

56th Linguistics Colloquium

Translation, Multilinguality and Cognition



26.-28.11.2020

Abstracts

56. Linguistisches Kolloquium

Übersetzen, Mehrsprachigkeit und Kognition

Draft version as of Nov, 25, 2020
Vorabversion Stand 25.11.2020

Please report errors to lingcoll@gmx.de
Wir freuen uns über Korrekturvorschläge an lingcoll@gmx.de

Contributions in alphabetical order according to first author
Beiträge in alphabetischer Reihenfolge nach Erstautor

Table of Contents / Inhaltsverzeichnis

Organising Committee / Organisationskomitee.....[2]

Plenary Lectures / Plenarvorträge[3]

Section Lectures / Sektionsvorträge.....[6]

Student Session Moscow City University / Studenten der Moskau City Universität.....[208]

Organising Committee / Organisationskomitee

- Reinhard Rapp (Coordinator), Athena R.C., Greece; Magdeburg-Stendal University of Applied Sciences and University of Mainz, Germany
- Haruko Miyakoda, Tsuda University, Japan
- George Tambouratzis, Athena R.C., Greece
- Christiane Zehrer, Magdeburg-Stendal University of Applied Sciences, Germany
- Gisela Zunker-Rapp, University of Tuebingen, Germany

Track Chairs / Digitale Hosts

- Ahmet Aker, University of Duisburg-Essen, Germany
- Ebrahim Ansari, Institute for Advanced Studies in Basic Sciences, Zanjan, Iran
- Ioana-Narcisa Cretu, Lucian Blaga University of Sibiu, Romania
- Marina Fomina, Institute of Foreign Languages, Moscow City University, Russia
- Serge Sharoff, University of Leeds, UK
- Petra Steiner, University of Bayreuth, Germany

Chairs of Student Session / Sektionsleitung Studierende

- Marina Fomina, Institute of Foreign Languages, Moscow City University, Russia
- Olga Suleimanova, Institute of Foreign Languages, Moscow City University, Russia

Session Chairs / Sektionsleiter

- Anna Baczkowska, University of Gdansk, Poland
- Ludmila Barbotko, Moscow City University, Russia
- Zeynep Başer, Kırıkkale University, Turkey
- Natalia Beclemesheva, Moscow City University, Russia
- Carey Benom, Nagasaki University, Japan
- Maria Calzada-Perez, Universitat Jaume I, Spain
- Ioana-Narcisa Cretu, Lucian Blaga University of Sibiu, Romania
- Anna Dargiewicz, Uniwersytet Warmińsko-Mazurski, Poland
- Marina Fomina, Moscow City University, Russia
- Laurent Gautier, Université de Bourgogne, France
- Asli Güner, Istanbul Bilgi University, Turkey
- Anna Guliyants, Moscow City University, Russia
- Anna Ivanova, Moscow City University, Russia
- Daniel Gutzmann, University of Cologne, Germany
- Camiel Hamans, University of Amsterdam, Netherlands
- Ilona Huszti, Ferenc Rákóczi II, Hungary
- Ksenya S. Kardanova- Biryukova, Moscow City University, Russia
- Roussanka Loukanova, Bulgarian Academy of Sciences, Bulgaria
- Linda Sauer Bredvik, University of Heidelberg, Germany
- Danuta Stanulewicz, University of Gdańsk, Poland
- Elke Teich, University of Saarland, Germany
- Albina Vodyanitskaya, Moscow City University, Russia
- Christiane Zehrer, Magdeburg-Stendal University of Applied Sciences, Germany

Plenary Lectures / Plenarvorträge

Christopher Manning

Stanford University, Departments of Linguistics and Computer Science, USA

Empirical Perspectives on Human Language, Its Structure, Acquisition, and Interpretation

I will discuss what we have learned from about 30 years of empirical, statistical, computationally-based research into human language, its structure, acquisition, and interpretation. On the one hand, human language is a paradigmatic example of a categorical system and a rule-based system. On the other hand, human language is a squishy, variable, and changing thing, and the data we get is changing statistical patterns of actual human language use. Recent decades have seen the development of many language corpora and formal and computational tools for building models of language from them. In what ways do and don't these models give insight into the structure, acquisition, and interpretation of human language? How has the perspective changed with the progression from corpus-based NLP to machine learning models, and now deep learning or neural models of language?

Yannis Ioannidis

Athena R.C., Athens, Greece

tba

Jan Hajič

Charles University, Prague, Czech Republic

SynSemClass and Parallel Dependency Treebank Annotation

At the Institute of Formal and Applied Linguistics at Charles University in Prague, treebank creation and rich annotation has a long tradition, and the underlying dependency-oriented, deep syntactic theory (the Functional Generative Description, or FGD) is almost 60 years old now. There is now a family of Prague Dependency Treebanks, mostly for Czech, but one of them is parallel: the Prague Czech-English Dependency Treebank (PCEDT), published in full in 2012 (and extended, in several respects, later). The annotation scheme consists (for written texts) of four layers: the original plain text, morphological annotation layer, dependency syntax layer, and the deep syntactic layer, called also “tectogrammatical”, borrowing the term from the underlying FGD theory. The tectogrammatical layer annotation revolves around verbs, which are the core (root) elements of clauses, which in turn connect to form sentences. Valency information about the verbs is implicitly present in the dependency annotation, and explicitly in the accompanying valency lexicons (in case of PCEDT, both for Czech and English). Recently, a new project has been started to create an ontology of event types suitable for a truly semantic annotation (or “knowledge graph” type of annotation), called SynSemClass, where verbs (or more precisely, verb senses) are grouped together into synonym classes, assigned semantic roles – and carefully linked back to the valency

lexicons and other external resources. Such a linking facilitates future annotation, especially on top of the existing one, with the new resources. In the talk, the SynSemClass project, the PCEDT and the first experiments with its annotation will be presented.

Philipp Koehn

Johns Hopkins University, USA

What can Linguistics Teach Machine Translation? What can Linguistics Learn from Machine Translation?

Building machine translation systems has undergone many changes in approaches and refinements over its many decades of research and development. While over the last twenty years the use of data has trumped the use of linguistic insight, building linguistically motivated models of translation has been a constant undercurrent of this work. When statistical machine translation arrived with word-based models, they slowly incorporated ideas from morphology, syntax and even deeper semantics. Now, with the turn to neural machine translation, the field has reverted to linguistic nihilism. Nevertheless, there have been efforts to arm even these models with linguistic principles. Also, neural translation models have been probed to see if they discover linguistic concepts, and what linguistic challenges they fail to address and what inherent biases they may incorporate.

Section Lectures / Sektionsvorträge

How They Reacted? A Corpus Linguistics Study of Emotions and Sentiments in the AraNorm Corpus

Social media platforms play a major role in dealing with contemporary issues worldwide. They provide the public with a suitable space to transform their feelings into words and to make their voices heard. Twitter is a popular social media platform used by millions of people around the world to share their ideas, reactions, and thoughts. Sharing opinions in the digital space is sometimes easier and may encourage people to talk about their concerns and to express their feelings about certain issues.

“Normalization” or Tatbie in Arabic تطبيع is a term used in the Arab world to describe the process of having peace and regular diplomatic ties with Israel. Recently, it has received a great deal of attention in the Arab world. Normalization has been received differently. Some people think that it is a kind of betrayal to pan-Arabism while others see it as a peace agreement between the Arab states and Israel. Corpus linguistics can be used to study people reactions especially with the availability of public social media data.

In this paper, we created a Modern Standard Arabic (MSA) corpus-based on hashtags related to the Normalization (AraNorm) in order to annotate it with emotions and sentiments before conducting a corpus linguistics study of emotions and sentiments expressed through the various regions of the Arab world using Twitter as a corpus. We collected a sample of 3000 tweets and we randomly selected 1000 tweets to be annotated by sentiment which can be positive, negative, mixed, or neutral. The same set of 1000 tweets has been annotated for primary emotions based on the Plutchik wheel of emotions framework. The eight primary emotions proposed by the Psychologist Robert Plutchik are also known as the feelings wheel and they include the emotions of joy, sadness, fear, anger, anticipation, surprise, disgust, and trust.

Regarding the approach used to collect our corpus, we used TAGS, a Twitter API Tool to collect the tweets based on hashtags and also keywords related to the issue of “Normalization” and tried various keywords to be able to locate a large set of Tweets. Once our Tweets collected, we started a cleaning step to remove the duplicates tweets, the spams, and the irrelevant tweets. Once the cleaning phase is done, we prepared our corpus for the annotation step. We started by doing an automatic part-of-speech annotation using the FARASA tool which a highly accurate part-of-speech tagger for the Arabic language. Manual validation of the automated part-of-speech annotation was performed on 10% of the data with a high annotation accuracy of 98%. We decide to have our corpus annotated for Part-of-speech which will enhance our linguistic analysis. Later on, we exported our corpus into a shared Google sheets document for easy and multiple access by the annotators to perform the sentiments and emotions annotations on the selected 1000 Tweets. The annotators were provided with clear annotation guidelines to help them understand the task and increase their annotation agreement especially when it comes to handling difficult annotation cases. To validate our annotation process, a random selection of Tweets (10% of the data) were assigned in a blind way to 3 different annotators in order to compute the inter-

annotator agreement score to help us assess the accuracy of the annotation done and detect any annotation problems. Our annotators obtained an inter-annotator agreement score of 91% showing a high level of agreement. We conducted a corpus linguistics study of the annotated corpus using the AntConc concordance tool to be able to connect sentiments and emotions to the different part-of speech in the corpus and also to obtain a summary of the reactions towards the issue of normalization based on a random sample of 1000 Tweets. Our corpus linguistics findings will be shared in the full paper. The annotated corpus (AraNorm) will be also shared with the research community to help advance the research on the automatic detection of emotions and sentiments for the standard Arabic language.

Keywords

Social Media, Annotation, Standard Arabic, Emotion Analysis; Sentiment Analysis

Eglė Aloševičienė

Kaunas Faculty of the University of Vilnius, Vilnius, Lithuania

Multilinguale Filme und audiovisuelle Übersetzungsverfahren: auf der Suche nach einer angemessenen Übersetzungsstrategie

Der multilinguale (auch: *polyglotte*) Film ist in den 40er Jahren des vorigen Jahrhunderts entstanden, gleich nach dem Epochenende des Stummfilms. Definitorisch beruht seine Konzeption auf dem Gebrauch bzw. auf der Konfrontation von mehr als zwei Sprachen. Inhaltlich stehen besonders seit den 90er Jahren Migrations- und Diasporaprobleme im Vordergrund. Bisherige Untersuchungen konzentrierten sich auf drei Hauptaspekte multilingualer Filme, und zwar auf ihre narrative und ästhetische Funktion, einschließlich kultureller Probleme, auf die Rezeptionsproblematik meist aus der Sicht der monolingualen Perspektive der Zuschauer und auf Übersetzungsprobleme.

Das wesentliche Ziel dieses Beitrags besteht darin herauszufinden, wie die audiovisuellen Übersetzungsverfahren (Synchronisation, Voice-over-Übersetzung, Untertitelung und ihre Mischformen) die Übersetzungstechniken (Transfer, Exposition, Imitation, Tilgung usw.) multilingualer Filme bestimmen. Die zentralen Fragenstellungen basieren darauf, den multilingualen Film als ein Genre zu präsentieren, seine Funktionen festzustellen sowie den Zusammenhang mit audiovisuellen Übersetzungsverfahren im globalen Kontext und in Litauen zu diskutieren.

Exemplarisch wird im Folgenden eine Studie vorgestellt, in der anhand von drei multilingualen Filmen verschiedener Genres *Joyeux Noël* (2005), *Auf der anderen Seite* (2007) und *Möbius* (2013) die Wiedergabe der Mehrsprachigkeit realisiert wird. Die Filme repräsentieren unterschiedliche Sprachen (Deutsch, Englisch, Französisch, Russisch, Türkisch). Es wird aufgezeigt, wie verschiedene Verfahren der audiovisuellen Übersetzung die Möglichkeiten und Grenzen der Übertragbarkeit des Multilingualismus ins Litauische bestimmen. Eine deskriptiv-vergleichende und relevanz-

theoretische Methodologie ermöglicht es, Originalfassungen mit den Übersetzungen zu vergleichen, um eine maximal effektive Lösung durch einen minimalen Einsatz zu erreichen.

Die Analyse und Vielfalt von Genres und Subgenres der multilingualen Filme erlauben es, sie einem formalen Genre zuzuordnen.

Die Funktionen des Multilingualismus wurden wie folgt zusammengefasst: Personen- und Umweltcharakterisierung, Humoreffekt, Realismus und Sozialkritik, Identitätsprobleme, Code-switching und Entwicklung von Konfliktsituationen.

Die Übersetzungsverfahren eines multilingualen Films (Neutralisierung und Kompensation in ihren diversen Ausprägungen sowie die Löschung des Multilingualismus) sind von dem überwiegenden Übersetzungsverfahren und der Hauptfunktion des Films abhängig. Die in Litauen vorherrschende Voice-over-Übersetzung ermöglicht eine Kombination mehrerer Übersetzungstechniken zur Erhaltung des Multilingualismus, von der aber kein ausreichender Gebrauch gemacht wurde. Darüber hinaus haben sich alternative Übersetzungsverfahren herauskristallisiert, und zwar doppelte Übersetzung und Teiluntertitelung.

Im Kontext der audiovisuellen Übersetzung bereiten die multilingualen Filme besonders große Schwierigkeiten. In hohem Maße hängt die Problemlösung von dem gewählten bzw. tradierten Übersetzungsverfahren ab. Bei der Synchronisation wird der multilinguale Film meist an die Zielsprache und Zielkultur angepasst. Bei der Untertitelung wird die Authentizität durch Erhaltung der Originaltonspur gewährleistet, und der Multilingualismus kann durch diverse Arten von Untertiteln wiedergegeben werden (Schrift, Farbe etc.). Bei der Voice-over-Übersetzung spielen verschiedene Typen der Synchronie und die Isochronie eine entscheidende Rolle.

Die größte Aufmerksamkeit wird der Mehrsprachigkeit in Ländern mit einer reichen Migrationserfahrung gewidmet, z. B. in Deutschland oder in den USA. In Ländern mit alten Synchronisationstraditionen gibt es mehr Raum zu Manipulationen, das Sprachpotenzial wird zur Entwicklung von Konfliktsituationen oder zur Allianzherstellung wenig ausgenutzt.

Roswitha Althoff

Escola Oficial de Idiomas de Vigo, Vigo, Spain

Die Bedeutung der Prosodie beim Erlernen der deutschen Satzstellung

Bei spanischsprachigen Deutschlernenden bleiben bestimmte Fehler in der Satzstellung lange erhalten, obwohl es weder an Übungen dazu noch am Wissen fehlt, wie korrekte Sätze auf Deutsch auszusehen haben. Wenn die gut bekannten Regeln dennoch nicht eingehalten werden, muss es ein stärkeres Prinzip geben, das der Bildung grammatisch korrekter Sätze entgegensteht. Auf der einen Seite sind die linguistischen Forschungen zur Satzstellung sehr detailliert, auf der anderen Seite befassen sich die Neurolinguistik und Kognitive Linguistik nicht in erster Linie mit dem gelenkten Fremdsprachenunterricht, so dass keine der Forschungsergebnisse direkt für die Didaktik zu nutzen sind. Deshalb möchte dieser Beitrag ein verallgemeinertes Grundprinzip des

Satzaufbaus herausarbeiten, einfach genug, um auch in Anfangskursen als Orientierung zu dienen. Wesentlich ist hier die Einteilung des Mittelfeldes in drei große Untereinheiten: Grammatik, Angaben, semantisch relevante Ergänzungen.

Das Spanische und das Deutsche können beide ein hervorgehobenes Element an den Anfang stellen. Während die Pronomen jedoch im Spanischen vorwiegend vor dem konjugierten Verb stehen, folgen sie ihm im Deutschen. Hinter dem Verbkomplex befindet sich jedoch im Spanischen diejenige Zone im Satz, die am meisten betont wird, weil dort neue Elemente genannt werden (nicht pronominalisierte Objekte u. ä.). Im Deutschen muss hingegen bis fast zum Satzende hin, bis direkt vor Verteil 2, gewartet werden, um die entscheidende Satzinformation (Objekte als Nominalphrasen, Direktivergänzung, Nomen vom FVG) zu hören/lesen oder produzieren. Trotz dieser Unterschiede hebt die Prosodie in beiden Sprachen dieselben wesentlichen Elemente hervor, nur werden diese eben nicht an derselben Stelle artikuliert.

Wenn die deutsche Satzstellung unterrichtet wird, ohne auf die entsprechende korrekte deutsche Prosodie einzugehen, ist das Ergebnis ein Satz, der zwar grammatisch korrekt, aber kommunikativ nicht adäquat ist, weil Unwichtiges betont und Wichtiges nicht hervorgehoben wird. Sobald die Kommunikation im Vordergrund steht, wird deswegen die deutsche Satzstellung wieder aufgegeben.

Deshalb möchte ich einige Möglichkeiten darstellen, wie sich der Gebrauch der Prosodie im Unterricht bewusst machen und mit der Einübung der deutschen Satzstellung verbinden lässt. Schon eine rechtsbündige Darstellung der Satzbaupläne statt der üblichen linksbündigen würde etwas weiterhelfen.

Auch die frühe Verwendung von Direktionaladverbien und –artikeln am Satzende führt dazu, die Aufmerksamkeit auf das Satzende zu lenken, besonders, wenn sie zunächst isoliert, also ohne Verb oder nur mit Modalverben kombiniert auftreten wie bei Webbeschreibungen.

Statt Details zu bearbeiten wie die Stellung des Akkusativobjekts ist lieber ein übergreifender Satzbauplan zu vermitteln, in dem unbetonte Pronomen links und semantisch relevante Nomen rechts am Satzende Platz finden.

Wenn Subjektpronomen mental nicht als eigene Einheit begriffen werden, sondern als Verstärkung der Konjugation, dann verhindert das zum einen die unzulässig starke Betonung hinter dem Verb und zum anderen ein Zurückrutschen vor das Verb, wenn Position 1 im Satz schon anderweitig belegt ist. In Nebensätzen ließe sich das Subjektpronomen artikulatorisch an die Konjunktion binden und beide als Einheit betrachten.

Allgemein wäre es gut, wenn Neurologie, Kognitive Linguistik, Morphosyntax und Didaktik in engeren Kontakt treten würden, damit im digitalen Zeitalter nicht einfach Lehrwerke wie im Stil der 80-er Jahre digitalisiert würden, sondern diese Umbruchphase auch für strukturelle Verbesserungen zu nutzen wäre.

**Ebrahim Ansari ¹, Aydin Mohandesi ¹, Farzaneh Saadati ², Mohammed Hadi Sadreddini ³,
Mostafa Sheikhalishahi ⁴**

¹ Department of Computer Science and Information Technology, Institute for Advanced Studies in Basic Sciences, Zanjan, Iran

² Institute for Advanced Studies in Basic Sciences, Zanjan, Iran

³ Department of Computer Science and Engineering, Shiraz University, Shiraz, Iran

⁴ Department of Mathematics and Informatics, University of Calabria, Rende, Italy

Extracting Persian-Italian Parallel Sentences from Non-Parallel Corpora Using a Pivot-based Approach

The quality of a statistical machine translation system (SMT) is very dependent upon the amount of parallel corpus used in the training phase. For low resource language pairs, there are not enough parallel corpora to build an accurate SMT. In this paper, we introduce a novel method to extract parallel sentences from comparable corpora. In our approach, instead of simply translating and consequently comparing of source part to the target part, a third language is used as the pivot. This model is suitable for those pairs of languages with small parallel corpus and where there is a pivot language with enough parallel corpus between it and both source and target languages. In our experiments, the source, target, and intermediate languages are Persian, Italian, and English, respectively.

Considering that, there exist proper sizes of Persian-English and Italian-English parallel corpora, the initial SMTs were built on them. Based on this setup, the initial experimental results show the efficiency of our approach (Karimi et. al 2018). Moreover, to improve the initial approach, we changed the adopted IR process of the classic algorithm which was introduced in (Abdul-Rauf and Schwenk 2011), and we added another similarity metric in different parts of the baseline system. This similarity metric is based on Normalized Google Distance (NGD) (Cilibrasi & Vitanyi 2007). The extracted parallel corpus was improved by using this similarity metric in the primary phase (before our IR system) and inside the IR system. Moreover, using the similarity metric provides another threshold to prune and reduce the search space, and consequently enables us to increase the time window of our IR process. Thus, the chance of finding a correct translation can be enhanced. Also, we changed the filtering phase by using an inverted translation of candidate sentences instead of the actual ones. While the size of our initial parallel Persian-Italian corpus was too small, this modification did not have a very big positive effect on the results. It is considered that the effect of this new filtering phase could be evaluated with a larger size of Persian-Italian parallel corpus. Another issue which we considered was to see the effect of the degree of comparability on the extracted sentences.

Our experiment shows that using texts which are more comparable (e.g. gathered news on a specific field) in comparison with texts with less comparability degree (e.g. general news) leads to better and more accurate extracted data. In order to check the effect of extracted sentences on a real statistical machine translation system, we added the new extracted corpus to our small Persian-Italian parallel corpora. Although the initial corpus was very small, the need for accurate parallel corpora to build an acceptable SMT is inevitable. The results show that adding extracted

sentences from comparable corpus has a large effect on translation accuracy and improves our Persian-Italian statistical machine translation system.

References

- Cilibrasi, Rudi L. & Paul M. B. Vitanyi. 2007. The google similarity distance. *IEEE Transaction on Knowledge and Data Engineering* 19(3). 370–383.
- Akbar Karimi, Ebrahim Ansari, and Bahram Sadeghi Bigham. 2018. Extracting an English-Persian Parallel Corpus from Comparable Corpora. In *Proceedings of the Eleventh International Conference on Language Resources and Evaluation, LREC 2018, Miyazaki, Japan, May 7-12, 2018*.
- Rauf, Sadaf Abdul & Holger Schwenk. 2011. Parallel Sentence Generation from Comparable Corpora for Improved SMT. *Machine Translation* 25(4). 341–375.

Odette Arhip

Ecological University of Bucharest, Bucharest, Romania

Syntactic supplement of the predicate in Romanian

In this contribution we present aspects of a syntactic function existing in the Romanian language and which presupposes a specific rule of agreement, different from or even non-existing in French or German, both languages being very accurate in terms of knowing the gender and the case. In the Romanian language there is a semantic completion of the predicate that fulfills a specific syntactic function. In general, it comes from the class of the adjective or the adverb. Rarely this syntactic function may be performed by a noun (ex: Am pierdut fotografia bunicii profesor). The regent verb can be found in any diathesis, mood, or tense, which means that it does not have to be the predicate of the sentence. It can be used in un-predicative moods, but it needs a semantic fulfillment (ex: Sfaturile au fost acordate generos, dovedindu-se utile). A copulative verb can also be accompanied by this double subordinate function. In this type of context, the subjects of the two verbal forms are co-referential, the redundant subject of the reduced sentence being eliminated. However, this syntactic completion refers to the nominal element in Romanian, but does not imply a case-agreement. The phenomenon of hypercorrectness can cause a wrong wording. The paper presents classes of verbs that are often accompanied by this syntactic and semantic supplement - perception verbs, volitional verbs, doubtful verbs, causative verbs, verbs that refer to cognitive processes, verbs of direction, presentation, appreciation and acceptance. The paper presents, classifies and comments on these categories of verbs, but also deals with the special situation of the nominal element. This is not necessarily the subject, but can also be the direct complement or a prepositional complement. In these contexts, the semantic interpretation is varied and interesting in both literary and non-literary texts. The conclusions highlight syntactic aspects of the Romanian language, having various semantic and stylistic implications.

References

- Academia Romana (2005), *Gramatica limbii romane*, Bucuresti, Editura Academiei.
- Irimia Dumitru (2008), *Gramatica limbii romane*, Iasi, Editura Polirom.
- Irimia Dumitru (1999), *Introducere in stilistica*, Iasi, Editura Polirom.

Irimia Dumitru (1987), *Structura gramaticală a limbii române*, Iași, Editura Junimea.
Zafiu Rodica (2000), *Narațiune și poezie*, București, Editura All.

Lina Rebecca Arnold

Institut für Klassische und Romanische Philologie , Rheinische Friedrich-Wilhelms-Universität Bonn, Bonn,
Deutschland

Die Kontroverse um die geschlechtsindifferente Referenz in der Frankophonie – Eine soziolinguistische Untersuchung zu laienlinguistischen Einstellungen

Dieser Vortrag stellt mein sich in der Genderlinguistik verortendes Dissertationsvorhaben vor. Untersuchungsgegenstand ist die geschlechtsindifferente Referenz in der Frankophonie, die durch zwei adversative Grundprinzipien erfolgen kann: den tradierten, gegenwärtig jedoch vermehrt als sexistisch eingestuften generischen Gebrauch des Maskulinums (GM) und die nicht sexistische Formulierung als Hyperonym für die zahlreichen Alternativen zum GM. Die Kontroverse um die geschlechtsindifferente Referenz ist ein aktuelles Beispiel für eine internationale, soziolinguistische Debatte, an der sich alle Teile der Bevölkerung – sowohl Linguisten und Linguistinnen als auch Laien und Laiinnen – beteiligen. Da die linguistischen Positionen bereits vielfach thematisiert wurden, liegt der Fokus dieser Dissertation auf den laienlinguistischen Einstellungen. Unter den Laien und Laiinnen nehmen Studierende als Bildungselite und angehende Führungskräfte eine relevante Sonderstellung ein, da sie gesellschaftliche Entwicklungen initiieren, stimulieren und potenzieren können. Aufgrund von sprachstrukturellen und soziokulturellen Differenzen divergiert die Thematisierung dieser soziolinguistischen Problematik hinsichtlich Intensität und Brisanz sowie Grad der offiziellen und rechtlichen Protektion von Sprachgemeinschaft zu Sprachgemeinschaft sehr. In der Anglo- und Germanophonie ist sie beispielsweise weniger intensiv und kontrovers umstritten und von offizieller Seite stärker rechtlich protegiert als in der Frankophonie. Selbst innerhalb einer Sprachgemeinschaft können diesbezüglich erhebliche Unterschiede bestehen, so z. B. in der Frankophonie. Deshalb erfolgt im Rahmen dieser Dissertation eine kontrastive Untersuchung zu den Einstellungen frankophoner Studierender in Frankreich, Belgien, der Schweiz und Québec. Bisher liegen zu den zwei adversativen Grundprinzipien vornehmlich empirische Untersuchungen im Bereich der Kognitiven Psychologie und Textrezeption vor. Ziel dieser Dissertation ist es, diesen Schwerpunkt durch eine soziolinguistische Untersuchung bezüglich der Einstellungen frankophoner Studierender in Frankreich, Belgien, der Schweiz und Québec zu erweitern. Dafür soll eine standardisierte, schriftliche und selbstadministrierte Online-Fragebogenerhebung mit einer Stichprobengröße von $n = 1.000$ Studierende durchgeführt werden. Nach der qualitativen und quantitativen Auswertung der Ergebnisse, sollen diese partiell Signifikanztests unterzogen werden, um die zuvor generierten Forschungsfragen zu beantworten sowie die ebenfalls zuvor generierten, gerichteten sowie einen gebiets- und geschlechts-spezifischen Unterschied postulierenden Forschungshypothesen zu überprüfen.

Notes

¹ Im Rahmen dieser Dissertation beziehen sich die Termini *Belgien* und *Schweiz* nur auf die frankophonen Gebiete der Länder und Québec wird als einzige offiziell einsprachig frankophone Provinz stellvertretend für den gesamten frankophonen Teil Kanadas untersucht.

Samuel A. Atintono ¹, Samuel Alhassan Issah ²

¹ Accra College of Education, Accra, Ghana

² University of Education, Winneba, Ghana

A comparative study of ideophones in Dagbani and Gureɛ

Although both Dagbani and Gureɛ have appreciable attention from linguists, there has not been any systematic investigation into the characterization of ideophones in these languages. Among the Maba languages of Ghana, studies on ideophones have been noted in Dagaare (Bodomo, 2006), Kusaal (Abubakari, 2017). Ideophones have been analyzed in the linguistic literature as a class of words that depict sensory imagery as established in most natural languages, particularly in African and Asian Languages (Agyekum, 2008; Childs, 1994)). Ideophones have gained popularity for their uniqueness in linguistic forms, including their peculiar phonological, morphological, syntactic and semantic behavior, and rich sensory meanings. The question as to whether or not ideophones constitute a separate word class has attracted the attention of many researchers in recent years. This paper examines the linguistic characteristics of ideophones in Dagbani and Gureɛ, two Maba (Gur) (Niger-Congo) languages spoken in the Northern and Upper East Regions of Ghana respectively. We demonstrate that ideophones in these languages exhibit peculiar phonological, morphological, syntactic, and semantic characteristics, thereby buttressing our proposal that they constitute a distinct word class in these languages. Ideophones in Ghanaian languages in general and the Maba (Gur) languages in particular have not received any systematic linguistic investigation. This study is therefore significant since it sheds new light on an area that has not received linguistic attention in Maba linguistics.

References

- Abubakari, H. (2017). Ideophones in Kusaal. *Journal of West African Languages*, vol.44.1, 42-57.
- Agyekum, K. (2008). The Language of Akan Ideophones. *Journal of West African Languages* XXXV.1-2: pp 102-129
- Bodomo, A. (2006). The structure of ideophones in African and Asian Languages: A case study of Dagaare and Cantonese ideophones. Selected Proceedings of the 35th Annual Conference on African Linguistics, ed. John Mugane et al., 203-213. Somerville, MA: Cascadia Proceedings Project.
- Childs, G. Tucker. (1994). African ideophones. In Hinton, Nichols, & Ohala (eds.), 178-204.

Key words

Comparative, Dagbani, Gureɛ, ideophones, formal features, lexical category, Maba

A morpho-phonological analysis of synthetic compounds in Gurene

This paper describes synthetic compounds in Gurene, a Gur and Niger Congo language spoken in the Upper East Region of Ghana. “Compounds are words formed by combining at least two lexemes of the same or different word classes” (Appah 2017: 12). Synthetic or verbal compounds or verbal nexus compounds are compounds in which one of the constituents – the head – is a derived, deverbal or deadjectival nominal (Lieber 1983, 2009; Appah et al. 2017). In the English example *bus driver*, the head constituent *driver* is derived from the verb *drive*. Gurene examples are in (1)

Base 1	Base 2	Compound	Meaning
<i>sɔgerɔ</i> rubbish	<i>væ</i> to collect	<i>sɔge-vase-ka</i> rubbish-collect-or [INSTR]	‘rake’
<i>sɔge</i> rubbish	<i>vaa</i> collect	<i>sɔge-vaa-ra</i> rubbish-collect-or [AGENT]	‘one who collects rubbish’
<i>daam</i> pito	<i>kɔge</i> brew	<i>da-kɔk-a</i> pito-make-ing [ACT]	‘pito brewing’
<i>pɔka</i> woman	<i>di</i> eat	<i>pɔge-di-re</i> woman-eat-ing [PROCESS]	‘marriage’

Synthetic compounds have received a lot of attention cross linguistically because of their interesting features. Among other things, it has been recognized that usually the dependent constituent is an argument of the underlying verb in the derived constituent (Appah et al. 2017; Botha 1984; Lieber 1983; Selkirk 1982). In English *shoe-maker*, for example, *shoe* is the object of the verb *make*, which underlies the head *maker*. The head constituents in synthetic compounds may also have various semantic roles. In *shoe-maker* the head constituent *maker* is the agent of the verb *make*, meaning the external argument or subject is actually realized in the compound, but as a suffix. It may also be an instrument, like English *rice cooker* in which *cooker* is an instrument or even an action or process like English *bird hunting*, in which the action of *hunting* affects the *bird*. Similarly, in Gurene, the right-hand constituent may be an instrument (1a), an agent (1b), action (1c), etc. An interesting feature of Gurene synthetic compounds is that, unlike a language like English which has the same form *-er* denoting the agent (*teach-er*), instrument (*cook-er*) and inhabitant (*city dwell-er*), Gurene has different suffixes denoting instrument (1a), agent (1b), action (1c) and process (1d). We explore the roles and distribution of the various affixes together with the roles of the head constituent in the Gurene synthetic compound. We also discuss the grammatical/semantic roles of the dependent constituent, and the phonological processes that are triggered in Gurene synthetic compound formation, including syllable reduction (2a), syllable deletion (2b), coda deletion (2c) and nasal place assimilation (2d).

(2)

a. *Syllable reduction*

da <u>am</u>	+	kɔɛ	+	ra	→	dã-kɔɛ-ra [dãkɔɛra]
pito		make		NOM _[AGENT]		'pito brewer'

b. *Syllable deletion*

i. sɔ-ge-r <u>ɔ</u>	+	væ	+	ra	→	sɔɣə+vaa+ra [sɔɣəvaara]
rubbish		to collect		NOM _[AGENT]		'rubbish collector'
ii Ben- <u>t</u> o	+	ɔɾɛ	+	ga	→	ben+ɔɾə+ga [benɔɾəga]
bean leaves		grate		NOM _[INSTR]		'earthenware for grinding bean leaves'

c. *Coda deletion*

Ki	+	ɲmii <u>m</u>	+	ɲɔ	→	ɲmii+ɲɔ [ɲmiiɲɔ]
Millet		thresh		NOM _[AGENT]		'threshing'

d. *Nasal place assimilation*

Zi <u>m</u>	+	ɲɔkɛ	+	a	→	ziɲ+ɲɔka [ziɲɲɔka]
Fish		to catch		NOM _[PROCESS]		'the act of fishing'

References

- Appah, Clement Kwamina Insaideoo 2017. On holistic properties of morphological constructions: the case of Akan verb-verb nominal compounds. *Acta linguistica hafniensia* 49. 12-36.
- Appah, Clement Kwamina Insaideoo; Duah, Reginald Akuoko & Kambon, Obadele Bakari 2017. Akan Noun-Verb compounds: The exocentric synthetic view. *Language Sciences* 64. 1-15.
- Botha, Rudolf P 1984. *Morphological mechanisms: Lexicalist analyses of synthetic compounding*. Oxford/New York/Toronto/Sydney/Paris/Frankfurt: Pergamon Press.
- Lieber, Rochelle 1983. Argument linking and compounds in English. *Linguistic Inquiry* 14. 251-285.
- Lieber, Rochelle 2009. A lexical semantic approach to compounding. In Štekauer, Pavol & Rochelle Lieber (eds.), *The Oxford handbook of compounding*. Oxford: Oxford University Press. 78-105.
- Selkirk, Elisabeth O. 1982. *The syntax of words*. Cambridge, MA: MIT Press.

Anna Averina

Staatliche Landesuniversität Moskau; Staatliche Lomonossow-Universität, Moskau, Russland

Thetische Sätze im Deutschen und im Russischen aus kontrastiver Sicht

Im Beitrag wird das Phänomen thetischer Sätze im Deutschen und im Russischen aus kontrastiver Sicht behandelt, und zwar ihre Struktur, Semantik und Textpositionen. Thetische Sätze werden seit dem Erscheinen der Arbeit von Kuroda (1972) aktiv diskutiert. Man unterscheidet zwischen dem thetischen und dem kategorischen Urteil. Ein thetisches Urteil wird als ein einfaches Urteil charakterisiert, bei dem ein Sachverhalt als Ganzes dargelegt wird. Ein kategorisches ist ein doppeltes Urteil, bei dem das Urteil in die Prädikationsbasis und das Prädikat eingeteilt wird. Kuroda zeigt, dass im Japanischen thetische Sätze mit dem Suffix -ga markiert werden, die Prädikation in kategorischen Sätzen erhält das Suffix -wa.

Thetische Sätze im Deutschen werden in den Arbeiten von Vogel (2006), Abraham (2020) und Leiss (2020) untersucht. Es wird gezeigt, dass sie (1) nicht affirmieren oder negieren, (2) einen Sachverhalt setzen, ihre Eigenschaft besteht auch darin, dass kein Subjekt in Sätzen dieses Typs vorliegt (Leiss 2020). Mit Recht weist E. Leiss darauf hin, dass Subjekt und Prädikat in thetischen Sätzen in einem Teil-Ganzes-Verhältnis stehen (Leiss 2000: 32), W. Abraham bezeichnet thetische Sätze als „prädikative Einheiten“, „Ganze“ (Abraham 2020: 96). Es wird darauf hingewiesen, dass thetische Sätze im Deutschen unpersönlich sind: Subjektlose Sätze mit Geschehenssemantik (wie z.B. Es ist kalt) sind primär thetisch (Vogel 2006: 70). Als eine der Eigenschaften von thetischen Sätzen bezeichnet W. Abraham ihre Nicht-Integriertheit in Text und Diskurs und ihre Inkompatibilität mit Modalitätsmarkern (Abraham 2020).

Das Ziel des Beitrages besteht darin, Affinitäten und Unterschiede in der strukturellen Gestaltung thetischer Sätze im Deutschen und im Russischen zu analysieren und ihre Semantik sowie Textpositionen zu beschreiben. Die Aufgaben des Beitrages sind:

- die Beschreibung der Tiefenstruktur thetischer Sätze im deutsch-russischen Vergleich;
- das Aufschließen von Gemeinsamkeiten und Unterschieden im Satzbau thetischer Sätze im Deutschen und im Russischen und
- die Beschreibung von Positionen thetischer Sätze in einem literarischen Text sowie die Bestimmung ihrer Funktionen.

Als Belegquellen haben mehr als 1000 Beispiele gedient, die der deutschsprachigen und der russischen Literatur entnommen wurden.

Aus der Sicht der Thetik werden folgende Satztypen analysiert: Nennsätze (Nominativsätze); unpersönliche Sätze; Sätze mit einwertigen Prädikaten und Sätze mit zweiwertigen Prädikaten. Im Beitrag wird auch auf den Zusammenhang zwischen der Thetik und der Valenz des Verbs eingegangen.

Literatur

- Abraham W. Zur Architektur von Informationsautonomie: Thetik und Kategorik. Wie sind sie linguistisch zu verorten und zu unterscheiden? // Zur übereinzelsprachlichen Architektur von Thetik und Kategorik [Studien zur deutschen Grammatik]. Tübingen: Stauffenburg, 2020. S. 87-144.
- Kuroda S.-Y. The categorical and the thetic judgement. Evidence from Japanese syntax // Foundations of Language 9, 1972. pp. 153–185
- Leiss E. Thetik, Kategorik und die Theorie der Kopula in der Universalgrammatik des Realismus // Zur übereinzelsprachlichen Architektur von Thetik und Kategorik [Studien zur deutschen Grammatik]. Tübingen: Stauffenburg, 2020. S. 15-42.
- Vogel P. M. Das unpersönliche Passiv: Eine funktionale Untersuchung unter besonderer Berücksichtigung des Deutschen und seiner historischen Entwicklung. Berlin: de Gruyter, 2006.

Anna Bączkowska

University of Gdańsk, Gdańsk, Poland

A corpus-assisted study of association measures and collocation networks in political discourse

The aim of the paper is to extract and analyse collocations from a corpus of political discourse. It is widely known that the most common association measure for collocation extraction is log-likelihood, which is a method that gained popularity over chi square with the widespread use of corpus tools, in particular with WordSmith. However, in order to identify collocations a number of other formulae can be employed. Importantly, depending on the choice of the formula the results of collocation extraction can substantially differ. Relying exclusively on the widespread log-likelihood formula therefore may provide output that shows limited information about the collocations under scrutiny. In this study, over ten different association measures will be used to retrieve collocations. The methods used for collocation extraction will be compared and the results they generated will be discussed. Collocations will be gleaned from a corpus of Donald Trump's election speeches (2016), which is ca. 130,000 tokens in size. Collocations which overlapped in lists of collocations retrieved by different association measures will be further explored in order to seek more refined information about collocations and to search for possible collocation networks. The study proves that the concept of collocation is not a binary one and whether a string of words is treated as a collocation depends on several preset criteria that define the nature of the bond existing between the head of a collocation and its collocates. The study also shows the most common collocations occurring in Donald Trump's election campaign (2016). In the near future, D. Trump's election speeches from 2016 and from 2020 are planned to be compared.

Mariia Baltais

University of Potsdam, Germany

Morphological Decomposition by Second Language Learners: A German Masked Priming Study with Russian Native Speakers

Many recent studies examined early visual recognition of morphologically complex words in native (L1) speakers by conducting masked priming experiments, where a prime word is presented so briefly that it is typically not consciously visible to the reader. Facilitation of target lexical decisions caused by morphologically related primes (e.g., *walked* – *walk*) is attributed to automatic decomposition of the primes into their constituent morphemes (*walk* + *-ed*). However, it is not clear whether this mechanism applies to irregular inflections (e.g., *taught*), or they are stored and processed as indecomposable whole forms. Research on non-native (L2) visual recognition of inflections also provides controversial results (Neubauer & Clahsen, 2009; Clahsen & Jessen, under review). According to the Shallow Structure Hypothesis, L2 processing is characterised by its tendency to rely on “shallow” parsing strategies, which make use of surface information (Clahsen & Felser, 2006).

To examine morphological decomposition in L2 speakers, I tested 63 highly proficient Russian-German bilinguals. Lexical decision times of 32 German native speakers (the control group) and the experimental materials proceed from the study by Clahsen and Jessen (under review), who took advantage of the contrast between German regular (e.g., *gelandet* ‘landed’) and irregular past participles with and without stem allomorphy (e.g., *gefunden* ‘found’ and *gefallen* ‘fallen’). The L1 group showed genuine morphological priming for all types of inflections, indicative of their morphological decomposition (Clahsen & Jessen, under review). However, similar priming effects observed for the Russian L2 group could not be statistically distinguished from facilitation caused by purely orthographic relatedness.

My results can be directly compared to those obtained by Clahsen and Jessen (under review) for Turkish-German bilinguals, who demonstrated genuine morphological priming for regular inflection and no orthographic facilitation. The comparison suggests that one of the reasons for greater importance of orthographic relatedness for Russian learners of German could be the difference in L1 and L2 scripts. Indeed, Feldman et al. (2010) tested Serbian (Cyrillic-based script) learners of English (Latin script) and found that orthographic and irregular primes produced statistically undistinguishable patterns. However, the present study demonstrates that highly proficient L2 speakers can rely on surface information even during the processing of regular inflection, which goes in line with the Shallow Structure Hypothesis.

References

- Clahsen, H., & Felser, C. (2006). Grammatical processing in language learners. *Applied Psycholinguistics*, 27(1), 3–42.
<https://doi.org/10.1017/S0142716406060024>
- Clahsen, H., & Jessen, A. (under review). Variability and its limits in bilingual word recognition: A morphological-priming study. *The Mental Lexicon*.
- Feldman, L. B., Kostić, A., Basnight-Brown, D. M., Đurđević, D. F., & Pastizzo, M. J. (2010). Morphological facilitation for regular and irregular verb formations in native and non-native speakers: Little evidence for two distinct mechanisms. *Bilingualism: Language and Cognition*, 13(2), 119–135.
<https://doi.org/10.1017/S1366728909990459>
- Neubauer, K., & Clahsen, H. (2009). Decomposition of Inflected Words in a Second Language: An Experimental Study of German Participles. *Studies in Second Language Acquisition*, 31(3), 403–435.
<https://doi.org/10.1017/S0272263109090354>

Zeynep Başer ¹, Annette Hohenberger ²

¹ Department of Western Languages and Literature, Kırıkkale University, Kırıkkale, Turkey

² Institute of Cognitive Science, Osnabrueck University, Osnabrueck, Germany

Eye-tracking of RC Attachment Preference in Monolingual Turkish Speakers

This study aimed to investigate the syntactic priming of relative clause (RC) attachment in Turkish. The processing of syntactic ambiguities such as RC attachment ambiguity as in the famous example "Someone shot the servant of the actress who was on the balcony" has been of great interest to many scholars due to the cross-linguistic variations that have been observed with

speakers of various languages while attaching the RC to either one of the host NPs (Cuetos & Mitchell, 1988).

Syntactic processing has been studied from several aspects with different methodologies, and the paradigm of syntactic priming has been one of them for the last three decades. Syntactic choices are sensitive to syntactic priming (Bock, 1986; Scheepers, 2003). Therefore, the present study aimed to utilize this paradigm in order to reveal how different types of construction affect RC attachment in Turkish.

Many studies have used number (e.g. Fernández, 2002) or gender agreement (e.g. Scheepers, 2003) as disambiguating cue in RC attachment. However, the agreement paradigm in Turkish does not allow to utilize grammatical cues, and it is only possible to use semantic information or real-world knowledge in order to resolve ambiguity while reading. Previous work has shown that non-syntactic factors as well as syntactic may have an impact on RC attachment preference in Turkish speakers, among them semantic relations between the two NPs as well as with the proximal and distal verb (Başer & Hohenberger, 2020). Based on these findings, a stimulus set considering these factors was constructed and an eye-tracking study was conducted with 31 monolingual Turkish speakers in order to gain a better understanding of RC attachment in Turkish.

The analysis of the data revealed important findings about their initial preferences and parsing strategies in ambiguous RC attachment. The presence of a syntactic priming effect shows that monolingual Turkish speakers distinguish hierarchical configurations of the alternative interpretations while reading. More precisely, the results suggest that NP1 (high) attachment in Turkish may be attributed to processing difficulty, particularly with the type of syntactic construction (i.e. active vs. passive). The results will be discussed in the light of the literature on syntactic priming and cross-linguistic variations of RC attachment.

References

- Başer, Z., & Hohenberger, A. (2020). Is there a particular RC attachment in Turkish? Negotiating the effects of semantic factors. *Journal of Psycholinguistic Research*, 49 (4), 511-539.
- Bock, J. K. (1986). Syntactic persistence in language production. *Cognitive Psychology*, 18, 355- 387.
- Cuetos, F., & Mitchell, D. C. (1988). Cross-linguistic differences in parsing: Restrictions on the use of the late closure strategy in Spanish. *Cognition*, 30(1), 73-105.
- Fernández, E. M. (2002). Relative clause attachment in bilinguals and monolinguals. In R. R. Heredia & J. Altarriba (Eds.), *Bilingual sentence processing* (1sted., pp. 187–215). Amsterdam: Elsevier.
- Scheepers, C. (2003). Syntactic priming of relative clause attachments: Persistence of structural configuration in sentence production. *Cognition*, 89, 179-205.

Keywords

relative clause attachment, Turkish, eye-tracking, sentence processing, syntactic priming

Lisa Beinborn

Department of Language, Literature and Communication, Universiteit Amsterdam, Netherlands

Analyzing the Cognitive Plausibility of Cross-lingual Language Models

In natural language processing, neural language models learn how to map words and sentences into high-dimensional vectors. Cross-lingual models are trained to jointly represent multiple languages, so that semantically related phrases in different languages are assigned similar vectors. These cross-lingual models perform surprisingly well on downstream tasks (Liang et al., 2020), but are based on linguistically naive assumptions. For example, the most popular cross-lingual Bert model simply merges the input from 104 languages without indicating the source language (Devlin et al. 2018). In our work, we have shown that despite this language-neutral training objective, Bert representations capture typological properties such as phylogenetic, geographic and structural relations between languages to a certain extent (Rama et al. 2020). We assume that these properties can be derived from distributions in the training data of the model. Interestingly, if the training objective optimizes more language-neutral representations as for machine translation models, the typological properties cannot be reconstructed (Beinborn and Choenni, 2020).

As a next step, we want to further examine the cognitive plausibility of these cross-lingual representations. We are working with eye-tracking data from the Gecko corpus (Cop 2017) to analyze attention patterns in bilingual readers. We correlate these attention patterns with the activity of attention heads in computational models when processing the Dutch and English text stimuli. Preliminary results indicate that in line with previous work i) inter-subject differences are stronger than the differences between native and non-native readers and ii) attention patterns vary considerably between layers and become more uniform in higher layers. We would like to analyze how human gaze patterns and computational attention heads represent phenomena such as relative importance and complexity differently across languages.

References

- Beinborn, L. and Choenni, R. (2020): Semantic Drift in Multilingual Representations, to appear in Journal of Computational Linguistics, upcoming issue, <https://arxiv.org/pdf/1904.10820.pdf>
- Cop, U., Dirix, N., Drieghe, D., & Duyck, W. (2017). Presenting GECCO: An eyetracking corpus of monolingual and bilingual sentence reading. Behavior Research Methods, 49, 602-615.
- Devlin, J., Chang, M., Lee, K., Toutanova, K. (2018). "BERT: Pre-training of Deep Bidirectional Transformers for Language Understanding". arXiv:1810.04805v2 [cs.CL].
- Liang, Y., Duan, N., Gong, Y., Wu, N., Guo, F., Qi, W., Gong, M., Shou, L., Jiang, D., Cao, G., Fan, X., Zhang, B., Agrawal, R., Cui, E., Wei, S., Bharti, T., Qiao, Y., Chen, J., Wu, W., Liu, S., Yang, F., Majumder, R., & Zhou, M. (2020). XGLUE: A New Benchmark Dataset for Cross-lingual Pre-training, Understanding and Generation. ArXiv, abs/2004.01401.
- Rama, T., Beinborn, L., Eger, S.: Probing multilingual BERT for typological signals, to appear in Proceedings of Coling 2020

Frequency of Emotive Language in Tunisians' Use of Modern Standard Arabic and Tunisian Arabic

In 1959, Charles Ferguson outlined the linguistic situation in the Arab world whereby two varieties of the same language coexist. In Tunisia, Modern Standard Arabic (MSA) is the superposed H (High) variety, while Tunisian Arabic (TA), the native tongue of 98% of Tunisians (Lawson & Sachdev, 2000), is the L (Low) variety. These two codes operate in distinct domains (Fishman, 1965) where each variety is allocated a particular function for which the other cannot be a substitute, without the risk of becoming an "object of ridicule" (Ferguson, 1959, p. 329). Lawson and Sachdev (2000) further investigated the attitudes of native speakers towards the several languages (MSA, TA, French, and English) spoken in Tunisia and found that, depending on factors such as gender, different languages' ratings in terms of status and solidarity varied significantly. Consequently, it can be assumed that, based on the aforementioned findings, different social contexts not only require a certain variety, but they also "call for different emotion displays" (Besnier, 1990, p. 431). This paper seeks to focus on emotive language, defined as "representing the speaker's or writer's feelings, moods, dispositions, and attitudes toward the propositional content of the message and the communicative context" (Besnier, 1990, p. 419), by comparing the frequency of emotive words used by Tunisians in both MSA and TA. The subjects of this study are 20 (10 male and 10 female) native speakers of Tunisian Arabic. The methodology consists in having the subjects answer one of two "identical" questionnaires (one was written in MSA and the other in TA) in the corresponding variety. Each questionnaire was answered by 10 subjects: 5 males and 5 females. A sum of 200 answers were checked and compared for variation in the frequency of emotive language between varieties and genders. Results comparing the two varieties have shown that emotive language is more frequent in TA than in MSA. In terms of gender, emotive language is more frequent in males using MSA; however, both genders show greater similarity in TA. These results are significant when read against Lawson and Sachdev's findings reporting on attitudes towards the languages spoken in Tunisia, in terms of status and solidarity (2000). The similarity between genders in the frequency of emotive language may also be indicative of similar display rules that "override gender role norms in more collectivist cultures" (Fisher & Manstead, 2000, p. 78), which happens to be the case in Tunisia.

References

- Besnier, N. (1990). Language and affect. *Annual review of anthropology*, 19(1), 419-451.
- Ferguson, C. A. (1959). Diglossia. *word*, 15(2), 325-340.
- Fischer, A. H., & Manstead, A. S. (2000). The relation between gender and emotions in different cultures. *Gender and emotion: Social psychological perspectives*, 1, 71-94.
- Fishman, J. A. (1965). Who speaks what language to whom and when?. *La linguistique*, 1(Fasc. 2), 67-88.
- Lawson, S., & Sachdev, I. (2000). Codeswitching in Tunisia: Attitudinal and behavioural dimensions. *Journal of pragmatics*, 32(9), 1343-1361.

Syntax comes first in second language acquisition: evidence from Syntactic Priming

We use a syntactic priming paradigm to examine the relationship between syntactic and conceptual processes in language production in monolingual and bilingual speakers of English with varying degrees of proficiency levels. If syntactic priming is a form of learning (Chang et al., 2006), less proficient speakers are predicted to exhibit a larger magnitude of syntactic priming. Moreover, if syntactic representations are unsparingly shared in bilinguals (Hartsuiker et al., 2004), priming effects should be similar to those found in monolinguals.

Method. Participants heard 16 transitive (8 active and 8 passive) and described 16 images of transitive events during a spoken to written cross-modal syntactic priming paradigm task (Bock et al., 2007). Conceptual features were examined via an animacy manipulation (inanimate agents and patients: e.g., *the milk is stirred by the spoon* vs. inanimate agents and animate patients: e.g., *the man is chased by the dog*).

To determine English language proficiency level, two measures were taken. The Michigan Test of English Language Proficiency (MTELP), as well as a self-rated language experience and language proficiency questionnaire. The questionnaire used a scale of 1 to 5 and participants were asked to rate their spoken and written proficiency in English, as well as rate their abilities in their first language (L1), if applicable. The MTELP was used as the objective measure of English language proficiency, however the self-rated assessment of English proficiency was also used in the analyses. The correlation between the self-rated English proficiency and MTELP for bilingual participants was 0.50. The composite self-rated score was used to divide participants into four language groups: 74 monolingual English speakers, 51 English-dominant bilinguals, 127 balanced bilinguals, and 76 L1 (non-English) dominant bilinguals.

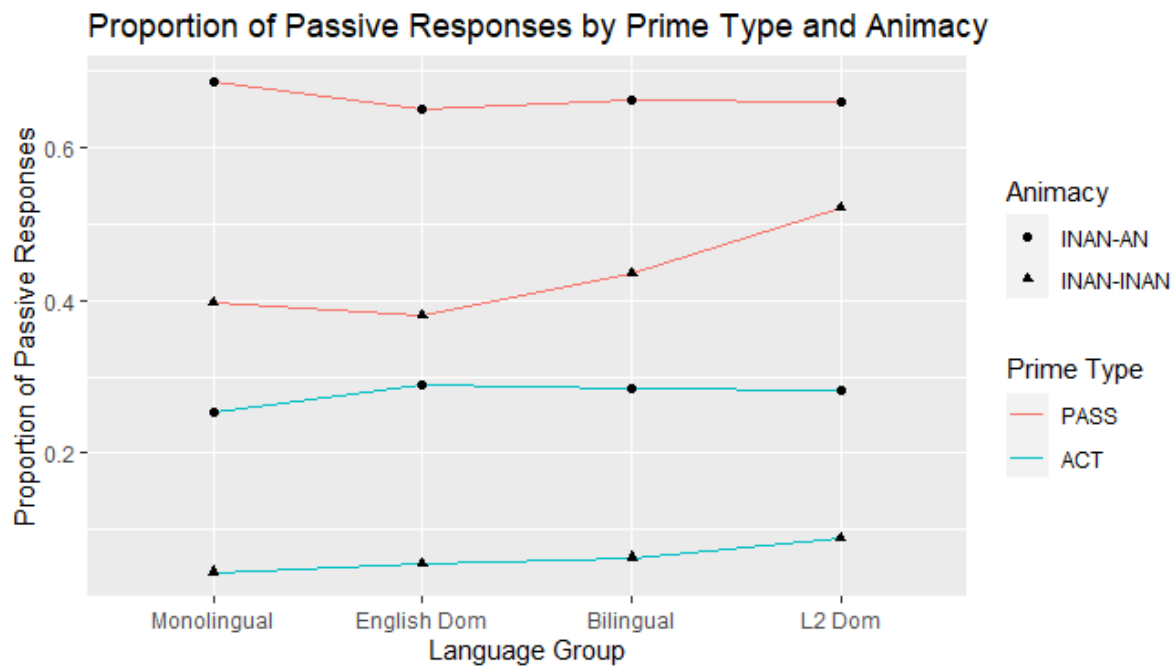
Results. Table 1 shows the proportion of passives produced in each priming condition and for each animacy condition as a function of language experience. Taken together, all language groups show priming in the trials with inanimate agents and animate patients, with more passives produced after passive (.66 +/- .03 ci) than active primes (.27 +/- .02 ci). There were no differences across language groups in this condition. In the trials with inanimate agents and inanimate patients, all language groups showed effects of priming, with more passives produced after passive primes (.43 +/- .03 ci) than after active (.06 +/- .01 ci). The monolingual and more proficient bilinguals showed no difference in priming magnitude, however the non-English-dominant group showed a larger priming magnitude (.52 +/- .03 ci), as Fig. 1 shows.

Discussion. The results found in this study extend results from previous studies to cross-modal written production and to speakers with different levels of English proficiency. All groups show priming for transitive sentences. The magnitude of priming was similar across groups, except in the inanimate-inanimate passives. This difference can be attributed to the pragmatic infelicitousness of inanimate-inanimate passives, which showed to prime less in all but non-English dominant speakers. These results show that most bilinguals achieve pragmatic as well as syntactic competence, however pragmatic competence lags behind syntactic competence. In sum,

the similarities between language groups in the nature and magnitude of priming for passives is consistent with the shared syntax model of bilingual syntactic processing in language production.

Table 1. Mean proportion (and standard deviations) of passive responses after active and passive primes, by language group and animacy using the Strict Coding scheme.

	Priming Condition	Response Type by Animacy	
		Inan-An	Inan-Inan
Monolingual N = 74	Active	0.25 (0.25)	0.04 (0.11)
	Passive	0.68 (0.29)	0.39 (0.29)
English Dominant N = 51	Active	0.28 (0.27)	0.05 (0.11)
	Passive	0.65 (0.26)	0.38 (0.30)
Bilingual N = 127	Active	0.28 (0.25)	0.06 (0.12)
	Passive	0.66 (0.28)	0.43 (0.29)
Non-English Dominant N = 76	Active	0.28 (0.27)	0.08 (0.16)
	Passive	0.66 (0.27)	0.52 (0.30)



References

- Bock, J. K., Dell, G.S., Chang, F., & Onishi, K.H. (2007). Persistent structural priming from language comprehension to language production. *Cognition*, 104, 437-458.
- Chang, F., Dell, G.S., & Bock, J. K. (2006). Becoming syntactic. *Psychological Review*, 113, 234-272.
- Hartsuiker, R. J., Pickering, M.J., & Velkamp, E. (2004). Is syntax separate or shared between languages? Cross-linguistic syntactic priming in Spanish-English bilinguals. *Psychological Science*, 15, 409-414.

Carey Benom ¹, Young-Min Oh ²

¹ Nagasaki University, Nagasaki, Japan

² Ritsumeikan Asia Pacific University, Oita, Japan

Don't Count your Commodities Investments before they Hatch:

Idiomatic Creativity, Concretization, and the Comprehensibility of "Impossible" Collocations

Idioms are often considered to be fixed or frozen (e.g. Gibbs 2007), but research on natural language in context reveals that speakers regularly employ both conventionalized and novel idiomatic variants, often more frequently than the canonical form (e.g. Langlotz 2006, Moon 1998). We take a contrastive, data-driven, inductive approach to the study of idiomatic creativity, extracting essentially all variants of targeted idioms from huge corpora of English, Japanese, and Korean. Here, we explore the prime motivation driving novel, creative uses of idioms.

To motivate our data, we will appeal to 'concretization', a term we use to refer to the creative use of language in order to ground the abstract, figurative meaning of an idiomatic (or other figurative) expression in the concrete, real-world context to which it is applied.

According to our previous research, there are four categories of variation from the canonical idiom form: contraction, extension, syntactic alteration, and lexical substitution (X 2020). Here, we will argue that concretization motivates most idiomatic variation, including nearly all novel variation (i.e. idiomatic creativity). Specifically, concretization motivates essentially all cases of extension, syntactic alteration, and lexical substitution (though we will also discuss the few counterexamples in our data), as well as a subset of contractions.

Our argument is based on the fact that the multi-layered, figurative meaning of idiomatic expressions differs from the meaning of ordinary, literal language in its complexity, which creates the need for novel, creative uses in order to ground the expression in speakers' real-life situations. The literal meaning of an idiom, such as *don't count your chickens before they hatch*, must be understood and linked to its idiomatic meaning (i.e. 'don't assume something good will happen before it happens'). However, this abstract idiomatic meaning must be applied to concrete, real world circumstances, and the hearer must understand how it is applicable. This is what gives rise to the need for concretization, and spurs creativity in the use of idioms, such as the lexical substitution (of *commodities investments* for *chickens*) employed in the (attested) idiom which appears in the title of this paper, resulting in the otherwise "impossible" collocation of *commodities investments* with *hatch*.

In the context of this use, the speaker is making it clear that the ‘something good’ that might happen, represented by *chicken* in the canonical form of the idiom, is to be understood as the investments that are the topic of discussion (or, to be more accurate, the return on the investments, via metonymy). In this way, the creative use serves to elucidate the connection between the specific current situation (a discussion of finances) and the relatively abstract semantics of the idiom. This same phenomenon occurs with all idioms in our data, as we will demonstrate.

Our data include seven proverbial idioms (which are translational equivalents) each in English, Japanese, and Korean, as well as about two dozen additional (ongoing) case studies, total, of non-proverbial idioms in the three languages. Overall, similar trends were discovered with both kinds of idioms, in all three languages, revealing the prevalence of concretization as a factor motivating idiomatic creativity.

References

- Gibbs, R. W., Jr. 2007. Idioms and formulaic language. In Geeraerts, D., and H. Cuyckens (eds.), *The Oxford Handbook of Cognitive Linguistics*, pp. 697–725. New York: Oxford University Press.
- Langlotz, A. 2006. *Idiomatic Creativity: A Cognitive-Linguistic Model of Idiom Representation and Idiom Variation in English*. Philadelphia, PA, USA, John Benjamins.
- Moon, R. 1998. *Fixed expressions and idioms in English: A corpus-based approach*. New York: Oxford University Press.

Sabrina Bertollo

University of Verona, Italy

Subordination patterns in *Kiezdeutsch*: innovation and conservativeness in a multilingual context

Language contact as a trigger of variation is largely acknowledged by the literature (Cacoullos & Travis, 2018 a.o.). The multilingual context, which is becoming all the more frequent in present society, offers the invaluable opportunity to investigate language change while it is taking place. However, it would be simplistic to expect that the impact of language contact can be reduced to the bare inheritance of the features of either language. On the contrary, it is often the case that a third pattern emerges, with some syntactic structures rather resilient to change, while others are more prone to it.

A good case in point is *Kiezdeutsch*, a German ethnolectal variety mainly spoken in the suburbs of Berlin by young people with migration backgrounds - especially from Turkey – but also by monolingual Germans. Extensive research on this variety (Wiese, 2009 a.o.) has been carried out, however, with respect to syntax, it has mostly concentrated on main clauses, which display interesting V1 and V3 phenomena, which are excluded in standard German. In this communication I will instead focus on an understudied aspect of this variety, subordination, which can offer some

insights on prospective word order developments. In particular, I will investigate the relationship which holds between subordinate and matrix clauses, as some interesting tendencies can be observed.

Firstly, the OV order systematically holds in subordination, with practically no exception. This shows that it resists change and a possible overextension of the V2 pattern in subordination.

Secondly, there seems to be a coherent distribution of *weil* (because) with a V2 and an OV order depending on the causal nature of the complementizer: when it is propositional causation (answer to a why-question) it is systematically OV, while the justifying reading is associated with V2, an overspecification which can be partly observed for colloquial V2-*weil* in German but is excluded in the standard.

Thirdly, preposed subordinate clauses in the prefield are frequently pragmatized, so that they are often resumed by correlates such as *da* (I). Alternatively, an NP within the preposed subordinate clause is resumed by a *d*-pronoun in the matrix clause (II), or the subordinate clause assumes a rather external position and seems to be totally disintegrated (III), all these phenomena giving rise to V3.

After having thoroughly considered empirical data, I will propose a possible explanation of this picture in terms of a split CP hypothesis (Rizzi, 1997) and I will analyse these subordination patterns and their interaction with the matrix clause, also in light of a comparative perspective.

References

- Cacoullos R., & Travis, C. E. (2018): "Language Contact Through the Lens of Variation". In: Cacoullos R., & Travis, C. E. *Bilingualism in the community*. Cambridge: CUP.
- Rizzi, L. (1997): "The Fine Structure of the Left Periphery". In L. Haegeman (ed.), *Elements of Grammar*, 281-337. Dordrecht: Kluwer.
- Wiese, H., (2009): Grammatical innovation in multiethnic urban Europe: new linguistic practices among adolescents. *Lingua* 119. 782-806
- Wiese H., *et alii* (2010ff): KiDKo - Ein Korpus spontaner Unterhaltungen unter Jugendlichen im multiethnischen und monoethnischen urbanen Raum. <http://kiezdeutschkorpus.de/en/>

Sunit Bhattacharya, Ondřej Bojar

Institute of Formal and Applied Linguistics Faculty of Mathematics and Physics, Charles University, Prague, Czech Republic

Dynamics of Multilingual Translation

Neural Networks, and more specifically Deep Learning algorithms have recently been at the helm of landmark progress in several aspects of natural language processing, including machine translation. One of the primary drivers of such progress in neural machine translation systems has been the discovery and the subsequent use of the attention mechanism [1] and its modifications by others [2][3]. But, these systems often lack sufficient interpretability[4]. And so, to address this question of interpretability, a number of techniques have accordingly been proposed in the last

few years[5]. Lately, attempts have also been made to use the attention layers as a tool for interpretation of model behavior and developing insights about how models work internally[6][7][8].

In this paper, we use attention weights from a multi-source GRU based architecture to investigate different aspects of neural machine translation systems under multilingual settings. We utilize a hierarchical attention mechanism [9] to combine attention outputs from different sources (for the multilingual setting) and extract the weights of the layer for analysing model behavior. We attempt to analyze the weights corresponding to output tokens produced by a decoder to understand how sequence to sequence models use information from the source(s) and the target while making predictions. In the paper, we demonstrate how during the course of evolution of the model, the dynamics of source and target languages evolve. We show how the different sources impact the prediction of a target word at different stages of training. We also show how the model behavior is impacted by several linguistic factors. Finally, we use a novel metric (Sentinel Attention Activation Ratio) on our attention-based analysis to gain insights into how multilingual systems behave.

References

- [1] Dzmitry Bahdanau, Kyunghyun Cho, and Yoshua Bengio. Neural machine translation by jointly learning to align and translate. *arXiv preprint arXiv:1409.0473*, 2014.
- [2] Dichao Hu. An introductory survey on attention mechanisms in nlp problems. In *Proceedings of SAI Intelligent Systems Conference*, pages 432–448. Springer, 2019.
- [3] Sneha Chaudhari, Gungor Polatkan, Rohan Ramanath, and Varun Mithal. An attentive survey of attention models. *arXiv preprint arXiv:1904.02874*, 2019.
- [4] Yonatan Belinkov and James Glass. Analysis methods in neural language processing: A survey. *Transactions of the Association for Computational Linguistics*, 7:49–72, 2019.
- [5] Jiwei Li, Xinlei Chen, Eduard Hovy, and Dan Jurafsky. Visualizing and understanding neural models in nlp. *arXiv preprint arXiv:1506.01066*, 2015.
- [6] David Mareček and Rudolf Rosa. Extracting syntactic trees from transformer encoder self-attentions. In *Proceedings of the 2018 EMNLP Workshop BlackboxNLP: Analyzing and Interpreting Neural Networks for NLP*, pages 347–349, 2018.
- [7] Thuong-Hai Pham, Dominik Macháček, and Ondřej Bojar. Promoting the knowledge of source syntax in transformer nmt is not needed. *arXiv preprint arXiv:1910.11218*, 2019.
- [8] Alessandro Raganato and Jörg Tiedemann. An analysis of encoder representations in transformerbased machine translation. In *Proceedings of the 2018 EMNLP Workshop BlackboxNLP: Analyzing and Interpreting Neural Networks for NLP*, pages 287–297, Brussels, Belgium, November 2018. Association for Computational Linguistics.
- [9] Jindřich Libovický and Jindřich Helcl. Attention strategies for multi-source sequence-to-sequence learning. *arXiv preprint arXiv:1704.06567*, 2017.

Computing variation in translation with a noisy channel

The difficulty of translation involves many factors, ranging from the linguistic distance between source and target language, text type and register to translation mode (oral vs. written). In this paper we propose to analyse human translation as a noisy channel considering the different factors involved as sources of noise that may lead to different levels/kinds of distortion from source to target language. For instance, interpreting between Spanish and English may lead to more distortion than written translation between German and English; for an instruction manual may induce less distortion in translation than a novel.

We propose a combination of noisy channel modelling (Daumé et al. 2002) and automatic back-translation to compare different translations by measuring the level of distortion by information loss (Teich et al. 2020), testing it on a dataset of written translations and simultaneous interpreting transcripts of European Parliament speeches (Karakanta et al. 2018).

First, we reconstruct a translation’s original text by automatically back-translating it into its source language. Automatic translation allows us to keep a relatively stable translation model, so that we can reasonably assume that more distorted translation will lead to a poorer reconstructed input than a more accurate one. We then apply Bayes’ rule to gauge the translation’s accuracy, i.e. the amount of information likely lost in the translation process (Yu et al. 2020). Bayes’ rule is commonly used for noisy channels, but can be problematic in translation modelling since it requires the conditional probability of the target text given the source. Here we define Bayes’ rule as the product of the unconditional probability of the output and the conditional probability of deriving the reconstructed input from the original input, which, being a monolingual task, can be easily computed in terms of relative entropy.

We explore two variations of this framework: a simple model, which computes the prior probability as the normalized sum of unigram frequencies; and a complex model that uses a state-of-the-art neural language model to assess the prior probability of full word sequences.

We show that both models detect differences between the two translation modes, with the most complex model finding the largest differences between translations and interpreting transcripts in our dataset. In both cases, written translation appears to preserve more information than interpreting, which aligns with previous qualitative and quantitative analyses of the same dataset.

