Beckett/Deuze 2016: 2). Der Einsatz von Emotionen in Nachrichten kann **verschiedene Funktionen** und eine **Vielzahl** an möglichen **Darstellungsweisen** haben, zum Beispiel emotional ansprechende Artikel gestalten, Aufmerksamkeit erregen, Interesse wecken (Pantti 2010: 177).

**Keywords:** Zeitungen, Journalismus, Emotionalisierung, Katastrophenjournalismus, Objektivität, Boulevardpresse, Qualitätspresse, qualitativ, quantitativ, Korpuslinguistik, Pragmatik, Textlinguistik, Tabloidisierung

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## **Betrachtungen emotiver Spuren im textuellen Spiegel**

Julia Sugawara

Rheinische Friedrich-Wilhelms-Universität, Bonn, Germany

Im Rahmen meines Promotionsprojektes werden Spuren von Emotionen als Prädikationen in schriftlich realisierter Sprache betrachtet. Dies geschieht am Beispiel von Erdbeben-Erfahrungen der Tōhoku Region Japans.

Ziel ist eine möglichst umfassende Untersuchung, wurden linguistische Untersuchungen bislang weitestgehend auf emotionale Polarität begrenzt. Ausgangspunkt bildet die Annahme, dass Naturkatastrophen emotionale Reaktionen hervorrufen, die sich über die Bewältigungsstrategie des „affect labeling“ sprachlich niederschlagen können (Kircanski et. al. 2012: 1086–1087).

Im Zentrum des Vortrags steht die Frage, wie sich der Analyse prädizierter Emotionen herannahen ließe.

In der Kognitiven Linguistik wurden Emotionen zumeist im Rahmen konzeptueller Metaphern als Propositionen von Quell- oder Zieldomäne über MIPVU bzw. MPA (korpuszentriert) analysiert (vgl. Kövecses 2019: 149–173, Lakoff 1987: 377–408, Stefanowitsch 2006: 63–105). Dass sich Emotionen jedoch nicht lediglich auf dieser Ebene konzeptuell niederschlagen, zeigten Beiträge, die nicht-(direkt-)propositionale kognitive Repräsentationen in Form „emotionaler Einstellungen“ (Fries 2007) betrachteten. Diese Prädikationen („emotemes“ (Ptaszynski 2022)) lassen sich u.a. durch Interjektionen und Partikeln ausdrücken und Emotionswerten zuordnen. Die Kognitive Linguistik nutzt dafür vermehrt quantitative Korpusanalysen, um die These der Gebrauchsbasiertheit von Sprache empirisch zu stützen. Da diese wiederum in Wechselbeziehung mit unserer Umwelt steht, ist die Konventionalisierung von Emotionsausdrücken und ihren Konzepten auch in Hinblick auf eine kulturelle Prägung und somit japanologisch relevant. Gleichwohl lässt sich für eine Detailanalyse literarischer Einzeltexte nicht gänzlich auf Introspektion verzichten.

Zur Gewinnung umfangreicher Daten wird u.a. ein Twitter-Korpus erstellt, das sich thematisch sowie räumlich und zeitlich auf Erdbebenvorkommen bezieht.

In der Bestrebung Emotionskonzepte möglichst breit aufgefächert aufzudecken, erscheint außerdem ein Blick auf die Theorie der mentalen Räume lohnenswert, gemäß derer Emotionen im Blend aus mentalen Räumen als „input spaces“ emergieren (Fauconnier, Turner 2002: 40–48, 129). Ihr sprachlicher Nachweis stellt mich gegenwärtig vor eine Herausforderung. Über die o.g. Verfahren ließe sich dieser wohl annähern, die Berücksichtigung narrativer Aspekte wäre indes zu ergänzen (vgl. Langacker 2008: 58).

**Keywords:** Emotionale Einstellungen, Konzeptualisierung, Konzeptuelle Integration, Korpusanalyse, Japanische Sprachforschung

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## **Bewusste Förderung der Kollokationskompetenz im DaF-Unterricht**

Erzsébet Pintye  
University of Debrecen, Hungary

### **1. Ziel der Untersuchung**

In meinem Beitrag möchte ich meine Aktionsforschung darstellen, in der die Effekte der Intervention durch die bewusste Kollokationsschulung auf den produktiven Gebrauch von Kollokationen getestet werden. Die Untersuchung geht von dem Language-Awareness-Konzept aus, stellt die bereits angeführten Begriffe Bewusstsein und Bewusstheit dar und versucht die Prinzipien des LA-Konzepts in die Wortschatzdidaktik umzusetzen und dementsprechend die Fragen der empirischen Forschung zu formulieren.

Die Arbeit basiert auf den Prinzipien der Aktionsforschung, die in der Fachliteratur folgendermaßen bestimmt wird:

„Aus der Unterrichtspraxis heraus wird ein Problem identifiziert, das nach Vorüberlegungen mit dem Ziel untersucht wird, den Unterricht zu verbessern“ (Burns 2010: 9 zit. n. Feldmeier 2014: 258)

Da Kollokationsforscher (Targońska: 2014, 2018; Jazbec - Enceva: 2012) in ihren empirischen Untersuchungen darauf hinweisen, dass die Auseinandersetzung mit Kollokationen überhaupt nicht systematisch erfolgt und die meisten Kollokationsfehler aus dem Einfluss der Muttersprache resultieren (vgl. Reder 2015: 6, Targonska 2015: 421, Ďurčo - Vajičková - Tomášková 2019: 192 und Holzinger 2021: 124), wird in dieser Arbeit davon ausgegangen, dass Kollokationen im Fremdsprachenunterricht ein Problemfeld darstellen, was mit dem Pre-Test unterstützt wird. Daher wird der Versuch unternommen, eine Intervention in der Gruppe durchzuführen, die darauf abzielt, Kollokationen kontrastiv zu vermitteln und die Kollokationskompetenz der Probanden durch die Bewusstmachung zu fördern und dadurch solche Konsequenzen für die Wortschatzdidaktik zu ziehen, die die Wortschatzarbeit im Fremdsprachenunterricht verbessern können.

Um der genannten Zielsetzung gerecht zu werden, stützt sich die vorliegende Arbeit auf die folgenden vier Phasen: Planung - Unterricht - Beobachtung - Reflexion.

Bei der Planung des Unterrichtsablaufs ging ich von dem in der Wortschatzdidaktik bekannten Drei-Phasen-Modell<sup>1</sup> von Kühn (1992) aus und gliederte den Unterricht dementsprechend in drei Phasen: Einstiegsphase, in der Kollokationen im Kontext präsentiert werden, Übungsphase, in der das Ziel darin besteht, die vermittelten Kollokationen einzuüben

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<sup>1</sup> Die drei Phasen sind: 1. Kollokationen erkennen, 2. Kollokationen einüben und 3. Kollokationen anwenden.

und zu festigen und Anwendungsphase, in der sich durch gezielte Aufgaben die Möglichkeit bietet, Kollokationen in konkreten Situationen anzuwenden.

In der ersten Woche der Intervention sind Kollokationen in der Untersuchungsgruppe kontrastiv vermittelt worden. In der nächsten Phase der Forschung (Beobachtung) sind die zwei Post-Tests erstellt bzw. eingesetzt worden und die Forschung schloss sich mit der Evaluation, aus der Konsequenzen gezogen und didaktische Vorschläge formuliert werden können (Reflexion).

## **2. Fragen der Forschung**

Die in der empirischen Untersuchung formulierten **Fragen** beziehen sich auf

- den Einfluss der Bewusstmachung von Kollokationen auf das Wortschatzlernen
- die Entwicklung der Kollokationskompetenz im Laufe der Untersuchung
- den produktiven Gebrauch von Kollokationen in schriftlichen Textproduktionen
- den Einsatz von Strategien beim Gebrauch von Kollokationen

An der Untersuchung haben insgesamt 26 Probanden (GermanistikstudentInnen und LehramtstudentInnen) teilgenommen, die in zwei Gruppen eingeteilt worden sind. 13 Probanden bilden die Untersuchungsgruppe, in der die Kollokationsschulung mit der Intervention durchgeführt worden ist, und die andere Gruppe bilden die 13 Probanden, denen während der Forschung keine Kollokationsvermittlung angeboten worden ist. Die Untersuchung dauerte 13 Wochen lang und besteht aus einem Pre-Test und zwei Post-Tests, die nach der Intervention eingesetzt worden sind.

## **3. Ergebnisse**

Das Ziel der empirischen Untersuchung bestand darin, (i) Effekte der Intervention zu untersuchen, (ii) Leistungsunterschiede zwischen den zwei Gruppen zu messen, (iii) Schwierigkeiten beim Gebrauch von Kollokationen zu ermitteln und (iv) aus den Ergebnissen didaktische Konsequenzen zu ziehen. Anhand der Ergebnisse lässt sich feststellen, dass die Intervention das Wortschatzlernen positiv beeinflusste und einen großen Beitrag zum besseren Umgang mit Kollokationen leistete.

**Keywords:** Wortschatz, Wortschatzerwerb, Wortschatzarbeit, Kollokationen, Phraseologie

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## **Präskriptiv markierter Sprachgebrauch von spanischen L2-Sprecher\*innen des Deutschen: Akzeptabilität und Spracheinstellungen**

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Empirische Studien zum europäischen Spanisch (DuBois 2019) und kanadischen Englisch (Ruivivar & Collins 2018) deuten darauf hin, dass Laien den Gebrauch von gesprochensprachlicher Grammatik bzw. umgangssprachlicher Lexik eher als ungrammatisch bzw. unangebracht einschätzen, wenn L2-Sprecher\*innen diese Formen verwenden. L1-Sprecher\*innen scheinen hingegen weniger von diesen Nachteilen betroffen zu sein. Diese

Untersuchungen legen nahe, dass die Hypothese, dass L1-Sprecher\*innen den Sprachgebrauch von L2-Sprecher\*innen kritischer bewerten, bestätigt werden kann (vgl. z. B. Piller 2002: 198). Für das Deutsche wurden ähnliche Akzeptabilitätsstudien bisher nur in didaktischen Kontexten durchgeführt (Berend & Knipf-Komlósi 2006; Durrell & Langer 2005). Im vorliegenden Dissertationsprojekt werden jedoch die Akzeptabilität und die Spracheinstellungen von linguistischen Laien außerhalb des Klassenzimmers untersucht.

Das Dissertationsprojekt beschäftigt sich mit präskriptiv markierten syntaktischen Konstruktionen im Deutschen. D. h. es stehen solche Konstruktionen im Fokus, die zwar üblich sind, jedoch aus sprachpflegerischer Perspektive kritisiert werden. Beispiele sind die Verbzweitstellung nach *weil* oder die Präposition *wegen* mit Dativ. Ziel des Dissertationsprojektes ist es, zu untersuchen ob (1) die Akzeptabilität dieser Konstruktionen je nach sprachbiografischem Hintergrund der Sprecher\*innen differiert und (2) inwiefern die Akzeptabilität mit anderen Spracheinstellungen zu diesen Konstruktionen zusammenhängt. Aufgrund von methodischen Überlegungen wurde die L1 der L2-Sprecher\*innen auf europäisches Spanisch beschränkt.

Den theoretischen Zugang bildet dabei Eckerts (2008) Konzept des *indexical field* und seine Anwendung auf die Untersuchung von Spracheinstellungen (Campbell-Kibler 2009). Die Methodik baut auf einem Mixed-Methods-Ansatz auf: Einerseits werden Interviews mit spanischen L2-Sprecher\*innen des Deutschen geführt, um qualitativ zu erheben, welchen Reaktionen von L1-Sprecher\*innen sie begegnet sind und welche Spracheinstellungen sie selbst in Bezug auf präskriptiv markierte Konstruktionen haben. Andererseits wird angelehnt an DuBois (2019) eine auf einem Verbal-Guise-Experiment aufbauende Umfrage durchgeführt. So sollen quantitative Daten zu Spracheinstellungen und Akzeptabilität von L1-Sprecher\*innen des Deutschen erhoben werden.

Im Vortrag sollen in erster Linie methodische Herausforderungen bei der Konzeption und Durchführung der Fragebogenstudie samt Lösungsansätze für diese diskutiert werden.

**Keywords:** Spracheinstellung, Akzeptabilität, gesprochene Sprache, Soziolinguistik, Deutsch als Zweitsprache.

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## **Session 1 Room 2**

### **A Minimalist Approach to the Syntactic Derivation of Approximate Number Phrase Containing the Particle for Numerical Approximation *Lai* in Mandarin Chinese**

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As the subsystem of numerals, approximate number system (ANS) has received considerable attention among linguistic scholars because of its key role in human natural language. Though much work has been done concerning the syntactic performance and semantic interpretation of Approximate Number Phrase (ANP) in Mandarin Chinese, the relevant questions about the internal syntactic structure and its derivation are not thoroughly considered. Under the generative framework of Minimalist Program, this paper concentrates on the internal syntactic structure and derivation of ANPs containing the particle for numerical approximation *lai* in Mandarin, such as *wu qian wu bai wan lai ren* (around fifty five million people), *liang bai lai zhi ji* (about 200 chickens), *10 mi lai chang* (about 10 meters long), etc. given the prerequisite that the numerals, simple or complex, and numeral-classifiers are syntactic constituents. It is proposed that syntactically, being a suffix in itself, *lai* modifies the whole Numeral or Numeral-Classifier Phrase ahead of it, while semantically, it merely connects with its most adjacent place, like *wan* and *bai*, or classifier such as *mi*. It is demonstrated that the reason behind the syntactic and semantic inconsistency lies in the presumption that *lai* adjoins to the left-most position of the ANP at LF-level, C-Commanding the whole Number/Numeral-Classifier Phrase and, thus scopes over it. Additionally, taking the features [+APPROX] and [+INTEGRAL], it serves as a probe to search a matching host with the features [-APPROX] and [+INTEGRAL] as its goal, hence justifies the validity of the most adjacent place or classifier ahead, and screens out the possibility of *\*wu lai ge pingguo* (about five apples) or *\*wu ge lai pingguo*. The conclusion drawn from this study not only offers an illuminating paradigm to tackle the challenging problem of the syntactic derivation and interpretation inconformity of *lai* and other ANPs in Mandarin Chinese, but also casts new light on the research of the properties of ANS cross-linguistically.

**Keywords:** Minimalist Program; syntactic derivation ; Approximate Number Phrase (ANP) ; *lai* ; feature; compositional interpretation; definiteness.

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## **Identifying Contrast in corpus data: challenges and possible solutions**

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Although the information-structural concepts of Topic, Focus, and Contrast, have been investigated extensively, considerable disagreement exists as to how to accurately define them. The notion of Contrast in particular proves to be problematic in this respect. Two views on the nature of this category exist in the literature. The first position conflates Contrast with Focus and claims that all Foci are inherently contrastive (i.a. Dik, 1997; Lambrecht, 1994; Rooth, 1992), while the second view argues that Contrast should be treated as an independent category, combinable with both Topic and Focus (e.g. Hengeveld & Mackenzie, 2008; Molnár, 2002). Moreover, notions such as the *size of the alternative set*, *explicit mention vs. implicit presupposition* and the *identifiability of alternatives* have often been evoked in discussions of Contrast (see Repp, 2010). In my dissertation, which investigates the prosody of information packaging, I am faced with the issue of identifying contrastive expressions in corpus data. However, it is yet unclear how the criteria outlined above can be applied to authentic texts, mostly because, since Contrast subsumes a number of different phenomena, it is not always clear what counts as an alternative in a given discourse.

Thus, the purpose of my talk is to examine some of the empirical questions one is confronted with when trying to identify Contrast in corpus data. To this end, I will first present my general research topic, before going on to discuss a number of corpus examples, taken from ICE-GB (Nelson et al., 2002), with the aim of outlining the issues involved. These include, but are not limited to, the following:

- How can Focus and Contrast be differentiated? Is Contrast without Focus possible and if so, what are its defining criteria?
- How should the notion of alternatives be conceptualised?
- How can Contrast (and related notions such as Contrastive Focus and Contrastive Topic) be identified in corpus data?

While the present talk does not aim at providing any definite answers to these issues, it is hoped that, considering the various backgrounds of the participants, a fruitful discussion of how to deal with Contrast in discourse will ensue.

**Keywords:** information packaging, Contrast, Focus, corpus data and alternativeness.

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## **Focalizability as a diagnostic for lexical status – operationalizations, problems, and a potential solution**

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This talk explores focalizability as a diagnostic for lexical status, problems regarding its operationalization, as well as a potential remedy. This is set against the backdrop of my dissertation, i.e. the classification, analysis, and representation of degree expression in the English NP with the help of Functional Discourse Grammar (FDG; Hengeveld & Mackenzie 2008). In FDG, modifiability and focalizability are employed to distinguish between lexical (modifiable and focalizable) and grammatical (neither modifiable nor focalizable) elements expressing additional information. The former refers to an element’s potential of being modified by lexemes, the latter to an element’s potential to receive focal stress or occur in focus position. Focalizability is based on an element’s potential to be discursively primary, i.e. be the carrier of the (most important) information of an utterance (Boye & Harder 2012). As such, it is a discourse-pragmatic feature that might be realized prosodically in the form of focal stress.

The most frequent operationalization of focalizability is questioning, as in (2), as elements that can be questioned have focus potential and thus are lexical (Boye & Harder 2012). Further diagnostics are the occurrence in cleft-constructions, as in (4) and (5), focusing particles, or focal stress.

The problem central to this talk, however, are cases such as (1), where all the above diagnostics fail.

- (1) So language is a **very, very** important aspect of people's social identity [...] (COCA 2016)
- (2) How important an aspect [...] – a **very** important aspect
- (3) How important an aspect [...] – ?a **very**, (very) important aspect
- (4) \*It is **very**, (very) an important aspect [...]
- (5) \*What language is, is a **very**, (very) important aspect [...]

The second *very* in (1) combines with the open scale adjective *important*, resulting in a degree modifier reading. I can be questioned, as in (2), yet it is not modifiable by another full lexeme, making it a representational lexical operator (i.e. a semi-lexical element). The first *very* does not degree-modify an adjective, but rather fulfils the function of intensification (i.e. an interpersonal phenomenon). It defies all attempts to be questioned, as in (3), elicited as in (4) and (5), or otherwise come into focus position. Prosodic information is not available and even if, main stress might still go to *important*. But does this mean it has no focal stress potential?

My aim is to explore an operationalization of focal stress potential in the absence of prosodic information. Focus is prosodically expressed in the form of focal stress. This has to be distinguished from contrastive or metalinguistic contexts, such as (6), where explicit reference is made to the meaning of a grammatical item and/or it is explicitly contrasted (Keizer 2007; Boye & Harder 2012). Conversely, if an element can be stressed without automatically creating a contrastive or metalinguistic context, it should be focalizable

- (6) I said Smith **hated** her – not **hates**.

This would render the first *very* in (1) focalizable, as it could receive focal stress without necessarily creating a contrastive or metalinguistic context. Consequently, being focalizable, yet not modifiable, and fulfilling an intensifying function, the first *very* in (1) would be analysed as interpersonal lexical operator (i.e. a semi-lexical element).

This approach, however, faces two potential problems – the separation of focus from the notions of contrast/alternatives and from the prosodic realizations of emphasis. A potential solution to this will be argued in the talk.