References

- Daumé III, H. and Marcu, D. (2002). A noisy-channel model for document compression. /Proceedings of the 40th Annual Meeting on Association for Computational Linguistics/, 449–456.
- Karakanta, A., M. Vela and E. Teich (2018). EuroParl-UdS: Preserving and Extending Metadata in Parliamentary Debates. ParlaCLARIN Workshop, 11th Language Resources and Evaluation Conference (LREC), Miyazaki, Japan.
- Teich, E., J Martínez Martínez and A. Karakanta (2020). Translation, information theory and cognition. In: Alves, Fabio; Jakobsen, Arnt Lykke (eds): /The Routledge Handbook of Translation and Cognition/, Routledge, London.

Yu, L., Sartran, L., Stokowiec, W., Ling, W., Kong, L., Blunsom, P., and Dyer, C. (2020). Better document-level machine translation with Bayes' rule. /Transactions of the Association for Computational Linguistics/, 8:346–360.

Đuro Blažeka, Vladimir Legac

Faculty of Teacher Education, University of Zagreb, Zagreb, Croatia

The Influence of the Vocalism of the Međimurje Dialect on the Articulation of Vowels in the Croatian Standard Language

This paper discusses the influence of vocalism in the articulation of vowels unconsciously done by Kajkavians (speakers of one of the three major dialects of the Croatian language, the other two being Štokavians and Čajkavians) when they speak the Croatian standard language. Research of this kind and application in primary school was encouraged by the Croatian linguist Stjepko Težak (Težak, 1990; Težak, 1996), and the scientific methodological foundations were established by Đuro Blažeka (Blažeka, 2003; Blažeka, 2005 a; Blažeka 2005, b; Blažeka, 2011b). These errors are most common in those words where only a phonological adaptation is sufficient in the translation to the standard (Blažeka, 2012). The types of errors depend on the structure of the vowel system of the local speech of a particular speaker, because in the Međimurje dialect there are seven vowel systems in the stressed position and two in the unstressed one (Blažeka 2008). The loss of oppositions in terms of quantity and modulation in the Međimurje dialect is also very important (Blažeka, 2011). Based on the collected speeches of the speeches of respondents of all ages, the authors list the most common errors of this type and suggest methods for their elimination. The most common errors in the articulation of vowels in the standard Croatian are in the so-called "stretching" of vowels and more open / more closed pronunciation of e- or o-vowels, so in the vowels it is especially important to be aware of the categories of open and close, stressed and unstressed and loose in the unstressed position. The acquired knowledge can be of great help in the adoption of the orthographic norm of the Croatian standard language.

References

- Težak, Stjepan (1990): *Govorne vježbe*. 8th Edition, Zagreb: Školska knjiga
- Težak, Stjepan (1996): *Teorija i praksa nastave hrvatskoga književnog jezika. Knjige 1 & 2*. Zagreb: Školska knjiga.
- Blažeka, Đuro (2003): Usvajanje gramatičkih kategorija pomoću učenikova zavičajnog idioma; *Dijete i jezik danas - učitelj hrvatskoga jezika i učitelj stranoga jezika za učenike mlađe školske dobi (Zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa)*, Osijek, (108-118).
- Blažeka, Đuro (2005a): Đuro Blažeka: Utjecaj samoglasničkih i suglasničkih sustava kajkavskih govora na izgovor fonema iz standardnog jezika, *Metodika (časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi – Zagreb)*, Vol. 6, 1, 120-134
- Blažeka, Đuro (2005b): Kakvi nam tekstovi na narječju trebaju u nastavi hrvatskog jezika? *Metodika (časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi – Zagreb)*, Zagreb, 271-286.
- Blažeka, Đuro (2008): *Međimurski dijalekt (Hrvatski kajkavski govori Međimurja)*, Matica hrvatska, Čakovec 2008. In Mijo Lončarić (Ed.); Neke osobine akcentuacije u međimurskom dijalektu, *Studia Slavica Savarensia*, Szombathely, (41-50).
- Blažeka, Đuro (2011): Neke osobine akcentuacije u međimurskom dijalektu, *Studia Slavica Savarensia*, Szombathely, (41-50).
- Blažeka, Đuro (2012): "Lažni prijatelji" između hrvatskoga standardnoga jezika i međimurskoga dijalekta, *Filologija* 57, Croatian Academy of Sciences and Arts, Department of Philological Sciences, Zagreb, (1- 33).

It's not that bad though: The role of the position of *though* in its development as a discourse marker

According to Schiffrin (1987), discourse markers are “sequentially dependent elements which bracket units of talk” (Schiffrin, 1987, p. 31), which means they help speakers navigate spoken discourse and structure their conversations. A 2002 paper by Barth-Weingarten and CouperKuhlen traces the grammaticalization of final *though* from concessive marker to discourse marker. They posit three stages along the cline: *though* as a concessive marker at the beginning and as a discourse marker with a purely textual function at the end of the cline, with a stage in between, where *though* serves as a discourse marker, but has also retained its concessive function.

In this proposed paper, that last mixed group is further subdivided into two categories: tokens that retain their concessive function and at the same time close the current topic (concession+topic close) and tokens that retain the concessive element while turning the conversation to another topic (concession+topic shift).

Within the scope of this work, all tokens of *though* in a total of 217 conversations between friends and family (around 27 hours) taken from the CallFriend and CallHome English Corpora at talkbank.org were grouped into the abovementioned four categories based on their function: purely concessive, concession+topic close, concession+topic shift, and purely textual function. Furthermore, the four functions are analyzed in terms of the position of *though* in the utterance – initial, medial, or final.

Barth-Weingarten and Couper Kuhlen only cover *though* in the final position, but they do link a more grammaticalized *though* with greater syntactic mobility (Barth-Weingarten and Couper Kuhlen, 2002. p. 352). They do this by comparing *though* with initial *although* and *even though*. The latter two forms are not subject to phonetic or prosodic reduction and cannot be downplayed in the utterance. Since the approach taken in the proposed paper is slightly modified and the data in the corpus are comparable to the 2002 study, it is worth to consider the functions and positions of *although* and *even though* by way of comparison.

This work is done within the theoretical framework that strives to broaden the scope of what is considered grammar (cf. Diwald, 2011) and accepts the development of discourse markers from other word classes as a case of grammaticalization. This is in line with Fraser's observation that discourse markers are a “pragmatic class [...] drawn from the syntactic classes of conjunctions, adverbials, and prepositional phrases” (Fraser, 1999, p. 950).

Investigating the grammaticalization processes of DMs allows better understanding of the grammaticalization pathways that have already been described. It is also particularly exciting to identify emergent phenomena of language change that can be explained either as prototypical or as peripheral cases of grammaticalization.

References

- Barth-Weingarten, D. and Couper-Kuhlen, E. (2002). On the development of final though: a case of grammaticalization? In Wischer, I. (ed.) *New Reflections on Grammaticalization*. 345-361.
- Diewald, D. (2011). Pragmaticalization (defined) as grammaticalization of discourse functions. *Linguistics*, Vol. 49 (2). 365-390.
- Fraser, B. (1999). What are Discourse Markers? *Journal of Pragmatics*, Vol. 31 (7). 931- 952.
- Schiffrin, D. (1987). *Discourse markers*. Cambridge: Cambridge University Press.

Kenneth Bodua-Mango

Accra College of Education, Accra, Ghana

A descriptive analysis of the basic locative construction (BLC) in Mamprulli

The paper is a preliminary descriptive analysis of the basic locative construction (BLC, hereafter) in Mamprulli; a Maba (Gur) language spoken in the North East Region of Ghana. The paper categorizes Mamprulli vis-à-vis the four-type typology proposed by Ameka and Levinson (2007) as well as provide a discussion on the semantic content of five position/posture verbs in the language: *be* "be located", *dɔni / dɔ'* "be lying", *pa* "be lying on", *tɔ'm* "be standing" and *kyibi* "upside-down". The paper, based on the four-type typology proposed by Ameka and Levinson (2007) categorizes Mamprulli as a Type III language with 18 different position verbs. The paper also finds Mamprulli BLC to have the Figure-Verb-Ground structure. Regarding the meanings of the five discussed verbs, the paper shows that the verb *be* "be located" is the unmarked locative verb that is not specified for animacy. The verb *dɔni / dɔ'* "be lying" describes an entity that is [+] horizontally placed, [+/-] elevated Ground and [+/-] animacy. The verb *pa* "be lying on" describes an entity that is [+] horizontally placed, [+] elevated Ground and [-] animacy. The verb *tɔ'm* "be standing", is specialized for use in cases of [+] vertically placed, [+] elevated Ground and [+/-] animacy. Finally, the verb *kyibi* "upside-down" has only [+] upside down as a relevant parameter. The data for the study was elicited from five native-speaker consultants using the picture series for positional verbs and verbal component in locative descriptions elicitation tool developed by the Max Planck Institute for Psycholinguistics for the elicitation (Ameka et al. 1999).

References

- Ameka, Felix K., Carlien De Witte, and David Wilkins. (1999). Picture series for positional verbs: Eliciting the verbal component in locative descriptions. In D. Wilkins (Ed.), *Manual for the 1999 Field Season* (pp. 48-54). Nijmegen: Max Planck Institute for Psycholinguistics. doi:[10.17617/2.2573831](https://doi.org/10.17617/2.2573831).
- Ameka, Felix, K., and Stephen, Levinson, C. (2007). Introduction: The typology and semantics of locative predicates: Posturals, positionals, and other beasts. *Linguistics*, 45(5part6), 847-871.

Keywords

Mamprulli, basic locative construction, structure, semantics

Improving English Learners' Performance on the Polysemic Meanings of the Spatial Prepositions _to_ and _on_ through a Cognitive Linguistic Approach: Applying the "Principled Polysemy"

Learners of English as L2 face the challenge of acquiring spatial prepositions because, apart from the fact that languages differ in how they structure space (Lakoff & Johnson, 1999), these prepositions tend to develop more complex meanings (Tyler & Evans, 2001), which are pedagogically treated as largely arbitrary or unrelated meanings (Tyler, 2012). For instance, on the surface, the central spatial meaning of the preposition "to" (i.e., movement like in "go to school") seems to bear no resemblance to those in "look forward to summer" (metaphorical meaning) and "sit next to me" (attachment). Nonetheless, recent studies within Cognitive Linguistics have revealed an interesting characteristic of spatial prepositions--namely, that all their meanings are derivatives of one core meaning (Tyler & Evans, 2003), which is bodily experienced (Barsalou, 2008). It also turns out that the "principled polysemy" (Tyler & Evans, 2001), by which spatial prepositions extend their core meanings, is rather systematic. Therefore, the fact these different meanings are connected in a principled way could offer potentials for surmounting the great difficulties in coping with them. Indeed, existing research has documented important gains on learners' performance when prepositions are explained by adopting Principled Polysemy Approach (PPA). In a similar vein, this study examines the effect of instructing L1 Spanish learners of English as L2 on the core and derivative meanings of two spatial prepositions _to_ and _on_ based on PPA. 60 Spanish university students at a B2 level were randomly assigned to the experimental (n = 25) or control group (n = 25), both of which were pre-tested and post-tested and the ultimate difference being that on the post-test condition the experimental group was trained based on PPA while the control group on the Collocation Approach (CA) (Mueller, 2011). The stimulus material is a cloze test which comprises 40 gapped-sentences on the central and derivative meanings of the targeted prepositions (20 items for each) extracted from the Corpus of Contemporary British English. Data were introduced into SPSS and analyzed using ANCOVA with pre-test scores as covariate. Findings indicate a statistically significant effect for PPA but not for CA. Finally, major theoretical implications for L2 pedagogy are discussed in light of these results.

References

- Barsalou, L. W. (2008). Grounded cognition. *Annu. Rev. Psychol.*, *59*, 617-645.
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh: The embodied mind and its challenge to western thought*. New York: Basic books.
- Mueller, C. M. (2011). English learners' knowledge of prepositions: Collocational knowledge or knowledge based on meaning? *System*, *39*(4), 480-490.
- Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*. Routledge.
- Tyler, A., & Evans, V. (2001). Reconsidering prepositional polysemy networks: the case of over. *Language*, *77*(4), 724-765.
- Tyler, A., & Evans, V. (2003). *The semantics of English prepositions: Spatial scenes, embodied meaning, and cognition*. Cambridge University Press.

Keywords

L2 pedagogy, spatial prepositions, principled polysemy, collocation

Anne Bonneau

Université de Lorraine, CNRS, Inria, LORIA, Nancy, France

Voicing assimilations by French speakers of German in stop-fricative sequences.

The direction of voicing assimilations occurring between two consecutive obstruents (stops and fricatives), with the first in initial and the second in final positions of words or syllables, differs in French and German. In French, voicing assimilations are in general regressive, (e.g. the French word “absent” [aɒ̃ sɑ̃], where /b/ undergoes a devoicing assimilation due to the unvoiced /s/ and sounds like a /p/). In German, assimilations between obstruents are progressive and occur from the first consonant, in final position and thus unvoiced, to a following voiced fricative (/v z/) in initial position [1]. The differences in assimilation directions raise the question as to whether non native speakers modify their L1 direction. We consider here the case of French learners of German uttering C1C2 sequences that elicit progressive assimilation in German.

The corpus is made up of groups of C1C2 consonants, where C1 is the unvoiced stop /t/ and C2 is a fricative (/z/, /v/ or /f/). Groups of consonants appear in two conditions 1) inside a carrier sentence, at word boundary and 2) inside words, at syllable boundary. In the first condition, the sentence has the following structure « X hat Y gemalt » (« X has painted Y »), where X is a first name and Y is either Wälder, Zenken, or Felder. We have taken here a structure very similar to that of a series of sentences chosen by Kuzla *et al.* [1], so as to allow comparisons between results. Seven advanced speakers (C1-C2) and nine beginners (A1-B1) recorded the corpus. There were five repetitions for each sentence of the corpus in the first condition (word condition) and three repetitions in the second (syllable condition), for a total amount of 384 groups.

We estimated the % of voiced frames for each consonant, using Praat, and submitted the results to a linear mixed model, with the condition, the consonant category and level as fixed factors and speakers as a random factor.

There were main effects of the condition and the consonant category, but no main effect for speakers’ level. In particular, /f/ was always more unvoiced than other consonants, and /z/ was more devoiced than /v/ (average % of voiced frames in the word condition: 49% for /z/ vs 74% for /v/). There were relatively few fully voiced C1C2 pairs: 38% for /tv/ and 30% for /tz/. The percentages decreased in the syllable condition by about 15%.

These results show that French assimilation, essentially anticipatory -whatever the place of articulation of C2-, is not frequently observed, whereas we observe a number of regressive partial assimilations, similar to what is observed in German (Kuzla et al [1]). However, the absence of a main effect for speakers’ level show that speakers’ productions were not due to learning.

Explanations for such a phenomenon, including the existence of limited planning in L2 will be discussed.

References

- [1] C. Kuzla, T. Cho, and M. Ernestus, 'Prosodic strengthening of German fricatives in duration and assimilatory devoicing', *J. Phon.*, vol. 35, pp. 301–320, 2007.

Liudmila Borbotko, Ekaterina Vishnevskaya

Linguistics and Translation Studies Department, Moscow City University, Moscow, Russia

New Aesthetics for Translation tools: will an app replace a human?

Translation and interpretation as its principal element have been accompanying communication almost since the origination of the latter. Obviously, there is more to translation than just associating words in one language with those in another. Thus, there is an issue rising to be tackled – what cognitive processes are involved in translation that make people of different nations understand one and the same thing originally in a totally strange to them language at least similarly or, what proves the ultimate goal of translation, in an absolutely identical way. That is why it proves relevant for modern linguistic studies to introduce new cognitive scientific approaches to translation which enable to grasp and explain the ways and patterns of translators' minds work. While doing so it becomes possible to answer the most topical questions such as the following: How do translators and the other actors involved in translation create meaning in the situations and texts they handle? How do they arrive at their strategies and choices? How does their cultural and linguistic background influence their thinking and understanding? How do they develop translation competence?

Nevertheless, new aesthetics as well as technological advances prompt changes in almost every aspect of human activity. It even seems every industry is talking about machine learning, artificial intelligence, and other technologies replacing humans in the workplace. Language industries are no exception. In fact, automatic translation services and machine translation are some of the biggest driving forces behind the development of such technologies. Thus, the purpose of the present review is to examine the potential effects of various translation tools on the translation process.

Popular services for automatic translation promise intelligent guesses and appropriate translation, conducting the same meaning and emotional impact. The analysis shows that they do provide in general acceptable translations still some of the results leave much to be desired. Google Translate, Yandex Translate, Global Translator, Microsoft Translator, iTranslate Translator and other tools that were being tested do not cope with "VE Day", "Fleet is based around the corner" etc. Phrasal verbs and phraseological units, word order, pun and other intricacies still need proofreading, check and double-check by a specialist. Artificial neural network does not always provide reliable output, it can enhance the pace of translation and reduce the price but low accuracy and mistakes can turn costly.

To conclude, no matter if machine translation does come close to the one done by a person or not it will certainly empower humans to get a lot more done, faster – and that is fine by us.

Mustapha Boughould

Cadi Ayyad University, Faculty of Letters and Human Sciences, Marrakech, Morocco

Evaluating the contribution of the SIOP model as a prominent teaching method for ELLs (a case study).

The increase in the needs of the English language learners (ELLs) and their endless demands in terms of achievement and proficiency in all the educational systems all over the world urged teachers and educators to call for new teaching and learning strategies that sound more adequate and appropriate in the classroom. It is mainly due to the difficulties that these learners find in learning content when they do not speak the language used in teaching. In fact, different models and approaches have been adopted in order to develop the learners' achievement and proficiency in both content and language acquisition. The Sheltered Instruction Observation Protocol (SIOP) Model emerged as a worldwide prominent teaching method that guarantees, to a great extent, the ELLs success, especially when it has to do with the understanding of the content and language learning meanwhile. It is a model that tends towards the refinement of the teaching practices rather than changing them. With its diverse culture and prominent engagement in terms of education, Morocco represents a fertile field for the implementation of the SIOP Model that has proven in different areas in the world its adequacy in helping ELLs achieve proficiency. This study is about a quasi-experimental research that is implemented in an urban middle school known for its diversification in terms of mother tongue, socio-economic status, gender, and background. Given these different circumstances of the learners, the findings reported after the adoption of the SIOP Model as a teaching approach showed that it is a reliable and adequate teaching method in terms of content and language proficiency. The use of wh-questions as key indicators to measure the learners capacity of understanding and responding correctly throughout the experiment phase showed the superiority of the ELLs in the SIOP classes in contrast to learners in the mainstream classes. This superiority is embodied, especially in terms of the high scores obtained in providing correct answers in a short duration of time. That is to say, the big proportion of progression is scored in all the SIOP classes either in terms of the great number of correct answers scored by the learners, or the least mistakes done by these learners in the same classes, or even in terms of the duration of time the learners take in order to provide an answer, which is shorter in comparison to the results obtained in the mainstream classes of the same experimentation.

References

Bloom, L., Merkin, S., & Wootten, J. (1982). Wh-questions: Linguistic factors that contribute to the sequence of acquisition. *Child Development*, 53, 1084-1092. Reprinted in Bloom, L., (1992). *Language development from two to three*. New York: Cambridge University Press, pp. 242-256.

- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121-129.
- Echevarria, J., & Short, D. J. (2010). Programs and practices for effective sheltered content instruction. ResearchGate.
- Echevarria, J., & Vogt, M. E. (2010). Using the SIOP model to improve literacy for English learners. *The NERA Journal*, 46(1), 8-15. Retrieved from http://msmiddletonclassroom.weebly.com/uploads/5/4/3/6/54366123/siop_model_for_ells.pdf
- García, G. E. (1991). Factors influencing the English reading test performance of Spanish-speaking Hispanic children. *Reading Research Quarterly*, 26(4), 371–392.
- Howard, E. R., Sugarma, J., & Coburn, C. (2006). Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An introduction to the TWIOP. Center for Applied Linguistics. Retrieved from <http://www.cal.org/twi/TWIOP.pdf>.
- Nichols, S. L. (2012). Examining the effect of the Sheltered Instruction Observation Protocol model on the reading comprehension of first grade students. Retrieved from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=3929&context=etd>
- Rowland, C.F., Pine, J.M., Lieven, E.V., & Theakston, A.L. (2003). Determinants of acquisition order in wh-questions : re-evaluating the role of caregiver speech. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/14513470>
- Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator*, 37(2), 13-25. Retrieved from http://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf
- Short, D., J., Fidelman, C., G., & Louguit, M. (2012). Developing academic language in English language learners through Sheltered Instruction. *TESOL Quarterly*, 46(2) : 234-361. Doi : 10.1002/tesq.20.
- Withycombe, A.C. (2014). An exploration of the role of English language proficiency in academic achievement. Doctoral Dissertation, Department of Educational Methodology, Policy, and Leadership and the Graduate School of the University of Oregon). Retrieved from https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/18726/Withycombe_oregon_0171A_11164.pdf;sequence=1

Keywords

The Sheltered Instruction Observation Protocol (SIOP) Model, English language learners (ELLs), English language proficiency (ELP), Mainstream class, SIOP class.

Anthony Lemuell S. Cabañas

University of Santo Tomas-Graduate School, Manila, Philippines

What's in my Medicine?": Evaluating the Readability and Comprehensibility of Patient Information Leaflets of Selected Philippine Nonprescription Drugs

In the absence of a medical professional, patient information leaflets (PILs) serve as consumers' source of legitimate information about what a medical drug contains, what risks are involved in taking it, and how it should be safely administered and handled. More than just being a reference material, PILs guide consumers to make informed healthcare decisions for themselves. Hence, PILs become problematic when they defeat their purpose of delivering comprehensive information and become a source of confusion to consumers. Guided by the user-based tripartite model of communicative effectiveness (Garner et al, 2012), this paper evaluated the readability and comprehensibility of existing PILs culled from three (3) common nonprescription medications in Philippine households – fever reducers, cough and cold remedy, and anti-inflammatory drugs.

Forty-two (42) PILs were collected and subjected to a readability test using the measures of text readability and easability of Coh-Metrix. From the 42 leaflets, three (3) were randomly selected – one for each medication category – to undergo user-testing via cloze procedure taken by forty-one (41) adult participants. Results show that based on the readability test, the existing PILs were found to be more academic-oriented rather than spoken-like, thus requiring high-skilled reading. Moreover, a user-testing of the leaflets revealed that only less than half of the participants demonstrated independent level of understanding of the materials. This was further supported by an analysis of the difficulty index of the leaflets' information content which found that most of the existing PILs contain texts with high difficulty, raising concerns over the materials' suitability for non-specialist readers.

Keywords

Health Discourse, Health Literacy, Medical Linguistics, Patient Information Leaflets, User-Testing

María Calzada Pérez ¹, María del Mar Sánchez Ramos ²

¹ Universitat Jaume I, Castellón de la Plana, Spain

² Universidad de Alcalá, Alcala de Henares (Madrid), Spain

Contribution to a new agenda for corpus based translation studies: An MDA analysis of parliamentary discourse

Contributing to De Sutter & Lefer's (2020) new agenda for empirical translation studies (TS), the present paper aims to enlarge the pool of quantitative and qualitative methods applied in Corpus Translation Studies by importing Douglas Biber's (1988) Multidimensional Analysis (MD Analysis or MDA) for the study of original, translated and interpreted (parliamentary) discourse. This aim has never been undertaken before and it is, hence, totally innovative.

With the aid of (a) corpus-based tools, (b) taggers, parsers and other types of annotators and (c) statistical measures (amongst others), Biber (1988) compares oral and written genres in English in order to identify groups (or dimensions) of 67 statistically correlated linguistic features. These dimensions characterize such genres holistically, thus abandoning a partial or fragmented approach to language because, as Biber's (1995b) argues: "[N]o single linguistic parameter is adequate in itself to capture the range of similarities and differences among spoken and written registers".

Since 1988, there have been some very interesting studies where MDA has been put to use both by Biber and other scholars for the analysis of (original) English (e.g. Biber 1991; Biber and Finegan 1994a, 1994b) and other languages (e.g. Biber and Hared 1992, 1994; Parodi 2007). However, considering the robustness of MDA, the number of scholarly works based on it is still relatively low (especially so within translation studies) due to its technical difficulties (Berber Sardinha and Veirano Pinto 2004; Xiao and McEnery 2005, 63).

Here we propose to incorporate a translational perspective into Biber's work. Our methodology replicates Biber's (1995a) stages: corpus compilation and formatting; review of specialised literature; development and/or application of software and POS, syntactic and semantic/thematic annotation; generation of technical and statistical results; identification of dimensions; corpus contrastive analysis. The corpora used for the study are drawn from the European Comparable and Parallel Corpus (ECPC) Archive of Parliamentary speeches. Compiled at the Universitat Jaume I (Spain), this archive (of almost 100 million tokens) covers the period 2004-2014 and consists of original and translated English and/or Spanish proceedings of the European Parliament, the Spanish Congreso de los Diputados and the British House of Commons. While by no means conclusive, the paper shows there are significant differences between and among the (original, translated and interpreted) corpora under study along Biber's (1998) continua and offers a starting point for future research on the existing debate on the categorization of translated and interpreted language as "genres" of their own.

References

- Berber Sardinha, Tony Berber, and Marcia Veirano Veirano Pinto, eds. 2014. *Multi-Dimensional Analysis, 25 Years on: A Tribute to Douglas Biber*. Ámsterdam; Philadelphia: John Benjamins Publishing Company.
- Biber, Douglas. 1988. *Variation across Speech and Writing*. Cambridge, UK: Cambridge University Press.
- . 1991. "Oral and Literate Characteristics of Selected Primary School Reading Materials." *Text* 11: 73-96.
- . 1995a. *Dimensions of Register Variation: A Cross-linguistic Comparison*. Cambridge, UK: Cambridge University Press.
- . 1995b. "On the Role of Computational, Statistical, and Interpretive Techniques in Multi-Dimensional Analyses of Register Variation: A Reply to Watson." *Text - Interdisciplinary Journal for the Study of Discourse* 15 (3): 341-70.
- Biber, Douglas, and Edward Finegan. 1994a. "Multi-dimensional Analyses of Authors' Style: Some Case Studies from the Eighteenth Century." En *Research in Humanities Computing* 3, Don Ross y Dan Brink, eds., 3-17. Oxford, UK: Oxford University Press.
- , eds. 1994b. *Sociolinguistic Perspectives on Register*. Nueva York: Oxford University Press.
- Biber, Douglas, and Mohamed Hared. 1992. "Dimensions of Register Variation in Somali". *Language Variation and Change* 4: 41-75.
- . 1994. "Linguistic Correlates of the Transition to Literary in Somali: Language Adaptation in Six Press Registers." En *Sociolinguistic Perspectives on Register*, Douglas Biber y Edward Finegan, eds., 182-216. Nueva York: Oxford University Press.
- Parodi, Giovanni. 2007. "Variation across Registers in Spanish: Exploring El Grial PUCV Corpus." En *Working with Spanish Corpora*, Giovanni Parodi, ed., 11-53. Londres; New York: Continuum.
- Xiao, Zonghua y Anthony McEnery. 2005. "Two Approaches to Genre Analysis: Three Genres in Modern American English." *Journal of English Linguistics* 33 (1): 62-

Keywords

CTIS, Multidimensional Analysis, Translation, Interpreting, parliamentary discourse.

Corpus-based translation and text mining at university: a case study

Corpus-based translation has been increasingly implemented at university level (Kenny 2011; Laviosa 2011; Zanettin 2012; Laviosa 2013; Laviosa 2014; Zanettin 2014; Fantinuoli and Zanettin 2015; Carloni 2016; Hu 2016; Frankenberg-Garcia 2019). In this respect, this presentation aims to analyze the use of corpora and text mining in a corpus-based translation course offered at graduate level as emergency remote teaching at an Italian university in the 2019-2020 academic year. The blended hands-on course delivered during the Covid-19 lockdown first introduced trainee translators to corpus linguistics theoretical framework and then had students work collaboratively online to translate specialized texts from Italian into English using SketchEngine. The course design took into account research claiming that the inquiry-driven and inductive processes entailed in corpus investigation represent a highly challenging cognitive experience for learners in general (Granath 2010) and for trainee translators in particular (Frankenberg-Garcia 2015). In this light, the study investigates trainee translators' perceptions of the effectiveness of (a) the use of corpora to carry out specialized translations while working collaboratively online during the pandemic and (b) the use of text mining to analyze the target texts produced while engaged in emergency remote learning. The use of text mining (Jockers and Underwood 2016; Zhai and Massung 2016; Ignatow and Mihalcea 2017) targeted at fostering students' metacognition in a corpus-based translation course represents an innovative practice. The findings of the present study may be useful to other institutions planning to offer similar courses in the future.

References

- Carloni G. (2016). *Corpus Linguistics and English Teaching Materials*. Milano: FrancoAngeli.
- Fantinuoli C., Zanettin F. (eds.) (2015). *New Directions in Corpus-Based Translation Studies*. Berlin: Language Science Press.
- Frankenberg-Garcia A. (2015). "Training translators to use corpora hands-on: challenges and reactions by a group of thirteen students at a UK university". *Corpora*, 10(3), 351–380.
- Frankenberg-Garcia A. (2019). "A corpus study of splitting and joining sentences in translation". *Corpora*, 14(1), 1–30.
- Granath S. (2010). "Who benefits from learning how to use corpora". In Aijmer K. (ed.), *Corpora and Language Teaching*. Amsterdam: John Benjamins. 47–65.
- Hu K. (2016). *Introducing Corpus-Based Translation Studies*. Berlin: Springer.
- Ignatow G., Mihalcea R. (2017). *An Introduction to Text Mining: Research Design, Data Collection, and Analysis*. Thousand Oaks, CA: SAGE.
- Jockers M.L., Underwood T. (2016). "Text-Mining the Humanities". In Susan Schreibman, Ray Siemens, and John Unsworth (eds.), *A New Companion to the Digital Humanities*. Chichester, West Sussex: Wiley Blackwell. 291–306.
- Kenny D. (2011). "Translation Units and Corpora". In Kruger A., Wallmach K., Munday J. (eds.), *Corpus-Based Translation Studies: Research and Applications*. London: Bloomsbury. 76–102.
- Laviosa S. (2011). "Corpus-Based Translation Studies: Where Does It Come from? Where Is It Going?" In Kruger A., Wallmach K., Munday J. (eds.), *Corpus-Based Translation Studies: Research and Applications*. London: Bloomsbury. 13–32.

- Laviosa S. (2013). "Corpus linguistics in translation studies". In Millan C., Bartrina F. (eds.), *The Routledge Handbook of Translation Studies*. Abingdon: Routledge. 228–240.
- Laviosa S. (2014). *Translation and Language Education: Pedagogic Approaches Explored*. London/New York: Routledge.
- SketchEngine, <https://www.sketchengine.eu>.
- Zanettin F. (2012). *Translation-Driven Corpora: Corpus Resources for Descriptive and Applied Translation Studies*. Manchester: St. Jerome Publishing.
- Zanettin F. (2014). "Corpora in Translation". In House J. (ed.), *Translation: A Multidisciplinary Approach*. London: Palgrave Macmillan, 178-199.
- Zhai C., Massung S. (2016). *Text Data Management and Analysis: A Practical Introduction to Information Retrieval and Text Mining*. New York: Morgan & Claypool Publishers.

Antonio Vicente Casas Pedrosa

Department of English Studies, University of Jaén, Jaén, Spain

Meaning of prepositions in English predicative prepositional phrases in *ICE-GB*

This paper is aimed at analyzing the meaning of prepositions in English predicative prepositional phrases (henceforth, PPP). After introducing different concepts, the polysemous nature of prepositions will be underlined, which is described as "a very challenging, but necessary task" (Saint-Dizier, 2005: 163).

Different scholars propose a variety of types of meanings that can be conveyed by prepositions. Thus, for example, whereas Schibsbye (19692: 302) draws a distinction between three types of content ("distinctive, reduced, or all but lost"), Cruse (2000: 199) mentions "literal" and "non-literal" meanings and Lindstromberg (20102: 20) classifies them into "prototypical" (also called "primary" or "representative") and "secondary" (or extended).

Another possibility is to refer to the existence of literal (locative) as opposed to metaphorical (abstract) meanings. Thus, for instance, Quirk et al. (1985: 685-7) include examples such as "to be in danger" and "The bridge is under construction". In the former, the preposition does not express a location but a state or condition, whereas in the latter "under" conveys a process rather than vertical direction.

Attention should also be paid to the fact that the same preposition in the same PP may express either a literal or a metaphorical meaning depending on the immediate context where a given example is found. That would be the case, for example, of "on the shelf" in "The torch was still on the shelf where he'd put it when he came in" (BNC:ABX 3408) and "I am clearly not good enough for them because I'm on the SHELF" (ICEGB:W1B-005 #86:4)" (the meaning of the latter is defined as "unlikely to find a partner or get married, usually because of being too old" in MEDAL3).

The analysis of different structures will help us draw the conclusion that, rather than using just two labels, the use of gradations in the meaning conveyed by prepositions would allow for greater flexibility, moving from purely literal meanings to metaphorical ones, as stated by Quirk et al. (1985: 685).

References

- British National Corpus (BNC)*. <http://www.natcorp.ox.ac.uk/> ; <http://corpus.byu.edu/bnc/> (retrieved October 12th 2020).
- Cruse, A. 2000. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.
- Lindstromberg, S. 2010². *English Prepositions Explained. Revised Edition*. Amsterdam: John Benjamins.
- Quirk, R., S. Greenbaum, G. Leech & J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.
- Rundell, M. (ed.). 2020³. *Macmillan English Dictionary for Advanced Learners (MEDAL3)*. Oxford: Macmillan. <https://www.macmillandictionary.com/> (retrieved October 12th 2020).
- Saint-Dizier, P. 2005. "An overview of PrepNet: abstract notions, frames and inferential patterns". In *Proceedings of the Second ACL-SIGSEM Workshop on the Linguistic Dimensions of Prepositions and their Use in Computational Linguistics Formalisms and Applications*. Essex: University of Essex/Association for Computational Linguistics; 163-170.
- Schibsbye, K. 1969². *A Modern English Grammar with an Appendix on Semantically Related Prepositions*. London: Oxford University Press.
- Survey of English Usage. 1998. *The International Corpus of English. The British Component (ICE-GB). Release 1*. London: University College London.

Sheila Castilho ¹, Sharon O'Brien ²

¹ Adapt Centre, School of Computing, Dublin City University, Dublin, Ireland

² CTTs/SALIS, Adapt Centre, Dublin City University, Dublin, Ireland

Content, Genre, and Domain: Are They All the Same? A Profiling Investigation

As content creation grows on a global scale, the need for translation and natural language processing (NLP) solution increases in tandem. Accordingly, profiling content for machine translation (MT) and NLP routing decisions is becoming more imperative. However, the task of classifying text is arduous and there is no consistency on how to classify them. Such complexity arises from the fact that various scholars and practitioners working under different traditions or orientations use terminology differently. For instance, within the fields of Linguistics, NLP, and the Language Industry, different terms are used to refer to the same concepts and vice-versa: in Linguistics, it is possible to find the terms genre, text types, and register (Trosborg, 1997; Taavitsainen, 2001); while in NLP the most used terms are domain and topic, but not rarely the terms genre, text types and register are also used (Lee, 2001); and finally, in the Language Industry, content profiling (Castilho and O'Brien, 2016) seems to be the most used term.

This lack of agreement on terminology and structures causes confusion and makes the classification task essentially impractical. As content creation grows on a global scale and the need for translation increases in tandem, profiling of content for translation routing decisions and NLP solution will become more imperative. The goal of the present article is to provide a comprehensive review of the literature on the task of profiling content within the localisation are for fields, and to identify how different approaches work and what their limitations are. Three different main practices on content profiling in the are identified: Linguistics - genre, text types, register; Natural Language Processing - domains, topics and sometimes genres, text types and

register as well; The Language Industry - content profiling. The confusion around the terminology is discussed and a categorisation for each term found in the literature is suggested.

References

- Sheila Castilho and Sharon O'Brien. Content profiling and translation scenarios. *The Journal of Internationalization and Localization*, 3(1):18–37, 2016.
- David Yw Lee. Genres, registers, text types, domains and styles: clarifying the concepts and navigating a path through the BNC jungle. *Technology*, 5:37–72, 2001.
- Irma Taavitsainen. Changing conventions of writing: The dynamics of genres, text types, and text traditions. *European Journal of English Studies*, 5(2):139–150, 2001. doi: 10.1076/ejes.5.2.139.7309.
- Anna Trosborg. Text typology: register, genre and text type. *Benjamins Translation Library*, 26:3–24, 1997.

Nicholas Catasso

Bergische Universität Wuppertal, Wuppertal, Germany

Es ist nicht *so*, wie es aussieht. Non-identity and four different types of *so* in German

The originally adverbial element *so* performs a number of different functions in Present-Day Standard German. As a lexical item, for instance, it has a (deictic-)modal meaning expressing the contextually defined way in which a situation or a state is to be interpreted (1). It may also surface in correlative constructions in which it resumes (some types of) preposed adverbial clauses (2), or function as what looks like a prefield expletive obligatorily filling the prefield and giving rise to a V2 configuration, albeit without really taking up any previously verbalized reference or yielding any semantic / deictic content (3). In other cases, it introduces a main clause, conveying e.g. a sense of completion resulting from some previous situation or utterance (4):

- (1) *Ich hoffe, es ist nicht so. (so₁)*
'I hope it is not so.'
- (2) *Wenn das wirklich stimmt, so müsste die CD doch den besseren Klang haben. (so₂)*
'If that were the case, then this CD should sound better (than the other one).'
- (3) *Verwundert dürften sich vor allem die Chefs der Rentenversicherung die Bezüge ihrer Kollegen aus der Abteilung Gesundheit angesehen haben. So erhält der Präsident der Bundesversicherungsanstalt 7815 Euro im Monat. (so₃)*
'The leaders of the Pension Fund must have been astonished learning how much their colleagues from the Health division earn. The president of the Federal Insurance Institute receives a salary of 7815 euros every month.'
- (4) *So, jetzt können wir los. (so₄)*
'Now we can go.'

In this paper, I address the question of whether the different functions of *so* illustrated above result from contrasts intrinsic to the categorial features of this element (i.e. whether *so* is a different syntactic object in each of the sentences in (1)-(4)) or rather are an effect of its integration into different surroundings (i.e. whether *so* is *one* syntactic object with different functions following from the context).

I will propose that so_1 , so_2 , so_3 and so_4 are to be classified as different lexical entries on the basis of their function, which in turn intimately correlates with their level of semantic bleaching and affects their syntactic behaviors. A diachronic investigation of these elements also corroborates the assumption that they are formally distinct entries in the lexicon. To account for this categorization and assuming an articulate C-domain à la Rizzi (1997), I will contend that each of these items is the result of a different syntactic derivation following from distinct degrees of semantic/referential content and syntactic integration.

References

- Haegeman, L. 1996. Verb second, the Split CP, and null subjects in Early Dutch finite clauses. GGP 4. 135-175.
- Haegeman, L. 2003. Conditional clauses: External and internal syntax. *Mind and Language* 18: 317-339.
- Haegeman, L. & Hill, V. 2013. The syntacticization of discourse. In R. Folli, C. Sevdali / R. Truswell (eds.), *Syntax and its limits*, 370-390. Oxford: Oxford University Press.
- Ningelgen, J. & Auer, P. 2017. Is there a multimodal construction based on non-deictic so in German?. *Linguistics Vanguard*, 3(s1): 1-15.
- Rizzi, L. 1997. The fine structure of the left periphery. In L. Haegeman (ed.), *Elements of Grammar*, 281-337. Dordrecht: Kluwer.
- Salvesen, C. M. 2016. Resumptive particles and Verb Second. Manuscript, Universitetet i Oslo.

Spandan Chowdhury

Jadavpur University, Kolkata, India

Syntactic Preference Patterns of Phrases denoting Emotion: A Case Study in Bengali and Hindi

The conceptualization and expression of emotion is a natural function of Language (Foolen 1997, 2012). The conceptualization of a certain experience including its components, namely stimulus, response and the associated emotion, are reflected in the construals used in the language. This study aims to find if there are any language-specific preference patterns between the available construals describing an event involving some emotional component (based on six basic emotion types (Ekman, 1993)).

Two SOV word-ordered Indo-Aryan languages, *Hindi* (spoken across various parts of India) and *Bengali* (spoken in the East-Indian state of West Bengal), have been considered for this study. Data has been collected from 100 healthy native Bengali-speaking participants [50 male and 50 female, between ages 16 years to 57 years (mean age = 26.41 years, SD = 6.84 years)] and 56 healthy native Hindi-speaking participants [28 male and 28 female, between ages 16 years to 53 years (mean age = 25.46 years, SD = 6.66 years)] after taking their consent. Construals of situations involving a Stimulus Phrase (*S-phrase*), a Response Phrase (*R-phrase*) and an Emotion Phrase (*E-phrase*) were presented and a grammaticality judgement test was carried out. Taking into account that stimulus always precedes response, the position of the *E-phrase* was varied sentence-initially (*ESR ordering*), sentence-medially (*SER ordering*) and sentence-finally (*SRE ordering*) for each of the six basic emotions (i.e., total 18 sentence combinations were obtained for each language). As an example, the Hindi sentence for the emotion *fear* is shown with phrase-marking as follows:

	<i>S-phrase</i>	<i>E-phrase</i>	<i>R-phrase</i>	
wo	fer dek ^h kər	dər kər	b ^h ag gəja	[SER ordering]

3.SG tiger see do-PERF afraid do.be-PERF run go-PST

‘He saw the tiger and fled in fear.’

It is observed that for both languages, the SER ordering is the most preferred structure, whereas, ESR is the least preferred [p-value<<0.0001]. For Hindi, the two emotions of Fear and Surprise show lesser syntactic variability with respect to the other four emotions. Surprise does not allow SRE ordering in Hindi, unlike Bengali. In Bengali, Fear shows lesser syntactic variability with respect to the other five emotions, and Bengali males show ESR ordering only for Sadness and Surprise. In both languages, Fear does not allow ESR structure. Other interesting observations have also been discussed in this paper. The findings of this paper indicate that based on relative ordering of emotion construal phrases in sentences, languages may have typological differences.

References

- Croft, W., & Cruse, D. A. (2004). *Cognitive linguistics*. Cambridge University Press.
- Damasio, A. (1994). *Descartes’ error*. Emotion, reason, and the human brain. London: Picador.
- Ekman, P. (1993). *Facial expression and emotion*. American psychologist, 48(4), 384.
- Ekman, P. (1999). *Handbook of cognition and emotion* in T. Dalgleish and M. Power (Eds). Wiley and Sons. Ltd. Sussex, U.K.
- Foolen, A. (1997). *The expressive function of language: towards a cognitive semantic approach*. In: S. Niemeier & R. Dirven (Eds.), *The language of emotions* (15–31). Amsterdam: Benjamins.
- Foolen, A. (2012). *The relevance of emotion for language and linguistics*. Moving ourselves, moving others: Motion and emotion in intersubjectivity, consciousness and language, 349-369.

Keywords

emotion phrases, syntactic preference patterns, emotion construals, basic emotions, phrase ordering, cognitive linguistics.

Ioana-Narcisa Cretu

Lucian-Blaga-Universität Sibiu/Hermannstadt, Sibiu, Romania

Sprache und Stil der Medien zu Corona-Zeiten

Freie Medien sind unentbehrlich für eine demokratische Gesellschaft. Zu Krisenzeiten sind nüchterne und sachliche Informationen besonders wichtig. Der vorliegende Beitrag untersucht auftretende Strukturen in Berichten und Nachrichten über Corona hauptsächlich in den rumänischen Medien, aber auch in vergleichbaren Sprach- und Stilelementen der deutschen Presse. Die Beispiele betreffen die Sprache der Onlinemedien der bekanntesten Informationsquellen (sowohl von Publikationen, als auch von Hörmedien und

Nachrichtenagenturen). Es werden lexikalische Elemente der Diskursanalyse in Nachrichten der Corona-Krise identifiziert (Neuwörter, Fachwörter, Zusammensetzungen, Anglizismen u.ä.), als auch Stilunterschiede in der Berichterstattung.

Zu der Situation der rumänischen Presse muss gesagt werden, dass nach der Wende über 1200 neue Publikationen erschienen sind. Einige davon gibt es heute nicht mehr, aber es erscheinen stets andere. Besonders nach der Wirtschaftskrise sind viele der Publikationen nur noch im Onlineformat zu finden. Außer den Printmedien ist weiterhin der Fernseher die vertrauteste Informationsquelle, die Reichweite der privaten Sender liegt bei 50 bis 72% der Bevölkerung, während das öffentlich-rechtliche bei beinahe 100%. Bei den Jugendlichen sieht es anders aus, an erster Stelle ist die Internetnutzung und an letzter Stelle stehen die Printmedien. In den Städten ist der Marktanteil des öffentlichen Fernsehens nur von 35% und liegt hinter den privaten Sendern. Seit 1990 hat sich – ähnlich wie beim Fernsehen – die Radiolandschaft erheblich verändert. Außer dem öffentlich-rechtlichen Sender der mehrere Programme anbietet, gibt es zahlreiche private lokale Hörfunkangebote und diverse sonstige Sender.

Trotz der Vielfalt der rumänischen Presse kann man noch nicht von einer gänzlich freien Presse sprechen. Es ist auch nicht zu übersehen, dass sich heute in Rumänien der ursprüngliche Informationsjournalismus oft zu einem Unterhaltungsjournalismus gewandelt hat. Der festgestellte Unterschied im Stil der Berichterstattung trägt jedoch zu Corona-Zeiten zu verstärkter Unsicherheit und Angstgefühlen bei. Diesbezüglich werden Beispiele aus der nationalen und internationalen Medienlandschaft vorgeführt.

Die gestellte Frage ist inwieweit die gewählten Sprach- und Stilmittel der Medien zu Krisenzeiten einer entsprechenden Information und Aufklärung der Gesellschaft dienen oder eher das Gegenteil erreichen, wie es auch die Corona-Demonstrationen in verschiedenen Städten der Welt zeigen.

Literatur

- Active Watch. Agenția de Monitorizare a Presei (2008): Evaluarea nivelului de competență în mass media, Bukarest.
- Bachmann-Stein, A. (2008): Infotainment und Häppchenjournalismus. Sprach- und medienhistorische Überlegungen zum Wandel von Presstexten. In: Heinz-Helmut Lüger/ Hartmut E.H. Lenk (Hrsg.): Kontrastive Medienlinguistik, Landau: Verlag Empirische Pädagogik, 2008.
- Centrul pentru Jurnalism Independent (2004): Structurile de proprietate și influența lor asupra independenței și pluralismului în mass media. România. Republica Moldova aus: Media ownership and its impact on media independence and pluralism, Ljubljana, Peace Institute, Institute for Contemporary Social and Political Studies.
- Crețu Ioana-Narcisa (2015): Media Moguls in Crisis. Media Freedom in Romania. In: Ralf Hohlfeld, Ralph Kendlbacher, Oliver Hahn (eds.): Freedom of the Media - Freedom Through Media, Bochum/Freiburg, Projektverlag, S. 54-69, 2015.

Legal lexicon in focus: equivalences between the terms designating the types of official unions in Brazil and France in the light of a diachronic perspective

In this study, it is assumed that “legal texts abound in culturally loaded terms expressing a society’s complex institutions and vocabulary generated by cultures stretching back thousands of years” (Gémar 2002, 163). Since the culture and history of a country strongly mark this domain and, consequently, the texts elaborated by its experts, when it comes, then, to translate them from one language to another, the differences between laws and rules become even more evident, especially with regard to the terminology conveyed in this specialised area in different countries. What happens is that, in this translation process, a concept called by a term in the source language (SL) does not always exist in the target language (TL), or, if it exists, this concept of TL may not fully include all semantic aspects involving the term of SL. Based on these considerations and other research developed in this area, particularly those of Cabré (1993), Dubuc (2002) and Dury (2005), this work proposes to study the equivalence(s) between the terms referring to the unions officially recognized in the Brazil and France since civil marriage was instituted in these two countries (which happened, respectively, in 1791 and 1890) until today. Thus, it is intended to verify the differences and the semantic-conceptual similarities between the equivalents of these terminological units from a diachronic point of view. The adopted methodology consisted of three stages: a) first, two corpora (called BLCorpus and FLCorpus) were created, which are composed respectively by laws, decrees and amendments that deal with the matter in the mentioned period; b) then, using the *Hyperbase* program (Brunet, 2015), the terms in question were identified; c) the next step was identify all the different concepts designated by these terms at different moments of this period; d) finally, the terminological hooks of their respective concepts were analyzed in order to verify the equivalents in Portuguese Brazilian to French French, and vice versa. As a result, 10% of these terms can be considered total equivalents, 30% are partial equivalents and 60% are empty of equivalence, i.e., they have no equivalent in that language pair. These results show that the terminology in question reveals aspects, especially semantics, which are close, but not identical. Then, the socio-cultural, ideological and historical issues underlying these terms and concepts were investigated in order to better understand the equivalence relations found. It is hoped that the results of this study can contribute to a better communication in the legal area and bring reflections on the terminological equivalence from a diachronic point of view (Financial support: São Paulo Research Foundation - FAPESP).

References

- Brunet, E. (2015). *Hyperbase version 10*. Unice: Université Nice. Retrieved from: <http://ancilla.unice.fr/>.
- Cabré, M. T. (1993). *La terminologia: teoría, metodología, aplicaciones*. Barcelona: Editorial Antàtida/Empúries.
- Dubuc, R. (2002). *Manuel pratique de terminologie*. 4.ed. Quebec: Linguatex.
- Dury, P. (2005). “Terminology and Specialised Translation: the Relevance of the Diachronic Approach”. *LSP & Professional Communication*, 5 (1): 31–41.
- Gémar, Jean-Claude. (2002). “Le plus et le moins-disant culturel du texte juridique. Langue, culture et équivalence”. *Meta*, 47 (2): 163–176.

Perceiving the scene: divergent distribution of definiteness within the same literary context by different translators. A case-study of French and English translations of Lermontov's *A Hero of Our Time*

While the concept of definiteness seems mostly similar in French and English, there are some particular uses of definite and indefinite articles that differ between these languages. The present research is aimed to look for such differences in a comparative study of French and English translations of Mikhail Lermontov's novel *A Hero of Our Time*. The idea was to compare two translations into languages containing the grammatical class of articles, but in a case where the source text was written in a no-article language (here: Russian). In such cases, the translators were forced to rely solely on their own linguistic intuition when distributing the majority of definiteness markers, without any suggestions coming from the original text. The aim of the talk is to comment on concrete examples, to place them within a linguistic framework (frame semantics, contextual salience) and to show that the choice of an article can constitute a creative means of building atmosphere in a book.

The translations were compared sentence by sentence. 288 comparable differences (around 1.25 differences per page in the French version, 1.52 per page in the English version) were identified. 45% of them depended strictly on grammatical differences between French and English (generic uses, time marking uses, idiomatic uses, some of the non-specific uses, and compounded proper names), but particularly interesting differences were related to disparate conceptualizations of a depicted scene: around 10% of usages concerned associative or quasi-situational uses which reflect variations of cognitive frames of some words (i.e. does a cottage house naturally contain a fence and a stove?), or show how a definite article can be used to draw the reader closer to the depicted scene, by giving the impression of looking at the scene "from the inside". There was also great variation between so-called cataphoric uses, specific, and non-specific uses. In some cases, a small difference in the syntax of a given sentence led to a different given-new information distribution and to a different choice of articles.

References

- M. Lermontov, *Un héros de notre temps*, tr. A. de Villamarie, 2007, I ed. Paris 1884, [online:] <http://bibliotheque-russe-et-slave.com>.
- M. Lermontov, *A Hero of Our Time*, tr. J.H. Wisdom i M. Murray, Charlottesville 1999, I ed. New York 1916, [online:] <https://www.library.virginia.edu>.
- Ch. Lyons, *Definiteness*, Cambridge – New York – Melbourne 2003 (I ed. 1999).
- J.A. Hawkins, *A Study in Reference and Grammaticality Prediction*, London 1978.
- D. Sperber, D. Wilson, *Relevance: Communication and Cognition*, Oxford 1986.
- N. Kadmon, Uniqueness, „*Linguistics and Philosophy*” XIII 1990, p. 273-324.
- G. Kleiber, Article défini, théorie de la localisation et présupposition existentielle, „*Langue Française*” LVII 1983, p. 87-105.
- W. Chafe, *Discourse, Consciousness and Time: The Flow and Displacement of Conscious Experience in Speaking and Writing*, Chicago-London 1994.
- M. Grévisse, *Précis de grammaire française*, Louvain-la-Neuve 1995, I ed. Paris, 1939.

- Ch. Fillmore, *Frame Semantics*, „Linguistics in the Morning Calm”, Seoul 1982, s. 110-137.
 R. Epstein, *Roles, Frames and Definiteness*, [w:] *Discourse Studies in Cognitive Linguistics*, Amsterdam 1997, s. 53-72.
 R. Laury, *Definiteness and Reflexivity*, „Pragmatics” XI (4) 2001, s. 401-420.
 R. Ingarden, *O poznawaniu dzieła literackiego*, Lwów 1937.

Nino Daraselia

Department of English Philology, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia

Some Discoursal and Socio-Semiotic Peculiarities of English and Georgian Fiction Blurbs

The paper examines 100 English and Georgian fiction blurbs from the perspectives of discourse analysis, socio-semiotics and stylistics viz.: the paper aims to:

- (a) reveal general discoursal peculiarities of the blurbs under discussion (for the given purpose the empirical data have been analyzed from the standpoint of Hymesean context features-addressor, addressee, topic, channel, code, purpose, key);
- (b) state recurrent frame structures evidenced in the given subgenre;
- (c) explore general stylistic peculiarities of the English and Georgian blurbs in question;
- (d) analyze different ways the semiotic space is represented on the back covers under discussion: in this respect the following issues are examined: typographic peculiarities, specificity of punctuation usage, graphical means of paragraph arrangement, the ways the author's photo is displayed on the semiotic space of the blurbs.

The study has shown that, being one of the varieties of advertisement, fiction blurbs are not homogeneous in character; there have been singled out 5 frame structures, namely, the blurb:

- 1. which is of a hybrid nature combining the peculiarities of a book review and an advertisement;
- 2. mainly consisting of two or more excerpts taken from different reviews;
- 3. presenting the author's biography and brief evaluation of his/her work;
- 4. imitating the author's style;
- 5. compiled for a particular edition of a book, emphasizing the advantages of the edition in question.

Unlike the English blurbs that reveal stylistic versatility ranging from dramatic plainness to metaphorically rich style the Georgian blurbs are more informative rather than persuasive, and stylistically and typographically plain.

The observations have shown that on a fiction back cover, as on a specific kind of semiotic space, meaning is created through the interplay of verbal and non-verbal means of expression; contrastive use of different types, employment of italics and capitalization, deviations from the norms of punctuation usage –all serve to draw a potential reader's attention, compelling him/her to buy the book.

Of particular interest are different ways the author's photo is presented on the back cover; depending on its distribution the photo can: (a) serve as the topic to the comment conveyed by the text; (b) be the bearer of the new information, having the identifying function; (c) serve as the continuation of the preceding text; (d) perform the function of an agent for the text that follows.

References

- Basturkman, H. A content analysis of ELT blurbs: reflections on theory-in-use. *Relc Journal*, Vol.30, NO, 1999, pp18-30, el.sagepub.com
- Brown, G. & G.Yule. 1983. *Discourse Analysis*. Cambridge: CUP.
- Burgess, F.G., 1986. *Burgess Unabridged*. Archon Books, Internet Archive (retrieved on January 14, 2020)
- Holsanova, J., Holmqvist, K., Rahm, H. 2006. Entry points and reading paths on newspaper spreads: comparing a semiotic analysis with eye-tracking measurements. *Visual Communication* 2006, 5; 65.
- Van Leeuwen, Th. 2006. Towards a semiotics of typography. *Information Design Journal + Document Design* 14 (2) 2006, John Benjamins Publishing Company. pp 139 -159.
- Verdonk, P. 2010. *Stylistics*. Oxford : Oxford University Press
- Wales, K. 2001. *A Dictionary of Stylistics*, Pearson Education Limited

Keywords

blurb, discourse genre, frame, socio-semiotics, stylistics

Anna Dargiewicz

Uniwersytet Warmińsko-Mazurski, Olsztyn, Poland

Verstärkung (m/w/d) gesucht. Zur Geschlechtsneutralität in den gegenwärtigen deutschen Stellenanzeigen

Das Ziel des Beitrags ist es, über das Problem der geschlechtergerechten Stellenanzeigen im Gegenwartsdeutschen anhand der Ergebnisse der korpusgestützten empirischen Untersuchung zu reflektieren. Angesichts des vom deutschen Bundestag am 14. August 2006 beschlossenen Allgemeinen Gleichbehandlungsgesetzes sowie des Gesetzes zur Änderung der in das Geburtenregister einzutragenden Angaben vom 18. Dezember 2018 ist man in Deutschland verpflichtet, u. a. Stellenanzeigen geschlechtsneutral zu verfassen. Die Umsetzung der sprachlichen Gleichbehandlung der Geschlechter in den AGG-konform zu gestaltenden Stellenanzeigen ist häufig Ursache für das merkwürdige sprachliche Chaos und die fehlerhaften Formulierungen in der Textsorte ‚Stellenanzeige‘, was die dem Beitrag zugrundeliegenden Korpusbelege bestätigen. Dies hat des Weiteren einen nicht zu unterschätzenden Einfluss auf Lesbarkeit, Ästhetik und Verständlichkeit sowie Vorlesbarkeit und Hörbarkeit der Stellenanzeigen, und schließlich auch auf den Erfolg des Ausschreibungsprozesses. Der geschlechterbewusste Umgang mit der Sprache, der darauf beruht, dass sowohl männliche und weibliche wie auch andere Geschlechtsidentitäten zum Ausdruck gebracht werden, muss den grammatischen, syntaktischen und stilistischen Kriterien gerecht werden. Unklare Begriffsbildungen müssen aus den Stellenausschreibungen verschwinden, damit die Rezeption der Textsorte ‚Stellenanzeige‘ nicht beeinträchtigt wird.

Literatur

- Diewald Gabriele/ Steinhauer Anja. 2017. *Richtig gendern: Wie Sie angemessen und verständlich schreiben*. Berlin: Dudenverlag.
- Diskriminierung in Stellenanzeigen. 2018. Herausgegeben von der Antidiskriminierungsstelle des Bundes. Berlin.
- Doleschal Ursula. 1992. *Movierung im Deutschen. Eine Darstellung der Bildung und Verwendung weiblicher Personenbezeichnungen*. Unterschleißheim/ München: Lincom Europa.
- Popović Novak. 1976. *Die Sprache der Stellenanzeigen in kommunikativer, persuasiver und sozialer Sicht*. Hamburg Universität. Dissertation.

Justina Daunorienė, Diana Babušytė

Lehrstuhl für Deutsche Philologie, Institut für Sprachen und Kulturen im Ostseeraum, Philologische Fakultät, Universität Vilnius, Vilnius, Litauen

Sprachbewusstheit und plurilinguale Kompetenz. Umfrage litauischer Sprachstudierender über Mehrsprachigkeit als Hilfe beim Deutschlernen

Die Wichtigkeit der Förderung individueller Mehrsprachigkeit wird weltweit immer wieder betont. Ebenso wird im Gemeinsamen Europäischen Referenzrahmen für Sprachen auf das Vorwissen der Lernenden und die Vernetzung der Sprachen hingewiesen. Aus diesem Grund nehmen die Prinzipien und Methoden der Mehrsprachigkeitsdidaktik mit ihrer positiven Wirkung einen wichtigen Platz im Fremdsprachenunterricht ein und man setzt sich verstärkt mit der Frage auseinander, wie individuelle Unterschiede der Lernenden in Bezug auf ihre sprachlichen Hintergründe im Sprachunterricht berücksichtigt werden können.

Im vorliegenden Beitrag wird der Frage nachgegangen, ob und wie litauische Universitätsstudierende ihr mehrsprachiges Repertoire als Ressource beim Deutschlernen sehen. Zu diesem Zweck wurde eine Befragung unter den Studierenden der Universität Vilnius durchgeführt, die Germanistik oder Deutsch als Wahlfach studieren. Das Ziel dieser Untersuchung war herauszufinden, ob den Studierenden die Vorkenntnisse in anderen Sprachen beim Deutschlernen helfen oder ob sie die Einflüsse der Muttersprache und weiterer Fremdsprachen als Interferenzphänomene sehen und sie negativ beurteilen. Die aus der Befragung gewonnenen Daten präsentieren die Einstellungen der Studierenden gegenüber der Mehrsprachigkeit, ihre multilingualen Fähigkeiten und Sprachbewusstheit sowie ihre sprachlernbezogenen Erfahrungen beim Erwerb des Deutschen als Fremdsprache.

Im Vortrag werden zuerst die wichtigsten Prinzipien der Mehrsprachigkeitsdidaktik angeführt, ihre Anwendung im Fremdsprachenunterricht bzw. beim Deutschlernen vorgestellt. Darüber hinaus wird ein kurzer Überblick über die wichtigsten Modelle des multiplen Sprachenlernens gegeben und der theoretische Rahmen der Untersuchung abgesteckt. Im Anschluss daran werden die Hintergrundinformationen zur Studie und die Ergebnisse aus der Analyse der Befragung präsentiert und mit einem Ausblick auf die Ergänzung der DaF-Lerninhalte abgeschlossen.

The use of lexical information and the presence of interference effects in the processing of complement control constructions in Spanish

To accurately compute grammatical relations, it is necessary to relate information that, in many cases, is not adjacent. Therefore, the parser must preserve this information over time to license different relations between words and phrases. Interestingly, some dependencies are subject to interference from structurally irrelevant but feature-matching items, giving rise to grammatical illusions (Phillips et al. 2011). Using the speeded acceptability technique, we investigated the processing of null subject-antecedent relations in complement control constructions in Spanish. This dependency, illustrated in Table 1, involves an interpreted anaphoric relation between the null subject of the infinitive clause (marked with \emptyset) and its controller: the subject or the object NP of the matrix clause, depending on the control properties of the matrix verbs (e.g. *promoter/promise* or *ordenar/order*). The aim of the study is twofold: on the one hand, we are interested in how is verbal lexical control information used to recover the antecedent of the implicit subject, and particularly, whether there exist differences between subject and object control dependencies as previous studies have claimed (e.g. Betancort et al. 2006). On the other hand, we are interested in whether this dependency is subject to interference from distractor NPs in memory (i.e. grammatical illusions).

The 8 experimental conditions were created by manipulating the matrix verb and the gender of the NPs, while the adjective was kept constant across conditions. The 2x2x2 design crossed the factors CONTROL (subject/object), GRAMMATICALITY (grammatical/ungrammatical), and DISTRACTOR (match/mismatch). The factor DISTRACTOR refers to the non-controlling NP. In order to make sure that the control verbs used in the stimuli had unequivocal control readings we conducted a sentence completion task prior to the sentence processing experiment. In this task, 104 native speakers of Spanish were presented sentences containing a control verb such as *John promised Mary to be...* and were asked to complete them using an adjective. The gender of the adjective used to complete the sentences allowed us to check the readings associated with the control verb in the matrix clause.

In brief, the results –analyzed using LMEM– show that native speakers of Spanish clearly recognize grammatical violations and no differences were observed between subject and object control dependencies. Furthermore, the presence of a matching distractor in ungrammatical sentences ameliorated the acceptability perception in contrast with ungrammatical sentences with a mismatching distractor. This provides evidence for the existence of grammatical illusions in anaphoric dependencies. These results will be discussed against current theories on the processing of long-distance dependencies and linguistic theories of control.

Table 1: sample set of experimental conditions

SUBJECT CONTROL		
GRAM.	DISTRACTOR	El dueño le prometió al carnicero Ø ser menos duro ...
	MATCH	<i>The owner^{masc} promised the butcher^{masc} Ø to be less severe^{masc} ...</i>
GRAM.	DISTRACTOR MISMATCH	El dueño le prometió a la carnicera Ø ser menos duro ...
		<i>The owner^{masc} promised the butcher^{fem} Ø to be less severe^{masc} ...</i>
UNGR.	DISTRACTOR MATCH	La dueña le prometió al carnicero Ø ser menos duro ...
		<i>The owner^{fem} promised the butcher^{masc} Ø to be less severe^{masc} ...</i>
UNGR.	DISTRACTOR MISMATCH	La dueña le prometió a la carnicera Ø ser menos duro ...
		<i>The owner^{fem} promised the butcher^{fem} Ø to be less severe^{masc} ...</i>
OBJECT CONTROL		
GRAM.	DISTRACTOR	El dueño le encargó al carnicero Ø ser menos duro ...
	MATCH	<i>The owner^{masc} ordered the butcher^{masc} Ø to be less severe^{masc} ...</i>
GRAM.	DISTRACTOR MISMATCH	La dueña le encargó al carnicero Ø ser menos duro ...
		<i>The owner^{fem} ordered the butcher^{masc} Ø to be less severe^{masc} ...</i>
UNGR.	DISTRACTOR MATCH	El dueño le encargó a la carnicera Ø ser menos duro ...
		<i>The owner^{masc} ordered the butcher^{fem} Ø to be less severe^{masc} ...</i>
UNGR.	DISTRACTOR MISMATCH	La dueña le encargó a la carnicera Ø ser menos duro ...
		<i>The owner^{fem} ordered the butcher^{fem} Ø to be less severe^{masc} ...</i>
...con los empleados del supermercado.		
...with the employees of the supermarket.		

References

- Betancort, M., M. Carreiras, C. Acuña-Fariña. 2006. Processing controlled PROs in Spanish. *Cognition* 100, 217-282.
- Phillips, C., M. Wagers and E. Lau. 2011. Grammatical illusions and selective fallibility in real-time language comprehension. In J. Runner (ed.), *Experiments at the Interfaces, Syntax & Semantics*, vol. 37, 153-186. Bingley, UK: Emerald Publications.

A Categorical Grammar Perspective of Universal Dependencies

Categorical grammar formalisms, like Lambek calculus and its derivatives (Buszkowski, 2001), analyze sentence structure in terms of constituencies rather than dependencies. Constituency grammars force word order constraints on the parsed sentence, restricting their analyses to fixed word order languages. However, computational algebraic approaches to word order analysis in pregroup calculus, a derivative of Lambek's syntactic calculus (Lambek, 1997, 2006), have allowed constituency analyses of relatively free word order languages such as Hungarian (Sadrzadeh, 2011), Sanskrit (Casadio and Sadrzadeh, 2014), and Hindi (Debnath and Shrivastava, 2019). The resulting investigation can also be extended to constituents in otherwise fixed word order languages, such as prepositional phrases and adverbs in English). Interestingly, a typed pregroup analysis of a language's syntax allows the formulation of a minimal dependency grammar for that language. In this paper, we explore the relationship between the pregroup and the universal dependency parse of a sentence in a given language (which includes universal POS tags, dependency relations, and lexical features) (Zeman et al., 2018). We use that relationship to understand how we can extract a minimal dependency grammar of a language from a phrase-structure analysis. Finally, we study the practical application of the theoretical link between rule-based constituency and data-driven dependency grammars in the form of a constituency-based grammar checking module based on universal dependency features.

References

- Wojciech Buszkowski. 2001. Lambek grammars based on pregroups. In *International Conference on Logical Aspects of Computational Linguistics*, pages 95–109. Springer.
- Joachim Lambek. 1997. Type grammar revisited. In *International conference on logical aspects of computational linguistics*, pages 1–27. Springer.
- Joachim Lambek. 2006. Pregroups and natural language processing. *The mathematical intelligencer*, 28(2):41–48.
- Mehrnoosh Sadrzadeh. "An Adventure into Hungarian Word Order with Cyclic Pregroups." *Models, Logics, and Higher-Dimensional Categories, a tribute to the work of Michael Makkai*, Centre de Recherches Mathématiques. *Proceedings and Lecture Notes* 53 (2011): 263–275.
- Claudia Casadio and Mehrnoosh Sadrzadeh. "Word order alternation in Sanskrit via precyclicity in pregroup grammars." *Horizons of the Mind. A Tribute to Prakash Panangaden*. Springer, Cham, 2014. 229–249.
- Alok Debnath and Manish Shrivastava. 2019. A pregroup representation of word order alternation using Hindi syntax. In *Proceedings of the 2019 Conference of the North American Chapter of the Association for Computational Linguistics: Student Research Workshop*, pages 125–135.
- Daniel Zeman, Jan Hajic, Martin Popel, Martin Potthast, Milan Straka, Filip Ginter, Joakim Nivre, and Slav Petrov. 2018. CoNLL 2018 shared task: Multilingual parsing from raw text to universal dependencies. In *Proceedings of the CoNLL 2018 Shared Task: Multilingual parsing from raw text to universal dependencies*, pages 1–21.

The intonation of the French discourse marker *donc* with different pragmatic functions

The discourse marker (DM) *donc* has attracted the attention of many researchers in recent decades, while native French speakers do not always use *donc* as argumentative connectors in oral French, its discursive functions have been widely documented in native speaker's speech (e.g., Bolly and Degand, 2009; Hansen, 1997; Vlemings, 2003; Zenone, 1981). However, to the best of our knowledge, limited work has been dedicated to the intersection between the intonation and the pragmatic functions of the DM *donc* in both native and non-native speech. For each discursive function of the DM *donc*, it is possible that it will be accompanied with an unique intonation pattern differing from others, as suggested by Didirkova' et al (2018). What is more intriguing is that non-native speakers may demonstrate different intonation patterns of the DM *donc* compared to native speakers due to L1 effect.