**Keywords:** Functional Discourse Grammar, focalizability, lexical status, degree modification, *very*.

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## **Session 1 Room 3**

### **Reaching Illiterate People in Turkey: Literacy Effects on Turkish Morphosyntax**

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There is now ample evidence that individual experience in linguistic knowledge is a particularly important factor in native language attainment (e.g., Dąbrowska 2012, 2015, 2018), resulting in eschewing the conventional wisdom that L1 speakers always converge on the same grammar. A body of evidence for this comes from research on low-literates (e.g., Dąbrowska et al. 2022; Favier & Huettig 2021) because literacy seems to (i) lexicogrammatically diversify people's linguistic knowledge, and (ii) ease the workload on the working memory to understand and learn complex structures that are more frequent in written language (see the training wheels hypothesis Dąbrowska 2020). However, there is still a need for further studies to test this hypothesis and to eschew the conventional wisdom in linguistics. Therefore, based on suggestive evidence available so far, we seek answers for the following research questions:

- (1) Are there statistically significant differences in comprehending and producing the above-mentioned complex structures between high- semi- and low/il-literates?
- (2) If yes, how do they differ from one another in both comprehension and production?
- (3) What are the implications of this study for adult literacy, language acquisition, and lexicogrammatical knowledge?

Reaching illiterate people is not at all an easy task in the 21st century in Western, Educated, Industrialized, Rich, Democratic countries. While illiterate people exist around the world for various reasons, a researcher has to overcome war, diseases, or other bureaucratic obstacles. Turkey, being a relatively stable country with a considerable number of semi- and illiterate people, is a good candidate for such a research project. Nevertheless, there are bureaucratic obstacles (i.e., acquiring permissions, translations) as well as other methodological issues when working with illiterate people, such as consent forms, anonymity, socioeconomic status, and at times gender. Gender is particularly interesting as most illiterate people around the world are women and particularly in Turkey they may not be willing to be alone in a room with the opposite gender due to cultural or religious reasons. Finally, there are also a few studies analyzing Turkish from a usage-based constructionist approach, which means that studies like the current one have to 'reinvent the wheel'. As such, this talk will highlight the methodological issues of working with illiterate people in Turkey and running experiments with them.

**Keywords** : literacy effects, individual differences, Turkish, morphosyntax.

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### **Describing a tense system: The tense and aspect of Lugwere, and how to do fieldwork during a pandemic**

Lilja Maria Saeboe  
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Lugwere is a Bantu language spoken by around 600 000 in Eastern Uganda (Eberhard 2021). The language is underdescribed, although there are some articles written about specific aspects of the grammar (See for instance Ahn and Van der Wal (2019), Kagaya(2005), Ndoboli (1994), and Nzogi(2006)). For my PhD project I am writing a description of the grammar of the language, focusing mainly on verbal morphosyntax.

I started my PhD in 2020, and soon realized that the fieldwork I had planned to carry out would be impossible, at least for the first year of my degree. In this talk I will discuss my experiences of having to adapt and do part of my fieldwork online, and the methods I found to be useful when working with consultants with a poor internet connection. While online elicitation was originally something I adopted because of travel restrictions, it has proven to be a very useful supplement to elicitation in the field even after travel was possible again. With the help of local consultants on the ground, I was also able to start collecting data for a corpus a year before I was finally able to go to Uganda myself.

The tense and aspect system of Lugwere is very rich, with potentially five past tenses (and quite certainly at least four), and at least two tenses are distinguished purely by tone. There is also a distinction between a perfective and various imperfective forms. There is a lot of overlap between the imperfective forms, but also some differences in usage. The talk will



look at some of the challenges with understanding such a complex system, and discuss some of the methods I have used, and some of the questions that remain unanswered.

**Keywords:** Bantu, fieldwork, Lugwere, Uganda, morphosyntax, tense, aspect.

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## **Locative prefixoids from a Construction Morphology perspective – Approaches to the semantic analysis of morphological constructions**

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My dissertation takes a Construction Grammar (CxG) approach to investigate constructional idioms with locative particles as first parts in English, e.g., *upheaval*, *downstairs*, and *overemphasize*. CxG is a theory of linguistic knowledge that rejects the lexicon-and-grammar model and instead posits an inventory of constructions, i.e., non-compositional or highly frequent form-meaning-pairings (Goldberg 1995; Goldberg 2006). I use corpus data from the BNC and employ a mixed-method design with qualitative and quantitative components, the latter involving collocation analyses and hierarchical agglomerative clustering. The application of CxG methods to morphological constructions poses certain difficulties. In this presentation I would like to present two relevant methods for the analysis of constructional meaning and their corresponding challenges for Construction Morphology (CxM; Booij 2010).

First, cognitive approaches to CxG commonly apply Frame Semantics and its practical application FrameNet to describe constructional meaning. Though FrameNet is predominantly used for verb classification, the construction under examination offers the unique opportunity for a frame-semantic analysis on a morphological level: Locative prefixoids like *up* assume different lexical categories and therefore act as different frame elements (FEs) in relation to the following element (Marchand 1969: 109). However, the FEs within the morphological

construction come into conflict with the FEs licensed by the complex output instantiation. To illustrate, we may consider *up* in *upend* a verb instantiated by the CAUSE\_MOTION frame and *endas* occupying the FE<sub>THEME</sub>. However, the output instantiation *upend* also licenses ATHEME objectNP. The question of how to account for this combination of frames at different levels must be investigated specifically for the constructions proposed in my dissertation.

Secondly, quantitative tools of analysis commonly used in CxG have been derived from more schematic grammatical constructions, which have thus far been the focus of constructional analyses. A usage-based perspective requires the identification of exemplar clusters in hyper-dimensional conceptual space (Goldberg 2019). Thus, Gries and Stefanowitsch (2010: 73-78) argue that customary qualitative clustering methods are insufficient and propose using covarying collexemes to compute the similarity between variables. However, covarying collexemes can only be identified in constructions with multiple open slots, rendering this method inapplicable to most morphological constructions. An alternative quantitative method for CxM would provide a valuable addition to the detection of semantic clusters.

**Keywords:** Construction Grammar, Construction Morphology, Frame Semantics, hierarchical agglomerative clustering, usage-based theory.

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## Characterization of a person based on verb-predicate meaning

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My study aims to develop an approach for extracting information about the personality of a character from the semantics of predicate verbs used to describe events with his/her participation. As the verb is a special part of speech that denotes events or situations in time-space continuum, it should store certain information about the participants of a denoted

event. Works on event structure represented by verb meaning investigate the semantic nature of event participants in terms of deep cases (Fillmore 1972, Cook 1989), semantic or thematic roles (Jackendoff 2002, Rappaport Hovav 2010). Applying the approach that meaning is a set of semantic components (Jackson 1996), each semantic role could be structured as a number of characterizing features.

Such features as activity, energy, volition, conscious, self-control, creativity are the prototypical features of an Agent, a semantic role in the meaning of agentive verbs. These features correlate with the characteristics of a Person. More concrete characterizing features that could be part of verb meaning include intellectual abilities, spiritual power, physical strength, emotional states and feelings, attitudes and moral qualities.

Certain verbs foreground some feature by denoting a type of action, for e.g. *think* implies that a potential doer is attributed some intellectual ability. The expression *Computer thinks* implies the presence of intelligence in an electronic device (a case of conceptual metaphor “anthropomorphism”). Manner verbs could also reveal the features that are of human-like type, for e.g. *betray* ‘disclose (a secret, confidence, etc.) *treacherously*’ – a person who betrays is treacherous.

I’m currently conducting an experiment on how verbs associate with characteristics of a person. The results prove that certain verbs do contain specified characteristics that are activated in the minimal context “Person X [verb] person Y”. In particular, 94% of respondents acknowledged the feature *angry* for the verb *yell*, 90% gave a positive answer to the feature *brave* implied by the verb-predicate *save*. Strong association is revealed between *thank* – *polite*; *welcome* – *hospitable*; *teach* – *knowledgeable*; *abuse* – *cruel*; *help* – *kind*; *terrorize* – *hostile* etc.

The study of characterizing features embedded in the verb meaning opens new perspectives for language analysis and modeling personality images through event description. In an attempt to apply the above presented theory to narrative practices I modeled the activity profile of King Arthur in two stories (Lambert, Haaren and Poland). Haaren and Poland describe Arthur’s behavior that implies evaluation according to common social standards. By comparison, no appeal to reader’s empathy is observed in Lambert’s story. The choice of verbs to describe the actions of two adversaries (Arthur and the Danes) reveals the author’s strategy to build a positive image of King Arthur. Thus, this character is represented as a defender, rather than an aggressor.

**Keywords:** verb semantics, implied personality features, inference, associative experiment, character image modeling

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## **Session 2 Room 1**

### **The grammatical side of scalar implicatures: insights from language acquisition**

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The acquisition of scalar implicatures (SIs) has been a much debated topic since at least twenty years (Noveck 2001) and it still represents an open issue: not only their experimental investigations are characterised by a lot of variability in the data, but also the difficulty to individuate the divide among the linguistic – and more generally cognitive – factors involved in the phenomenon (Chemla and Singh 2014; Noveck 2018). Based on some well-known properties of SIs (i.e., incremental integration (Chemla and Spector 2011), embeddability (Chierchia 2013), scalar diversity (Van Tiel et al. 2014)), I propose a grammar-based account and sketch a parallel between the acquisition of *<some, all>* SIs and object A'-dependencies, capitalizing on locality and intervention.

Precisely, I assume the presence of an exhaustifying operator (*Exh*, similar to a silent *only*) in the clausal spine which enters a Criterion configuration (Rizzi 2013) with scalar items, thus enabling upper-bounded interpretive output (Durrleman and Shlonsky 2015):

(1) [<sub>ExhP</sub> Exh<sub>[scalar]</sub> [[Some students<sub>[scalar]</sub>] are bored]] → (*Only*) Some students are bored

As for the scalar quantifier *some*, it must satisfy the Scalar Criterion as well as be assigned scope via Quantifier Raising. Following featural Relativized Minimality ((Starke 2001; Rizzi 1990)), I argue that the combination of the two operations generates intervention effects, because checking the quantificational feature of *some* requires covert movement over the intervening *Exh*:

(2) [<sub>QP</sub> Q<sub>[scalar, quant]</sub> [<sub>ExhP</sub> Exh<sub>[scalar]</sub> [[Some students<sub>[scalar, quant]</sub>] are bored]]]  
↑ \_\_\_\_\_|

This form of intervention is too complex for children, as observed with object A'-dependencies (Friedmann, Belletti, and Rizzi 2009): hence, the variability in the acquisition of implicatures among different scales (Foppolo and Guasti 2005) and between SIs and particularised implicatures (Foppolo et al. 2021; Stiller, Goodman, and Frank 2015) follows from the different interactions between the Criterion with the scalar term.

To verify this analysis, children around the critical age (4-9 years) must be tested on both structures: if the scalar interpretation of *some* and complex A'-dependencies share a

computational mechanism, then they should appear together in the grammar of the same child. Both structures will have to be tested with the same task, keeping variability to the minimum and combining requirements from both experimental sides: e.g., embedding the stimuli in a natural conversational context and controlling for morphosyntactic variations in the stimuli. Confirming or disconfirming evidence may be precious for understanding the complexity of SIs.

**Keywords:** scalar implicatures, intervention, language acquisition.

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# The Methodological Challenges of Error Analysis in the Argumentative Essays of Georgian learners of English

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This talk aims to present the planned methodology for identifying and categorizing different kinds of errors made during the written production of English, with a special emphasis on the errors influenced by the native language. The present study is part of a larger-scale research, in which I attempt to investigate the cross-linguistic influence on figurative language production in a second language.

To answer the questions of this study, the data was collected from argumentative essays written by 40 Georgian learners of English who were senior high school students. To ensure that the participants' language level is objectively evaluated a placement test was administered which qualified the participants for B1 or B2 English proficiency levels.

Error identification is a comprehensive procedure and requires clear methodological guidelines to ensure the analyst's objectivity. The first methodological challenge I encountered was implementing the error identification methodology that combines MIPVU's protocol (Steen et al. 2010) and an English native speaker's linguistic competence. As suggested by Littlemore et al. (2014: 124), errors can be identified according to strict criteria, where non-native English expressions are marked as an error or according to generous criteria where non-native expressions are marked as correct.

The second challenge lies in the error categorization procedure that is based on the error taxonomy established by James (1998) and later adopted by Nacey (2010). This approach distinguishes three basic levels of linguistic errors: the substance, text, and discourse levels. The identified errors were divided into five major subcategories: synforms (e.g. *forming/formation*), confusion of sense relations (e.g. *durable/strong*), collocation errors (e.g. *have harm/suffer from harm*), grammatical errors (*persons/people*) and substance level errors (e.g. mechanical misspellings).

The final part of the talk will focus on identifying and measuring crosslinguistic influence in written L2 English production. The preliminary results reveal that Georgian learners of English are influenced by their native language; therefore, they tend to make wrong word choices and use calques/direct translations. However, for research objectivity, the supporting evidence for crosslinguistic influence should be extracted from an L2 corpus of learner English. I will reflect on the difficulties of using corpora and provide an outlook into current and potential future results.

**Keywords:** error analysis, argumentative essay, L2

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## **Investigating language processing in individuals with cochlear implants Elena G. Mpadanes, Humboldt-Universität zu Berlin**

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During the last few years, the research of language development in children with cochlear implants (CI) has expanded due to evolving technology, a rising number of individuals with hearing impairments and the relating increase of number of implantations (see e.g., Wilson & Dorman, 2008; Kral&Tillein, 2020). This development allowed for novel discussions about which type of early language input is suited best for CI users and results in optimal linguistic development.

Individuals who acquired a sign language considerably later than during infancy display neural activation patterns that differ from patterns of neural language processing in native speakers (Mayberry et al., 2011). This is assumed to be a result of underdeveloped neural language processing due to a lack of linguistic experience during early brain development, suggesting that language acquisition and brain growth need to be aligned temporally for the neural network of language acquisition to develop and reach its full potential in adulthood.

The present dissertation project focuses on language processing of signed and written language in individuals with cochlear implants, aiming at a better understanding of how neural correlates and behavior might be correlated, while also considering influencing factors such as the linguistic background of the participants. It will be investigated what role the onset of language acquisition is playing for linguistic processing in CI users and what kind of differences can be observed for linguistic processing in (near) native signers and late learners of DGS who started using a CI at different ages. Furthermore, it will be looked at if these differences between groups (see below) are based on the sensory experience of deafness (enhanced visual attention) or the age of acquisition of a (signed) language.

The study includes adult CI users between the age of 18 to 65 years and will ideally be composed of four groups, each including 60 participants: i) Group 1: CI implantation before the age of three; ii) Group 2: implantation between the age of three to seven; iii) Group 3: Deaf adults without CI; vi) Group 4: Hearing adults without CI.

The experiment will consist of behavioral measurements with simultaneous EEG recordings (aiming at event-related brain potentials such as the N400, see i.a. Kutas & Hillyard, 1980)

and will include the testing of different linguistic (and maybe nonlinguistic) levels. In addition to that, the participants' reaction time for each subtask will be measured.

**Keywords:** language processing, cochlear implant, German Sign Language, bilingualism.

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## **Session 2 Room 2**

### **A Corpus Linguistic Analysis of the Construction of Terrorism & Radicalisation Risks in UK Higher Education**

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The UK government first launched CONTEST, its long-term counter-terrorism strategy, in 2003 under Tony Blair's premiership in the Labour Party. The overarching objectives of each iteration of CONTEST have been to mitigate the risks of terrorist-related activity in or against the UK – and its overseas interests, and to ensure that effective plans are in place to address such eventualities. The Strategy is divided into four main strands, namely *Pursue* and *Prevent*– which focus on reducing the threats faced, plus *Protect* and *Prepare* – which seek to minimise vulnerabilities whilst maximising interoperability between emergency response teams.

*Prevent* is regarded as the key strand of CONTEST (2018), as it is accepted that terrorism cannot be eradicated simply through arrests and prosecutions. Thus, understanding how individuals become involved with terrorist groups and/or extremist ideology, and preventing the same, is the primary aim of this strand as it focuses on anti-radicalisation and recruitment. In 2015, the UK government introduced its Counter-Terrorism & Security Act (CTSA 2015) which enforces devolved responsibility on all specified authorities in public service sectors “to have due regard to the need to prevent people from being drawn into terrorism”(section 26: 1). Part of this mandate necessitates the assessment of risks and devising action plans to mitigate them.



This interdisciplinary doctoral research combines Linguistics, Social Policy and Law to examine the construction of terrorism and radicalisation risks in the UK higher education sector. Specifically, it focuses on the semantic categorisations of risk by the UK government in the Prevent Duty Guidance for Higher Education in England & Wales (2021): it then seeks to cross-reference these with the risks identified by the UK's leading Russell Group universities in the action plans that they have produced in response to the legal obligation stipulated in the CTSA 2015. A triangulated methodological approach involving Corpus Linguistics and Critical Policy Discourse Analysis is employed to investigate the subject.

This presentation will share the semantic categories of terrorism and radicalisation risk as alluded to by the UK government in their policy documentation. It will also reveal early corpus-informed results of the absolute frequency versus the relative frequency of the term 'risk' across the two sample corpora, namely those comprising government documentation and university action plans. This will then be examined in light of the number of occurrences of terrorism-related risk in the reference corpora (e.g.: Bank of English, Hansard), each containing millions of words. Early conclusions will be drawn as to the extent to which the risk-types and terrorism/radicalisation associated fears, and responses to the same are in alignment across UK universities.

**Keywords:** risk, radicalisation, terrorism, prevent, assessment, action plan, universities.

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## Doing Interpreting Research in a Religious Context, Methodological Challenges and Decisions

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An increasing number of empirical studies on interpreting in religious settings has been carried out and published in the last one and a half decade. The majority of these research efforts have applied observational research methods with an exploratory approach and often with a special focus on a particular phenomenon. As investigators of an activity embedded in a social context, interpreting scholars often avail of research methods developed by the social sciences, such as observation, interviews and surveys or their combination (Gile 1998, Zwischenberger 2020).

The present descriptive case study, which examines a Roman Catholic event, the 2021 International Eucharistic Congress (IEC), held in Budapest, Hungary, was carried out with the combination of text analysis and semi-structured interviews with interpreters working in simultaneous conference interpreting mode (Szentirmay 2022). The research design and its realization required careful consideration of the following questions:

1. What are the characteristics of interpreting in a religious context that presents difficulties for interpreters and researchers in the Roman Catholic Church compared to other special types of interpreting?
2. What are the opportunities and pitfalls in empirical research in religious settings carried out by a practisearcher (Gile 2009)?

The parallel and multilingual corpus of the case study was compiled from a Hungarian source-language spontaneous speech, as well as its Italian and English target texts. The results of the text analysis were complemented by semi-structured interviews with interpreters and the outcomes suggest that:

1. The specific features of the religious context require special preparation from interpreters. Coping with specialized terminology and intertextual references are among the main problem triggers, as well as the peculiar communicative situation, in which professional and non-professional interpreters have to cooperate.
2. The specific features of the religious context require special preparation not only from the interpreters but from the researcher, as well. Besides specialized terminology and ceremonial protocol used by a well-defined community, sensitive issues can also raise ethical concerns, which can be bridged by a practisearcher having a multifaceted role in the ecclesiastic context.

**Keywords:** special types of interpreting, religious settings, research methods in interpreting research, practise archer.

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# What is this, sarcasm? Or is it just me? A study of sarcastic questions

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Sarcasm is one of the most sophisticated linguistic phenomena, implicitly and humorously conveying contempt (Savini & Caragea, 2022) while showing the speaker's dissociation from other's (Lozano & de Mendoza, 2022). Despite its importance in understanding human cognition and interaction, how sarcasm is encoded remains an open question. Our research aims to illuminate this by studying interrogative constructions.

Sarcasm is a scalar meaning inversion communicating transposition of a pretended commitment. While allegedly making an assertion, the sarcastic speaker assumes an evaluative standard, implicating its violation (Camp, 2011). Some constructions, such as questions, are particularly sensitive to sarcasm because they lend themselves extremely well to meaning inversion. While the conventionalized function of a question is information seeking (Sadock & Zwicky, 1985), the sarcastic speaker actually performs meaning inversion, thus indirectly showing criticism, ridicule, insincerity (Camp, 2011), humor and even impoliteness.

Our study focuses on three interrogative constructions that can convey both literal and sarcastic meanings, exploring how they encode sarcasm:

- Split interrogatives<sup>2</sup> (*who are you, my mother?*)
- Alternative questions (*are you sleeping or dead?*)
- Disjunctive polar questions (*is this ancient Greece or something?*)

In this work, we search a spoken, non-scripted, TV-corpus (COCA)<sup>3</sup>, and a written web-corpus (NLDS)<sup>4</sup>, manually analyzing 2,264 utterances.

First, we compare the distribution of sarcastic questions between the corpora. Results suggest that sarcasm is much more prevalent in the written web-corpus than in the spoken TV-corpus, probably due to evidential bias (Sudo, 2013), stemming from contextual information available to all conversational participants. When asked a question, the addressee must identify the questioner's intention, which is highly context-dependent. The evidential bias of a question may help the addressee infer what type of information the asker seeks (Sudo, 2013) – a sincere answer (literal question) or a non-sincere answer (sarcastic question).

The differences in evidential bias between the corpora stem from the discursive arena. The written corpus consists of an online forum about religion and politics. Therefore, participants are in a contextual environment that is more prone to arguments and criticism, which lead to sarcasm. However, the spoken TV-corpus mostly consists of talk-shows, in which the contextual environment is honest, thus inviting sincerity rather than sarcasm.

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<sup>2</sup> A two-part construction – (i) WH-interrogative (ii) self-answer (Michaelis & Feng, 2015).

<sup>3</sup> Corpus of Contemporary American English

<sup>4</sup> Natural Language and Dialogue Systems

Next, the role of context in conveying sarcasm is studied. Out of the sarcastic utterances, those that can be understood as sarcastic regardless of their surrounding (written or spoken) context were marked as context-independent. Results suggest that context doesn't play a significant role in the sarcastic interpretation of these interrogatives, indicating that their sarcasm is mostly utterance internal, not external. Lastly, the distribution of question types is examined. Results indicate that split interrogatives are the most sarcastic construction of the three examined.

Results reveal these interrogative constructions as mostly sarcastic independent of context, and demonstrate greater usage of sarcasm in written web-discourse than in spoken TV-discourse. Our findings are intriguing and novel, making an important step forward in understanding the essence of sarcasm.

**Keywords:** Sarcasm, Questions, Discourse analysis, Pragmatics, Corpus linguistics.

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## **Session 2 Room 3**

### **Does Style Matter in Court Interpreting? A Mixed-Method Experiment Study of Professional Interpreters in Remote Settings**

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Sociolinguistics is the study of the relationship between language and society (Holmes & Wilson, 2017). As widely acknowledged, the inquiry of sociolinguistics is inextricably interdisciplinary, as it investigates how a society is shaped by languages and reversely how the language use influences social structure (see Chaika, 1982; Kasper, 1990; Hudson, 1996). However, there seems to be seldom adequate scholarly attention to the centrality of power dynamics in highly ritualised interpreter-mediated triad courtroom interactions. Moreover, with the accelerated use of technology-enabled remote communication options such as

videoconferencing, there is a burgeoning need to understand the language use in remote settings, especially linked to bridging language barriers between European and non-European languages. With these gaps in mind, situated in the intersectionality of sociolinguistics and interpreting studies, this mixed-method experiment research examines the less-investigated aspect of power embedded in speech style from the perspective of pragmatics. Anchored in Searle (1965)'s speech acts theory and Goffman (1981)'s participation framework, this research intends to address the research question 'does style matter in achieving pragmatic accuracy of court interpreting' by critically assessing stylistic features embodied in institutionalised courtroom encounters. The notion "speech style" refers to the distinct forms of the language used for a specific purpose by a certain speaker in a particular situation (see Giles and Powesland, 1975). For example, speakers' use of fillers, hedges, false starts, repetitions, and self-repairs may be perceived as powerless style and further implicate the impression formation during court proceedings (see Erickson et al., 1978). Highlighting the significance of preserving stylistic features in courtroom interpretations (see Conley and O'Barr, 1998/2005/2019), the literature review pinpoints the systematic disregard, addition, omission, or distortion in interpreted courtroom utterances (see Berk-Seligson, 2002; Hale, 2004; Lee, 2015; Liu, 2020; Ng, 2018; Cho, 2021). To investigate the stylistic features, an experiment was conducted to collect interpreting performance data. Online questionnaires were developed to elicit interpreters' knowledge, perceptions, views, strategies, and professional decisions regarding the interpretation of the stylistic features. Descriptive statistics and discourse analysis methods were employed for quantitative and qualitative analysis. Initial findings suggest that although there seems to be a lack of precise understanding of the linguistic terminology, most of the participating practitioners show their best abilities and dexterity to apply appropriate strategies to preserve the manner of speech in different modes and modalities when interpreting remotely in simulated trials. The study seeks to contribute to the growing understanding of theory-based, practice-informed interpreter education and intra-/inter-professional collaborations.

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## **Grounded Theory**

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Science wants to discover the structures and laws that prevail in the world of facts. In the cycle of science, inductive reason leads to a qualitative approach. In a qualitative approach, the object of research is recorded in its 'essence', complexity, and depth, which is about understanding everyday worlds through acts of interpretation.

In my presentation, I will talk about the qualitative approach and grounded theory. Therefore, I will start by discussing paradigms and strategy; and continue with grounded theory. I will also discuss ethical issues and positionality in the research process.

*Keywords: Qualitative approach, Grounded theory, Ethical issues*

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## **Morphotactic Indicativeness in Artificial Language Learning: Challenges in Experiment Design & Implementation**

Irene A. Böhm  
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My dissertation studies the relationship between the 'morphotactic indicativeness' of sound patterns, on the one hand, and sound change, on the other. In my talk, I will briefly present this research interest, before homing in on the challenges of investigating such a phenomenon in an artificial language learning experiment.

I examine whether the relative ease with which a phonotactic pattern can be identified as a (simple or complex) word plays a role in the implementation of sound change. For example, the voicing of /s/ to /z/ in Middle English noun plurals facilitated their identification as plural forms, because /z/ was much rarer than /s/ at the end of simple base forms (Baumann, Prömer

& Ritt 2019). Identifiability is operationalised in terms of frequency: Some sound patterns are probable representatives of words, or particular word forms, on the basis of the statistical distributions of sound sequences in language (e.g. Vitevitch & Luce 1999).

Among other studies, I conduct artificial language learning experiments (cf. Hudson Kam & Newport 2005; Culbertson 2012) to test the hypothesis that speakers prefer word forms whose phonotactic shapes unambiguously indicate their morphological structure (Dressler & Dziubalska-Kořaczyk 2006; Matzinger & Ritt 2022). This is thought to facilitate their recognition, processing, acquisition, and retrieval (Post et al. 2008). Participants are asked to learn a miniature language in which both simple adjective and complex plural noun forms take the same phonotactic shape. The aim is to assess whether speakers indeed experience difficulty in learning ambivalent sound patterns and alter them to become more morphotactically indicative.

Naturally, such a project is not without its difficulties. In my talk, I will discuss the challenges I have been facing, from experiment design (How large should the artificial language be? How complex is the grammar? How do I minimise L1 influence?) to its implementation (What data points do I need to save? What instructions do I provide?). The key take-away is that while such artificial language studies are powerful resources for exploring underlying cognitive causalities of sound change, their set-up is a delicate and complex matter.

**Keywords:** artificial language learning, experiment, sound change, phonotactics, morphotactics.

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## **Session 3 Room 1**

### **The Intelligibility of Lao English Accent to German English Speakers**

Miaoxing YE

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Nowadays, non-native English speakers outnumber native speakers and are the majority of English users (McKay, 2009), and an important issue is intelligibility among speakers from different backgrounds. However, most previous studies evaluated the intelligibility of English varieties only against the perception of native English speakers (Hahn, 2004; Munro & Derwing, 1995; Quené & van Delft, 2010; Zielinski, 2008). The extent to which certain phonetic features affect intelligibility of non-standard English varieties is not consistent or conclusive.

Laos, as a landlocked country in Asia, has not received much attention from researchers in the past. As Laos today is in a situation of opportunity to open up to the scientific community and thus to intercultural communication, the interactions between Laos and other countries become more frequent. Germany is its principal trading partner in Europe, and provides scholarships to students in Laos who are interested in studying at German universities. English is used as a lingua franca in formal and academic contexts between Laos and Germany. According to previous research, teachers, language schools, and language education professionals in Laos have expressed dissatisfaction with the condition of English language instruction (ELT), as well as the overall quality of English in Lao schools (Abbasi, Ahmad, & Khattak, 2010). Speaking and listening skills are exceedingly difficult for Lao pupils to grasp when learning English (Attapol, 2010).

However, no research has been conducted on the characteristics of Lao English nor English communications between Lao and German speakers. To fill this research gap, the present study is trying to investigate the intelligibility of Lao English accent to German listeners and to find out possible pronunciation features of Lao English that affect the intelligibility. Following this study, suggestions will be given for pronunciation teaching in Laos and Germany, to enhance future communication efficiency.

30 Lao English speakers and 30 German English learners are recruited in this research. Lao speakers are advanced or intermediate English learners, with no immersion in English speaking, or German-speaking countries. German listeners are advanced or intermediate English learners with high proficiency in English listening. Speech data from Lao English learners is elicited via a semi-spontaneous speaking task: a picture-based narration. German participants listen to the speech material, do transcription tasks and the intelligibility score is valued by the percentage of correctly transcribed words. The utterances are coded by the researcher for segmental and suprasegmental errors to identify the phonological features of Lao English and then effect of different features on intelligibility scores will be analyzed.

**Keywords:** intelligibility; Laos; Germany; intercultural communication; pronunciation teaching



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## Linguistic variables influencing the use of tapped /r/ in RP over time

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Received Pronunciation, like any other variety of British English, has undergone changes in its phonological system (Roach 2004). This presentation focuses on the realization of /r/ as an alveolar tap [ɾ] over the 20th century. According to some phoneticians (Cruttenden 2014), this variant was used until the first half of the 20<sup>th</sup> century while current RP speakers hardly use it (Hughes et al. 2012). Instead, the post-alveolar approximant is used [ɹ]. Empirical evidence has shown that the period comprising the 1950s-1970s has been crucial to understand the replacement of this articulation (Fabricius 2017). Additionally, the frequency of the lexical item has played an important role in order to unfold the use of tapped /r/, where it is more commonly heard in very frequent words and collocations such as *very* or *for all* (MacKenzie 2017). Therefore, the aim of this study is to collect data that enable us to explore the cycle of this sound change; from a period of time where the tapped variant was the dominant one over the approximant until it was no longer used. Additionally, the focus will be placed on the linguistic variables that may trigger the appearance of this variant such as stress pattern, type of word (function or content), semantic connotations of the lexical item (positive, negative, or neutral), morphological context (word-internal vs. word-boundaries) and vowels flanking /r/.

In order to conduct this study, a corpus of oral speech will be compiled from resources available online. Such materials will be speeches from royalty, politicians, or public figures, as well as broadcasts, as this variety is spoken by members of the upper classes (Wells 1982). This corpus will contain materials from the 1920s or 1930s until the 1980s or the 1990s, where [ɾ] was hardly observed. By adopting this longitudinal perspective, we aim to shed light on the linguistic variables that have influenced the use of the tap over time, and whether these variables have remained constant in the influence of the tap or have fluctuated. In addition to the linguistic variables, this variant has been observed to carry social meaning although little research has addressed this issue. One way to discover the social meaning behind this articulation could be done by analyzing the speech of an individual, that is, not to adopt an intra-speaker approach. By doing this, one may observe how speakers make use of phonological features to index social meaning and project a certain persona (Silverstein 2003; Eckert 2012).

**Keywords** : tapped /r/, Received Pronunciation, diachronic change, phonetic variables, social meaning.

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# Emphasis Spread in Lebanese Arabic and its effect on EFL speakers

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This paper explores the phenomenon of emphasis spread in Lebanese Arabic and its counteract, depharyngealization. While emphasis can spread leftward and rightward, this research details the exact rules that govern the mechanisms by which this process operates in Lebanese Arabic. Experiments were run with native Lebanese Arabic speakers to determine whether vowel properties, rather than the pharyngeal features of the consonant, are crucial in retaining emphasis. Emphasis retention and spread is strongly promoted and sustained in the vicinity of back vowels, while front vowels tend to block emphasis. Depharyngealization occurs when the emphatic consonants sit in an environment of vowels that are incompatible with the pharynx for secondary articulation, or if tautosyllabic with a guttural consonant. An important consequence for emphasis spread is the fact that it is mirrored in English by those who speak Lebanese Arabic as a native language. Native speakers of Lebanese Arabic were asked to pronounce English words with various vowels in different positions to test whether or not the speakers will pharyngealize the surrounding consonants by rule transfer. The results were consistent with what was found in Lebanese Arabic. When an English consonant precedes a vowel with similar characteristics to those that trigger emphasis in Lebanese Arabic, the speakers would pharyngealize the English consonant as well.

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## Collective nouns and reciprocal constructions in Tunisian Arabic: the case of each other

Amira Dhifallah  
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Singular collective nouns can occur as the antecedents of both singular and plural verbs in some languages, such as English, as well as some varieties of languages, such as Tunisian Arabic (TA), as illustrated in the examples below:

(1) The committee has/have made a decision. (English)

(2) il'ayla            mšēt/mšēw        lidār (TA)  
ART.family        went.SG/PL    PREP.ART.house  
'The family went to the house.'

Singular collective nouns can also trigger cross-clausal plural anaphora, and are compatible with plural possessors. Cases of mismatch or variation in the number features of the predicate can be observed in both English and TA examples, which allow us to predict that collective nouns can trigger variation in agreement patterns within different constructions:

(3) a. The cast is so clearly enjoying itself [...]  
      b. [...] the council have shot itself in the foot [...]  
      c. The audience appears to have lost their teeth [...]

- d. [...] the Council is so much guilty because they tell you to do so many rules and then they let everything in the back go.
- e. [The] staff were given X pound bonuses when it won last October.  
(Depraetere, 2003)

Although they allow variation in agreement patterns within different constructions, collective nouns are considered to be marginally compatible with reciprocals (i.e., they cannot always be the antecedents of *each other*), as illustrated in the English literature (Barker, 1992; de Vries, 2021). The use of a collective noun as an antecedent for *each other* seems to be limited to cases in which the predicate is plural:

- (4) The couple love/\*loves each other.

This restriction in the use of collectives with *each other* is absent in the case of Modern Standard Arabic (MSA): since the reciprocal itself exists in different forms (singular masculine/ feminine, dual, plural masculine/ feminine), it is possible to find both singular and plural forms used with either a singular or a plural predicate. However, cases of agreement mismatches (the use of a singular reciprocal with a plural predicate or vice versa) are not possible:

- (5) a. alusratutuḥibuba‘dahāalba‘ḍ (MSA)  
ART.familylove.SG some.SG.FART.some  
‘\*The family loves each other.’
- b. alusratuyuḥibūnaba‘dahumalba‘ḍ (MSA)  
ART.family love.PL some.PL.MART.some  
‘The family love each other.’

In the case of TA, the search of the use of the equivalent of *each other* in the Tunisian Arabic Corpus (TAC) was limited to the plural form (*b‘aḍhum*) preceded by plural predicates with the following collective nouns: *‘ayla* (family), *ḡmē‘a* (group) and *kūpel* (couple). The following example was taken from TAC:

- (6) ilkūpelmāya‘rfūb‘aḍhumkānba‘dil‘irs  
ART.couple NEG know.PL each.other.PL only after ART.wedding  
‘The couple can only know each other after getting married.’

However, it is unclear from the corpus examples alone whether the singular form (*ba‘ḍū/b‘aḍha*) is compatible with all collective nouns in TA, and whether or not it allows variation in agreement patterns. I hypothesize that most of the collective nouns in TA can allow the use of both the singular and the plural form of *each other*, but do not allow variation in agreement: *ba‘ḍū/b‘aḍha* (each other.SG) can only be preceded by a singular verb, while *b‘aḍhum* (each other.PL) can only be preceded by a plural verb. I plan to test this hypothesis through a language questionnaire designed for TA native speakers, in which they are asked to judge the acceptability of the use of *ba‘ḍū/b‘aḍha* and *b‘aḍhum* with different TA collective nouns in light of different agreement patterns (singular, plural or a mismatch). In this talk, I

will first give a brief description of the use of the reciprocal construction in English and in Arabic, then I will present the methodology that I plan to follow to test its use with collective nouns in TA.

**Keywords:** collective nouns, Tunisian Arabic, reciprocals, agreement

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## **Session 3 Room 2**

### **A study of Moroccan EFL Learners' Attitudes towards World Englishes and Native-speakerism: Pedagogical Implications**

Mustapha Mourchid  
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The purpose of the present study is threefold. First, it seeks to investigate Moroccan EFL learners' (MEFLs) attitudes to World Englishes. Second, the study seeks to explore the participants' attitudes towards the ideology of native-speakerism in English language teaching (ELT) to see if native English-speaking teachers (NESTs) and non-native English-speaking teachers (non-NESTs) are perceived by the participants as equal language professionals in terms of language proficiency and teaching practice. Third, the researcher seeks to account for the pedagogical implications of the study's findings, if any, for English language teaching in the Moroccan context as an attempt to raise stakeholders' linguistic and sociolinguistic awareness of critical issues surrounding English language variation and native-speakerism. This being said, the first aim of this study is to be achieved through the measurement, using both direct and indirect methods, of the attitudes of Moroccan EFL learners towards World Englishes. To this end, the study will draw on a mixture of quantitative and qualitative research methods as questionnaires will be used to collect quantitative data and interviews will be used to collect qualitative data. As far as questionnaires are concerned, the study will employ an indirect approach of attitude measurement, involving a verbal-guise task using a bipolar semantic differential scale to elicit the participants' attitudes towards speakers on a range of solidarity traits (eg. friendly, unfriendly; kind, unkind) and status traits (eg. wealthy,

poor; educated, uneducated). As for the direct method of attitude measurement, interviews will be conducted with selected participants and coding procedures will be employed in the qualitative analysis of the interview. The second aim of the study is to be achieved through eliciting participants' attitudes towards NESTs and non-NESTs by the use of (1) a five-point Likert scale to gather quantitative data regarding the participants' attitudes towards and perceptions of native and non-native English-speaking teachers in terms of language proficiency and teaching practice and (2) interviews to be conducted with selected MEFLs to gain in-depth discussions regarding the ideology of native-speakerism as it is perceived in the Expanding Circle of Morocco. The third aim of this study will be achieved by the final findings of the present study, which will be discussed in relation to pedagogical implications for English language teaching in Moroccan Higher Education and the need for further attitudinal research in the area of language attitudes in the MENA region in general and in the Moroccan context in particular. As for the main challenge I am facing now, it is to find speakers to be recruited in my study. The speakers' recordings have to be representative of the varieties that will be selected and will be evaluated by the study's participants in terms of solidarity traits and status traits.

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## **An interview study on teachers' beliefs about differentiated instruction**

Anna Zólyomi  
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Differentiated instruction (DI) has shown positive effects on the success of language learning as compared to traditional teaching. DI models have shown that paying attention to individual differences can be managed by flexible teaching methods. Examining teachers' beliefs pertaining to differentiation is important owing to the fact that teachers' beliefs shape their pedagogical practices. Therefore, this study is aimed at exploring English teachers' beliefs on DI and their reported strategies in the Hungarian secondary school context. Altogether 28 English teachers were interviewed between 2019 and 2021 using a semi-structured interview guide, and the constant comparative method was employed to analyse the data. The findings indicate that teachers mostly differentiate based on students' readiness levels, while a focus on learners' profiles was scarcely mentioned. The teachers perceived differentiation as an important yet challenging task; additionally, several of them showed low self-efficacy beliefs in DI. Moreover, the teachers reported that there is no time for implementing DI. A novel DI tool, gamification, was also mentioned. This study concludes that raising the awareness of English teachers about DI with regard to its conceptualisation as well as its possible applications would be imperative in enhancing the effectiveness of language learning and maximising the capacities of each individual.