Therefore, by analyzing data collected from sociolinguistic interviews conducted in French with 40 non-native Chinese speakers of French residing in France and data drawn from the PFC (Phonologie du Franc_ais Contemporain) corpus of native French speakers (Durand et al., 2002), the current study aims to examine the various intonations (e.g., level, fall, rise, fall-rise, and rise-fall) associated with the DM *donc* with different pragmatic functions (e.g., introduce a consequence, indicate a refocusing toward the principal theme, introduce an earlier stated comment, solicit the following, suspensive *donc* and indicate a continuum in a narration) (Dostie, 2013). To be more specific, we will examine the acoustic correlates (i.e., pause duration, f0 contour and reset, and speech rate) of the intonations of the DM *donc* and the correlation between the environments where the DM *donc* appears in sentence and its intonation (e.g., Didirkova' et al., 2018; Komar, 2007; Volin et al., 2016). We intent to see if a certain pragmatic function is exclusively associated with a certain intonation type. Meanwhile, we also want to see if non-native speakers assign one type of intonation to a certain pragmatic function of the DM *donc* in the same way as native speakers do in terms of acoustic cues.

In this article, first, the intonation patterns of the DM *donc* will be reviewed. Secondly, the distribution of the intonation patterns of the DM *donc* in native and non-native speech will be discussed both quantitatively and qualitatively. The qualitative analysis will be based on the 1245 occurrences of *donc* identified in our non-native corpus. Thirdly, the L1 effect (i.e., Chinese) on the production of intonations of the DM *donc* in French will be investigated given that these two languages are prosodically distinct from each other. Lastly, the conclusion on the current work and reflection on its future pedagogical implications will be addressed.

References

- Bolly, C., & Degand, L. (2009). Quelle(s) fonction(s) pour *donc* en franc_ais oral?: Du connecteur cons'équentiel au marqueur de structuration du discours. *Lingvisticae Investigationes*, 32(1), 1–32.
- Didirkov'a, I., Christodoulides, G., & Simon, A. C. (2018). The prosody of discourse markers *alors* and *et* in French: A speech production study, In *Proceedings of Speech Prosody*.
- Dostie, G. (2013). Les associations de marqueurs discursifs-de la cooccurrence libre `a la collocation. *Linguistik Online*, 62(5).

- Durand, J., Laks, B., & Lyche, C. (2002). La phonologie du français contemporain (PFC): Usages, variétés et structure. *Romanistische Korpuslinguistik romance corpus linguistics*, 93–106. <http://www.projet-pfc.net>
- Hansen, M.-B. M. (1997). Alors and donc in spoken French: A reanalysis. *Journal of Pragmatics*, 28(2), 153–187.
- Komar, S. (2007). The interface between intonation and function of discourse markers in English. *ELOPE: English Language Overseas Perspectives and Enquiries*, 4(1-2), 43–55.
- Vlemings, J. (2003). The discourse use of French donc in imperative sentences. *Journal of Pragmatics*, 35(7), 1095–1112.
- Volin, J., Weingartova, L., & Niebuhr, O. (2016). The prosody of the Czech discourse marker 'jasně': An analysis of forms and functions. *Phonetica*, 73(3-4), 314–337.
- Zenone, A. (1981). Marqueurs de consécution: Le cas de donc. *Cahiers de linguistique française*, 2(1981), 113–139.

Keywords

discourse marker, *donc*, non-native speech, intonation, pragmatic functions

Delin Deng

University of Florida, Gainesville, United States

Frequency of French Discourse Markers in Non-native Speech and the Impact of Extralinguistic Factors

Discourse markers (DMs) are defined as particles that help the speakers in the organization of speech and whose presence or absence does not affect the integrity of the original core meaning of the utterance. The study of discourse markers took the initiative in 1970s with the pioneering work of Labov and Fanshel (1977) in their discussion of Rhoda's work, in which they mentioned about the use of well as DM. In the following decades, the study of DMs in native speech has received growing attention in linguistics. From different perspectives, researchers attempt to reach unanimity on the definition as well as the discursive functions of DMs. Given the divergent standpoints taken by researchers working in various domains of linguistics, the terminologies that researchers use to refer to DMs are diverse. In recent years, the study of DMs has expanded to SLA. Very often, researchers in SLA examine the impact of study abroad on the use of DMs. However, to the best of our knowledge, most research on DMs in non-native speech is limited to the examination of one or several DMs at a time without providing a panoramic perspective of the general use of a full range of DMs in a given linguistic community. Besides, most studies of DMs in non-native speech are restricted to student groups, which might be related to the availability of the participants. Considering that the actual L2 users in the target country constitute a part of the local linguistic community and that the DMs are not taught explicitly in language classroom, the extralinguistic factors also known as social factors, might have stronger impact on the use of DMs in the speech of local L2 users integrated into the community than of L2 classroom students.

Hence, in this article, by exploiting the data from an oral corpus consisting of 40 sociolinguistic interviews conducted in French with actual French L2 users in France, on one hand, we established a list of frequency of 73 the most used DMs in non-native speech, which is comparable to the

work of Chanet (2004) on native speech; on the other hand, we also examined how extralinguistic factors, such as gender, age of the speakers could influence the use of DMs in non-native speech.

References

- Labov, W., & Fanshel, D. (1977). *Therapeutic discourse: Psychotherapy as conversation*. Academic Press.
- Sankoff, G., Thibault, P., Nagy, N., Blondeau, H., Fonollosa, M. O., & Gagnon, L. (1997). Variation in the use of discourse markers in a language contact situation. *Language Variation and Change*, 9(2), 191-217.

Thomas Sanortey Dikpetey

University of Education, Winneba, Ghana

A comparative study of Burfɔɔr and Lobire folktales

Storytelling in the African setting in general and Ghanaian communities in particular, has received wider attention in the studies of oral literature. However, the Burfɔɔr and the Lobire cultures, which are minority, have not received any appreciable scholarly attention. Burfɔɔr and Lobire are Mabilia (Gur) languages spoken in the Savannah and the Upper West Regions of Ghana, and across the neighbouring Burkina Faso and La Côte d'Ivoire. We conducted a fieldwork in three Burfɔɔr communities and two Lobi communities for one month to record their storytelling performances. Some of our findings reveal that the concept of storytelling performance in both cultures is to expose the realities of life in their societies to their audiences. The performance sessions serve as platforms for continuous education for their audiences. The performance space further serves as a period of entertainment for both audiences and performers. Our analysis of data is purely descriptive with functionalist approach as a theoretical framework. We purposively sampled seven out of thirteen Lobire stories recorded, and fourteen out of thirty-eight Burfɔɔr stories recorded for this paper.

Key words

riddles; keys; storytelling; antiquity and commissioner.

Margarita Dimitrova

University of Lisbon, Faculty of Letters Lisbon, Portugal

Subjunctive questions and the case of Bulgarian *dali*

The subjunctive mood has been widely discussed from the perspective of its selection in complements of volitional, directive and emotive-factive predicates and has been regarded as the mood of subordination, revealing a specific type of dependency: the tense of the embedded domain is anaphoric with respect to the matrix tense giving rise to obligatory *obviation effects* (Picallo 1984, Raposo 1985, Ambar 1988).

Subjunctive main clauses, on the other hand, have not been subject to much systematic research. Some recent works (Ambar 2016, Giannakidou 2016) suggest that, in main clauses, the selection of subjunctive is related to the expression of the speaker's type of attitude and *evaluation*. Considering this view, here we address subjunctive questions, focusing on the properties of the interrogative word *dali* and its distribution in Bulgarian yes-no questions like (1):

(1) Dali Ivan kupi knigata?

Dali John bough book.def

"Did John buy the book?" (I wonder)

As opposed to standard yes-no questions licensed by the particle *li* (Rudin et al 1999, Dimitrova 2020, a.o.), structures like (1) are not true requests for information but rather display a flavour of wondering.

Curiously, *dali* is morphologically complex and integrates the subjunctive particle *da* and the interrogative particle *li*. It is well-known that, as opposed to Romance, Balkan languages do not display verbal morphology for subjunctive but rather employ the so called subjunctive particles like Greek *na* (Giannakidou 2009), Bulgarian *da* (Krapova 2001) and Romanian *să* (Dobrovie-Sorin 1994). Considering the intriguing properties of Balkan subjunctive particles and the syntactic expression of yes-no questions, here we suggest that *dali* is formed by External Merge of *da* with the particle *li* heading the polarity projection PolP (Holmberg 2012, Dimitrova 2020). In line with Ambar (2016) and Giannakidou (2016) we also discuss the relation between *dali* and the expression of evaluation (Ambar 2003).

References

- Ambar, M. (1988). *Para uma Sintaxe da Inversão Sujeito-Verbo em Português*. PhD dissertation. University of Lisbon.
- Ambar, M. (2003). "Wh-asymmetries." In *Asymmetry in Grammar*, Anna Maria Di Sciullo (ed.), Amsterdam, USA: John Benjamins, 208-249.
- Ambar, M. (2016). "On Finiteness and the Left Periphery: Focusing on Subjunctive." In *Mood, Aspect, Modality Revisited: New Answers to Old Questions*, Blaszcak, J., Klimek-Jankowska, D., Mygdalski, K., & Giannakidou, A. (eds.). Chicago: University of Chicago Press, 125-176.
- Dimitrova, M. (2020). *On the Syntax of Yes-no Questions in Bulgarian and Portuguese*. PhD dissertation. University of Lisbon.
- Dobrovie-Sorin, C. (1994). *The Syntax of Romanian*. Berlin: Mouton de Gruyter.
- Giannakidou, A. (2009). "The dependency of the subjunctive revisited: Temporal semantics and polarity." *Lingua* 120: 1883–1908.
- Giannakidou, A. (2016). "Evaluative subjunctive and nonveridicality". In *Mood, Aspect, Modality revisited: New Answers to Old Questions*, Blaszcak, J., Klimek-Jankowska, D., Mygdalski, K & Giannakidou, A. (eds). Chicago: University of Chicago Press, 177-217.
- Holmberg, A. (2012). "On the Syntax of Yes and No in English." *Newcastle Working Papers in Linguistics* 18: 52–72.
- Krapova, I. (2001). "Subjunctives in Bulgarian and Modern Greek". In *Comparative Syntax of Balkan Languages*, Rivero M. L. & Ralli, A. (eds), New York: Oxford University Press, 105-126.
- Picallo, C (1984). "The infl node and the null subject parameter". *Linguistic Inquiry* 15: 75–102.
- Raposo, E.P. (1985). "Some asymmetries in the binding theory in Romance". *Linguistic Review* 5: 75–109.
- Rudin, C., C. Kramer, L. Billings and M. Baerman. (1999). "Macedonian and Bulgarian li Questions: Beyond Syntax." *Natural language and Linguistic Theory* 17: 541-586.

Charifa Eddahani

Mohamed V University of Rabat, Rabat, Morocco

Language Choice and Use among Sub-Saharan migrants in Morocco

Morocco, which has been primarily a country of emigration for many decades, is progressively becoming an important destination for migrants and refugees from sub-Saharan Africa. The growing presence of immigrants confronts Moroccan society with many social, linguistic and legal issues typical of immigration countries (Fouzi, *et al.*, 2016). This study investigates language attitudes and language choice and use among sub-Saharan migrants settled in Morocco. The main objective is to study the language attitudes of different migrants coming from English-speaking and French-speaking African countries and find out about their language preferences in different domains, as well as the Moroccan languages they learn and use. The underlying hypothesis assumes that while French-speaking migrants will face less communication and integration issues in general due to the wide presence of French in Morocco, English-speaking migrants would feel the need to learn either Darija or French in order to be able to communicate with Moroccans. The study predicts more positive attitudes from English-speaking migrants towards Standard Arabic and Moroccan dialects in general than French-speaking migrants, who may show negative attitudes towards Moroccan local languages, as they may feel them irrelevant to their communication needs. In addition to this, we believe students would be less interested in learning Moroccan languages as they might not be willing to settle in Morocco, while working people may show a more favourable attitude and willingness to learn Moroccan local languages for their social/work integration. Understanding immigrants language attitudes and language use and choice is a fundamental step towards an adequate language policy and planning.

References

- Actes du Séminaire international sur l'intégration des immigrés au Maroc sous le thème : *La nouvelle politique migratoire au Maroc* . 2014. <https://www.iom.int/sites/default/files/country/docs/morocco/IOM-Morocco-Actes-seminaire-final-30-Jun-2014.pdf>
- Boukous, A., 1995. *Société, langues et cultures au Maroc. Enjeux symboliques*. Série : Essais et Etudes n° 8. Rabat : Publications de la Faculté des Lettres et des Sciences Humaines de Rabat.
- Fouzi, M., Ferrié J., Radi S. & Alioua M. , 2016. *Les migrants subsahariens au Maroc. Enjeux d'une migration de résidence* . Konrad Adenauer Stiftung e.V. Lawne: Rabat.
https://www.kas.de/c/document_library/get_file?uuid=5757725d-390b-3cbf-1151-999a9653f572&groupId=252038
- Gardner, R.C. & Lambert, W.E., 1972. *Attitudes and motivation in second-language learning* . Rowley, MA: Newbury House Publishers

Keywords

sub-Saharan migrants, language attitudes, language use and choice, Moroccan languages.

The Multilingual Goes (Un)translatable in Mohamed Choukri's *For Bread Alone*

Far from any established connection between translation and multilingualism—as both categories entail the coexistence of languages—there has always been a tension surrounding this relationship. While multilingualism celebrates the diversity of languages, where different voices come to meet and share the same space in a text, translation strives to break this diversity by serving the monolingual target reader, often at the expense of the foreign qualities of the multilingual source texts. In most cases, translation aims at mitigating the linguistic barriers, making the unfamiliar ‘other’ (original text) familiar in a translation that is always read by monolingual target readers as a reproduction of the source text. However interesting the mission might be, any translation of the multilingual literary text goes through a process of selections, omissions, reconstruction and, hence, suppressing the multilingual space. This implies that translating the multilingual literature is a real problem in the field of Translation Studies, so much so that it further complicates the practical matter of (un)translatability; in the sense that translators are not only burdened with translating from one language to another, but also with the dilemma of translating the languages ‘in between the text’ that are created by the multilingual writer. Sort of an outlet from this problem in the field, the untranslatability of the multilingual literary texts is primarily associated with the much-debated ‘translation loss’ that sometimes could only be compensated for, provided that the translator takes recourse to the strategies of compensations at his/her disposal.

The present paper engages with the recent debate on untranslatability and multilingualism as pivotal grounds through which a possible reconsideration of translation models and theories can be more appealing. The paper aligns with the view that both multilingualism and untranslatability help challenge the traditional thinking of translation that is always perceived in terms of the rhetoric of loss, transfer, fidelity and equivalence. My objective is, therefore, to verify the assumption that translation can never be a transfer of the source text’s inherent meaning, form or effect, for translation is a hermeneutic act that goes beyond reproduction and transfer. This will be achieved through a close study of the English translation of Mohamed Choukri’s well-known multilingual novel, *Al-Khobz Al-Hafi* (*For Bread Alone*). Translated into English by the American writer Paul Bowles, *For Bread Alone* is, par excellence, a multilingual literary text that its difference has been subjected to suppression, that is, by undergoing a process of deconstruction, omissions, additions and reconstruction of meaning. Thus the untranslatability of the multilingual sites in Mohamed Choukr’s *For Bread Alone* evoke the nature of translation as a hermeneutic act of interpretation that can undergo different levels of alterations, depending on the lived experiences of every translator. This hermeneutic understanding of translation can better serve the problems of multilingualism and untranslatability, away from the rhetoric of ‘loss’ and ‘transfer’ that does more harm than good to the translation theory and practice.

References

- Ait Kharouach M. (2020). Writing the multilingual in Maghrebi literature: Debating world literature. *Journal of World Literature*, 5, 446-465.
- Apter, E. (2013). *Against world literature: On the Politics of untranslatability*. London: Verso.
- Bandia, P. (1996). Code-switching and code-mixing in African creative writing: some insights for translation studies. *TTR*, 9(1), 139-153.
- Bassnett, S. & Trivedi, H. (Eds.). (1999). *Post-colonial translation: Theory and practice*. London: Routledge.
- Choukri, M. (2006). *For Bread Alone [Al-Khobz Al-Hafi]*. (P. Bowles, Trans.). London: Telegram.
- Garcia Gonzales, M. (2004). Translation of minority languages in bilingual and multilingual communities. In A. Branchadell & L. M. West (Eds.), *Less translated languages* (pp. 105-123). Amsterdam: John Bejamins Publishing Company.
- Large, D., Akashi, M., Józwikowska, W., & Rose, E. (Eds.). (2019). *Untranslatability: interdisciplinary perspectives*. London: Routledge.
- Lee, T.K. (2013). *Translating the multilingual City: Cross-lingual practices and language ideology*. Oxford: Peter Lang.
- Levine, S. J., & Lateef-Jan, K. (Eds.). (2018). *Untranslatability goes global*. London: Routledge.
- Meylaerts, R. (Ed.). (2006). *Heterolingualism in/and translation*, Special issue of *Target* 18 (1).
- Meylaerts, R. (2010). Multilingualism and translation. In Y. Gambier & L. V. Doorslaer (Eds.), *Handbook of translation studies* (pp. 227-230). Amsterdam: John Bejamins Publishing Company.
- Stolze, R. (2011). *The Translator's approach: Introduction to translational hermeneutics with examples from practice*. Berlin: Frank & Timme.
- Suchet, M. (2009). Translating literary heterolingualism: Hijo de hombre's French variations. In A. Pym & A. Perekrestenko (Eds.), *Translation Research Projects 2* (pp. 151-164). Tarragona: Intercultural Studies Group.
- Venuti, L. (2019). *Contra instrumentalism: A translation polemic*. Lincoln: University of Nebraska Press.

Keywords

Multilingualism, (Un)translatability, Hermeneutics, the Other, Mohamed Choukri, interpretation

Charles Elerick

The University of Texas, El Paso, United States

Phonological Erosion and Compensation: New Questions for Diachronic Linguistics

The diachronic loss of phonological bulk, however irregular, is easily observed whenever we have substantial data from successive stages of a language. For example, the ModE. reflex of OE *hnutu* (5 segments) is *nut*(3), OE *hlaford* (7) > ModE *lord* (4) OE *brohte* (6) > ModE *brought*(4). Similarly, the Span. reflex of Latin *laudāre* (7) is *loar* (4), *audīre* (6) > *oir* (3) , *aetāte*- (6) > *edad* (4). The fact of phonological erosion has been noted by multiple observers including Palmer and (Elerick 2016), in an extended exploration. A global engagement with the implications of diachronic erosion, the fact that it is a diachronic constant and yet languages do not waste away, has not been undertaken.

An investigation into the diachronic loss of phonological bulk will range across several key areas of diachronic linguistics. The critical questions are many. Is the rate of loss, apparently about 20% per millennium, constant and comparable across languages? Are phonetic erosion and phonological loss with restructuring two distinct processes? What is the relationship between the two? Are there factors that speed up or retard loss? In this regard, how should we approach the frequent observation that grammaticalization occasions loss (Heine and Reh)? Are there other

special circumstances that accelerate loss and is the loss of specific material predictable? How is loss compensated through phonological processes that add segments, morphological enlargement, and the addition of bulk by lexical replacement? How is loss and compensation related to or an expression of larger issues of information theory (Shannon and Weaver; Zipf)? If we assume that an essential balance between enunciatory effort and information load is an imperative, probably a universal, how is this “Efficiency Constant” (Elerick, to appear) preserved in the light of phonological loss? How can we enlist the concept of language as a Complex Adaptive System (Beckner) to construct a non-teleological model that accounts for the unconscious agency of speakers in the maintenance of the Efficiency Constant? Working answers to these questions produce an integrated theory that establishes a basis for the further investigation of a fundamental issue in diachronic linguistics.

References

- Beckner, C., R. Blythe, J. Bybee, M. H. Christiansen, W. Croft, N. C. Ellis, J. Holland, J. Ke, D. Larsen-Freeman, T. Schoenemann, 2009. Language is a complex adaptive system. Position paper, *Language Learning*, 59, Supplement 1: 1-27.
- Elerick, C. 2016. Lexical Right-Sizing in the Evolution of Spanish: Understanding Language as a Complex Adaptive System. *Bulletin of Hispanic Studies* 96.3, 183-204.
- Elerick, C. to appear. Phonological Erosion and Differential Compensation as a Centrifugal Force in Romance.
- Heine, Bernd and Mechthild Reh. 1984. *Grammaticalization and Reanalysis in African Languages*. Helmut Buske Verlag, Hamburg.
- Palmer, F. R., 1954. *The Latin Language*. London: Faber and Faber.
- Shannon, Claude, and Warren Weaver, 1949. *The Mathematical Theory of Communication*. Urbana: University of Illinois Press.
- Zipf, George K, 1965. *The Psycho-Biology of Language*. Cambridge, MA: M.I.T. Press.

Cecilia Esinam E. Agbeh

Mount Mary College of Education, Somanya E/R, Ghana

Ideographic Representations in French Orthography: Theory and Practice

This paper examines aspects of ideographic representations in French orthography in relation to misspelling of words and their linguistic effects in using the French language. The study focuses on theoretical and practical perspectives of ideographic representations within the context of the relevance of French orthography in teaching and learning French as a foreign language. Despite the significance of ideograms in both written and spoken French, using them correctly is often regarded as a trap and a source of difficulty for learners of the French Language. An attempt is made in this study to identify some causes of the problems associated with the use of ideographic representations in the light of the asymmetric nature of the French writing system. Analysis of given sentences constructed with key words selected based on aspects of *Typology of errors* proposed by Catach et al. (1980) constitutes the basis for the discussion and the debate on the current use of ideograms in French orthography both from theoretical and practical perspectives. Findings of the study indicate that ideographic representations ought to be a key component of

French orthography and its teaching and learning on accounts of etymological factors among others.

References

- AKAKPO, E. (2014). « Enseignement de l'orthographe dans une classe du FLE au Ghana » In S. J. Timothy-Asobe & A. M. Ilupeju (eds.), *EUREKA-UNILAG: A Journal of Humanistic Studies*, Lagos: Department of European Languages, University of Lagos.
- AKAKPO, E. (2013). *Utilisation des idéogrammes en orthographe française: Une étude de cas des apprenants du FLE au Ghana*, Saarbrücken: Éditions Universitaires Européennes.
- AKAKPO, E. (2012). « Comprendre les difficultés d'emploi des logogrammes en orthographe française pour les réduire » In E. BAKAH & E. AKAKPO (éds.), *INFOPROF: Journal de l'association des professeurs du français au Ghana (GAFT)*, Accra: Beyonidesigns, Vol. 54, pp. 6 -14.
- CARAVOLAS, M. (2004). « Spelling Development in Alphabetic Writing Systems: A Cross- Linguistic Perspective ». In *European Psychologist*, Vol. 9, Issue. 1, pp. 3-14.
- CATACH, N. (2012). *L'orthographe française, l'orthographe en leçons: un traité théorique et pratique*, Paris: Armand Colin.
- CATACH, N. (2011). *L'orthographe, que sais-je*, Paris: PUF.
- CATACH, N. (2001). *Histoire de l'orthographe française*, Paris: Champion.
- CATACH, N.; GRUAZ, C. ; DUPREZ, D. (1980). *L'orthographe française: Traité théorique et pratique avec des travaux d'application et leurs corrigés*. Paris: Nathan.
- COGIS, D. (2005). *Pour enseigner et apprendre l'orthographe, Nouveaux enjeux- Pratiques Nouvelles, École/ Collège*, Paris: Delagrave.
- DAVID, J. ; FAYOL, M. (1996). *Comment étudier l'écriture et son acquisition: Étude de linguistique appliquée*. Paris: Didier Erudition.
- FAYOL, M. ; JAFFRE, J. -P. (2012). *Orthographier*, Paris: PUF.
- GREVISSE, M. ; GOOSSE, A. (2004). *La force de l'orthographe*. Paris: Duculot.
- LUCCI, V. ; NAZE, Y. (1989). *L'Orthographe des Français*, Paris: Nathan.
- PAULE, M. ; WOODLEY, P. (1993). *Les écrits dans l'apprentissage: Clés pour analyser les productions des enfants*. Paris: Hachette.

Key words

Ideographic representation, Orthography, Teaching, Learning, French as a foreign language.

Tris J. Faulkner

Georgetown University, Washington D.C., USA

'Subjunctive-requiring' or 'Subjunctive-preferring'? : How Pragmatic Constraints Influence the Acceptability of the Indicative

Standard Spanish has certain classes of predicates which are described as embedding subjunctive clauses. Included under this classification are dubitatives (*dudar* 'to doubt'), emotive-factives (*estar triste de que* 'to be sad that'), negated epistemics (*no creer que* 'to not believe that'), causatives (*hacer que* 'to make that'), and directives (*aconsejar* 'to advise') (e.g., Portner, 2018; Real Academia Española, 2011; Romero, 2012). However, in spite of these traditional descriptions, non-standard and dialect-specific mood variation also occurs. For instance, it has been widely noted that emotive-factives also select for indicative (Bolinger, 1991; Blake, 1981; Crespo del Río,

2014; Farkas, 1992a; García and Terrell, 1977; Gregory and Lunn, 2012; Lipski, 1978; Quer, 1998, 2001). This is said to take place in all varieties of Spanish (Crespo del Río, 2014). Similar variability between moods comes about with negation (Bolinger, 1991; Kowal, 2007; Quer, 1998, 2001, 2009) and verbs of uncertainty (Deshors and Waltermire, 2019; Kowal, 2007). On a lesser scale is the dialect-specific mood variation that occurs with directives (García and Terrell, 1977) and causatives (Maldonado, 2017). Whereas directives may select for the indicative in Mexican Spanish (García and Terrell, 1977), causatives can take indicative in Iberian Spanish (Maldonado, 2017).

When both moods are acceptable, it is widely suggested that the choice between subjunctive and indicative is meaningful (Bolinger, 1991; Kanwit and Geeslin, 2014, 2017). Gregory and Lunn (2012), for example, puts forth that a speaker's choice of mood is contextually constrained by: 1) what they perceive to be (ir)relevant; as well as 2) what the other interlocutors know or do *not* know. As such, they state that whereas the indicative is used to assert a proposition that is informative to the conversational participants (i.e., new information), the subjunctive is used to background information that they already know (i.e., old information) (Gregory and Lunn, 2012). Thus, speaker intent, rather than the type of clause alone, influences the mood that is selected.

Using Gregory and Lunn's (2012) theory of 'information quality' as a guide, the aim of the present study was to further investigate mood variation in traditionally 'subjunctive-requiring' environments (emotivefactive, dubitative, causative, directive, and negated epistemic clauses). A 128-item Acceptability Judgment Task (AJT) was used to probe how context (the 'newness' or 'oldness' of the information at hand) affected how 222 native speakers of Spanish rated the acceptability of the indicative in 5 subjunctive-preferring environments. Results showed that the addressee's (un)familiarity with the information in question increased its permissibility in **all 5** of the mentioned contexts. These findings are consequential since they demonstrate that if certain pragmatic constraints are met, the grammaticality of the non-default form increases. Thus, pragmatic constraints affect a speaker's choice of form.

Jens Fleischhauer

Department of General Linguistics, Heinrich-Heine University Düsseldorf, Düsseldorf, Germany

Light uses of *stehen* – A corpus-study on German light verb constructions

German light verb constructions (also called 'Funktionsverbgefüge') consists of a semantically light verb and a phrasal element (either an NP (1a) or a PP (1b)). The different components of a light verb construction (LVC) express a joint prediction; the main predication content is contributed by the phrasal element.

- (1) a. *jemandem eine Frage stellen* 'ask someone a question' (lit. 'someone a question put')
- b. *jemanden zur Verzweiflung bringen* 'drive someone to despair' (li. 'someone to despair bring')

It is widely assumed (e.g. von Polenz 1987) that the light verb contributes to the aspectual interpretation of the LVC. Nevertheless, the meaning of the LVCs is often taken to be rather idiosyncratic. Such a view is supported by the fact that LVCs which only vary with respect to the NP/PP-internal nominal element receive different interpretations. The LVC in (2a) has a passive-like interpretation, the one in (2b) has not. This is evidenced by the fact that only the LVCs in (2a) can be paraphrased by using a passive sentence.

- (2) a. *unter Beobachtung stehen*
 ‘be under surveillance’ (lit. ‘under surveillance stand’)
- b. *unter Schock stehen*
 ‘be in a (state of) shock’ (lit. ‘below shock stand’)

I will demonstrate that the meaning of the LVCs is systematically derived from the meaning of its components. Evidence for this view is the fact that LVCs come in families. LVCs form a family, iff (i) they only show variance with respect to their nominal element and (ii) exemplify the same interpretational pattern. The LVCs presented in (2) belong to two different families, which are called ‘passive’-family and ‘impact’-family respectively. Some further members of the two families are listed below:

- (3) a. **Passive-family:** *unter Anklage stehen* ‘be charged with’, *unter Verdacht stehen* ‘be under suspicion’, *unter Strafe stehen* ‘be under penalty’, *unter Bewachung stehen* ‘be under guard/close watch’, *unter Aufsicht stehen* ‘be under supervision’
- b. **Passive-family:** *unter Dampf stehen* ‘be under steam’, *unter Strom stehen* ‘be under current’, *unter Druck stehen* ‘be under pressure’, *unter Alkohol stehen* ‘be under the influence of alcohol’, *unter Drogen stehen* ‘be under the influence of drugs’, *unter Schock stehen* ‘be in a (state of) shock’, *unter Stress stehen* ‘be under stress’

In the talk, I present the results of a corpus study on German LVCs of the type *stehen unter N* ‘stand below N’. The aim of the study is to identify the nouns licensed in the different *stehen unter*-families. To achieve this aim, I collected 10000 sentences from the German Reference Corpus (DeReKo) containing the verb *stehen* together with the preposition *unter*. Within the data, all occurrences of LVCs have been identified and classified according to the family they belong to. The identification of the different LVC-families is a first step towards a semantically compositional analysis of German light verb constructions.

References

von Polenz, Peter. 1987. Funktionsverben, Funktionsverbgefüge und Verwandtes. Vorschläge zur satzsemantischen Lexikographie. *Zeitschrift für germanistische Linguistik* 15. 169–189.

Semantic features of the constructions with split infinitive

The subject of this research is the semantic features of constructions with a split infinitive. These constructions are observed in sentences containing a marked infinitive – an infinitive with a preposition marker *to* (*to*-infinitive). The dictionary of linguistic terms defines a split infinitive (*split/cleft infinitive*) as a combination of a verb with an adverb placed between *to* and a verb form. The relevance of this work is determined by a number of factors. Firstly, constructions with a split infinitive are common in both spoken and written languages. The frequency of split infinitive use increases every year, which can be traced with the help of the COCA and the BNC text corpora. According to the data obtained from the corpora, the frequency of split infinitive use has increased from 1990 to 2020. Secondly, constructions with a split infinitive have already been studied in other scientific works (Curse 1927, Crystal 1985, Calle-Martin 2009, Mitrasca 2009, Popkova 2009), but they have not been the subject of research in semantics. For the purpose of this research language material is collected and examples of the phenomenon are selected to conduct a semantic experiment using the method of expert assessments, which will reveal the semantic features of constructions with a split infinitive. At the first stage of the study, we select examples of used lexical units based on the corpora of texts such as the British National Corpus and the Corpus of Contemporary American English. As part of the work with the corpora, an important step is to determine the exact number of split infinitives and the most common splitters in the construction, identify groups of studied constructions united by an integral feature and select representatives of each group. At the second stage the collected representatives are included in the questionnaire containing two similar statements with one variable parameter: split infinitive or usual infinitive. The informants (native speakers) are asked to grade the sentences with the reference to the norm of standard English and leave their personal comments on the use of split infinitive constructions. The acquired data is analyzed from the view point of semantics. As a result of the research the semantic features of split infinitives are described and the difference in semantics of split and usual infinitives is established.

References

- Mitrasca M. The split infinitive in electronic corpora: Should there be a rule? // *Concordia Working Papers in Applied Linguistics*. – Montreal, Quebec: Concordia University, 2009. Vol. 2. P. 99-131.
- Calle-Martin J. On the use of split infinitives in English // *Corpus linguistics: refinements and reassessments*, Amsterdam, 2009. P. 347-365.
- Suleimanova O.A. Experiment in semantics // *Content aspects of language: constancy and variability*. – M.: Flinta, 2016. P. 19-42.
- Fomina M.A. The method of expert assessments in a linguistic experiment and mathematical formalization of processing informants' assessments // *Materials of the International scientific and practical conference*, Moscow: MCU, 2005. P. 158-168.

Deia Ganayim

The Arab Center for Mind, Brain & Behavior, Sakhnin, Israel

Multilingualism and Handwritten Signature: The Case of Multilingual Palestinian Arabs in Israel

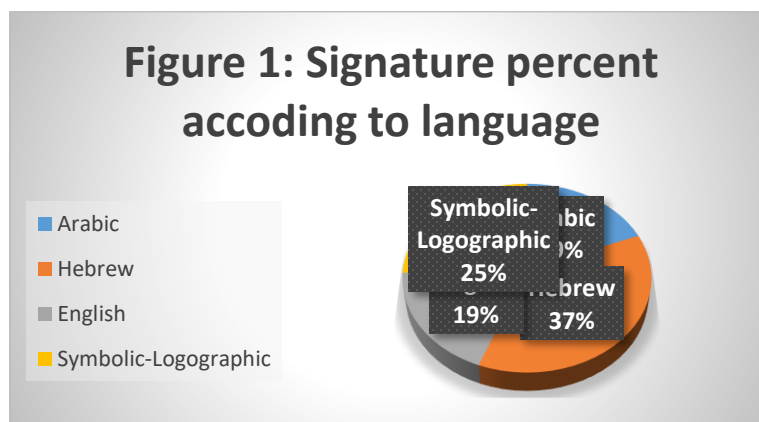
Handwritten signature plays an important role in life. The act of signing one's name is a highly expressive behavior. People tend to craft a signature that is clearly distinguishable from others' signatures and thus difficult to forge.

Yet, despite the pervasiveness of handwritten signatures in human life, no prior research has provided insight into how multilingualism affects the language of signing one's name in general and how is this affected by the status of the native first language.

In the reality of Israel, there are strong pressures towards 'Hebraization' among multilingual Arab Palestinians. They use Hebrew in central areas of life such as in the workplace, in communications with government offices, in health institutions, higher education, the media, etc. This places a further burden on them, as Hebrew is the dominant language in the public sphere of Israel.

In this research, we aim to examine in what language do Palestinian multilingual Arab students of higher education in Israel sign their own handwritten signature. Do they sign in Arabic, their mother tongue and native first language (L1) but still the language of minority? In Hebrew, their second language (L2) but the language of the dominant majority on Israel and the language of most official documents if not all? In English their third language (L3)? Or in a symbolic-logographic manner?

In the current study we have asked 843 Palestinian multilingual Arab students of higher education in northern Israel to sign their own handwritten signature. Their signatures were classified based on the signature language into Arabic, Hebrew, English and Symbolic-Logographic (difficult to be classified into a specific language). As in Figure 1 about 81% of the signatures were not in Arabic the native first language. The findings were unpredictable and may trigger further investigation of the interplay of multilingualism and majority/minority language interplay.



References

- Amara, M. (2002). The Place of Arabic in Israel. *International Journal of the Sociology of Language*, 158: 53-68.
- Bensefia, Ameer, Thierry Paquet, and Laurent Heutte (2005), "Handwritten Document Analysis for Automatic Writer Recognition," *Electronic Letters on Computer Vision and Image Analysis*, 5 (2), 72-86.
- Kam, Moshe, Kishore Gummadidala, Gabriel Fielding, and Robert Conn (2001), "Signature Authentication by Forensic Document Examiners," *Journal of Forensic Sciences*, 46 (4), 884-888.

Keywords

Multilingualism; Minority Language; Handwritten Signature; multilingual Palestinian Arabs in Israel

Laurent Gautier

Université de Bourgogne, Dijon, Frankreich

Fachsprachen als Objekte der Diskurslinguistik: Epistemologische und methodologische Überlegungen am Beispiel von Finanzdiskursen

[Kontext und Problemstellung] Dass Fachsprachen sich nicht auf Terminologie und Phraseologie reduzieren lassen – wie einst von der ISO-Norm 1087 behauptet –, ist seit langem zur Binsenwahrheit in der Fachsprachenforschung (Roelcke 2010) geworden. Die so genannten textlinguistischen und kognitiven „Wenden“ (Figge 2000, Adazmik 2004) haben Begriffe wie Textmuster, Wissenssysteme, mentale Repräsentationen usw. in neues Licht gerückt und auch für die Analyse von Fachtexten fruchtbar gemacht (vgl. Baumann 1992 für ein erstes integratives Analysemodell). Vor diesem Hintergrund und im Anschluss an Gautier (2008, 2014, 2019) zielt der Beitrag darauf ab, die hohe Relevanz der *Diskurs*-Ebene im Sinne von Busse/Teubert (1994) für die Fachsprachenforschung zu diskutieren, wobei über die angebotene Fallstudie hinaus (s. unten) vor allem epistemologische und methodologische Überlegungen im Mittelpunkt der Diskussion stehen sollen.

[Korpus] Veranschaulicht wird diese These an einem Korpus aus dem Finanzbereich, der sich besonders eignet, um die pragma-semantische Dichte und die auch Fachtexten inhärenten diskursiven Spannungen an den Tag zu legen – im Gegensatz zu oft zitierten Merkmalen wie Neutralität, Objektivität und Nicht-Ambiguität (Gautier 2012). Das Korpus versammelt alle seit 1949 verfügbaren *Monatsberichte* der Bundesbank, eine periodische Publikation zur volkswirtschaftlichen und finanzpolitischen Lage des Landes, die auch institutionellen Charakter hat.

[Methodologie] Im Zentrum der Untersuchung steht die qualitative Analyse rekurrenter grammatisch-lexikalischer Muster (Stein/Stumpf 2019), die als Indizien diskursiver Fossilisierungen aufgefasst werden. Nach einer quantitativen Erhebung werden sie frame-semantisch ausgelegt, um all jene expliziten und vor allem impliziten Wissenssegmente zu rekonstruieren, die an der diskursiven Konstruktion des fachlichen Sachverhalts beteiligt sind (Varga 2020). So wird gezeigt, inwieweit neben „rein“ fachlich-technischen Frames auch andere

Perspektivierungsstrategien am Spiel sind, welche – je nach Epoche – unterschiedliche Einstellungen, Werturteile, usw. versprachlichen.

Literatur

- Adamzik, Kirsten (2004). Textlinguistik. Eine einführende Darstellung. (= Germanistische Arbeitshefte; 40). Tübingen: Niemeyer.
- Baumann, Klaus-Dieter (1992). Integrative Fachtextlinguistik (= Forum für Fachsprachenforschung; 18). Tübingen: Narr.
- Busse, Dietrich/Teubert, Wolfgang (1994). „Ist Diskurs ein sprachwissenschaftliches Objekt? Zur Methodenfrage der historischen Semantik“, in: Busse, Dietrich et al. (Hrsg.). Begriffsgeschichte und Diskursgeschichte. Methodenfragen und Forschungsergebnisse der historischen Semantik. Opladen: Westdeutscher Verlag, 10 - 28.
- Gautier, Laurent (2008). „Fach, Fachsprache und Fachtextsorte: ein ‚magisches‘ Dreieck in der Fachsprachenvermittlung“, in: Baudot, Daniel/Kaufer, Maurice (Hrsg.). Wort und Text. (= Eurogermanistik; 25). Tübingen: Narr.
- Gautier, Laurent (Hrsg.) (2012). Les discours de la bourse et de la finance (= Forum für Fachsprachenforschung; 94). Berlin: Frank & Timme.
- Gautier, Laurent (2014). „Des langues de spécialité à la communication spécialisée: un nouveau paradigme de recherche à l’intersection entre sciences du langage, info-com et sciences cognitives?“, in: Etudes interdisciplinaires en Sciences humaines; 1, 225-245.
- Gautier, Laurent (2019). „La recherche en « langues-cultures-milieus » de spécialité au prisme de l’épaisseur socio-discursive“, in: Calderon, Marietta / Konzett-Firth, Carmen (Hrsg.) Dynamische Approximationen. Festschriftliches pünktlich zu Eva Lavrics 62.5. Geburtstag (= Kontraste/Contrastes; 3). Berlin: Peter Lang, 369-387.
- Figge, Udo L. (2000). „Die kognitive Wende in der Textlinguistik.“ in: Brinker, Klaus et al. (Hg.). Text- und Gesprächslinguistik. Ein internationales Handbuch zeitgenössischer Forschung. Berlin: de Gruyter, 96-104.
- Roelcke, Thorsten (2010). Fachsprachen (= Grundlagen der Germanistik; 37). Berlin: Schmidt.
- Stein, Stephan/Stumpf, Sören (2019). Muster in Sprache und Kommunikation. Eine Einführung in Konzepte sprachlicher Vorgeformtheit (= Grundlagen der Germanistik; 63). Berlin: Schmidt.
- Varga, Simon (2020). Frames und Argumentation. Zur diskurssemantischen Operationalisierung von Frame-Relationen. (= Kontraste/Contrastes; 5). Berlin: Peter Lang.

Elizaveta Getta

Institute of Translation Studies, Faculty of Arts, Charles University, Czech Republic

Multilingualism in Namibia during the German Colonisation – Challenges and Solutions

“Keine andere Brücke ist so stark wie Sprachbrücke.” [No other bridge is as strong as the language bridge] Heinrich Vedder (German missionary), 1900

In 1884, the territory of today’s Namibia officially became a German colony named German South West Africa. However, it was much earlier that European influence first began seeping into the country – with the arrival of the London Missionary Society and later the Rhenish Missionary Society (Rheinische Missionsgesellschaft). The encounter was determined by many challenges, one of them being the language and culture barrier.

The paper focuses on the language situation in German South West Africa and addresses the approaches suggested by Germans to establish communication with the indigenous population. German South West Africa was considered the most suitable colony to settle and therefore the

attempts to overcome the language gap became more sufficient comparing to other German colonies, which were rather used for commercial purposes. However, the linguistic diversity in German South West Africa made the communication one of the most challenging and long-lasting goals that remained unachieved until the collapse of the colony and even beyond. Native languages mostly spoken in German South West Africa included Nama, Otjiherero, Damara, Oshiwambo and a group of San languages.

The study explored four strategies undertaken by Germans to bridge the language gap: 1) trying to identify/establish a lingua franca; 2) learning the local languages before heading off to the colony; 3) teaching German/Dutch for the local population; 4) indirect communication – translation and interpretation. The research methodology was based on primary research involving archival records and semi-structured interviews, supported by critical discourse analysis of printed sources.

Although the Dutch language, spreading to the territory from the Cape Colony, was aspiring to the status of lingua franca, the number of Dutch speakers in German South West Africa was not high enough to make it the language of official communication. Germans had a possibility to learn the indigenous languages in the Seminar for Oriental Languages in Berlin before heading off to the colony. The German and Dutch languages were taught in colonial missionary schools.

Despite the fact that the colonial government strived for avoiding the indirect communication, in the end it proved necessary to use translation and interpreting services. The most common areas where interpreters were needed during the German colonial rule were justice, religion and diplomacy. The paper explores the role, status, competences, requirements and working conditions of interpreters in these areas. Translation played a crucial role in the process of Christianisation and was determined by various challenges the translators faced by explaining Christian values to the indigenous population. In conclusion, the paper discusses the question to which extent the intercultural communication and related research activities in the colony influenced the nature of the local languages, taking into account that these previously existed only in oral form.

Wakweya Olani Gobena

Addis Ababa University, Ethiopia

Copula and Possession in Oromo: A Typological Perspective

The nominal clauses in Oromo involve particle copula in the present and non-present tenses, but the present form also occurs in zero copula (juxtaposition). This uninflected particle has the present declarative copulas *da* and zero copula occur after the complement nominals having short terminating vowels. The affirmative copula *da* after vowel length and its suppletive negative copula *miti* are obligatorily overt elements in the nominal clauses. Among the several functions of copula that are listed in Dixon (2010:159), possession is pervasively encoded through its realizations as the POSM subject and POSR complement structures and as existential proximity representing structures with semantic notion of possessive function. In Oromo, copula and

possession grammaticalize each other where the one is connected with the other in the morphosyntactic properties. Copulas pervasively express possession in their varied realizations. More interestingly, the special possessive copula *-ti* serves as a suffix on the POSR constituent in an allomorphic variation from the other copulas. Besides, there are several other peculiarities in manifestations of the grammatical relations between copula and possession including the doubled possessive copula for succession of possessive relations, cleft constructions where the copula *-ti* emphasizes the possessive notion occurring in a separate copula clause, and others. The present paper is an attempt to explore the typological features of copula and possession in Oromo along with their grammaticalizing relations to each other.

References

Payne, T. E. (1997). *Describing morphosyntax: A guide for field linguists*. Cambridge: Cambridge University Press.
Dixon, R. M. W. (2010). *Basic Linguistic Theory 2: Grammatical Topics*. New York: Oxford University Press.

Keywords

copula, typology, grammaticalize, possession, morphosyntax, clause

Álvaro González Alba

University of California, Riverside, USA

Language learning: A historical approach to the teaching of Spanish in California

Spanish has been present in California for over 300 years (Santa Ana & Parodi, 1998; Parodi & Guerrero, 2016). This language has shared the land with several other indigenous languages that were part of the region before numerous important Spanish settlements took over their land (Lamar Prieto, 2012;2012;2018).

However, although the social, economical and political power of Spanish in the State of California was extremely prominent, with the pass of time and the push from those on the power, the language was slightly becoming a language of the second-class citizens (Perissinotto, 1992).

It was, in particular, during the 19th century, were numerous political-social, economic and educational changes hit the population. All these challenges were gathered by Marino Guadalupe Vallejo in his Historical and Personal Memories of Alta California, with information collected from 1769 to 1848 (*Recuerdos históricos y personales tocantes a la Alta California*). This piece of literature, that is found in the Bancroft Library at UC, Berkeley, was written almost entirely in Spanish and chronicles the life of Californians from many perspectives. This piece is compiled into 5 manuscripts that are being transcribed and edited by the Socalab team at the University of California-Riverside.

In this panel I will share how we archive, digitize and edit materials in crowdsourced environments. How we address concerns related to the preservation of these raw materials and how we can address the development of a curricular focus in the Spanish language, its Californian variants (Parodi, 2003; 2011; Villareal, 2013; Parodi & Guerrero, 2016) and California's history,

considering the historical importance of the language and the actual position that Spanish has on the State of California. One of our final goals is helping to return materials to the communities to which they belong, providing them with a branch of its historical tree that had been ignored or hidden before (Lamar Prieto, 2012).

This project presents multiple challenges. The manuscripts are unpublished materials, the number of pages is extremely large, and all work must be done manually to achieve the best quality in transcription. But this work allows us an approach to the language and its HSS from a linguistic and historical perspective, providing us with knowledge and tools to better understand and teach Spanish from a contextualized and significant methodology ((MacGregor-Mendoza, 2000; 2015; Holguín Mendoza, 2018; Prada, 2019). With this in mind, one of the ultimate goals, in collaboration with the Bilingualism Matters student association, is to be able to use the materials for teaching Spanish in K-12 centers in California. These manuscripts help us create a direct connection between the language and its speakers, encouraging and motivating students to know the language and the past of the land they walk on.

Emrah Görgülü

Ýstanbul Sabahattin Zaim University, Ýstanbul, Turkey

Exhaustivity in wh-questions in Turkish

This paper is concerned with exhaustivity in wh-questions in Turkish. It addresses the question how the exhaustivity reading in wh-questions is achieved in the language. It is shown that in the absence of a dedicated exhaustivity marker observed in certain languages, the presence of the plural marker *-lar* on the wh-phrase itself gives rise to the exclusively exhaustive reading. This, however, is not the case for bare wh-phrases as they can be interpreted exhaustively or not. Thus it is proposed that the plural marker itself acts as the exhaustivity marker since it exclusively marks exhaustivity in Turkish wh-questions.

Although exhaustivity is argued to be a universal property of wh-questions, some languages seem to employ different means to specifically mark exhaustivity in wh-questions, as shown by the examples from German and Hausa (Zimmermann, 2007).

(1) Wer hat *alles* bei SuB11 vorgetragen?

who has all at SuB11 presented

‘Who-ALL presented at SuB11?’

(2) Wàanee-*nèe* ya zoo?

who-EXH 3SG.M.PERF.REL come

‘Who all came?’

The presence of the quantifying question particle *alles* ‘all’ in German in (1) and the exhaustivity marker *-nèe* in Hausa in (2) gives rise to the exhaustive reading since the answers to these questions need to provide a complete list of individuals. Any other answer that is not exhaustive will not be felicitous.

Turkish is wh-in-situ language in which wh-phrases stay where their non-interrogative counterparts would appear, as illustrated below.

(3) *Kim pikniğ-e gel-iyor?*

who picnic-DAT come-PROG

‘Who is coming to the picnic?’

(4) *Pikniğ-e ne getir-ecek-sin?*

picnic-DAT what bring-FUT-2SG

‘What are you going to bring to the picnic?’

The questions in (3) and (4) are basic wh-questions in which exhaustivity is not specifically marked. The questions can be answered (non)-exhaustively. Note that Turkish does not overtly use a quantifying q-particle as in German, nor is there a dedicated exhaustivity marker as in Hausa. However, it is also possible to pluralize wh-phrases, as shown below.

(5) *Kim-ler pikniğ-e gel-iyor?*

who-PL picnic-DAT who-PL come-PROG

‘Who is coming to the picnic?’

(6) *Pikniğ-e ne-ler getir-ecek-sin?*

picnic-DAT what-PL bring-FUT-2SG

‘What are you going to bring to the picnic?’

The difference between (3) and (4), on the one hand, and (5) and (6), on the other, is that in the latter wh-phrases appear with the plural marker *-lar* attached to them. This changes the meaning of the wh-questions as they seek an exhaustive answer. In other words, the question in (6) does not seek a single an answer at all. Rather, it looks for a complete list of individuals that are coming to the picnic as an answer. Based on these, I argue that wh-questions in Turkish are underspecified for exhaustivity and this specification is achieved through overt plural marking on the wh-phrase. The plural marker functions as a presuppositional exhaustivity marker since the questioner presupposes that there is an exhaustive list of answers.

References

Zimmermann, M. (2007). Quantifying question particles in German: syntactic effects on interpretations. In *Proceedings of Sinn und Bedeutung 11*, E. Puig-Waldmüller (ed.), 627-641.

Meretguly Gurbanov ¹, Sahragul Gurbanova ²

¹ Department of Language Teaching, Languages Institute “Diller Dunyasi” and School of Continues Professional Development, D. Azady National Institute of World Languages, Ashgabat, Turkmenistan

² Department at the State Boarding School for Gifted Children, Ashgabat, Turkmenistan

CLIL In ELT: Effective Learning and Fruitful Results

Content and Language Integrated Learning (CLIL) is an approach that strives to promote two types of learning at the same time - the learning of non-language content and the learning of (foreign)

language. This dual objective must come about simultaneously and in an integrated manner such that each becomes a vehicle for the other. As the English language teaching/education (ELT/ELE) in recent years has gained high importance in the globe as well as in Turkmenistan, even in CLIL classes it became the primarily used language. When it comes to pedagogy, decisions concerning how to teach are equally important as what to teach. All teachers need to remember that exposing learners to a well thought-out curriculum is not the same thing as educating them if it means helping them to learn how to integrate the contents of curriculum into their minds, hearts, and everyday lives. Education is a continuous interface between learners and the objective world they live in. Teaching is the importing of knowledge of a particular subject to the learners. This knowledge includes education, but education cannot be limited to teaching of a language only. Teachers should be prepared to go beyond imparting language knowledge if they want an effective teaching and have fruitful results. Recent studies highlight that English language teaching is more effective when there is a motivating content. When there is a content other than just a subject of English language teaching, then this class will contribute to the all-round development of the learners' personality too.

In English language teaching classes, the ability of the teachers to prepare an environment for the functional learning by acting with the strategies, which will make the learners effective, is highly important. The teacher must not only direct the students to the information source, but also form the environment in which the students transform the knowledge effectively. They should understand that content of the language lesson is going to be useful in real life. Such a functional learning environment enables the process to advance dynamically with the students embracing the role of an active learner.

This study was result of a research carried out during the last five years, comparing the results of CLIL used schools with non-CLIL used schools. This comparison was basically succeeded through the success results of the school graduates. Mixed methods were used in order to carry out this research successfully as qualitative and quantitative data were required.

In this paper, while highlighting the fruitful results of using CLIL, the researcher will put forward and discuss a range of strategies and practices from various scholars and ELT practitioners in the matter of importance of effective English language teaching and how fruitful it is when CLIL is used.

The findings of this paper are hoped to have implications and guidance for effective teaching and learning in the English language classrooms.

Keywords

Content and language integrated learning (CLIL), effective teaching, ELT, fruitful results

This ongoing study investigates some *-lp* constructions in Karachay-Balkar (KB) based on a field study in Konya, Turkey. KB is an understudied Turkic language from the Kipchak group. For Turkic languages, *-lp* has been widely investigated in converb constructions (Johanson 1995; Csato 2001 among many others) and ambiguous patterns are noted down albeit with different prosodic patterns (Karakoç 2005, 2019; Özçelik 2019).

- These constructions are not ambiguous in KB, and (2a) is expressed as in (4b).

- Based on a set of diagnostic tests (Anagnostopoulou 2003), we suggest that the form with *-lp* in (4a) is an adjectival participle, while it is a contiguous verb sequence in (4b). The form in (4a) (i) can be a complement of 'seem' which reveals its adjectival nature, similar to underived adjectives (5), (ii) is licit with manner adverbials which reveals an eventual layer (6a) but incompatible with purpose clauses (6b), (iii) is compatible with '*still*'/'*for 2 hours*' which indicates that reversible states are denoted.

- [76]

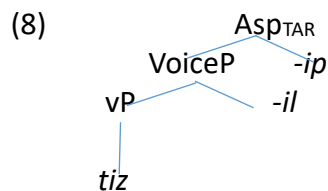
b. Gaggi-la igi-dile / igi körün-e-dile
 egg-PL good-3PL good seem-IMPF-3PL
 “The eggs are good / look good.”

(6) a. Gakkı-la ayavsuz tiz-il-ip-dile / tiz-il-ib körün-e-dile.
 egg-PL sloppily order-PASS-IP-3PL order-PASS-IP look-IMPF-3PL
 “The eggs look are sloppily ordered / sloppily ordered.”

b. *Aruv körün-ür-ü üçün tiz-il-ip gakkı-la
 beautiful look-NOML-POSS for order-PASS-IP egg-PL
 “The ordered eggs to look good.”

(7) Gakkı-la entda/2 sagat-dan beri tiz-il-ib körün-e-dile.
 egg-PL still/2 hour-ABL since order-PASS-IP look-IMPF-3PL
 “The eggs still look ordered/The eggs look ordered for two hours.”

The following structure is proposed. The aspectual stativizer denotes a process with its target state which is reversible in nature in the presence of an eventive layer. VoiceP is the host for the passive morphology but an implicit external argument is not possible.



-*ip* in contiguous verb sequence denotes imperfective aspect with an iterative or recurrent pattern as (3a) and (4b) indicate.

References

- Anagnostopoulou, Elena, 2003. Participles and voice. In: *Perfect Explorations*. Mouton de Gruyter, 1-36.
- Csato, E. Agnes 2001. Turkic double verbs in a typological perspective. In: *Aktionsart and aspectotemporality in Non-European Languages. Proceedings from a workshop held at the University of Zurich*. 175–187.
- Johanson, Lars 1995. On Turkic converb clauses. In: *Converbs in cross-linguistic perspective*. Berlin. New York: De Gruyter Mouton. 313–347.
- Karakoc, Birsal 2005. *Das finite Verbalsystem im Nogaischen*. (Turcologica 58.) Wiesbaden: Harrassowitz.
- Karakoç, Birsal 2019. Levels of potential ambiguity in Noghay verb sequences. In: *Ambiguous Verb Sequences in Transeurasian Languages and Beyond*. Harrassowitz Verlag.
- Özçelik, Öner. 2019. A formal phonological and acoustic analysis of verb sequences in Turkic. In: *Ambiguous Verb Sequences in Transeurasian Languages and Beyond*. Harrassowitz Verlag.

Daniel Gutzmann ¹, Katharina Turgay ²

¹ IDSL 1, Universität zu Köln, Köln, Deutschland

² Institut für Germanistik, Universität Landau, Landau, Deutschland

Warum Phrasenkomposita eigentlich Anführungs-komposita sind



Phrasenkomposita wie ***Für-den-Mathespick-von-heute-lade-ich-dich-ein-Angebot*** sind Determinativkomposita, deren Erstglied eine Phrase ist (hier die CP *Für den Mathespick von heute lade ich dich ein*) und das Zweitglied (*Angebot*) näher bestimmt. Die linke Konstituente kann nahezu jeder Kategorie angehören (Nominal-, Adjektiv-, Präpositional-, Adverb-, Verbalphrasen), während das Zweitglied meist nominal ist. Die Definition, dass es sich bei Phrasenkomposita um Komposita handelt, bei denen eine der unmittelbaren Konstituenten eine Phrase ist, widerspricht einigen Kernannahmen vieler traditionellen Grammatikmodelle, die sich durch Linearität und Modularität auszeichnen. Nach der Eigenschaft der Modularität besteht das Sprachsystem aus verschiedenen, eher unabhängigen Subsystemen oder Modulen. Nach der Eigenschaft der Linearität sind die verschiedenen Teilsysteme nicht nur voneinander getrennt, sondern unterliegen einer linearen Ordnung. Davon ausgehend schließen die beiden Konzeptionen die Existenz von Phrasenverbindungen aus: Denn es sollte keine Syntax in der Wortbildung geben und folglich sollten Phrasenkomposita nicht existieren. Doch das tun sie offensichtlich.

Mit unserem Beitrag zeigen wir einen Ausweg aus diesem scheinbaren Widerspruch und schlagen einen Weg vor, die Existenz von Phrasenkomposita in einer modularen und linearen Grammatiktheorie zu erklären und zwar ohne die grundlegenden Annahmen einer klassischen Grammatikarchitektur aufzugeben. Dabei stützen wir uns auf die schon in den 90ern von Richard Wiese vorgeschlagenen Zitathypothese (Wiese 1996), welche wir allerdings um eine Ausarbeitung des Zitatbegriffs ergänzen, um die in der Literatur vorgetragenen Einwände gegen Wieses Analyse zu entkräften. Denn diese hatten letztendlich dazu geführt, dass die Zitathypothese nicht mehr als eine ernsthafte Grundlage für die Analyse von Phrasenkomposita betrachtet und verworfen

wurde. Wir werden zeigen, dass die Zitathypothese – ausgestattet mit einem angemessenen Zitatbegriff: nämlich das (geschlossene) Zitat als sprachliche Demonstration, welches das Phrasenmaterial in Phrasenkomposita darstellt – nicht nur in der Lage ist, die Existenz von Phrasenkomposita innerhalb einer klassischen Grammatikarchitektur zu erklären und deren spezielle Eigenschaften zu erfassen, sondern dass diese auch weitere Besonderheiten von Phrasenkomposita vorhersagen kann, mit denen die alternativen Erklärungsmodelle, die nicht auf der Zitathypothese basieren, ihre Schwierigkeiten haben.

Um diese Ziele zu erreichen, werden wir kurz das Kernproblem, welches Phrasenkomposita für eine Grammatikarchitektur darstellen, genauer darlegen und Ansätze als Reaktion skizzieren, bevor wir Wieses Ansatz sowie die Kritik an der Zitathypothese vorstellen. Nachdem wir einen ausgearbeiteten Zitat- bzw. Anführungs-begriff von Recanati (2001) vorstellen, den wir für die Analyse von Phrasenkomposita als Komposita, die eine Anführung enthalten, verwenden. Wir argumentieren, dass nicht die Tatsache, dass ein Teil des Kompositums phrasal ist, das Besondere an den “Phrasenkomposita” ist, sondern die Tatsache, dass sie eine Anführung enthalten. Aus diesem Grund schlagen wir vor, bei den diskutierten Phänomenen von Anführungs-komposita zu sprechen.

Literatur

Recanati, François (2001): Open quotation. In: *Mind* 110, 637–687.

Wiese, Richard (1996): Phrasal compounds and the theory of word syntax. In: *Linguistic Inquiry* 27.1, 183–193.

Irina Gvelesiani

Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia

The English and Georgian Terms Related to the Pension Funds: Translation and Interpretation

After the dissolution of the USSR, Georgia became an independent country, which has tried to pave its way towards peace and prosperity. All spheres of life have been modernized in accordance to the foreign experience as well as to the achievements of the developed countries. Georgia’s involvement into cross-national activities, arrival of foreign investors, foundation of international companies, implementation of joint projects have facilitated the emergence of new rules and regulations. As a result, during the recent decade some innovative institutions appeared in different spheres of life. One of them was the pension fund - an outstanding institution of the modern world. The implementation of the new pension system was stipulated by Georgia’s transition from socialism to capitalism and by the governments’ aspiration towards the insurance of the welfare of the population. On 31 October 2017, the Government of Georgia publicly presented the reform plan related to the above-mentioned system. The draft law envisioned the new pension savings scheme that was based on personal accounts and did not include any element of solidarity. The principle was “everyone for him- or herself” (Hutsebaut M., 2017, p. 1). In January 2019, a new law came into force.

The paper deals with the newly-adopted pension scheme and considers the comparative analysis of the terminological units presented in the English and Georgian versions of the Law of Georgia on Funded Pensions. The study of the law revealed that the source document was English, which was translated into the Georgian language. Accordingly, some Georgian lexical units were created via the mere technique of transliteration. As a result, they became quite obscure and less understandable to the readers. The paper revealed the contextual meanings of the obscure terms and proposed their replacement by the appropriate lexical units. These replacements will enrich the existed English-Georgian dictionaries with the following English-Georgian pairs: *instrument* - *ქონება*; *open-end fund instrument* - *ღია საინვესტიციო ფონდის კაპიტალი*; *investment horizon* - *საინვესტიციო პერიოდი*; *fiduciary* - *პასუხისმგებელი პირი*; *open-end fund* - *ღია (საინვესტიციო) ფონდი*, etc. Moreover, the Georgian text of the law will become comprehensible for the Georgian society, which strives to adhere to the major principles of the savings scheme. We believe that the reader-friendly document will boost this aspiration.

References

- Accounting Dictionary <https://www.myaccountingcourse.com/accounting-dictionary>
D. Card and M. Ransom, Pension Plan Characteristics and Framing Effects in Employee Savings Behavior, Review of Economics and Statistics, 2011, 93(1):228-243
Investment Portfolio <https://dictionary.cambridge.org/us/dictionary/english/investment-portfolio>
M. Hutsebaut, Pension System Reform in Georgia, 2017, library.fes.de/pdf-files/bueros/georgien/13980.pdf
W. W. Kolodrubetz, Characteristics of Pension Plans: An Analysis of the Principal Provisions of 100 Selected Pension Plans under Collective Bargaining, Monthly Labor Review, Vol. 81, No. 8, pp. 845-853.

Camiel Hamans

University of Amsterdam, Amsterdam, Netherlands und Adam Mickiewicz University Poznań, Poznań, Poland

The importance of non-morphemic word formation

Traditionally morphological processes such as clipping and blending are seen as exceptional and as not belonging to the hard core of word formation. This is since the notion morpheme is considered to be an essential building block for word formation. In addition, processes such as blending and clipping are seen as irregular, which means that their productivity is seen as coincidental.

In this presentation I will show that non-morphemic word processes follow regular patterns but that it is not the morpheme which determines the outcome of the word formation processes but the syllable structure and the prosodic pattern. In addition, it will be demonstrated that the nature of the productivity of these processes is paradigmatic.

I shall discuss three processes, embellished clipping, libfixing and lexical blending. The data mainly come from English, however, some German and Dutch data will also be presented in the oral presentation.

A. Embellished clippings are forms that are clipped to monosyllabic base forms which subsequently have been suffixed such as:

- | | |
|------------------------|-----------------------|
| (1) ciggie < cigarette | (2) lesbo < lesbian |
| bevvv < beverage | garbo < garbage (man) |
| hanky < handkerchief | journos < journalist |

It is clear that in these data the notion morpheme does not play any role. Instead, it is the syllable which determines the resulting form. Moreover, all these forms are trochaic.

B. A libfix, a term coined by Zwicky (2010), 'is a liberated element which originates from the reanalysis of existing words'. Examples are the segments *scape* and *-cation* in (3) and (4)

- | | |
|---------------|--------------|
| (3) landscape | (4) vacation |
| seascape | daycation |
| cloudscape | staycation |
| soundscape | gaycation |

The forms in (3) resemble compounds, however the segment *-scape*, as it is used here, does not exist as an English noun. The data in (4) can not be described as quasi-compounds. The process that operates here truncates the first syllable of the existing word *vacation*. Subsequently, the empty slot in *-cation* is filled by a new syllable. The resulting form copies the stress pattern of the model *vacation*. The paradigmatic nature of this word formation process appears to be evident.

C. Lexical blending is a process that combines parts of two words into one new word. Examples are:

- | | | | |
|-------------|--------------------------|---------------|---------------------------|
| (5) smog | < smoke + fog | (6) covidiot | < covid + idiot |
| Oxbridge | < Oxford + Cambridge | administaff | < administration + staff |
| stagflation | < stagnation + inflation | administrivia | < administration + trivia |

The data in (5) show how blending works: the part which has been truncated from the second (right hand) source word, may be taken from the first (left hand) source word and can be inserted into the empty slot of the skeleton of the second source word. In *smog* this refers to the onset, whereas in *Oxbridge* and *stagflation* it is the first syllable. The examples in (6) are more complicated. In *covidiot* an extra syllable has been added to the second source word, filling a theoretically possible empty syllable slot. The final examples of (6) show that it sometimes is the left hand word which is the formal head and which determines the outcome. However, what is clear is that the stress pattern of the head that determines the stress pattern of the resulting form, see *cóvid + ídiot* > *cóvidiot* and not **cóvidiot*.

What this very brief analysis demonstrates is that syllabic elements and stress placement play a decisive role in the non-morphemic word formation process of blending.

In all three processes discussed here the notion morpheme does not play any role. Instead, syllabic structure and the prosodic pattern appear to determine the outcome.

References

- Hamans, Camiel (2010). The productivity of blending: linguistic or cognitive? Or how to deal with *administrivia* and *ostalgia*. Danuta Stanulewicz, Tadeusz Z. Wolański and Joanna Redzimska (eds) *Lingua Terra Cognita II. A Festschrift for professor Roman Kalisz*. Gdansk: Wydawnictwo Uniwersytetu Gdanskiego, p. 467-490.
- Hamans, Camiel (2020a). The difference between Blends and Clipped Compounds. Gabi Danon (ed.). *Proceedings of IATL 34. Papers from the 34th annual conference of the Israel Association for Theoretical Linguistics*. Ramat Gan (Israel): Israel Association for Theoretical Linguistics: 31-43. https://www.iatl.org.il/?page_id=1743
- Hamans, Camiel (2020b). Contra de linguïstische preutsheid. *Nederlandse taalkunde* 25, 319-332.
- Hamans, Camiel (in press). A lesson for Covidiots. About some contact induced borrowing of morphological processes. To appear: *Studia Anglika Posnaniensia* 55.
- Zwicky, Arnold (2010). Libfixes. <http://arnoldzwicky.org/2010/01/23/libfixes/>

Yifei Hao

Foreign Language Department of Baotou' Teacher's College, Inner Mongolia University of Science & Technology, China

A Corpus-Based Contrastive Analysis to the Translation of Chinese Function word in Textbooks for Teaching Chinese as a Foreign Language (TCFL)

The increased interest in cultures, education and business exchanges in today's cosmopolitan society has led to a growing demand for the translation of tourist leaflets, films, culture-related TV series, commercial documents, product labels and learning materials. As the global language, English is playing an ever-growing significant role in bridging the different linguistic background as a whole and offering opportunities for cross-cultural communication, especially in foreign language learning and teaching fields. As it addresses both single items and lexical phrases or chunks of several words with specific meaning(s), vocabulary learning can be considered as the core of foreign language learning. According to British linguist Wilkins, "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, pp. 111-112). For those who learn Chinese as a foreign language, English translation has been provided alongside the vocabulary table of TCFL (Teaching Chinese as a Foreign Language) textbooks. Due to the complex psychological and cognitive process of foreign language learning, any undue bias or emphasis towards one given aspect of a word's meaning in the way it is defined or translated may cause misunderstanding for learners in a different language, especially for learners at beginning level.

This article analyses translated vocabulary tables of Chinese textbook featuring Chinese function words in order to establish a framework which adopts functional equivalence theory of translation and linguistics-based approaches (semantic, pragmatic and grammatical perspectives) to complement written translations in a flexible way, to draw on translation quality evaluation theory to properly balanced the lexical meaning, contexts and grammatical function, and to serve as a reference point for those regarding locally-specific function words that are challenging to translate. Corpus-based methodology is used to compare 154 Chinese function words and their translations from 2 sets of currently used Chinese Textbooks featuring both preliminary and intermediate levels in China. The data reveal very limited pragmatic and grammatical factors in

existing vocabulary translation, inconsistent translations of lexical meaning and context meaning, and a high percentage of function word translation with locally-specific function. However, these are often omitted in translation, or lack supplementary information concerning their grammatical function and usage. It is proposed that a multimodal translation approach incorporating Chinese scholar Zhang Zhiyi and Zhang Qingyun's tripartite theory of glosseme and Translation Quality Evaluation framework can enhance function word translation. Vocabulary translation featuring grammatical supplementary (e.g. sentence structure) can familiarize foreign language learners with the usage of the target function word; interlingua explicitation clarifies a function word's pragmatic function, collocation, context and local-specificity; and translation quality evaluation criterion offer an appropriate balance between an accurate definition and a broader range of meanings according to different contexts.