**Keywords:** differentiated instruction, English language teaching, exploratory study, individual differences, interview study, teachers' beliefs.

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## **Difficulties in planning research on differences in mental and physical perception of the location of the "tip of the tongue" in "the tip of the tongue phenomenon"**

Dalibor Hrelja  
Independent Researcher

The tip of the tongue phenomenon (TOT) has been studied for more than a century and a half. It encompasses a variety of situations in which a subject is unable to recall, access or activate certain information patterns, most notably those of lexical nature. In this work, a novel approach to TOT will be explained through the connections of philosophy of language, philosophy of science and conceptual metaphor theory, as well as a discussion of possible avenues of empirical testing using this approach. The main idea behind the work is the dissent between the actual and proverbial “tip of the tongue”. When talking about the physical tongue, it is easy to point to it, as in “a mosquito bit the tip of my tongue”. Whilst doing the same for the phenomenon at hand, pointing a finger is much more difficult. This work will attempt to do exactly that: point a finger at how to point a finger to the proverbial tip of the tongue. That is, hopefully, this work will be able to both provide a theory and test it in an empirical manner.

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## **The Role of Supervisors' Feedback in Improving Master's Students Thesis Writing in Algeria**

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Feedback is valuable and mostly used to gain insights about the students’ skills, abilities, and deficiencies to help them improve their writing. Several studies have investigated the supervisors’ feedback in different contexts considering the students’ perspectives. However, in Algeria, few studies have been conducted on the field of feedback in postgraduate research writing. Thus, the present study investigates the role of the supervisors’ feedback and how it helps in developing master students’ thesis writing taking into consideration both the students’ and supervisors’ perspectives. The participants in this study were 14 second-year master students from the English department, nine EFL lecturers (supervisors) from the University of Tahri Mohamed Bechar (UTMB), and four fellow PhD students studying at the University of Limerick and who had previous experience in UTMB in Algeria. Qualitative data were collected through semi-structured interviews with second-year master students, fellow PhD students, and supervisors. The collected data were analyzed using a thematic analysis through NVIVO. The results of this study show a positive impact of supervisors’ feedback, which was manifested in improved thesis writing performance. The study discovered that students perceived feedback as essential due to its effectiveness in their research and thesis writing. Similarly, feedback is seen by the supervisors as crucial for guiding the students through the research and writing process, and to be a mean of support in

encouraging and consolidating learning. The results of this study add to research on supervision and the field of feedback and its impact on the students' thesis writing, the students' academic writing, supervisory practices, supervision training, and the curriculum content in the Algerian Universities.

**Keywords:** Perceptions, Supervisory Feedback, Master's Students, Thesis Writing, Research Supervision.

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## **Session 3 Room 3**

### **Aus Alt mach Neu – der Negationswandel im Kontinentalwestgermanischen**

Daniel Hrbek  
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Im Bereich der (Satz-)Negation kam es in der gesamten Germania im Laufe der Zeit zu gravierenden Veränderungen, die hier exemplarisch am Hochdeutschen veranschaulicht werden sollen: Ausgehend von einem präverbalen Negationsmarker ahd. *ni* (< ptg. *\*ni*) vollzog sich erst eine Schwächung der Negationspartikel zu mhd. *ne/en* (1a; siehe unten), die im Anschluss daran durch einen postverbalen Negationsmarker mhd. *niht* (< ptg. *\*ni io uuiht* 'nicht ein Wesen/Ding') verstärkt wurde (1b). Der präverbale Teil der sog. diskontinuierlichen Negation fiel anschließend der vollständigen Tilgung zum Opfer (1c); der postverbale Negationsmarker *niht* allein reicht bis heute aus, um die Satznegation auszudrücken. Dieses klassische Szenario ist (seit Dahl 1979) unter dem Begriff des Jespersen-Zyklus (Jespersen 1917) bekannt und lässt sich für etliche Sprachen – sowohl indogermanische wie

nicht-indogermanische – belegen. Besonders hervor sticht dabei Phase II, also das gemeinsame Auftreten zweier Negationsmarker (2), die sich nicht gegenseitig aufheben (wie etwa im modernen Deutschen), sondern nur gemeinsam die Proposition umkehren können.

Viele Arbeiten zu westgermanischen Einzelsprachen (etwa Niederdeutsch; Breitbarth 2014) bestätigen einen Negationswandel nach Art eines Jespersen-Zyklus. Selbiges wurde lange Zeit auch für das Hochdeutsche angenommen; neuere Studien wie Jäger (2008) und Pickl (2017) zeigen jedoch, dass die Situation hier deutlich komplexer ist. Während Jäger und Pickl ein zeitgleiches Auftreten von *ne . . . niht* und *niht* bzw. einen Übertritt in Phase III bereits ab 1100 abgeschlossen vorfinden, bestätigen Schülers (2016; 2017) Urkundendaten dem Westmitteldeutschen eine langanhaltende, stabile Verwendung der diskontinuierlichen Negation, die das klassische Bild des Negationszyklus stützt – Indizien für eine sehr heterogene Durchführung des Negationswandels.

Was uns bisher vorliegt, lässt also keine klaren Schlüsse zu; für das (Hoch-)Deutsche finden wir ein sehr heterogenes Bild mit stark ausgeprägter arealer Variation, während es für andere Sprachen wie das (Alt-)Friesische (abgesehen von Bor 1990) keine Studien gibt. Letztlich mangelt es auch an einer Gesamtschau, die den Negationswandel im kontinentalen Westgermanischen, einer sehr eng verwandten Dialektgruppe, gemeinsam unter die Lupe nimmt und die sehr ähnliche, aber zeitlich stark streuende Entwicklung (von 1100 im Oberdeutschen bis ins 18. Jhd. im (Süd-)Flämischen) – von einer prä- zu postverbalen Negation – ganzheitlich erklärt.

In meinem Vortrag möchte ich mein geplantes Dissertationsvorhaben zum Negationswandel im Kontinentalwestgermanischen vorstellen. Die Entwicklungen hinsichtlich der Partikelnegation bei den Mitgliedern des Kontinentalwestgermanischen (Hoch- und Niederdeutsch, Niederländisch, Friesisch) werden mithilfe einer sowohl die Diachronie wie auch die Diatopie umfassenden und korpusübergreifenden Arbeitsweise untersucht: Für die deutschen Dialekte stehen dabei die Referenzkorpora des historischen Deutschen (zusammengefasst im Verbund *Deutsch Diachron Digital*) zur Verfügung, während etwa für das Friesische das *Corpus Oudfries* existiert. Zu diesen Korpora liegen kaum Erfahrungsberichte vor – neben den generellen Herausforderungen der historischen Linguistik eine weitere Hürde. Zusätzlich zu der diachronen und diatopischen Entwicklung sollen phonologische wie morphosyntaktische Einflussfaktoren analysiert werden, die seit längerer Zeit im Verdacht stehen, den Abbau der präverbalen Komponente zu steuern. Da – abgesehen von einer Pilotstudie zum Mittelhochdeutschen – noch keine Daten vorliegen, konzentriert sich mein Vortrag auf Theorie, Methodik und Herausforderungen dieses korpus- und sprachübergreifenden Projekts.

(1) a. *sine wolten christen werde*  
sie=NEG wollten Christen werden

Bairisch (1172); Rolandslied 370 (Handschrift P)

b. *Ia enwolden die edelen christen niht die heiden fristen*  
PTK NEG=wollten die edlen Christen NEG die Heiden aufhalten



Ostmitteldeutsch (1301); Landgraf Ludwigs Kreuzfahrt 2243f.

- c. *er sprach ir sulet niht weinen*  
er sprach ihr sollt NEG weinen

Oberdeutsch; Nibelungenlied 69,3 (Handschrift C)

- (2) a. *Der enwolde nīcht in die stat*  
der NEG=wollte NEG in die Stadt

Mittelhochdeutsch; Landgraf Ludwigs Kreuzfahrt 89f.

- b. *We des nicht en wete der latis sik berichten*  
wer das NEG NEG weiß der lässt=es sich berichten

Mittelniederdeutsch; Braunschweig (1349) (aus Breitbarth 2014: 36)

- c. *Ief hi dan naet komma ne welle*  
wenn er dann NEG kommen NEG will

Altfriesisch; Jus Municipale Frisonum III.57.6

**Keywords:** Negation, Sprachwandel, Korpuslinguistik, Westgermanisch, Syntax, historische Dialektologie.

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## Die medizinische Fachsprache in der italienischen Schweiz des 20. Jahrhunderts

Tania Vittore

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Die italienischsprachige Schweiz entstand unter der Herrschaft des Herzogtums Mailand vom Ende des 15. Jahrhunderts bis in die zweite Hälfte des 20. Jahrhunderts. In diesen Jahrhunderten diente der lokale Dialekt als Muttersprache, während das Italienische die Sprache war, in der man sich außerhalb der eigenen Gemeinde oder mit Menschen höherer sozialer Schichten verständigte, und vor allem die Sprache der Schrift (vgl. Bianconi 1989).

Dieser Beitrag beschäftigt sich mit der medizinischen Sprache ab dem Ende des 19. Jahrhunderts in der italienischen Schweiz, die nach wie vor ein fruchtbarer Boden für die linguistische Forschung ist (vgl. Lobin 2021). Ziel ist es, die medizinische Fachsprache ab dem 19. Jahrhundert zu rekonstruieren, um einen Beitrag zum Wissenstransfer zwischen Fachleuten und Nicht-Fachleuten in der italienischsprachigen Schweiz zu leisten.

Ab dem 19. Jahrhundert suchten eine Reihe von Epidemien nicht nur Menschen, sondern auch Tiere heim (vgl. Ceschi 1980). Aus diesem Grund haben sich in dieser Zeit Schriften von Ärzten, aber auch von Laien über die Verbreitung von Krankheiten, Heilmitteln und Behandlungen vermehrt. Derzeit gibt es jedoch vor allem Studien zur Geschichte des Tessiner Gesundheitswesens (Talarico 1988) und zur Medizingeschichte des 19. Jahrhunderts (Herz 2012) sowie einige wenige Editionen von Arztbesuchen (Gemelli 2006, 2011; Rinaldi 2012).

Die ausgewählte Dokumentation, die im Archivio Storico Bregaglia (AS Bregaglia) und im Archivio di Stato del cantone Ticino (ASTi) aufbewahrt wird, besteht aus rund 30 Dokumenten, darunter Briefe, Broschüren und handschriftliche Rezepte.

Da es sich um schriftliche Dokumente handelt, gibt es keinen direkten Kontakt zwischen Rezipienten und Produzenten (vgl. Busch 2018). Die Auswertung liegt daher, nach dem Prinzip der Vertikalität in der Interaktion zwischen Experten und Laien, auf den kommunikativen und lexikalischen Strategien, die in öffentlichen Dokumenten und in privaten Dokumenten angewandt werden.

An die Auswertung der laienorientierten Textsorten, deren Zielsetzung Information, Aufklärung und Gesundheitsberatung ist (Wiese 2000), schließt sich eine systematische Erfassung der Kommunikation Experten-Laien an.

In der Präsentation werden die verschiedenen Textsorten und ihre Strukturen sowie die Methode der Analyse vorgestellt.

**Keywords:** medizinische Fachsprache, Diskurslinguistik, Textlinguistik

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## Modalpartikeln und Emotionen. Eine multimodale Analyse

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Die bisher durchgeführten multimodalen Analysen der deontischen und epistemischen Modalität haben eine Korrelation zwischen verbalen Ausdrucksweisen der Modalität, wie z.B. Modalverben, Modaladverbien und Modalpartikeln und non-verbalen Kommunikationsmodi wie z.B. Gestik und Gesichtsmimik nachgewiesen. In meiner Dissertation gehe ich der Frage nach, inwiefern die emotive Modalität, die verbal durch die Modalpartikeln ausgedrückt wird, den durch die Gesichtsmimik geäußerten Emotionen entspricht. Die Studie wird in einem Korrelationsdesign durchgeführt. Das Untersuchungsmaterial bilden Daten, die aus drei deutschen TV-Talkshows stammen: „Markus Lanz“, „hartaberfair“, „Maybrit Illner“. Analysiert werden drei Typen von Dateien: Video-Dateien, in denen das Gesicht des Sprechers bzw. der Sprecherin gezeigt wird, Audio-Dateien, in denen die Äußerung des Sprechers bzw. der Sprecherin aufgenommen ist, Text-Dateien, in denen eine Äußerung mit Modalpartikeln nach dem GAT-2 System transkribiert wurde. Die Daten werden automatisch mithilfe von zwei Softwares untersucht: Vokaturi und FaceReader. Für jede Modalpartikel wird die Korrelation zwischen der von der Vokaturi-Software aufgrund der akustischen

Äußerungsmerkmale erkannten Emotion und der Emotion, die von der FaceReader-Software in den Gesichtsausdrücken erkannt wird, auf ihre statistische Signifikanz hin überprüft.

**Keywords:** TV-Talkshow, Modalpartikeln, Gesichtsmimik, emotive Modalität, Multimodalität, automatisierte Gesprächsanalyse, Emotionen der Sprecher

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## Evidenzialitätsstrategien im andinen Spanisch

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Evidenzialität ist eine aus der typologischen Linguistik stammende Kategorie. Sprecher\*innen markieren hierbei, ob sie eine Information a) selbst gesehen oder gehört, b) indirekt durch Erzählungen anderer Personen oder c) durch Schlussfolgerung erlangt haben (Aikhenvald 2003). Dieser versprachlichte Hinweis auf die Informationsquelle einer sprachlichen

Äußerung ist als obligatorische grammatische Kategorie u. a. im Aymara und Quechua verankert (Cerrón-Palomino 2008). In den meisten spanischen Varietäten ist Evidenzialität keine zentrale grammatische Kategorie. Bedingt durch den Sprachkontakt mit dem Quechua und Aymara lassen sich im andinen Spanisch Evidenzialitätsmarkierungen finden, die von den in anderen spanischen Varietäten vorkommenden Strategien abweichen (Speranza 2014). Der regionale Fokus der Dissertation liegt auf dem im *departamento de Cochabamba*, Bolivien, gesprochenen Spanisch.

Sprecher\*innen des Spanischen vermögen die Quelle der Information grundsätzlich auf unterschiedliche Weise zu markieren, beispielsweise durch *verba dicendi*, evidenzielle und epistemische Adverbien (z. B. *aparentemente*, *obviamente*, *tal vez* – ‚anscheinend‘, ‚offensichtlich‘, ‚vielleicht‘) oder Konstruktionen mit *parecer* (‚scheinen‘, z. B. *es scheint*, *dass*). Im andinen Spanisch können zudem die Verbaltempora evidenzielle Bedeutung kodieren (Pfänder und Palacios Alcaine 2013). Dem Plusquamperfekt im Spanischen Cochabambas wird die aspektuelle Bedeutung der Vorzeitigkeit ab- und stattdessen eine reportative Funktion zugesprochen (Dankel und Soto Rodríguez 2012; Pfänder 2009).

Um die Funktionen der Verbaltempora (insbesondere die der Vergangenheit) und deren mögliche Bedeutungen im Hinblick auf Evidenzialität zu untersuchen, wurden im Zeitraum von August bis November 2021 35 semistrukturierte, narrative Interviews durchgeführt. Die Sprecher\*innen sollten möglichst frei von a) eigenen Erlebnissen, b) von Angehörigen erlebten Ereignissen und c) allgemeinen Legenden erzählen. Ziel war es, auf diese Weise möglichst natürliche Erzählstrukturen zu erhalten, die gleichzeitig die unterschiedlichen Evidenzialitätskategorien repräsentieren.

Die Interviews wurden mit der Software MAXQDA transkribiert und kodiert. In der nun anstehenden qualitativen Analyse werden sämtliche Vorkommen von Vergangenheitstempora auf aspektuelle, temporale oder evidenzielle Bedeutung betrachtet. Anhand dessen sollen Muster herausgearbeitet werden, die Aufschluss geben über die evidenzielle Bedeutung der Verbaltempora innerhalb der unterschiedlichen Evidenzialitätskategorien. Nicht immer jedoch lässt sich die temporale, aspektuelle oder evidenzielle Semantik der Verbaltempora eindeutig festmachen, da diese in Erzählungen z. B. auch im Sinne von Weinrich (1985) zur Reliefgebung verwendet werden können. Aus diesen Gründen sowie der sprecher\*innenindividuellen sprachlichen Unterschiede gilt es stets zu interpretieren, an welchen Stellen die Verbaltempora zur Markierung von Evidenzialität und nicht aus anderen Gründen verwendet werden. Im Vortrag werden erste Analyseergebnisse sowie Beispiele unklarer Lesart dargestellt.

**Keywords:** andines Spanisch, Evidenzialität, Aspektualität, Temporalität

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## **Session 4 Room 1**

### **Developing a global model of emerging non-geographic digital dialects**

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Social media is a rich source of language data for computational sociolinguistic research (Nguyen et al., 2016). There is evidence this language data can be used to observe linguistic variation (Donoso & Sánchez, 2017) and change (Gonçalves et al., 2018). The primary objective of this PhD is to document the emergence of non-geographic digital dialects in online social media platforms. We will use geo-referenced written tweets from Twitter as a case study. However, online language data is inherently biased (such as production bias, sampling bias, non-local bias, majority language bias) (Dunn et al., 2020). Therefore, before we are able to investigate the emergence of non-geographic digital dialects, we need to examine the demographic characteristics of our online speech communities and to ensure these characteristics are consistently stable.

Our research questions are:

- 1) What extent are the demographic characteristics of online speech communities consistent?
- 2) What external factors influence the demographic make-up of online speech communities?

The language data we will use come from the Corpus of Global Language Use (Dunn, 2021). Data collection has been ongoing since 2017. We will focus our research on a subcorpus of geo-referenced tweets, which are collected from approximately 10,000 locations around the world. This subcorpus contains over 20 billion words.

Our analysis is as follows: a) we will first identify the language condition of each tweet using a language identification model; b) we will then derive linguistic measures (e.g., linguistic

diversity, proportion of non-English words, and proportion of code switching) from the dataset; c) we will then statistically test the relationship between the measures.

Following our initial analysis, we can include other socio-demographic variables (e.g., population density, network connectedness, and physical distance) to understand how external factors influence the make-up of our online speech communities.

**keywords:** corpus linguistics, social media, digital dialectology.

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## Telecollaboration – a 21st century teaching approach?

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Telecollaboration (TC), perceived as an approach to foreign language learning, has been analyzed in the literature for over 20 years (Avgousti, 2018; Barbosa & Ferreira-Lopes, 2021). However, the recent unprecedented global events led to an exponential growth of interest in TC (Barbosa & Ferreira-Lopes, 2021). Due to the unforeseen necessity to rapidly switch to emergency remote teaching on nearly all educational levels, numerous new practitioners and researchers are turning to TC which constitutes available solution for language teaching and learning in these unpredictable times.

TC projects offer immense growth and learning opportunities (Dolly, 2017; Lewis & O’Dowd, 2016). Apart from linguistic improvement, cultural, technological, and social gains were likewise reported (Belz, 2003; O’Dowd, 2012). However, apart from numerous benefits, TC also has some limitations which can significantly impact the exchange and its outcomes.

Consequently, since TC projects constitute complex and dynamic environments, a significant number of parties might struggle to properly organize them. Through my research project I attempt to provide guidelines on effective TC implementation, including both potential benefits and challenges of this approach to foreign language learning.

The findings stem from a systematic literature review or a meta-analysis (Hedges, 1992; Norris & Ortega, 2006) of research articles devoted to TC that were published over a period of six years (2016-2021). This methodology allows to collect and present findings of multiple studies in a synthesized and reader-friendly manner. In turn, it allows both practitioners and researchers to quickly and efficiently make sense of the vast body of available knowledge on this topic. The findings cover a diverse range of variables, such as the learner- and project-related ones, which facilitate the understanding and the organization of TC projects. Moreover, the results are extrapolated to both tandem and lingua franca exchanges, which corresponds to the notions of bi- and multilingualism in foreign language education.

The results of this research project significantly contribute to the field of TC and foreign language learning due to their immense importance to the ongoing and likely also the upcoming real-world situation. Future research directions are likewise outlined.

**Keywords:** telecollaboration, virtual exchange, foreign language learning.

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## The use of emoticons and emojis in Internet forums<sup>5</sup>

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Nowadays, the structure of a text changes depending on the style and genre. Both fiction and mass media have changed, and various internet genres exist and are emerging. With graphical means – punctuation marks, emojis, emoticons, etc. – the author of a text is partly trying to express prosody and paralinguistic cues – facial expressions, gestures – expressed in spoken language. The expression of emotions in the text is becoming increasingly important and can be shown in writing by lingual (lexicostylistic) and non-lingual means (images, sound, audiovisual messages, punctuation, emoticons, and emojis).

The Internet has changed the way we communicate. Social networks, blogs, discussion forums, and microblogging sites play an important role in people's lives. People can contact each other all the time: to share news or experience without meeting face-to-face. A society whose social relations are organized in media networks, gradually replacing or supplementing face-to-face communication, is called a network society (Dijk 2006). It is possible to share information on blogs and social networks, discuss issues in forums, and comment on the latest news – in comments on websites and social networks. An Internet forum is an online discussion site where people can hold conversations (leave messages or discuss subjects) in the form of posted messages (Tēzaurus; AkadTerm; CD). Forums are divided into sub-forums, where users post in text, visual or other formats according to the content (Buholcs 2022). Depending on the forum's settings, users can be anonymous or register and log in to post messages.

Since body language and verbal tone had not been translated into written text, people have developed alternative ways to convey meaning. That is why two visual languages – emoticons and emojis – were created. Emoticons replace both verbal and non-verbal (facial expressions, gestures, movements) information. They are based on punctuation marks, numbers, and letters (Ptaszynski et al. 2011, 1160). Emojis change the structure of a text, their use depends on the communication situation, the social roles of the communication partners, etc. Emojis have both pictographic and logographic functions (Danesi 2017).

The aim is to study the use of emoticons and emojis in Internet forums. Desk studies, descriptive, and comparative methods are used. The study applied the theory of multimodality and the “Theory of Network Society”. 400 Latvian syntactic constructions from Internet forums by Latvian authors were excerpted. At the end of the paper, the main conclusions are summarized.

**Keywords:** emoticons, emojis, Internet forums, syntactic constructions, multimodality, Theory of Network Society.

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<sup>5</sup> "Strengthening of the capacity of doctoral studies at the University of Latvia within the framework of the new doctoral model", identification No. 8.2.2.0/20/I/006

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## **Session 4 Room 2**

### **Change of Vietnam’s Self-Image in English Textbooks: A Multimodal Discourse Analysis**

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The current education reform to renew the previous curriculum and textbooks in Vietnam was released in 2018 and officially enacted in 2020. The Vietnam Education Publishing House designed and published the new English textbooks with the help of overseas publishers like Pearson. These textbooks present a different country image through content and designs different from the previous English textbooks. In order to (1) identify the transformation of Vietnam’s country image in language education and (2) analyze the reasons of the transformation, this study has put the two sets of English textbooks under multimodal critical discourse analysis to examine the exports, governance, investment and immigration, culture, people, and tourism elements. The results reveal that the publisher describes Vietnam as a country thriving through industrialization and modernization in English textbooks, echoing the content in books of other subjects. These changes are the reaction to the increased weight of this country, which is integrated into the world led by Inner Circle states and playing a pivotal role in the Association of Southeast Asian Nations (ASEAN).

**Keywords:** English textbooks, critical discourse analysis, country image.

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# **The media representation of the language used by authorities and protesters in the Iranian Green Movement: A Critical Discourse Analysis**

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My research employs Critical Discourse Analysis (CDA) to investigate how language is represented in civil movements, with a specific focus on media representation of the language used by authorities and protesters during the Iranian Green Movement in 2009. Within the framework of CDA, this research study adopts the Foucauldian Discourse Analysis (FDA) to investigate the media representation of the language used by authorities and protesters in the aforementioned movement.

The Iranian Green Movement is a defining moment in Iranian politics. Its emergence paved the way for other Iranian civil unrests to emerge in subsequent years, and its impact on Iranian politics was significant enough to necessitate a linguistic study.

My research, therefore, investigates the media representation of the aforesaid groups' language by posing the following questions:

- What discursive strategies are used in the representation of protesters and authorities in the Iranian Green Movement?
- What is the relationship between language and power dynamics in the Iranian Green Movement?

My research intends to examine the news media representations of language used by authorities and protesters and seeks to query evidence from those online Persian news agencies that covered the news of this uprising at the time that it arose and after the time when it was suppressed by the Iranian regime. In doing so, the data will be gathered from:

- State-run Press agencies operating inside the country including Kayhan newspaper, Islamic Republic News Agency (IRNA)
- Non-state sponsored Persian news agencies operating outside the country including Radio Farda, Enghelabe Eslami newspaper

The significance of my research stems from being able to contribute towards the ongoing study of language and power. Through developing a contextualised understanding of non-US and non-UK forms of oppression (by focusing exclusively on a non-US and non-UK political movement), I aim to pave a way for future non-anglocentric critical discourse studies of similar topic(s) in Persian and English.

Despite the importance of the role of language in the Iranian Green Movement, this topic has been understudied and previous studies only go so far in investigating the reasons behind the Iranian Green Movement's failure. To fill the gap, I hope to draw attention to this defining moment in Iranian Political history. In doing so, I aim to uncover a way for other Iranian civil unrests to emerge, and I am hopeful that its impact will be pivotal; both within Iranian politics, whilst also significantly contributing towards necessary critical discourse studies in the coming years.

**Keywords:** Power, Language, Iranian Green Movement, Protesters, Authorities, CDA, FDA, resistance.

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# Motivation and Pragmatic Strategy Instruction: An Investigation of Chinese EFL Learners' Requests and Invitations

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Motivation influences learners' L2 acquisition. However, little is known about its role in learners' pragmatic ability and the efficacy of pragmatic strategy instruction. The present study is a research-in-progress that adopts a "pre-test, pedagogical intervention, post-test, delayed post-test" design to investigate the interrelationship among Chinese EFL learners' *motivation*<sup>6</sup>, *pragmatic ability*<sup>7</sup>, and *pragmatic strategy instruction*<sup>8</sup>. It hypothesises that high-motivated students will have better *pragmatic ability*, gain more from *pragmatic instruction* and retain what they learn for a longer time. Moreover, *pragmatic strategy instruction* will positively affect learners' *pragmatic ability* and *motivation*, especially their *general pragmatic motivation* and *email pragmatic motivation*. As such, the research questions are the following:

1. To what extent does motivation affect Chinese EFL learners' pragmatic ability regarding their email invitations and requests?
2. To what extent does pragmatic strategy instruction improve high and low-motivation learners' pragmatic ability?
3. To what extent does pragmatic strategy instruction affect Chinese EFL learners' motivation?

Two hundred (200) college students will participate in the study (a high-motivation and a low-motivation group). After completing a perception and a production questionnaire (pre-test), they will receive a strategy-based pragmatic instruction (8 lessons, 12 hours in total, across one month). It teaches learners three cognitive strategies (i.e., activate knowledge, reason, conceptualise) and three metacognitive strategies (i.e., focus & plan, obtain resources, monitor & evaluate). The post-test will be administered immediately after the instruction, while the delayed post-test will be implemented two months later. Semi-structured interviews will also be conducted in order to elicit qualitative data.

**Keywords** : Pragmatic Instruction, Pragmatic Ability, Motivation, Requests, Invitations.

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<sup>6</sup> Motivation is categorised into: 1) L2 Motivation; 2) General Pragmatic Motivation; 3) Email Pragmatic Motivation

<sup>7</sup> Pragmatic production and pragmatic awareness are concerned.

<sup>8</sup> Drawing on Taguchi's (2018) strategic model for learning pragmatics, this instruction teaches learners three cognitive strategies (i.e., activate knowledge; reasoning; conceptualise) and three metacognitive strategies (i.e., focus and plan; obtain resources and implement plans; monitor and evaluate).

## **Session 4 Room 3**

### **Educational Inequalities and Injustices — A Grounded Theory Methodological Approach**

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University of New England, Australia

The goal of this project was to investigate the nature and extent of educational inequalities or injustices that are mostly manifested through the academic language testing evaluation. Fiji is a multilingual, multicultural country situated in the South Pacific. Major languages include Fijian (iTaukei), English, Hindi, Gujarati, Punjabi, Urdu, Telugu, Tamil, and Chinese-Cantonese (Geraghty, 1984; Goundar, 2019; Goundar, 2023). Due to the colonial history of Fiji, English became the *lingua franca* among the various ethnolinguistic groups in the country. Today, English is the sole medium of instruction at all Fijian tertiary education institutions (Chand, 2015; Shameem, 2017). This results in a sociocultural problem when students enter universities in Fiji from different high school backgrounds. Some come from urban or semi-urban high schools, while others come from rural high schools, which are located in the interior of the country, including on smaller islands. Depending on the school, students may acquire different levels of English abilities. This raises a flag regarding educational inequalities that exist due to students' inadequate English language skills (Goundar, 2023).

This study used grounded theory methodologies to gain insight into the underlying educational inequalities and injustices emanating from lack of epistemic access for those students with inadequate English language skills. There were 30 first year undergraduate students who participated in this study. They sat an academic English test at the beginning of the year and writing intervention tasks were given to them to assist with their writing skills. They sat another academic English writing test at the end of the year. The 30 students were interviewed at the end of the first year to assess the writing interventions and highlight educational inequalities faced by the participants. The interviews were analysed using grounded theory methodology to generate themes that emerged from raw data. The methodological contributions and the unique data set of the study will advance scholarly and social policy conversations on this topic. The study hopes to make an original contribution to the body of knowledge on how grounded theory research methodologies can be applied to a longitudinal language testing research context. Approaches such as grounded theory and longitudinal research design have rarely been used in contexts such as the South Pacific (Goundar, 2023). The findings of this study are expected to inform higher education policies for improving support systems to enhance the smooth transition of multilingual students from high school through university and into the workforce.

**Keywords:** educational inequalities, grounded theory, Fiji, shortage of teachers, resources.

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## Fairclough's Textual Analysis for Social Research

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Critical Discourse Analysis (CDA) is based upon a view of semiosis as an irreducible element of all material social processes. It is an analysis of the dialectical relationships between discourse and other elements of social practices. Particular concern is with the radical changes that are taking place in contemporary social life: with how discourse figures within processes of change, and with shifts in the relationship between discourse and other social elements within networks of practices. These elements are dialectically related.

There is a sense in which each ‘internalizes’ the others without being reducible to them. So, social relations, social identities, cultural values and consciousness, amongst others, are in part discursive, they have distinct properties, and researching them gives rise to distinct disciplines. Nevertheless, it is possible and desirable to work across disciplines in a ‘transdisciplinary’ way. The examples Fairclough uses to illustrate the approach particularly focus on the changes in contemporary capitalism and their impact on many areas of social life. We can see social life as interconnected networks of social practices of diverse sorts (economic, political, cultural, family, etc.). The reason for centering the concept of ‘social practice’ is that it allows an oscillation between the perspective of social structure and the perspective of social action and agency – both necessary perspectives in social research and analysis. The approach reflects Fairclough’s collaboration with sociological theorists on discourse within a ‘critical realist’ philosophy of science.

Fairclough talks about ‘orders of discourse’. An order of discourse is a network of social practices in its language aspect. The elements of orders of discourse are not elements like nouns and sentences (elements of linguistic structures), but discourses, genres and styles. These elements select certain possibilities defined by languages and exclude others – they control linguistic variability for particular areas of social life. So orders of discourse can be seen as the social organization and control of linguistic variation.

Text analysis is an essential part of discourse analysis, but discourse analysis is not merely the linguistic analysis of texts. Text analysis is seen as not only linguistic analysis; it also includes what Fairclough calls ‘interdiscursive analysis’, that is, seeing texts in terms of the different discourses, genres and styles they draw upon and articulate together.

(Discourse figures in broadly three ways in social practice. First, it figures as a part of the social activity within a practice. Second, discourse figures in representations. Third, discourse figures in ways of being in the constitution of identities: discourse as part of social activity constitutes genres, discourse in the representation and self-representation of social practices constitutes discourses, discourse as part of ways of being constitutes styles.)

The talk aims to show Fairclough’s textual analysis for social research. The approach comes from Fairclough’s work in CDA and the experiences in his teaching form. I am also interested in other researchers’ studies on how to use text analysis in social research or political discourse analysis.

**KeyWords:** Fairclough, social research, social practice, CDA, orders of discourse.

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## **Embodied learning: the positive effects of enactment in learning Chinese novel words**

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Learning vocabulary in a second language is fundamental to foreign language acquisition. However, it is often considered a tedious and time-consuming task, which is not always particularly effective. Despite our effort to acquire these new words, memory for foreign language words decays shortly after learning. This is mainly because language learning remains passive, mostly based on audiovisual modalities, but it does not engage our

body in the learning process (Macedonia et al., 2019). Empirical studies have demonstrated that memory for vocabulary learning can be improved when words are accompanied by a picture or a gesture. The positive effects of gesture on memory recall, also known as *the enactment effect*, has proved that a self-performed action promotes the integration between the subject and the items. It creates a motor trace that strengthens memory, and thereby, facilitates the access to the later retrieval of the words or sentences (Engelkamp and Krumnacker, 1980). This study is based on the theories of embodied cognition, which state that language processing and mental representations are inherently connected to the bodily experiences collected during acquisition. It explores whether performing an action with a real object can help French speakers, with no prior knowledge of Chinese to comprehend and recognize Chinese words more easily than observing an action or a picture. The study has a between subject design that compares four encoding conditions to memorize 12 disyllabic concrete words in Chinese: 1) words learned by picture-enrichment, 2) words learned by observing the experimenter performing an action, 3) words learned by performing a congruent action with the object, and 4) words learned by performing a meaningless action with the object. Memory performance will be measured with an immediate recognition test. The study presents two main hypotheses. First, participants who actively perform a congruent action will recognize more words compared to those who passively view the action as they go through a deeper encoding process that involves visual, audio and kinesthetic inputs. Secondly, it predicts that performing a meaningless action will disrupt learning as participants are engaged in a double task which adds cognitive load to their working memory. The study is currently recruiting participants and will share the final results and conclusions in February 2023.

**Keywords:** embodied learning, enactment, memorization, novel words learning, L2.

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## **Session 5 Room 1**

### **Latin denominal verbs at the syntax-semantics interface**

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Latin denominal verbs have recently received attention from many scholars (cf. among others: Mateu 2012, 2017, 2021; Acedo-Matellán & Real-Puigdollers 2015; Pinzin 2018). In the present study, we aim at identifying which features of the lexeme base interact with the syntactical and semantic behavior of a denominal verb.



In Latin, as in other ancient Indo-European languages, the suffix *\*-ye-/-yo-* was usually added to either nouns, adjectives or adverbs to derive verbs (cf. Meillet 1908; Szemerényi 1984):

1. NOUN:

- a. *arbiter, -is* ‘judge’ → *\*arbitr-yo-r* → *arbitrōr* ‘I judge’
- b. *clipeus, -i* ‘shield’ → *\*clipe-yo* → *clipeō* ‘I equip with a shield’

2. ADJECTIVE:

- a. *novus, -a, -um* ‘new’ → *\*nov-yo* → *novō* ‘I renew’
- b. *clarus, -a, -um* ‘shining’ → *\*clar-yo* → *clarēo* ‘I shine’

3. ADVERB:

- a. *autem* ‘but’ → *\*autem-yo* → *autumō* ‘I argue’ [cf. Mignot 1969]

The morpheme *\*-ye-/-o-* underwent a phonetic change during the I<sup>st</sup> millennium b.C. (cf. Meillet 1908; Szemerényi 1984), which led to the loss of the semivowel *-y-* and to the bleaching of the suffix.

Contrarily to other derivative morphemes endowed with actionality values (e.g., lat. *-sk-* : inchoative value; lat. *-eō*: stative value), *\*-ye-/-yo-* appeared to be totally grammaticalized and not to convey any specific semantic value (cf. Meillet 1908: 185): *\*-ye-/-yo-* verbs can thus be considered as denominals obtained via conversion (cf. Baeskow 2019).

That being the case, it is left to find out how a denominal verb acquires its syntactical-semantic properties: in this study, we attempt to show that the actionality, argument structure, voice and degree of telicity of a denominal verb strictly depend on the following semantic and grammatical features of the lexical base:

- a) ± mass/count (cf. Chierchia 2010; Rothstein 2010a, 2010b; Doetjes 2019: 29-56);
- b) ± abstract/concrete (cf. Schmid 2000; Aikhenvald 2006);
- c) degree of animacy (cf. Dahl 1996, 2000, 2008) and individuation (cf. Timberlake 1975, 1977; Silverstein 1976);
- d) type of word class: *i.e.*, noun, adjective, adverb (cf. Aikhenvald 2011: 221-290).

We test our hypothesis on a *corpus* of 400 Latin denominal verbs (3rd century A.C. - 1st century D.C.) collected from Mignot (1969), Flobert (1975) and by using the DELL and the TLL. To conduct the analysis, we apply the syntax-semantics interface framework (cf. Van Valin & La Polla 1997; Van Valin 2005; Rappaport Hovav & Levin 2016).

Our results have revealed that:

1. Latin possesses nine main classes of denominal verbs, characterized by the thematic role of their lexical base: AGENT, QUALITY, PRODUCT, SCOPE, SOURCE, LOCATUM, LOCATION, DURATION, DIRECTION (cf. Fillmore 1968; Clark & Clark 1979; Aikhenvald 2011);
2. each class exhibits uniform actionality, argument structure, voice and degree of telicity, which, on their turn, are constrained by the above-mentioned features of the lexical base (*i.e.*, mass/count; concrete/abstract; ± animacy; ± individuation; type of word class).

**Keywords:** Latin; denominal verbs; syntax/semantics interface; actionality; voice; mass/count distinction; abstract/concrete distinction; animacy/individuation.

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## Verb placement in L3 Spanish and German: a multimethodological approach

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This study investigates transfer from prior languages (here, L1 Norwegian and L2 English) in the acquisition of Spanish and German as L3s. I will study adverb placement in two cases: sentences where an adverbial is the first constituent, where English and Spanish verbs occupy the third position while Norwegian and German verbs occupy the second position (see (1)), and subject-initial sentences, where English word order is Adv-V while German and Norwegian have V-Adv and both are acceptable in Spanish (see (2)).