References

- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge: MIT Press.
 Cruse, D. A. (2009). *Lexical Semantics*. Cambridge: Cambridge University Press.
 Hu, Y. S. (1978). *Modern Chinese*. Shanghai Education Press.
 Nida, E. A. (1993). *Language, Culture and Translation*. Shanghai: Shanghai Foreign Education Press.
 Zhang, Z. Y. and Zhang, Q. Y. (2012). *Lexical Semantics (Third Edition)*. Beijing: The Commercial Press.
 Wang, Y. (2017). Discussions of Vocabulary Matter in Chinese Teaching. *Journal of Modern Education*, 4 (50), 184-185

Keywords

Function word translation, contrastive analysis, Chinese vocabulary learning, corpus-based, TCFL textbooks

Katsyaryna Hatsuk

Department of Translation and Intercultural Communication, Yanka Kupala State University of Grodno, Belarus

Thematic groups of terminology reflecting the peculiarities of the EU language policy

It is well-known that sociolinguistics studies language in relation to its social conditions of existence. Language policy, or language planning, is a part of sociolinguistics which deals with development of linguistic problems to manage language processes as “language is one of the areas in which the state's influence has grown most quickly”(i).

The European Union (EU) is a “specific cultural space which is in itself an intersection of different cultures... So, EU texts occupy a space in-between cultures, while at the same time they aim at expressing new and pan-European concepts”(ii).

The main terminology of the EU language policy has been extracted from the glossaries provided in the official texts of the EU bodies. According to the concepts which the extracted terminology expresses six main thematic groups are proposed:

The first group encompasses the types of languages (e.g. *first language, mother tongue, foreign language*).

The second group refers to the system of education in the EU (e.g. *cognitive academic language proficiency, immersion learning, inactive language learners*).

The third group relates to migration (e.g. *migrant pupils, children from a migrant background, migrant languages*).

The fourth group covers the sphere of employment (e.g. *employability, language management, language preparedness*).

The fifth group refers to the sphere of translation and interpretation (e.g. *language resources, mediators, multilingual services*).

The sixth group relates to types and spheres of language planning work (e.g. *language policy, language planning, language strategy*).

The more detailed description of the groups will be given in the report.

References

- (i) Bastardas, Albert (1995) Language Management and Language Behavior Change: Policies and Social Persistence Catalan Review, Vol. IX, number 2, (1995), p. 15-38
- (ii) Sosoni, Vilelmini A Hybrid Translation Theory for EU Texts VERTIMO STUDIJS 5, p. 76-89

Diana Haydanka

English Philology Department, Uzhhorod National University, Uzhhorod, Ukraine

The Rise of Waldo Teddy Bear: the Linguistic Analysis of How a TV-Series Protagonist became the President of one Country

Telecinematic discourse has long become an indispensable part of our everyday lives. Pragmatic intentionality of this type of discourse stipulates its two key functions: manipulation (aimed at provoking the required emotional feedback from the audience), and attraction (aimed at expanding the target audience). Based on the profound analysis of theoretical studies, we interpret telecinematic discourse as a self-organised multimodal unity of audio-visual and verbal components. The telecinematic discourse is characterized by a range of diegetic and extradiegetic peculiarities, that result in a non-linear two-level communication model, attended by the underlying effect of external overhearing. The most disturbing fact is that the language of TV-series seeks not only to entertain. The most obvious instance of a TV-series' underestimated impact is the recent developments in Ukraine. In the title of the abstract, we referred to two TV-series which yet appeared to have tackled the same issue. The former is the Waldo Teddy Bear character (the episode "Waldo Moment" (February 2013) of the notorious British dystopian science fiction anthology Black Mirror (2011 – 2019). The latter alludes at the no less infamous comic TV series "The Servant of People" (2015 – 2019), whose protagonist Goloborod'ko, a secondary school teacher, runs for President and wins the elections due to fierce public criticism of the incumbent government (mirroring the events of the Black Mirror Series). Ironically, the comedian Volodymyr Zelenskiy, employing propaganda techniques similar to the those of the TV-series in his election campaign, had not only won the presidential elections in Ukraine but established an eponymous political party "The Servant of People" that have dominated Ukrainian

parliament. Hence, we propose a linguistic analysis of the key propaganda techniques in “The Servant of People” TV-series that manipulate the opinions and mindsets of the audience through manipulation techniques embedded in stylistic devices which realize communicative devices (providing a successful communicative act and prevent communicative failures), tactics (establishing fruitful cooperation and producing the required effect), and eventually the manipulation strategy (planning and foreseeing the produced effect of manipulating the viewers’ values).

References

- Anderson, C. (2005). Television Networks and the Uses of Drama. *Thinking Outside the Box: A Contemporary Television Genre Reader*. Ed. by G. Edgerton, B.G. Rose. Lexington: University Press of Kentucky, pp. 65–91.
- Bubel, C. (2006). *The Linguistic Construction of Character Relations in TV Drama: Doing Friendship in Sex and the City*: Dissertation zur Erlangung des akademischen Grades eines Doktors der Philosophie. Der Philosophischen Fakultäten der Universität des Saarlandes. Saarbrücken. 293 s. URL: http://scidok.sulb.uni-saarland.de/volltexte/2006/598/pdf/Diss_Bubel_publ.pdf (Accessed at: 20.10.2020).
- Chilton, P. & Schäffne, C. (2002). *Politics as Text and Talk. Analytic Approaches to Political Discourse*. Amsterdam: John Benjamins. 246 p.
- Chomsky, N. Top 10 Strategies of Manipulation by the Media. URL: http://theinternationalcoalition.blogspot.com/2011/07/noam-chomsky-top-10-media-manipulation_08.html (Accessed at: 19.10.2020).
- Dynel, M. (2013). Humorous Phenomena in Dramatic Discours. *European Journal of Humour Research*. Lodz. Vol.1 (1), pp. 22–60.
- Hobbs, R. & McGee, S. (2014). Teaching about Propaganda: An Examination of the Historical Roots of Media Literacy. *Journal of Media Literacy Education*. No 6 (2), pp. 56–67.
- Janney, R. (2012). Pragmatics and Cinematic Discourse. *Lodz Papers in Pragmatics*. Vol. 8 (1), pp. 85–113.
- Kozloff, S. (2000). *Overhearing Film Dialogue*. Los Angeles: University of California Press. 332 p.
- Rossi, F. (2011). Discourse Analysis of Film Dialogues. Italian Comedies between Linguistic Realm and Pragmatic Non-Realism. In: *Telecinematic Discourse: Approaches to the Language of Films and Television Series*. Ed. by R. Piazza, M. Bednarek, F. Rossi. Amsterdam: John Benjamins, pp. 21–46.

Wanqing He

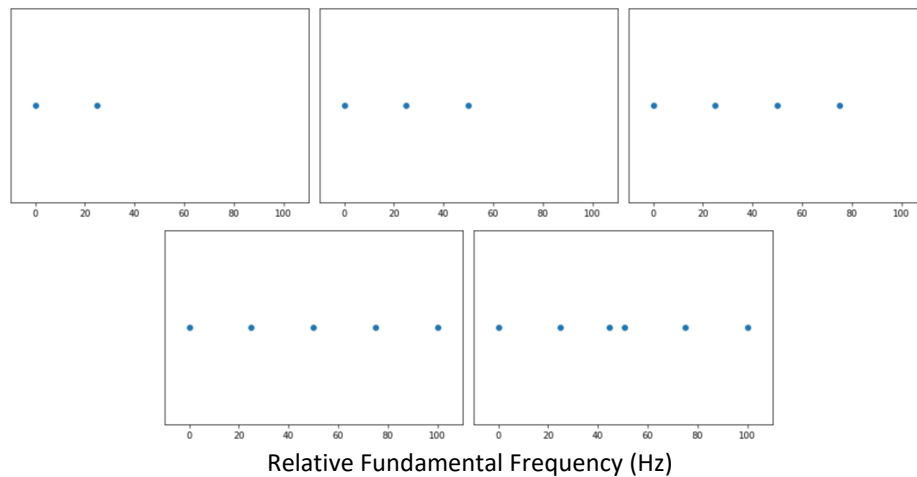
University of California, Berkeley, United States of Amercia

Modeling Tone System: The Role Of Dispersion Theory in Optimization

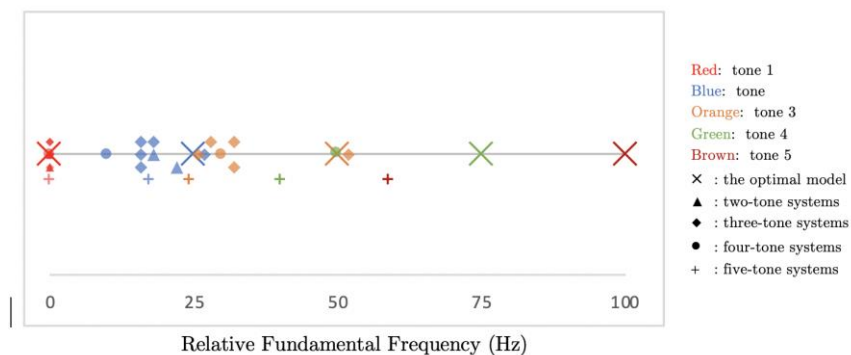
Tones are organized in a space according to some unknown principles. This paper presents a preliminary optimization model to address how Dispersion Theory explains the relative distribution of both level and contour tones in the tone space. Dispersion Theory concerns the distinctiveness constraints that favor more perceptually distinct contrasts of individual sounds (Lindblom 1986; Hombert 1978). I demonstrate that this distinctiveness constraint can be extended to a phonetically optimal tone system that requires sufficiently maximized perceptual differences for listeners while maintaining the minimal articulatory effort for speakers.

The following graphs show the optimizations of tone level distribution in two- to six-tone systems generated under the trade-off between articulatory difficulty and perceptual difference. They

have a hard-bound 100Hz tone space (Kuang 2013). The perceptual difference is subject to just noticeable difference (JND, Hart 1981) that maintains phonetic contrasts of at least 20 Hz.



The following graph shows the comparison between the optimal model and absolute measurements of tone levels from nine languages (Maddieson 1978). The model fits well for tone 1, 2, but poorly for tone 3, 4, 5. It suggests that the inter-tonal distance for mid- and high- tones are much narrower and the entire tone space smaller than as currently quantified.



Two conclusions can be made. First, the theoretical claims of Dispersion Theory are promising to be applied into the tone system to account for the spacial distribution of tone level. The model also supports Maddieson's claim (1978) that a language can have a tone system maximally with a five-way contrast. A six-tone system violates JND and the Dispersion Theory.

Second, the poorer fitting in the mid- to high-tone range in the tone space indicates that the actual size of the tone space and the JND may be more flexible and language-specific than the setting of the current model. The tone space may have a soft boundary or be less of a linguistically universal property.

Future studies may investigate the language-universal and language-specific properties of tone space and JND under the Dispersion Theory. Studying diachronic change of tone system is also valuable in understanding the movement of individual tone levels within the tone space. This

optimal model is promising to be revised to evaluate the roles of perceptual distinctiveness (JND) and articulatory difficulty (tone space), in both absolute and relative settings.

References

- Hart, Johan 't. "Differential sensitivity to pitch distance, particularly in speech." *Journal of the Acoustical*, vol. 69, no.3, pp. 811-821
- Hombert, Jean-Marie. "A Model of Tone Systems." *Tone and Accent*, ed. by D. J. Napoli, Washington, DC: Georgetown University Press, 1978.
- Kuang, Jianjing. "The Tonal Space of Contrastive Five Level Tones." *Phonetica*, vol. 70, 2013, pp. 1-23.
- Lindblom, Björn. "Phonetic universals in vowel systems." *Experimental phonology*, 1986, pp. 13–42.
- Maddieson, Ian. "Universals of Tone." *Universals of Human Language*, ed. by J. H. Greenberg, C. Ferguson, & E.A. Moravcsik, Palo Alto: Stanford University Press, 1978, pp. 335-365.

Binène Horchani, François Nemo

Ligerian Lab of Linguistics , University of Orleans, Orleans, France

Comparing Lexicons: A Typology of the Morpheme/Lexeme Relationship

In the comparison of lexicons, a major difficulty is the fact that at some point a choice must be made between identifying minimal semantic signs as such or as grammatically-defined minimal signs. It may be traced back to the original definition of morphemes, where minimal signs are obtained by a decompositional procedure which implies that they were both the minimal semantic and grammatical bricks of a language.

For languages with flexible lexicons (Hengeveld, 1992), where minimal signs are used indifferently in the four major word-classes, it has been argued by Croft (2000, 71-72) that since units in each of them have a differentiated meaning, they should be recognized as minimal lexical signs.

With the study of transcategorial morphemes proving this assumption false, a distinction must be made between an S-Lexicon, formed of minimal semantic signs (*morphemes*) and a lexicon formed of minimal grammatically-defined signs (GD-lexicon) or *lexemes*, allowing a typological study of the way languages organize *lexematization* (transformation of morphemes into lexemes).

Languages with "flexible" lexicons and "differentiated" ones (such as English/French or Semitic languages), will be shown - despite appearing antonymic and the temptation to consider differentiated lexicons as the norm – to be variants of one another, but for the fact that the form of morphemes is flexible in differentiated lexicons and rigid in flexible ones.

Admitting a distinction between semantic units used in various grammatical positions and those restricted to one grammatical position (plus zero-derivation), one may observe that:

languages with flexible lexicons have categorially defined lexemic GD-signs which cannot nevertheless be distinguished by form from the minimal semantic S-signs. Languages such as English or French are associated with lexical differentiation (vs lexical derivation), i.e. with roots which are not minimal semantic signs despite being underived, due to form variation between the

different categorial uses of the same minimal semantic sign; - languages such as Arabic have discontinuous minimal semantic signs used in words belonging to different word-classes, typically combining meaningful roots with meaningless vowels and thus allowing lexemes to have both have a differentiated meaning on their own while inheriting the same morphemic meaning.

As for French and English, lexical differentiation will be illustrated by a lexical data base that includes 2700 words (not counting all the words derived from them) in which a morpheme is being used in categorially-defined words/lexemes under *differentiated* forms.

A description of the difference between *allomorphy* as a property of lexemes (GD-signs) and *polymorphy* as a property of morphemes (S-Signs) will be provided, together with a presentation of the methods which allow isolating the shared morphemic presuppositions from the differentiated lexemic complementations.

A typological reconsideration of the issue of minimal lexicons will be provided as a conclusion.

References

- CROFT, W. (2000). Parts of speech as language universals and as language-particular categories. in VOGEL & B. COMRIE (eds), *Approaches to the typology of word classes*. Berlin: Mouton de Gruyter. 65-102.
HENGEVELD, . (1992). *Non-verbal predication. Theory, typology, diachrony*. Berlin: Mouton de Gruyter.

Ana Paula Huback

Columbia University, New York, USA

Lexical Storage of Multiword Sequences: Evidence from Brazilian Portuguese

This paper investigates the reduction of the preposition *para* 'to, for' in Brazilian Portuguese. In spoken language and some written contexts, *para* is often used as *pra*. Corpora analysis shows that the first time *pra* was registered in Portuguese was in the 1400s, which indicates that this form is not new in the language. Another aspect of this reduction is that *pra* is often contracted with the following definite or indefinite article, in cases such as *pra o* ('to, for the' (definite article, masculine, singular) is reduced to *pro*, *pra uma* ('to, for a' (indefinite article, feminine, singular) is reduced to *pruma*. Corpora analysis shows that most of these reduced forms started being used in the 1800s and 1900s. Although the reduction of *para* to *pra* is widespread in the language, it does not affect every occurrence of *para*. By analyzing data from over seven million spoken words, we observed that the reduction is more frequent in certain expressions, such as *para* *ela* 'to/for her' (81%), *para* *minha* 'to/for my/mine' (77%), *para frente* 'forward' (75%), *para casa* 'to home' (74%). As *para* or *pra* are often followed by these words, it is argued that the frequency of the multiword sequence is one of the factors that determines which occurrences of *para* will be used as *pra*. This paper offers evidence that this reduction can in fact be explained due to the frequency of co-occurrence of *para* and the following word. The concepts of string frequency (Krug 1998) and relative frequency (Torres Cacoullos 2006) were tested. The results showed that relative frequency was the most important factor that determined the reduction of *para* to *pra*. For our study, relative frequency was

defined as the sum of (*pra* + following word) divided by the number of times in which *para* (in both reduced and unreduced forms) occur with the following word (Torres Cacoullos, 2006). String frequency also played an important role in this reduction, although it was not as determinant as relative frequency. String frequency was the sum of (*para* + following word) + (*pra* + following word) divided by the number of the words in the corpus. The analysis suggests that speakers store multiple clouds of exemplars for the same word (or strings of words), and that detailed information is lexically stored along with individual words. The role of repetition in the overlapping and deletion of segments is also observed in this case. Finally, it is argued that whole words or frequently used expressions can be the units of lexical storage, and this is why frequency effects can build up and affect word production and language change.

References

- Krug, Manfred. 1998. String frequency: A cognitive motivation factor in coalescence, language processing, and linguistic change. *Journal of English linguistics* 26(4), 286-320.
- Torres Cacoullos, Rena. 2006. Relative frequency in the grammaticization of collocations: Nominal to concessive a pesar de. In Timothy L. Face & Carol A. Klee (eds), *Selected proceedings of the 8th Hispanic Linguistics Symposium*, 37-49. Somerville, MA: Cascadilla Proceedings Project.

Ilona Huszti

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Berehove, Ukraine

The Influence of Distance Learning on Language Major College Students

We are living hard times worldwide that all began at the end of last year with the outbreak and fast spread of COVID-19 pandemic. In January, 2020 it seemed to be far from Europe and nobody could give a prognosis about the outcomes of the disease. At the time we were still optimistic that the epidemic would not reach us. Then, on 12 March, 2020 the Ukrainian government announced all-country quarantine in order to slow down the spread of the coronavirus. The main policy for the population was "Stay at home".

In the field of education this all meant that the whole country went online. Teachers stopped working face-to-face with children in kindergartens, schools, and colleges or universities as these establishments had to close for the period of quarantine, that lasted till the end of the academic year - June, 2020. However, the teaching process could not stop and teachers, tutors, academicians continued working with schoolchildren and students distantly. Educators have done a tremendous job around the world in transitioning to distance learning and are still working diligently today to meet the needs of their students (Herrmann, 2020).

The construct of distance learning can be defined as learning when students are separated from teachers and peers meaning that students learn remotely and do not have face-to-face learning with instructors or other students (Rasheed, 2020). Distance learning or teaching has never been a common practice in Ukraine before, so it meant real challenges for participants of education, i.e. both teachers and learners or students. This new unusual reality triggered my colleagues

(Erzsébet Bárány, PhD, Márta Fábián, Ilona Lechner, PhD) and me language teachers of the Philology Department of the below-mentioned college) to conduct research and get useful insights into our students' attitude to distance learning. In addition, we were interested in how this issue influenced their learning.

Therefore, we decided to survey our English, Hungarian and Ukrainian major Bachelor and Master students at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine concerning the issue of distance teaching. The online questionnaire was completed by 95 students of the Philology Department. We asked students two concrete questions as the main focus of our research, namely: 1) What was the students' attitude toward distance learning? and 2) What impact did distance learning during the quarantine in spring, 2020 have on students? Results seem to prove that distance learning has both positive (for introvert students) and negative effects (for extrovert students). The introvert students considered it positive that during distance learning they could follow their own pace and could learn in a tempo appropriate for them. Hence the pedagogical implication that introverted students can be winners of online education and it should be considered that they could continue their education in digital mode in the future if required.

References

- Herrmann, E. (2020). Critical concepts in distance learning for multilingual learners. MultiBriefs: Exclusive, 11 May, 2020. Retrieved on 21/05/2020 from https://exclusive.multibriefs.com/content/critical-concepts-in-distance-learning-for-multilingual-learners/education?fbclid=IwAR2T52VOpUbToRletkWz-ZtGCqIjBl_o2YVEXVmpPYnl0-ANfBjbh_mRv6U
- Rasheed, R. (2020). What's distance learning? Retrieved on 30/06/2020 from <https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/what-is-distance-learning>

Miho Isobe, Manuel Philipp Kraus, Tomoe Entani

Shinshu University, Matsumoto, Japan

A Learner Corpus-based Study on Correction Methodology

Correction is an essential operation for academic writing in a Foreign Language. But in most cases, this operation is not systematically, but occasionally carried out and the result from the correction could reflect massively a sense of the language and individual educational experience of the language teachers. Although the teachers and the learners are often in trouble over correction and writing. In applied linguistics, there is not still a correction methodology. Based on this fact the present study took it as a starting point to clarify the operation in the cognitive process of correction with the help of computer technology. This presentation put forward practical approaches to correction methodology at first. Here we report applied characteristics of a Learner Corpus which consists of written texts by Japanese German Learners (JGL) in comparing the corrected by a Japanese German Language Teacher (JGLT) and three German Native Speakers (GNS).

We designed the present study to make a system that can provide all possible suggestions for word choice to write academic papers in a foreign language. The principal aim of this study was to characterize what words, phrases, and expressions one group of JGLs likes to choose when writing texts in the German Language. (cf. Entani & Isobe 2018, 766). To verify this characteristic a learner corpus was built of written texts in the class that consists of 11 Japanese students in German Studies.

Based on this learner corpus, we analyzed the corrected texts by a JGLT and three GNSs in the quantitative and qualitative perspectives to clarify the operation in the process of the correction. Here we present how different the language teachers judge written texts by JGL. The important issue of judgment in the correction is how to be tolerant of the words that were chosen by the learners (cf. Isobe 2017, 42). The judgments differ often depending on the teachers, to be exact, depending on their sense of the language and individual educational experience. It is at times impossible to explain for the judgment. Namely, it is based on an individual cognitive operation of the teachers. On this account the result from the correction cause discontentment of the learners and on the other hand the teachers are embarrassed.

In this way, the correction is an occasional and individual operation, but we hypothesized that such operations have differences and could have similarities besides. To test this hypothesis, we analyzed 11 original texts written by JGLs and 51 corrected texts by a JGLT and three GNGs who work and teach at three different Japanese Universities. JGLs summarized a German text about the media in the time of National Socialism and added some comments on those topics.

References

- Entani, Tomoe/Isobe, Miho (2018): "Inner Evaluation of Writing in a Foreign Language. Based on Expert Judgment for Correction," In: *Journal of Advanced Computational Intelligence and Intelligent Informatics*. Vol.22, pp. 759-766, 2018
- Isobe, Miho (2017): "Wie tolerant muss das Korrekturlesen sein?: Zur systematischen Korrektur im deutschen Sprachunterricht." In: *NU ideas* Vol. 6, pp. 45-51, 2017-12.

Samuel Alhassan Issah

University of Education, Winneba, Ghana

The syntax of negative imperatives in Dagbani and Gurene

Languages differ regarding their negation of imperatives (Zeijlstra, 2006, 2004; Zanuttini, 1997; Rivero & Terzi 1995; Rivero 1994, 1993). Whereas some languages disallow negative imperatives, switching to a different verbal form in the context of negation, other languages allow negative imperatives. The impetus of this current paper is to investigate the realisation of negation of imperatives in Dagbani and Kusaal: two Maba (Gur) languages spoken on the Northern and Upper East Regions of Ghana respectively. On the morphology of the imperative verb, I show that morphologically, Dagbani and Gurene imperatives consist of a stem and an imperative particle, buttressing the proposal that both languages have overtly expressed imperative markers. I further show that the imperatives distinguish between singular and plural imperative

constructions. The overtly expressed imperative markers are *–ma* and *–Vm* for Dagbani and Kusaal respectively for the singular imperative system whereas the plural forms are expressed using *–nya* for Dagbani and *–imi* for Kusaal. The negation markers in imperatives are preverbal elements *di* and *da* for Dagbani and Kusaal respectively, which are incompatible with the overt imperative markers. I make the syntactic assumption that imperatives just like declaratives do have a subject in the clause structure, the difference only being that in the former, the subject is a silent one. Based on the structure of the negative imperative of the two languages, I conclude that the typological generalization that in most languages negation and imperative morphology are incompatible is consistent with the phenomenon in Kusaal and Dagbani. This paper is important because we present a comparative account of a phenomenon that has not received systematic investigation in Ghanaian languages drawing data from under-documented languages.

References

- Rivero, Maria-Luisa 1994. Clause Structure and V-movement in the Languages of the Balkans, NLLT 63-121.
 Rivero, Maria-Luisa 1993. *Negation, Imperatives and Wackernagel Effects*, ms for Rivista di Linguistica: Special Edition edited by L. Haegeman.
 Rivero, Maria-Luisa. & TERZI, A. 1995. Imperatives, V-movement, and Logical Mood. *Journal of Linguistics*, 31:301-332.
 Zanuttini, Raffaella 1997. *Negation and Clausal Structure: A Comparative Study of Romance Languages*. Oxford: Oxford University Press.
 Zeijlstra, Hedde 2006. *Empirical Issues in Syntax and Semantics* 6 O. Bonami & P. Cabredo Hofherr (eds.) pp. 405-424.
 Zeijlstra, Hedde 2004. *Sentential negation and Negative Concord*. Ph.D. thesis, University of Amsterdam.

Keywords

negation, imperative, incompatibility, imperative marker, mabia, comparative

Frieda Josi, Christian Wartena

Hochschule Hannover, Hannover, Deutschland

Identifizierung von häufig vorkommenden Textabschnitten in juristischen Korpora

In juristischen Texten, beispielsweise in Vertragstexten ist es üblich, ganze Paragraphen aus Mustervorlagen zu übernehmen und in leicht modifizierter Form wiederzuverwenden. Diese zusammenhängende Passagen von standardisierten Textblöcken, die aus mehr als einem Satz bestehen, sollen identifiziert werden.

Für diesen Zweck werden zwei Korpora aufgebaut und eingesetzt. Ein Korpus besteht aus Verträgen von Stadtverwaltungen; ein zweites Korpus aus Gerichtsurteilen des deutschen Strafrechts von Bundesgerichtshöfen.

Die Zielsetzung dieser Arbeit ist eine Sammlung von Mustersätzen und Textbausteinen, die häufig vorkommenden Abschnitte in beiden Korpora darstellen. Eine solche Sammlung kann in zweierlei

Hinsicht interessant für die Analyse von juristischen Texten sein: erstens brauchen bei der Prüfung eines Vertrages, die Standardabschnitte oft nicht gelesen zu werden, sondern es reicht zu wissen welcher Mustertext eingesetzt wurde. Zweitens können gerade Abweichungen von einer Standardformulierung wichtige Hinweise auf Abschnitte, die besonders genau gelesen werden sollten, darstellen. Darüber hinaus bietet die Identifikation von Musterabschnitte in Texten neue Möglichkeiten diese strukturiert darzustellen und Verbindungen zwischen Texten in einer Sammlung abzuleiten.

Die größte Herausforderung bei der Identifikation von Mustersätzen und standardisierten Abschnitte ist die erlaubte Variation. Innerhalb einzelner Sätze treten Variationen einerseits auf durch Fehler im OCR der Texte, die meistens nur als PDF vorliegen. Andererseits gibt es in Mustersätzen oft Platzhalter, die in einer konkreten Verwendung ersetzt werden müssen, wie die Höhe eines Betrages oder eine Datumsangabe. Drittens werden manchmal kleine Zusätze hinzugefügt, ausgelassen oder es sind mehrere Varianten des gleichen Satzes im Umlauf. Bei den standardisierten Abschnitten wird oft nur ein Teil eines Abschnittes übernommen. Als praktisches Problem kommt noch hinzu, dass in den Korpora oft mehrere Varianten des gleichen Textes (z.B. von jährlich erneuerten Verträgen) enthalten sind, und das wiederholte Vorkommen eines Satzes nicht bedeuten muss, dass ein Satz als Mustersatz angesehen werden kann.

Um Variationen in Sätzen zu erlauben, führen wir ein Clustering der Sätze durch. Hierzu nutzen wir das klassische Single-Link Verfahren mit Trigramm-Overlap als Ähnlichkeitsmaß. Die maximale Unähnlichkeit zwischen Sätzen, die beim Zusammenführen von zwei Clustern verwendet wird, wird für jedes Korpus individuell bestimmt. Nachdem verschiedene Varianten eines Satzes jetzt zusammengeführt sind, betrachten wir jeden Satz, der in mindestens zwei Dokumenten, die einen geringen Word-Overlap haben, vorkommt, als Mustersatz. Wir finden dadurch in beiden Korpora jeweils etwa 10.000 Mustersätze. Der Vertragskorpus besteht zu etwa 32% (66 Sätze pro Vertrag), das Strafrechtkorpus zu etwa 20% (11 Sätze pro Urteil) aus Mustersätzen. In beiden Korpora ist der Anteil der Sätzen mit Varianten unter den Mustersätzen sehr hoch (etwa 80%), wobei die meisten Sätzen nur wenige Varianten, einige aber bis zu 100 Varianten haben.

Für die Suche von standardisierten Abschnitten nutzen wir ein Verfahren aus der Sequenzanalyse und betrachten alle maximale, lückenlose Sequenzen von Satzcluster, die in mindestens 10 Dokumenten vorkommen. Bei der anschließenden Suche nach Vorkommen dieser Sequenzen erlauben wir aber geringe Abweichungen. Im Vertragskorpus finden wir 4152 Sequenzen, die im Schnitt 8 Sätze lang sind und insgesamt über 56.000 mal vorkommen und damit 42% des Korpus ausmachen. Für das Strafrechtkorpus finden wir 180 Sequenzen, die im Schnitt 7 Sätze lang sind, 4256 mal vorkommen und damit 8,6% vom Korpus ausmachen.

Light Verb Constructions in Turkish?

Light verbs are the verbs that do not stand on their own but need either a noun or a verb to project in the structure. Light verbs are predicates that consist of a nominal (generally a loanword) and an auxiliary (Uçar 2010) and the content of the verb is semantically bleached.

- 1) a. Öykü tebessüm et-ti.
 Öykü smile do-past

In the example (1a), the word, *tebessüm*, is a loanword from Arabic and that is why the light verb is used.

The main focus point of this paper, however, is the light verb constructions in Turkish, or what it is called *Plaza Dili*, roughly translated as *Plaza language*, which is the mixture of Turkish and English, in big companies. One use of that mixture language is illustrated in (2a)

- 2) a. Dün bu file-lar-ı print et-ti-m.
 yesterday this file-plural-acc print do-past-1prs.sng

As can be seen in the example, the mixture does not only happen at the lexical level like the word *file* inflected with Turkish suffixes, but also happens at the syntactic level, using a light verb with a loanword. The choice of the light verb, on the other hand, is not random but selectionally-restricted. Following Ramchand (2008: 132)'s Light Verb Constraint, which is "A verb can be used as a light verb when all of its category features Agree with some other verbal element in its complement domain", I show that English unaccusative verbs select for unaccusative light verbs in Turkish, which is as shown in (3a)

- 3) a. bu dosya-lar hala arrive olmadı mı?
 This file-plr. still arrive happen-neg question clitic.

Following the same reasoning, this study aims to show that transitive verbs select for transitive light verbs as their category features have to agree; this study also provides support for Butt's Generalization (Butt 2003).

References

- Butt, M. (2003). The morpheme that wouldn't go away. Handout. University of Manchester Seminar Series.
Ramchand, G. (2008). Lexical items in complex predication: Selection as underassociation. *Nordlyd*, 35(1).
Uçar, A. (2010). Light Verb Constructions in Turkish Dictionaries Are they submeanings of polysemous verbs?. *Mersin Üniversitesi Dil ve Edebiyat Dergisi, Journal of Linguistics and Literature*, 7, 1-1.

Keywords

Light Verbs, Turkish, Light Verb Constraint

Ksenya S. Kardanova-Biryukova
Moscow City University, Moscow, Russia

Internet-mediated communication as recursive interaction

It is a clear fact that Internet-mediated communication has a number of features such as a function of delayed response, non-linear structure, a possibility to break off communication and resume it any moment that make it different from any other type of interpersonal communication. Describing Internet-mediated communication is hardly possible with reliance on traditional models of communication. Thus modeling Internet-based communication calls for a different methodology which helps construct dynamic models which feature some of the essential properties of communication.

One of the approaches to modeling this type of communicative interaction rests on the autopoietic theory. Central to this theory is the notion of recursiveness which stands for fulfillment of a series of similar / equivalent actions which result in the communicant's adaptation in the medium and then evolution.

The analysis of the linguistic data accumulated on internet-based forums and in chatrooms showed that recursiveness is at the core of Internet-mediated communication. The objective of the research was to algorithmize communicative behavior of participants to Internet-mediated communication and to define those trends which are characteristic of different gender and age groups. The statistical analysis and the interpretation featured in the paper help unveil whether such communicative behavior is stereotypical or is determined by the communicant's personality.

References

- Maturana H.R. Biology of language: the epistemology of reality. Psychology and Biology of Language and Thought: Essays in Honor of Eric Lenneberg. New York, Academic Press, 1978. pp. 27-63.
Maturana H.R., Varela F. Autopoiesis and Cognition: The Realization of the Living. Boston Studies in the Philosophy of Science. Vol. 42. Dordrecht, D. Reidel Publishing Co, 1980. 143 p.
Maturana H.R., Varela F. Drevo poznaniya [The tree of knowledge]. Moscow, Progress-tradiziya, 2001. 224 p.

Keywords

recursiveness, communicative behavior, adaptational mechanisms, Internet-mediated communication, autopoiesis theory, dynamic model

Jurgita Kerevičienė
Vilnius University, Kaunas Faculty, Lithuania

Gallows humor in the face of a global pandemia (Multimodal analysis of COVID-19 memes in the Lithuanian networks)

Daily shocking statistical facts, the worldwide spread of coronavirus, strict personal self-isolation and fear of the future make people feel stressed, uncertain and miserable. In this situation social

networks such as Facebook, Twitter, Instagram and others are worth a communication channel to get the newest information about the virus, to exchange various ideas about personal life, daily activities, achievements, worries and to clear the daily routine. Memes which comprise verbal, audial and visual components help to see the humour of the situation and keep the atmosphere moderately positive. Despite their humorous effects memes also accentuate set rules, restrictions, habits, etc. which are essential to protect everyone against coronaviruses. This article aims to reveal the conceptualisation of COVID-19 in the Lithuanian social networking. Cognitive metaphor and metonymy theories as well as the identified dominated multimodal modes to indicate the aspects of the pathogen in the Lithuanian context are applied in the analysis. In the theoretical part multimodal constructions, the inner structure of multimodal metaphor as well as its audiovisual expression are overviewed. Then the focus is put on the Lithuanian memes which are directed to spread the information about diverse aspects of coronaviruses. Also the notion, groups, distinctive features of memes and their prevailing functions in the social networks are outlined. The empirical part of the paper deals with the analysis of COVID-19 encoded in the Lithuanian memes by drawing the special attention to the multimodal modes used to reveal its conceptualisation.

Keywords

multimodal metaphors, multimodal modes, conceptualisation of COVID-19, memes, Lithuanian social networking.

Neha Khetrpal¹, Raj K. Gupta²

¹ Department of Cognitive Science, Central European University, Budapest, Hungary

² Institute of High Performance Computing, Agency for Science, Technology and Research Singapore

Words that Divide: Understanding the Impact of COVID within the Sociolinguistic Framework

COVID-19 has precipitated prejudice attitudes towards outgroup members and a drift towards authoritarianism in several societies (e.g. Hartman et al., 2020; Karwowski et al., 2020). Can pathogen stress have such far-reaching implications for our social and psychological being? To answer the question, we strive to draw bridges across the 'Conceptual Metaphor Theory' and the evolutionary theories of survival.

Humans have developed a parallel behavioural immune system (BIS), besides the physiological immune system, to counter the negative impacts of perceived pathogen threats (Schaller and Park, 2011). Operating below our level of conscious awareness, the BIS favours behaviours that reduce interpersonal contacts and thereby, the risk of infection. Once set into action, the BIS triggers the basic human emotion of disgust and also assists people in embracing precautionary measures (e.g. washing) in much the same way, as we would expel contaminated food from our system through nausea. Over time, people become more risk averse and avoid unfamiliar locations and lesser-known social groups. Deep-seated psychological processes gradually dominate public discourse and overt attitudes. In line with the need of survival, people start endorsing policies that reduce the possibility of coming into contact with outgroup members.

In the midst of high pathological threat, exposure to metaphoric language ("Chinese Virus") acts as a potent cue for restructuring inter-group rivalry. Incidence of increased violence against people from Asian communities (Aratani, 2020) could be explained within the framework developed here, as few social groups continue to be labeled as "parasitic" with the underlying connotation that the labeled groups withdraw resources from the society without adding value. On similar lines, use of war metaphors (e.g. 'soldiers') to describe ingroup members further deepens the social divide and promotes preference for familiar people.

It is a separate question whether the political entities or media coverage strategically deploy metaphors for swaying public discourse in a particular direction or the use of metaphoric language naturally follows from the activation of BIS for all involved. In the interim, framing the dynamical changes within a sociolinguistic perspective will help us better explain the cascading impact of pathological stress.

References

- Aratani, L. (2020). 'Coughing while Asian': living in fear as racism feeds off coronavirus panic. *The Guardian*, Retrieved from: <https://www.theguardian.com/world/2020/mar/24/coronavirus-us-asian-americans-racism>
- Hartman, T.K., Stocks, T., McKay, R., Gibson-Miller, J., Levita, L., et al. (2020). The authoritarian dynamic during the COVID-19 pandemic: effects on nationalism and anti-immigrant sentiment. *Working Paper, University of Sheffield*, Sheffield, UK.
- Karwowski, M., Kowal, M., Groyecka, A., Białek, M., Lebuda, I., Sorokowska, A. & Sorokowski, P. (2020). When in danger, turn right: Does covid-19 threat promote social conservatism and right-wing presidential candidates. *Human Ethology Bulletin*, 35, 37-48.
- Schaller, M. & Park, J. H. (2011). The behavioral immune system (and why it matters). *Current Directions in Psychological Science*, 20(2), 99-103.

Chisato Koike

California State University, Los Angeles, USA

Blending talk and music: Sequence organization and syntactic structure in music instruction discourse

Music is a language spoken by musical instruments. When talking about music while playing their instruments, musicians are called upon to use two languages—talk and music—in order to convey their messages without jumbling two different sound systems. This is a crucial task faced by music instructors in particular, who need to give instructions verbally while simultaneously playing musical instruments to demonstrate performances during music lessons. How do music instructors manage both talk and performance in tandem when teaching others how to play instruments? This study investigates music instruction discourse used in video tutorials, focusing on the ways in which a music instructor teaches lessons through verbal instructions and music performances in online piano tutorial videos in English. Applying the studies on sequence organization (e.g., Sacks, 1992; Schegloff, 2007), instructional discourse (e.g., Duffy & Healey, 2018; Reed & Reed, 2014; Veronesi, 2014), embodied actions (e.g., Goodwin, 2018; Nishizaka, 2006; Haviland, 2011), and deictic references (e.g., Fox, 1987; Hanks, 1996; Haviland, 1996), I

explore how piano instructors employ intricate sequential strategies and syntactic devices to blend verbal instructions and demonstrations seamlessly when teaching how to play music pieces.

My analysis of the organization of talk and performance reveals that instructional utterances about performance and performance demonstrations are sequentially designed to deliver instructions effectively and achieve different instructional purposes. The following three sequential patterns of instructional utterances and demonstrations are identified: separated, interwoven, and overlapping. When a syntactically complete utterance unit is separate from its corresponding demonstration, it either precedes or follows the demonstration. For example, the instructor gives a short remark to introduce a new section or phrase before the demonstration, or he gives a comment on the preceding demonstration. An utterance and a demonstration could also be interwoven as a syntactic unit. One such case can be seen when an instructor demonstrates the difference between a good and bad performance with an utterance such as, "It's not [bad performance demonstration]." An instructional utterance can also be superimposed upon or overlapped with a demonstration. Overlapping cases include sequences where the instructor verbally explains fingering, rhythmic patterns, or dynamics, as he demonstrates the parts.

My analysis of the syntactic structure of an utterance reveals how a demonstration can be either syntactically necessary or complementary to the utterance unit. The demonstration is syntactically necessary when it functions as an indispensable constituent of the utterance. However, the demonstration is complementary 1) when the verbal instructions are fully elaborated and the demonstration becomes a concurrent, synonymous enactment of the syntactically complete utterance, or 2) when the demonstration supplies the content for a deictic term such as "this" and "here" used in the syntactically complete utterance.

The current study sheds light on the discourse practice of how people provide instructions by elucidating the ways in which verbal utterances and nonverbal performances are sequentially ordered and structurally blended in music instruction discourse. It contributes to studies of linguistics, discourse analysis, and education in that it illuminates how instructions are strategically delivered through the exploitation of different semiotic systems to enhance learning performances and skills.

Shigehiro Kokutani

School of Foreign Studies / Graduate School of Language and Culture, Universität Osaka, Japan

Klassifizierung und System der Funktionsverbgefüge

Das Funktionsverbgefüge (FVG) wurde Anfang der 1960er Jahre als Forschungsgegenstand der Sprachwissenschaft entdeckt und seitdem bis zum Beginn dieses Jahrhunderts intensiv erforscht. Im Laufe der Forschungen arbeiteten mehrere Forscher (vor allem ENGELEN 1968) an der Klassifizierung dieser Konstruktion und versuchten, sich ein systematisches Bild davon zu machen. Derartige Versuche waren m.E. jedoch wenig erfolgreich und der Ansatz wurde seither allmählich

aufgegeben. Dies scheint, wenn auch wohl nur mittelbar, zur Dämpfung der Forschung dieses Syntagmas im 21. Jahrhundert geführt zu haben. Unter Berücksichtigung der genannten Forschungsschritte werde ich in meinem Vortrag auf der Grundlage einer neuen Perspektive eine systematische Taxonomie des FVG vorstellen, um die interne Struktur seines Systems aufzudecken und dadurch ein praktisches und theoretisches Verständnis seiner Struktur zu verbessern.

Literatur

Engelen, Bernhard (1968): Zum System der Funktionsverbgefüge. In: *Wirkendes Wort* 18, 289-303.

Olga Kolomiytseva

Internationale Hochschule für Marktwesen, Samara, Russia

Polydiskursivität als Element des intersemiotischen Systems (anhand der deutschen und amerikanischen Presse)

Die Zeit und die modernen Technologien tragen immer wieder dazu bei, dass der Zeitungstext zu einem komplizierten intersemiotischen System mit mehreren Ebenen wird. Dieses System hat eine Vielfalt an Komponenten, unter denen Fotos, Videos, Grafiken, Karten, Anwendung von unterschiedlichen Schriften und andere Komponenten. Eines der Komponente ist die Polydiskursivität, wenn es in einem Text mehrere Diskurse gibt. Jeder Diskurs stellt ein semiotisches System dar. Wenn mehrere Diskurse in einem Text zusammen vorkommen und zusammenwirken, geht es um ein intersemiotisches System.

Zum Stoff des Forschungsprojektes wurden Artikel aus der modernen deutschen und amerikanischen Presse (2010-2020) erwähnt. Folgende Online-Zeitungen wurden durchgeforscht: Frankfurter Allgemeine Zeitung, Die Zeit, Die Welt, Süddeutsche Zeitung sowie The Wall Street Journal, USA Today und andere.

In der modernen deutschen und amerikanischen Presse ist Polydiskursivität weit verbreitet. Die Polydiskursivität in der Presse umfasst Leserkommentare und Diskussionen, Werbetexte (sie können auf den Inhalt des Artikels Beziehung haben oder nicht), Einfügungen der Auszüge aus den Sozialnetz-Dialogen und Blogs. Zur Polydiskursivität gehören auch die direkte Ansprache des Autors an Lesern, direkte und indirekte Zitate, Hyperlinks und Hinweise auf andere Textquellen. Auch interaktive Umfragen, wo sich die Interaktion zwischen dem Autor und dem Leser abspielt, ist ein Element der Polydiskursivität.

Die Gesamtheit der Leserkommentare ist oft wie ein Sozialnetz organisiert. Angemeldete Leser, die unter dem Artikel ihre Kommentare hinterlassen können, kommunizieren frei miteinander, in den meisten Fällen informell. Das ist also ein selbständiges semiotisches System, das aber nur im Zusammenhang mit dem Zeitungsartikel betrachtet werden kann.

Manchmal werden in die Presstexte auch Auszüge aus den Sozialnetz-Dialogen und Blogs eingefügt, um diese Texte zu veranschaulichen und zu bestätigen, dass sie eine bestimmte Basis haben.

Mithilfe der Hyperlinks gibt der Autor dem Leser die Möglichkeit, sofort den Inhalt des Artikels zu überprüfen, indem der Leser zu einem anderen Diskurs gelangt.

Die Korrelationen zwischen den obengenannten Elementen der Polydiskursivität stehen im Mittelpunkt meiner Forschung, wobei Polydiskursivität als ein Element des intersemiotischen Systems analysiert wird.

Natalia Konstantinova

Saint-Petersburg, Russia

Neurographics as a Language System

The paper focuses on the essential peculiarities of neurographics seen through the prism of language theory. It attempts to offer a new comprehensive perspective to the subject by studying it as a sign system and a means of communication.

Originally developed as a coaching method by psychology Professor Pavel Piskarev, over 6 years of existence it has proved to be an effective instrument for coping with behavioral, emotional, and psychosomatic issues – based on the statistical data from specialists and advanced users of the method in different countries.

The semiotic approach applied to this practice is expected to better explain such therapeutic effects which can be viewed as a result of deep introspection, conscious and subconscious processes triggered through a special sign system use and sustained by reinforced spatial-temporal reasoning and mental imagery.

Unlike many art-therapy forms that rely on intuitive free-flowing mind performance, the mentioned practice deals with an intentional strain accumulation alternated with a regular emotional discharge. This activates the brain areas accountable for sensory details processing, choice search, and decision making. This intense stimulation of mental activity is ensured by the user's manipulation of four main signs in the graphical medium. The analysis of the signs' semantic structures and interactions reveals their high expressive potential to behave as icons, indexes, and symbols both linearly and simultaneously. Being able to retain their primary meanings and acquire new ones, they visually facilitate understanding of important connections between depicted concepts, create a good logical and emotional appeal and support narrative dynamics, bringing the subconscious to the surface and leading the user's mind to possible insights. A special role in this process can be ascribed to the neurographic line which intrinsic properties help to build syntagmatic relations within a neurographic text. Its partly asemantic rhythmic nature combined with its defining and consolidating functions serves as an 'external distracter', creating an ideal premise for autocommunication.

The conducted textual analysis shows that a basic agent-action opposition observed in this sign system allows a wide range of functions. Representative and nominative (to name an object), attitudinal and expressive (to evoke feelings), communicative (to raise awareness, convey a

message), aesthetic (to gain pleasure), and pragmatic functions satisfy a variety of human communicative needs in a standard problem-solving procedure and provide a good emotional outlet. The implied profound restorative effect is also supported by the basic neurographic algorithm that corresponds to a real-life event script and a recognizable narrative schema (dramatic structure). This positively affects the creative process of text generation and perception, making the initial stimuli (emotions about some pressing problem) governable and safe enough to deal with.

Thus, neurographic communication can be viewed as a multi-stage cognitive process where some well-known information gets re-coded through enhanced visual and partly verbal thinking mechanisms and strategies due to which existing associations break and new patterns get built. All this makes the neurographics language a potent tool for developing integral intelligence, training cognitive flexibility, adaptability to fast-changing conditions and assists the mind in enduring uncertainties and conceptualizing solutions.

Olga A. Kostrova ¹, Izabela Prokop ²

¹ Samara State University of Social Sciences and Education, Samara, Russia

² Adam Mickiewicz University, Poznan, Poland

Modalität von Fragen: Eventuell erotetische Sprechakte im Deutschen, Russischen und Polnischen

Der Beitrag erörtert eine Fallstudie der fragenden Sprechakte in zwei slawischen und einer germanischen Sprache. Genauer gesagt handelt es sich um erotetische Sprechakte, von denen die Fragesätze eine Untergruppe sind. Außerdem haben wir es hier mit verschiedenen Aussagesätzen, Imperativformeln und Interjektionen zu tun. Es werden auch elliptische Formen von Frageäußerungen berücksichtigt, die von den Lernenden äußerst selten gebraucht werden, wodurch ihre Sprache ziemlich unnatürlich klingt. Trotz des universalen Charakters dieses Sprechaktes gibt es bei ihrem Ausdruck bedeutende Unterschiede, welche auf spezifische Modalitätsmittel zurückgehen. Im Beitrag werden Unterschiede in der Semantik und im Funktionieren von Modalverben und Partikeln recherchiert. Methodologisch wird vom Deutschen ausgegangen, das viel reicher an Modalverben und Partikeln ist, als Russisch bzw. Polnisch. Das bedingt sowohl Fehler, als auch verdeckte Interferenz, wenn die slawischen Muttersprachler den Gebrauch von genannten Modalitätsmitteln vermeiden. Es wird untersucht, wie die fehlenden Modalitätsmittel in slawischen Sprachen kompensiert werden. Um das Problem zu lösen, suchen wir nach äquivalenten Entsprechungen deutschen Fragesätzen in betreffenden slawischen Sprachen und leiten daraus Gesetzmäßigkeiten ab. Nach unseren Beobachtungen geschieht der Ausgleich durch die Zusammenwirkung mit anderen Kategorien der slawischen Sprachen, denen eine modale Bedeutung, wenn auch in verdeckter Form, innewohnt. Das sind die Kategorien des verbalen Aspekts und des Infinitivs. Darüber hinaus müssen die Satzstruktur und der Kontext berücksichtigt werden.

Das System deutscher Modalverben zählt doppelt so viel Einheiten wie das russische bzw. polnische. Der Bedeutung der deutschen Modalverben *dürfen* und *sollen* wohnt die semantische Komponente ‚dritte Instanz‘ inne (Kotin 2011). Die fragende Person rechnet mit einer Erlaubnis der dritten Instanz, was durch das Modalverb eindeutig kodiert ist: *Darf ich herein?* Die ‚Erlaubnis‘ der dritten Instanz löst sich in slawischen Sprachen in der allgemeinen Bedeutung der Möglichkeit auf. Deshalb fragt man auf Russisch *Можно войти?* und auf Polnisch *Czy mogę wejść?* In beiden Fällen wird nach allgemeiner Möglichkeit gefragt, ohne dass dabei voll und ganz mit einer positiven Antwort gerechnet wird. Im Russischen wird die Unsicherheit durch die Vermeidung der ersten Person kodiert, im Polnischen – durch den Gebrauch des Fragepronomens.

Bei dem Modalverb *sollen* entsteht in deutschen Fragesätzen die Schattierung der Unsicherheit, welche dem Modalverb *müssen* nicht eigen ist. Zum Ausdruck der Unsicherheit genügt im Russischen der Gebrauch des Infinitivs des Vollverbs: *Мне остаться?* Im Polnischen wird ebenfalls auf die dritte Instanz explizit nicht hingewiesen: *Powinienem zostać?* Doch in der erlebten Rede wird die dritte Instanz oft indirekt angegeben: *Откуда ей было знать, что... Skąd mogła to wiedzieć? Woher hätte sie wissen sollen, dass...* In slawischen Kulturen denkt man dabei eher an die Möglichkeit, die durch irgendwelche Umstände bedingt ist. Im Deutschen wird dieses Modalverb auch in Höflichkeitsformeln gebraucht: *Wie soll ich sagen?*

In slawischen Sprachen wird die Unsicherheit durch andere Satzstrukturen kodiert: *Как бы это сказать? Jak tam powiedzieć?*

Im Beitrag werden auch Differenzen im Partikelgebrauch festgehalten. Zum Schluss wird auf didaktische Schlussfolgerungen aus festgestellten Differenzen eingegangen.

Literatur

Kotin M.L. Ik gihôrta đat seggen...Modalität, Evidentialität, Sprachwandel und das Problem der grammatischen Kategorisierung // G. Diewald, E. Smirnova (Hg.). Modalität und Evidentialität. Trier: Wissenschaftlicher Verl., 2011. 35–48.

Danyang Kou

Pazmany Peter Catholic University, Budapest, Hungary

FAMILY Metaphors in Mandarin Chinese

As proved by numerous academic studies, the Chinese concept of FAMILY is both a key component of the Chinese civilization and a crucial sociocultural concept permeated with ancestral Chinese philosophical and cultural traditions. The fundamental, instructive role of the family in the Chinese society further gives rise to the salience of FAMILY metaphors in Chinese, where FAMILY has been broadly used as a source domain to conceptualize other abstract concepts (see Cao 2005; Li 2006), since law, bureaucratic practices and social order have all supported the priorities of family and kinship due to the facts that family relationships have been taken as a paradigm for traditional Chinese social and political relations, and the family has served as the medium to organize Chinese

social activities (Eastman 1988; Fei 1992). Therefore, the comprehension of FAMILY metaphors is rendered to be essential to a better understanding of the Chinese culture.

Due to the lack of corpus research about the Chinese FAMILY metaphors, the present study is the first attempt to investigate FAMILY metaphors in Mandarin Chinese from a corpus-based approach within the theoretical framework of cognitive linguistics, with research aims of revealing the functions of FAMILY metaphors and distinct features of the Chinese culture. The Modern Chinese Corpus is used for research, which is officially established by the National Language Committee of China, and it is a closed, non-specialized and well-balanced corpus containing more than 12 million Chinese words. Qualitative analysis is based on quantitative, empirical linguistic evidence from the research corpus, which shows that many concepts such as COUNTRY/STATE/NATION, SOCIETY, ETHNIC NATIONALITY, INTERNATIONAL COMMUNITY and WORK PLACE are figuratively conceptualized through the concept of FAMILY in Chinese, and the application of these FAMILY metaphors can cultivate people's loyalty, devotion, emotions and responsibilities attached to their family for the protection of the collective interests and the achievement of the harmony, unity and stability of a country/state/nation or collective communities. Furthermore, corpus data also support the significance of the FAMILY concept and the productivity of FAMILY metaphors in Chinese, which indicate the cultural emphasis on the value of the family as well as the Chinese tradition of modeling interpersonal relations and social, political activities through the medium of the family and kinship relations.

References

- Cao, Nan-lai. 2005. The church as a surrogate family for working class immigrant Chinese youth: an ethnography of segmented assimilation. *Sociology of Religion* 66 (2) (pp. 183-200). Oxford: Oxford University Press.
- Eastman, Lloyd E. 1988. *Family, Fields, and Ancestors*. New York: Oxford University Press.
- Fei, Xiao-tong. 1992. *From the Soil: The Foundations of Chinese Society* (translated by Gary Hamilton, and W. Zheng). U.S.: University of California Press.
- Kövecses, Zoltán. 2006. *Language, Mind and Culture*. Oxford: Oxford University Press.
- Li, Song. 2006. Exploration of Society as Family Metaphor in the Chinese Culture. *Intercultural Communication Studies* XV (3) (pp. 110-125). U.S.: University of Rhode Island.
- McEnery, Tony and Wilson, Andrew. 1996. *Corpus Linguistics*. UK: Edinburgh University Press.

Dinah Krenzler-Behm

Universität Tampere, Tampere, Finland

„Wer auf andere Leute wirken will, der muss erst einmal in ihrer Sprache mit ihnen reden“ (Tucholsky)

Nicht zuletzt im Zuge der (fortschreitenden) Globalisierung spielen Images und Stereotype eine bedeutende Rolle, denn „wir definieren uns immer im Verhältnis zu anderen - und umgekehrt“ (Bolten 2018, 103). Seit dem Beitritt Finnlands zur EU im Jahre 1995 ist auch dieses im Nordosten Europas gelegene Land stärker ins gesamteuropäische Bewusstsein gerückt. Durch persönliche Präferenzen bedingt, die aus einem langjährigen Aufenthalt im „Land der 1000

Seen“ herrühren, bin ich bestrebt, das Finnlandbild bzw. das Bild der Finnen, das in Deutschland bisher insbesondere im Hinblick auf Werbung und Tourismus untersucht wurde, in einem differierenden Kontext zu betrachten.

Bereits seit einigen Jahren dient Finnland, das zumindest im Fremdverständnis nicht selten als „angemessen exotisch“ wahrgenommen wird, in deutschen Fernsehserien als Handlungsort (vgl. Tatort, *Tango für Borowski*, Erstaussstrahlung 2010) oder es treten „finnische“ Polizisten bzw. Ärzte in Erscheinung (vgl. *Soko Wismar, in aller Freundschaft - die jungen Ärzte*), deren Rollen interessanterweise häufig mit deutsch-schwedischen Schauspielern besetzt werden. Die Grundlage für meine Forschungsarbeit bildet ebenfalls eine Fernsehserie, die sich von den oben erwähnten jedoch unterscheidet, da es sich um ein anderes Format, d.h. eine Comedy handelt, die sich genrespezifisch durch Witz/Humor auszeichnen sollte - ein Aspekt, der auch im Hinblick auf meinen Forschungsgegenstand nicht unberücksichtigt bleiben sollte bzw. kann. Bei der betreffenden Serie handelt es sich um *Merz gegen Merz*, konkret die zweite Staffel, deren Folgen im Frühjahr 2020 im ZDF ausgestrahlt wurden.

Wie allgemein bekannt ist, bedient man sich in Filmen und Serien häufig verschiedener Phantasiesprachen. Hierzu zählt z.B. Na’vi, die Sprache der Avatar, die vom Linguisten Paul Frommer entwickelt wurde und von einigen Enthusiasten tatsächlich erlernt und angewendet wird. J.R.R Tolkien wiederum kreierte in seinem Werk *Herr der Ringe* die sog. Elbensprachen, die sich weltweit großer Beliebtheit erfreuen. Unter „Pseudosprache“ hingegen versteht man in diesem Kontext Sprachen, wie z.B. Pseudo-Italienisch, das phonetisch eng mit der italienischen Sprache verwandt ist, sich jedoch durch völlige Sinnfreiheit auszeichnet.

In meinem Beitrag beleuchte ich den Sprachhybrid aus Pseudo-Finnisch, Finnisch und Deutsch des „finnischen“ Protagonisten in *Merz gegen Merz* und präsentiere erste Ergebnisse, die vorrangig auf den Gebieten Phonetik, Syntax und Semantik anzusiedeln sind. Da Sprache und Kultur eng miteinander verwoben sind, werden auch nationale Stereotypen tangiert.

Literatur

- Bolten, Jürgen (2018): Einführung in die Interkulturelle Wirtschaftskommunikation. 3. überarbeitete und erweiterte Auflage. Göttingen: Vandenhoeck und Ruprecht.
- Husmann, Ralf (2020): *Merz gegen Merz* [DVD]. VIZ Media Switzerland SA.
- Kieter, Ann-Christin (2012): Sprachwissenschaftler-Karriere: Ein Linguist in Hollywood. [Online] <https://karriere.unicum.de/archiv/sprachwissenschaftler-karriere-ein-linguist-hollywood> [9.10.2020].
- Fiehler, Sabine (Hrsg.) (2011): Spracherfindung und ihre Ziele. Beiträge der 20. Jahrestagung der Gesellschaft für Interlinguistik e.V., 26.-28. November 2010 in Berlin. Interlinguistische Informationen. Mitteilungsblatt der Gesellschaft für Interlinguistik. Beiblatt 18. Berlin: GIL.

Shun Kudo

Komazawa Women's University, Tokyo, Japan

Japanese Teen Slang “Pien” and “Mazi-manzi” as a Hedge

This study explores the Japanese teen slang *pien* (ぴえん) in comparison with *mazi-manzi* (マジマジ) in terms of their pragmatics. In particular, this study claims that:

- i. Although both *pien* and *mazi-manzi* function as a hedge, their usage is different.
- ii. While *pien* softens the seriousness of sadness, *mazi-manzi* allays the explicitness of anger.

One of their significant interpretational characteristics is that both expressions can describe either negative and positive situations:

- (1) a. Watashi konna-kao shiteta-kke? Ueen, pien. (negative)
“Did I really look this ugly? AAAAA!!”
b. Pien, Ikemen. “Oh my goodness, he’s hottie!” (positive)
(cited from Twitter)
- (2) a. iPhone koware-ta. Mazi-manzi. “My iPhone has broken. Jesus.” (negative)
b. Steeki oishi-sugi! Mazi-manzi! “This steak is nummers! Woo-hoo!” (positive)

The similarity given above might lead us to consider that they share the same or similar linguistic features or pragmatic effects. However, it is revealed that although it is the case that both expressions partly share the same pragmatic functions, their effects are different.

To begin with, let us observe the characteristics of *mazi-manzi*. It functions as a hedge (cf. Lakoff (1972)):

- (3) a. Oni-chan-ni rifuzin-na koto iware-ta-n-da kedo. Mazi-mukatsuku.
b. Oni-chan-ni rifuzin-na koto iware-ta-n-da kedo. Mazi-manzi.
“I was told unreasonable things by my brother. Super disgusting.”

Because the use of the explicit expression *mukatsuku* in (3a) may hurt hearer’s feelings and destroy the relationship between a speaker and hearer, younger Japanese sometimes choose *mazi-manzi* as an alternative, i.e. softening (Satake (1997)). Moreover, the use of *mazi-manzi* in (3b) has an effect to hide speaker’s feeling of anger and make the statement somehow funny.

On the other hand, *pien* does not function as an interjection which describes anger. Observe the following:

- (4) a. Aitsu, watashi-no himitsu-wo barashi-yaga-tta!! Mazi-mukatsuku!!
b. Aitsu, watashi-no himitsu-wo barashi-yaga-tta!! Mazi-manzi!!
c. * Aitsu, watashi-no himitsu-wo barashi-yaga-tta!! Pien!!
“That idiot disclosed my secret!! She/He pisses me off!!”

The example in (4a) can be a blatant expression and very offensive, and example (4b) may be regarded as a more softened expression. In contrast to (4a, b), example (4c) is obviously odd, which suggests that *pien* is not compatible with the feeling of anger.

Instead, *pien* can mitigate the seriousness of sadness:

- (5) a. Un waru-sugi. Pien. "I'm out of luck. Jesus."
 b. Kasa wasure-te ame-ni nure-ru-shi saiaku. Mazi-pien.
 "I forgot an umbrella and got wet in the rain. Gosh."
 (cited from Twitter)

If *pien* does not appear in these examples, they may sound somehow serious. In these cases, *pien* take on a kind of cuteness, which soften the seriousness. Hence, the claims in i and ii.

As observed above, some Japanese teen slang has interpersonal function and reflects the mind peculiar to Japanese teenagers.

References

- Lakoff, G. (1972) "Hedges: A Study in Meaning Criteria and the Logic of Fuzzy Concepts," *CLS* 8: 183–228.
 Satake, H. (1995) "Wakamono-kotoba to Retorikku (Words Used by Young Japanese and Rhetoric)," *Nihongogaku* (Japanese Linguistics) 14 (11), 53–60, Meizi Shoin, Tokyo.

Wilfried Kürschner

Universität Vechta, Vechta, Deutschland

Zur Vor- und Frühgeschichte der Feministischen Linguistik in (West-)Deutschland

Luise F. Pusch ist eine der wohl bekanntesten und einflussreichsten Protagonistinnen der These vom „Deutschen als Männersprache“ (so der Titel ihres Buches aus dem Jahre 1984). Zusammen mit Senta Trömel-Plötz und einigen anderen gilt sie als Begründerin der Feministischen Linguistik in (West-)Deutschland. Einen zentralen Punkt des sprachpolitischen Programms dieser Richtung, die Bekämpfung und Überwindung des generischen Maskulinums, hat sie in einem Vortrag in wünschenswerter Klarheit dargelegt:

„Wir müssen den Gebrauch männlicher Bezeichnungen für das weibliche Geschlecht ablehnen und verweigern. Diese Verweigerung wird, wenn sie konsequent ist, die Selbstverallgemeinerungsanmaßung, den Stellvertretungsanspruch der Männer automatisch eindämmen: Wenn wir Frauen auf dem Femininum bestehen, machen wir damit das Maskulinum geschlechtsspezifisch: In Ausdrücken wie ‚Kolleginnen und Kollegen‘ ist ‚Kollegen‘ geschlechtsspezifisch, bezieht sich nur auf Männer. Wenn maskuline Bezeichnungen sich nur noch auf Männer beziehen können, sind sie, per definitionem, nur noch geschlechtsspezifisch und nicht mehr ‚auch geschlechtsneutral‘, wie bisher über sie behauptet wird. Sie bekommen damit den gleichen Status wie die weiblichen Bezeichnungen, die auch nicht ‚neutral‘ für das andere, männliche Geschlecht stehen können.“ (In: Akten des 19. Linguistischen Kolloquiums, Vechta 1984. Band 2, S. 264.)

Maskuline Personenbezeichnungen wie „Kollege“ haben demnach das Potenzial, generisch, das heißt generell oder sexusunspezifisch gebraucht zu werden – Aufgabe von „uns Frauen“ ist es, ihnen dieses Potenzial zu nehmen, solche Maskulina also umzusemantisieren und auf den Bezug allein auf Männliches einzuengen.

Im Vortrag wird der diesbezügliche Sprachgebrauch von Pusch und Kolleginnen in ihren frühen wissenschaftlichen Schriften der 1970er Jahre, also vor der „feministischen Wende“ in den Blick genommen. Diese Wende fand mit der Veröffentlichung der „Richtlinien zur Vermeidung sexistischen Sprachgebrauchs“ (Pusch und drei Kolleginnen, 1979) ihren ersten pointierten Ausdruck. Der Befund ergibt Erstaunliches.

Abschließend wird nach den Erfolgen der Feministischen Linguistik und den Mechanismen ihrer Durchsetzung gefragt.

Marina Kulinich

Samara State University of Social Sciences and Education, Samara, Russia

Polycode texts and their application to foreign language teaching and learning

According to Marshall McLuhan (The Gutenberg Galaxy, 1962), since the invention of printing press we lived in text-oriented culture for about 500 years. Since the end of the 20th century the new electronic interdependence recreates the world in the image of a global village. Nowadays mankind, having survived pre-Gutenberg epoch and overcome the Gutenberg galaxy is at the stage of complete victory of audio-visual images and means of their proliferation. Traditional concept of a text as an entity consisting of words gives way to a language phenomenon “polycode/multicode text”. Polycode texts are specific texts, structured by codes of different semiotic systems. They consist of two elements: verbal (language/speech) and non-verbal (belonging to other than language sign systems). The main types of these texts are: all kinds of advertisements, comics, caricatures with verbal comment, video-clips, horoscopes, maps, recipes, guide-books, calendars, articles containing photos, graphs and diagrams, full-page illustrations and features in dictionaries, get-well cards and Christmas cards, animated weather forecasts, picture dictionaries, Educator’s calendars, songs, slide-shows, to name but a few. Visual image acts as an instrument supporting verbal communication: sometimes it is easier to demonstrate than to explain in words. Moreover, the 21st century students are video- and audio-oriented rather than “printed-word-oriented”. Foreign language teaching has always been focused on text; therefore, various texts combining visual, sound and verbal elements give ample opportunities to language teachers by way of diversifying their teaching at various levels. The paper discusses various activities based on such texts. For example, a comic strip which is a combination of cartoons and lively dialogue, having a definite plot. Possible activities for students: reproduce the dialogue in pairs, changing parts; produce the strip having removed the bubbles with words; scramble the pictures and ask students to sequence them correctly; create their own comic strip etc. Another example is calendar – there seems to be little (if any) text but it gives a chance to deal with the topic “Seasons and holidays”. Most calendars have names of holidays, such as Palm Sunday, Passover, Good Friday, Easter Monday, Earth Day and provide information in what countries they are observed. Possible activities: prepare a 1-minute presentation – what holiday is it, the meaning of it, in what countries it is celebrated (this stimulates students’ search for information from various sources); look at this view of Manhattan/London/Berlin and give a 3-

sentence description. And now imagine that you are looking at it not in April but in January. In what way these 3 sentences will be different?. Usually students do not like the task “Describe the picture” because they do not see the point in doing that. But this twist may be more meaningful. Thus, the most important functions of such texts are: attracting students’ attention, stimulating speaking, illustrating a topic and commenting on it. The paper suggests numerous activities for every type of polycode texts mentioned above.

Scott Kunkel

Indiana University, Bloomington, Indiana, USA

Ben v'la aut'chose: The sociolinguistic monitor and the perception of variable word-final liquid deletion in spoken French

This experimental study explores the role of the sociolinguistic monitor as it relates to the perception of variable deletion of post-obstruent liquid consonants [l] and [R] in word-final consonant clusters (e.g. *confortable* 'comfortable' [kʔ~fʔtab], *être* 'to be' [ʔt]) in spoken French. The sociolinguistic monitor is a theoretical cognitive mechanism responsible for the processing and evaluation of linguistic variables according to the frequency with which they appear in the span of an utterance (Labov et al. 2011). This study engages with and expands upon the sociolinguistic monitor experimental paradigm by focusing on the following questions: How sensitive are listeners to differing frequencies of variable liquid deletion in French utterances? How do these differing frequencies influence the ways in which a speaker is perceived as a function of professionalism? Given that word-final liquid deletion in French has been shown to be associated with lower-class speech as well as with more informal speech usage (e.g. Boughton 2015), this feature would presumably result in more negative evaluations of a speaker's perceived professionalism. This assumption is put to the test through an experiment (based on past methodology used by Labov et al. 2011, Levon and Fox 2014, etc.) in which native speakers of European French (N=24) are asked to rate seven trials of a purported news broadcast based on the perceived professionalism of the speaker. These seven trials are in fact different guises of the same recording digitally manipulated so as to contain differing percentages of word-final liquid deletion. This recording consists of a read text containing ten words each with a possible context of word-final liquid deletion. The experiment is designed such that each subsequent guise contains a higher percentage of liquid deletion among these ten words (10%, 20%, 30%, 50%, 70%, 100%). Certain past studies rooted in this experimental paradigm have demonstrated a pattern of perceptions such that the increased frequency of a stigmatized variant in an utterance results in more negative evaluations of a speaker (Labov et al. 2011). However, other studies in this vein have shown this evaluative pattern to be contingent on the social salience possessed by a variable in a given dialect (Levon and Fox 2014). Preliminary results from the present study prove surprising in showing a pattern not before evidenced in previous literature; namely, the mean evaluation of the speaker generally seems more positive as the percentage of liquid deletion in the guise increases. This would suggest then that the socio-indexical correlates of the production of liquid deletion do not necessarily obtain for the perception of this variable. While further data must be

gathered before drawing firm conclusions about this result, this research does hold potential implications for understanding the social salience of word-final liquid deletion in spoken French.