- (1) a. *On Mondays, Anne eats fish* (English)  
 b. *På mandag spiser Anne fisk* (Norwegian)
- (2) a. *Peter always takes the bus* (English)  
 b. *Peter tar alltid bussen* (Norwegian)

Efforts to validate existing models of morphosyntactic transfer in third language acquisition (L3A) have produced conflicting results. A meta-review of studies (Puig-Mayenco et al., 2020) found a potential link between certain empirical methods and apparent support for specific models. My study builds on existing research about transfer in L3A while simultaneously addressing methodological concerns. There are two main research questions:

- **RQ1:** Which transfer effects of verb placement can be observed in the L3 Spanish and L3 German of speakers of L1 Norwegian and L2 English?
- **RQ2:** Are there any differences between empirical methods targeting production versus comprehension?

Participants will be ca. 100 Norwegian university students (ages 18-25) learning Spanish or German (B1 level). Participants will have acquired these languages under formal instruction. Participants must complete an acceptability judgment task and a gap-filling task, to distinguish language competence from preference. A subset of participants will be selected for a self-paced reading task, a further subset will be tested using elicited imitation and a final subset will partake in an elicited production task.

Results will be analysed in terms of morphosyntactic transfer and used to gauge the reliability of each method as a measure of transfer. I expect participants to exhibit more target-like

performance in comprehension than in production tasks. In terms of transfer, I expect to obtain evidence of transfer from both prior languages. The hypothesis is that subject-initial sentences will be easier to acquire than topicalised ones in L3 German, based on Dahl et al. (2022). For L3 Spanish, based on Listhaug et al. (2021), I expect non-subject-initial structures to be more target-like than in L3 German, and preference for Adv-V in subject-initial clauses.

**Keywords:** third language acquisition, adverb placement, word order, methodological considerations, transfer.

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## Complexity theory in practice: Multilevel nested systems

Tamara Tamás  
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Complex dynamic systems theory (CDST) has provided an influential framework to study processes of additional language development. Although progress has recently been made to narrow the theory-practice gap, the majority of the research methods proposed have not yet been applied (Hiver & Al-Hoorie, 2020), and methods which have been tested are restricted to certain areas of SLA such as motivation, anxiety, and written language development (e.g. Dörnyei et al. 2015). The present paper investigates the applicability of multilevel nested systems to explore possible features of interactional fluency (IF) in L2 learners' argumentative dialogues during a school year.

Since IF is not yet firmly established in L2 fluency research, more empirical investigations are necessary to identify its components and to distinguish it from monologic fluency (Ryan & Forest, 2019; Sato, 2014; Tavakoli, 2016). However, existing research draws heavily on findings from conversation analysis (CA) to study phenomena that arise in the performance of interactive tasks, for example turn-management and interactive listening (e.g. Lam, 2021). Given that speaking fluency is susceptible to “a variety of internal and external influences” (Foster, 2020:2) and that these influences might manifest differently during pair interactions, the application of CDST seems appropriate as a theoretical framework to study IF. More specifically, multilevel nested systems might capture the multicomponential and changing nature of IF because this method is well suited for tracking stability and change on different levels and timescales. The developmental trajectories of the changes in participants' IF will be explored on three timescales – moment-to-moment, short-term, and long-term changes – with different methods – CA to analyse

the voice recordings, reflective journaling, and a questionnaire at the beginning and end of the study.

Based on the existing literature and previous studies, my research question is the following: How do the three levels capture the multicomponential and changing nature of IF in L2 learners' argumentative dialogues?

In this presentation, I will focus on the following issues and challenges tied to multilevel nested systems: (1) explaining why it is appropriate to study IF, (2) identifying appropriate timescales and windows of time, and (3) selecting tools to investigate the separate timescales.

**Keywords:** CDST, L2 fluency, multilevel nested systems, voice recordings, reflective journaling.

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## **Session 5 Room 2**

### **Measuring foreign language aptitude in children: Challenges finding appropriate material**

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My project focuses on foreign language (FL) aptitude, an individual difference in language learning that refers to the rate at which a person learns a new language (Carroll, 1981), i.e., a "talent" for language learning. This individual difference, although widely studied in the adult learning context, is under-researched for children's FL aptitude. My participants will be multilingual children attending an international school in China, where they learn both Mandarin and English, and will belong to two different grades: a younger group in the 2<sup>nd</sup> grade and an older group in the 6<sup>th</sup> grade.

Sixty years after its creation, the MLAT (Carroll & Sapon, 1959) is still the best predictor for foreign language aptitude, however, it is not available for the general public. A popular alternative growing in use is the LLAMA test (Meara, 2005), which is a language independent test, as it integrates visual stimuli. This makes it perfect for the participants of my project who have a variety of native languages.

It has been theorised that working memory (WM), another individual difference influencing language learning, may play different roles at different acquisitional stages which may in turn affect FL aptitude in different ways. Even though it has been speculated that LLAMA D may measure WM, I decided to add a phonological WM test (based on nonwords from Gathercole et al., 2001) as this skill could be more important in early stages; and an executive WM test, the Operation Span Task (Foster et al., 2015), since this aspect of WM may be more relevant for more proficient learners. It has also been argued that experienced learners tend to have better analytic skills. Therefore, students will take an extra language analytic ability task (Ottó, 2004) similar to the one in LLAMA F in order to support its results. In line with the aims of the conference, the talk will focus on the challenges that arise from testing children, both ethically and in terms of developing testing instruments and modifying existing ones.

**Keywords:** language aptitude, multilingual children, working memory, language analytic ability.

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## Different connections between written form of spoken languages and signed language

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People who identify as Deaf with capital “D” view their deafness from a linguistic and cultural perspective. In Poland the language of this community is Polish Sign Language (PJM) which is a natural visual and spatial language with grammar completely separate from the structure of Polish (Tomaszewski 2010). All signed languages develop separately from national spoken languages. They are not signed versions of spoken languages (Stokoe 1960). The language of the hearing majority naturally influences the language of the Deaf. There are borrowings from spoken language to sign language despite different linguistic modality. It may happen through fingerspelling words letter by letter, where every letter of an alphabet is assigned to a given handshape. It can also appear in particular signs. Each word in signed language consists of its own specific parameters: hand shape, palm orientation, movement, location and (according to some researchers) facial expression. Some signs use a handshape which represents the first letter of a written equivalent of this word in national spoken language (Suppala 1990). Fingerspelling in ASL (American Sign Language) can be already fully lexicalised and some of it even transformed into agreement verbs (Lepic 2015). On the other hand, in languages like JSL (Japanese Sign Language) there are signs that mimic written Japanese characters in their movement (Ktejik 2013). Many examples of fingerspelled borrowings from Polish into PJM were identified on the basis of data from the Corpus of Polish Sign Language and consultations with native PJM users. The results indicate that there are fewer borrowings from Polish in PJM lexis than there are from English in ASL, while at the same time these similar tendencies are noted. The phenomena observed in PJM can be compared to those already described in ASL.

**Keywords** : signed language, Deaf, PJM, ASL, JSL, initialised signs, borrowings, fingerspelling.

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## Methodological challenges of annotating mouthings in cross-signing

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Sign languages are not only produced with the hands, but there are also nonmanual articulators active during sign language production, such as the signer’s eyes, eyebrows, and mouth. Mouth actions can generally be divided into *mouth gestures* and *mouthings* (Boyes-Braem & Sutton-Spence 2001). Mouth gestures are sign language inherent actions of the mouth such as puffed cheeks, or squeezed lips, used to e.g. convey adverbial information. By contrast, mouthings are a contact phenomenon between sign and spoken language, whereby words from the surrounding spoken language(s) are silently produced, often in combination with manual signs. In Sign Language of the Netherlands (NGT), for example, the manual sign GIRL is accompanied by the Dutch mouthing *meisje* (‘girl’).

In my research I investigate the use of mouthing in cross-signing, i.e. in initial interactions between signers who cannot draw on a shared language and thus, use different manual and nonmanual resources to establish common ground (Zeshan 2015). The data I use are video-recorded first-time interactions between signers from the Netherlands communicating in pairs with signers from China. Some of the questions I address in my project are how mouthings are used in these interactions and what spoken languages are drawn upon.

The first step in my analysis involves the identification and annotation of these mouthings in ELAN, which poses some difficulties, because not all (parts of) words are also visible on the mouth (Crasborn & Bank 2014) and because sign and accompanying mouthing do not always have the same meaning (e.g. Vogt-Svendsen 2001). Even more so, cross-signers do not use one relatively stable sign language whose mouthings usually also come from one particular spoken language (such as Dutch in NGT), but they use, mix, and mesh different linguistic and other semiotic resources to reach mutual understanding.

In my talk I will present some of the methodological challenges involved in annotating these mouthings in my data and present some criteria that have helped me decide whether the mouth action is indeed a mouthing (and not a mouth gesture) and which word is mouthed.

**Keywords:** international sign, cross-signing, mouthing, annotation process.



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## Session 5 Room 3

### **Silbenbezogene Aussprachephänomene im Französischen als L2 – Aufnahme, Annotation und Auswertung von Sprachdaten**

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In meinem Dissertationsprojekt untersuche ich die Aussprache des Französischen als Fremdsprache von deutschen Schüler\*innen. Viele Ausspracheprozesse, die den spezifischen Klang einer Sprache und speziell des Französischen ausmachen, beziehen sich auf die Silbe, zum Beispiel *enchaînement* und *liaison*. Um einer muttersprachlichen Aussprache näher zu kommen, müssen diese Phänomene auch von Französischlernenden erworben werden. Umgekehrt gibt es auch im Deutschen silbenbezogene Phänomene, wie zum Beispiel die Auslautverhärtung, die häufig auf die Aussprache von Fremdsprachen übertragen werden, was dann zu Aussprachefehlern führt (weitere Aspekte sind zum Beispiel die Vokalisierung von R im Silbenauslaut oder der Glottisschlag im Silbenanlaut; für eine Zusammenfassung bekannter Phänomene siehe zum Beispiel Pustka & Meisenburg 2016). Das Ziel der Arbeit besteht darin, eine empirisch fundierte theoretische Modellierung des Erwerbs silbenbezogener Aussprachephänomene zu erarbeiten, um so ein besseres Verständnis des zugrundeliegenden Konzepts der Silbe bei Lernenden und dessen Wandel zu erhalten.

Bisher veröffentlichte Studien und Korpora zur Aussprache deutscher Französischlernender arbeiten vorrangig mit Französischstudierenden, also bereits sehr fortgeschrittenen Sprecher\*innen. Daher ist in der Forschung bislang nur unzureichend geklärt, wie Sprachanfänger\*innen das Französische aussprechen und wie sich die Aussprache mit steigendem Niveau verändert. Speziell zu Schüler\*innen im deutschen Schulsystem existiert noch keine umfassende Studie.

Um diese Forschungslücke zu schließen, habe ich im Sommer 2022 den ersten Teil meiner empirischen Studie mit insgesamt 42 Schüler\*innen verteilt auf die Klassenstufen 6, 8 und 10 am Gymnasium Lehrte durchgeführt. Von allen Teilnehmenden wurden Sprachaufnahmen in vier Aufgabentypen gesammelt. Im Anschluss wurden die Daten in Praat transkribiert, annotiert und analysiert, um individuelle und systematische Abweichungen zum Referenzfranzösisch und spezifische Lernervarietäten zu ermitteln. Daraus soll – wenn möglich – eine typische Progression des Ausspracheerwerbs abgeleitet werden, bevor dann eine theoretische Modellierung mithilfe verschiedener phonologischer Theorien vorgenommen wird. Im Sommer 2023 soll der zweite Teil der Datenerhebung an einer weiteren Schule in Niedersachsen stattfinden.

Der Vortrag stellt die Schwierigkeiten und vorläufigen Lösungen bei der Aufnahme der Sprachdaten und insbesondere beim aktuellen Prozess der Annotation und Auswertung vor. Dabei werden unter anderem folgende Fragen behandelt: Welche Möglichkeiten und Grenzen bietet die Transkription und Annotation mit Praat? Welche Annotationen sind für eine phonologische Modellierung notwendig und sinnvoll? Wie können die Daten aufbereitet werden, um die Auswertungen zu erleichtern? Wie können die gewonnenen Erkenntnisse zur Verbesserung weiterer Sprachaufnahmen beitragen?

**Keywords:** L2-Französisch, Silbenphonologie, Praat, Datenannotation

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## **Wann ist ein Phtong ein Phtong? Neue instrumentalphonetische Zugänge zur automatisierten Klassifizierung dialektaler Variablen**

Simon Oppermann  
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Im Rahmen meines laufenden Dissertationsprojekts beschäftige ich mich mit der Untersuchung regionalspezifischer phonologisch-phonetischer Variation des Ostmitteldeutschen auf der individuellen, idiolektalen Ebene. Dazu werden akustische Korrelate der Artikulation instrumentalphonetisch gemessen. Die detaillierte Untersuchung von Lifespan change, also der sprachlichen (In-)Stabilität im Lebenslauf einzelner Individuen, stellt in der Sprachwissenschaft – und besonders der germanistischen Sprachwissenschaft – nach wie vor ein Desiderat dar. Eigene Vorarbeiten zeigen deutlich, dass es lohnenswert ist, sich dem Lifespan change Leipziger Sprecher\*innen umfassend und systematisch zu nähern.

Neueste Studien „zum ostmitteldeutschen Kerngebiet zeigen [...] durchgehend eine Ablösung der basisdialektalen Gliederung durch einen ostmitteldeutschen Regiolekt“ (Siebenhaar 2019: 430). Nun soll untersucht werden, ob und wie einzelne Individuen an diesem Community change (vgl. Sankoff/Blondeau 2007) teilhaben. Eine der untersuchten Variablen ist dabei die ostmitteldeutsche Monophthongierung. Die mittelhochdeutschen Diphthonge *ei*, *ou*, *öu* werden statt wie im Neuhochdeutschen [aɪ], [aʊ], [œ] zu [e:], [o:], [e:] monophthongiert. Eine ausschließlich klassische, ohrenphonetische, d.h. auditive Klassifizierung scheint angesichts der Datenmenge kaum realisierbar.

Um den Prozess zu automatisieren, werden daher die Formantbahnen von F1 und F2 der standarddeutschen Diphthonge in Praat (Boersma/Weenink 2022) ausgelesen. Mit einer Diskreten Kosinustransformation (DCT) werden die ersten drei DCT-Koeffizienten errechnet, welche Informationen über Mean, Steigung und Krümmung der jeweiligen Formantbahn enthalten. Diese DCT-Koeffizienten dienen schlussendlich zusammen mit der Log10-normalisierten Länge des Phthongs als unabhängige Variablen für das Training mehrerer Random Forests (RF). Als abhängige Variable dient die für die Trainingsdaten zuvor auditiv klassifizierte Realisierung als Mono- oder Diphthong. Aus mehreren Random Forests wird jeweils derjenige gewählt, welcher die höchste Übereinstimmung mit der auditiven Klassifizierung aufweist. Ein RF für mhd. *ei* konnte eine Übereinstimmung von 94,99%, ein RF für mhd. *ou* sogar von 97,64% liefern. Da mhd. *öu* ausschließlich standardsprachlich diphthongiert vorkommt, wurde es von der Analyse ausgeschlossen. Aufgrund dieser sehr hohen Genauigkeit kann die automatische Klassifizierung der Phthonge durch Random Forests als verlässliches Hilfsmittel zur Beschreibung der sprachlichen (In-)Stabilität im Lebenslauf ostmitteldeutscher Sprecher\*innen dienen.

**Keywords:** Variationslinguistik, Ostmitteldeutsch, Monophthongierung, DCT, Random Forest

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## Sprachliche Normen beschreiben – aber wie? Beispiel einer Untersuchung zur endogenen Norm des Französischen in Togo

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Die Plurizentrik der Sprachnormen gehört zu den aktuellen großen Fragen der (romanistischen) Varietätenlinguistik. Im Gegensatz zu anderen Weltsprachen, wie Englisch und Spanisch, haftete dem Französischen lange der Ruf an, eine weltweit einheitliche Norm zu haben. Doch da jede natürliche Sprache, zumal bei einer immensen geographischen Ausbreitung, bedingt durch Sprachkontaktsituationen und Anpassungen an außersprachliche Gegebenheiten und die kommunikativen Bedürfnisse von Sprechern Varietäten ausbildet, stellt sich auch beim Französischen die Frage nach der Vielfalt der Sprachnormen: „Le français - langue pluricentrique?“ (Vgl. Pöll 2005).

Meine Arbeit beschäftigt sich mit dem Französischen in Togo, einem Land im subsaharischen Afrika, das unter den frankophonen Gebieten bisher relativ wenig Beachtung in der romanischen Sprachwissenschaft gefunden hat. Nicht zuletzt die Annahme, dass die französischsprachige Bevölkerung Afrikas die Zukunft der Frankophonie ausmache, macht die afrikanischen Varietäten des Französischen zu einem lohnenswerten Untersuchungsgegenstand (vgl. Diao-Klaeger 2018, 13). Zahlreiche Publikationen über das Französische in Afrika führen die Debatte über die soziale Akzeptanz und den Stellenwert lokaler französischer Varietäten und diskutieren ihre mögliche Funktion beispielsweise als Unterrichtssprache oder Nationalsprache. In meinem Forschungsprojekt soll jedoch die linguistische Ebene des Französischen in Togo im Vordergrund stehen. Ziel der Arbeit ist eine Beschreibung der sogenannten endogenen Norm dieser Varietät. Das Konzept der endogenen Norm wird für bestimmte soziohistorische Kontexte verwendet, in denen eine von außerhalb (typischerweise im Zuge von Kolonialisierung) importierte Sprache in einer Sprachgemeinschaft Verwendung findet und dort durch Vernakularisierung eigene Normen entwickelt. Als Grundlage für die Untersuchung dient ein von mir zusammengestelltes Korpus mit schriftlichen und mündlichen Sprachdaten aus den örtlichen Medien. Überlegungen, welches Sprachmaterial repräsentativ für die togoische Sprachnorm ist, spielen bei der Auswahl der Quellen eine wichtige Rolle und werden im Vortrag angesprochen.

Geleitet werden meine methodischen Überlegungen von der übergeordneten Frage: Wie lassen sich sprachliche Normen beschreiben? Geplant ist eine exemplarische Herangehensweise, bei der einzelne linguistische Ebenen bzw. Aspekte ausgewählt und analysiert werden. Konkret stellen sich also folgende Fragen: Auf welche Aspekte möchte ich mich konzentrieren und wie begründe ich meine Auswahl? Nach welchen konkreten Kriterien und Fragestellungen soll mein Korpus analysiert werden? Wie kann die Analyse technisch mit Programmen wie Sketch Engine umgesetzt werden? Die Diskussion von solchen methodischen Fragen steht im Zentrum meines Vortrags.

**Keywords:** endogene Sprachnormen, Plurizentrik, Frankophonie, Französisch in Afrika, Korpuserstellung, Methodologie linguistische Analyse

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## **Session 6 Room 1**

### **Andalusian vocalism: a preliminary study**

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The research presented here focuses on the comparative analysis of the phonetic realization of vowels in the two major areas of Andalusian Spanish. Studies on dialectology and geolinguistics (Alarcos Llorach, 1983; Alvar, 1996; Salvador, 1977; Mondéjar, 1991) traditionally divide two large dialect areas in Andalusia: Eastern Andalusian and Western Andalusian. One of the features that separate both areas is the different behavior of the vowels, which is significantly more open and advanced in the Eastern area. The different pronunciation of vowels was the object of study by several researchers (Alonso, Vicente & de Zamora, 1950; Hernández-Campoy & Trudgill, 2002; López Morales, 1984; Martínez Melgar, 1994; Villena Ponsoda, 1987).

This paper presents the results obtained in an experiment conducted by the researcher. To obtain the data, the participants had to complete three tasks, this allowed us to obtain semi-spontaneous speech data under the objective of obtaining laboratory speech. The acoustic analysis of the vowels /e, a, o/ pronounced by four women, two from Malaga and two from Granada, was the data we analyzed. The four women are over sixty years old, but they differ by level of education. The target was to analyze /e, a, o/ in terms of minimal pairs in which it was possible to explore what effect plurality has on vocal opening, so the analyzed vowels were in syllabic coda.