References

- Labov, W., Ash, S., Ravindranath, M., Weldon, T., Baranowski, M., & Nagy, N. (2011). Properties of the sociolinguistic monitor. *Journal of Sociolinguistics*, 15(4), 431-463.
- Levon, E., & Fox, S. (2014). Social salience and the sociolinguistic monitor: A case study of ING and TH-fronting in Britain. *Journal of English Linguistics*, 42(3), 185-217.
- Boughton, Z. (2015). Social class, cluster simplification and following context: Sociolinguistic variation in word-final post-obstruent liquid deletion in French. *Journal of French Language Studies*, 25(1), 1.

Ramaz Kurdadze, Maia Lomia

The Scientific-Educational Institute of the Georgian Language, Faculty of Humanities, Tbilisi State University, Georgia

Georgian Negative Particles *ara/ar* "no/not" of the Poetic Text and Translation Problems

In Georgian, the negative particles *ara/ar* "no/not" are placed before the verb (I. NegV) and the noun (II. NegN/PTCP). Out of these two patterns, the first (I) is systematic and in a sentence structure, it mostly denotes a neutral negation. The second pattern (II) – **the nominal one** – is peripheral and is used to denote stylistic-semantic variants. The semantic difference between the two patterns is best revealed in poetic texts.

The structural-semantic analysis of verbal and nominal patterns with negative particles is carried out on the basis of the epic poem "The Knight in Panther's Skin" created in the 12th century by the classical Georgian poet – Shota Rustaveli.

I. The pattern **NegV** denotes a neutral negation. It is not focused on any particular member of the sentence.

- (1) mošaire *ara* (Neg) *hkvian* (V), veras iṭ·vis vinca grzelad (1974:11, #17, 4.Prologue)
"One, who is unable to speak eloquently, should not be called a poet".

II. In the pattern Neg N/PTCP, particles *ara-/ar-* "no/not" not only denote negation in general but also underline the negative meaning of the definite member of the sentence to which they are added. The pattern Neg N/PTCP is represented in the poem as antonymic lexemes:

- (2) magram meṭad uarea *ara*(Neg)-*tkma* (N) da ·irta malva (1974:132, #418, 2)
"But it is even worse not to speak and conceal the sorrows".

Cf. to say – not to say

The analyses of the diachronic data proves that the antonymic lexemes with *ara/ar* "no/not" particles were found even in the Old Georgian language several centuries earlier before the creation of the epic poem "The Knight in the Panther's Skin".

III. There are several patterns in the poem which we think must be analysed separately, which resemble the second (Neg N/PTCP) patterns, though they are occasionalisms and used by

concrete authors. The basis for occasionalism is the shifting of the position of the negative particle, namely Neg V... N/PTCP -> V... Neg +N/PTCP

(3) etkva tu: žamad **gvačnia** (V) čven tkveni **ar** (Neg)-**orguloba**(N)(1974:139, #448,3)

"He said: we are aware of your not-treachery"

The stylistic-semantic variations in a poetic text reveal the capacities of the language and the author's intuition regarding the use of these capacities. It is impossible to transfer them in an unchanged manner from one language into another. However, in such cases it is important for the translator to identify relevant information given in the original text, to find its exact correlate and transfer the information adequately.

The paper is an attempt to answer the following questions: how are the patterns with negative particles given in "The Knight in Panther's Skin" reflected in the English translations? What problems arise in the process of translation of the poetic text? How can these problems be solved?

References

M.S. Dryer, Order of negative morpheme and verb, Munich: Max Planck Digital Library. 2011.

<http://wals.info/chapter/143>

N. Tchumburidze, M. Lomia & R. Kurdadze, The Nominal Models Expressing Absence-Negation in the Literary Georgian and the Role of Translation in their Differentiation: International Conference *General and Specialist Translation/Interpretation: Theory, Methods, Practice*:

<http://er.nau.edu.ua/bitstream/NAU/33301/1/сборникНАУ2018.pdf>

Elena (Sergeevna) Kusotskaya

St.Petersburg State University, Russia

How to discredit an opponent and get away with it: discourse analysis of communicative strategies

This research is based on the debates of the 2019/2020 Democratic Party presidential primaries in the USA and considers aggressive verbal behaviour in highly conflictive social-political discourse, namely communicative strategies that are aimed at discrediting an opponent and reactions to them. The main focus of the work is to analyse and describe the linguistic means (at lexical, grammatical and stylistic levels) that help to discredit an opponent as a person undeserving the audience's attention instead of debating their arguments on an issue. Special interest has been taken in the linguistic analysis of opponents' reactions to such derogatory treatment in the attempt to restore their appeal to the audience.

The choice of the data for the research is based on the proposition that socialpolitical discourse, which is aimed at wide audience, its values and ideals, allows to study situation- and culture-specific discrediting linguistic techniques and acceptable reactions to them. The discourse of the Democratic party presidential primaries also serves as an interesting research material for determining the role of the world polarization strategy into 'insiders' and 'outsiders' within the context of debating an opponent belonging to the same party culture.

The analysis has been conducted within the pragmatics line of research with an application of the critical discourse analysis method as well as the discursive approach (within the frame of im/politeness research). Longer stretches of discourse have been analysed instead of single utterances in order to explore not only conflictive interactions in general but also reactions to the applied communicative strategies of discredit in particular. Attention to longer stretches of discourse is aligned with the discursive approach in im/ politeness research that presupposes emphasis on direct verbal interaction [Locher, 2006: 253, 262-263; Garcés-Conejos Blitvitch and Sifianou, 2019: 94].

It has been discovered that the following linguistic means play an important role within the Democratic Party debate: discrediting presupposition, explicit or implicit accusations in incompetence and/or hypocrisy, creation of a self-inclusive 'we' group with the audience, polarization of the world by labelling an opponent as an unworthy 'insider' or an 'outsider'. Comparisons with Trump, republicans or hints on connections with odious figures on the world political stage are frequently applied to alienate an opponent from the shared audience in the context of the Democratic Party debates. The analysed reactions to the discredit can be subdivided into such groups as disregard of the discredit and implied accusations, reciprocal explicit or implicit discredit and/or self-justification.

References

- Locher, M. A. (2006), "Polite behaviour within relational work: the discursive approach to politeness", *Multilingua*, vol. 25, pp. 249-267 .
- Garcés-Conejos Blitvitch, P. and Sifianou, M. (2019), "Im/politeness and discursive pragmatics", *Journal of Pragmatics*, vol. 145, pp. 91-101.

Keywords

pragmatics, im/politeness research, critical discourse analysis, social-political discourse, communicative strategies, communicative reactions, discredit, verbal aggression, world polarization into 'insiders — outsiders'

Ilona Lechner

Ferenc Rákóczi II Ungarische Hochschule von Transkarpatien, Berehowe, Ukraine

Die Erfahrungsbasis des Moralbegriffs im Deutschen und Ungarischen

Obwohl der Moralbegriff tief im Bewusstsein eines Volkes wurzelt, kann der Alltagsmensch immerhin nur schwer abfassen, was er bedeutet. Über die Moralität spricht man selten offen, trotzdem widerspiegelt sich unsere Moralkonzeption in der Sprache. Mehrere Disziplinen beschäftigen sich mit bestimmten Aspekten des Begriffs. In meinem Beitrag plane ich den benannten Begriff aus der Hinsicht der kognitiven Linguistik zu erörtern. Ich habe eine umfangreiche Forschung in deutsch- und ungarnsprachigen Textkorpora betrieben. Ich habe vor, auf ein kleineres Segment dieser Forschung einzugehen, die Erfahrungsbasis des Moralbegriffs im Deutschen und Ungarischen zu erörtern.

Laut der kognitiven Linguistik werden unsere abstrakten Begriffe durch sogenannte konzeptuelle Metaphern konzeptualisiert. Die Vertreter der Disziplin argumentieren dafür, dass die Basis der konzeptuellen Metaphern die tatsächliche oder vermeintliche Ähnlichkeit zwischen dem Ausgangs- und Zielbereich, eine analoge Beziehung, bzw. die Korrelation der körperlichen Erfahrungen sei (Kövecses 2015). Aufgrund dieser Auffassung motivieren diese als Erfahrungsbasis die konzeptuellen Metaphern (Lakoff–Johnson 1980). Eine mögliche Basis unserer konzeptuellen Metaphern bilden also solche Erfahrungen, die man während unseres Lebens in den Alltags sammeln. Diese können körperliche oder aus unseren alltäglichen menschlichen Interaktionen stammende Erfahrungen sein.

Der benannte Begriff wurde von Lakoff–Johnson (1999) im amerikanischen Englisch analysiert. Aufgrund ihrer Top-down-Analyse haben sie festgestellt, dass es bei der Moralität um das menschliche Wohl-Sein geht. Daraus folgt DIE MORAL IST WOHL-SEIN konzeptuelle Metapher. Bei der Auswahl des Ausgangsbereichs geht man von der grundlegenden Erfahrung aus, dass es für alle besser ist, gesund, reich, satt zu sein, als krank, arm, hungrig usw. zu werden. Alle unseren moralischen Idealen gehen darauf zurück, dass wir uns damit beschäftigen, was ist am besten für uns selbst und für unsere Mitmenschen. Wenn man jemanden beurteilen will, ob er moralisch ist, überprüft man in erster Linie, wie er sich gegenüber sich selbst und anderen benimmt. Das moralische Verhalten der Menschen kann man mit einer wirtschaftlichen/finanziellen Transaktion vergleichen. Man ist moralisch, wenn man anderen gegenüber keine moralischen Schulden hat, wenn sein Konto ausgeglichen ist, wenn die moralische Buchhaltung im Gleichgewicht ist. Im von Lakoff–Johnson aufgebauten Moralkonzeptmodell (1999) spielt demgemäß die Metapher MORALISCHE KALKULATION eine bedeutende Rolle.

Die Erfahrungsbasis unserer Moralkonzeption gilt als potenziell universal. Die potenziell universale Konzeptualisation kann dennoch wegen der soziokulturellen Eigenschaften des Kontexts spezifische Formen annehmen. Der Beitrag hat diesen Vorgang im ungarischen und deutschen Kulturkontext darzustellen. Die Forschung wurde in zwei Korpora, die je 3000 sprachliche Äußerungen beinhalten, betrieben. Die ungarischen Sprachdaten stammen aus dem Ungarischen Nationalen Textkorpus, die deutsche Datensammlung wurde aus dem Digitalen Wörterbuch der deutschen Sprache zusammengestellt. An den identifizierten metaphorischen sprachlichen Äußerungen wurde eine qualitative und quantitative Analyse durchgeführt. Durch die Ergebnisse wurde verdeutlicht, dass zwischen den beiden Sprachen wesentliche Unterschiede hinsichtlich der Erfahrungsbasis nicht nachzuweisen sind, die Verwendungshäufigkeit der Metaphern ist dennoch verschieden.

Literatur

- Kövecses Zoltán 2015. Where metaphors come from: Reconsidering context in metaphor. New York: Oxford University Press.
- Lakoff, George – Johnson, Mark 1980. Metaphors we live by. Chicago: University of Chicago Press.
- Lakoff, George – Johnson, Mark 1999. Philosophy in the flesh. New York: Basic Books.

Lexical Level of Word Representation in Hungarian-Croatian Bilingual Preschool Children

Already in their early childhood, bilingual children face challenges to which their monolingual peers are not exposed, such as issues of identity and cultural affiliation and the problems of the acquisition of two languages on all linguistic levels (Jelaska, 2005; Harding-Esch & Riley). Various methods for measuring the achievement in two languages exist (Kraš & Miličević, 2015). Legac, Kiš-Novak & Lapat (2020) have created an instrument for measuring the achievement in recognizing lexical items in early age.

The acquisition of Hungarian and Croatian could be further hampered by profound differences at the morphological, semantic, orthographic and phonological levels. Adverse environmental factors could, in extreme cases, even lead to double semilingualism, which would jeopardize future education and overall well-being of the children. Given that early childhood is crucial for the future and general well-being of children, we can by no means neglect the role of a quality kindergarten environment. To improve the quality of pre-school education of bilingual children, it is crucial to establish the initial state of language competences of children of that age.

This paper will also give a brief account of the Hungarian minority in Croatia and describe their bilingual education. This will be followed by a presentation of a research study that the two authors of this paper have conducted in Croatia. It deals with the differences in the familiarity of preschool children with the lexemes in Hungarian-Croatian or Croatian-Hungarian bilingual preschool children, in respect of the place of residence, family context, and kindergarten environment. The participants were children aged three to seven years ($n=27$) from the City of Zagreb and Osijek-Baranja County. Children were asked to recognize and name images. An adapted Legac, Kiš-Novak, and Lapat (2020) instrument was used. Parents ($n=27$) also participated in the research by filling in a sociolinguistic questionnaire, while kindergarten teachers ($n=6$) provided data on the use of the two languages in their work with children. The aims of the research were to determine the achievement in the familiarity of the preschool children with some basic concepts in Croatian and Hungarian and to investigate the differences in the familiarity of these languages regarding parental educational strategies and the frequency of educational activities in the two languages.

An insight into the obtained results reveals that the children attending the Zagreb kindergarten demonstrated more success in naming terms in the Hungarian language. In contrast, the children from the Osijek kindergarten achieved better results in their knowledge of the Croatian language. The results have confirmed the hypothesis that older children would have better results ($r=0.5$, $p<0.01$).

References

- Harding-Esch, E. i Riley, P. (2003). *The Bilingual Family: A Handbook for Parents*. Cambridge: Cambridge University Press.
- Jelaska, Z. (2005d). Usvajanje materinskoga jezika. In: Z. Jelaska (Ed.) *Hrvatski kao drugi i strani jezik* (64-87). Zagreb: Hrvatska sveučilišna naklada.

- Kraš, T. i Miličević, M. 2015. *Eksperimentalne metode u istraživanjima usvajanja drugoga jezika*. Rijeka: Faculty of Philosophy, University in Rijeka.
- Legac, V., Kiš-Novak, D. i Lapat, G. (2020). Comparison of the Familiarity of Grade 4 Roma and Non-roma School Children with Some Biological Terms in English as a Foreign Language. *Különleges Bánásmód*, 6 (1). 47-60.

Philip P. Limerick

Eastern Kentucky University, Richmond, USA

Variable *tú* expression in Mexican Spanish in Atlanta, U.S.A.

Subject pronoun expression (SPE) in Spanish, described as a “showcase variable in variationist sociolinguistics” (Bayley et al. 2012: 50) has been studied in numerous sociolinguistic analyses (e.g. Travis 2005; Orozco and Guy 2008; Orozco 2015; Alfaraz 2015; Lastra and Martín Butragueño 2015; Silva-Corvalán 1994; Travis 2007; Shin and Otheguy 2009; Otheguy and Zentella 2012; Michnowicz 2015; Geeslin and Gudmestad 2016). Variationist scholars have been primarily interested in understanding the frequencies of subject pronouns (SP) as well as the linguistic and social constraints that govern the variation between overt and null subject pronouns (*tú hablas* vs. \emptyset *hablas* ‘you speak vs. (you) speak’).

Most research on SPE considers all grammatical persons in the same analysis, however, obscuring patterns for the individual person. Since the different grammatical persons of pronominal subjects respond to different contextual and interactional factors (Travis 2005), it is important to continue the study of individual persons/numbers which, thus far, has been carried out most extensively for first-person singular subjects (e.g. Travis 2005, 2007; Travis and Torres Cacoullos 2012, de Prada Pérez 2015) and, to a lesser degree, third-person singular (Shin 2014), third-person plural (Lapidus and Otheguy 2005) and first-person plural (Posio 2012). However, the second person singular (*tú*) has not received as much attention in the variationist literature, specifically with respect to the exclusive study of a single grammatical person.

For the current study, sociolinguistic interview data from Mexican Spanish in Atlanta, Georgia are employed to examine tokens of variable second-person singular SPE (n=478) in terms of frequency and constraints, incorporating factors such as tense-mood-aspect (TMA), switch reference, and specificity in logistic regression analyses using *Rbrul* (Johnson 2009). Results suggest that *tú*, like other subjects, is strongly impacted by switch reference and tense-mood-aspect (TMA). However, the TMA effect is unique in that imperfect aspect is shown to disfavor overt *tú* relative to other TMAs, diverging from previous studies. Furthermore, specificity— a factor found to be repeatedly significant in the literature—is inoperative, suggesting that *tú* behaves differently in this dialect regarding its sensitivity to linguistic factors.

References

- Johnson, Daniel E. 2009. Getting off the Goldvarb standard: Introducing *Rbrul* for mixed-effects variable rule analysis. *Language and Linguistics Compass* 3: 359–83.

- Lastra, Yolanda & Pedro Martín Butragueño, 2015: "Subject pronoun expression in oral Mexican Spanish" In Ana M. Carvalho, Rafael Orozco y Naomi Lapidus Shin (eds.): *Subject pronoun expression in Spanish: A cross-dialectal perspective*, Georgetown: Georgetown University Press, 39-57.
- Orozco, Rafael, 2015: "Pronominal variation in Colombian Costeño Spanish" In Ana M. Carvalho, Rafael Orozco y Naomi Lapidus Shin (eds.): *Subject pronoun expression in Spanish: A cross-dialectal perspective*, Georgetown: Georgetown University Press, 17-37.
- Otheguy, Ricardo & Ana Celia Zentella, 2012: *Spanish in New York: Language contact, dialectal leveling, and structural continuity*. Oxford University Press: New York.
- Shin, Naomi Lapidus, 2014: "Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity", *Language Variation and Change* 26, 303-30.

Yang Liu

Stony Brook University, Stony Brook, USA

Weights of Constraints on CG Combinations in American English and Mandarin

The present study compares constraints on consonant + glide (CG) combinations in American English and Mandarin. The comparative analysis between English data and Mandarin data shows how CG sequences in the two languages differentiate in backness agreement, OCP abidance and the roles of articulator feature and voicing.

1 American English CG Onsets and Constraints:¹

English onset data obey the following five constraints:

- (1) *CG-Cor[j]: An initial coronal consonant cannot precede the palatal glide [j] in onset position.
- (2) *CG-LabLab: An initial labial consonant cannot occur with a labial glide [w].
- (3) *CG-Son[w]: A sonorant consonant cannot precede the velar glide [w] in onset position.
- (4) *C_[-son,+voi,+cont][w]: Voiced fricatives cannot precede the velar glide [w] in onset position.
- (5) *Aff+G: Affricate cannot precede a glide in onset position.

2 Mandarin CG Onsets and Constraints:²

Mandarin onset data obey the following four constraints:

- (6) Agree[back]-C[-son,+cont] j: A [-son,+cont] consonant (affricate or fricative) and the following glide [j] must have the same backness value: [-back].
- (7) Agree[back]-DorG: An initial dorsal consonant (palatal or velar) and any following glide ([j] [ɥ] [w]) must have the same backness value.
- (8) Agree[back]-C[-son] ɥ: An initial obstruent and the following glide [ɥ] must have the same backness value: [-back].
- (9) *CG-LabLab: An initial labial consonant cannot occur with a labial glide [ɥ]/[w].

3 Maximum Entropy Model: Hayes & Wilson (2008: 395) deploy the maximum entropy model to illustrate phonotactic constraints on English onsets. By means of Maxent Grammar Tool, the weights for the CG constraints in Mandarin and English are compared in (9) below. The OCP constraint *CG-LabLab exists in both Mandarin and English, which indicates that both languages disallow the cooccurrence of a labial consonant and a following labial glide. However, the

backness agreement constraints weigh around 0 in English and over 7 in Mandarin. Unlike Mandarin, CG backness agreement does not play a significant role in English onsets. In comparison, the constraints *CG-Cor[j], *Aff+C and *C[-son, +voi, +cont][w] weigh around 0 in Mandarin. Thus, the coronal articulator feature and voicing of initial consonants does not affect the grammaticality of the relevant CG groups in Mandarin.

(10) Constraint weights of Mandarin and English CG onsets

CG Constraints	Mandarin Weights	English Weights
*CG-LabLab	6.8358	2.6628
Agree[back]:DorG	7.0963	0.2069
Agree- C _[-son] ɿ -[back]	7.8105	0
Agree-C[-son, +cont]j-[back]	7.7166	0.5204
*CG-Cor[j]	0	2.8808
*C[-son, +voi, +cont] [w]	0.7977	2.9123
*Son[w]	1.1953	3.8623
*Aff+C	0	2.8415

4 Summary

The analysis of Mandarin CG combinations shows that both backness agreement and articulator features in CG constraints. In comparison, English rank CG backness agreement relatively low. Without backness agreement, English resorts to voicing, sonority and manner features to restrain onsets.

Notes

1 English onset data in the present study are from (<http://www.speech.cs.cmu.edu/>) the online CMU Pronouncing Dictionary.

2 Mandarin data are taken from the online Modern Chinese character frequency list with 9933 unique characters (<http://lingua.mtsu.edu/chinese-computing/statistics/char/list.php?Which=MO>).

References

Hayes, Bruce. & Colin Wilson, 2008, A Maximum Entropy Model of Phonotactics and Phonotactic Learning. Linguistic Inquiry, 39: 3, 379-440.

Acoustic Landmark Analysis of Adults' Consonants in Mandarin Chinese: The Case of Disyllabic Words

Background: As the human-based transcription and coding are labor-intensive and time-consuming (Chen et al., 2018; Jones et al., 2019, among others), the number of instances included in speech analyses is usually limited (Oller et al., 2010). SpeechMark© (Boyce, Fell & MacAuslan, 2012) was hence developed to address the issue. The program is an articulator-free, landmark-based acoustic analysis, which targets on the abrupt changes found in spectrum and/or amplitude (Stevens, 1985, 2002). The six abrupt-consonantal landmarks are summarized in **Table 1** (c.f. Huang, Epps & Joachim, 2019; Ishikawa et al., 2020, among others). Literature focusing on native speakers of English revealed that female speech produced more landmark features (Ishikawa, MacAuslan & Boyce, 2017). By using SpeechMark©, the current study aims at exploring the gender differences in landmark features produced by Taiwan Mandarin speakers.

Table 1. The six abrupt-consonantal landmarks and their phonetic interpretations

Symbol	Mnemonic	Articulatory Interpretation
±g	Glottal	Onset/Offset of vocal folds' free vibration
±p	Periodicity	Showing the speaker's ability to properly control the subglottal pressure
±b	Burst	Presence of a fricative, affricate or aspirated stop burst consonant (+b) or cessation of frication or aspiration noise (-b)
±s	Syllabic	Closure or release of a nasal or /l/
±f	Unvoiced frication	Onset/offset of an unvoiced fricative
±v	Voiced frication	Onset/offset of a voiced fricative

Methods: Ten disyllabic words produced by 38 Taiwan Mandarin adult native speakers (balanced in genders) were analyzed. A trained experimenter ran the SpeechMark© program (WaveSurfer Plug-in, Windows Edition, Version 1.0.39) to generate the acoustic landmarks. Independent-samples t-tests were performed and the degree of freedom was modified when homogeneity of variances was not assumed.

Results & Discussion: Male produced a larger number of total landmarks ($M=127.32$, $SD=18.21$) than female did ($M=111.63$, $SD=7.54$) ($t(24)=3.469$, $p=.002$); male also produced more features in $\pm p$ ($M=69.63$, $SD=15.21$) than female did ($M=45.74$, $SD=4.37$) ($t(20.95)=6.583$, $p<.001$). However, male produced less features in $\pm s$ ($M=5.05$, $SD=2.7$) than female did ($M=15$, $SD=4.81$) ($t(28.31)=-7.87$, $p<.001$). The results were supported by Chan's (1998) view that the speech from Taiwanese female was softer and the consonants produced by female were generally shorter in duration. The results showed the existence of cross-linguistic differences in the gender-specific landmark

features. Future studies are suggested to directly explore if a person's speech intelligibility could be accounted for and predicted by the landmark features.

References

- Boyce, S., H. J. Fell, and J. MacAuslan. (2012) SpeechMark: Landmark Detection Tool for Speech Analysis. *INTERSPEECH*, 2012, pp. 1894–1897.
- Chan, M. K. (1998). Gender differences in the Chinese language: A preliminary report. In *Proceedings of the ninth North American conference on Chinese linguistics* (Vol. 2, pp. 35-52). University of Southern California.
- Ishikawa, K., MacAuslan, J., & Boyce, S. (2017). Toward clinical application of landmark-based speech analysis: Landmark expression in normal adult speech. *The Journal of the Acoustical Society of America*, 142(5), EL441-EL447.
- Stevens, K. N. (1989). On the quantal nature of speech. *Journal of Phonetics*, 17(1-2), 3-45.

Nana Loladze, Maia Abalaki

Arnold Chikobava Linguistic Institute, Tbilisi State University, Tbilisi, Georgia

A Cross-linguistic Analysis of Georgian and Russian phraseological units (Conceptualization of emotion)

From the point of view of perception, cognition and evaluation of the universe, emotion plays one of the important roles. At the same time, emotion belongs to a person's inner, invisible world and is one of the most complicately organized systems. The key of study of emotions is language, by means of which, the emotions are expressed and described, as well as structurized. The language is modelling the invisible inner world according to visible, material world. So, the main mechanism of conceptualization of the emotion is a metaphor. Designation of the human's inner world, expression of psychical processes by means of phraseological units, in which are used parts of the body, seems to be a universal event, though the linguistic means of expression of the emotion at the same time in each language are partly specific.

The aim of our work is to show the specifics of conceptualization of the emotion based on the Cross-linguistic study of Georgian and Russian phraseological units. This will give us possibility to get information about linguocultural stereotypes, existing in the consciousness of different ethnic groups. The results of such kind researches are important as for specific languages, as well as in general, from the point of view of study of the nature of emotions, also for study of problems of their linguistic realization.

References

- Colson J.-P. (2008): Cross-linguistic phraseological studies// *Phraseology. An interdisciplinary perspective*, Publisher: John Benjamins, pp.191-206
- Izard C. E. (2002): *The psychology of emotions*, Plenum press, New York and London.
- James W. (1950): *The principles of psychology*, Dover, New York.
- Loladze N. (2008): Linguistic picture of expressing emotions, *Semiotics III*, Scientific Journal, Tbilisi.
- Molotkov A.I. (2006): *Dictionary of Russian phraseological units*, AST, Moskva.
- Sakhokia T. (1979): *Dictionary of Georgian Idioms*, Merani, Tbilisi.

Roussanka Loukanova

Department of Mathematics, Stockholm University, Stockholm, Sweden and Institute of Mathematics and Informatics, Bulgarian Academy of Sciences, Sofia, Bulgaria

Type-Theory of Acyclic Algorithms for Semantics of Natural Languages

Moschovakis [4] initiated development of a new approach to the mathematical notion of algorithm with full, untyped recursion. Then, Moschovakis [5] extends the formal language to a higher order, type theory of algorithms, in a narrower version L_{ar}^λ with acyclicity restriction. Loukanova, e.g., by [1, 2, 3], develops the system L_{ar}^λ , for potential applications to algorithmic semantics of formal and natural languages.

The formal languages of Moschovakis algorithms include a new kind of variables, *recursion variables*, and *recursion terms* formed by adding a recursion operator to the application and λ -abstraction terms of traditional λ -calculi. Via reduction systems and calculi, the theories of (acyclic) recursion provide powerful formalization of the mathematical notion of algorithm. The typed versions with full recursion can lead to calculations without termination. On the other hand, the varieties of languages L_{ar}^λ , with their corresponding theories, are both highly expressive semantically and manageable for applications. They restrict algorithms to computations that terminate after finite number of steps.

The denotational semantics of L_{ar}^λ is by induction on term structure. The reduction calculi of L_{ar}^λ effectively reduce all terms to canonical forms, which provide algorithmic semantics. The algorithm for computing the denotation $\text{den}(A)$ of a meaningful term A is determined by its canonical form $\text{cf}(A)$, which is unique up to congruence:

$$\text{cf}(A) \equiv A_{(n+1)} \text{ where } \{p_1 := A_1, \dots, p_n := A_n\}, \quad (1a)$$

for some terms $A_1, \dots, A_{(n+1)}$ and memory variables p_1, \dots, p_n , $n \geq 0$

$$\text{den}(A) = \text{den}(\text{cf}(A)) \quad (1b)$$

The denotation value $\text{den}(A) = \text{den}(\text{cf}(A)) = \text{den}(A_{(n+1)})$ is computed by iterative computations of the denotations $\text{den}(A_i)$, for all $1 \leq i \leq n$, and saving them in the corresponding memory variables (slots) p_i , according to their computational rank(p).

In this paper, we introduce L_{ar}^λ , including the new restrictor operator and extended reduction calculus, based on [1, 2, 3]. These extensions have increased computational expressiveness for algorithmic syntax-semantics interfaces.

We demonstrate L_{ar}^λ by semantic rendering of natural language sentences, which include relative clauses in Noun Phrases (NPs).

The goals are to express the semantic contents of the natural language expressions, and preserve them in translations to other, formal and natural, languages, while reflecting the syntactic analyses of the corresponding translations as close as possible.

Potential applications of L_{ar}^λ is to:

- (1) formalization of situation semantics, and
- (2) translation systems between multiple languages, simultaneously, based on syntax-semantics interfaces

References

- [1] Loukanova, R.: Gamma-Reduction in Type Theory of Acyclic Recursion. *Fundamenta Informaticae* **170**(4), 367–411 (2019). URL <https://doi.org/10.3233/FI-2019-1867>
- [2] Loukanova, R.: Gamma-Satar Canonical Forms in the Type-Theory of Acyclic Algorithms. In: J. van den Herik, A.P. Rocha (eds.) *Agents and Artificial Intelligence. ICAART 2018, Lecture Notes in Computer Science*, vol. 11352, pp. 383–407. Springer International Publishing, Cham (2019). URL https://doi.org/10.1007/978-3-030-05453-3_18
- [3] Loukanova, R.: Type-Theory of Parametric Algorithms with Restricted Computations. In: Y. Dong, et al. (eds.) *Distributed Computing and Artificial Intelligence, 17th International Conference*, pp. 321–331. Springer International Publishing, Cham (2021). URL https://doi.org/10.1007/978-3-030-53036-5_35
- [4] Moschovakis, Y.N.: The formal language of recursion. *Journal of Symbolic Logic* **54**(04), 1216–1252 (1989). URL <https://doi.org/10.1017/S0022481200041086>
- [5] Moschovakis, Y.N.: A Logical Calculus of Meaning and Synonymy. *Linguistics and Philosophy* **29**(1), 27–89 (2006). URL <https://doi.org/10.1007/s10988-005-6920-7>

Roussanka Loukanova

Department of Mathematics, Stockholm University, Stockholm, Sweden and Institute of Mathematics and Informatics, Bulgarian Academy of Sciences, Sofia, Bulgaria

Algorithmic Dependent-Type Theory of Situated Information

We present some of the major algorithmic concepts of a dependent-type theory of situated information. The system is equipped with a relational formal language. It has a reduction calculus corresponding to [4, 5, 6]. Algorithms are formalized by recursion terms in canonical form representing mutual recursion. The reduction calculus reduces each term A to its canonical form. The canonical form of a meaningful term A designates the algorithm that computes the information designated by A . Information obtained during the algorithmic steps is stored in networks of memory slots. Information is parametric, dependent on situations, and can be updated algorithmically.

We introduce a formal language L_{st} of typed, situated information. Terms of L_{st} represent semantic, situation-dependent information extracted from analyses of natural language expressions. Semantic content can carry information about relations taking (or not taking) place between objects, in space-time locations, in partial situations.

- (1) The system of assignments of each recursion term designates recursive computations and saving information in the memory slots. The canonical forms of the meaningful terms designate iterative algorithms.
- (2) The situated, informational units can have components for quantitative assessments, by statistical methods

- (3) The language L_{st} has terms with components that designate propositional restrictions
- (4) There are generalized, restricted sets of memory variables, which represent *memory networks*

Information represented by L_{st} -terms can be parametric and subject of restrictions, and can be saved in memory slots. When the restrictions over some objects are not satisfied, any algorithm using some of these objects is undefined. We add an acyclicity constraint, by which algorithms that encounter violated restrictions terminate with error flags. We demonstrate the formal system L_{st} by semantics of example sentences.

The formal system of L_{st} is based on and extends work in [1, 2, 3, 4, 5, 6].

References

- [1] Loukanova, R.: Situation Theory, Situated Information, and Situated Agents. In: N.T. Nguyen, R. Kowalczyk, A. Fred, F. Joaquim (eds.) Transactions on Computational Collective Intelligence XVII, *Lecture Notes in Computer Science*, vol. 8790, pp. 145–170. Springer, Berlin, Heidelberg (2014). URL https://doi.org/10.1007/978-3-662-44994-3_8
- [2] Loukanova, R.: Typed Theory of Situated Information and its Application to Syntax-Semantics of Human Language. In: H. Christiansen, M.D. Jiménez López, R. Loukanova, L.S. Moss (eds.) Partiality and Underspecification in Information, Languages, and Knowledge, pp. 151–188. Cambridge Scholars Publishing (2017).
- [3] Loukanova, R.: Formalisation of Situated Dependent-Type Theory with Underspecified Assessments. In: E. Bucciarelli, S.H. Chen, J.M. Corchado (eds.) Decision Economics. Designs, Models, and Techniques for Boundedly Rational Decisions. DCAI 2018, *Advances in Intelligent Systems and Computing*, vol. 805, pp. 49–56. Springer International Publishing, Cham (2019). URL https://doi.org/10.1007/978-3-319-99698-1_6
- [4] Loukanova, R.: Gamma-Reduction in Type Theory of Acyclic Recursion. *Fundamenta Informaticae* **170**(4), 367–411 (2019). URL <https://doi.org/10.3233/FI-2019-1867>
- [5] Loukanova, R.: Gamma-Satar Canonical Forms in the Type-Theory of Acyclic Algorithms. In: J. van den Herik, A.P. Rocha (eds.) Agents and Artificial Intelligence. ICAART 2018, *Lecture Notes in Computer Science*, vol. 11352, pp. 383–407. Springer International Publishing, Cham (2019). URL https://doi.org/10.1007/978-3-030-05453-3_18
- [6] Loukanova, R.: Type-Theory of Parametric Algorithms with Restricted Computations. In: Y. Dong, et al. (eds.) Distributed Computing and Artificial Intelligence, 17th International Conference, pp. 321–331. Springer International Publishing, Cham (2021). URL https://doi.org/10.1007/978-3-030-53036-5_35

Ayoub Loutfi

Hassan II University of Casablanca, Casablanca, Morocco

Causatives in Arabic: A Morphosyntactic Analysis

Arabic presents an interesting morphology-syntax mismatch, in which the language deploys three distinct morphological strategies to realize morphologically-derived causatives. These strategies are morphological gemination (1), the prefixation of the morpheme {ʔa-} (2), and ablaut (3).

(1) *Gemination*

daras-a	darras-a	‘study’ fahim-a
fahham-a		‘understand’ katab-a
kattab-a		‘write’

- (2) **The prefixation of {ʔa-}** ʔalas-a ʔa-ʔlas-a 'sit down' waqaf-a ʔa-wqaf-a
'stand up' daxal-a ʔa-dxal-a 'enter'
- (3) **Ablaut**
ħazin-a ħazan-a 'sad'
hadim-a hadam-a 'ruin'
karib-a karab-a 'worry'

Using the precepts of Distributed Morphology (Halle & Marantz, 1993, 1994), the main hypothesis defended here is that these processes are regulated through *Contextual Allomorphy*. In particular, I argue that Contextual Allomorphy is governed by an ordered set of context-sensitive rules that apply at the stage of Vocabulary Insertion and the *Elsewhere Condition*, adducing further support to the Common-base Approach (Marantz, 1997; Alexiadou et al. 2006, 2015; Borer, 2005; Ramchand, 2008; Lohndal, 2014, amongst others). This is coupled with adopting a two-layered VP structure, in which Voice and little *v* are projected as separate heads (Pylkkanen 2008; Alexiadou et al. 2015, amongst others), and the role of lexical items/roots reduce to their idiosyncratic encyclopedic content (Alexiadou et al. 2006).

To substantiate the main claim suggested herein, I also argue that periphrastic and lexical causatives lend further empirical support to the syntactic approach to word formation. In this regard, I show how lexicalist analyses are challenged by complex morphological marking, baseless derived forms, and unpredictable phonological changes. This paper concludes by suggesting that the rule ordering suggested might predicate why the current Arabic dialects use exclusively gemination as the main process to realize morphologically-derived causatives. I then explore the hypothesis that modern Arabic dialects favoring the least specified process, gemination, is a typological tendency attested in natural languages due to independently motivated factors.

References

- Alexiadou, A., E. Anagnostopoulou, & F. Schafer. 2006. The Properties of Anti-Causatives Cross-Linguistically. In M. Frascarelli (ed.), *Phases of Interpretation* 175-199. Berlin: Mouton de Gruyter.
- Alexiadou, A., E. Anagnostopoulou, & F. Schafer. 2015. *External Arguments in Transitivity Alternations. A Layering Approach*. Oxford: Oxford University Press.
- Borer, H. 2005. *Structuring Sense. The Normal Course of Events, Vol. II. Volume I*. Oxford: Oxford University Press.
- Halle, M. & A. Marantz. 1993. Distributed Morphology and the Pieces of Inflection. In K. Hale and S.J. Keyser (eds.), *The View from Building 20: Essays in Honor of Sylvain Bromberger* 111-176. Cambridge MA: MIT Press.
- Halle, M. & A. Marantz. 1994. Some Key Pieces of Distributed Morphology. In A. Carnie, H. Harley and T. Bures (eds.), *Papers on Phonology and Morphology [MIT Working Papers in Linguistics 21]* 275-288. Cambridge, MA: Department of Linguistics, MIT.
- Lohndal, T. 2014. *Phrase Structure and Argument Structure: A Case Study of the Syntax-Semantics Interface*. Oxford: Oxford University Press.
- Marantz, A. 1997. No Escape from Syntax. Don't Try Morphological Analysis in the Privacy of Your Own Lexicon. In A. Dimitriadis, L. Siegel, C. Surek-Clark and A. Williams (eds.), *Proceedings of the 21st Annual Penn Linguistics Colloquium* [U. Penn Working Papers in Linguistics 4:2] 201-225.
- Pylkkänen, M. 2008. *Introducing Arguments*. Cambridge, MA: MIT Press.
- Ramchand, G. 2008. *Verb Meaning and the Lexicon: A First Phase Syntax*. Cambridge: Cambridge University Press.

Corpus Analysis of Polysemants (a Case Study of English Adjective *Sly*)

Linguistics approaches 'old' problems from new, sometimes unexpected angles, discovering new features and trying new research methods and techniques [1]. One of the problems is semantics and new approaches set around qualitative corpus analysis. The article to follow features qualitative corpus analysis of the English polysemant *sly* and is based on “real data,” that is, actual samples of oral or written communication as opposed to contrived or “made-up” data.

To conduct the research I referred to Corpus of Contemporary American English (COCA) to obtain samples (Tables 1 & 2 & 3).

Table 1. Occurrence of *sly* in spoken and written texts (COCA)

SECTION	ALL	BLOG	WEB	TV/M	SPOK	FIC	MAG	NEWS	ACAD		1990-94	1995-99	2000-04	2005-09	2010-14	2015-19
FREQ	3153	224	290	354	195	1125	455	379	131		564	484	398	418	382	393
WORDS (M)	993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8		139.1	147.8	146.6	144.9	145.3	144.7
PER MIL	3.18	1.74	2.33	2.76	1.55	9.51	3.61	3.11	1.09		4.06	3.28	2.72	2.88	2.63	2.72
SEE ALL SUB-SECTIONS AT ONCE																
Gen (Book)		Gen (Jrnl)		SciFi/Fant		Juvenile		Movies		Fan Fiction						
353		380		202		14		161		15						
33.4		44.8		26.2		3.2		9.2		1.5						
10.56		8.48		7.72		4.33		17.55		9.75						

COCA highlights some collocations and clusters for the adjective under study, based on the concordance data of the aforementioned corpus. Tables 2 and 3 indicate that the adjective *sly* is combined with words that imply cunningness (collocations with the noun *fox* and the adjective *sneaky*, clusters of *sly* and *cunning*, *sly as / like a fox*), thoughtfulness (collocations with the adjectives *clever* and *crafty*), and deception (collocations with the adjective *sneaky*, the adverb *distractingly* and the verb *to rustle*).

Table 2. Collocations with *sly*

N-collocations	<i>smile, stone, grin, stallone, look, fox, humor, dog.</i>
V-collocations	<i>smile, rustle, flash, slip, creep, reply, insinuate, sneak.</i>
Adj-collocations	<i>cunning, shy, subtle, sexy, sneaky, amused, clever, crafty.</i>
Adv-collocations	<i>alternately, come-hither, hither, silently, throughout, effortlessly, distractingly, delightfully.</i>

Table 3. Clusters for *sly*

sly •	<i>sly smile, sly grin, sly stallone, sly stone, sly look, sly humor, sly fox, sly little.</i>
• sly	<i>you sly, with sly, to sly, so sly, very sly, in sly, as sly, for sly.</i>
sly ••	<i>sly whispers rustling, sly reference to, sly grin on, sly smile on, sly old dog, sly and cunning, sly old fox, sly references to.</i>
•• sly	<i>on the sly, with a sly, me a sly, in a sly, him a sly, her a sly, had a sly, as a sly.</i>
sly •••	<i>sly and the family, sly sense of humor, sly whispers rustling through, sly company of people, sly as a fox, sly like a fox, sly you do it, sly smile that says.</i>
••• sly	<i>said with a sly, it on the sly, gave him a sly, gave her a sly, gave me a sly, he had a sly, them on the sly, me on the sly.</i>

To sum up, the corpus analysis at the initial stage of semantic experiment helps single out the senses of the linguistic unit under consideration: *sly* implies that Y has some knowledge that allows him/her to mislead others, while Y either behaves dishonestly, secretly and in order to achieve his/her goal, or demonstrates a certain set of external features to do so.

References

1. Suleimanova, O.A., Petrova, I.M. (2020). Using big data experiments in cognitive and linguo-cultural research in English and Russian. J. Sib. Fed. Univ. Humanit. Soc. Sci., 13(3), 385-393. DOI: 10.17516/1997-1370-0561.
2. Corpus of Contemporary American English (COCA). URL: <https://www.english-corpora.org/coca> (accessed 16.09.2020).

Elena Lukyanova

Moscow City University, Moscow, Russia

Everysemantic Words as Featured in the Language Consciousness of Schoolchildren

The paper features the findings of an associative experiment held with present-day schoolchildren who learn English as their first foreign language. The objective of the experiment lies in unveiling how cognitive structures, which are represented in the language through everysemantic words, are shaped in the language consciousness of such young subjects.

The article describes the findings of a free association experiment, which can serve as a tool to unveil components of the language consciousness of teenagers (between 13-17 years old). The experiment was conducted in three stages with several month intervals in between. The first round was carried out in the 6th, 9th and 10th forms at a school with advanced learning of foreign languages, followed by two more rounds in the 7th, 10th and 11th forms accordingly.

The material for the experiment includes everysemantic words chosen from the course of the English language created by Olga Afanasyeva and Irina Mikheeva for schools advanced in foreign languages. Everysemantic words are defined as words with meanings, which include the maximum degree of generalization.

Yet, the context helps to specify the meaning of an everysemantic word. Eight words were chosen: *to act, support, to support, to claim, delivery, to deliver, exposure, to expose*. The students were given these eight words and asked to write the first association they had.

The analysis and interpretation of the empirical data helps to draw preliminary conclusions about the structure and the contents of the language consciousness of a present-day schoolchild. The findings of the experiment can be very helpful for psychologists, linguists and teachers and give ground for further research.

References

- Goroshko E.I. Problems of conducting a free associative experiment // Izvesiya of Volgograd State Pedagogical University. 2005. №3 (12). P. 53–61.
- Paradigm of scientific knowledge in modern linguistics. Collection of scientific works. M.: RAS. INION, 2008. 184 p.
- Popova T.V. Associative experiment in psychology. M.: Flinta, 2016. 72 p.
- Zalevskaya A.A. The meaning of the word through the prism of an experiment. Tver: Tver State University, 2011. 240 p.
- Zalevskaya A.A. What is there – meant by a word? Questions of the interface theory of the meaning of the word, M.-Berlin: Direct-Media, 2014. 328 p.

Peien Ma

Hamden Hall Country Day School, Hamden, USA

Cognitive Benefits Of Being Bilingual: The Effect Of Language Learning On The Working Memory In Emerging Miao-Mandarin Juveniles In Rural Regions

The general sense of bilingualism is an individual ability to understand and/or speak two languages. However, bilinguals can be defined and grouped vastly differently among past researches due to the heterogeneity of the qualification criteria for bilingualism and the term bilingual itself (Leivada, Westergaard, Duñabeitia & Rothman, 2020). Past research has shown that learning a new language leads to enhanced inhibition control, and theoretically, enhanced cognitive abilities in general (Bialystok, 2010, Bialystok et al., 2004, Costa et al., 2009, Hilchey and Klein, 2011). It is still unknown which factors tend to modulate the bilingualism effects on working memory abilities. This study imposes empirical field research on a group of low-social-economic-status emerging bilinguals, the Miao people, in the hill tribes of rural China to investigate whether bilingualism affects their verbal working memory performance. I recruited 20 Miao-Chinese bilinguals (13 girls and 7 boys with a mean age of 11.45, SD=1.67) and 20 Chinese monolingual peers (13 girls and 7 boys with a mean age of 11.6, SD=0.68). These twenty bilingual and twenty monolingual juveniles, matched on age, sex, socioeconomic status, and educational status, completed a language background questionnaire (Li, P., Zhang, F., Yu, A., & Zhao, X, 2019). and a standard forward and backward digit span test adapted from Wechsler Adult Intelligence Scale-Revised (WAIS-R). Based on the questionnaire, Miao language was the first language of all the bilingual participants and was spoken to only families and friends, but in school and in the larger society, people used Mandarin as the dominant language in China. The results showed that bilinguals earned a significantly higher overall mean score of the task, suggesting the superiority of working memory ability over the monolinguals. And bilingual cognitive benefits were

independent of proficiency levels in learners' two languages. The results suggested that bilingualism enhances working memory in sequential bilinguals from low SES backgrounds and shed light on our understanding of the bilingual advantage from a psychological and social perspective.

References

- Bialystok, E., Craik, F. I., Klein, R., & Viswanathan, M. (2004). Bilingualism, Aging, and Cognitive Control: Evidence From the Simon Task. *Psychology and Aging*, 19(2), 290-303. doi:10.1037/0882-7974.19.2.290
- Bialystok, E., & Craik, F. I. (2010). Cognitive and Linguistic Processing in the Bilingual Mind. *Current Directions in Psychological Science*, 19(1), 19-23. doi:10.1177/0963721409358571
- Costa, A., Hernández, M., & Sebastián-Gallés, N. (2008). Bilingualism aids conflict resolution: Evidence from the ANT task. *Cognition*, 106(1), 59-86. doi:10.1016/j.cognition.2006.12.013
- Hilchey, M.D., Klein, R.M. Are there bilingual advantages on nonlinguistic interference tasks? Implications for the plasticity of executive control processes. *Psychon Bull Rev* 18, 625–658 (2011). <https://doi.org/10.3758/s13423-011-0116-7>
- Leivada, E., Westergaard, M., Duñabeitia, J. A., & Rothman, J. (2020). On the phantom-like appearance of bilingualism effects on neurocognition: (How) should we proceed? *Bilingualism: Language and Cognition*, 1-14. doi:10.1017/s1366728920000358
- Li, P., Zhang, F., Yu, A., & Zhao, X. (2019). Language History Questionnaire (LHQ3): An enhanced tool for assessing multilingual experience. *Bilingualism: Language and Cognition*, 1-7. doi:10.1017/s1366728918001153

Giulia Magazzù

G. d'Annunzio University of Chieti, Pescara, Italy

Failed Cross-Cultural Humor in English-Italian Interactions

The aim of this paper is to investigate why some humor attempts in cross-cultural interaction between English and Italians can fail. Although both countries are located in the same continent, are only divided by about 2,000 km and share a lot of similarities, they also have profound cultural and language-related differences. In particular, cultural differences and language-related problems are often the cause of misunderstandings and awkwardness in cross-cultural interaction, and humor understanding and production is particularly challenging for L2 speakers. For this reason, understanding the causes behind some failed humor attempts could be an effective way to gain a deeper understanding of humor dynamics in both cultures, without forgetting the role played by individual factors. The aim of this paper will be achieved through the analysis of 23 examples of recorded interaction taken from TV shows, interviews and podcasts in which there were (at least) one Italian and one English interlocutor and (at least) one of them was an L2 speaker of the other language. Most examples are taken from food-related broadcasts and football interviews and press conferences, as both fields of emerged as the ones with some of the most prominent shares of Italian native interlocutors, given that Italian cuisine is highly appreciated in the UK and that many Italian managers and footballers are hired by Premier League football clubs. The 23 examples are analysed using Bell and Attardo's (2017) revised version of their framework made up by 10 overlapping levels of failed humor, which aims to highlight the causes of humor failure. The results of the analysis demonstrate that most humor attempts are

produced by English interlocutors, and this is likely due to the pervasiveness of humor in English culture addressed by Fox (2004, 2014) that sometimes “clashes” with the more “serious”-oriented Italians. Football and cooking emerged as the fields with the most prominent share of Italian native interlocutors, given that Italian cuisine is highly appreciated in the UK and that many Italian managers and footballers are hired by Premier League football clubs. In all the interactions chosen, one of the parties tries to elicit humor, but the attempts fail and results in awkwardness (either awkward laughs, awkward silences and awkward smiles or awkward answers that do not join in the humor).

References

- Attardo, S. ed. (2017). *The Routledge Handbook of Language and Humor*. New York and London: Routledge.
- Bell, N. D. (2017) “Failed Humor”. In S. Attardo (2017). 356-370.
- Bell, N. D. (2017) “Humor and second language development”. In S. Attardo (2017). 444-455.
- Fox, K. (2004, 2014) *Watching the English*. Hodder & Stoughton

Keywords

humor; (im)politeness; cross-cultural interactions

Tamilla Mammadova

ADA University, Baku, Azerbaijan

Misimplementation of English interjections as a result of L1 effect

Interjections have been generally seen as a peculiar word class, peripheral to language and similar to nonlinguistic items such as gestures and vocal paralinguistic devices (Cuenca, 2006). Being defined as form with emotional charge and expressive value used in communication to signal emotions, feelings and attitudes (Jovanovic, 2004), interjections are complex language phenomena that mainly occur in spoken discourse. Practice shows that the complexity of their use is more evident in two cases, i.e. among EFL speakers; and, when dealing with translation/interpretation. Emphasizing the subjective interpersonal function of interjections, which is central to ‘meaning as an exchange’, Munday (2015) asserts that interjections have been relatively overlooked, despite being crucial for the relative positioning of text producer and receiver [...] and, by extension, of the translator/interpreter who intervenes in the communication. In addition to the theoretical and descriptive challenges that interjections imply, they can be associated with important problems for translation, since many languages share identical or similar forms or word-formation processes, but the conditions of use of the interjections are not the same (Cuenca, 2006). Based on their study, Pérez-García and Sánchez (2019) suggest that [L2 users] seem unaware of which interjections (*shit, oh no, fuck, and damn*) are more or less indicative of particular emotions. This comes from the assumption that interjections are mainly the products of culture rather than a language, and very often, they are omitted from the English language teaching resources (Mammadova, 2015). This, in turn, brings to misinterpretation or/and misuse of English interjections by the EFL speakers. In the light of this, the paper attempts to examine the use of five interpersonal interjections (*damn, fuck, hell, shit,*

ouch) through an oral dialogue translation implemented by the speakers of English as a foreign language. It was hypothesized that when translating the dialogue from L1 into English, most of the speakers in respect to their unawareness of English interjections will resort to their L1s. To test the hypothesis, twenty speakers of English as a foreign language (five French, five German, five Italian and five Spanish) were selected for the study. The analyses of the study demonstrate that the majority of speakers refer to the interjections similar to their L1 use which are not typical for a specific English language context. The study will determine the major reasons (i.e. competence level, nature of L1 language, speakers' age, etc.) of misimplementation of English interjections, and help consider their use in didactic purposes.

References

- Cuenca, M. J. (2006). Interjections and Pragmatic Errors in Dubbing. *Meta*, 51 (1), 20–35.
- Jovanovic, V. (2004). "The form, position and meaning of interjections in English." *Linguistics and Literature*, 3(1), 17-28.
- Mammadova, T. (2015). "The treatment of English conversation grammar in modern advanced EFL textbooks". *International Journal of Liberal Arts and Social Science*, 3(1), 55-70.
- Munday, J. (2015). "Engagement and graduation resources as markers of translator/interpreter positioning". *Target* 27(3), 406-421.

Maria N. Melissourgou, Katerina T. Frantzi

University of the Aegean, Rhodes, Greece

Specialised Corpora, Promotional Genres and Agri-food Exports

Exports are a national priority in Greece both because of the recession and of the rapidly evolving competition worldwide. Many agri-food products have a competitive advantage in Greek exports. Studies, however, show long-standing weaknesses in terms of marketing this type of product and stress the need for more and better designed export-oriented practices (Krystallis and Ness, 2005; Papalexioiu 2009).

One of the most important tasks in marketing is the creation of appropriate promotional texts for international exhibitions, business magazines and company websites. Where export is a possibility or an established practice, these promotional texts are written mainly in English. The change in language as well as in the target audience makes the writing process extremely demanding. Ideally, the writers would be aware of the prominent genres in the field and their elements, and have some understanding of *Intercultural Pragmatics*. Applied linguists have a lot to offer in this area. What we see here, is an opportunity to address the frequently mentioned gap between scientific research and professional practice.

The study takes advantage of recent developments in corpus linguistics, genre analysis and English for Specific Purposes (ESP). In order to have a close look at the texts described above while looking at a large number of these texts, we have constructed a specialized corpus. We are now able to describe the creation of the *Agri-Food corpus* step-by-step and justify the decisions made in relation to the sampling criteria, the metadata, the corpus size as well as the balance and

representativeness of the texts. We discuss the distinctiveness of specialized corpora and stress the need for more detailed guidance for their construction and use in the literature.

The *Agri-Food corpus* is genre-based. The identification of the genres is based on communicative purpose and register variables and has followed the model presented by Melissourgou & Frantzi (2017). An interesting range of promotional genres have been found, with surprising shares compared to traditional advertisements. Further corpus analysis provides quantitative data to be discussed contrastively.

In the world of advertising every word costs. We hope that this study will have a direct practical benefit for the marketing teams and the desired commercial extroversion. From a more pedagogical perspective, English for Specific Purposes (ESP) material is scarce in most fields and when it is not based on authentic data it often contains contrived language examples. Studies raising genre awareness in the workplace, especially those based on corpora, can provide explicit guidance and empower ESP practitioners and material writers.

References

- Krystallis, A. & Ness, M. (2005). Consumer Preferences for Quality Foods from a South European Perspective: A Conjoint Analysis Implementation on Greek Olive Oil. *International Food and Agribusiness Management Review* 8 (2).
- Melissourgou, M.N. & Frantzi, K.T. (2017). Genre Identification Based on SFL Principles: The Representation of Text Types and Genres in English Language Teaching Material. *Corpus Pragmatics*, 1 (4), 373-392.
- Papalexiou, C. (2009). Barriers to the Export of Greek Wine. Paper prepared for presentation at the “113 European food industry and food chain in a challenging world”, Chania, September 3 - 6, 2009.

Elaine Millar

University of Cantabria, Santander, Spain

Examining opportunities for multi-word verb learning from reading passages in efl coursebooks

Multi-word verbs (MWV) are a highly frequent and dynamic feature of L1 English (Biber et al., 2004; Bolinger, 1971) whose semantic and structural complexities can make them particularly challenging for foreign language learners (Siyanova-Chanturia & Schmitt, 2007). One important step in overcoming this challenge is to encounter MWVs repeatedly over extended periods of time in meaningful language usage events such as extensive reading or watching English language film and television (Schmitt & Redwood, 2011). Naturally though, the EFL classroom is limited in this respect; The amount of language input the learners is exposed to in such an environment ultimately comes down to that provided by the teacher and their accompanying pedagogical materials. Here, the EFL coursebook is a key source of language exposure, and given the strong correlations found between lexical knowledge and language proficiency (Milton & Treffers-Daller, 2013), it is reasonable to expect that it offers ample opportunities for encountering MWVs (Alejo-González et al., 2010).

The present study examines the extent to which course books facilitate MWV uptake and learning by measuring the richness of the lexical input in reading passages. Using the software package #LancsBox 5.1, the author analysed a corpus of twelve general adult education CEFR B1-C1 coursebooks to answer two research objectives. First, the online database English Profile was consulted to assess the relevancy of the MWVs found in the corpus in relation to their CEFR A1-C2 level and that of the coursebook. Then, the MWVs frequency and distribution were examined to see if they share similarities with data from the Longman Grammar of Spoken and Written English (Biber et al. 2004). It was found that the MWV content varies considerably among the coursebooks and on the whole, conditions for MWV uptake and learning from the reading passages are limited. The author argues that further research is needed to see if this is true of other areas of the coursebook, and also to explore the practical implications of such findings for EFL teachers and learners.

References

- Alejo-González, R., Piquier-Píriz, A., & Reveriego-Sierra, G. (2010). Phrasal Verbs in EFL course books. In F. Boers, A. De Rycker, & S. De Knop (Eds.), *Fostering Language Teaching Efficiency through Cognitive Linguistics* (Vol. 17, pp. 59–78). De Gruyter Mouton.
- Biber, Johansson, Leech, Conrad, & Finegan (2004). *The Longman Grammar of Spoken and Written English*. Pearson Longman.
- Bolinger, D. (1971). *The phrasal verb in English*. Cambridge: Harvard University Press.
- Milton, J., & Treffers-Daller, J. (2013). Vocabulary size revisited: The link between vocabulary size and academic achievement. *Applied Linguistics Review*, 4(1). <https://doi.org/10.1515/applirev-2013-0007>
- Schmitt, N., & Redwood, S. (2011). Learner knowledge of phrasal verbs A corpus-informed study. In F. Meunier, S. De Cock, G. Gilquin, & M. Paquot (Eds.), *A Taste for Corpora* (pp. 173–207). Amsterdam: John Benjamins.
- Siyanova-Chanturia, A., & Schmitt, N. (2007). Native and non-native use of multi-word vs. one-word verbs. *IRAL - International Review of Applied Linguistics in Language Teaching*, 45(2), 119–139. <https://doi.org/10.1515/IRAL.2007.005>

Ignazio M. Mirto

Università di Palermo, Palermo, Italy

Automatic recognition of paraphrases in Italian

The Italian sentences below introduce the main phenomenon addressed in this paper, i.e. paraphrases:

- (1) La donna arrestò l'uomo
'The woman arrested the man'
- (2) La donna mise l'uomo agli arresti
the woman put the man at.the arrests
'The woman put the man under arrest'
- (3) La donna trasse in arresto l'uomo
the woman got in arrest the man
'The woman placed the man under arrest'

These examples share the noun phrases *la donna* 'the woman' and *l'uomo* 'the man', but differ in the verbs deployed, which are *arrestare* 'arrest', *mettere* 'put', and *trarre* 'draw/get', and in the number of constituents, because (1) has no prepositional phrase. Despite these differences, the truth of *any* of them guarantees the truth of the other two. Paraphrases are here defined as in Hurford and Heasley (1983: 108). Moreover, paraphrases are approached in a Harrisian spirit, that is, by keeping constant as far as possible the content morphemes (Harris 1981: 293-351, 377-391; sentences (1) to (3) only contain five).

It seems reasonable to suggest that sets of sentences of this type are extremely common in any language. In e.g. English, a similar set obtains by employing the content morphemes *envy* and *neighbour*. Many sentences would be included, e.g. *My neighbours envy her*, *She is envied by my neighbours*, *My neighbours are envious of her*, and *It is my neighbours who envy her*. With such sets, software which is capable of extracting truth values and logical entailments, would be valuable for a number of tasks, including paraphrase recognition and paraphrase generation.

In order to detect such entailments between two or more sentences, a tool will be proposed which extracts *pairings* by establishing *matches* between participants (broadly speaking, referential expressions) and semantic roles. Such pairings are formed by argument–predicate relations and they count as units of meaning. Table 1 illustrates them in relation to sentence (1) (*The woman arrested the man*):

Table 1: Noun-CSR pairings in (1)

1. DONNA	=	she who arrests
2. UOMO	=	he who is arrested

The semantic representation above uses the symbol = to equate a noun (representing a participant in e.g. an event) with a semantic role. The latter has been termed as *cognate semantic role* (Mirto 2020) because a verb, etymologically related (as with *Cognate objects*) to the predicate licensing arguments, is employed. The semantic core of (1) is thus decomposed into two units of meaning, each expressed as pairings between a noun and a CSR.

In computational linguistics, data sets such as that in (1) to (3) are extremely common and raise the following questions: can these truth values be obtained automatically? Which apparatus should be deployed? This paper aims to suggest a pathway by which to answer these questions.

References

- Harris, Z. S. (1981), *Papers on Syntax*, H. Hiž (ed.), D. Reidel Publishing Company, London.
 Hurford J. R., B. Heasley, (1983), *Semantics. A coursebook*, Cambridge University Press, Cambridge.
 Mirto, I. M. (2020), Natural Language Inference in Ordinary and Support Verb Constructions, in Dong et al (eds), *Distributed Computing and Artificial Intelligence, 17th International Conference*, Springer Nature Switzerland, 124-133. ISSN 2194-5365 (electronic).

Can onomatopoeia be expressed as numbers?

Although the relationship between sound and meaning is generally considered to be arbitrary (Saussure 1959), there is a group of words called onomatopoeia, whose meaning is often claimed to be in close relationship with its sound representation.

Japanese is often said to be rich in onomatopoeia compared to other languages. According to Perniss et al. (2010:3), onomatopoeia is often used in daily conversation, and are especially frequently used in narratives and storytelling in this language. In addition, it is now recently being used in treating anxiety disorder in behavior therapy (Tanaka et al. 2015).

Since the use of onomatopoeia is so common, we often take it for granted that these words appeal to the recipients in similar ways; however, there is no guarantee for this. For example, in Japanese, voiced obstruents are generally assumed to represent "louder, larger, stronger and more active" images compared to their voiceless counterparts (Tamori 2002). However, as far as we know, there are no studies that have considered the "borderline" between the two. In other words, "how large/ small" should an item be for it to be depicted using the voiced/ voiceless expression?

In this paper, we report on the experiments that we conducted in order to measure this "borderline". In Experiment 1, 19 subjects were asked to draw a circle depicting the state of "koro-koro" and "goro-goro", which are generally used to depict the state of a thing rolling over and over. We found that the boundary dividing "koro-koro" and "goro-goro" was 3.68 cm.

In Experiment 2, conducted on 124 participants, we found that on average, "koro-koro" depicted a circle 3.08 cm in diameter, while "goro-goro" was 6.11 cm. This is an on-going project, and we are now measuring other types of onomatopoeia, including "tara -tara" and "dara-dara" (which depict the state of a liquid dripping) in order to "put into numbers" the internal sense that people feel with onomatopoeias. This finding will be put to good use for the on-line onomatopoeic dictionary that we have developed for L2 learners of Japanese.

References

- Perniss, Pamela, Robin L. Thompson, and Gabriella Vigliocco. 2010. "Iconicity as a General Property of Language: evidence from Spoken and Signed Languages". *Frontiers in Psychology*, Vol.1.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3153832/> (retrieved Nov. 30 2019)
- Saussure, Ferdinand. 1959. **Course in General Linguistics**. The Philological Library Inc. New York.
- Tamori, Ikuhiro. 2002. **Onomatope Gion/Gitaigo wo Tanoshimu** (Having fun with onomatopoeia, In Japanese), Iwanami Shoten. Tokyo.
- Tanaka, Tsunehiko, Miyo Okajima and Takanori Komatsu. 2015. "Fuanshougai Chiryō ni okeru Koudouryōhou de Onomatope ga naze yūyōuka?" (Why is onomatopoeias effective in treating anxiety disorder?).
Jinkouchinougakkai Ronbunshi Vol. 30 No. 1. 282-290.

Prototypical Associations in the Cultural Vocabulary Content of Reading Comprehension Activities of EFL Textbooks: A Content Analysis with Multilingual Learners in Spain

A semantic prototype is seen as the best, central, and most representative exemplar in a category (Rosch, 1975). For instance, the central case in the category *fruit* is *apple*; and the least representative member is *olive*. Thus, the prototype is the exemplary best recognized by the human being in a category. However, not all members in a category might be considered prototypical as the cognitive organization of vocabulary varies according to every individual and their culture (Wierzbicka, 1997). In this vein, research on semantic prototypes associated with the vocabulary input may shed light on how multilingualism and its cultures are encoded in the vocabulary selection of EFL textbooks. Such an understanding is essential as the integration of cultures in EFL context facilitates communication and fosters learners' sense of belonging (McKay 2003). Studies on the identification of prototypes by monolingual and bilingual L2 and L3 learners regarding vocabulary input tasks have been previously conducted (Ibbotson and Tomasello, 2009; Šifrar Kalan ,2014). Research on prototypical associations in EFL textbooks is rather scarce.

This study aims to account for the role that cultural prototypical associations play in the vocabulary input of reading comprehension activities of two EFL textbooks. The sample consists of a selection of two of the most used 6th Primary EFL textbooks in La Rioja, Spain, where more than 12% of students between 6 and 11 are immigrants. The analysis attempts to determine whether (i) EFL textbooks include prototypes regarding cultural elements through levels of categorization in the vocabulary input of their reading content; and (ii) if prototypical associations evidence multilingual learners' cultures or, otherwise their inclusion is limited to describe the target culture. The results indicate that (i) there is evidence of prototypical associations in the words elicited in the textbooks readings, (ii) although there is evidence of multilingual learners' cultures in the vocabulary contained in some of the reading tasks, most are focused on the target culture, (iii) the words found do not specifically address the most predominant cultures in the region. The dynamics of prototypical associations in language will have linguistic and cultural implications in EFL contexts.

References

- Ibbotson, P., Tomasello, M. (2009): «Prototype constructions in early language acquisition». *Language and Cognition*, 1, 59-85.
- McKay, S. (2003). Teaching English as an International Language: the Chilean context. *ELT Journal*, 57(2), 139–148.
- Rosch, E (1975): «Cognitive Representations of semantic categories. » *Journal of Experimental Psychology: General*, 104, 192-233
- Šifrar Kalan, M. (2014): «La universalidad de los prototipos semánticos en el léxico disponible de español». *Verba Hispánica* 24, DOI: 10.4312/vh.24.1,147-165.
- Wierzbicka, A. (1997). *Understanding cultures through their key words: English, Russian, Polish, German, and Japanese* (Vol. 8). Oxford University Press on Demand.

Keywords

EFL materials; immigrant learners; intercultural competence; lexicon; semantic prototypes

(Ir)regularities in the domain of derivational morphology

This paper investigates the affixation pattern of the suffix *-iço* in Brazilian Portuguese, responsible for deriving adjectives and nouns in this language, as exemplified in (1).

- | | |
|--|--|
| a. <u>ADJECTIVAL -IÇO</u>
quebradiço
broken.SUF
'brittle, liable to break easily' | b. <u>NOMINAL -IÇO</u>
sumiço
disappear.SUF
'disappearance' |
|--|--|

Adjectives in *-iço* are, in general, well-behaved. They are mostly formed from participial forms, as is clear from the presence of participial morphology, *-d-*, in (1a) (see Medeiros 2008). They also receive a dispositional modal interpretation, reminiscent of *-vel/-ble* forms (Moreira 2015), - roughly paraphrased as 'easy to x', in which x is the base for affixation. Nouns in *-iço*, in turn, are more idiosyncratic. Nominalizer *-iço* attaches to verbs, as shown in (1b), but also to adjectives (rarely) and nouns. The range of possible semantic interpretations for the derived noun is also wider, as the sample in (2) illustrates.

- | | |
|--|---|
| a. <u>NOMINAL -IÇO (DIMINUTIVE)</u>
caniço
sugar cane.SUF
'small stick of sugar cane' | b. <u>NOMINAL -IÇO (PEJORATIVE)</u>
literatiço
literate.SUF
'individual with no literary talent' |
|--|---|

In this paper, based on a corpus study of *-iço* forms from the Brazilian Portuguese Houaiss Dictionary (2020), the (ir)regularity of derived nouns and adjectives in *-iço* is captured in a syntacticocentric approach to word formation. I analyze the suffix as a single evaluative (stative) head expressing PROPENSITY. I derive the various semantic interpretations and the syntactic categorization patterns from the attachment of the suffix to different bases. The generalization is that *-iço* forms derived from participles are uniformly adjectives with a predictable dispositional meaning ("a propensity for"). In turn, *-iço* forms derived from nouns, adjectives and verbs behave both as adjectives or nouns and display a wider range of meanings, the majority of them subsumed under the evaluative sense. I conclude that seemingly disparate meanings can be explained in a principled way. Ultimately this paper contributes to the description of derivational processes in Brazilian Portuguese and to the support of a syntactic view of word formation.

References

- Bruening, Benjamin. 2014. Word formation is syntactic: adjectival passives in English. *Natural Language & Linguistic Theory*, v. 32, p. 363-422-41, 2014.
- Embick, David. 2004. On the Structure of Resultative Predicates in English. *Linguistic Inquiry*, v. 35, n. 3, p. 355-392.
- Halle, Morris. 1973. Prolegomena to a theory of word formation. *Linguistic Inquiry*, v. 4, n. 1. p. 3-16.

- Houaiss, Antonio. 2020. Dicionário Houaiss da língua portuguesa. Instituto Antonio Houaiss. Rio de Janeiro: Editora Objetiva.
- Medeiros, Alessandro B. 2008. Traços morfossintáticos e subespecificação morfológica na gramática do português: um estudo das formas participiais. Doctoral Dissertation. Rio de Janeiro: Universidade Federal do Rio de Janeiro.
- Moreira, Bruna. 2015. Aspectos sintáticos e semânticos dos adjetivos modais. Doctoral Dissertation. Brasília: Universidade de Brasília.
- Napoli, Donna J. and Reynolds, Bill. 1994. Evaluative affixes in Italian. In: Geert Booij and Jaap van Marle (eds.). Yearbook of Morphology. p. 151-178. Netherlands: Kluwer Academic Publishers.
- Palmer, Frank R. 1986. Mood and Modality. Cambridge Textbook in Linguistics. Cambridge: Cambridge University Press.

Margret Mundorf

Universität Heidelberg, Heidelberg, Deutschland

›Kindeswohl‹ und ›Kindeswille‹ in hoch strittigen Sorgerechtsverfahren. Eine text- und diskursanalytische Untersuchung

Mein rechtslinguistischer Beitrag untersucht Texte und Diskurse im Handlungsfeld des Kindschaftsrechts, die bislang kaum im rechtslinguistischen bzw. interdisziplinären (rechtspsychologischen und rechtssoziologischen) Forschungsinteresse standen. Bei sorgerechtlichen Entscheidungen steht das ›Kindeswohl‹ als unbestimmter Rechtsbegriff und Generalklausel im Zentrum. Der Wille des Kindes dient der Rechtspraxis zudem als wichtiges Kriterium und Orientierungsmaßstab. ›Kindeswohl‹ und ›Kindeswille‹ können einander jedoch entgegenstehen: Die Beeinflussung von Kindern gilt als „eine Begleiterscheinung familienrechtlicher Konflikte“ (Dettenborn 2014: 92). Unter diesen Voraussetzungen werden die Parteien und in der Regel selbst jüngere Kinder vor Gericht angehört, um die relevanten Sachverhalte zur Entscheidungsfindung zu erkunden. Neben juristischen Akteur*innen tragen auch außerjuristische Fachpersonen mit schriftlichen Berichten, Stellungnahmen und Gutachten dazu bei, Wohl und Willen der betroffenen Kinder festzustellen. Faktizität wird so aus unterschiedlichen disziplinären, institutionellen und subjektiven Perspektiven, Rollen und Funktionen hergestellt: Die sprachliche Verarbeitung, Deutung und „Etikettierung“ von Wirklichkeit vollzieht sich nicht erst mit dem Richterspruch, sondern bereits bei der aktenmäßigen Darstellung der Sachverhalte (Seibert 1981). Dies ist an Fragen der Macht geknüpft (Köller 2004).

Daraus ergeben sich folgende Fragestellungen, die mein rechtslinguistisches (rechts-psychologische und rechtssoziologische Ansätze einbeziehendes) Forschungsprojekt am Beispiel ausgewählter Sorgerechtsfälle mithilfe text- und diskurslinguistischer Ansätze sowie der pragmasemiotischen Textarbeit nach Felder (2012) untersucht:

- Wie werden die Konzepte ›Kindeswohl‹ und ›Kindeswille‹ von unterschiedlichen Textemittenten und Diskursakteur*innen sprachlich konstituiert und kommuniziert? Mit welchen sprachlichen Mitteln tragen sie im „Textgeflecht“ (Busse 2000) ausgewählter Rechtsfälle zur „Wirklichkeitsverarbeitung“ bei?

- Wie werden Sachverhalte zu Kindeswohl und Kindeswillen perspektiviert und epistemisch modalisiert? Mit welchen sprachlichen Mitteln wird Faktizität hergestellt, wie werden konkurrierende Deutungen im diskursiven Verhandeln mit Geltungsanspruch versehen?
- Wie lässt sich das „Textgeflecht“ aus juristischen Norm- und Entscheidungstexten und Texten außerjuristischer Expert*innen darstellen und systematisieren? Welche textuellen Merkmale sind für Klassifikationsversuche zu berücksichtigen? Welcher Erkenntnisgewinn ergibt sich für bestehende Typologien juristischer Textsorten (Engberg 1993; Busse 2000)?
- Welche Merkmale von Fachsprachlichkeit sind festzustellen? Welche alltags- und fachsprachlichen sowie disziplinspezifischen Besonderheiten lassen sich mit linguistischen Beschreibungsinstrumenten systematisiert darstellen?

Juristische und psychosoziale Fachpersonen im Kindschaftsrecht benötigen – so meine Ausgangsthese – Wissen über Prozesse der sprachlichen Konstitution von Sachverhalten, der Erzeugung von Faktizität und der diskursiven Verhandlung von (divergierenden) Wissensbeständen und Geltungsansprüchen, um ihre fachliche und institutionelle Verantwortung für das Wohl von betroffenen Minderjährigen angemessen wahrzunehmen. Vorstellen möchte ich mein Rahmenkonzept und die Pilotstudie mit dem Ziel, die Ergebnisse der deskriptiven Untersuchung für Wissenschaftskommunikation sowie für die Aus- und Weiterbildung von im Familienrecht tätigen Berufsgruppen nutzbar zu machen.

Literatur

- Balloff, Rainer. 2018. Kinder vor dem Familiengericht. Praxishandbuch zum Schutz des Kindeswohls unter rechtlichen, psychologischen und pädagogischen Aspekten. 3., vollständig überarb. und aktualis. Aufl. Baden-Baden: Nomos.
- Brinker, Klaus / Cölfen, Hermannn / Pappert, Steffen. 2018. Linguistische Textanalyse. Eine Einführung in Grundbegriffe und Methoden. 9., durchgesehene Aufl. Berlin: Erich Schmidt.
- Busse, Dietrich. 2000. Textsorten des Bereichs Rechtswesen und Justiz. In: Klaus Brinker/Gerd Antos/Wolfgang Heinemann/Sven F. Sager (Hrsg.), *Text- und Gesprächslinguistik. Ein internationales Handbuch zeitgenössischer Forschung*. (Handbücher zur Sprach- und Kommunikationswissenschaft HSK 16.1) Berlin/New York: de Gruyter, 658-675.
- Dettenborn, Harry. 2014. Kindeswohl und Kindeswille. Psychologische und rechtliche Aspekte. 4., überarb. Aufl. München / Basel: Ernst Reinhardt.
- Engberg, Jan. 1993. Prinzipien einer Typologisierung juristischer Texte. In: *Fachsprache. Internationale Zeitschrift für Fachsprachenforschung, -didaktik und Terminologie*. 15. Jg. Heft 1-2, 31-37.
- Felder, Ekkehard. 2012. Pragma-semiotische Textarbeit und der hermeneutische Nutzen von Korpusanalysen für die linguistische Mediendiskursanalyse. In: Ekkehard Felder/Marcus Müller/Friedemann Vogel (Hrsg.), *Korpuspragmatik. Thematische Korpora als Basis diskurslinguistischer Analysen*. Berlin/Boston: de Gruyter, 115-147.
- Köller, Wilhelm. 2004. Perspektivität und Sprache. Zur Struktur von Objektivierungsformen in Bildern, im Denken und in der Sprache. Berlin / New York: de Gruyter.
- Polenz, Peter von. 2008. Deutsche Satzsemantik. Grundbegriffe des Zwischen-den-Zeilen-Lesens. 3., unveränd. Aufl. Berlin/New York: de Gruyter.
- Seibert, Seibert, Thomas-Michael. 1981. Aktenanalysen. Tübingen: Gu

Critical Discourse Analysis of Digital Teaching and Learning Strategy

Both as discourse, and as practice, Digital Teaching in Higher Education (HE) is shaped by many factors, the most critical of which are the political motivations driving its adoption. In this presentation I explore the role of language in framing digital teaching and learning strategies relevant to HE. Thirteen strategy documents issued by government departments and non-departmental public bodies in the United Kingdom (UK), amounting to a corpus of approximately 138,900 words, were interrogated via an approach to Critical Discourse Analysis (CDA) framed by 'Ideology critique' (Held, 1980). Ideological claims may be employed in order to implicitly or explicitly justify ideas or actions, by presenting them as inherently neutral, certain, natural, or commonsensical, and exempt from criticism; by implication other viewpoints may be marginalised (Held, 1980). The research questions investigated were: 1. What ideologies underpin the strategies? 2. Are the claims made valid? and 3. Are other ideologies omitted? Thematic Analysis (Braun and Clarke, 2006) was first employed in order to identify, categorise, and refine recurring themes across the corpus. Themes were next interrogated in order to uncover the social, cultural, and political motivations underpinning any ideological claims. Ideologies can be both enacted and obscured via language choices (Bloor and Bloor, 2007); the analysis therefore paid particular attention to the role of rhetorical techniques, lexical choices, along with presentational, structural, and narrative devices, in communicating ideological claims. Taken together, the two prongs of the analysis demonstrate that – although there are variances in different contexts and at different times – overall, the strategies considered were motivated by neoliberal imperatives aimed at placing HE within the realm of the market and enhancing the UK's economic competitiveness. The strategies also persistently reflect a deterministic and uncritical perspective towards technology. Furthermore, many of the claims made are exaggerated, unsubstantiated, contradictory, and even duplicitous, or are justified via reference to contested discourses. While neoliberal ideology is privileged and promoted across the corpus, alternative value systems are not. I argue that this problematic framing of digital teaching is intensifying the negative impacts of neoliberalism on HE's role as a public good, as well as exacerbating social inequalities. Furthermore, it is channelling digital learning and teaching into a restricted form that limits any possible pedagogical or egalitarian opportunities that the judicious application of digital technologies in HE teaching and learning might support.

References

- Bloor, M. & Bloor, T. 2007. *The Practice of Critical Discourse Analysis: An Introduction*, Hodder Education, London.
- Braun, V. & Clarke, V. 2006. "Using Thematic Analysis in Psychology", *Qualitative Research in Psychology*, vol. 3, no. 2, pp. 77-101.
- Held, D. 1980. *Introduction to Critical Theory: Horkheimer to Habermas*, Polity Press, Cambridge.

Vidmantė Nareckaitė¹, Lina Plaušinaitytė²

¹ Universität Vilnius, Philosophische Fakultät, Vilnius, Litauen

² Universität Vilnius, Philologische Fakultät, Lehrstuhl für deutsche Philologie, Vilnius, Litauen

Die Presse der deutschen Minderheit in Litauen 1918-1940: digitalisierte Quellen und Forschungsperspektiven

Zu Zeiten der ersten Litauischen Republik 1918–1940 gab es im Land eine lebendige deutschsprachige Presselandschaft. Unter den damals 26 registrierten Nationalitäten in Litauen hat die deutsche Minderheit mit 4,1% den dritten Platz eingenommen. Entsprechend sichtbar war auch ihre Rolle im politischen, öffentlichen und kulturellen Leben des Landes. Die Presse war für die deutschsprachige Minderheit nicht nur ein Informationsmedium, sondern auch ein Mittel der Gesellschaft die Lebensbedingungen, Probleme und Realien der Deutschen, ihre Beziehungen zur Regierung des Landes und zur litauischen sowie jüdischen Bevölkerung. Deswegen erlaubt die Untersuchung der Presse der deutschen Minderheit in Litauen heute tiefere Einblicke ins Leben nicht nur der deutschen Minderheit, sondern auch der ganzen Republik. Das Ziel dieses Beitrags ist es, ein im Jahr 2019-2020 im Rahmen des vom Litauischen Wissenschaftsrat geförderten wissenschaftlichen Praktikums durchgeführtes Digitalisierungsprojekt zur Erfassung und Zugänglichmachung der in verschiedenen Bibliotheken und Archiven des Landes verstreuten deutschsprachigen Presse im Litauen der Zwischenkriegszeit vorzustellen, das Forschern und Interessenten in Form von digitalen Photokopien systematisch zur Verfügung gestellte Material kurz zu präsentieren und auf einige Forschungsmöglichkeiten in diesem Themenbereich hinzuweisen.

Maryam Nasser

Department of English Language and Linguistics, The University of Birmingham, Edgbaston, Birmingham, UK

Lexical Complexity Features of Postgraduate Academic Writing: An Insight into English L1 vs L2 Text Differences Using Machine Learning and NLP Methods

Theses and dissertations, as distinct genres of academic writing, are viewed as the first serious and long scholarly pieces of scientific writing of students and as the “the most sustained and complex piece of academic writing (in any language) they will undertake” (Swales, 2004, p. 99). Despite its significance, the literature offers little insight into the predominant lexical complexity features of academic writing, especially dissertations written by English L1 vs. L2 students in different academic contexts.

Lexical complexity is a multidimensional aspect of lexical proficiency that is frequently assessed via its main constructs of lexical density (the proportion of lexical words in a text), diversity (the use of non-repetitious words), and sophistication (the use of advanced or less-frequently-used words) and their representative quantifiable measures. Most SLA studies that have investigated these lexical complexity constructs in academic contexts have analysed argumentative essays or similar general English corpora; they have reported these lexical complexity measures as reliable

indicators and/or predictors of linguistic proficiency, performance, and development (see the discussions in Bulté & Housen, 2014). However, many of these proposed measures have not been systematically investigated in specialised academic corpora regarding their effectiveness in distinguishing text and proficiency differences.

Comparing lexical complexity in the academic writing of EFL (English as a Foreign Language), and ESL (English as a Second Language) students is also a major underinvestigated area particularly regarding specialised and genre-specific academic texts. Ortega (2003) treated EFL and ESL academic contexts as separate variables and argued that the scholarly body of research in this area shows that “L2 competence may proceed more slowly and might develop less fully in foreign language than in second language instructional settings” (p. 498).

This study is, therefore, designed to systematically examine a large set of lexical complexity measures in a corpus of MA dissertations to find strong predictors of lexical complexity (differences) of English L1, ESL, and EFL. Three natural language processing tools [LCA-AW, TAALED, and Coh-Metrix] and the supervised machine learning method of random forest for predictive classification modelling are used. The results show significant differences in the production of lexically dense and diverse texts across the groups, very similar patterns of lexical complexification of texts by English L1 and ESL groups, and interesting findings regarding the effect of quantification methods of these measures, especially lexical sophistication measures, on the identification of top predictors of lexical complexity.

References

- Bulté, B., & Housen, A. (2014). Conceptualizing and measuring short-term changes in L2 writing complexity. *Journal of Second Language Writing*, 26, 42-65.
- Ortega, L. (2003). Syntactic complexity measures and their relationship to L2 proficiency: A research synthesis of college-level L2 writing. *Applied Linguistics*, 24 (4), 492-518.
- Swales, J. (2004). *Research genres: Explorations and applications*. Cambridge: Cambridge University Press.

Keywords

Lexical Complexity, Machine Learning, Academic Writing, Linguistic Proficiency, English L1 vs L2

Anthony Nguyen

University of Southern California, Los Angeles, USA

Gricean Secrets

Fox's (2014) argues that a disjunction can generate an exhaustification implicature even if the Maxim of Quantity is deactivated. Fox concludes that we should reject the Gricean, pragmatic approach to scalar implicatures. Consider Fox's thought experiment, *GAME SHOW* (2014, 6):

GAME SHOW: There are 100 boxes and five of them contain money. The rest are empty. The show's host knows which boxes contain money. Contestants are given one chance to choose a box. If they choose a box with money, they win the money. The host provides hints with the common understanding that she will not reveal all the information she has.

Since the host is not expected to share all relevant information, the Maxim of Quantity is deactivated. But, if the host utters (1), there is an exhaustification implicature that there is not money in both boxes:

(1) There is money in box 20 or box 25.

Contra Fox, I deny that the pragmatic approach must always appeal to the Maxim of Quantity. Griceans can explain why (1) has an exhaustification implicature. They need only accept the Maxim of Secrecy:

Maxim of Secrecy: Do not reveal information such that were you to share it, the goal of the conversation would be undermined.

Since the host should not reveal information that would indicate a winning strategy, the Maxim of Secrecy is active in GAME SHOW. By uttering $p \vee q$, one makes both p and q salient. So by uttering (1), the host would cause the contestants to think that they should choose either box 20 or 25. But making such a winning strategy salient to contestants would undermine the goal of the conversation. This is evidenced by the infelicitousness of (2) when uttered by the host:

#There is money in box 20.

Therefore, Griceans can explain why (1) has an exhaustification implicature.

To further defend the pragmatic approach, I will derive the “possibility” implicatures associated with (1):

(3) There might be money in box 20.

(4) There might be money in box 25.

Let \Box regiment ‘In all worlds in which all beliefs are true’ and \blacksquare regiment ‘In all worlds in which all commitments are true’. If the host utters (1), we can derive the implicatures (3) and (4):

Goal: $\blacksquare\Diamond p \wedge \blacksquare\Diamond q$

Axiom 5*: $\Diamond\varphi \rightarrow \blacksquare\Diamond\varphi$

1. $\blacksquare(p \vee q)$ Host’s utterance, Maxim of Quality
2. $\neg\blacksquare p$ 1, Maxim of Secrecy
3. $\neg\blacksquare q$ 1, Maxim of Secrecy
4. $\Diamond\neg p$ 2, Modal Logic
5. $\Diamond\neg q$ 3, Modal Logic
6. $\Diamond p$ 1, 5, Modal Logic
7. $\Diamond q$ 1, 4, Modal Logic
8. $\blacksquare\Diamond p$ 6, Axiom 5*, Propositional Logic
9. $\blacksquare\Diamond q$ 7, Axiom 5*, Propositional Logic
10. $\blacksquare\Diamond p \wedge \blacksquare\Diamond q$ 8, 9, Propositional Logic

References

Fox, Danny. 2014. “Cancelling the Maxim of Quantity: Another Challenge for a Gricean Theory of Scalar Implicatures.” *Semantics & Pragmatics* 7 (5): 1–20.

Grice, Paul. 1989. "Logic and Conversation." In *Studies in the Ways of Words*. Edited by Paul Grice. Harvard University Press: 22–40.

Adriane Orenha Ottaiano, Tanara Zingano Kuhn, Carlos Roberto Valencio

São Paulo State University, Sao Jose do Rioa Preto, Brazil

The building of an Online Platform for Monolingual Dictionaries of Academic Collocations in Portuguese and English

In view of the growing demand for publications of academic and scientific texts and for the dissemination of studies in national and international congresses and symposia, the development of more specific lexicographic works such as academic dictionaries may be considered an issue of high importance. In academic contexts, it is especially relevant to draw attention to the fact that it is necessary to learn a new way of expressing oneself (Biber 2006; Hyland 2008). Among the aspects that should be considered when investigating academic language, particularly in the field of the lexicon and vocabulary, collocations can be regarded as one of the most significant phraseologisms, since they are not only extremely frequent but also truly essential for an effective and accurate communication. If learners do not use them according to the conventions and standards expected in a specific foreign language, their text may sound strange or they may even run the risk of being misunderstood, in their mother tongue, or of not even being understood at all, in a foreign language. This research thus aims at building an Online Platform for two Monolingual Dictionaries of Academic Collocations in Brazilian Portuguese and English with the purpose of improving students' or researchers' academic written or oral texts. In this presentation, we will focus on the Brazilian Portuguese Dictionary of Academic Collocations. The methodology used for this study consists of automatically extracting academic collocations (García-Salido; Garcia; Villayandre; Alonso-Ramos 2019) from: 1) a Corpus of Academic Brazilian Portuguese (Cecílio, forthcoming), containing approximately one million words and made up of scientific papers in the area of Linguistics; and 2) part of the COPEP corpus (Kuhn; Ferreira 2020) of about half a million words, from the area of Engineering. The Sketch Engine (Kilgarrieff et al, 2004) has been used for validating the academic collocations extracted and the lexicographical methodology for the building of the dictionaries of collocations will follow Orenha-Ottaiano's (2016, 2017). The Platform will therefore assist the target audience to improve their collocational competence in academic writing and encourage the production of scientific texts.

References

- BIBER, D. *University Language: a corpus-based study of spoken and written registers*. Amsterdam/Philadelphia: John Benjamins, 2006.
- García-Salido, M., Garcia, M., Villayandre, M. and Alonso-Ramos, M. 2018. A Lexical Tool for Academic Writing in Spanish based on Expert and Novice Corpora. In: *Proceedings of of eLex 2019*, 260-265.
- Hyland, K. 2008. Academic Clusters: Text Patterning in Published and Postgraduate Writing. *International Journal of Applied Linguistics*, XVIII, 1, 41–62.
- Kilgarrieff, A; Rychlý, P; Smrž, P; Tugwell, D. Itri-04-08 The Sketch Engine Information Technology, 2004.

- Kuhn, T. Z.; Ferreira, J. P. 2020. O Corpus de Português Escrito em Periódicos - CoPEP. In: *DELTA*, São Paulo, v. 36, n. 2, 2020360209.
- Orenha-Ottaiano, A. The compilation of an Online Corpus-Based Bilingual Collocations Dictionary: motivations, obstacles and achievements. In *Proceedings of E-Lex Conference 2017*. Leiden, The Netherlands, 458-473, 2017.
- Orenha-Ottaiano, A. 2016. The compilation of an online corpus-based bilingual collocations dictionary. In: Corpas Pastor, G. (Ed.). *Computerized and Corpus-based Approaches to Phraseology: Monolingual and Multilingual Perspectives*. Genebra: Editions Tradulex, v. 1, p. 486-493.

Boluwaji Oshodi

Adekunle Ajasin University, Akungba-Akoko, Nigeria

Fossilization versus Stabilization in L2 Acquisition: Evidence from Inflectional Morphology among Yorùbá L2 English

Fossilization according to Selinker (1972) is a concept which describes the end state of a L2 learner's grammar usually a deviant form of the target language. However, since L2 learners tend to develop different interlanguage grammars at different levels of acquisition, the term fossilization has been proved to be complex and problematic (Washburn 1994, Long 1997, Han 1998, Lardiere 1998a). Thus, the concept of stabilization which represents the L2 learner's interlanguage at a particular point in time has been suggested (Long 2005). Based on two sets of oral production and comprehension data collected at an interval of seven years from two groups of Yorùbá native speakers L2 English (beginner and advanced groups) with focus on inflectional morphology (Oshodi 2014, 2020), this study investigates the concepts of fossilization and stabilization with the aim of determining their particular point of occurrence among L2 learners. Findings revealed that despite the interval, learners from both groups still committed similar errors. However, while learners in the advanced group still committed the same type of errors after the interval, some errors completely disappeared in the interlanguage of learners in the beginner group. It was also discovered that learners from both groups committed the same pattern of errors but with lesser rate after the interval which confirmed the existence of different levels of error i.e. stabilization. This revealed that inflectional errors among both groups were not static i.e. fossilized after the interval but change i.e. stabilized at different levels. Thus, why stabilization can be identified, established and also described the actual point of fossilization is difficult to establish.

References

- Han, Z.-H. (1998). *Fossilization: an investigation into advanced L2 learning of a typologically distant language*. Doctoral dissertation Birkbeck College, University of London, Department of Applied Linguistics
- Lardiere, D. (1998a). Case and tense in the fossilized steady-state. *Second Language Research*, 14, 1-26.
- Long, M. H. (1997). Stabilization and fossilization in interlanguage development In C. J. Doughty and M. H. Long, (eds), *The Handbook of Second Language Acquisition*. United Kingdom, Blackwell. 487-535
- Oshodi, B. (2014). *Morphological variability and access to universal grammar in second language acquisition*. Ph.D. Thesis Centre for Language Studies, Universiti Malaysia Sarawak, Kota Samarahan, Malaysia.
- Oshodi, B. and Owolewa, O. O. (2020). The Nigerian English in Perspectives: A Variety or an Interlanguage? *Journal of Second and Multiple Language Acquisition (JSMLA)*. Science-Res Publishers Turkey, Vol. 8 Issue (2) 28-44,
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-231

Washburn, G. (1994). Working in the ZPD: fossilized and nonfossilized non-native speakers. In J. P. Lantolf and G. Appel (eds), *Vygotskian Approaches to Second Language Research*. Norwood, NJ: Ablex, 69-81

Natalia P. Peshkova

Foreign Languages Department (Natural Science Faculties), Faculty of Romance and German Philology, Bashkir State University, Ufa, Russian Federation

Socio-Psycholinguistic Study of Language Landscape in Poly-Ethnic City

The present paper considers some results of the investigation, including the experimental one, of the three languages – Bashkir, Russian and English – functioning in the linguistic landscape of Ufa, capital of the poly-ethnic region, Republic Bashkortostan. The object of the study includes both the ways of presenting the linguistic landscape of the city in the three languages and the specificity of its perception by Ufa citizens. Thus, the “city text” is analyzed from the view points of its authors and its addressees. In other words, the nature of the linguistic landscape is studied by linguistic means and by means of psycholinguistic experiment with the elements of social surveys.

The experimental investigation is based on the hypothesis of the “active” addressee and on the idea concerning any text-type comprehension as a dynamic process of generating “internal texts” and “counter texts” by the recipient’s verbal consciousness. These principles were discussed in detail in our early publications (particularly, at the 50th Linguistic Colloquium). We consider the “counter text” as the addressee responses to the verbal impact of the author. Our experimental data obtained in the form of verbal reactions produced by the participants of our investigation have proved the hypothesis.

We analyzed the experimental data revealing the perception process of the linguistic landscape presented in the three languages by Ufa citizens belonging to different age groups, the youth group being of special interest for study. It should be noted that the presence of the native languages accompanied by the foreign one in the linguistic landscape contributes much to the identification of cultural and social values typical to the representatives of different generations of Ufa citizens and helps to reveal some peculiarities of their language consciousness.

One of the conclusions of our investigation is associated with considerable influence of the linguistic landscape on the social life of the poly-ethnic city. This influence may result in both positive and negative impacts of verbal and non-verbal nature which, in turn, demand special instruments to prevent negative consequences. Thus, the language landscape should be carefully planned and implemented under specific conditions of the poly-ethnic environment.

We have also come to the conclusion that one of the specific features of the verbal consciousness of the poly-ethnic city youth community, which students, post-graduates, young professionals and scholars belong, include their willingness to have a good command of the native languages, Bashkir and Russian, in everyday life; the attitude of the Bashkir language bearers to the Russian language as to the second native one (which is also witnessed by the studies undertaken by other

regional researchers); and, at last, their loyalty to the “alien” English language as to an instrument of getting knowledge about the world extending beyond their region and their country.

Teodor Petrič

Universität Maribor, Maribor, Slowenien

Substantivische Pluralmarkierung im Deutschen als Fremdsprache

Die Pluralmarkierung deutscher Substantive gehört mit Sicherheit zu den schwierigsten Bereichen, die ein Nicht-Muttersprachler im Laufe der Aneignung der deutschen Sprache zu bewältigen hat. Aus vergleichenden Untersuchungen (Wegener 2005) ist bekannt, dass die Aneignung der deutschen Nominalflexion auch von der Ähnlichkeit zwischen Deutsch und Erstsprache der Lerner beeinflusst wird. Konnexionistische Single-route-Modelle und Gebrauchs-basierte Modelle betrachten die Aneignung einer Sprache als einen assoziativen Prozess, der auf häufigen Input- und Outputmustern oder Schemata beruht, ohne explizite Regeln anzunehmen (vgl. Rumelhart & McClelland 1986; Köpcke 1998; Granlund et al. 2019). Dagegen wird in generativen Dual-route-Modellen (vgl. Marcus et al. 1995) behauptet, dass nur ein default-Plural (s-Plural) vorliegt, der als einziger einer produktiven Regel folgt und am häufigsten in Übergeneralisierungen vorkommen sollte, während alle anderen Pluralmarker irregulär seien und im mentalen Lexikon gespeichert seien. Die Natürlichkeitstheorie nimmt eine Zwischenposition ein, da sie verschiedene Grade der Produktivität und Potentialität von Pluralmarkern annimmt, und zwar in Abhängigkeit von Lehnwortintegration (Korecky-Kröll et al. 2018). Ausgehend vom Schema-Ansatz (Köpcke 1998) als Erklärungsmodell für den Morphologie-Erwerb wurden Experimente mit Kunstwörtern durchgeführt, an denen 123 Studierende der Germanistik teilnahmen, und zwar mit dem Ziel, die folgende Hypothese zu überprüfen: DaF-Lerner zeigen eine Präferenz für deutsche Pluralmarker mit hoher Signalstärke (d.h. mit hoher bzw. ausgeprägter Transparenz, Salienz, Ikonizität, Validität, Type- und Tokenfrequenz). Für die beiden Experimente wurden Kunstwörter aus den Studien von Marcus et al. (1995) und Wegener (2005) verwendet. Die Teilnehmer hatten die Aufgabe, den Plural von Kunstwörtern zu bilden, die im Testsatz im Nominativ auftraten. Die Ergebnisse bestätigen zwar den Schema-Ansatz als mögliches Erklärungsmodell, diskutiert werden jedoch auch andere (konstruktivistische oder auf Analogie basierende) Erklärungsansätze.

Literatur

- Granlund, Sonia, Kolak, Joanna, Vihman, Virve, Engelmann, Felix, Lieven, Elena V.M., Pine, Julian M., Theakston, Anna L., & Ambridge, Ben (2019): Language-general and language-specific phenomena in the acquisition of inflectional noun morphology: A cross-linguistic elicited-production study of Polish, Finnish and Estonian. *Journal of Memory and Language* 107, 169 – 194.
- Korecky-Kröll, Katharina, Sommer-Lolei, Sabine, Templ, Viktoria, Weichselbaum, Maria, Uzunkaya-Sharma, Kumru & Dressler, Wolfgang U. (2018): Plural variation in L1 and early L2 acquisition of German: social, dialectal and methodological factors. *Cognitextes* 17. <https://doi.org/10.4000/cognitextes.974>.
- Köpcke, Klaus-Michael (1998): The acquisition of plural marking in English and German revisited: schemata versus rules. *Journal of Child Language* 25, 293 – 319.

- Marcus, Gary F., Brinkmann, Ursula, Clahsen, Harald, Wiese, Richard, & Pinker, Steven (1995): German Inflection: The exception that proves the rule. *Cognitive Psychology* 29, 189 – 256.
- Wegener, Heide (2005): Komplexität oder Kontrastivität der L2 – worin liegt das Problem für DaZ/DaF? *ODV-Zeitschrift* 12, 91 – 114.
- Rumelhart, David E. & McClelland, James L. (1986): On learning the past tenses of English verbs. In: J. McClelland, D. Rumelhart & the PDP research group (eds.), *Parallel distributed processing*, volume 2, 216-271. Cambridge, MA: MIT Press.

Olga Petryshyna, Mariana Sokol, Tetiana Mykolenko

Department of Ukrainian Philology and Ukrainian Language Teaching Methods, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

Written communication in the social media: specifics and hidden meanings.

Active use of social networks develops new, dynamic and changing rules of communication, respectively, a new and unstable etiquette of the space of Internet communication.

Specificity in the written form of communication in the social media is caused by many factors: the readiness or unreadiness of the virtual interlocutor to interact; dominance of visual perception, hence, special attention of recipients to the layout, structuring of the text, volume, photo accompaniment, etc.; knowledge of the latest trends in online communication (fashion clichés, abbreviations, slang, memes); replacement or substitution of non-verbal means by various means of paragraphemics, for example, smilies, stickers, pictures, animation, etc.; developing of a specific network chronotope, in which there are no time limits and which is constantly expanding in volume due to the multiplicity of accounts, texts, chats, groups.

Everyone who communicates in the social media does not know the intentions of other people. On the one hand, such communication generates the selectivity or concealment of true meanings in the author's texts and on the other hand, additional meanings taken on during the recipients' interpretation.

Features of written communication in the social media largely depend on the communicative needs of users.

According to the results of our study (sample - 1300 people, probabilistic, spontaneous), people prefer the social media for personal purposes (69%). It is primarily about the need to communicate, search for like-minded people, present personal life positions, to track current beauty, fashion, music, video content, etc.; in order to obtain knowledge and information.

How complete / selective in this case is the self-presentation of virtual communicators? Can we always consider people as like-minded who are far from us and we have not faced with any life difficulties together? Some textual information leads us to think like this.

Some respondents (21%) want to receive or expand information about specific people (bloggers, politicians, artists, scientists, athletes, etc.). There are certain social stereotypes (especially among young people) about the success, exemplary life of famous people. The illusion of conditional

involvement in them is created: through friendship on the social mediais, contemplation of their interests, reactions to odious events, news from private life, etc., correspondence, mutual exchange of likes, comments ... What hides such communication?

Another group of respondents (10%) declare communication on social networks as a habit, in fact, devoid of a specific purpose, the desire to fill their lives with something, escaping from idleness and boredom.

Thus, the need for communication and self-presentation, which drives people, encourages the use of the social mediais, written writing, which, in addition to obvious, readable information, contains hidden, additional meanings, or, conversely, incomplete, selective or partial information. It is important not to be deceived. Or, if we want to be deceived, we should be aware of it.

Peter Pfeifer ¹, Julian Pfeifer ², Nico Pfeifer ²

¹ Sense Machine Project, Berlin

² FOCUS, Department of Fraunhofer Institut, Berlin

Sense Machine Project

The main role of basic drives has been neglected in linguistics. Every person deals with their needs every day. This is reflected in human behavior and language. For survival, animals and humans have basic drives that “drive” to special behaviors. These special behaviors have the task to fulfill the basic drives. For example: Eating, when one is hungry; wooing, when one needs a partner; commanding, when one wants to determine; striving, when one wants to reach a goal; good performing, when one needs recognition; hearing and seeing, when one wants to know.

In this paper, we ask, what sense and what purpose behaviors have. Behaviors came first, the language came later. Humans live in society and it was an advantage to communicate for better coordination. Before language, only behavior was the point that made the difference between life and death. The main role of behavior remains till today. Language gives the possibility to describe behaviors and objects. To classify behaviors, we use insights from psychoanalysis.

We use the five basic drives of psychoanalysis from the development of childhood phases. The 1=oral, 2=anal, 3=genital, 4=urethral, and 5=intentional basic drive. They include the 5 basics of human behavior. We found these basics in different quantities and sequences as building blocks for thousands of behaviors and at least several thousand objects. In fact, we have found that most human behaviors are such combinations. These combinations can be viewed as a kind of genetic code for behavior. It seems incredible, but for example, the genetic code makes millions of code combinations with only 4 elements. The above 5 basic drives are sufficient for the important behaviors/verbs and many objects. The combination code provides some “background knowledge” that all people have in the back of their minds regarding their activities, as each code contains the purpose of a verb or object and the means/methods used. Therefore, the system is suitable for tracking human aspirations in material, interpersonal and about 100 further domains

and can be used for communication between human and an understanding computer assistant who is able to work in real time during a dialogue.

The system is limited to identify human behaviors and objects. It is not possible to draw natural phenomena and science topics as astronomy, chemistry, mathematics, physics and so on, but it is useful for psychologic evaluation.

It is possible to use the system as an extension of distributional semantics through synchronization with lexical database locations. Thereby, the purpose of verbs can be attached to the lexical meanings. The combination code does not relate to any kind of distribution of words, but to the goals of behaviors and objects. It is a different view, a perspective very similar to the thinking of humans who focus on the purpose of their behaviors and on the purpose of objects.

References

- P.H. Pfeifer, J. Pfeifer, N. Pfeifer, "To Grasp the Meaning of Natural Language by a Code of Behaviors the Sense Machine," IJKE 2016 Vol.2(1), 1–12, 2016
- P.H. Pfeifer, J. Pfeifer, N. Pfeifer, "Sense Machine: The Instinctual Drive Code of Natural Language," Proceedings of Cognitive Linguistics in Wroclaw Web Conference 2017

Ana Clara Polakof

Universidad de la República, Montevideo, Uruguay

The semantics of singular terms

In a paper published in *Linguistics in Philosophy* (Vendler 1967a and b), Vendler discusses how we may linguistically recognize a singular term. Even though singular terms (ST) are relevant to Philosophy and not necessarily to Linguistics, it may be enriching to know what we can do to disambiguate such a term. Philosophically, ST are seen as singular descriptions which may be used to refer to a unique entity in the world. Vendler tried to provide a syntactic account of ST, and was not taken into account by philosophers. Linguistically speaking, a ST will be a singular definite determiner phrase (DP) which may or may not correlate to something.

Our proposal takes into account Vendler's spirit, and uses the advances in linguistics to explain how we may form a ST. We assume a non-lexicalist compositional approach (as Borer 2005), in which the interaction of syntactic and semantic components show us how to recognize a ST. We further assume that a common noun phrase (CNP) forms a singular term when it forms a canonical non-marked singular definite DP (Borik & Espinal 2012, 128). For a CNP to be in a DP that can be a singular term, the D^0 must be the definite article, $Number^0$ should be in singular, Div^0 should be delimited (see Kugel 2016), and $Class^0$ should have masculine or feminine features. Those syntactic characteristics allow us to try to figure out the semantics that ST should have to be able to be used to refer to something in the world. The semantics we propose explains why we may use ST to refer to things in possible worlds that do not have an extension, as in 1 (represented in 2), while it also allows us to explain that we can use them extensionally as 3 (represented in 4):

1. The unicorn flew [in a possible world].
2. $\exists w.\exists e.ix[\text{flew}(e, x) \wedge \text{agent}(x, e) \wedge \text{loc}_{\text{in-a-possible-world}}(w, x, e)]$
3. The bird flew [in the actual world].
4. $\text{!}w.\exists e.ix[\text{flew}(e, x) \wedge \text{agent}(x, e) \wedge \text{loc}_{\text{in-the-actual-world}}(w, x, e)]$

2 reflects that we are talking about an object in a possible world, while 4 reflects that we are talking about a singular object in this actual world. Our semantic representation provides necessary and sufficient object-dependent truth-conditions to know when we are in front of a ST that refers to a singular object in this world.

References

- Borer, H. (2005). Structuring sense: In name only. Oxford: Oxford University Press.
- Borik, O. & Espinal T. (2012). On definite kinds. *Recherches linguistiques de Vincennes* [Online], 41, 2012. Retrieved October 4 2016, from <http://rlv.revues.org/2104>; DOI : 10.4000/rlv.2104
- Kuguel, I. (2016). Un análisis de la construcción de significado léxico: la recategorización de los nombres contables y no contables en español. In González Díaz, M. (comp.) *9 Estudios del Español*. Montevideo: Monobiblos Ediciones, 107-122
- Vendler, Z. (1967a). *Linguistics in Philosophy*. Ithaca/London: Cornell University Press, 1967a.
- Vendler, Z. (1967b). Singular Terms. In *Linguistics in Philosophy*, 1967b. p.147-171.

Ana Clara Polakof, Pablo Lérida, Pamela Ungerfeld

Universidad de la República, Montevideo, Uruguay

Exploring the interpretation of fictional nouns

Linguists have not focused on the difference between fictional nouns and non-fictional nouns. Those who have focused on it defend that they have the same behavior (see Pelletier 1975, Chierchia 1997). However, they have not analyzed what happens when reality preserving extra-linguistic contexts are introduced. This may be due to the fact that it is not properly a linguistic problem. It is a philosophical problem which involves the reference that fictional nouns may have (García-Carpintero 2019). Nonetheless, it may be worth exploring how those extra-linguistic aspects affect the interpretations of those nouns.

In an attempt to establish the conditions that a term had to meet to refer, Vendler (1967:67) recognized that some verbs can “break” the link with reality, while others can “preserve” it. The first ones are verbs such as *imagine* or *dream*, and the second ones are verbs such as *kick* or *eat*. The latter allow us to talk about existing entities, while the former allow us to talk about existing or imaginary entities.

We based our work on the hypothesis that, when animal fictional nouns appear with reality preserving verbs (RPV), the speakers interpret them as non-animated tokens. Since there are, presumably, no actual fictional animals, that is the only viable interpretation. We also assumed that when animal fictional nouns appear with non-reality preserving verbs (non-RPV), a “real” (actual) interpretation of those nouns was not forced. Thus, the speakers may interpret them either as animated or non-animated.

50 undergraduate students of humanities (Universidad de la República-Uruguay) were presented with an off-line continuation task with 20 target sentences and 50 filler sentences which were pseudo-randomly organized. 10 target sentences (5 with an RPV and 5 with a non-RPV) included the critical items *el unicornio/the unicorn*, *el fénix/the phoenix*, *el duende/the elf*, *el ogro/the ogre*, and *el dragón/the dragon*; while the other 10 (5 with an RPV and 5 with a non-RPV) contained the control items *el pingüino/the penguin*, *el gallo/the rooster*, *el ratón/the mouse*, *el burro/the donkey*, and *el caballo/the horse*. The continuation task provided a main declarative sentence, and two possible continuation sentences, one with an animated reading, and another with a non-animated reading. Students were asked to choose the sentence which better described a situation that could actually happen.

Our results suggest that, in extra-linguistic reality preserving contexts, the use of an RPV forces a non-animated reading of fictional nouns; while the use of a non-RPV does not. Finally, our experiment encourages us to deepen our exploration into the behavior of fictional nouns.

References

- Chierchia, G. 1997. *Semantica*. Bologna, il Mulino. García-Carpintero, M. 2019. Semantics of Fictional Terms. In *Teorema* Vol. XXXVIII/2, 2019, 73-100. Pelletier, F. 1975. Non-singular reference. Some preliminaries. In *Philosophia* 5. Reprinted in F. Pelletier. 1979. *Mass Terms. Some Philosophical Problems*, Kluwer, Dordrecht. Vendler, Z. 1967. Singular Terms. In *Linguistics in Philosophy*. Ithaca/London, Cornell University Press, 33-69.

Diana Prodanović Stankić ¹, Helga Begonja ²

¹ University of Novi Sad, Serbia

² University of Zadar, Croatia

Metaphorical Framing of the Covid-19 Pandemic in Daily Newspapers

The main aim of this paper is to present the results of some corpus-based research into metaphorical framing of the Covid-19 pandemic in Croatian and Serbian media discourse. Since the onset of the coronavirus pandemic at the beginning of 2020, the world has been witnessing struggles to come to grips with the “invisible enemy” in every possible sense. The virus has been the main topic of any conversation and it has remained on the title pages of newspapers and journals all over the world since the beginning of the year. This is only a rough and preliminary indication of how deeply the global population has been affected.

In this paper we tried to explore the ways the coronavirus pandemic is described and written about in the daily newspapers in two languages, Croatian and Serbian, in order to determine to what extent this affects the ways the speakers of these two languages conceptualize and frame the pandemic. In both Croatia and Serbia, the media report on the information and news obtained from the World Health Organization and other international resources, but at the same time, their respective national centers for epidemiology and public health release their own directions, suggestion and guidelines on a daily basis. Some preliminary research findings suggest that a whole range of metaphorical mappings is used to frame the pandemic in the media, and following the collective initiative, #ReframeCovid (<https://sites.google.com/view/reframecovid/initiative>), the given metaphorical framing affects the public opinion to a great extent, and in that context, it can have a huge influence on the ways we deal with the pandemic.

The data was selected following the Pragglejaz Group (2007) suggestions for metaphor identification in the corpus from online editions of four daily newspapers (two in Croatian and two in Serbian) in the time span of six months (from February to July 2020). The search was done based on three lexemes: *Covid-19*, *coronavirus* and *corona*. Our aims were to determine the most typical metaphoric or metonymic conceptualisations in these two languages in written media discourse in order to identify the way coronavirus pandemic is framed. Even though Croatian and Serbian are nowadays two separate languages, they are similar to a great extent and they are spoken by speech communities that share many cultural conceptualizations. However, some of these cultural conceptualizations are also specific, so in this context, one of the aims was to compare and contrast the ways metaphorical framing of Covid-19 functions in the media discourse of these two countries.

References

- Pragglejaz Group (2007). "MIP: A Method for Identifying Metaphorically Used Words in Discourse", *Metaphor and Symbol*, 22:1, 1-39.
- Semino, Elena (2008). *Metaphor in Discourse*. Cambridge: Cambridge University Press.
- Stefanowitsch, Anatol & Stefan Th. Gries (2006). *Corpus-Based Approaches to Metaphor and Metonymy*. Berlin, New York: Mouton de Gruyter.

Keywords

conceptual metaphors, conceptual metonymies, metaphorical framing, Covid-19, cultural conceptualisations

Korapat Pruekchaikul

Language Institute, Burapha University, Chonburi, Thailand

Genre and Gender at Work: The Antithesis of Man from Pictorial Analysis in Portuguese Advertisements

In Portuguese, the word, 'género' can be used interchangeably to stand for genre and gender. Although the former is normally used in literary and text analyses and the latter is often referred to in social studies, both share similar characteristics. Genre is perceptible by recurrent textual forms over time (Bronckart, 2003 & 2005; Johnstone, 2018) whereas gender emerges through linguistic practices in specific social contexts (Coates, 2007). Both, however, are not rigid, but socio-historically and linguistically adoptable and adaptable.

The works of Vestergaard & Schroder (1985) and O'Shaughnessy & Stadler (2005) on masculine identity in advertisements suggest that both genre and gender are typically ongoing and dynamic. Images of normative males in adverts have changed significantly from physically strong and professionally competitive ones to the narcissistic and beauty-concerned metrosexual. Such transformation, found in advertisements through the use of either verbal and non-verbal elements, can be related to the antithesis of man as defined by Cameron & Kulick (2003). It occurs

when normative men borrow linguistic styles typically regarded as non-heterosexual in their communication.

The above-mentioned theoretical concepts inspired this research to explore shared quality and relation of genre and gender. Focusing on the antithesis of man in selected Portuguese advertisements as the major case study, the analysis features pictorial presentation in those texts. The analytical tool highlights the notion of symbolic processes, which can be divided into two types: the symbolic attributive and the symbolic suggestive (Kress & van Leeuwen, 2010: 105-107). Aimed primarily to analyze images, the symbolic attributive consists of a participant that borrows meaning and identity from another or an attribute; the symbolic suggestive, on the contrary, has only one participant, the carrier, whose quality is self-defined.

Applying the symbolic processes for the data in the research: three advertising posters of an album of Portuguese singer David Carreira, Planta margarine and Surf liquid detergent, publicized in 2016, the analysis suggests that the antithesis of man exists, though indirectly and implicitly, in the three advertisements. Such phenomenon can be understood by the symbolic attributive process in which all male presenters were seen with other attributes, namely a pair of hands, a kitchen, some flower bubbles and a washing machine whose quality toned down the presenters' normative masculinity so much so that they look tame, domestic and unassertive. Interestingly and paradoxically enough, the presenters' heterosexuality is not lost but maintained by explicit presentation of their own rugged and well-built body image that balances the normative masculine gender demarcation line.

The antithesis of man analyzed from the three Portuguese advertisements above suggests, in general, that gender is as much self-characterized as socially constructed. Following the symbolic processes employed in the analysis, the boundary of gender can be crossed and compromised under specific social contexts. Likewise, such phenomenon indicates the dynamic and contextually adjustable quality of genre whose definition is as difficult to define exactly and concretely as gender. It is through adoption and adaptation of language resources, whether verbal or not, that both genre and gender are made tangible.

References

- Bronckart, J.-P. 2003. *Textos e discursos. Por um interacionismo sócio-discursivo*. São Paulo: Editora da PUC-SP, EDUC.
- _____. 2005. "Os géneros de texto e os tipos de discurso como formatos das interações de desenvolvimento". In F. M. Menéndez (ed.), *Análise do Discurso*. Lisboa: Hugin, 37-79.
- Cameron, D. & D. Kulick. 2003. *Language and Sexuality*. Cambridge: Cambridge University Press.
- Coates, J. 2007. "Gender". In C. Llamas, L. Mullany & P. Stockwell (eds.), *The Routledge Handbook of Sociolinguistics*. Oxon, Routledge.
- Johnstone, B. 2018. *Discourse Analysis*. 3rd ed. Oxford: Blackwell.
- Kress, G. & T. van Leeuwen. 2010. *Reading images*. 2nd ed. Cornwall: Routledge.
- O'Shaughnessy, M. & J. Stadler. 2005. *Media and Society*. 3rd ed. Victoria, Australia: Oxford University Press.
- Vestergaard, T. & K. Schroder. 1985. *The language of advertising*. Oxford: Basil Blackwell.

Reinhard Rapp^{1,2}, George Tambouratzis¹

¹ Athena Research Center, Athens, Greece

² Magdeburg-Stendal University of Applied Sciences, Magdeburg, Germany

Design of a Semantics-Based Machine Translation System

This paper gives an overview on the ongoing Horizon 2020 project SEBAMAT (semantics-based machine translation) and is meant to foster discussion on how to best achieve the project goals. Given that state-of-the-art neural machine translation systems typically appear to be very strong on the fluency of translations but to a lesser extent on adequacy, the basic idea underlying SEBAMAT is to put more focus on meaning. We propose to implement and evaluate three different approaches: The first approach is based on state of the art neural or statistical machine translation but, for training, considers word senses rather than words, using a word sense disambiguation system to explicitly identify the word senses in large parallel corpora. Then standard MT systems are trained on the sense-tagged rather than the original corpora. The second approach uses role labeling for identifying the semantic roles of the words in a sentence. The roles are aligned across languages, and this information is then used to improve the translation process. The third approach is based on an algorithm which computes the semantic similarity between phrases. It considers the translation task as a problem of cross-lingual information retrieval. Translation is conducted by finding in very large text repositories (such as the common crawl) phrases of similar meaning across languages.

Mariya Redkva

Jagiellonian University, Institute of Eastern Slavonic Studies, Cracow, Poland

Lexical Interference in the Speech of Bilingual Children Living in Poland Who Speak Ukrainian and Polish.

The main purpose of this study is to describe lexical interference in the speech of bilingual children speaking Ukrainian and Polish aged between 4;00 – 5;11. The children have lived in Poland for some years or were born there. In most cases, the Ukrainian language is the first language (L1) for them, and Polish is the second language (L2). They speak Ukrainian and, in the case of mixed marriages, Polish at home and Polish in kindergarten and with most peers. In Poland there are two groups of Ukrainian speaking people – representatives of the ancient Ukrainian (Lemko) minority and representatives of the new wave of Ukrainian emigration. The children from the Ukrainian (Lemko) minority, for whom Ukrainian or regional dialects of Ukrainian are classified as a heritage language, were not involved in the research due to the domination and large influence of Polish on their language skills.

Word samples were collected in Ukrainian and Polish on the basis of picture tests: 'Kwestionariusz badania mowy' (Billewicz and Ziolo 2012) was used in Polish and a test designed by myself was used in Ukrainian. Children named 110 objects in Polish and 113 objects in Ukrainian. The naming sessions were recorded with an Olympus WS-853 digital voice recorder and archived. The

recordings were subsequently listened to and transcribed using the International Phonetic Alphabet (IPA) by linguists and native speakers of Ukrainian and Polish. The cross-linguistic processes in the development of the children's speech skills on the lexical level are not described on the basis of Ukrainian and Polish, as the two related Slavic languages and geographically close. The process of the acquisition of the mother tongue and simultaneous learning and using two or more foreign languages affect the development of speech skills of bilingual children. Switching from one language to another, the choice of the language depending on the situation, causes transference of speech skills among contact languages, from mother tongue to the language of society (as a rule it is the language of education, communication with peers, with one of the parents etc.) and vice versa. Interference occurs on all language levels. However, on the lexical level, deviations from language norms, caused by code-mixing, lack of some words in one of the used languages, or creating lexical neologisms under the influence of another language, are a wide-spread phenomenon in the speech of bilingual children.

Comparative analyses of bilingual children's speech skills in both languages (L1 and L2) could contribute to the identification and classification of some processes on the lexical level, which would help to realize and explain different ways of language acquisition, transferring and interference in the development of speech of the children in the study group. Cross-linguistic interactions reflect changes in both language systems and differences in knowledge, usage, and wider cultural understanding of basic words. The research shows lacunae in L1 and L2, possibilities to find a way to explain unknown words in another language (sometimes in English or Russian), to define, describe, create neologisms using formants from different languages etc. In comparison with their monolingual peers, bilingual children are more flexible in using not just the mother tongue, but also other foreign languages. Linguistic analyses of these processes could be useful for linguists and language teachers in primary and secondary school.

Brett Reynolds

Humber College, Toronto, Canada

Modern English gender: Well beyond he & she

It is widely – but incorrectly – agreed that the gender system of Modern English applies only to a few pronouns and is chiefly a three-way distinction between masculine, feminine, and neuter. Corbett, for instance, claims that English "has a gender system based on semantic criteria. It is again a pronominal gender system, since gender is reflected only in personal, possessive and reflexive pronouns" (1991) A secondary personal–non-personal system is sometimes recognized in the relative pronouns to distinguish between who and which (e.g., Huddleston & Pullum, 2002). I will show 1) that all pronouns have either personal or non-personal gender except plural they, relative whose, and the reciprocal pronouns each other and one another, 2) that the gender system extends beyond the pronouns to include many determinatives, and 3) that the masculine–feminine distinction fits within the personal system rather than alongside it.

References

- Corbett, Greville G. 1991. *Gender*. Cambridge: Cambridge University Press.
<https://doi.org/10.1017/CBO9781139166119>
- Huddelston, Rodney & Geoffrey K. Pullum. 2002. *The Cambridge Grammar of the English Language*. Cambridge University Press. <https://doi.org/10.1017/9781316423530>

Brett Reynolds

Humber College, Toronto, Canada

A predisposition to notice

The language faculty may be the evolution of a noticing specialization rather than a processing specialization, and, as in human echolocation, the necessary ability to notice the signal and process could have been latent needing only a small nudge.

There is ample evidence that organisms are innately predisposed to notice signals in certain types of input (Seligman 2016). An example lies in the difference between wild foxes, which are poor at noticing human gaze direction, and domesticated foxes, which are much better (Hare et al. 2005). Another example of an innate noticing capacity is in Japanese monkeys, which attend to pictures of snakes faster than to pictures of flowers, even without experience with snakes (Shibasaki & Kawai 2009). “The upshot of these examples is that learning itself may be quite different depending on how prepared the organism is for the particular contingency he confronts” (Seligman 2016:581).

Interestingly, such a predisposition to notice can be latent. Humans can echolocate (Griffin 1944), but most never learn to, not because of a lack of processing capacity, but because we fail to notice the relevant spatial signals in sound. Those who have learned can be comparable in ability to bats in certain respects (Teng, Puri & Whitney 2012:483).

A lack of this innate predisposition to notice may explain why we learn languages while trained apes, for instance, do not. This kind of interspecies barrier cuts both ways. We have the cognitive capacity to understand a wide variety of animal messages from bee waggles (von Frisch 1967) to colour-specific alarm calls in prairie dogs (Slobodchikoff, Paseka & Verdolin 2009). Yet only a handful of us have ever actually noticed – as opposed to being shown or told – that these signals exist. It is not a lack of ability to understand such signals that holds the rest of us back; it is because we do not attend to the relevant information in the input. A small evolutionary step could have changed that.

References

- Frisch, Karl von. 1967. *The dance language and orientation of bees*. Cambridge, Mass: The Belknap Press of Harvard University Press.
- Griffin, Donald R. 1944. Echolocation By Blind Men, Bats and Radar. *Science* (New York, N.Y.) 100(2609). 589–590. doi:10.1126/science.100.2609.589.
- Hare, Brian, Irene Plyusnina, Natalie Ignacio, Olesya Schepina, Anna Stepika, Richard Wrangham & Lyudmila Trut. 2005. Social cognitive evolution in captive foxes is a correlated by-product of experimental domestication. *Current Biology* 15(3). 226–230. doi:10.1016/j.cub.2005.01.040.

- Seligman, Martin E. P. 2016. Phobias and preparedness – Republished article. Behavior Therapy 47(5). Elsevier Ltd. 577–584. doi:10.1016/j.beth.2016.08.006.
- Shibasaki, Masahiro & Nobuyuki Kawai. 2009. Rapid detection of snakes by Japanese monkeys (*Macaca fuscata*): an evolutionarily predisposed visual system. Journal of comparative psychology 123(2). 131–135. doi:10.1037/a0015095.
- Slobodchikoff, C. N., Andrea Paseka & Jennifer L. Verdolin. 2009. Prairie dog alarm calls encode labels about predator colors. Animal Cognition 12(3). 435–439. doi:10.1007/s10071-008-0203-y.
- Teng, Santani, Amrita Puri & David Whitney. 2012. Ultrafine spatial acuity of blind expert human echolocators. Experimental Brain Research 216. 483–488. doi:10.1007/s00221-011-2951-1.

Dakota L. Robinson

University of California, Berkeley, California, USA

From phonological to lexical variation: change in progress toward lexicalization of a discourse variable

In French, the discourse particle *enfin* performs a wide variety of pragmatic functions, not only connecting and organizing discourse elements but also acting as a signal of attenuation or face-saving techniques (Cadiot et al., 1985). Previous work has established that gender is predictive of which of these uses a speaker will employ most frequently (Beeching, 2001a). The present study investigated whether the phonetic realization of *enfin* in either its full disyllabic form, [ãfẽ] or as a monosyllable, [fẽ], could be predicted by social factors such as age and gender or by the discourse function intended by the speaker. The two variants appear to be in stable variation, and in this presentation I will propose that variation between the full and the reduced forms represents a lexical rather than a phonetic or phonological variable, as [fẽ] has been grammaticalized as a separate lexical item from the disyllabic (standard) variant.

A sample of native French speakers from France was analyzed from the *Phonologie du Français Contemporain* (PFC) corpus (Durand, Laks, & Lyche, 2002). While all speakers use this discourse particle, women used it more frequently overall and age correlated negatively with use of the reduced variant. The reduced variant was used more for functions of correction or denial of an implicature, while the disyllabic standard variant was used more for facilitating discourse continuity. It appears that speakers employ these variants for different pragmatic purposes, and therefore that [fẽ] is more than just a shorter variant of [ãfẽ].

I argue that age differences in production of *enfin* suggest a change in progress toward lexicalization of the reduced variant, and that differences between male and female speakers provide evidence that female speakers are the leaders of this change, consistent with previous studies of sociolinguistic change. These results have implications for theories of grammaticalization and lexicalization, as well as for the study of language and gender more broadly.

References

- Beeching, K. (2001a). La fonction de la particule pragmatique enfin dans le discours des hommes et des femmes. In Armstrong, N., Bauvois, C. & Beeching, Kate (éds.) *La langue française au féminin*. Paris: L'Harmattan.
- Beeching, K. (2002). *Gender, Politeness and Pragmatic Particles in French*. Amsterdam: John Benjamins Publishing.
- Cadiot, A., Ducrot, O., Fradin, B. & Nguyen, T.B. (1985). Enfin, marqueur métalinguistique. *Journal of pragmatics*, 9, 199-239.

Camila Rosas Uribe, Alexia Guerra

Universidad Austral de Chile, Valdivia, Chile

“I think that if you only know language, ay o sea, English...”: Just an interjection or a sign of something else? What evolving CS patterns tell us about non-immersion bilinguals

Code-Switching (CS) - or intra-turn language alternation - is arguably one of the most intriguing bilingual phenomena existing in the literature. When looking specifically into the Spanish-English language pairing, there are certain structural patterns which are continuously produced by bilinguals. Research carried out in immersion contexts agreed on this aspect, arguing that CS can be assessed as grammatical or ungrammatical based on certain structural constraints (Poplack, 1980) which have been successfully tested in consequent Spanish-English CS research. Moreover, studies carried out by Meisel (1981), McClure (1994), and Toribio (2001a; 2001b) among others, looked at CS behavior from a developmental perspective which intends to account for the switching occurrences bilingual children produce when acquiring their two languages. On that account, they have concluded that CS ability follows specific stages, similar to those present during first language acquisition. Therefore, both structural and grammatical patterns have now come to be expected in most studies exploring Spanish-English linguistic behavior. However, these patterns have not been as intricately explored in non-immersion contexts, leaving the question of how CS would develop given that interaction with the foreign language is not as frequent as it is in other cases. To explore this issue, our study tested Intermediate and Advanced students from a Chilean EFL Teaching Program, a non-immersion context where participants were asked to take part in Controlled Conversation Sessions (CCS). These were used to uncover the possible existence of structural and developmental patterns, in hopes of finding similarities with bilinguals from immersion contexts. Results proved that these bilinguals were in fact patterning as their counterparts from immersion contexts, evidencing growing complexity of CS use as proficiency in the L2 improved. Switching became more balanced in Advanced learners, with an almost equal amount of switching in both languages, whereas Intermediate learners switched more while speaking in their L1, their dominant language. It is therefore argued that there might be something inherent that escapes environmental constraints and that lies within the unique process of becoming bilingual since despite the differences in language experience, both types of bilinguals go through the same stages towards natural-sounding code-switching.

References

- Grosjean, F. (2008). *Studying Bilinguals*. New York, NY: Oxford University Press.

- McClure, E. (1981). Formal and functional aspects of the code-switched discourse of bilingual children. In R. Duran (Ed.), *Latino language and communicative behaviour*, pp. 69–94. Norwood, NJ: ABLEX.
- Meisel, J. (1994). Code-switching in young bilingual children: the acquisition of grammatical constraints. *Studies in Second Language Acquisition*, 16, 413–439.
- Poplack, S. (1980). Sometimes I'll start a sentence in English y termino en español: Toward a typology of code-switching. *Linguistics*, 18, 581 – 618.
- Toribio, A.J. (2001a). Accessing bilingual code-switching competence. *The International Journal of Bilingualism*, 5(4), 403 – 436.
- Toribio, A.J. (2001b). On the emergence of bilingual code-switching competence. *Bilingualism: Language and Cognition*, 4(3), 203–231.

María Paula Roverso, Julia T. Williams Camus

Universidad de Cantabria, Santander, Spain

Identity roles in research article introductions (RA)

Although academic writing has traditionally been considered as devoid of authorial voice, it is now increasingly acknowledged that authors frequently make their presence explicit in their articles, particularly through the use of first-person pronouns (Mur-Dueñas and Šinkūnienė 2016). These pronouns have been seen to perform a number of rhetorical and discourse functions and constitute a fertile ground for the exploration of author identity. In their analysis of student essay writings, Tang and John (1999) identified six writer identity roles and placed them along a continuum of increasing authorial power from author as representative, through author as guide, as architect, as recounter to author as opinion holder and as originator. This study uses Tang and John's taxonomy (1999) to explore and analyse the creation of writer identity through the use of first-person pronouns in a corpus of research article introductions from two medical subfields, Neurology and Paediatrics. Although first-person pronouns have been identified across the different sections of the RAs, in this study, we focus on introductions because establishing authorial voice is particularly relevant at the beginning of the RA and this aspect is especially challenging for novice writers (Flowerdew 1999; Pho 2012). Thus, we used a corpus of 60 RA introductions taken from six different journals: three for Paediatrics and three for Neurology. The introductions were first analysed for moves and steps according to a slightly modified version of Swales' Create-a-Research-Space model (1990, 2004). Then, the different first-person pronouns were identified with the software AntConc 3.5.8 (Anthony 2019) and Tang and John's taxonomy (1999) was used to analyse the different identity roles in relation to the move-step analysis. The results obtained indicate that, in general terms, the frequency of self-reference was similar in the two subdisciplines. The pronoun 'we' was the most frequent manifestation of self-reference and was predominantly used in Move 3 to express the aims, the hypothesis and/or the description of the study. The analysis of the identity roles revealed that all the roles with the exception of author as guide were present in the two subfields, although some subtle differences were noted for the architect, opinion holder and originator roles. The most remarkable difference was found for the originator role. In Neurology it was most frequently used in

Move 1 to present the authors' previous research, whereas in Paediatrics it was used in Move 2 to establish the niche. The findings of this study may have pedagogical implications and may serve as a preliminary guide to the use of authorial stance in medical RAs.

References

- Anthony, L. (2019) AntConc 2.5.8 [Computer Software]. Tokyo, Japan: Waseda University. Available in: <https://www.laurenceanthony.net/software>
- Flowerdew, J. (1999). Problems in writing for scholarly publication in English: The case of Hong Kong. *Journal of Second Language Writing*, 8(3), 243-264.
- Mur-Dueñas, P. and Šinkūnienė, J. (2016). Self-reference in research articles across Europe and Asia: A review of studies. *Brno Studies in English*, 1(42), 71-92.
- Pho, P. D. (2012). Authorial stance in research article abstracts and introductions from two disciplines. In N. Baumgarten, I. Du Bois and J. House (eds.), *Subjectivity in Language and in Discourse* (97-114). Bingley: Emerald.
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (2004). *Research Genres: Explorations and Applications*. Cambridge: Cambridge University Press.
- Tang, R. & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes*. 18, S23-S39.

Hadeel Saadany ¹, Constantin Orasan ²

¹ Research Group in Computational Linguistics, University of Wolverhampton, UK

² Center for Translation Studies, University of Surrey, UK

Translation of Sentiment in Multilingual User Generated Content

Although emotions are universal concepts, transferring the different shades of sentiment from one language to another may not always be straightforward for human translators, let alone for machine translation systems. Moreover, the cognitive states of pleasure or displeasure are established by verbal explanations of experience which is shaped by both the verbal and cultural contexts. There are a number of verbal contexts where sentiment constitutes the pivotal component of the translated message. User generated content (UGC) is one such example. UGC can be in the form of a review of a product or a service, a tweet, or a social media post. Recently, it has become common for multilingual websites to provide an automatic translation of UGC to reach out to their linguistically diverse users. In such scenarios, the process of translating the user's sentiment is entirely automatic without any human intervention, either for post-editing or accuracy checking. Despite the tremendous improvement in the quality of translation with the advent of Neural Machine Translation (NMT) systems, NMT output still lacks accuracy in some domains. This is particularly noticeable with texts that do not follow common lexico-grammatical standards, such as multilingual (UGC).

There have been different studies which explored the transfer of sentiment by machine translation (MT), but most of these studies assess how far automatic sentiment classification systems can capture sentiment information from the translations (Afli et al. (2017); Araujo et al. (2016); Shalunts et al. (2016); Mohammad et al. (2016); Barhoumi et al. (2018)). The objective of

most research in this area is from a sentiment classification perspective rather than a translation accuracy perspective. It measures how far automatic translation of a language into English can help in the sentiment classification of that language by applying the available English sentiment resources on the target text (Demirtas and Pechenizkiy (2013); Barhoumi et al. (2018); Mohammad et al. (2016); Abdalla and Hirst (2017); Shalunts et al. (2016)).

This research, however, evaluates the preservation of sentiment in translation not as a sentiment classification task but from a translation accuracy perspective. We assess how far automatic translation tools can be a successful real-life utility in transferring sentiment within a user-generated multilingual context. The starting point is our work on translating book reviews from Arabic into English. Analysis of sentiment mistranslations introduced by Google Translate revealed typical errors related to five linguistic phenomena: cononymy, diacritics, idiomatic expressions, dialectal code-switching, and negation (Saadany and Orasan (in press)). In this paper, we aim to investigate to what extent similar errors can be identified in the translation of UGC of other language arcs. To achieve this, we are currently carrying out an error analysis of English job reviews automatically translated into Arabic, Romanian and Portuguese. In addition, we also experiment with a more challenging UGC type: English tweets translated into these three languages. At the end of this analysis, we attempt to find answers to the following questions:

1. What are the lexico-grammatical features of UGC that lead to sentiment mistranslation? and how typical are these challenges among different languages?
2. How far an error typology for the translation of sentiment can help in improving the quality of NMT systems?
3. How can the translation quality of an emotional stance be measured? And whether traditional automatic quality measures can best evaluate the translation of sentiment?

References

- Mohamed Abdalla and Graeme Hirst. Cross-lingual Sentiment Analysis without (good) Translation. *arXiv preprint arXiv:1707.01626*, 2017.
- Haithem Afli, SORCHA Maguire, and Andy Way. Sentiment Translation for Low Resourced Languages: Experiments on Irish General Election Tweets. In *18th International Conference on Computational Linguistics and Intelligent Text Processing, Budapest, Hungary*, pages 17–21, 2017.
- Matheus Araujo, Julio Reis, Adriano Pereira, and Fabricio Benevenuto. An Evaluation of Machine Translation for Multilingual Sentence-level Sentiment Analysis. In *Proceedings of the 31st Annual ACM Symposium on Applied Computing*, pages 1140–1145, 2016.
- Amira Barhoumi, Chafik Aloulou, Nathalie Camelin, Yannick Est`eve, and Lamia Belguith. Arabic sentiment analysis: an empirical study of machine translation’s impact. In *Proceedings of the second Conference on Language Processing and Knowledge Management Kerkennah (Sfax), Tunisia*, 2018.
- Erkin Demirtas and Mykola Pechenizkiy. Cross-lingual polarity detection with machine translation. In *Proceedings of the Second International Workshop on Issues of Sentiment Discovery and Opinion Mining*, pages 1–8, 2013.
- Saif M Mohammad, Mohammad Salameh, and Svetlana Kiritchenko. How translation alters sentiment. *Journal of Artificial Intelligence Research*, 55:95–130, 2016.
- Hadeel Saadany and Constantin Orasan. Is it Great or Terrible? Preserving Sentiment in Neural Machine Translation of Arabic Reviews. In *Proceedings of the The Fifth Arabic Natural Language Processing Workshop, COLING’2020, Barcelona, Spain, 12 Dec. 2020*, in press.
- Gayane Shalunts, Gerhard Backfried, and Nicolas Commeignes. The impact of machine translation on sentiment analysis. *Data Analytics*, 63:51–56, 2016.