The main hypothesis is that the acoustic distance between the final vowels of the singular and plural words will be larger in the informants from Granada than in those from Malaga, which means the difference between singular and plural in Malaga will be shorter than in Granada. For the acoustic analysis, Praat (Boersma & Weenik, 2022) was used and SPSS and R for the statistical part.

The results seem to confirm the proposed hypothesis, since they reveal that in women from Granada the acoustic distance between the vowels of the word in the singular and in the plural

is larger than in women from Malaga. However, in Malagait it is observed that the vowels can present features very similar to those obtained in Granada.

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## **In search of the best approach to the acoustic analysis of fricatives and affricates in Slovenian: Preliminary study**

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The acoustic analysis of consonants is a controversial topic in phonetics, as there are several proposed approaches and methods, with no consensus among phoneticians as to which acoustic parameters are most characteristic of each consonant phoneme. Some analyse spectral features, so-called spectral moments: spectral centre of gravity (COG), spectral standard deviation (SD), skewness and kurtosis of the spectrum; others use the discrete cosine transformation (DCT) or the locus equation (cf. Harrington 2010). Data from different languages provide contradictory results. The present study aims to test different approaches

using Slovenian data. Although Slovene is an official language in Slovenia, it is a phonetically under-described language. The acoustic features of standard Slovenian consonants have never been studied experimentally before. One of the aims of this preliminary study is therefore to show whether Slovenian data are comparable to those of other languages.

In the preliminary study, all Slovenian fricatives [f s z ʃ ʒ x] and affricates [ts tʃ dz dʒ] were analysed. The main aim is to find out which acoustic parameters distinguish Slovene fricatives and affricates, and which method gives the best results. The study also investigated the coarticulation effect of fricatives and affricates in relation to vowel context. The framework follows a similar study on fricatives in Croatian (Vujasić 2014) and German (Jannedy & Weirich 2017). The data include logatomes of the structure /'CVCV/, where the first syllable is geminated. The logatomes consist only of the Slovenian marginal vowels /i/, /a/ and /u/. To simulate spontaneous speech, the logatomes were embedded in a minimal sentence context. Only the properties of the intervocalic consonants are included in the analysis in order to observe the influence of the vowel context on the production of fricatives and affricates.

The acoustic signal was recorded with the microphone Røde NT-USB with built-in pop filter. The sampling frequency was 44.1 kHz. Each sentence was repeated five times by a 26-year-old male speaker from central Slovenia who speaks an Upper Carniolan dialect and knows standard Slovenian. The audio signal was manually segmented in Praat according to standard segmentation guidelines (cf. Machač & Skarnitzl 2009). The following four spectral moments were measured and analysed: the COG, the SD, the skewness, and the kurtosis of the spectrum. In addition, we also measured the formant frequencies at the vowel onset and in the vowel middle to perform a locus equation. The measurement procedure was performed manually in Praat. The data obtained was statistically analysed in R.

The results of the preliminary study show that all four spectral moments are sufficient parameters to acoustically distinguish Slovene fricatives and affricates, except for voiceless and voiced pairs. However, the CoG gives the best results. As for coarticulation, only the voiceless velar fricative /x/ shows a strong coarticulatory effect (back vs. front vowel context). The Slovenian data for fricatives are comparable to the Greek (Nirgianaki 2014), Croatian (Vujasić 2014), Swedish (Wikse Barrow et al. 2022) and English (Jongman et al. 2000) data, as are the Slovenian data for affricates with the Czech and Polish data (Žygis et al. 2012). The locus equation indicates differences in place of articulation for fricatives (labiodental and velar fricatives have a negative intercept value and a slope value above 1, alveolar and postalveolar fricatives have a positive intercept value and a slope value below 1), but not for affricates. The preliminary study serves only as an experiment for a comprehensive study of Slovenian consonants, which is already in progress.

**Keyword:** Slovenian, fricatives, affricates, spectral moments, coarticulation, locus equation.

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## Documenting Yangxin Gan: Initial Challenges and What's to Come

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This presentation concerns a doctoral dissertation project to document Yangxin Gan, one variety of the Daye dialect group of Gan spoken in southern Hubei, China. Recent descriptions of Gan have tended to focus on the variety spoken in Nanchang (Cai, 2021; Sagart, 1999; Sun, 2007). The ultimate goal of this project is to build on previous work on Yangxin Gan such as Huang (1995) to present a detailed and accessible description of the language.

This talk outlines initial goals and challenges of documentation, particularly, the difficulties associated with recording in China during the Covid-19 pandemic. Strategies for collaboration with local speakers over the internet are especially highlighted as key to making progress in recording and documentation. Different elicitation methods, including word lists and interview, are contrasted. Furthermore, analytical limitations due to the constraints of long-distance research are discussed. Finally, I detail future plans and methodology for completing a more thorough documentation of the morphology and syntax of Yangxin Gan, including the documenting of verbal and sentence final particles communicating aspect, modality, and mood.

**Keywords:** language documentation, Sinitic, Gan.

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## **Session 6 Room 2**

### **Teaching Japanese Discourse Modality**

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During the past centuries, Japan has been a rather closed country, as contacts with the outside world were few and selected. However, in recent years more and more are the people from all around the world are interested in the Japanese culture, and the number of foreigners studying Japanese wishing to live in the country has grown exponentially. Consequently, intercultural situations between non-native speakers and native speakers of Japanese have

become ordinary. Yet, the pragmatic focus in teaching the language is not common, and the communicative sphere is often undervalued.

The Japanese language presents features deeply linked to the society in which it originated, especially when it comes to interactional resources. These resources, such as the sentence final particles *ne*, *yo* and *yone*, are indispensable to interact effectively. These are highly used in Japanese conversation, with the role of negotiating interpersonal relationships in everyday talk. For Japanese as Foreign Language (JFL) learners, interactional particles' acquisition is often problematic, especially for those whose mother tongue lacks similar structures. Although these are presented at an initial stage in Japanese language teaching, many students struggle to use them even after years of study. Several studies have proven that the acquisition of these interactional resources could be facilitated in the Japanese context, immersed in native spoken language inputs. Yet, little has been investigated on how instructions in class can influence JFL learners' acquisition of *ne*, *yo* and *yone*.

The speech will focus on the problem faced in the research: the acquisition of interactional particles by JFL learners and the improvement of teaching-related activities through the use of a corpus of spontaneous talk and Translanguaging activities as a facilitator in class.

The Corpus of Everyday Japanese Conversation (CEJC) will be used to structure class contents which plan to comprehend the corpus itself shown to students for a direct analysis. The CEJC corpus, developed by NINJAL (National Institute for Japanese Language and Linguistics) includes 200 hours of spontaneous conversations, selected from 800 hours of videos in different situations (formal, informal) and it is available with audio, video, and transcript.

Translanguaging is planned to be employed as facilitator of activities involving the corpus. The idea of replacing common practices (target language-focused) with Translanguaging practices is gaining momentum in the academic discourse. Allowing students to use all their linguistic repertoire, learning, discussing, and working in class utilizing all their known languages, permits them to better understand the topic faced, especially when it is a demanding one. Using the L1 as support when learning a new language is undoubtedly helpful, but the target language-based teaching is still of strong influence today and rarely the use of other languages in the learning process is encouraged.

**Keywords:** Pragmatics, Japanese Language Teaching, Interactional particles.

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## **The Impact of Fulbright Exchange Programmes on Teachers' Continuing Professional Development (CPD): "Foreign Language Teaching Assistant" (FLTA) as a Case Study**

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Ibn Tofail University, Kenitra, Morocco

Most studies in the field of teachers' education have only focused on the formal aspect of teachers' learning. Furthermore, research that has been done on teachers' informal learning in the workplace, though significantly limited, (Fraser, 2010; Kwakman, 2003), is primarily qualitative with small sample sizes. With this being said, it should be noted that formal and informal learning should not be viewed as dichotomized and mutually exclusive. They should instead be viewed as a continuum, equally important and complementary. Recently, research

on teachers' informal learning in the workplace is gaining more and more attention. This study, therefore, aims to contribute to this growing area of research by investigating the interrelation between contextual factors (e.g., workplace conditions, collegial support, feedback, interactions, collegial relationships) and teachers' informal learning during the Fulbright experience.

Little is known about the connection between contextual factors and teachers' informal learning in the workplace. Therefore, The current study intervenes to bridge this gap. It employs a mixture of quantitative and qualitative research methods to investigate the impact of contextual factors on exchange teachers' informal learning in the workplace. To collect data, a questionnaire that yielded both quantitative and qualitative data was designed and administered. The first part of the questionnaire elicited teachers' demographic information. The second part contained two 5-point likert scales that elicited information about the importance of contextual variables on their informal learning in the workplace, and the second scale elicited information about the level of their satisfaction with their workplace conditions. The third part consisted of two more 5-point likert scales, which elicited information related to their informal learning in the workplace. Finally, the last part contained open-ended questions that aimed at obtaining more insights regarding their engagement in informal learning activities, and their informal learning in the workplace.

Statistical analyses such as independent samples T-test, Anova and correlation were performed using SPSS software (version 20) to investigate the relationship between contextual factors and teachers' informal learning. Independent samples T-test was used to investigate the relationship between categorical variables (e.g., age and gender) and teachers' informal learning in the workplace. One way analysis of variance (Anova) was used to investigate the relationship between different variants (e.g., education level) and exchange teachers' informal learning. Finally, correlation was used to empirically investigate the association between contextual factors and teachers' informal learning in the workplace. Regarding qualitative data, NVivo, was used to analyze the contextual data thematically. The results indicate that there is a statistically significantly positive relationship and correlation between contextual factors and teachers' informal learning in the workplace.

It is hoped that this study findings will contribute to a deeper understanding of the teachers' informal learning in the workplace. Ideally, it is hoped that workplace can be transformed from solely places of experience to rich learning environments.

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## **Lexical Fluency and Cross-Linguistic Influence during Immersion Abroad: Longitudinal Study of L1 German Speakers in the US**

Wojtek Gornicki  
University of Arizona

Cross-linguistic influence (CLI) defined as an “interplay between earlier and later acquired languages” (Sharwood Smith & Kellerman, 1986, pp.1) has attracted considerable attention in research over several decades. Numerous studies investigated CLI in various language

combinations and scrutinized multiple factors affecting CLI. Some questions, however, still remain open and require further investigation. For instance, there is relatively little known about CLI on the lexical level during early stages of increased (immersive) L2 exposure.

The following dissertation study was designed to investigate this issue. 20 L1 German speakers in the early stage of their stay in the US (< 3 months) were recruited for the study. The subjects will be followed during their first year of stay and the changes in CLI and their lexical development (in both L1 and L2) will be investigated. The participants will complete 4 testing sessions in equal time intervals. For each session, they will submit a newly designed “Cross Linguistic Influence – Questionnaire (CLI-Q)” in which they will self-report their estimated language use frequencies, self-perceived lexical development, and the amount of CLI they experience. They will also complete picture naming tasks and category fluency tasks online for both the L1 and L2. For a pioneering study, a few volunteers will utilize the Electronically Activated Recorder (EAR) which will record audio bits of their language in a natural environment (Mehl, 2017). The study will answer the following research questions:

To what extent do the following variables change and interact with each other in German-speaking students’ first year of stay in the US:

- language fluency in L1 and L2
- frequency of use of L1 and L2
- strength of CLI in L1 and L2

It is hypothesized that CLI in L1 lexical production will increase during early stages of L2 immersion. This phenomenon, if proven, could be attributed to rapid changes in exposure and use rates in L1 and L2 and to a potential re-organization of the lexicon. Furthermore, the amount of CLI will presumably be negatively correlated with the amount of use and exposure to an L1/L2. Thus, the less a given language is used, the more CLI there is. Last but not least, it is hypothesized that lexical fluency in L2 will improve over time due to an increased amount of exposure and use.

The present study will contribute to the existing body of knowledge in the following ways. First, it will implement a wide range of methods, such as verbal fluency tasks, picture naming tasks, questionnaires, and the EAR. Second, the dissertation could provide more information on the dynamic aspects of lexical fluency and its changes over time. Third, the study will analyze the interrelation of language use, frequency, proficiency and CLI based on the performance data (as opposed to only self-reports). The results could have potential pedagogical implications for international student orientation and mentoring.

**Keywords:** Cross Linguistic Influence, lexical fluency, picture naming task, category fluency task, Electronically Activated Recorder.

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### **Session 6 Room 3**

#### **Digital Conversation Analysis and multimodality: The challenge of analyzing Facebook ‘group tagging’**

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Drawing on an on-going study of interactions involving ‘group tagging’ on Facebook (FB), this presentation aims to discuss theoretical and methodological issues concerning Digital Conversation Analysis and its treatment of multimodal communication. When engaging in ‘group tagging’, FB users tag the titles of FB groups in posts and comment sections, so that these tagged titles may effectively constitute utterances. The results are interactional turns or longer stretches of interaction made up of tagged content, which appears in hyperlink format and exhibits differences in form compared to plain text. Consequently, when attending to the question of how FB users communicate through group tagging, the multimodal aspect of such interactions is especially salient.

In my on-going dissertation project, Digital Conversation Analysis (DCA) is drawn upon as an analytical framework to examine how FB users may interact coherently by tagging FB groups instead of typing out ad hoc constructed utterances. Historically, Conversation Analysis (CA) and, more recently, DCA have ventured into analytical treatments and theorizations of communication as a multimodal phenomenon (see Deppermann 2013). However, such treatments involve, I argue, an implicit ontological prioritization of face-to-face conversation, which leads to a view of digital communication as secondary to face-to-face interaction and as exhibiting a “new multimodality” (Jucker 2021) compared to offline communication. This gives rise to a challenge when approaching communicative practices like group tagging, since group tagging involves resources and action types that *have a digital origin*, and its comparison to offline communication is thereby not particularly fruitful. The challenge that arises is both theoretical and methodological in nature for interdisciplinary studies of social interaction, which analytically rely on “*concepts* rather than *methods*” (Bal 2002, 5, original emphasis).

Faced with this issue, I discuss the shortcomings of existing (D)CA treatments of multimodality in light of digital interaction phenomena like FB group tagging, and propose complementing the approach with insights from other multimodal research traditions: namely, Multimodal Mediated Theory (Norris 2013) and Social Semiotics (Kress 2010). In doing so, I also argue on the approaches’ epistemological compatibility with one another and offer a preliminary analysis of group tagging illustrating the functionality of the proposed combination of theories and methods.

**Keywords** : digital conversation analysis; multimodality; qualitative methods; digital communication; Facebook.

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## The importance of interlocutors in experimental research on language

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Research in different branches of linguistics and cognitive science indicates that the presence of interlocutors influences participants' responses within experimental tasks and that characteristics such as knowledgeability or cooperativeness also play a role [1][2][3]. These Findings are especially relevant to the field of experimental pragmatics, which focuses on the interpretation of meaning in context.

The present work contributes to ongoing research investigating the role of intention reading and perspective taking in the derivation of scalar implicatures; it aims to highlight the importance of introducing interlocutors in experimental designs on language, and on pragmatic meaning in particular. The experiments are structural priming tasks. They were modeled after previously implemented paradigms [4][5][6], which, however, did not involve the clear presence of an interlocutor with their own knowledge, intention, and communicative goals. As these are believed to play a significant role in implicature derivation, the original paradigm was modified to introduce an actual interaction between speakers in the task.

A first experiment was conducted on 195 English-speaking adults and involved the introduction of knowledgeable and cooperative interlocutors in the structural priming task, with the aim of discovering whether this would change the rates of implicature derivation and

potentially allow for priming across different scales (lexical <some/all>and ad-hoc). The data were analyzed with GLMMs and the results confirm that there is a positive effect of interlocutor in implicature derivation, both within and across different scales, but only for target items in the lexical scale. This finding does underline the importance of taking the conversational aspect of interaction between speakers into account when experimenting with linguistic meaning, and the importance of including interlocutors in our designs.

The data also poses an interesting question regarding potential differences between lexical and ad-hoc scales. Following work will investigate the contrast found in the first experiment concerning the role of interlocutors further. If the presence of an interlocutor is confirmed to not influence ad-hoc implicature derivation, then it must be postulated that the two implicature types may be processed differently, with lexical implicatures relying on intention reading and perspective taking more heavily.

**Keywords:** experimental pragmatics, scalar implicatures, priming, interlocutors.

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## **Setting up a normative study of cross-linguistic idioms involves more than one tough row to hoe. An overview of the theoretical and methodological challenges**

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Idioms are Multiword Expressions (MWEs) whose meaning is figurative (Bizzoni et al. 2018). Some idioms seem to be particularly prone to ambiguous uses in which the figurative meaning competes with the literal-compositional one. See example 1:

(1) **Left holding the baby**, single mothers find it hard to fend for themselves.

[BNC CRA]

Idioms that are decomposable, transparent and literally plausible seem to be most likely to participate in such occurrences (Haagsma, 2020; Wagner, 2020).

However, note 2 and 3:

(2) *But, if I do end up on some opiate, **the bucket has been kicked and leaking** significantly*

[pilotsofamerica.com]

(3) [...] everyone after Katrina was opening their home to all sorts of destitute animals – cats and dogs – **it was raining them** for a while

[enTenTen15]

*Kick the bucket* is the default non-decomposable idiom, while *to be raining cats and dogs* has an implausible literal meaning. To understand the relationship between the internal distribution of idiomatic features and ambiguity, we decided to set up a norming study in which native speakers' ratings are collected for the relevant features (see e.g. Tabossi et al. 2011; Hubers et al. 2019). We investigate English and Italian, therefore ~ 150 idioms each will be considered; these idioms share equivalent meanings in the two languages.

Creating such a bottom-up study involves many challenges. At the theoretical level, the decision of which MWEs are idioms is crucial. Moreover, the exact selection of which variables are relevant is a key aspect. Equally important is the stance taken toward the variables, as they can be considered categorical or continuous.

On the methodological side, thought needs to be given to how to find participants (crowdsourcing or not) and how many are necessary to have reliable results (Hubers et al. 2019); the choice of the questionnaire design (between-subjects or within-subjects) is an equally sensitive issue. This will consequently affect the workload division, given the high number of idioms and variables. Finally, and perhaps most importantly, the definition and operationalization of the variables is a crucial aspect, since the scientific literature reports different practices, without general agreement.

These issues will be considered in the overall context of the study. This will highlight how the choices made at the theoretical level affect the methodology in all its aspects. Crucially, the ensemble of these decisions will determine the results.

**Keywords:** idioms; MWEs; figurative language; lexical semantics; psycholinguistics; cognitive linguistics; ambiguity; comparative linguistics; Italian; English.

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# **Student Workshops**

## **Validity and Reliability of Research Instruments: A questionnaire as an example**

Aicha Rahal  
Pázmány Péter Catholic University, Budapest

This workshop will introduce the researcher's journey from designing her questionnaire to piloting it. The questionnaire is on Tunisians' perceptions of language policy and the promotion of English in higher education. The workshop is divided into two main parts. The first part is theoretical which will present the design and development of a questionnaire in general and the different methods used to ensure the reliability and validity of this research tool. The second part is devoted to presenting an example of a questionnaire, its design and validation process.

**Keywords:** Questionnaire, design, validity and reliability.

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## **Kollokationskompetenz im DaF-Unterricht**

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In meinem Workshop möchte ich den Schwerpunkt auf die Förderung der Kollokationskompetenz im Fremdsprachenunterricht legen.