Brazilian Portuguese support verbs and semantic role attribution

Support verbs (often understood as light verbs) have been described as elements which link noun predicates to one of their arguments (Gross, 1981). Their choice is known to be related to semantic factors (G. Gross, 1993; Gross, 1998). Aiming at contributing to the understanding of underlying semantic distinctions in support verb choice, this work discusses both rules and exceptions in standard support verb acceptability and its correlation with semantic rolesets. To this end, the author has provided a syntactico-semantic description based on Harris (1968) for 1,611 different Brazilian Portuguese noun predicates from Bosque corpus (Afonso et al, 2002), including standard support verbs and each argument's semantic role. Results show that over 95% of predicates which take *fazer* (to do/make) as support verb are agentive, as are over 90% of those accepting *dar* (to give) as their support verbs. In contrast, less than 13% of predicates with support verb *ter* (to have) were found to be agentive. This distinction reflects oppositions identified in thematic hierarchies, with *fazer* and *dar* distributing higher arguments, whereas *ter* distributes the lowest. Still, circa 8% of predicates were identified as exceptional, showing that even though support verbs can be taken as strongly suggestive of semantic role attribution, certain noun predicates follow different standards.

References

- Afonso, S.; Bick, E.; Haber, R.; Santos, D. Floresta sintá(c)tica: a treebank for Portuguese. RODRIGUES, M.; ARAUJO, C. (Org.) Proceedings of the Third International Conference on Language Resources and Evaluation (Las Palmas de Gran Canaria Espanha, 29-31 de Maio de 2002), Paris: ELRA, 2002.
- Barros, C. Descrição e classificação de predicados nominais com o verbo-suporte fazer no Português do Brasil. Doctoral dissertation. São Carlos: Universidade Federal de São Carlos, Programa de Pós-graduação em linguística, 2014.
- Dowty, D. On the semantic content of the notion of 'thematic role'. CHIERCHIA, G.; PARTEE, B.; TURNER, R. (Ed.), Properties, types and meaning. Dordrecht: Kluwer Academic Publishers, v. 2, p. 69-129, 1989.
- Dowty, D. Thematic proto-roles and argument selection. *Language*, v. 67, n. 3, p. 547-619, 1991.
- Giry-Schneider, J. Les prédicats nominaux en français: les phrases simples à verbe support. Genebra: Librairie Droz, 1987.
- Gross, G. Les passifs nominaux. *Langages*, n. 109, p. 103-125, 1993.
- Gross, M. Les bases empiriques de la notion de prédicat sémantique. *Langages*, n. 63, p. 7-52, 1981.
- Gross, M. La fonction sémantique des verbes supports. *Travaux de Linguistique*, v. 37, n. 1, p. 25-46, 1998.
- Harris, Z. Mathematical structures of language. New York John Wiley & Sons, 1968.
- Kasper, S. A comparison of 'thematic role' theories. Master's thesis. Marburg: Philipps-Universität Marburg, 2008.
- Rassi, A. Descrição, classificação e processamento automático das construções com o verbo 'dar' em Português do Brasil. Doctoral dissertation. São Carlos: Universidade Federal de São Carlos, Programa de Pós-graduação em linguística, 2015.
- Santos, M. Descrição dos predicados nominais com o verbo-suporte 'ter'. Doctoral dissertation. São Carlos: Universidade Federal de São Carlos, Programa de Pós-graduação em linguística, 2015.
- Talhadas, R. Automatic Semantic Role Labeling for European Portuguese. Master's thesis, Universidade do Algarve, Faro, 2014.

OpenTagger: A flexible and user-friendly linguistic tagger

Linguistic annotation adds valuable information to a corpus. Annotated corpora are highly useful for linguists since they increase the range of linguistic phenomena that may be registered, categorised and retrieved. In addition, they are also significant for machines, as Natural Language Processing applications involve working with well-annotated data (e.g. Imran, Mitra and Castillo 2016) and some machine learning classifiers employ annotated data to test or train new language annotation tools, among other uses. In this regard, Pustejovsky and Stubbs (2012) report on stages for building annotated corpora to train machine learning algorithms.

This paper describes OpenTagger, a new linguistic tagger that allows users to include any type of linguistic information to the different paragraphs, sentences, or words that compose a text. OpenTagger is characterised by its high usability and flexibility. It is a web application that allows users to manually annotate texts using their own predefined tag set or creating a new one. Thus, it offers an answer to any need for a tailor-made annotation system. This tagset may include nested categories. In addition, multiple layers of annotation are possible. The annotation process is very easy and provides two options: i) Selecting text and tagging; ii) Selecting a tag and annotating as much text as precised. OpenTagger also includes a search box to query the text and retrieve relevant sections for tagging. In sum, the open character of this tool and its user-friendliness allows extending the benefits of annotation to a wider variety of research questions.

OpenTagger differs from others well-known taggers such as Nooj (Silberztein, 2005) because of its simplicity and web access as it is not specialised for grammar construction or other linguistic processes. It can be used from novel linguist researchers until experts. Last, it should be mentioned that a further integration within the corpus analysis software ACTRES Corpus Manager (Sanjurjo-González, 2017) is planned for the future. OpenTagger will make the process of building and querying custom annotated corpora more straightforward using ACM.

References

- Imran, M., Mitra, P., & Castillo, C. (2016). Twitter as a lifeline: Human-annotated Twitter corpora for NLP of crisis-related messages. In *10th International Conference on Language Resources and Evaluation, LREC 2016* (pp. 1638-1643). European Language Resources Association (ELRA).
- Sanjurjo-González, H. (2017). Creación de un Framework para el tratamiento de corpus lingüísticos [Development of a Framework for corpus linguistic analysis]. Doctoral dissertation, University of León, León, Spain. Retrieved from <https://buleria.unileon.es/handle/10612/6920>
- Silberztein, M. (2005). Nooj: a linguistic annotation system for corpus processing. In *Proceedings of HLT/EMNLP 2005 Interactive Demonstrations* (pp. 10-11).
- Pustejovsky, J., & Stubbs, A. (2012). *Natural Language Annotation for Machine Learning: A guide to corpus-building for applications*. " O'Reilly Media, Inc."

Linda Sauer Bredvik

Anglistisches Seminar, Neuphilologische Fakultät, Heidelberg University, Germany

Multilinguality and Religious Identities: Investigating multilingual and metalinguistic resources in interreligious dialogues

The ever-increasing globalized mobility of people and linguistic resources has resulted in a variety of linguistic hybridity theories that posit a paradigm shift in sociolinguistic research. Multilingual diversity is now taken as the starting, rather than the end, point for research into the discursive practices of people who interact with speed and volume once unimaginable in multi-layered heterogeneous societies. These discursive practices both constitute and shape the communicative strategies people employ to navigate global cultural flows that include their religious identities.

My initial research took an emergent approach to focus on this interaction between multilingual resources and a variety of faiths practices in the context of interreligious dialogues. I employed both ethnographic observation and corpus-assisted discourse analysis to identify relevant semiotic signs, including multilingualing, and their patterns of use by participants in interreligious dialogues in order to show how these signs are mutually constitutive of dialogue outcomes. By using current linguistic hybridity theories (metrolingualism, translanguaging, superdiversity) as sensitizing concepts, I was better able to understand participants' use of multilingual resources to discuss their faith practices and worldviews. This approach demonstrated that speakers' multilingualing behavior does not necessarily instantiate a single linguistic hybridity theory but, rather, lies on a continuum that is context-dependent (Wodak, et al, 2012).

I also broadened these theories to show how hybrid communicative approaches need to go beyond multilingual resources and include heterogeneous metalinguistic resources. These are non-verbal, prosodic, and pragmatic cues that can serve as overt indicators to a speaker's typically subconscious cognitive processes and provide a window on how meaning is being discursively co-constructed. Particularly in conversations about a speaker's religious beliefs and faith practices, which are presumed to be difficult to articulate as they "lie in the unconscious" (Wuthnow 2011, 6), these cues work to illuminate how participants with very different faith practices and worldviews demonstrate their openness (or reluctance) to talk about what they believe with those who believe differently.

My current research uses the analytical framework I developed from this research to further investigate how dialogue participants' multilingualing practices (including languages typically associated with faith practices) in co-occurrence with their use of unfilled pauses (silence) and disfluency behaviors can affect dialogue outcome. Using case studies drawn from 55 hours of dialogue recordings and interviews, I will show how different patterns of use of 12 different metalinguistic indicators can index and create communicative effective (or ineffective) dialogues.

References

Wodak, Ruth, Michal Krzyżanowski, and Bernhard Forchtner. "The interplay of language ideologies and contextual cues in multilingual interactions: Language choice and code-switching in European Union institutions." *Language in Society* (Cambridge University Press) 41 (2012): 157-186.

Wuthnow, Robert J. "Taking Talk Seriously: Religious Discourse as Social Practice."
Journal for the Scientific Study of Religion (The Society for the Scientific Study of Religion) 50, no. 1 (2011): 1-21.

Sarah Josefine Schaefer

University of Nottingham, Nottingham, UK

Linguistische Ressourcen und ihre Interaktion mit Musik und Soundeffekten im deutschen Radio

Die Konzeptualisierung von Sprache wird in Zeiten beschleunigter Globalisierung immer wieder neu debattiert. Mit meiner Präsentation trage ich zum gegenwärtigen Diskurs in der Soziolinguistik bezüglich der Konzeptualisierung von Sprache als nicht nur bestehend aus sprachlichen Ressourcen, sondern als Ressourcen, die im Zusammenhang mit anderen Modalitäten zu sehen sind, bei (Pennycook 2007; 2020; Blommaert 2010; Saraceni 2015). Beispielhaft hierfür ist die Sprache der Journalisten im deutschen Radio, die von vielen Faktoren beeinflusst wird. In erster Linie vom Medium selbst (Hjarvard 2004), nämlich durch die Art der Übertragung, welche Kommunikation erst möglich macht, sie allerdings auch einschränkt. Wegen seines rein auditiven Charakters ist die primäre Art der Kommunikation im Radio die journalistische Sprache. Diese hat besondere Charakteristika, wie zum Beispiel, dass sie sehr bildlich und genregebunden ist (Nachrichten, Sport, Wetter) und außerdem unterhaltende sowie gleichzeitig informierende Funktionen haben muss (Schaefer 2019). Zusätzlich ist die Sprache im Radio immer am Sprachgebrauch der Hörerschaft orientiert. In meiner Analyse des Radiomedialechts fokussiere ich auf die Verwendung von englischen mobilen Ressourcen in der Sprache der deutschen Journalisten und gehe hierbei vor allem auf die Interaktion der Sprache der Journalisten im Radio mit anderen Modalitäten wie Musik und Soundeffekten, die als Teil eines Radioprogrammes gespielt werden, ein. Diese Interaktion wird durch Ergebnisse einer Untersuchung eines selbst zusammengestellten Radiokorpus von 60 Stunden Adult Contemporary-Radiosendungen (inklusive gesprochener Sprache und Musik) sowie 19 qualitativer Interviews mit den Radiojournalisten, die für die Erstellung der untersuchten Radioinhalte zuständig waren, veranschaulicht. Adult Contemporary ist das beliebteste Radioformat in Deutschland, welches eine breite Hörerschaft von 25- bis 49-Jährigen anspricht und in Bezug auf das Musikformat hauptsächlich auf Popmusik der letzten drei Jahrzehnte setzt. Der Radiokorpus und die Interviews mit Radiojournalisten wurden als Teil einer Studie zu englischen linguistischen Ressourcen im deutschen Radio erstellt. Die Analyse des Adult Contemporary-Radiokorpus und der Interviews wird unter besonderer Berücksichtigung des soziokulturellen Kontextes in Zeiten von zunehmender Mobilität, der Rolle der globalen Medienlandschaft, der Populärkultur sowie des Images, welches das Medium bei seiner Zielgruppe haben möchte, durchgeführt. Dies soll verdeutlichen, dass Mediensprache nicht als losgelöst von ihrem multimodalen Kontext zu sehen ist, sondern als Teil der Gesamtheit der Botschaft eines Medienproduktes.

Referenzen

Blommaert, Jan. 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press.
Hjarvard, Stig. 2004. 'The Globalization of Language: How the Media Contribute to the Spread of English and the Emergence of Medialects'. *Nordicom Review* 25 (1-2): 75-98.

- Pennycook, Alastair. 2007. *Global Englishes and Transcultural Flows*. Abingdon: Routledge.
- . 2020. 'Translingual Entanglements of English'. *World Englishes* 39 (2): 222–35.
<https://doi.org/10.1111/weng.12456>.
- Saraceni, Mario. 2015. *World Englishes: A Critical Analysis*. London: Bloomsbury.
- Schaefer, Sarah Josefine. 2019. „Anglicisms in German media: Exploring catachrestic and non-catachrestic innovations in radio station imaging“. *Lingua* 221: 72–88. <https://doi.org/10.1016/j.lingua.2019.01.002>.

Irina Schipowa

Staatliche Pädagogische Universität, Moskau, Russland

Zusammengesetzte Adjektive mit Vergleichssemantik: formalsemantische Eigenschaften, Syntax und Pragmatik

Im Beitrag wird versucht, die zusammengesetzten Adjektive von Standpunkt der möglichen Varianten der Vergleichsbildung zu betrachten, ihre formalsemantischen Eigenschaften in Betracht zu ziehen, die sprachlichen Defizite zu analysieren, die die Schöpfung der Kombinationen von Adjektiven verursachen und ihre Arten auseinanderzuhalten, die möglichen Arten von solchen Adjektiven herauszubilden und die Bildlichkeit ihrer Ausdruckskraft zu interpretieren.

Da die zusammengesetzten Adjektive sich besser in einem Kontext erforschen lassen, werden die Überlegungen zu ihnen anhand von einem literarischen Text angestellt. Das Korpus der empirischen Analyse bildet der Text des nobelpreisgekrönten Romans "Atemschaukel" von Herta Müller, weil die zusammengesetzten Adjektive darin in allen Arten und syntaktischen Funktionen vorkommen und ihre Frequenz sehr hoch ist. Der Einbezug dieses Textes erlaubt auch die pragmatische Seite zu untersuchen, die die illokutive Kraft der zusammengesetzten Adjektive im Satz vorweist.

Dementsprechend wird im Beitrag auf folgende Schwerpunkte eingegangen:

1. Die Bildungsmöglichkeiten von zusammengesetzten Adjektiven, ihre formale und semantische Komplexität und die Wortbildungsmodelle.

Die Elemente des Vergleichs bilden die Grundlagen der Komposita mit der Vergleichssemantik:

A – Vergleichsobjekt = Comparandum

B – Vergleichsmaß = Comparatum

C – Vergleichsaspekt (Vergleichsgrundlage) = Tertium Comparationis

E - Ergebnis = Comparator (bei den zusammengesetzten Adjektiven ist E implizit gemeint).

Zwischen den Elementen (Vergleichsobjekt und Vergleichsmaß) entsteht eine inhaltliche Beziehung, die eine Grundlage (Tertium Comparationis) zur Interpretierung des ganzen Vergleichs herstellt.

Im Satz: „Meine Knochen waren bleischwer“ sind im Adjektiv „bleischwer“ zwei Basismorpheme vorhanden. Das Basismorphem – „schwer“ entspricht dem Tertium Comparationis (C). Das Vergleichsmaß bildet – „Blei“ (B). Das Vergleichsobjekt (A) ist durch „meine

Knochen“ ausgedrückt. Der Komparator (E) „wie“ bekommt keinen expliziten Ausdruck und wird hinzugedacht.

2. Morphologie der zusammengesetzten Adjektive: ihre Bestandteile und Wortartenzusammenspiel.

Das Vergleichsmaß bildet meist das Substantiv, der als erster Teil der Zusammensetzung fungiert und dem das Adjektiv ohne Bindungselement nachgestellt wird. Dadurch entsteht der semantische Zuwachs, der das Adjektiv als Grundwort in seiner Bedeutung erweitert und ihm eine semantische Eigenständigkeit verleiht:

z.B. giftbleiches (Gras);

3. Die syntaktischen Funktionen von zusammengesetzten Adjektiven.

Die zusammengesetzten Adjektive kommen in attributiver und prädikativer Funktion vor. Sie können syntagmatische Ketten mit implizit erweitertem Gehalt ersetzen und den propositionalen Gehalt eines Satzes wesentlich bereichern.

z.B. Die Wolken waren um diese Zeit auch ziegelrot vom Abend. – Die Wolken hatten ihre Farbe wie Ziegel.

4. Die Arten der Lexikalisierung bestimmen die Art der zusammengesetzten Adjektive: die primäre Lexikalisierung entspricht der referenziellen Realisierung der Nomination:

z.B. Taufeuchtes Gras – die referenzielle Bedeutung, die die primäre Lexikalisierung bedingt.

Die sekundäre Lexikalisierung aktualisiert eine Umdeutung des Wortes in einer metaphorischen bzw. metonymischen Lesart des zusammengesetzten Adjektivs:

z.B. der schneidigsüße Duft – eine metaphorische Übertragung auf der Basis der sekundären Lexikalisierung.

5. Die Gründe der Bildung und des Gebrauchs von zusammengesetzten Adjektiven:

i. die Vervielfältigung der ursprünglichen Bedeutung eines Adjektivs, Erweiterung des Nominationswertes

ii. die Verdichtung des Textgehalts

iii. ein großes Umdeutungspotenzial

iv. Wortschatzschöpfung und –Entwicklung.

Abschließend wird die statistische Analyse vorgelegt, welche semantischen Gruppen von zusammengesetzten Adjektiven im Korpus in ihrer Frequenz dominieren, welche okkasionell vorkommen und worauf das zurückgeführt werden könnte.

Literatur

Fleischer W., Barz I. Wortbildung der deutschen Gegenwartssprache. Tübingen, 1995.

Földes C. Feste verbale Vergleiche im Deutschen, Russischen und Ungarischen. In: Korhonen, Jarmo (Hrsg.): Untersuchungen zur Phraseologie des Deutschen und anderer Sprachen einzelsprachlich – kontrastiv – vergleichend. Berlin/New York, 1992. S. 61-78.

Jäger A. Vergleichskonstruktionen im Deutschen: Diachroner Wandel und synchrone Variation. Berlin/Boston: de Gruyter, 2018.

Molica F., Schafroth E. Der Ausdruck der Intensivierung in komparativen Phrasem Konstruktionen im Deutschen und im Italienischen: eine konstruktionsgrammatische Untersuchung. // Kathrin Steyer (Hrsg.) In Sprachliche Verfestigung. Chunks, Muster, Phrasem-Konstruktionen. Tübingen: Narr, 2018. 37 S.

Siepmann D. „Wortschatz und Grammatik: Zusammenbringen, was zusammengehört“. In: Beiträge zur Fremdsprachenvermittlung, 2007. S. 59-80.

Eva Seidl

Universität Graz, Institut für Theoretische und Angewandte Translationswissenschaft und *treffpunkt sprachen* – Zentrum für Sprache, Plurilingualismus und Fachdidaktik, Österreich

Die Stimme der Studierenden in der translationsorientierten Sprachlehre

Dieser Beitrag ist im Spannungsfeld von Sprachwissenschaft und Translationswissenschaft sowie Sprachdidaktik und Translationsdidaktik verortet. Dabei wird sowohl aus der Perspektive der Sprachlehr- und Sprachlernforschung sowie aus jener der fachsensiblen Hochschuldidaktik auf einen bestimmten Ausschnitt des universitären Sprachunterrichts geblickt, nämlich auf jenen von Deutsch als Fremdsprache (DaF) im Rahmen translationswissenschaftlicher Studiengänge.

In letzter Zeit mehren sich in der Wissenschaftsgemeinde die Stimmen, die sich für eine Annäherung zwischen der Translationswissenschaft und der (Fremd-)Sprachendidaktik aussprechen (vgl. Pym 2018; Seidl und Janisch 2019; Schmidhofer in Druck; Yeghoyan in Druck). Kritisiert wird dabei zum einen die zu lange Zeit gepflegte Abgrenzung der Disziplinen voneinander und zum anderen die Ausrichtung translationsorientierter Sprachlehre am Gemeinsamen Europäischen Referenzrahmen für Sprachen (GERS). Letztere greift vor allem deshalb zu kurz, da die im GERS beschriebene kommunikative Fremdsprachenkompetenz Sprachenlernende dazu befähigen soll, „für sich selbst in einer Fremdsprache erfolgreich zu handeln“ (Schmidhofer 2020:31; Hervorh. i. Orig.), eine translationsorientierte Fremdsprachenkompetenz allerdings auf jene sprachlichen Voraussetzungen abzielt, die Lernende befähigen „für andere kommunikativ zu handeln.“ (ebd.) Zwar favorisiert der neue Begleitband zum Referenzrahmen sprachmittlerische Kompetenz als Teilaspekt von ‚Mediation‘, doch wird dieses Konzept a) in der Translationswissenschaft äußerst kritisch betrachtet (vgl. Stachl-Peier 2020) und bedeutet b) keineswegs eine Annäherung der Disziplinen, denn der neue, erweiterte GERS „does not [...] close, or even narrow, the divide between translation and FL [foreign language] teaching.“ (ebd.:68).

In diesem Kontext wird im Beitrag jenen Studierenden eine Stimme gegeben, die im Rahmen des Bachelorstudiums „Transkulturelle Kommunikation“, das an der Universität Graz auf ein Masterstudium in Dolmetschen und/oder Übersetzen vorbereitet, translationsorientierten DaF-Unterricht auf Niveau B2/C1 absolvieren. Im Zentrum steht dabei ihre Perspektive auf Mehrsprachigkeit oder Translanguaging (Seidl 2020) sowie auf die geforderte Haltungsänderung, Sprach- und Kulturkompetenz für erfolgreiches kommunikatives Handeln *anderer* zu erwerben und nicht vorrangig für Zwecke des Selbstausdrucks (Seidl in Druck).

Literatur

Pym, A. (2018). Where Translation Studies lost the plot. Relations with language teaching. *Translation and Translanguaging in Multilingual Contexts*, 4(2), 203–222. doi:10.1075/ttmc.00010.pym

- Schmidhofer, A. (2020). Translationsorientierte Fremdsprachenkompetenz: Versuch einer Modellierung. In A. Schmidhofer & A. Wußler (Hg.), *Bausteine translationsorientierter Sprachkompetenz und translatorischer Basiskompetenzen*. Innsbruck: Innsbruck University Press, S. 21–34.
- Schmidhofer, A. (in Druck). Sprachdidaktik und Translationswissenschaft. *mTm Journal*, vol. 11.
- Seidl, E. (2020): “Do they appreciate diversity? University students’ approach to linguistic and cultural pluralism”. In: S. Bratož, A. Pirih & A. Kocbek (Eds.), *Pathways to Plurilingual Education*. Koper: University of Primorska Press, 209-227.
- Seidl, E. (in Druck). Empowering Students of ‘Transcultural Communication’. From Linguistic Knowledge to Multi-competence. In Martínez Sierra, J. J. (ed.) *Multilingualism, Translation, and Language Teaching*. Valencia: Tirant Lo Blanch.
- Seidl, E. & Janisch E. (2019). What a Difference Language Teaching Makes in Translator Training. In M. Koletnik & N. Frøeliger (Eds.) *Translation and Language Teaching. Continuing the Dialogue* (pp. 171–187). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Stachl-Peier, U. (2020) „Language Mediation, Translation/Interpreting and the CEFR“, in: Schmidhofer, A./Wußler, A. (Hrsg.) *Bausteine translationsorientierter Sprachkompetenz und translatorischer Basiskompetenzen*. Innsbruck: Innsbruck University Press, 37-79.
- Yeghoyan, S. (in Druck). Sprachunterricht: Ein Stiefkind der Translationswissenschaft? In: Schwarz, E./Stachl-Peier, U. (Hrsg.) *Proceedings zur Tagung Ressourcen und Instrumente der translationsrelevanten Hochschuldidaktik. Forschungsberichte, Lehrkonzepte und Best-Practice-Modelle*. Berlin: Frank & Timme.

Lianet Sepúlveda Torres, José Manuel Martínez, Jérôme Basdevant, Martín Quesada Zaragoza

Datamaran eRevalue S.L.U., Valencia, Spain

Validating the Machine Translation of a Thesaurus of Non-Financial Issues on a Corpus of Corporate Reports

There is a growing demand for quantifying the information disclosed about non-financial issues (Environmental, Social, Governance, and Technology, i.e. ESGT), which is usually obtained through the analysis of corporate reports. A key resource enabling the extraction and organization of this information is a thesaurus representing the concepts of the domain (ESGT) and the terms used in the register of corporate reports [Baier et al., 2020].

Corporate reports are published in many different languages apart from English, which represents a challenge when it comes to processing the texts and aggregating the results across languages. To circumvent these hurdles, we proposed an automatic unsupervised method to generate a bilingual thesaurus in Spanish taking as input its English version [Quesada Zaragoza et al., 2020]. The system produces a list of translation candidates in Spanish for every term in the English thesaurus using the VecMap algorithm [Artetxe et al., 2018]. Next, a series of heuristics (e.g. permutations, wildcards, lemmatization) are applied with the aim of increasing the initial recall of the system.

Before deploying this thesaurus in an industrial production setting, a minimal standard of quality must be ensured through manual validation. The outcome of this validation has a twofold aim: 1) to obtain the actual precision on the real task (in the target domain and register); 2) to provide evidence for the ontologists to take action on the thesaurus by removing terms, eliminating false positives, or adding terms to cover better some concepts. However, manual validation has a high

cost in terms of time and human resources, thus requiring to find a compromise to revise enough data. We describe the procedure to prioritize and focus on those items whose validation will have a more significant impact.

First, a parallel corpus of corporate reports issued by the same companies in English and Spanish is annotated with their respective thesaurus. Next, an estimation of the precision and recall of the Spanish annotation is calculated, taking as reference the English annotation. Following this, the concepts annotated in Spanish are ranked by priority for their revision, giving a higher score to those items that: 1) have a worse precision and recall; and 2) represent a higher proportion of the annotations. For each concept, only the terms covering the 75% of the annotations are selected for revision. To this end, a sample of up to 20 random sentences is retrieved for each of the chosen terms. The validators then proceed with the assessment, tackling first the concepts with higher priority ranking. Finally, the precision of the annotation is calculated considering the number of false positives identified thanks to the validation, after which the ontologists modify the thesaurus. The corpus is then annotated again with the adjusted version of the Spanish thesaurus and precision and recall are recalculated.

The results of the annotation with the Spanish ontology as generated by the machine translation procedure yielded a precision of 0.47 and a recall of 0.89. After updating of the thesaurus using manual validation, the classification of documents precision reaches 0.98 and the recall remains close to its initial value. Thanks to the prioritization of concepts for revision, and the decision to focus only on the terms that make up 75% of the annotations, we were able reach a considerable improvement in the precision of the thesaurus whilst optimizing the resources at hand.

References

- M. Artetxe, G. Labaka, and E. Agirre. A robust self-learning method for fully unsupervised cross-lingual mappings of word embeddings. In *Proceedings of the 56th Annual Meeting of the Association for Computational Linguistics (Volume 1: Long Papers)*, pages 789–798, 2018.
- P. Baier, M. Berninger, and F. Kiesel. Environmental, social and governance reporting in annual reports: A textual analysis. *Financial Markets, Institutions & Instruments*, 29(3):93–118, 2020. doi: 10.1111/fmii.12132. URL <https://onlinelibrary.wiley.com/doi/abs/10.1111/fmii.12132>.
- M. Quesada Zaragoza, L. Sepu'lveda Torres, and J. Basdevant. Translating knowledge representations with monolingual word embeddings: the case of a thesaurus on corporate non-financial reporting. In *Proceedings of the 6th International Workshop on Computational Terminology*, pages 17–25, Marseille, France, May 2020. European Language Resources Association. ISBN 979-10-95546-57-3. URL <https://www.aclweb.org/anthology/2020.computerm-1.3>.

Anna Shestopalova

Moscow City University, Moscow, Russia

Russian Quasisubject Constructions: How to Define the Subject

As of today, there are numerous studies that cover quasisubject structures in English, i.e. “middle” constructions, which usually comprise a noun, a verb and an adverb (in the Russian language a verb is represented by a reflexive verb with formant *–sja*, e.g. *Книга легко читается* ‘Book is

easy to read', lit. *Book_{NOM} easy read_{SJA.PRES}*). These constructions have not received any detailed account so far. Some works briefly cover these syntactic structures (e.g. E.V. Paducheva) but do not offer their comprehensive analysis. That is why we primarily focused on the Russian quasisubject constructions to define their structural components and dwell on their cognitive status.

When exploring their structural components and cognitive status, we rely on the works by O.N. Seliverstova, T.D. Shabanova, E.V. Paducheva, etc.

Within the framework of the research, according to O.N. Seliverstova, we distinguish three subject types that feature in quasisubject structures, namely:

- **non-defining agentive subject** (agent X makes efforts to induce the state of affairs P, but eventually P is caused by a counter-agent Z)
- **non-defining non-agentive subject** (P is fully caused by Z, X is a patient)
- **defining non-agentive subject** (X does not make efforts to induce P, it relies on its internal energy source instead).

We distinguish these subject types with the help of semantic tests that were proposed by T.D. Shabanova in her study on the semantics of English visual perception verbs. For example, possible introduction of an instrumental object into a construction helps define a non-defining non-agentive subject which, a patient, cf. *Ткань легко разрезается*, lit. '*Fabric_{NOM} easy cut_{SJA.PRES}*' / *Fabric cuts easily*. Here we can easily add an instrumental object: *Ткань легко разрезается ножницами*, lit. '*Fabric_{NOM} easy cut_{SJA.PRES} scissors_{SINS}*' / *Fabric cuts easily with scissors*. On the contrary, with other two subject types it is rather challenging to find a suitable instrumental object that we could potentially add to the initial structure.

We compiled a system of semantic tests that help define subject types in quasisubject structures. The findings of the research would contribute to the semantic studies of language units and structures; the research revealed cognitive mechanisms of world categorization which take place in linguistic behaviour of a language speaker.

References

- Paducheva, E.V. (2001) "Kausativniy glagol i dekausativ v russkom yazyke". *Russkiy yazyk v nauchnom ocveshchenii* 1, 52-79.
- Seliverstova, O.N. (1982): *Semanticheskie tipy predikatov*. Moscow: Nauka.
- Shabanova, T.D. (1998): *Semanticheskaya model angliyskikh glagolov zreniya: teoretiko-experimentalnoe issledovanie* (doctoral thesis). Ufa: Vostochny univesitet.

Understanding Youth Self-Acceptance in Social Media by Using a Computer-aided Rhetorical Analysis

Social media has become a commonly utilized platform that plays an active role in the daily life of Qatari youth. When it comes to self-acceptance, it is individualistic and pertains to the purpose of each youth's presence on social media. Inevitably, this can have negative implications such as serving as a distraction or a waste of time if overused or not used correctly. However, it has shown to have a plethora of positive outcomes. Adapted as a primary form of communication, it is used by youth to express themselves in different ways. It is also a way to communicate with others outside of Qatar, and to help give others a better introduction to the growing country. As a platform, it has been utilized eclectically and serves multiple purposes. While Qatar continues to progress and thrive, so do the youth and their desire to live with purpose. As a result, social media has become an eclectic place of awareness for youth with regards to fine arts, activism, culture, lifestyle, nationalism, politics, advocacy, education, entrepreneurship.

This paper will implore the different paths of self-acceptance and awareness that stems from the utilization of social media by Qatari youth using corpus and computational linguistics methods. This will be done through the creation of a sentiment annotated corpus, in order to analyze the sentiment and polarity of tweets and Instagram comments on popular Qatari bloggers accounts, trending cafes which are common meeting places, and notable public figures in Qatar. We will also use the DocuScope text processing and rhetorical analysis environment and apply it to our corpus. The DocuScope dictionary was created using David and Brian Butler's theoretical framework on rhetoric analysis and how it can be applied to in representational theories of language. The DocuScope tool which is based on millions of English linguistic patterns that will help us map our corpus textual segments to a set of fine-grained rhetorical effects. This fine-grained analysis will allow us to engage in deep cultural interpretation and extract sociocultural trends from our corpus to better understand how youth perceive themselves through their sentiments in social media. Given the high accuracy obtained by Docuscope automatic tagging, we apply it to automatically annotate our corpus based on positive and negative devices and we will conduct a concordance analysis using AntConc and Voyant Tools to reveal the keywords of youth expression in social media.

A linguistic analysis of the outputs of Docuscope annotation and Antconc Keywords analysis will help us explore the individualistic process of acceptance of one's self, particularly pertaining to Qatari youth presence on online platforms such as Instagram, Twitter, and Facebook.

Constructing Linguistic Resources for Corpus Processing

Most Corpus Processors used in the Digital Humanities¹ process texts as linear sequences of wordforms: concordancers display wordforms in context; search engines compile indices of wordforms in order to answer users' queries, which themselves are segmented as sequences of wordforms, etc. However, wordforms almost never correspond to the Atomic Linguistic Units (ALUs)² — concepts, entities, predicates and relations — corpus users are interested in. In order to enhance the reliability and usefulness of the results produced by corpus processors, we therefore need to link wordforms and ALUs.

1. Spelling

Spelling has not always been fixed; for example, in French Medieval texts, the word *seigneur* [lord] has over fifty spellings³, making it impossible to a wordform-based parser to find its occurrences. Today, spelling is still not reliable in corpora typically used by researchers in the social sciences: tweets, blogs, text messages, etc. However, even in the best cases, reference dictionaries contain a large number of spelling inconsistencies.⁴ We show how linguistic resources can help creating a corpus processor that handles spelling variation.

2. Morphology

Several authors⁵ argue that statistical text analyzers should not perform any morphological analysis because some terms have different meanings in the singular and in the plural (e.g. *liberté* and *libertés* have different connotations in French politics). However, most terms do not carry different connotations when inflected. We show how linguistic resources can be used to handle both situations.

3. Stochastic vs. Linguistic Lemmatization

Most corpus processors that do provide lemmatization use stochastic lemmatizers such as Gate, NLTK or TreeTagger⁶. The limitations and unreliability of these tools are well known:⁷ We show how linguistic resources can provide their users with more reliable analyses.

4. Word Clouds, Word networks and Collocations

Most Corpus processors provide their users with some kind of word-network visualization to help them find interesting semantic connections. We show that lexical fields constructed using linguistic resources are more reliable and useful for that purpose.

5. Homography

Processing a text at the wordform level produces a serious problem: wordforms' massive homography. For instance, computing the frequency of the wordform "card," or correlating it with a sub-corpus or with another wordform has poor value when one realizes that this wordform has over 50 unrelated meanings (*Christmas card, credit card, green card, Tarot card, etc.*). We show how linguistic resources can be used to process ALUs rather than wordforms, and thus help corpus processors produce more useful statistical analyses.

Notes

1. For example, DiRT, Lexico 3, Sketch Engine, TaPoR3, TXM, Voyant Tools, Word2Vec.
2. ALUs are the atomic elements of a language's vocabulary: morphemes, simple words, multiword units and discontinuous expressions, see (Silberztein 2016).
3. Cf. (Aouini 2018) for instance.
4. On French reference dictionaries, (Mathieu-Colas 1990) showed that over 5% of the spelling of the entries of French reference dictionaries were inconsistent.
5. Cf. for instance (Lamalle et al., 2002) for the Lexico 3 software.
6. Cf. (Cunningham 2002), (Loper 2002), (Schmid 1994).
7. See for instance (Green 2010), (Dickinson 2012), (Silberztein 2018) among others.

References

- Aouini, Mourad. Outils d'analyse de corpus du moyen-français. *Thèse de doctorat*. Université de Franche-Comté Ed. (2018).
- Cunningham, Hamish. GATE, a general architecture for text engineering. *Computers and the Humanities* 36.2 (2002): 223-254.
- Dickinson, Markus, and Scott Ledbetter. *Annotating Errors in a Hungarian Learner Corpus*. *LREC* (2012).
- Green, Spence, and Christopher D. Manning. Better Arabic parsing: Baselines, evaluations, and analysis. *Proceedings of the 23rd International Conference on Computational Linguistics*. Association for Computational Linguistics (2010).
- Lamalle Cédric, Martinez William, Fleury Serge, Salem André, Fracchiolla Béatrice, Kuncova Andrea et Maisondieu Aude. Lexico 3, Outils de statistique textuelle. *Manuel d'utilisation*. Université de la Sorbonne Nouvelle Ed. (2002).
- Loper, Edward, and Steven Bird. NLTK: the natural language toolkit. *arXiv preprint cs/0205028* (2002).
- Mathieu-Colas Michel. Orthographe et informatique : établissement d'un dictionnaire électronique des variantes orthographiques. *Langue française n°87*, pp 104-111. Larousse (1990).
- Silberztein, Max. *Formalizing Natural Languages: the NooJ approach*. Wiley Eds: Hoboken, USA (2016).
- Silberztein Max. Using linguistic resources to evaluate the quality of annotated corpora. *Proceedings of the LR4NLP Workshop at COLING2018*. www.aclweb.org/anthology/W18-38, 2018.

Viktoriia Skriabina

Kyiv National Linguistic University, Kyiv, Ukraine

Pragmatics of Love Discourse: Cross-Cultural Aspect

The article deals with the problem of speech influence in love communication. In the research, we examined persuasion strategies used by characters of American, British and Ukrainian modern love stories, established the similarities and differences in their ways of flirting and expressing love. Cultural specificity of cooperation and confrontation in intimate communication has been explored. Scholars believe that love is a universal emotion yet its expression is controlled by some cultural and historical traditions. It is important to note that Ukrainian culture hasn't been widely investigated so far and, in this context, we tried to analyze the specifics of romantic interaction as an essential part of human experience. The British and especially Americans, whose culture can

be described as individualist, tend to be direct in expressing their affection, they use direct speech acts, declaratives and commissives when verbalizing their intentions. While, in cross-cultural studies, the Ukrainian mentality can be characterized by different, often conflicting, cultural norms and values. Ukrainians are said to be individualistic, but, at the same time, they have been extensively influenced by the collectivist Soviet society and attempts to measure Ukrainian individualism-collectivism have produced somewhat mixed conclusions. This resulted in "frontier culture" which is not easily classified as collectivistic or individualistic. Ukrainians may often show loyalty and cooperation but at the same time can be quite irresponsible in romance. It is not uncommon for Ukrainian men to use conflict and even violence in their relationship with women. There are plenty of proverbs in Ukrainian folklore justifying such behavior: "Beats means loves", "Love, as your soul, but shake, as a pear tree", "A wound from a beloved man does not hurt", "Hit a woman with a hammer, then she will be golden", "A woman not beaten is like an axe not sharpened", etc. For Ukrainians, males are still considered to have a leading role in romantic communication: they use strategies of self-presentation, flirt and marriage proposal to persuade females to have intimate relationships with them. Still more and more young people in Ukraine are acquiring modern Western values such as EFFICIENCY, SUCCESS, COMPETITIVENESS which, due to the shift in the current system of values, have become rather significant and important in the personal life of modern Americans. Meanwhile, postmodernist British culture perceives love ironically, instead of flirting they banter. The emphasis is put on creativity, visual effects and innovation common for the XXI century's society. Thus, the tonality of today's love discourse is no longer romantic, but rather practical and hedonistic giving way to the discourse of sexuality.

References

- Berscheid, E., Walster, E. (1974). Physical Attractiveness. In L. Berkowitz (ed.) *Advances in Experimental Social Psychology*. Vol. 7. P. 178–203.
- Dion, K. K., & Dion, K. L. (2006). Individualism, collectivism, and the psychology of love. In R.J. Sternberg & K. Weis (Eds.), *The new psychology of love* (pp. 298-312). New Haven, CT: Yale University Press.
- Dion, K. K., & Dion, K. L. (1993). Individualistic and collectivistic perspectives on gender and the cultural context of love and intimacy. *Journal of Social Issues*, 49(3), 53-69.
- Gudykunst, W. B., Ting-Toomey, S. (1990). *Culture and Interpersonal Communication*. L.: Sage Publications. 365 p.
- Hatfield, E., Rapson, R. L. (1993). *Love, Sex, and Intimacy*. New York. P. 56–64.
- Kostomarov, M. (1990). *Knyha buttia ukraiinskoho narodu [The book of Ukrainian genesis]*. Kyiv: Lybid. V. 2. P. 95. [in Ukrainian].
- Searle, J. R. (1979). *Tacsonomy of Illocutionary Acts. Expression and Meaning*. Cambridge: Cambridge University Press. P. 26–35.
- Violence culture in Ukrainian traditions. <https://ukraine.unfpa.org/en/news/violence-culture-ukrainian-traditions>
- Wierzbicka, A. (1999). *Emotions Across Languages and Cultures: Diversity and Universality* Cambridge: Cambridge University Press. P. 285–319.

Taxonomy of States: Interplay of Generalised and Specified Semantic Descriptions of Verbs

The paper presents the construction of a taxonomy of STATES necessary for building semantic representations of verb units: these are eventivity frames conformant to the *Unified Eventivity Representation* (UER) - a cognitive theoretical approach to verb semantics and a graphical formalism (Schalley, 2004). The formalism is based on the *Unified Modeling Language* (UML) - an international standard for graphical representation and design of object-oriented systems in the field of Information Technologies (OMG, 2005). The objects described are verbs in Bulgarian and their semantic equivalents in French and in Hungarian.

The STATES are modeling elements of the dynamic core of the eventivity frame. They belong to STATEmachines modeling the behaviour and the interaction of the participants in the eventivity. The specification of the STATES depends on the modeling granularity determined for a given representation. The basic means for specifying the generalized semantic descriptors are the following: 1) a set of STATE names is defined; 2) clusters of PROPERTIES are determined, which further specify the STATES where necessary; 3) STEREOTYPES and *keywords* are defined, used for the formulation of subsets of modeling elements where necessary.

Here arises the problem of the so called semantic primitives. The problem is characteristic for models incorporating decompositional semantic representation of the language units, like the UER model applied here. This semantic representation derives from the ancient tradition in philosophy and logic of explaining the meaning of words using a small inventory of simple, basic concepts. Nowadays in the field of lexical semantics there are special semantic languages or meta-languages used for the analysis and representation of the meaning of words (cf. Natural Semantic Metalanguage (Wierzbicka, 1996), Semantic Language (Apresjan, 1974, 2000), Semantic Dictionary - Minimum (Kasabov, 1990)). The issues that arise are: 1) is there at all an objective criterion for an ultimate elementary sense; 2) in relation to that, is it possible at all to define a finite set of semantic primitives; 3) how to define the lexicalization of the basic concepts, since the frameworks we have in mind here use subsets of natural languages as the metalanguages for building the lexical semantic descriptors.

I adhere to a "looser approach" towards the use of semantic primitives in the descriptions. It means that one should try as much as possible to define some basic concepts without striving to fix the smallest, the finite, the "once and for all properly formulated", universal set of indecomposable primary elements. In fact, the set of basic concepts depends on the concrete task and the metamodel applied. In the UER the specific structures in the dynamic core, including structural primitives like TRANSITIONS and SIGNALS, and employing PROPERTIES in the form of ENUMERATIONS of literals, determine the definition of the set of basic elements building the descriptors.

The work on the taxonomy of basic concepts and the construction of conceptually grounded semantic descriptors provokes the comparison with foundational ontologies (Schmidt et al., 2020), especially SUMO (Niles and Pease, 2001).

References

- Apresjan, J. (1974). Lexical semantics. Moscow: Nauka.
- Apresjan, J. (2000). Systematic lexicography. New York: Oxford University Press.
- Kasabov, I. (1990). Semantic dictionary – minimum. Sofia: Kliment Ohridski University Publishing House.
- Niles, I., and Pease, A. (2001). Towards a Standard Upper Ontology. In: Welty, C. & Smith, B. (eds.). Proceedings of the 2nd international conference on Formal Ontology in Information Systems (FOIS2001). Maine: Ogunquit.
- OMG. (2005). ISO/IEC 19501: Unified Modeling Language Specification, Version 1.4.2. Object Management Group (OMG).
- Schalley, A. (2004). Cognitive modeling and verbal semantics. A representational framework based on UML. Berlin / New York: Mouton de Gruyter.
- Schmidt, D., Guizzardi, G., Pease, A., Trojahn, C., and Vieira, R. (2020). Foundational Ontologies meet

Tilen Smajla

Elementary school Pier Paolo Vergerio il Vecchio Koper-Capodistria and Ginnasio Antonio Sema Piran, Slovenia

Foreign language learning in childhood: Second language acquisition at an early age in Slovenia

The following paper presents the results of a research into the attitude of young learners towards the learning of the first foreign language (FL 1) in seven Slovenian state elementary schools. We were interested to know whether there were statistically significant differences in attitudes among 2nd, 3rd and 4th graders towards the learning of FL 1 according to their grade and age. Based on a 406 strong sample the results of a T-test show some significant differences, a further ANOVA shows 5 statistically significant differences, which, according to the Bonferroni post-hoc test, occur between the 4th and 3rd graders as compared to the 2nd graders. The results places age in the centre of our research, which should in the future focus on bridging the age difference.

References

- Al-Harbi, Salwa Saeed (2020). Language development and acquisition in early childhood. *Journal of Education and Learning*, 14(1): 69-73 ISSN: 2089-9823 DOI: [10.11591/edulearn.v14i1.14209](https://doi.org/10.11591/edulearn.v14i1.14209)
- Enever, Jane (ed.) (2011). *ELLiE: Early language learning in Europe*. London, GB: The British Council. Available online at <https://www.researchgate.net/publication/265383696_ELLiE_Early_language_learning_in_Europe>
- Enever, Jane (2016) Primary ELT: issues and trends. Graham, Hall ed. *The Routledge Handbook of English Language Teaching*. New York: Routledge Handbooks: 353–364.
- Gardner, Robert C. (2004). The Attitude/Motivation Test Battery. Available online at <<http://publish.uwo.ca/~gardner/docs/englishmtb.pdf>>
- Getie, Addisu Sewbihon (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7. Taylor & Francis. <https://doi.org/10.1080/2331186X.2020.1738184>.
- Jazbec, Saša, Branka Čagran, & Alja Lipavic Oštir (2016). Early Foreign Language Learning from the Children's Perspective. *The New Educational Review* 45(3): 124–136. Available online at <http://www.educationalrev.us.edu.pl/dok/volumes/tner_3_2016.pdf>
- Kirsch, Claudine and Seele, Claudia (2020). Early Language Education in Luxembourg. In M. Schwartz (ed.), *Handbook of Early Language Education*, (124). Springer International Handbooks of Education, https://doi.org/10.1007/978-3-030-47073-9_28-1.
- Kustati, M., Yusuf, Y. Q., Hallen, Al-Azmi, H., & Sermal. (2020). EFL Teachers' Attitudes towards Language Learners: A Case of Multicultural Classrooms. *International Journal of Instruction*, 13(1), 353-370. <https://doi.org/10.29333/iji.2020.13124a>

- Moon, Jayne (2005). *Children Learning English. A Guidebook for English Language Teachers*. Oxford: Macmillan.
- Muñoz, Carmen (2016). What is the best age to learn a second/foreign language? *Canadian Modern Language Review* Available online at < <http://www.utpjournals.press/journals/cmlr/Munoz>. >
- Muñoz, Carmen (2010). *On how age affects foreign language learning*. Advances in Research on Language Acquisition and teaching: Selected papers.
- Pinter, Annamaria (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Pinter, Annamaria (2011). *Children Learning Second Languages*. London: Palgrave Macmillan.
- Smajla, Tilen. (2019). *Odnos do uvajanja vsebinsko in jezikovno integriranega učenja tujega jezika v zgodnjem obdobju*. [Attitudes toward the introduction of content and language integrated learning at an early age]. (Unpublished dissertation). Koper: Univerza na Primorskem, Pedagoška fakulteta.
- Wesely, Pamela M. (2012). Learner Attitudes, Perceptions, and Beliefs in Language Learning. *Foreign Language Annals* 45: 98–117. [doi:10.1111/j.1944-9720.2012.01181.x](https://doi.org/10.1111/j.1944-9720.2012.01181.x)

Keywords

age, attitudes of young learners, elementary school, the first foreign language.

Uliana V. Smirnova

Moscow City University, Institute of Foreign Languages, Moscow, Russia

Simulacrum in political discourse

After writing about simulacra in political discourse many years ago in my thesis for the candidate of science degree, I was asked many questions about the necessity of this philosophical term and its relevance to discourse studies. In Russian linguistic papers, there is some interest in the words which are described as “phantom words” or “words of vague meaning”, but I believe that the term simulacrum explains the nature of such words and constructions in the best way. Moreover, there is a clear connection between simulacrum, manipulation and algorithms of manipulation. After many years of research, I tend to think that the potential for manipulation arises from syntactical constructions, not their meaningful substance.

Discussing simulacra one inevitably tends to go back to Wittgenstein's language games. Yet, they have regularly been interpreted as macrostrategies or speech acts while the focus on the nature of signs has not been discussed. Similarly, manipulation in discourse is associated with hidden meanings or voices behind the discourse messages.

The cornerstone of possible critique towards the use of the term simulacrum in linguistic research is the criteria for simulacra identification. Manipulation is also not clear in linguistic terms. The definition which continues the Plato interpretation of simulacrum as an empty sign does not shed any light as to how to identify a simulacrum in discourse. Yet the Baudrillard clarification of simulacra as signs referring to each other gives some clues. Simulacrum could be interpreted as a sign, the meaning of which is defined in the chain of signs that expert designs with the use of their expert knowledge on manipulation. There are some possible characteristics of discourse that signal the presence of simulacrum. They are multiplication, recontextualization or defamiliarization, and multiple interpretants.

The problem is that there is no academic ground to prove that this or that particular sign is a simulacrum. We can feel that constructions or words tend to be simulacra when we speak about "freedom" in G. W. Bush's after 9/11 discourse, or "Make America Great Again" in D. Trump's addresses or the Hitler sign in political utterances comparing political leaders to Hitler. But without understanding how simulacrum is launched and placed in political discourse and what results from the process aimed at creating difference between the signifier and the signified (in Baudrillard's terms) we lack arguments.

While having its role in linguistic manipulation, simulacrum can describe the effect that manipulation has on the subject of discourse: as a result of manipulation, the subject is turned into a simulacrum. This means the subject only marks the physical presence of the speaker who becomes a reproducer of meanings. These ideas are not new and reiterate Barthes' death of the author and Foucault's understanding of the subject of discourse as a place to be occupied by the speaker.

Danuta Stanulewicz ¹, Ewa Komorowska ²

¹ University of Gdańsk, Gdańsk, Poland

² University of Szczecin, Szczecin, Poland

Purple in Polish and Russian: Associations and prototypical references

The aim of this paper is to present partial results of a survey study investigating associations with colours. We focus on associations with purple provided by Polish and Russian speakers.

The participants of the survey study were 50 Polish and 50 Russian speakers, with equal numbers of men and women in each group. The technique used was that of free associations: the participants, provided with lists of colour terms, were asked to write down the first associations which came to their minds. There was no limit on the number of associations and, in the case of lack of associations with a particular colour, the respondents could leave the space empty.

The Polish and Russian names of purple are classified as basic colour terms – as understood by Berlin and Kay (1969) (see, among others, Morgan and Corbett 1989, Waszakowa 2000, Tokarski 2004, Stanulewicz 2009, Komorowska and Stanulewicz 2018). Moreover, when we take into consideration the division of basic colour terms into primary and secondary, the Polish and Russian words for purple fall into the latter category. Authoritative dictionaries provide the following definitions of these words:

- Polish *fioletowy*: "having the colour created by mixing red and blue" (*Słownik języka polskiego PWN*);
- Russian *fioletovyy*: "blue with a reddish tint" (*Slovar' russkogo âzyka v četyreh tomah*, edited by A. P. Evgen'eva).

A similar explication – purple being a mixture of red and blue – is offered by Wierzbicka (1996). It should be noted, however, that some dictionaries also mention the colour of flowers in their definitions of the Polish and Russian words for purple.

Our survey study demonstrates that its participants do not conceptualize *fioletowy* and *fioletowyj* in terms of the mixture of red and blue. The most frequently provided associations are purple flowers, most notably violets. Although some scholars claim that the words for purple do not have a single, strong prototypical reference, purple flowers – as our study indicates – may be considered one, which is supported by other studies (e.g. Teodorowicz-Hellman 1998, Stanulewicz 2009). Additionally, we may recall the etymology of *fioletowy* and *fioletowyj*: they both originate from Latin *viola* ‘violet’ (the flower and colour), as well as the existence of related words referring to this flower: *fiolatek* in Polish and *fialka* in Russian.

References

- Berlin, B., Kay, P. (1969). Basic Color Terms: Their Universality and Evolution. Berkeley.
- Komorowska, E., Stanulewicz, D. (2018). Polskie i rosyjskie słownictwo barw: Asocjacje i znaczenia. Szczecin.
- Morgan, G., Corbett, G. (1989). Russian colour term salience. *Russian Linguistics* 13: 125-141.
- Stanulewicz, D. (2009). Colour, Culture and Language: Blue in Polish. Gdańsk.
- Teodorowicz-Hellman, E. (1998). Teoria prototypów a nazwy barw w języku polskim i szwedzkim: Obrazy konceptualne nazw barw a ich eksplikacje językowe. *Polonica* 19: 75-91.
- Tokarski, R. (2004). Semantyka barw we współczesnej polszczyźnie. Second Edition. Lublin.
- Waszakowa, K. (2000). Podstawowe nazwy barw i ich prototypowe odniesienia: Metodologia opisu porównawczego. In: R. Grzegorzczakowa, K. Waszakowa (eds.). *Studia z semantyki porównawczej: Nazwy barw, nazwy wymiarów, predykaty mentalne I*, Warszawa, 17-28.
- Wierzbicka, A. (1996). *Semantics: Primes and Universals*. Oxford – New York.

Maria Stasimioti ¹, Vilelmini Sosoni ¹, Konstantinos Chatzitheodorou ²

¹ Department of Foreign Languages, Translation and Interpreting, Ionian University, Corfu, Greece

² School of Italian Language and Literature, Faculty of Philosophy, Aristotle University of Thessaloniki, Greece

MT Quality and its effects on post-editors and end-users

Machine translation (MT) quality has improved considerably in recent years, not least because of the rise of neural machine translation (NMT) models. MT is thus increasingly used in industrial settings to produce raw translations to be further post-edited by translators (Lommel and DePalma, 2016; Koponen, 2016).

Post-editing (PE) is influenced by the MT system used, as well as the number and the type of errors included therein, given that some errors have been found to be more demanding than others (Koponen, 2012). Numerous studies have shown that the improved quality of the NMT system output, especially at the level of fluency, requires the correction of fewer segments, mainly due to the lower number of morphological errors (Castilho et al., 2017a, 2017b). However, this does not always result in lower PE effort mainly due to NMT errors at the level of accuracy being more difficult to identify and correct, compared to the obvious word-order errors and disfluencies

occurring in phrase-based machine translation (PBMT) and statistical machine translation (SMT) outputs (Castilho et al, 2017b), requiring, thus, longer post-editing times (Carl and Báez, 2019).

The aim of this study is twofold: it seeks to compare the temporal, technical and cognitive effort required for full PE of NMT output with the effort required for full PE of SMT output in the English-Greek language pair and also compare the extrinsic quality of final texts, i.e. its acceptability by the end-users in terms of readability and comprehensibility (Gouadec, 2010; Suojanen et al, 2015). To that end, eye-tracking and keystroke logging data are used in order to measure the temporal, technical and cognitive effort expended by ten MA Translation students while post-editing NMT and SMT output in Greek, while a reception study is carried out based on a Likert-type scale to measure reader satisfaction. The findings indicate that the full PE of SMT output is more effortful, although it does not lead to translations of inferior quality in the context of the final end-user.

References

- Carl, M. and Báez, M.C.T. (2019). Machine Translation Errors and the Translation Process: A Study across Different Languages. *Jostrans: The Journal of Specialised Translation*, 31, pp. 107–132.
- Castilho, S., Moorkens, J., Gaspari, F., Calixto, I., Tinsley, J. and Way, A. (2017a). Is neural machine translation the new state of the art? *Prague Bulletin of Mathematical Linguistics*, 108, pp. 109–120.
- Castilho, S., Moorkens, J., Gaspari, F., Sennrich, R., Sosoni, V., Georgakopoulou, Y., Lohar, P., Way, A., Miceli Barone, A. and Gialama, M. (2017b). A Comparative quality evaluation of PBSMT and NMT using professional translators. In: *Proceedings of Machine Translation Summit XVI*, vol.1: Research Track. Nagoya, Japan, 18-22 September 2017. 16th Machine Translation Summit, pp. 116–131.
- Gouadec, D. (2010). Quality in translation. In: Y. Gambier and L. Van Doorslaer (eds) (2010). *Handbook of Translation Studies*, Volume 1. Amsterdam/Philadelphia: John Benjamins, pp. 270-275.
- Koponen, M. (2012). Comparing human perceptions of post-editing effort with post-editing operations. In: *Proceedings of the 7th Workshop on Statistical Machine Translation*. Montreal, Canada, 7-8 June 2012. Association for Computational Linguistics, pp. 181–190.
- Koponen, M. (2016). Is machine translation post-editing worth the effort? A survey of research into post-editing and effort. *Jostrans: The Journal of Specialised Translation*, 25, pp. 131–148.
- Lommel, A. and DePalma, D.A. (2016). *Europe's leading role in Machine Translation: How Europe is driving the shift to MT. Technical report*. Boston: Common Sense Advisory
- Suojanen, T., Koskinen, K. and Tuominen, T. (2015). *User-centered translation*. London: Routledge.

Olga Suleimanova, Marina Fomina, Albina Vodyanitskaya

Moscow City University, Moscow, Russia

Paradigmatic Shifts: Towards Discourse Analysis and Pragmatics Merger

The distinct trend to amalgamating different paradigms and approaches is getting ground. We go multidisciplinary in doing research more and more often, and in most cases it is efficient. What is essential here is to understand the contribution of each of the approaches and paradigms: where they coincide, or partly overlap, or differ.

We shall consider here the balance between pragmatics and discourse analysis (AD). In the French AD school, represented by P.Serio and his fellow comrades-in-arms, discourse analysis scheme

covered three research directions, i.e., semantics, supported by sociolinguistic analysis (they related it to Marxist theory of personality), and by Freud motivation theory with its explanatory potential. In other words, AD studies semantics, then human motivations as the driving force (intentions and motifs of the speaker and perceptions of the recipient), and the social context. (As a bypass – many scientists claim now that semantics, in its turn, has much in common with the cognitive linguistics.)

Much of the information in the utterance has to be deduced as it is left unspoken, much is implied and the recipient has to decode the meaning relying on the broad context (now we use the term *frame*), on his / her the educational, cultural, social, etc. background.

Now let us look at pragmatics and the research object it offers. In a broad sense, it covers everything except for, or in addition to semantics: everything that relates to the context – physical, social, cultural, etc. and the speakers' motivations.

It seems that the time has come to take a closer look at how these two popular paradigms are related, what ideas they share and where they differ. It will help combine what has been done in pragmatics methodology and in AD.

Xiaofei Tang

The Australian National University, Canberra, Australia and Wuhan University of Technology, Wuhan, China

Cultural Representation in English Language Teaching Textbooks for Primary Schools in Mainland China

With the implementation of economic reforms and a new Open Door policy in China since the late 1970s, English has been promoted not only as a foreign language but also as an essential requirement for the majority of the population to advance their social, economic and professional mobility in the global market. English language instruction has taken precedence over other foreign languages by becoming a compulsory subject across all levels of China's educational system. In 2011, the Ministry of Education of China implemented the National English Language Curriculum Standard, perceiving English as a *lingua franca* for international communication. One of the fundamental learning outcomes stipulated in the National Curriculum is to enable students to enhance their cultural awareness and intercultural communicative competence, as well as to reconstruct their confidence in Chinese culture. As the primary form of language input for learners of English as a foreign language (EFL) in China, textbooks are considered the main learning resource and vehicle for (a) delivering cultural content and (b) developing students' intercultural communicative competence. Thus, it is necessary to investigate the incorporation of culture in textbooks by analysing the texts that function as representational samples of language and culture. This study, therefore, employs a mixed-method analysis of a primary school English language teaching textbook series covering eight volumes widely used in China – *PEP Primary English* – to examine the representation of different cultures in the textbooks and determine whether the cultural representation achieves consistency with the National Curriculum. Based on

Kachru's (1985, 1992) three circles model of World Englishes, this study grouped the cultural representation in the textbooks into four categories, namely, the local culture, the Inner Circle culture, the Outer Circle culture, the Expanding Circle culture, and unidentified themes. The results revealed that, firstly, this textbook series included all the cultural categories and showed diversity in their representation; secondly, Chinese culture was relatively emphasized in this series and appropriately represented in line with the values and ideologies embedded in Chinese society; lastly, the cultural content in this series generally corresponded with the basic requirements of the National Curriculum despite the provision of several higher-level cultural items. Major findings relate to the advancement of understanding sociocultural and ideological implications for textbooks and EFL education; and contribute to future language policy planning and English curriculum reforms in China and other EFL countries as a reference to addressing conflicts between globalisation and nationalism.

References

- MOE. (2011). 义务教育英语课程标准 (Standard English curriculum in compulsory education). Beijing: Ministry of Education of P. R. C.
- Wu, X., Swartz, L., & Levy, B. (2019). 英语 (PEP Primary English). Beijing: People's Education Press.
- Kachru, B. B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.), *English in the world: Teaching and learning the language and the literature* (pp. 11-30). Cambridge: Cambridge University Press.
- Kachru, B. B. (Ed.). (1992). *The other tongue: English across cultures*. Urbana and Chicago: University of Illinois Press.

Nino Tchumburidze ¹, Ketevan Margiani ², Maia Lomia ³

¹ Chikobava - Institut für Sprachwissenschaft, Staatlichen Universität Tbilissi, Tbilisi, Georgien

^{2,3} Forschungs- und Bildungsinstitut für die georgische Sprache, Fakultät für Geisteswissenschaften, Staatliche Universität Tbilissi, Tbilisi, Georgien

Funktionsverteilung von Negationspartikeln in kartvelischen Sprachen

Zu den kartvelischen (südkaukasischen) Sprachen gehören Georgisch, Megrelisch, Lasisch und Svanisch, von denen nur das Georgische eine literarische Schriftsprache ist. Die Negation, als eine universelle sprachliche Kategorie, wird im Georgischen mit den grammatischen und lexikalischen Mitteln ausgedrückt. Im Vortrag werden die Besonderheiten des Gebrauchs von Negationspartikeln in den Dialekten des Georgischen und in den nichtliterarischen kartvelischen Sprachen behandelt.

Der vereinfachte Form **ar** der Negationspartikel **ara** steht vor dem Verb und drückt die Verneinung der von diesem Verb wiedergegebenen Handlung aus.

- (1) Georg. dedašeni (N) ar(Neg) movida(V) ?
- (2) Megr. diaskank (N) va-mortu-o (Neg-V-QPTCL) ?
- (3) Laz. nanasḡani (N) va(Neg) moxṡu-i (V-QPTCL) ?
- (4) Svan. isgudi (N) d'sa (Neg) anq'd-a (V-QPTCL)?

"Ist deine Mutter nicht gekommen?"

Die Negationspartikel **ara** steht nach dem Verb und wird verwendet in den Dialogen bei den Fragen (Nachfragen), wenn auf diese Frage eine positive Antwort erwartet wird:

(5) Georg. dedašeni (N) movida(V), ara (Neg:AFF)?

(6) Megr. diaskank (N) mortu (V), var-o (Neg:AFF - QPTCL)?

(7) Svan. isgudi (N) anq d-mo? (V-Neg:AFF)

"Deine Mutter ist gekommen, nicht wahr?"

Im Lazischen und in einigen Dialekten des Georgischen wird manchmal in der Nachfrage statt der Negationspartikel die bejahende Partikel mit der selben Funktion gebraucht, z. B.:

(8) Laz. nanaskani (N) moxṭu(V), xom(AFF)? / nanaskani (N) moxṭu(V), ho(AFF) i (QPTCL)?

"Deine Mutter ist gekommen, ja?"

(9) ikidan rom dabrundeba (V), ara (Neg:AFF), mašin unda iḱitxo misi ambavi (Guriischer Dialekt)

"Wenn er zurückkommt, dann musst du nach seinem Befinden fragen".

(10) ke(AFF) ro deveci(V), mere ase mak e pexi (Imeretischer Dialekt) "Seitdem ich hingefallen bin, tut mir das Bein so weh".

Unterschiede zwischen der Hauptbedeutung und der alternativen Bedeutung der Negationspartikel bilden: die Intonation, die Repräsentation der Negationspartikel in der vereinfachten und in der vollständigen Form, die Position der Negationspartikel: Vor- oder Nachstellung.

Für das Megrelische und für einige andere Dialekte des Georgischen ist es charakteristisch, die bejahende und die Negationspartikel zusammen vor dem Verb zu verwenden. Dadurch wird eine unerwartete Tatsache betont und die Verwunderung darüber unterstrichen:

(11) Megr. va-ko-mortu-o (Neg-Aff-V-QPTCL) te bošik?!

(12) ke(Aff) ar (Neg) movida es bi i?!"(Guriischer Dialekt des Georgischen)

"Der Junge ist ja tatsächlich gekommen".

(13) k'-ar (Aff-Neg) miagno (V) ḱareps ukan! (Imeretischer Dialekt des Georgischen) "Der hat es ja tatsächlich hinter der Tür gefunden".

Folglich kann man sagen, dass das allgemeintypologische Bild in den kartvelischen Sprachen gleich ist, wenn mit der Negationspartikel die Hauptbedeutung ausgedrückt wird; wenn die Negationspartikel aber mit der alternativen Bedeutung verwendet wird, zeigen die Literatursprache und die Dialekte sowie die nichtliterarischen Sprachen Abweichungen, denn die zusätzliche Funktion der Negationspartikel ist nur für den Diskurs der gesprochenen Sprache charakteristisch.

Literatur

(12), (13) - <http://www.corpora.co/#/>

Alle anderen Beispiele sind von Feldforschungsmaterialien.

Kvantaliani L., Zum Syntax der gesprochenen Sprache im Georgischen, Verlag: *Mezniereba*, Tbilisi 1990. Lomia, M., Die Fragen des Hypotaxis im Megrelischen, Verlag: *Universali*, Tbilisi 2005.

Armine K. Titizian¹, Aleksandra O. Piskunova¹, Kirill I. Semenov¹, Yulia N. Kuznetsova², Yulia O. Korotkova¹

¹National Research University, Higher School of Economics, Moscow, Russia

² (Lomonosov) Moscow State University, Moscow, Russia

Automatic Chinese Word Segmentation in the Translated Texts: Case Study of the Russian-Chinese Parallel Corpus of RNC

The Russian-Chinese parallel corpus of RNC (henceforth - the Corpus) is an online corpus of the texts in two languages, aligned by sentences and provided with linguistic annotation of Russian. However, it lacks proper annotation of Chinese sentences, and our aim is to implement linguistic annotation to Mandarin, including word segmentation (CWS). The task is specific, because the Chinese texts in the Corpus contain many phonetic borrowings from Russian (mainly - proper names).

We have experimented with texts from the Corpus, using various methods for CWS. Most of them are based on neural methods such as Bi-LSTM or BERT, but there are also statistical dictionary-based CRF methods. Each method implements one of the CWS standards, except for fastHan, which supports 9 word standards.

Since the Corpus contains Russian fiction texts, we can state that none of these methods have trained in this domain, thus there may be some issues with accuracy of segmentation. We observed how different methods can handle “out-of-domain” problems while tokenizing Russian specific words and names without fine-tuning and additional training.

As evaluation metrics we used F-1 score and accuracy of tokenization of names as in classification tasks where «1» denotes existence of name token in segmented sentence, hence «0» denotes absence of that token. Unfortunately, these metrics cannot fully describe the quality of name recognition, so then we created a new type of «accuracy» with specific handling of tokens with odd symbols. FastHan scored 0.919 accuracy, 0.902 F-score, and “our accuracy” with 0.89, the lowest values reached STANZA tool with 0.43 accuracy, 0.35 F-score and 0.2 “our accuracy”. According to all these metrics, fastHan has the best performance on our dataset which consists of the result of fastHan paper.

We have also analyzed the most frequent errors which the algorithms made. One of them is extraction of the European names and surnames (“库克”(Cook)) and even usual loanwords (“里拉”(lira)) from longer Russian proper names (such as “库克申娜” for “Kukshina” surname). Some Chinese brands (“先科”, SAST) can be false-positively extracted too. The second frequent error is connected to different words with several common features: they are one-character and frequent (“多”, “佳”, “拿”, “哈”, “拉”, “那”). When a word of this type is found in a long Russian proper name, several algorithms tend to extract it.

The third type of errors is splitting the four-character loanwords into two two-character words (“叶尔, 莫欣” while “叶尔莫欣” for “Yermoshin” is necessary). This might be because of the huge frequency of the two-character words in the default Chinese texts (75%, according to [Wong et al, 2010]). Another remarkable behaviour can be noticed, when Russian patronymics were split into

“pseudo-morphemes”: the patronymic suffix is treated as an individual word. The last problem is inconsistency in the splitting of the multiword Russian personal names: some segmenters do not divide the first names, patronymics and surnames, although there is a special symbol “.” in the Mandarin orthography. We can treat it as a mistake, as it contradicts the Chinese speakers’ awareness of the multi-word nature of these items.

Based on our analysis, we identified the best algorithm for our Corpus (judging both by metrics and by absence of frequent mistakes or incorrect multiword personal names splitting) - it is FastHan. We are going to proceed with experiments, both increasing the number of the segmenters and by fine-tuning the algorithms to our data.

References

- Wong K.-F., Xu R. Introduction to Chinese natural language processing. San Rafael, Calif.: Morgan & Claypool Publ, 2010. 148 p.
- Hai, Z., Cai, D., Huang, C., & Kit, C. (2019). Chinese Word Segmentation: Another Decade Review (2007-2017). <https://arxiv.org/abs/1901.06079>.
- Zhichao Geng and Hang Yan and Xipeng Qiu and Xuanjing Huang. fastHan: A BERT-based Joint Many-Task Toolkit for Chinese NLP, <https://arxiv.org/abs/2009.08633v1>

Irina Tivyaeva

Moscow City University, Moscow, Russia

Commemorative Practices in Russian Academic Discourse

The phenomenon of commemoration has been the center of the memory studies universe over the past decades, shaping our concept of collective memory and presetting the structure of mnemonic narratives. In this status, it attracted scholars from various fields of the humanities, with most research crossing disciplinary borders and exploring its historical, social, and cultural dimensions on the local, national, and global levels.