Während der Gebrauch der Einzelwörter in der Erst- und Zweitsprache unproblematisch ist, kann der Fremdsprachenlerner beim Gebrauch von Wortschatzeinheiten auf zahlreiche Schwierigkeiten stoßen, da das freie, kreative Zusammenstellen der Wörter nicht möglich ist. Fremdsprachenlerner müssen darauf hingewiesen werden, dass es nicht ratsam ist, Wörter beliebig miteinander zu verbinden, da die Verbindung von Wörtern durch die sprachliche Norm bestimmt wird.

Reder (2015: 6), Targońska (2015: 421), Ďurčo – Vajičková - Tomášková (2019: 192) und Holzinger (2021: 124) merken an, dass die meisten Fehler aus dem Einfluss der Muttersprache resultieren und nennen die Unvorhersagbarkeit als wesentliche Eigenschaft der Kollokationen. Reder (2015: 9) schlägt die Einbeziehung der kontrastiven Perspektive vor, mit deren Hilfe die Zahl der Interferenzfehler reduziert werden kann. Targońska (2015: 421) weist darauf hin, dass es im Fremdsprachenunterricht wichtig wäre, Kollokationen als „eine Wortschatzlern- und zugleich als eine Übersetzungseinheit zu betrachten.“

Neben der Unvorhersagbarkeit führt Holzinger (2021: 124) weitere Gründe für diese Lernhürde an:

- o die große Zahl der Kollokationen einer Sprache
- o zwischensprachliche Unterschiede
- o mangelndes oder gar fehlendes Kollokationsbewusstsein

Fremdsprachenlerner müssen also nicht nur darauf aufmerksam gemacht werden, dass Kollokationen nicht frei gebildet werden, sondern sie müssen auch davor gewarnt werden, dass die Übertragung einzelner Elemente von der Erstsprache in die Zweitsprache wegen der sprachenspezifischen Eigenschaft der Kollokationen in den meisten Fällen nicht möglich ist und leicht zu Interferenzfehlern führen kann. Die Nichtbeachtung dieser genannten Eigenschaften (konventionell bedingt, begrenzt kombinierbar, sprachenspezifisch, unvorhersagbar) kann ergeben, dass Fremdsprachenlerner bei der Textproduktion auf große Schwierigkeiten stoßen.

Mehrere Kollokationsforscher (Roth 2014, Konecny 2010, Häcki Buhofer et al. 2014) machen darauf aufmerksam, dass Kollokationen in mündlichem und schriftlichem Sprachgebrauch zwar leicht verstanden werden, aber die Wahl der passenden Wortverbindung bei der Textproduktion äußerst schwierig ist, denn „hier ist bei Kollokationen eben nicht klar, mit welchem Kollokationspartner ein Wort sich verbindet. [...] Die Schwierigkeit liegt nun genau darin, dass nicht von vornherein klar ist, welche Wörter sich in einer Kollokation verbinden. Kollokationen sind einfach zu verstehen, aber schwierig vorherzusagen“ – schreibt Roth (2014: 22). Auch Hausmann (2004: 312) warnt, dass „das Problem nicht das Verstehen [ist]. Die Kunst ist, es beim Schreiben parat zu haben.“

Mehrere Studien (Targońska: 2014, 2018; Jazbec - Enceva: 2012) weisen aber darauf hin, dass Kollokationen in den Lehrwerken stark vernachlässigt oder überhaupt nicht systematisch behandelt werden, obwohl auch der GER (2020) vorschreibt, dass Lernende in der Lage sein sollten, Kollokationen auf dem Sprachniveau B2 systematisch zu gebrauchen.

Aus den oben genannten Gründen lässt sich aber feststellen, dass Kollokationen ein Lernproblem im Fremdsprachenunterricht darstellen, weshalb ihnen eine besonders große Aufmerksamkeit geschenkt werden sollte.

In meinem Workshop möchte ich solche Übungen und Aufgaben darstellen, die im Fremdsprachenunterricht zur Förderung der Kollokationskompetenz eingesetzt werden können. Unter Kollokationskompetenz verstehe ich die drei Teilkompetenzen: rezeptive, produktive und reflexive Kollokationskompetenz. Ich stütze mich dabei auf eine eigene empirische Untersuchung, in der die Effekte einer Intervention (bewusste Schulung von Kollokationen im Deutschunterricht) erforscht wurden. Ich möchte solche didaktischen Tipps und Vorschläge formulieren bzw. darstellen, die im Unterricht eingesetzt werden können, damit das Kollokationsbewusstsein der Lernenden gefördert werden kann. Ich möchte vor allem solche Übungen und Aufgaben darstellen, die zur Entwicklung der produktiven Kollokationskompetenz beitragen können. Ich möchte den Schwerpunkt auf die textbasierte Wortschatzarbeit legen und zeigen, wie die Arbeit mit Kollokationen von Texten ausgehen soll und wie die im Text vorkommenden Kollokationen in Übungen eingebettet werden können. Wichtig ist dabei, das Kollokationsbewusstsein der Lernenden (reflexive Kollokationskompetenz) hervorzuheben und den Schwerpunkt darauf zu legen, dass die bewusste Förderung zur Entwicklung der produktiven Kollokationskompetenz beitragen kann, was ermöglicht, dass Lernende Kollokationen beim Sprechen und Schreiben aktiv gebrauchen können.

**Keywords:** Kollokationen, Wortschatzerwerb, Wortschatzvermittlung, Phraseodidaktik

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# A Corpus-driven Investigation of Grammatical Complexity Features in Chinese Graduates' MA Dissertations and PhD Theses

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While scholarly debates over academic convention last for decades (e.g., Hyland, 2016; Mckinley & Rose, 2019; Stapleton, 2019), little research has investigated this issue from the perspective of L2 learners – the group of language users that have been argued to have equal rights with native speakers to use English (e.g., Li, 2021; Otheguy, García, & Reid, 2019). The present study takes the syntactic style as the case study to explore this issue. To do so, the study draws on a set of clausal and phrasal complexity features to investigate how the syntactic style changes in MA dissertations and PhD theses written by a same group of Chinese postgraduates in the field of Applied Linguistics. These features are identified as the major devices associated with the syntactic elaboration or compression, of which the relative distributions can distinguish between texts of different registers (Biber, Gray, & Poonpon, 2011). To do so, the study firstly parses the syntactical structure of the corpus using Stanford Parser 4.2.0 (Klein & Manning, 2003) and subsequently retrieves instances of target features with the Tregex 4.2.0 (Levy & Andrews, 2006). The retrieved features are then put to SPSS 22.0 to compare if there are significant differences in the frequency of grammatical complexity features between the MA dissertations and PhD theses. After that, correlational analyses among the frequency changes of different features are conducted to explore how such change takes place. In other words, whether the syntactic style of students' writing is the outgrowth of the random emergence of the grammatical complexity features or is the result of the writers' deliberate choices of certain features. If frequency change of elaborated features (e.g., finite complement or adverbial clauses) was significantly and negatively correlated to that of the compressed features (e.g., noun phrases), it might suggest that the writer agency (Lu & Horner, 2013) plays a crucial part in adopting the certain kind of syntactic style. The last part of the present project consists of a test and a follow-up interview among 10 PhD students. In the test, 4 small paragraphs or sentences will be presented on the paper which requires the participants to paraphrase them according to what they consider register-appropriate. These four sentences come from applied linguistics and are firstly rephrased in a congruent way by the author using techniques such as unpacking the grammatical metaphors in the sentences or replacing certain phrasal complexity features with the clausal ones. The rephrased sentences or paragraphs will be discussed with other senior researchers to ensure the reliability of the rephrase. The type and number of grammatical complexity features in the original sentences, the rephrased congruent sentences, as well as the paraphrased sentence by participants are counted, recorded, and compared. Based on the results of the test, the follow-up semi-structured interview will be conducted and seeks to explore students' considerations in paraphrasing the sentences, as well as their perceptions on the issue of academic convention. The findings of the study are expected to contribute to a better understanding of L2 writing.

**Keywords:** Grammatical Complexity Features, Academic Convention, Syntactic Style, Writer Agency, L2 writing.

# **Student Posters**

## Room 1

### Poster 1

#### **#MeineGesundheit: Positionierungspraktiken auf Twitter**

Aleksandra Uttenweiler  
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Durch die Entwicklung sozialer Medien werden kontroverse, gesellschaftspolitisch relevante Themen vermehrt digital ausgehandelt. In sozialen Medien wie Twitter trifft eine heterogene Gruppe an Nutzer\*innen aufeinander, die sich in Hinsicht auf ihre Erfahrungen, Wissen und Meinungen voneinander unterscheiden. Indem sie diese zum Ausdruck bringen, positionieren sich die Nutzer\*innen im Diskurs gegenüber thematisierten Sachverhalten oder anderen Akteur\*innen und konstruieren somit relevante Aspekte ihrer Identitäten.

In meinem Dissertationsprojekt behandle ich Positionierung in politischer Kommunikation zwischen Nutzer\*innen auf Twitter. Positionierung wird dabei als „diskursive Praktiken [aufgefasst], mit denen Menschen sich selbst und andere in sprachlichen Interaktionen aufeinander bezogen als Personen her- und darstellen“ (Lucius-Hoene & Deppermann, 2004: 168). Während Positionierungspraktiken in der mündlichen Interaktion bisher gut erforscht wurden (vgl. Torres Cajo, 2022), stellt ihr Gebrauch in der Online-Kommunikation weiterhin ein Desiderat dar. In dem Promotionsprojekt gehe ich der Frage nach, welche Positionierungspraktiken Nutzer\*innen auf Twitter gebrauchen, um Positionen und Rollen in kontroversen, gesellschaftspolitischen Diskursen einzunehmen. Insbesondere soll gezeigt werden, wie die technischen Affordanzen der Plattform (Hashtags, *context collapse*, Zeichenlimit) den Gebrauch von Positionierungspraktiken beeinflussen. Ein besonderes Interesse widmet sich dem perspektivierenden Potenzial der Positionierungspraktiken. Es wird hierbei gefragt, wie die Positionierungspraktiken dazu beitragen, dass eine Äußerung als mehr oder weniger subjektiv oder objektiv markiert wird.

Exemplarisch werden in dem Projekt die deutsch- und polnischsprachige Diskurse über Schwangerschaftsabbrüche auf Twitter aus dem Jahr 2021 untersucht. Dabei handelt es sich um eine hoch polarisierte global geführte Debatte von hoher Bedeutung sowohl für individuell betroffene Personen als auch für die gesamte Gesellschaft (vgl. Busch, 2014). In methodischer Hinsicht orientiert sich das Projekt an dem Ansatz der kontrastiven Diskurslinguistik (Czachur, 2013; Niehr, 2002). Die beiden Korpora sollen miteinander verglichen werden, um Besonderheiten der Positionierung, Alternativen sowie Leerstellen anzuzeigen.

Im Rahmen der Posterpräsentation wird das Promotionsprojekt zunächst kurz vorgestellt. Genauer dargestellt wird die empirische und methodische Herangehensweise, die im Projekt umgesetzt wird. Von Bedeutung ist hierbei zunächst die Operationalisierung des positionierungstheoretischen Ansatzes für die Zwecke einer diskurslinguistischen Untersuchung. Es soll ausgemacht werden, was bei der Anwendung der Theorie zu beachten ist und an welchen beobachtbaren Phänomenen es möglich wird, Positionierungsaktivitäten zu



identifizieren. Zu diesen zählen beispielsweise Hashtags. Ein weiterer Schwerpunkt richtet sich auf den Gebrauch von Twitter zur Erstellung einer Datensammlung. In dieser Hinsicht sollen die Möglichkeiten aber auch die Einschränkungen und Herausforderungen dieses Mediums für eine diskurslinguistische Untersuchung kenntlich gemacht werden.

**Keywords:** Diskurslinguistik, Positionierung, Digitale Linguistik, Twitter

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## **Room 2**

### **Poster 2**

#### **The Automaticity of Intelligibility Ratings by way of Acoustic Measurements**

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Iowa State University

Pronunciation intelligibility has been established as a more attainable goal for second language (L2) learners than native-like speech. In pronunciation research, raters' judgments and their listening perceptions have been used to reliably determine the intelligibility of L2 speakers. However, such a measure of intelligibility remains difficult to implement in classrooms, limiting how well L2 teachers can assess the speech intelligibility of their learners. Furthermore, with the rise of smartphone pronunciation apps, the need for automaticity in intelligibility judgments over human raters is now essential. This presentation will cover the methodological considerations for a dissertation proposal to study the acoustic phonetic relations between the current intelligibility paradigm and a recently developed framework that utilizes Just Noticeable Difference (JND) thresholds to measure segmental intelligibility. Koffi's (2021) Acoustic Masking and Intelligibility (AMI) theory implies that

the intelligibility of vowels is optimal when the acoustic distance to the closest phonemic category is above 60 Hz. Conversely, if two phonemes are close, intelligibility would be compromised if the acoustic distance is less than 20 Hz. Distances between 20 Hz and 60 Hz are subject to listener variability and can only predict degrading levels of perceived intelligibility. To test the validity of this theory, I intend to find relations between the intelligibility measurements using acoustic measures and listener judgments. Listener judgments will be captured using three traditional rater measurements (intelligibility, comprehension, and accentedness). Acoustic tokens of vowels in spoken L2 English will be acoustically analyzed for their F1 measurements, indicating specific thresholds of intelligibility. Once each set of intelligibility measurements has been collected (listener judgments and acoustic analysis), a discriminant analysis will be performed to show a full mapping of possible acoustic equivalency. Methodological considerations for participant size, the first language background of L2 speakers, the expertise level of raters for listener judgments, and statistical analysis considerations will be presented for discussion with conference attendees.

**Keywords:** Intelligibility, Phonetics, Acoustic Measurements, Acoustic Masking and Intelligibility (AMI), Just Noticeable Differences (JND), Segmental Intelligibility.

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## **Room 3**

### Poster 3

#### **Processing ditransitive constructions in L3 English: A self-paced reading task**

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SLA research has recently turned to language processing to explain the variation in learners' language. The rationale is that differences between native and non-native parsing can account for the differences between L1 and L2 use (Juffs & Harrington, 1995; Marinis et al., 2005). Specifically, Papadopoulou and Clahsen (2003) argue that L2 learners rely more on lexical cues and less on purely structure-based parsing strategies than native speakers.

Argument structure alternations are a common research area in language processing as they involve mapping from lexicon to syntax. Such is the dative alternation in English. There are ditransitive verbs that alternate between two constructions (Levin, 1993); a double object

dative (*John sent **Mary** a letter*, DOD) and a prepositional dative (*John sent a letter **to Mary***, PD). Research on L2 English has indicated that the PD is easier for learners and acquired first. However, research with L3 learners is scarce.

This study aims to research Greek-German bilingual children learning English as a L3. The dative alternation is allowed at least to some extent in these languages too. In German (1) the use of the PD is rather restricted, whereas in Greek (2) the DOD is more marked than the PD. Contrary to English, both languages are morphologically rich and allow flexible word order.

1. (a) John schickte **Marie** einen Brief (DOD)  
(b) John schickte einen Brief **an Marie** (PD)
2. (a) O Janis estile **tis Marias** ena γrama (DOD)  
(b) O Janis estile ena γrama **stin Maria** (PD)

The main objective of this study is to investigate non-native processing strategies and potential cross-linguistic influence in processing ditransitive constructions with pronominals in L3 English. For this purpose, a self-paced reading task, which is on-line as it measures reading times (RT), was designed. The scope is to explore potential processing effects – as reflected by longer RT – in both constructions and examine whether the learners employ target-like processing strategies or not. Based on previous findings, the learners' RT are expected to be longer in general and in the critical regions (e.g., the indirect object) especially of the DOD. The PD is predicted to be easier, which means fewer processing effects as well as higher comprehension rates. Finally, they are not expected to transfer their L1 processing strategies, meaning no influence from their background languages.

**Keywords:** ditransitive constructions, language processing, reading comprehension, L3, self-paced reading task.

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## **Room 4**

### **Poster 4**

#### **Overcoming learners' Errors : Practical Suggestions from Previous Literature**

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University of Gafsa, Tunisia

Research on learners' errors emphasizes "the significance of errors on learners interlanguage system" in second language learning (Brown, 1994, p 204) because they "may be carried out for pedagogic purposes" (Ellis, 1995, p 127). In this context, Corder (1967) argues that to understand the committed errors, it is important to identify the causes behind them. On the basis of previous literature, It also seems clear that the identification of learners' errors have been of interest to teachers and researchers. This study attempts to investigate the different practical and pedagogical ways to help learners master the second or foreign language. It addresses these two research questions : what are the proposed ways to overcome learners' errors based on previous studies ? Are the proposed models sufficient ? Methodologically, the study will rely on observing previous literature to identify the different suggested models to reduce and consequently overcome learners' errors. The suggestions to be discussed : Lyster and Ranta's (1997) six types of the error correction methods, Zheng's (2010) curriculum design and Valette (1991). The study will conclude by pointing to the need for applying the mentioned methods to help learners acquire their target languages. It also calls for thinking about new models, especially in the digital era.

**Keywords:** errors, Interlanguage, pedagogical intervention.

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## **Room 5**

### **Poster 5**

#### **The acquisition of syntax in L3 Norwegian: theoretical and methodological challenges**

Michela Iacorossi  
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Previous research has shown that acquiring an L2 and an L3 are intrinsically different processes: at the onset of the L3, learners have already acquired two language systems and both are potential sources of transfer. The study of cross-linguistic influence (CLI) in the acquisition of syntax is therefore central in third language acquisition (3LA) research.

In my project, I will investigate the acquisition of Norwegian as a third language, focusing on verb placement in declarative main clauses. Norwegian is a V2 language, and I will compare two groups of adult learners, one with a V2 L1 (German) and one with a non-V2 L1 (French). Both groups will have English as L2. I will also investigate individual differences (in L2 and L3) such as language use, metalinguistic knowledge, and working memory capacity.

A challenge I will address concerns how to disentangle learning from facilitative CLI. Cabrelli and Puig-Mayenco (2021) claim that one way to tease apart these phenomena is to test learners at the onset of L3 development, as the further away a learner is from the initial stage, the harder it is to attribute target-like performance to transfer instead of learning. They suggest designing studies in which it is possible to control the quantity and quality of L3 input. While this solution is certainly interesting (although the definition of initial stage is problematic), it is however impossible to implement in naturalistic learning settings, where the L3 input cannot be controlled. A complementary solution proposed by Puig-Mayenco, Rothman and Tubau (2020) is to compare L3 learners to L2 learners of the same target language at the initial stage of learning to isolate the effect of the L2 on the L3. Another solution would be to implement a subtractive language group design (Westergaard et al., submitted) in which 2 L2 control groups are used, each one lacking one of the previous languages (L1 or L2) acquired by the L3 group. These proposals appear to be promising, however, they are not feasible when one of the languages to be subtracted is English.

Another challenge consists in how to combine different types of data in order to obtain a more complete picture of the learners' underlying L3 grammar system. Most previous studies rely on only one type of data, and it has been claimed (Puig-Mayenco, González Alonso, and Rothman 2020) that the choice of method, especially production vs. comprehension tasks,

might have a strong association with the interpretation of the results. Different methodological considerations will be discussed.

**Keywords:** cross-linguistic influence, L3 acquisition, Norwegian, verb placement.

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## **Room 6**

### **Poster 6**

#### **Triangulation and its effect on the Trustworthiness of data**

Aicha Rahal  
Pázmány Péter Catholic University, Budapest

The poster aims at highlighting the importance of triangulation in research with a particular focus on the role of triangulation in ensuring the credibility/trustworthiness of data and results. It starts by defining the method of triangulation and its types and trustworthiness. Then, I will present how I relied on both data and method triangulation to collect data from different sources using various research tools (a questionnaire, an interview, observations and desk research). The aim is to provide credibility and validity to the findings.

**Keywords:** triangulation, trustworthiness and research tools.