Commemoration revolves around various events, objects, persons, and situations, taking different forms and manifestations. In many cases, individual and collective memorialization is expressed in textual form, therefore, verbal products of commemorative practices are intensively studied as material embodiments of valued past, archiving the relevant to be preserved and transmitted and evading the irrelevant to be ignored and put to oblivion. Recent research on the subject has been mostly restricted to historical, cultural, philosophical, social, and political aspects of such texts while their linguistic features have not been dealt with. Little is known about culture-specific commemorative strategies and linguistic means they rely on in different languages. No previous study has systemically investigated discourse distribution of commemorative texts and their genre organization. There has been no discussion about linguistic parameters of commemorative practices and their functions in various discourse types.

This paper has a two-fold purpose: first, it seeks to examine the linguistic perspective of commemoration, thus extending and expanding the language segment of the multidisciplinary

field of memory studies; second, it is concerned with the discourse nature of commemoration and explores the sphere of professional communication, specifically, in academic communities.

The research is based on empirical data collected from various Russian online sources functioning as platforms for communication among scholars. Language data includes but is not limited to memorial articles published in academic journals, thematic blog posts available on universities' websites, proceedings of conferences dedicated to the memory of prominent researchers, interviews, recollections, memoirs and autobiographies written by scholars. To be included into the research corpus, an item had to comply with two criteria: 1) commemorative content, that is, the text under consideration or its fragment was supposed to be honoring the memory of a person or an event; 2) affiliation with the academe. This combination of the two criteria allowed obtaining a representative corpus of Russian academic texts illustrating commemorative discourse practices.

The paper offers insight into the potential of academic discourse as a commemoration space. The findings reveal that commemorative texts in academic discourse are based on a set of recurrent models correlated with the subject of commemoration, genre, and circulation format. Their discourse flexibility allows for a number of academic genres to be used as a basis for commemorative practices while their invariant nature determines functions that commemorative texts perform in academic discourse.

Jozsef Toth

Pannon Egyetem, Modern Filológiai és Tarsadalomtudományi Kar, Veszprém, Hungaria

Probleme der Wortartenklassifikation

Alle Grammatiken, deutsche wie auch ungarische, unterscheiden bestimmte Wortarten, Wortklassen und lexikalische Kategorien. Viele Grammatiker setzen diese Subklassen der Gesamtmenge der Wörter bereits voraus. Ihrer Ansicht nach sind die Wortklassen durch die Natur der Sprache oder durch das menschliche Denken schon gegeben. Andere Grammatiker geben die Merkmale an, nach denen sich die einzelnen Klassen unterscheiden. Wir Grammatiker haben u.a. auch die Aufgabe, die Wortklassen zu definieren und zu klassifizieren. Unter Linguisten sind Wesen, Kriterien und Abgrenzung der Wortarten umstritten. Ein verhältnismäßiger Konsens ist hinsichtlich der Hauptwortklassen zu beobachten. Meinungsvielfalt besteht dagegen im Bereich der Abgrenzungskriterien und in der Aufgliederung der unveränderlichen Wörter. Es handelt sich beim Deutschen und Ungarischen um zwei genetisch nicht verwandte und auch typologisch unterschiedliche Sprachen. Der flektierende Sprachtyp ist durch eine Morphologie, das bedeutet durch eine ausgeprägte Wortbildungs- und Wortabwandlungsaffigierung gekennzeichnet, wobei die Affixe sowohl als Präfixe, Infixe und Suffixe auftreten können. Flektierende Sprachen sind Sprachen, in denen die grammatischen Kategorien und die syntaktischen Beziehungen durch Veränderung der Wurzel oder des Stammes oder durch Anfügung von Formelementen, die mit dem Stamm eng verbunden sind oder durch beides, markiert werden. Agglutinierende Sprachen sind „anfügende“ Sprachen. Bei diesem Sprachtyp treten Formelemente als Suffixe an

Stammelemente. An die morphologisch unveränderliche Wurzel treten also Affixe (Präfixe, Suffixe o. Infixe), die jeweils nur eine grammatische Funktion und Bedeutung besitzen. In meinem Beitrag werden folgende Fragenkreise thematisiert: 1) Es wird diskutiert, wie sich Wortartensysteme bzw. Systeme lexikalischer Kategorien im Sprachvergleich darstellen. Im Mittelpunkt stehen in diesem Zusammenhang die Stellen, an denen beide Sprachen Gleichheiten und Unterschiede aufweisen. Die Frage, ob Deutsch und Ungarisch die gleichen Wortartenkategorien aufweisen, ist mit Ja zu beantworten. 2) Es stellt sich die Frage, ob die Wortartenkategorien und die Klassifikationskriterien (morphologisch, semantisch, syntaktisch, logisch) in beiden Sprachen weiter spezifiziert werden können. Meine Hypothese lautet in diesem Zusammenhang, dass die Wortartenkategorien und die Klassifikationskriterien aus kontrastiver Sicht weiter spezifiziert werden können. 3) Diskutiert werden abschließend auch ausgewählte Probleme der Wortartenklassifikation beider Sprachen (Numeralien, Pronomina, Verbalnomina und Partikeln).

Suzi Tsertsvadze

Department of English Philology Faculty of Humanities, Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia

Speech Acts in On-Line Hotel Advertisements

The paper deals with some peculiarities of speech act usage in 400 samples of online hotel advertisements drawn from the website booking.com. Pragmatics (Speech Act theory, Searle's model, in particular), semantics, discourse analysis as well as works on advertising form the theoretical basis of the study. The study explores the employment and means of realization of speech acts both on verbal and non-verbal levels of advertisement texts.

Similar to other subtypes of advertisement, the aim of hotel advertisement is to attract, inform and, more importantly, persuade the reader/potential consumer to take a further step, (i.e.: to book a room in an advertised hotel). Hence the dominant functions evidenced in the advertisement texts under discussion are referential, expressive and directive. The prevalence of the given functions is reflected in the usage of the corresponding speech acts: representatives, expressives and directives; since the addressor/hotel owners implicitly commit themselves to certain responsibilities and obligations, indirect commissives are also quite frequently encountered in the data.

The study has shown that the above-enumerated speech acts are distributed in all the sections of the hotel advertisement text (heading, subheads, the body, the latter comprising three parts), though with different frequencies. In headings either representatives or expressives are encountered; in subheads directives conveyed by sentences in the imperative mood starting with the verbs *enjoy*, *discover*, *find*, *celebrate* etc. are evidenced. The body of the advertisement is of descriptive nature: it provides consumers with detailed description of the location, interior and exterior of an advertised hotel, services offered, means of transportation available; in the given section representatives prevail, however, they are rarely of pure type and are generally combined with expressives; the descriptive part is emotionally coloured with the so-called extreme adjectives of positive connotation (like *amazing*, *picturesque*, *peaceful*, *luxurious* etc.). In the body

section indirect commissives have been identified: by presenting a positive picture of a hotel, the administration implicitly promises to live up to the claims made in the advertisement. Of particular relevance are non-verbal means (colour photos, types of different size and shape, maps) that strengthen the illocutionary loading of the speech acts used.

References

- Courtland, Bovee L. & W. Arens. 1989. Contemporary Advertising, Boston: IRWIN Homewood
- Kim, M. 2007 Discourse Features and Marketing Strategy in American Magazine Advertising, Proceedings of the Fifteenth Annual Symposium about Language and Society-Austin, Texas Linguistic Forum 51: 95-102.
- Kress, G. & Th. Van Leeuwen. 2002. Colour as a Semiotic Mode: Notes on Grammar of Colour. In Visual Communication Vol 1(3), 343-368. Sage Publication.
- Leech, G. 1983. Semantics. Penguin Books
- Levinson, S. Pragmatics. 1992. Cambridge: CUP
- Murray, P. N. 2013. How Emotions Influence What We Buy, <https://www.psychologytoday.com/blog/inside-the-consumer-mind/201302/how-emotions-influence-what-we-buy> (retrieved on- 10.03.2020).
- Searle John R. 1976. A Classification of Illocutionary Acts, Language in Society, Vol. 5, No. 1, Cambridge University Press.
- Simon, S., Dejica-Cartis D. 2015. Speech Acts in Written Advertisements: Identification, Classification and Analysis, Social and Behavioral Sciences, Volume 192, 234–239.
- Hatch, E. 1994. Discourse and Language Education, Cambridge: Cambridge University Press.

Key Words

hotel advertisement, speech acts, discourse, semantics

Katharina Turgay

Universität Landau, Landau, Deutschland

Jetzt: Temporaladverb oder Diskurspartikel?

In der Forschung wird in den letzten Jahren untersucht, inwieweit Ausdrücke der Kernwortarten auch andere Funktionen als die wortarttypischen übernehmen. Beispielsweise können Adverbien auch einen Gebrauch als Partikel entwickeln und im Diskurs dann andere Bedeutungen tragen. Solche Diskurspartikeln oder Diskursmarker entstehen in der Regel aus „zentralen grammatischen Kategorien und entwickeln sich in Richtung auf eine weniger zentrale grammatische Kategorie“ (Auer & Günthner 2005:16).

In meinem Beitrag möchte ich den deiktischen Ausdruck *jetzt* beleuchten und dabei eine diskursbezogene Verwendung von der ursprünglich temporalen Bedeutung des Adverbs abgrenzen. Dazu kontrastiere ich die temporale Verwendung von *jetzt* als Adverb mit der im Diskurs relevanten, nicht-temporalen Partikel, indem ich das unterschiedliche syntaktische Verhalten von Adverbien und Partikeln gegenüberstelle. Dies betrifft den unterschiedlichen Satzgliedstatus, die Vorfeldfähigkeit, Koordinierbarkeit und Erfragbarkeit. Dabei zeigte sich, dass sich *jetzt* als Temporaladverb in allen syntaktischen Aspekten anders verhält als *jetzt* in Verwendung einer Diskurspartikel: *Jetzt* als Adverb hat Satzgliedstatus, ist vorfeldfähig,

koordinierbar und erfragbar, was alles im Falle einer diskursiven Verwendung von *jetzt* nicht zutrifft.

Ein semantischer Vergleich zwischen *jetzt* als Temporaladverb und *jetzt* als Diskurspartikel zeigt, dass das Temporaladverb verschiedene Zeitbezüge aufweist: Es kann sich auf einen aktuellen Zeitpunkt (1a), eine zurückliegende (1b) oder zukünftige Zeitspanne (1c) beziehen:

- a. **jetzt** meldest nur noch du dich
- b. ja das was **jetzt** (.) äh anton und (.) die maren (–) äh erklärt haben (–) das is ja der bildzeitungseffekt
- c. das heißt natürlich auch wenn ihr wenn ihr schlau seid dass ihr das (–) was wir **jetzt** in diesem (–) in diesem halbjahr machen (–) für euch besonders wichtig sein könnte

Eine solche Dreiteilung ist genauso auf die Diskurspartikel *jetzt* übertragbar, mit dem Unterschied, dass es sich auf verschiedene abstrakte Zeitpunkte im Diskurs bezieht. Die Diskurspartikel markiert das Aufwerfen einer bereits implizit vorhandenen Frage und expliziert bzw. aktualisiert sie (2a). In (2b) markiert die Diskurspartikel den Beginn eines neuen Diskurses, indem *jetzt* den Fokus auf ein neues Thema lenkt. Die Diskurspartikel kann aber auch das Abschließen eines Diskurses markieren (2c): *jetzt* dient dazu, am Ende eines Diskurses einen Schlussstrich zu ziehen und das Ergebnis zu markieren.

- a. ich weiß **jetzt** nich ob_s so is aber vielleicht wird werden die sachen ja so beschrieben wie man sie wahrnimmt
- b. und wie war das für euch **jetzt** so
- c. alles was ihr **jetzt** gesagt habt wäre möglich (2.57)

Sowohl die temporalen als auch die diskursiven Verwendungen von *jetzt* sind somit ambig im Hinblick auf den Abschnitt auf den sie sich beziehen.

Fazit: Der Ausdruck *jetzt* verhält sich im Diskurs anders als in seiner temporalen Bedeutung. Zwar sind zeitliche Bezüge teilweise noch erkennbar, dennoch hat die Partikel eine andere Bedeutung im Gespräch: Sie setzt die aktuelle Äußerung in Bezug zu einer Diskursfrage.

Literatur

Gohl, C./Günthner, S. (1999): "Grammatikalisierung von *weil* als Diskursmarker in der gesprochenen Sprache". ZS 18.1, 39–75.

Imo, W. (2010): "Das Adverb *jetzt* zwischen Zeit- und Gesprächsdeixis". ZGL 38.1, 25–58.

Rehbock, H. (2009): "'...ohne jetzt nun gleich aggressiv zu werden': Ein Zeitadverb als Diskursmarker". ZGL 37, 236–265.

“Everything From Greek and As Everything Is In Greek” - Why and How the Old Georgian Translation of the Four Gospels Was Corrected in the 11th Century?

The history of the Georgian writing began with the first translations of the Biblical books. On the first stage, translations made via the modal-adapted method had the freer relation to the original. At the end of the 10th century, started the new stage. The strategy of translators was greatly influenced by Georgia’s religious-political orientation directed towards Byzantine and the multilingual socio-cultural environment of the foreign monasterial centers, where the Georgian scholars had to work. The wish not to be reproached by Greek monks and the fear “not to accuse in vice our religion” inspired the Georgians to assess the earliest Georgian translations critically. Soon afterwards began the process of correcting the existed translations in accordance with the Greek texts. Its result is depicted in the so-called manuscripts of the transitional group, which were created on the basis of comparison of the first translations of the Gospel and the Greek text. The manuscripts of the transitional group were rewritten mainly at the end of the 10th century and before the 50s of the 11th century. After the second half of the 11th century, the Georgian translators’ work was determined by the Hellenophile conception “Everything from Greek and as everything is in Greek”. The liturgic practice of church started being influenced by “the Greek rule”. The translations of the most important monuments of the Christian literature were “Hellenised”.

This context should facilitate the necessity of updating (like Greek) the old Georgian translation of the Four Gospels. It should be compared with the Greek text of the Gospel, which was regarded as “indubitable and reliable” by Greek church. This work was carried out by George the Athonite, who created (the ancient dated list is 1060 years old) the final Athonite redaction (Vulgate) on the basis of correction of the existed old Georgian translations of the Four Gospels.

The recent textological researches proved ¹ that George the Athonite worked gradually on the updating of the old Georgian translation of the Four Gospels. The researchers singled out the group of manuscripts depicting the first stage of the work and containing the so-called mid version of George’s review i.e. the text, which depicted the alterations made by the translator-editor on the basis of the double comparison with the Greek text. However, this version differed from the final text/Vulgate created as a result of one more (the third) comparison. The paper reveals the peculiarity of George the Athonite’s translational technique – the attempt to create the Georgian version almost similar to Greek and to consider the grammatical-stylistic peculiarities of the Georgian language. Eventually, George the Athonite created the Georgian analogue of the Byzantine manuscript. It spread as the “newly-refined” and perfect version, whose “every word was reliable similarly to the words of the Greek Gospel”.

Notes

1 This research has been carried out with support of Shota Rustaveli National Science Foundation of Georgia (#FR17-170)

Christina Valavani

National Kapodistrian University of Athens, Athens, Greece

Financial, Medical, Legal and Military Terms: Sharing aspects of translating Compounds and Complex Multiword Terminology in German, English and the Greek language with respect to Machine Translation

The general objective of this paper is to examine the relations and the connections among terms (non-literary, domain-specific Translation) in three languages, in particular: In German, in English and in Greek (the trained language pairs are: de-el, en-el, de-en, en-de). A "catalog" of legal, financial, medical and military terms provides evidence of issues that exist in specific subject fields. Complex Compound and Multiword Terms are selected and translated, by a domain-specialist translator, with respect to Machine Translation. In general our study provides:

- A classification of Compound Terminology (CT) and Multiword Terminology (MWT) is processed with increasing focus on the word order and the part of speech of the terms between the source and the target language. Due to the word order of the terms we train word alignment models for terminology on original data set also for compounds that are not compositionally translated.
- A comparison with the number of words is also part of the terminological analysis, in order to assist automated MT systems, to translate complex structures, like SMT or Neural Networks.
- The environment of the terms is also analyzed, for example the previous words and the following ones are carefully studied and results are in detail presented, in order to determine if a term is used in its standard meaning and context.
- A comparison of the results in each domain will name the differences and the similarities among them and perhaps we can draw a direct association between the domains.

The outcome of the presented data is targeted to contribute to the further development of resources and provide the Machine Translation Systems with useful information that may be beneficial for their development over time.

References

- Ananiadou, S. (1994). A methodology for automatic term recognition, Published in Proceeding COLING '94 Proceedings of the 15th conference on Computational linguistics , 2, 1034-1038.
- Cabre, M. T. (1995). On diversity and terminology. Terminology, 2(1), pp.1-16.
- Heid, Ulrich (2008): Computational phraseology In: Sylviane Granger und Fanny Meunier (eds.), Phraseology. An interdisciplinary perspective, 337-360. Amsterdam/Philadelphia: Benjamins.
- Koehn, P. (2010): Statistical Machine Translation, New York, NY: Cambridge University Press.
- Krimpas, G. P. (2017): ISO 704:2009 and equivalents of English financial terms in lesser-used languages: the case of Greek, Perspectives, 25:3, 397-416, DOI: 10.1080/0907676X.2017.1287206.
- Poß, Michaela (2010): Cognitive and Computational Aspects of Extended Lexical Units. Utrecht: LOT.
- Sager, J. C. (1990): A practical course in terminology processing. Amsterdam: John Benjamins. 152-153.
- Tassis, S., Iliakis, A. (2015): Processing Military Terminology in the UNL System and in Multilingual Applications, Masters Thesis, Department of Informatics and Telecommunications. National University of Athens, Greece.
- TU Berlin-Institut für Sprache und Kommunikation. Wortbildung I: Komposition <http://fak1-alt.kgw.tu-berlin.de/call/linguistiktutorien/morphologie/morphologie%20k3.html>

Leona Van Vaerenbergh

Universität Antwerpen, Antwerpen, Belgien

Mehrsprachigkeit und Translation (Übersetzen und Dolmetschen) im medizinischen Kontext. Richtlinien, Leitfäden und validierte Instrumente

Für manche Textsorten im medizinischen Bereich gibt es Redaktionsrichtlinien. Das gilt u.a. für Produktinformationen im Arzneimittelbereich, für Aufklärung und Einwilligung und für Patientenbefragungen. In diesem Beitrag interessiert uns, ob es auch Richtlinien gibt für die mündliche Kommunikation und vor allem, ob es für die Übersetzung und das gedolmetschte Gespräch Richtlinien gibt.

In einem ersten Teil steht die Beziehung zwischen Redaktion und Übersetzung in der schriftlichen Kommunikation im Mittelpunkt. Es wird die Frage geklärt, ob und in welchem Ausmaß Richtlinien für die Redaktion auch Vorgaben für die Übersetzung enthalten und/oder ob es für die Übersetzung eigene spezifische Richtlinien gibt. Die Regulierung von zwei Textsorten gibt die einzelnen Möglichkeiten an. Artikel 63 (2) der Richtlinie 2004/27/EG enthält eine Bestimmung über die *Mehrsprachigkeit* von Packungsbeilagen. Es heißt, dass „die Packungsbeilage in mehreren Sprachen abgefasst sein [kann], sofern in allen verwendeten Sprachen die gleichen Angaben gemacht werden“. Das Wort *Übersetzung* wird nicht benutzt. Für die Übersetzung von validierten Patientenbefragungen dagegen gibt es spezifische *übersetzungszentrierte Richtlinien*. Sie befassen sich hauptsächlich mit dem Arbeitsprozess, der in der ISPOR-Richtlinie (ISPOR = International Society for Pharmacoeconomics and Outcomes Research) bestimmt wird.

Der zweite Teil fokussiert auf die mündliche Kommunikation und die Beziehung zwischen der Richtlinie zur Übersetzung von Patientenbefragungen und der Verwendung dieser Übersetzungen im gedolmetschten Gespräch. Für die mündliche Kommunikation gibt es Leitfäden und Muster (nicht Richtlinien) zur Gesprächsführung sowie validierte Instrumente in der Form von Fragebögen und Skalen. Nur wenige Leitfäden für Ärzte geben Hinweise für Kommunikation in einer Fremdsprache, für interkulturelle Kommunikation oder für gedolmetschte Gespräche. Eine spezifische Fragestellung wird in diesem zweiten Teil hervorgehoben: Wie werden die validierten Instrumente, von denen nach einem komplexen und zeitaufwendigen Verfahren Übersetzungen verfasst werden, in der Praxis verwendet? Mit welcher Sprachfassung arbeitet der Arzt, insbesondere wenn es Gespräche mit anderssprachigen Patienten betrifft? Und über welches Wissen und welche Mittel verfügen Dolmetscher? Um dies herauszufinden, habe ich am UPC KU Leuven (psychiatrische Klinik der Universität Leuven – Belgien), einige Interviews abgenommen. In der Psychiatrie ist die Fragestellung umso bedeutsamer als bestimmte Erkrankungen wie Psychose und Autismus „Spracherkrankungen“ sind. Anhand eines Leitfadens habe ich 2 Psychiater, die auch in Lehre und Forschung tätig sind, interviewt, sowie 2 Psychiater in

Ausbildung. Dazu hatte ich auch die Gelegenheit, eine Dolmetscherin zu dem Thema zu interviewen. Die Ergebnisse werden in diesem Beitrag zusammengefasst.

Die Einsichten in diesem Beitrag beruhen auf einer Analyse der Literatur und auf Gesprächen im Arbeitsumfeld.

Literatur

EU-Richtlinie (2004): "Richtlinie 2004/27/EG des Europäischen Parlaments und des Rates vom 31. März 2004 zur Änderung der Richtlinie 2001/83/EG zur Schaffung eines Gemeinschaftskodexes für Humanarzneimittel." In: *Amtsblatt der Europäischen Gemeinschaften* L 136/34-57. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2004:136:0034:0057:DE:PDF> (letzter Zugriff 11-10-2020)

Wild, Diane/Grove, Alyson/Martin, Mona/Eremenco, Sonya/McElroy, Sandra/Verjee-Lorenz, Aneesa/Erikson, Pennifer (2005): „Principles of Good Practice for the Translation and Cultural Adaptation Process for Patient-Reported Outcomes (PRO) Measures: Report of the ISPOR Task Force for Translation and Cultural Adaptation“. In: *Value in Health* 8 (2), S. 94-104, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.513.8531&rep=rep1&type=pdf> (letzter Zugriff 11-10-2020)

Elizaveta Vilenchik

Higher School of Economics, Saint-Petersburg, Russia

Feminitives in Russian: History, Status, Modern Perception

This research is focused on the study of the history and status of feminitives. The aim of this research is to describe the features of old (established) and new feminitives and to identify general trends. The work is relevant because case studies as a method of studying feminitives are of interest for linguistics. The theoretical significance of the work lies in gaining knowledge about the common characteristics for old and new feminitives by comparing them. This can have an indirect practical application for the conscious formation of new feminitives, since feminitives created according to the familiar word-formation model can better enter the language.

As for data, established and new feminitives (87 words with 9 different suffixes) and the corresponding masculinitives were selected and their earliest fixation in the dictionary and meaning were determined [Dictionary of Modern Russian Literary Language 1948-1965]. Based on the data, it can be noticed how much the years of fixation of feminitives and masculinitives differ and whether there is a connection between the meaning of a word and its suffix and which suffixes are productive and are used for word formation now. It also should be noted that recently formed feminitives cannot yet be found in the dictionary, but they are already represented, for example, in the National Corpus of the Russian Language and Google search.

Features and characteristics of feminitives with various suffixes were analyzed. The results of the research demonstrate that new feminitives are usually formed by analogy with the derivational model of established feminitives, although there are some exceptions. The year of the earliest fixation of the word in the dictionary and the difference in the years of fixation for feminitive and masculinitive show when the word was formed and whether it was convenient to use. Moreover,

suffix and meaning are important while considering the features of feminitives. Overall, the research is promising, and it can be continued further. For example, it is possible to obtain additional data from the National Corpus of the Russian language or to study the use of feminitives in context using text mining.

References

Dictionary of the modern Russian literary language: In 17 volumes / Ed. V.I. Chernyshev. M., L.: Publishing house of the Academy of Sciences of the USSR, 1948-1965.

Liliya Volkova ¹, Dmitry Podvashetsky ²

¹ Bauman Moscow State Technical University, Russian State University for the Humanities, Moscow, Russia

² Bauman Moscow State Technical University, Moscow, Russia

On modeling a conversational agent's dual-layer memory: a long-term memory and a short-term in-memory storage via Redis

The work is concerned with modeling two layers of memory for a conversational agent in order to store the most recent context of the conversation in a short-term memory, as opposite to a long-term memory storing a full knowledge base. Given a conversational agent with syntactic and semantic analyser for Russian [9], the knowledge base contains facts. The analyser extracts facts as dependency subtrees with nodes annotated with semantic markers (from a set of 650 marker types, based on [11]), and a shallow semantic representation is constructed basing on assignment of subsets of semantic markers to semantic roles. The conversational agent's functionality is commenting on interlocutor's cues with simulating surface emotional phenomena [8], basing on studies in psychology and linguistics in conjunction with text semantics processing (as in iBug [6], SEMAINE [10], Greta [5], Max [2]). With this form of machine comprehension, such attractive problems are solved as implementing emotional monologues with corresponding gestures accompaniment [7], as well as modelling more natural reactions [1, 3, 4] and synthesizing humor and irony in text cues [7].

All of the extracted facts are stored in the knowledge base. Prior to enrich the agent's functionality with storing current conversation context and finding associations for further development of the conversation, and regarding possible knowledge base amounts, we simulate the dual-layer memory via Postgres and Redis databases, the latter standing for the short-term memory, in accordance with this database management system dedication. In order to determine whether such dual-layer mechanism would improve the performance of facts selection, we fill a long-term database with records annotated with topic markers, and then we simulate switching context. The latter implies a bulk load operation with selecting all of the records marked with a given topic marker (the data is simplified for experiments). The performance of such two-layer mechanism is discussed basing on aggregated experimental data; the recommendations are given for further usage of two-layer memory mechanism with a short-term memory simulated with an in-memory database.

References

1. Andre, E., Dybkjær, L., Minker, W. et al. (Eds.): Affective Dialogue Systems. Springer-Verlag, Berlin (2004).
2. Becker, C., Kopp, S., Wachsmuth, I.: Simulating the emotion dynamics of a multimodal conversational agent. In: ADS 2004, LNAI, vol. 3068, pp. 154–165. Springer-Verlag, Heidelberg (2004).
3. Breazeal, C.: Designing Sociable Robots. MIT Press, Cambridge (2002).
4. Cassel, J., Sullivan, J., Prevost, S. et al. (Eds.): Embodied Conversational Agents. MIT Press, Cambridge, London (2000).
5. Greta, Embodied Conversational Agent, <https://www.tsi.telecom-paristech.fr/mm/en/themes-2/discontinued-activities/greta-team/>, last accessed 2020/10/10.
6. i bug, <http://ibug.doc.ic.ac.uk/>, last accessed 2020/10/10.
7. Kotov, A.: Accounting for irony and emotional oscillation in computer architectures. In: Proc. of ACII 2009, pp. 506–511. IEEE, Piscataway (2009).
8. Kotov, A. A.: Simulating dynamic speech behaviour for virtual agents in emotional situations In: Affective Computing and Intelligent Interaction, LNCS, vol. 4738, pp. 714–715. Springer, Berlin, Heidelberg (2007).
9. Kotov, A., Zinina, A., Filatov, A.: Semantic parser for sentiment analysis and the emotional computer agents. In: Proc. AINL-ISMW FRUCT 2015, pp. 167–170. FRUCT Oy, Helsingfors (2015).
10. Semaine Project, <https://cordis.europa.eu/project/id/211486/reporting/fr>, last accessed 2020/10/10.
11. Wierzbicka, A.: Lingua Mentalis: The semantics of natural language. Academic Press, New York (1980).

Skaistė Volungevičienė

Institut für Sprachen und Kulturen des Ostseeraumes, Universität Vilnius, Litauen

Zum Gebrauch der lexikalischen Mitteln in wissenschaftlichen Texten nichtmuttersprachlicher Germanistikstudierender

In diesem Beitrag wird auf die lexikalischen Mitteln eingegangen, die in den Abschlussarbeiten der Bachelorstudierenden des Lehrstuhls für Deutsche Philologie der Philologischen Fakultät der Universität Vilnius gebraucht werden. Die Abschlussarbeiten, die am Ende des 4. Studienjahres von nichtmuttersprachlichen Germanistikstudierenden verfasst werden, gelten als ihr erster Versuch, den wissenschaftlichen Text in einer Fremdsprache zu verfassen.

Man erwartet, dass in einem wissenschaftlichen Text bestimmte Fachterminologie, unterschiedliche Fremdwörter und feste Wortverbindungen verschiedener Art gebraucht werden. Die Anzahl dieser sprachlichen Mittel und ihre Vorkommenshäufigkeit in einem Text lassen über den Wissenschaftlichkeitsgrad dieses Textes und die sprachliche Kompetenz des Autors Schlüsse ziehen.

Als erstes gilt das Interesse dem Terminologie- und dem Fremdwörtergebrauch in den Abschlussarbeiten zu sprachwissenschaftlichen Themen. Die Gebrauchsanalyse soll die Antworten auf die Fragen liefern, ob die Studierenden versuchen, sprachwissenschaftliche Termini und Fremdwörter zu erklären, oder ob sie diese ohne weitere Explikation gebrauchen. Nach der Meinung der meisten Linguisten sind feste Wortverbindungen die besten Indikatoren unserer Sprachkenntnisse. Während die Muttersprachler verschiedene Konstruktionen eher intuitiv verwenden, müssen Nichtmuttersprachler diese ganz gezielt lernen und dies geschieht meistens im Studium. In diesem Beitrag wird ein Versuch unternommen, die Frage zu

beantworten, welche Konstruktionen von nichtmuttersprachlichen Studierenden gebraucht werden, die das Sprachniveau B2-C1 erreicht haben.

Lennart Wachowiak, Dagmar Gromann

University of Vienna, Vienna, Austria

Systematic Analysis of Image Schemas in Natural Language through Explainable Multilingual Neural Language Processing

In the tradition of embodied cognition, image schemas have been proposed by Lakoff (1987) and Johnson (1987) as spatio-temporal cognitive building blocks that capture recurring sensorimotor experiences. Several corpus linguistic studies on detecting image schemas in natural language (e.g. Dodge and Lakoff 2005) have been proposed, as well as studies using unsupervised machine learning (e.g. Gromann and Hedblom 2017). However, these approaches rely on specific parts-of-speeches as indicators of spatio-temporal events and were difficult to evaluate due to a lack of sufficiently large annotated datasets. Instead, we propose to build on the recent success of large multilingual pretrained language models and a small dataset of examples from image schema literature to train a supervised classifier with XLM RoBERTa (Conneau et al. 2020) to classify natural language expressions of varying lengths into image schemas. Despite most of the training data being in English with few examples for German, the model performs equally well for German. Additionally, we analyse the model's zero-shot performance on a small set of sentences for languages of different language families, i.e., Germanic, Romance, Balkan romance and Asian languages. To further investigate the model's behaviour, we utilize the explainable Artificial Intelligence model LIME (Ribeiro et al. 2016) that provides local linear approximations for prediction probabilities for each word in the input expression in relation to each available target class, i.e., image schema. Thereby, it becomes evident which words in a sentence the model relies on for its final classification decision and whether the contextualized word embeddings generated by the language model are sufficient to deal with polysemous prepositions, which are strong indicators for spatial language, but can belong to different image schemas depending on the context. Given that neural networks famously rely on learned representations of patterns, we believe that this analysis can contribute towards a systematic approach to analyse and classify multilingual image-schematic language without relying on predefined assumptions regarding word classes.

References

- Alexis Conneau, Kartikay Khandelwal, Naman Goyal, Vishrav Chaudhary, Guillaume Wenzek, Francisco Guzmán, Edouard Grave, Myle Ott, Luke Zettlemoyer, and Veselin Stoyanov. 2020. Unsupervised cross-lingual representation learning at scale. pages 8440–8451.
- Dodge, Ellen and Lakoff, George (2005). Image schemas: From linguistic analysis to neural grounding. In: Hampe, Beate (ed.) From perception to meaning: Image schemas in cognitive linguistics, Mouton de Gruyter: Berlin, 57-91.

- Gromann, Dagmar and Hedblom, Maria M. (2017). Body-Mind-Language: Multilingual Knowledge Extraction Based on Embodied Cognition. Proceedings of the 5th International Workshop on Artificial Intelligence and Cognition (AIC), CEUR Workshop Proceedings, Vol. 2090, 20-33
- Johnson, Mark (1987). The Body in the Mind. The Bodily Basis of Meaning, Imagination, and Reasoning. The University of Chicago Press.
- Lakoff, George (1987). Women, fire, and dangerous things. What categories reveal about the mind. The University of Chicago Press.
- Ribeiro, M. T., Singh, S., & Guestrin, C. (2016). " Why should I trust you?" Explaining the predictions of any classifier. In Proceedings of the 22nd ACM SIGKDD international conference on knowledge discovery and data mining (pp. 1135-1144).

Yan Wang, Alexander K. Rogers

Carthage College, Kenosha, USA

Informational and Interactional Alignment/disalignment: A comparative study of the Japanese sentence-final particle *yone* with English tag-questions

The Japanese sentence-final particle *yone* has been recognized as a tag-question-like device to seek confirmation or agreement. (e.g. Izuhara 2003, Saigo 2011). Recent studies (Xu, 2016; McGloin, 2020) suggest that *yone* is used to seek support when there “disalignment” occurs between the speaker and the addressee. Meanwhile, Pichler (2013) divides English tag questions (TQs) into “conducive” that seeks information or support, and “non-conducive” that signals alignment; while Gomez-Gonzalez’s (2014) distinguishes Addressee-centered, Speaker-centered, and Exchange-centered TQs.

This study comparatively investigates the discourse-pragmatic functions of Japanese *yone* and English TQ in conversations, aiming at clarifying their differences and providing a consistent and systematic interpretation of their multiple similar usages. From a Japanese database of two-party conversations recorded between 2006 and 2009, and online conversation databases of TalkBank (English), in total, 158 cases of *yone* and 36 cases of English TQs are examined. Inspired by the concept of “alignment” in stancetaking (Du Bois 2002, Heritage 2002, Keisannen 2007), adapting approaches of Discourse Analysis and Conversation Analysis, this study categorizes the cases of Japanese *yone* and English TQ into two major groups: “Informational alignment/disalignment” and “Interactional alignment/disalignment.”

In the Informational category, when the speaker assumes or realizes the existence of a disalignment in terms of knowledge and accessibility to the information involved in the conversation, both Japanese *yone* and English TQ can be utilized to seek confirmation from the addressee, or introduce a new topic/shift the subtopic. Conversely, Japanese *yone* is also used to present new or personal information that may not be known to the addressee, as in (1), which is not observed in the usages of English TQ.

(1)

F: *Oya ga Sapporo Ichiban Miso ramen ga daisuki de sa*

“My parents love Sapporo Ichiban Miso Ramen”

T: hhh hhh

F: *Itsumo Miso shika katte konai n da yone*

“They always only buy Miso Ramen yone”

In the Interactional category, when the speaker senses that a disalignment emerges from the unfolding conversation; i.e., the addressee disagrees with the prior speaker or responds with minimal or no agreement, they often use *yone* or TQ in the next turn to seek alignment from the addressee, as in (2).

(2)

JAM: ·hhh well anyway you having a good time?

ROD: *yeah::*

JAM: (0.6) good to home isn't it?

ROD: *well*

However, within this category, it is worth noting that English speakers may use TQ to challenge the prior speaker by expressing doubts toward their utterance, while Japanese speakers often use *yone* to show alignment or support to the prior speaker's statement, or backdown to reveal compromise after noticing a disalignment between them.

In sum, the Japanese sentence-final particle *yone* shares primary discourse-pragmatic functions with English TQ in that they both show an intersubjective stance of “burying the gap” in contexts when informational or interactional disalignment is noticed by the speakers. Nonetheless, due to its syntactic feature of deriving from the rapport-marker *ne* (Cook, 1992), compared to English TQ, *yone* shows a stronger tendency toward showing/seeking alignment.

Heinrich Weber

Eberhard Karls Universität Tübingen, Tübingen, Deutschland

Tübinger Tagessprüche zwischen Grammatikalität und Kreativität

Am Anfang des Lokalteils des „Schwäbischen Tagblatts“ stehen „Tagessprüche“, die – wie die Zeitung meint – jedes Mal Beispiele „der ganz großen Randbemerkungen, der überraschenden Wahrheiten, glänzenden Oberflächenanalysen oder tiefgründigen Erkenntnisse“ sind

(Steuernagel 2020). Als besten Spruch des Jahres 2019 bewertet sie eine Äußerung der Tübinger Bürgermeisterin Daniela Harsch, die sie Anfang November gemacht hat:

Ich bin unter 1,60 und blond. Mein Leben ist ein sexistischer Witz. (11.11.2019)

Der Spruch ist in mehrfacher Hinsicht interessant. In grammatischer Hinsicht handelt es sich um Kopulasätze mit koordiniertem präpositionalem (*unter 1,60*) und adjektivischem (*blond*) bzw. nominalem Prädikativ (*ein sexistischer Witz*), deren vielfältige Verwendungsmöglichkeiten eine eigene syntaktische Untersuchung rechtfertigten.

In sprachstilistischer Hinsicht repräsentiert er die Alltagssprache, wie sie „Politiker, Führungskräfte und das Uni- als Personal“ (a.a.O.) und manche andere, aber auch Kabarettisten Profis verwenden. Die mündliche Alltagssprache zeigt sich beispielsweise daran, dass die beiden Sätze asyndetisch parataktisch, d.h. ohne *darum* oder *weil* nebeneinanderstehen und nicht ausdrücken, dass der erste Satz den Grund für den zweiten angibt, sondern dies der Weltkenntnis und der Kommunikationssituation überlassen.

Als Text stellt er einen witzigen, weil überraschenden Zusammenhang zwischen der Person der Bürgermeisterin und dem Typ des sexistischen Witzes her. Sie äußerte den Spruch auf der Tübinger Feuerwehrkneipe, die wegen der dortigen „nicht immer gendergerechten“ Witze in die Kritik geraten war, und machte selbst einen Witz, der indirekt den Typ dieses Witzes als unpassend entlarvte. Sie brachte so die Teilnehmer der Kneipe „mit einem tollen Trick auf ihre Seite“ (Steuernagel 2020).

Seit vielen Jahren sammle ich die Tagessprüche des Tagblatts. Es ist ein Corpus zusammengekommen, das aufschlussreiche Belege für viele grammatische, stilistische und textlinguistische Erscheinungen bietet. Mein Beitrag, der sich auf Tagessprüche seit 2016 stützt, setzt sich zum Ziel, eine Auswahl aus diesen Erscheinungen vorzustellen, einzuordnen und zu kommentieren.

Literatur

- Steuernagel, Ulla (2020): „Hier wird diskutiert bis zum Ende des Klimawandels. Tagessprüche 2019“. In: Schwäbisches Tagblatt 09.01.2020, Lokalteil Tübingen.
- Weber, Heinrich (1993): "'Würze in Kürze'. Zur Technik des Tagesspruchs im 'Schwäbischen Tagblatt'". In: Heringer, H.J. / Stötzel, G., eds.: Sprachgeschichte und Sprachkritik. Festschrift für Peter von Polenz. Berlin u.a.: de Gruyter, 185-203.
- Weber, Heinrich (1988): "Die Stilblüte: Fehler oder Witz?". Weber, H., Zuber, R., Hrsg.: Linguistik Parisette. Akten des 22. Linguistischen Kolloquiums, Paris 1987. Tübingen: Niemeyer, 237-252.

Hubertus Weyer

Hochschule Magdeburg-Stendal, Magdeburg, Germany

What are the benefits of Learning and Teaching English for Specific Purposes with TV Series from an empirical point of view? A look at the current state of research about language teaching with videos, movies and TV series.

A self-study method which aims to facilitate learning English for Specific Purposes and which can also be used for in-class and online teaching will be briefly presented at the beginning of this paper. The method has been described as a conference paper in 2017 (Weyer). Subsequently, this paper will provide an overview of the current state of research into the benefits and drawbacks of using videos, movies or TV series for language learning purposes. Recent research has focussed on the learning effects achieved by watching movies in a foreign language with subtitles turned on (Birulés-Muntané and Soto-Faraco). Given the tremendous popularity of TV series and given the environment of the COVID 19 pandemic, distance and online language learning have become more significant than ever before. Therefore, it seems worthwhile to investigate the current state of research about the effectiveness of using TV series, videos and movies in language teaching and language learning.

References

- Birulés-Muntané J, Soto-Faraco S. 2016. Watching Subtitled Films Can Help Learning Foreign Languages. PLoS ONE 11(6): e0158409. doi:10.1371/journal.pone.0158409
- Weyer, H. 2017. Self-Study Tasks for Mixed CEFR Levels. Language Teaching Tomorrow. Available at: <http://urn.fi/urn:nbn:fi:jamk-issn-2343-0281-32>

Sophie Whittle

The University of Sheffield, Sheffield, UK

The Decline of Verb-Second (V2) in the History of English: Combining Historical and Theoretical Explanations for Change

Prior to Present-Day, English syntax historically exhibited an inconsistent verb-second (V2) rule, which saw the verb move to the second position in the sentence following the fronting of a type of phrase. There was a high amount of variation throughout the history of English with regard to the ordering of subject and verb, and many explanations attempting to account for this variation have been documented in previous literature. However, these attempts have been contradictory, with many accounts positing the effect of previous syntactic changes as the main motivations behind the decline of V2. For instance, morphosyntactic changes, such as the loss of clitics (van Kemenade 1987; Prasad 2000) and the loss of inflectional morphology (Haeberli 2002; Fuss 2003; Nawata 2003) have been loosely connected to changes in frequency for the loss of English V2. The questions surrounding the development of nonV2 in English have therefore yet to be answered, and it is clear that a holistic approach to explaining language change is required. The current paper aims to bring together explanations from different linguistic fields, to determine the factors

driving the changes in English V2. Using historical corpusbased methods, the study analyses both quantitatively and qualitatively the changes in frequency for the history of V2 in the Old, Middle and Modern English periods, to account for variation in a range of sentential environments. These methods delve into the study of information structure, prosody and language contact to explain variation within different syntactic contexts, with the current paper focusing on the interaction between different subject-types and fronted phrase-types. The analysis concludes that the combination of historical and theoretical factors are responsible for the position of the verb following movement, which opposes the individual effect of morphosyntactic changes upon the frequency of V2. The loss of English V2 therefore serves as an exemplar study within the field of historical linguistics, which combines a number of factors in explaining language change more generally.

References

- Fuss, E. (2003) 'On the Historical Core of V2 in Germanic', *Nordic Journal of Linguistics*, 26.2: 195–231
- Haeberli, E. (2002) 'Inflectional Morphology and the Loss of Verb-Second in English', In: Lightfoot, (eds.) *Syntactic Effects of Morphological Change*, Oxford: Oxford University Press, pp. 88–106
- Kemenade, A. van (1987) *Syntactic Case and Morphological Case in the History of English*, Dordrecht: Foris
- Nawata, H. (2003) 'The Rich Agreement Hypothesis and the Loss of Verb Second in English', *Studies in Modern English*, 19: 55–62
- Prasad, R. (2000) 'A Quantitative Analysis of the Loss of V2 in the History of English', *WCCFL 19, Proceedings*, 371–84

Jan-Oliver Wülfing

Human-Centred Multimedia, Faculty of Applied Computer Science, Universität Augsburg, Augsburg, Germany

What are Implications of Prosodic Speech for Augmented Communicators?

People who cannot or almost cannot articulate themselves verbally (known as augmented communicators) mostly rely on methods of Alternative and Augmentative Communication (AAC)¹. These offer them possibilities to communicate, e.g. via picture boards or voice output communication aids (VOCA). A VOCA is a high-tech device which allows the augmented communicator to type in her/ his utterance via letter keyboard or by pictograms. Then, she/ he has to hit the speaking button and the speech synthesiser synthesises the utterance.

Current VOCAs sound natural and intelligent, however, they miss the opportunity to let the augmented communicator's utterance sound emotionally. The verbally speaking people can manipulate their tone of voice (e.g. pitch, rhythm, or speed) mostly unconsciously throughout the day to let the interlocutor know their wishes, desires, or intentions emotionally – augmented communicators cannot (Portnuff, C. (2006)).

Therefore, a prototype of a prosodic VOCA has been developed – the EmotionTalker.

One little study (Wülfing, J.-O. & André, E. (2018)) with five augmented communicators showed promising results. They could use the prototype in their home environment and used it in different situations, e.g. playing ludo. For example, a child said: „I enjoy to tell my mum that I love her – in

a happy voice.” Another participant said that he favours the angry voice to talk in an exciting and louder manner about football with his friends.

Another study (Wülfing J.-O., Dang C.T. & André E. (2020)), 82 participants investigated in a listening test via an online survey which synthesiser would be suitable as an expressive speech synthesiser for a VOCA. eSpeak, MaryTTS, and CereVoice were tested annotated with SSML²-tags. They had to listen to 3*3*3 phrases in happy, angry, and sad contours. They had to rate each on a 5-point Likert-scale. CereVoice scored better than MaryTTS than eSpeak.

Further research questions are whether a prosodic VOCA will extend the communication duration between interlocutor and augmented communicator, and whether the communication process itself will be more lively.

¹ American Speech and Hearing Association www.asha.org/public/speech/disorders/AAC (accessed 09/15/20)

² Speech Synthesis Markup Language www.w3.org/TR/speech-synthesis11 (accessed 09/15/20)

References

- Portnuff, C. (2006). AAC: a user's perspective, Webcast available as part of the AAC-RERC Webcast Series. <http://aac-rerc.psu.edu/index.php/webcasts/show/id/3> (accessed 09/15/20)
- Wülfing, J.-O. & André, E. (2018). Progress to a VOCA with Prosodic Synthesised Speech. In: K. Miesenberger & G. Kouroupetroglou (eds), 16th International Conference on Computers Helping People with Special Needs (ICCHP), 539-546. LNCS, vol. 10896. Springer, Cham. https://doi.org/10.1007/978-3-319-94277-3_84
- Wülfing J.-O., Dang C.T. & André E. (2020). Synthesising Expressive Speech – Which Synthesiser for VOCAs?. In: Sojka P., Kopeček I., Pala K., Horák A. (eds), Text, Speech, and Dialogue. TSD 2020. LNCS, vol 12284. Springer, Cham. https://doi.org/10.1007/978-3-030-58323-1_43

Islam Youssef

University of South-Eastern Norway, Bø i Telemark, Norway

A Factorial Typology of Superheavy Syllables in Cairene Arabic, English and Hindi

A longstanding issue in phonological theory is how to represent superheavy syllables, i.e. syllables of the type CVXC which surface either as CVCC or CVVC. Assuming the moraic approach to syllable representation (Hyman 1985), I will consider the varying distribution of superheavy syllables in three languages – Cairene Arabic, English and Hindi – and discuss how they parse the final consonant in these syllables.

One option is extrasyllabicity, according to which the final consonant in a word-final syllable is parsed directly into the prosodic word, and hence not assigned a mora. This applies to non-superheavy CVC syllables, which will turn out light, and to CVXC syllables, which will remain heavy (bimoraic) and attract stress. This analysis accounts perfectly for Cairene Arabic where final superheavy syllables (being restricted to word-final position) are always assigned main stress, but final CVC syllables are never stressed (Watson 2002).

If we apply the same analysis to English, however, we run into trouble since English allows superheavy syllables in more positions in the prosodic word. For this reason, we propose that English allows branching final moras in bimoraic syllables (cf. Hall 2001). In Kelkar's Hindi (Hayes 1995), a stress distinction based on syllable heaviness is observed, whereby a CVVC syllable is assigned more weight than CVV (trimoraic vs. bimoraic). Moraic representations for both English and Hindi require that all consonants are parsed into the syllable (Hall 2002).

Within the frame of Optimality Theory (Prince and Smolensky 1993), a modified version of the constraint WEAKEDGE (Spaelti 1994; 1a) provides a unified account of the above patterns. A high ranking of this constraint will result in parsing final consonants as extrasyllabic, while a low ranking will require all consonants to be syllabified in this position. I demonstrate how the interaction of WEAKEDGE with the standard constraints in (1b-d) yields a neat factorial typology (2), which explains the distinct behavior of superheavy syllables in these languages.

- (1) a. WEAKEDGE: The right periphery of a prosodic constituent should be empty
 - b. *3μ: No trimoraic syllables allowed
 - c. NOBRANCH: Each segment is linked to its own mora when at peak or coda
 - d. PARSE-seg-TO-σ: Every segment must belong to a syllable
- (2) a. Cairene: WEAKEDGE, NOBRANCH, *3μ >> PARSE-seg-TO-σ
 - b. English: PARSE-seg-TO-σ, *3μ >> WEAKEDGE, NOBRANCH
 - c. Hindi: PARSE-seg-TO-σ, NOBRANCH >> WEAKEDGE, *3μ

References

- Hall, T. A. (2001). The distribution of superheavy syllables in modern English. *Folia Linguistica* 35: 399-442.
- Hall, T. A. (2002). Against extrasyllabic consonants in German and English. *Phonology* 19: 33-75.
- Hayes, Bruce (1995). *Metrical Stress Theory: Principles and Case Studies*. University of Chicago Press.
- Hyman, Larry M. (1985). *A Theory of Phonological Weight*. Foris Publications.
- Prince, Alan & Paul Smolensky (1993/2004). *Optimality Theory: Constraint Interaction in Generative Grammar*. Blackwell.
- Spaelti, Philip (1994). Weak edges and final geminates in Swiss German. In González (ed.), *NELS 24: Proceedings of the North East Linguistics Society* (pp. 573-588).
- Watson, Janet (2002). *The Phonology and Morphology of Arabic*. Oxford University Press.

Rusudan Zekalashvili

Staatliche Iwane-Dschawachischwili-Universität Tiflis, Fakultät der humanitären Wissenschaften, Institut der georgischen Sprache, Tbilisi, Georgien

Indirekte Rede und ihre Merkmale im Georgischen

Fragestellung. Die Aktualität des zu behandelnden Themas ergibt sich aus dem Umstand, dass neue lexikalische Mittel der Georgischen indirekten Rede (besonders im Alltagsgespräch) bisher noch nicht in linguistischen Arbeiten erforscht wurden. Die Forschungsergebnisse geben uns die Möglichkeit, einige theoretische Generalisierungen aufzustellen und den Entwicklungsprozess der georgischen Rede in diesem Bereich aufzuzeigen.

Methoden. Die Analyse beruht auf Materialien aus georgischen literarischen Texten, der Alltagsrede, sowie auch Datenbasis des Nationalkorpus der georgischen Sprache (GNC) und Korpus der georgischen Mundarten (GDC). Für die Datensammlung wird auch eine Befragungsmethode gebraucht. Empirische Daten werden mit der deskriptiven und vergleichenden Methode analysiert.

Ergebnisse. In der Arbeit wird besondere Aufmerksamkeit den lexikalischen Mitteln zur Wiedergabe der indirekten Rede geschenkt. Zwei Möglichkeiten bei der Wiedergabe der indirekten Rede sind hervorgehoben:

1. Umformung der fremden Rede in die indirekte als Satzgefüge mit *dass*-Konjunktionen. In diesem Fall sind einige Änderungen im grammatischen Bau des Satzes obligatorisch (dies betrifft Person, Zeit und Modus der Verben).
2. Fremde Rede kann ohne genannte Umformung wiedergegeben werden: nur mit der Anwendung der Partikel der indirekten Rede (für die erste Person – *-metki*, *-tko* und für die dritte Person – *-o*).

Außerdem wird eine neue Partikel in den Mundarten und im georgischen Alltagsgespräch festgestellt und erörtert, die sehr verbreitet ist, aber von den Linguisten als solche Partikel noch nicht betrachtet wurde. Das ist ein Partikel *meutxari* (<*me vutxari*), die besonders verbreitet in den Mundarten und der Alltagsrede ist.

Die Angaben bestätigen, dass diese Partikel die gleiche Herkunft wie *metki* hat 'ich habe gesagt' (die zweipersönliche Form des Verbs *ambobs* 'sagen'). Das ist aber die dreipersönliche Verbform (*eubneba* 'sagen') ohne Personalpräfix: *me (v)utxari* 'ich habe ihm gesagt'. Besonders auffallend ist, dass die Personalmarker der ersten Person -v in beiden Formen schon weggefallen sind. Das beweist, dass diese neue Form schon als Partikel betrachtet werden kann. Sie hat ihr eigenes Feld der Anwendung: nur im Gespräch (im Dialog) bei der Wiedergabe eigener Rede der ersten Person (des Gesprächsführers) im früheren Dialog, sozusagen "Dialog im Dialog". Dabei ist zu betonen, dass diese Partikel oft zusammen mit der literarischen Form *-metki* auftritt.

Schlussfolgerungen. Zum Schluss wird die These vertreten, dass die Ähnlichkeit beider oben genannten Formen und ihre gleiche Herkunft von den Verbalformen den lebendigen Prozess des Sprachwandels beweisen. Das zeigt auch den Weg dieser Änderungen aus dem Alltagsgespräch und den Mundarten in die Standardsprache.

Literatur

Arabuli, A. (2004). *Georgian speech culture*, Tbilisi: *Universali* (In Georgian).

Boeder, Winfried (2002). Speech and thought representation in the Kartvelian (South Caucasian) languages, in: Tom Güldemann – Manfred von Roncador (edd.): *Reported Discourse. A meeting ground of different linguistic domains* (= *Typological Studies in Language* 52). Amsterdam – Philadelphia: Benjamins, pp. 3-48.

Kvachadze, L. (1988). *Syntax of Modern Georgian Language*. Tbilisi: *Ganatileba* (In Georgian).

Shanidze, A. (1980). *The Basics of the Grammar of the Georgian Language*, vol. 3, Tbilisi: Tbilisi University Press (In Georgian).

GNC – The Georgian National Corpus URL: <http://gnc.gov.ge/gnc/page>

GDC – Georgian Dialect Corpus URL: <http://corpora.co/#/>

Attracting a representative corpus of special texts for harmonization of branding terminology.

As a result of globalization and the rapid development of transnational economic relations, there is a massive borrowing of economic knowledge gained abroad and the development of terminology. In this regard, the urgent problem is to systematize and harmonize the terminology of branding and to identify the role of extralinguistic factors such as economic cycles and general trends in the field of communication technologies and marketing in the formation of terminology of subject area of branding.

In accordance with the ISO 860: 2007 standard, which regulates terminological activities in the aspect of harmonization, a distinction is made between the harmonization of concepts and the harmonization of terms. Harmonization of concepts is “activity leading to the establishment of a correspondence between two or more closely related or overlapping concepts having professional, technical, scientific, social, economic, linguistic, cultural or other differences, in order to eliminate or reduce minor differences between them”, and the harmonization of terms is “activity leading to the selection of designations for a harmonized concept either in different languages or within the same language”[1].

In connection with the expansion of the geographical structure of exports and the increase in international economic contacts to harmonize the terminology of branding, publications of the World Intellectual Property Organization (hereinafter – WIPO) are of particular interest. WIPO “promotes the development of innovation and creativity in the interests of economic, social and cultural development of all countries through the creation of a balanced and effective international intellectual property system” [2]. The official publication of WIPO is the magazine “WIPO MAGAZINE” (hereinafter – the Magazine), and it presents publications both in Global English, and in various national variants of the English language.

The research material was articles from all 150 issues of the Magazine available in electronic format for the period from 1998 to 2020. The method of continuous sampling was used to select 95 articles in which the central terminology of the subject area of branding such as trademark (mark), brand, branding is found. These terms nominate the basic concepts of branding – “trademark”, “brand”, “branding”. It should be noted that in the Belarusian legislation of the above concepts, the only one is used – “trademark”, which is defined as a designation that helps to distinguish goods or services of some manufacturers from similar goods or services of other manufacturers [3]. At the same time, the term “trademark” is represented in translation dictionaries differently. Since the main content of the Magazine’s articles is related to legal or economic content, the concept nominated by the term trademark most closely matches the concept of a trademark registered in the established manner, which has distinctiveness. Attracting a representative corpus of special texts to identify systemic relationships that exist in branding terminology as a whole will clarify its composition, conceptual-categorical apparatus, and will lead to harmonization of the term system for the most accurate definition of concepts in the process of communication in the subject area of branding.

References

- [1] ISO 860:2007 Terminology work – Harmonization of concepts and terms [Electronic resource] Mode of access: <https://www.iso.org/standard/40130.html> (date of access: 10.10.2020)
- [2] Portal of the World Intellectual Property Organization [Electronic resource] // Mode of access: <https://www.wipo.int/portal/ru/> (date of access: 11.04.2020).
- [3] Law of the Republic of Belarus On Trademarks and Service Marks [Electronic resource] Mode of access: https://kodeksy-by.com/zakon_rb_o_tovarnyh_znakah_i_znakah_obslyzhivaniya/1.htm (date of access: 04.10.2020)

Fang Zhou, Si Chen, Bei Li, Angel Wing Shan Chan, Tempo Po Yi Tang, Eunjin Chun, Phoebe Choi, Fiona Cheng, Chakling Ng, Xinrui Gou

Department of Chinese and Bilingual Studies, Hong Kong Polytechnic University, Hong Kong, China

Prosodic Marking of Focus in Cantonese-speaking Children with and without Autism Spectrum Disorder

Speech prosody plays an important role in indicating whether the information is new or given in the conversation. As Cantonese is a tonal language, the interaction between speech prosody and lexical tones is worth investigating. English-speaking Children with Autism Spectrum Disorders (ASD) were found to misuse the prosodic cues across communicative settings (Nadig & Shaw, 2011). This study mainly explores the prosodic marking of ‘focus’ (new information) in Cantonese children with and without ASD, which includes acoustic cues such as pitch, intensity and duration. Fourteen subjects with ASD were matched with fourteen typically developing children (TD) according to their age, gender, IQ score, language performance and musical training background. Participants were asked to play a game by answering questions about pictures shown on the computer screen. The stimuli include 5-syllable sentences describing an action in a picture. Sentences with two types of tone (same tone on each word and mixed tones) are designed to elicit various focus conditions (broad focus, narrow focus and contrastive focus) at different positions (initial, medial and final). To test whether children with and without ASD use the same acoustic cues to indicate words on focus, the answers of participants recorded in the speech lab were evaluated acoustically. F0 values and intensity were extracted at 20 normalized time points from each syllable. Linear mixed-effects model was fit to analyse mean F0, range F0, mean intensity and duration with comparison (baseline & focus), tone type (mixed & same) and tone direction (rising & level) as fixed effects. Overall, Cantonese-speaking children with ASD could not use speech prosody to mark information structure appropriately. One of the significant outcomes showed that ASD children tend to emphasize every word of the sentence. The mean F0 of every syllable was raised regardless of ‘topic’ (given information) and ‘focus’, while in TD control group only that of on-focus word was increased. The performance of Cantonese ASD children had similar prosodic characteristics as English ASD children (Nadig & Shaw, 2011) whose production included consistent pitch varying and intonation exaggerating. Moreover, Cantonese TD also manipulate the range F0 of pre-focus and post-focus components to manifest ‘focus’. However, the values of pith range within every syllable in ASD group had no comparison between the baseline and focus conditions. As for tonal factors, TD group were found to have greater pitch variations while producing sentences with mixed tones, but little difference was revealed in ASD group between the production of sentences with different tone types. Since few studies have examined abnormal use of prosody to mark information structure in tonal languages like Cantonese, this study is the

first to employ the statistical modeling procedures in comparing speech production of children with and without ASD. Seeing that different social judgments could be caused by subtle prosodic differences (Shield et al., 2020), the implications of this study address the importance of relevant clinical applications for ASD children.

References

- Nadig, Aparna, & Shaw, Holly. (2011). Acoustic and Perceptual Measurement of Expressive Prosody in High-Functioning Autism: Increased Pitch Range and What it Means to Listeners. *Journal of Autism and Developmental Disorders*, 42(4), 499–511. <https://doi.org/10.1007/s10803-011-1264-3>
- Shield, Aaron, Wang, Xin, Bone, Daniel, Narayanan, Shrikanth, & Grossman, Ruth B. (2020). Conversational correlates of rapid social judgments of children and adolescents with and without ASD. *Clinical Linguistics & Phonetics*, 1–13. <https://doi.org/10.1080/02699206.2020.1771772>

Viktoriia Zhukovska

Department of Crosscultural Communication and Applied Linguistics, Zhytomyr State Ivan Franko University, Ukraine

Pragmatic functions of English detached Participle I clauses with the explicit subject: a simple collexeme analysis

This study presents the results of the quantitative corpus analysis aimed at establishing pragmatic differences between two English alternative grammatical constructions (the detached augmented [*with*[SubjCOMMON NOUN][VPARTICIPLE I]] construction vs unaugmented [*with-less*[SubjCOMMON NOUN][VPARTICIPLE I]] construction), as in:

She held out her hand. He just touched it, his hand trembling (BNC-BYU, FR6); It was a clear, fresh night, with smoke blowing about from small fires in the gardens (BNC-BYU, GW8).

Although extensive research has been devoted to morphosyntactic features of these constructions, less attention has been paid to their semantic and pragmatic distinctions, especially in a way of a quantitative corpus collostructional analysis of the subject slot. In line with the basic assumptions of usage-based construction grammar [2] and quantitative corpus linguistics [1, 3], it is proved that structurally similar constructions are different sub-constructions if they exhibit distinct communicative functions.

On the data collected from the BNC-BYU corpus (2950 and 1535 examples of each construction respectively), a simple collexeme analysis [1, 3] is conducted to examine how nouns attracted to the subject slot define the meaning of the analyzed constructions. The quantitative data demonstrate that noun collexemes of the [*with-less*[SubjCOMMON NOUN][VPARTICIPLE I]] construction display rather homogenous semantics and evoke 9 semantic frames (BODY_PARTS, TEAM, KINSHIP, etc.). The [*with*[SubjCOMMON NOUN][VPARTICIPLE I]] construction is associated with semantically heterogeneous nouns that evoke 19 semantic frames (PEOPLE, PEOPLE_BY_VOCATION, COMMERCE_SCENARIO, etc.).

The register distribution analysis proves that the [*with-less*[SubjCOMMON NOUN][VPARTICIPLE I]] construction is mostly frequent in fiction prose texts. The [*with*[SubjCOMMON NOUN]

[VPARTICIPLE I]] construction is prevailingly used in newspaper and magazine articles. Functioning in different registers, these constructions perform distinct pragmatic functions. The majority of collexemes expressing parts of a body in the [Subj] slot, the prominent function of the [with-less[SubjCOMMON NOUN][VPARTICIPLE I]] construction is to provide additional facts about physical, emotional and psychological characteristics of the matrix referent. When a general factual noun is used as the subject of the construction, it realizes the peripheral function of support, adding comments, specification, explanation to the matrix event. The [with[SubjCOMMON NOUN][VPARTICIPLE I]] construction exhibits the only prominent function of support and provides supplementary details to the actions and processes in the matrix clause. With the distinctive noun lexemes evoking the semantic frame PEOPLE, the construction is used to promote the general significance of a human being for a newspaper or magazine message.

The obtained findings suggest that the English detached with/ with-less Participle I with the explicit subject clauses are different grammatical constructions that are semantically motivated and pragmatically distinct.

References

- Gries S. Th. More (old and new) misunderstandings of collocation analysis: On Schmid and Küchenhoff (2013). *Cognitive Linguistics*. 2015. № 26(3). P. 505–536
- Hoffmann Th. Construction Grammars. *The Cambridge Handbook of Cognitive Linguistics*. Ed. B. Dancygier. Cambridge: Cambridge University Press. 2017. P. 310-329.
- Stefanowitsch A. Collocation analysis. *The Oxford Handbook of Construction Grammar*. Eds. Th. Hoffmann, G. Trousdale. Oxford: Oxford University Press. 2013. P. 290-307.

Jana R. Živanović

Faculty of Philology, University of Belgrade, Serbia

The influence of input and interaction in second language acquisition among adult speakers

What crosses our mind first when we speak about language acquisition is grammar and vocabulary acquisition. These are presented as the foundation for language comprehension. In the 1990s, Bachman highlighted the significance of pragmatics in the acquisition process, putting at the forefront the connection between utterance and meaning. This paper deals with the influence of input and interaction on second language pragmatics acquisition. The majority of research is oriented towards children's acquisition, while studies exploring language acquisition among adults are scarce. To address this gap, this paper reconsiders the process of second language pragmatics among adult speakers. This study consists of several parts: the introduction which explains the notion of pragmatics in global and in the context of interlanguage pragmatics (i.e. second language pragmatics). This part also tackles the difference between pragmalinguistics and sociolinguistics as subcategories crucial for language use (Leech, 1983; Thomas, 1983; Soler & Martinez-Flor, 2008; Taguchi & Roever, 2017). The main part of the research focuses on input and interaction from the perspective of cognitivist and socialist theories. It elaborates on mental processes that take part in acquisition, making distinction between conscious and unconscious state of mind which are related to learning and acquisition (VanPatten, 2015). We provide an

overview of input and its characteristics (Richards & Schmidt, 2010; Ellis, 1994), underlining its importance for pragmatics acquisition. At the same time we draw attention to interaction, seen as the vital factor from the point of socialization theories. On a final note, this study indicates the application of different theories in the context of language classroom, noting that cognitivist theories have been far more used in language instruction, due to their nature. It also suggest that pragmatics is teachable, despite its obvious lack in curricula, but that teachers should be aware of students' overall goals prior to attempting to include pragmatics in the course plan.

References

- Leech, G. (1983). *The Principles of Pragmatics*. London: Longman.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics* 4, 91–112.
- Alcon Soler, E. & Martinez-Flor, A. (2008). Pragmatics in foreign language contexts. In Alcon Soler, E. & Martinez Flor, A. (Eds.). *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing*. Multilingual Matters. 3–25.
- Taguchi, N., & Roever, C. (2017). *Second Language Pragmatics*. Oxford University Press.
- VanPatten, B. (2015). Input processing in adult SLA. In B. VanPatten & J. Williams (Eds.). *Theories in Second Language Acquisition*. Taylor & Francis, 113–135.
- Richards, J., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics: Fourth Edition*. Harlow: Pearson Education Limited.
- Ellis, R. (1994). *The Study of Second Language Acquisition*.

Dmitry Abrosimov

Moscow City University, Moscow, Russia

Sociocognitive approach in media text analysis

Modern linguistics emphasizes media discourse as an object of research of special interest due to its potential impact on society (Cameron, 2003). This feature is not solely reduced to the fact that media texts make use of a set of different genres and discourse hybrids, but rather extends to the macrostructure of the texts – pragmatics objective that depends on a particular strategy for covering an event or media subject. Pragmatics can manifest itself to varying degrees and at different stages of the development of an event or media subject. Thus, in addition to the obvious informative function, media texts are in accord with the first function implementing assertion of influence (van Dijk, 1988).

While taking into account the degree to which speech exerts its influence through media sources (e.g. social networks, news media, public figures), it is important to note that assessing overall presupposition and intention of the source remains an everchanging methodological construct. Therefore, due to omnipresence and interconnectivity of media it is essential to study the potential impact of media texts and the specific mechanism of such an impact.

Contemporary scientific paradigm has at its disposal many linguistic and interdisciplinary methods for studying discourse. One of the most accurate methods of studying media and political discourse is critical discourse analysis developed by Teun A. van Dijk. The scientist was the first to introduce the concept of semantic microstructure (van Dijk, 1988) (characterized by overall connectivity of texts and thematic content) and pioneered the sociocognitive research approach in linguistics (van Dijk, 2008).

Media texts are typically part of a series of articles that cover a news event over a certain period of time or single media entities, e.g. press conferences or interviews. At the same time, a news event evolves by including new participants, changing its scale, creating new circumstances, etc., while single media entities might as well be a part of a grander news subject, but given the unscripted nature of discourse medium, it calls for a different approach.

The present study focuses on metonymy markers and evolution over time of unraveling news coverage, which presents a set of instruments to determine pragmatic features and the authorial or editorial stance. Modeling the evolution and identifying universal trends in changing the nature of the media text's message is of utmost importance for any discourse study. That objective is impossible to achieve without involving actual stakeholders of discourse – listeners and readers, which calls for further implementation of the sociocognitive approach.

References

- Cameron, D. (2003). *Globalizing "Communication"*. New Media Language. London: Routledge.
Dejk, T. van (1988). *News as Discourse*. New York: Hillsdale.
Dejk, T. van. (2008). *Discourse and context. A sociocognitive approach*. New York: Cambridge University Press.

T. Stoppard's *Arcadia*: analysing translation

The study contains information on lexical and syntax stylistic devices. The subject of the study is the text of T. Stoppard's play *Arcadia* and its translations into Russian.

The main objective of the research is to study the relevant stylistic means used in the play and the strategy for translating these means into Russian. The purpose of the study was to solve the following tasks: 1) to define the subject of stylistic research; 2) to classify stylistic means typical for a drama work; 3) to collect material based on T. Stoppard's *Arkadia* and translations of the play into Russian; 4) to analyse the empirical data; 5) to identify and classify relevant stylistic tools and strategies for their English-to-Russian translation.

The first stage was to create an empirical basis for the research – a sample of the use of lexical and syntactic stylistic tools such as euphemisms, action/state predicates, syntactic parallelism, paired synonyms and inversion in the play. In the second stage of the study, the available translations of the play were searched for. Next, there was a search for translations of selected English-language material in the translations of Ekaterina Rakitina and Olga Varshaver, as well as an analysis of the use of translation techniques that were used by these translators. On the basis of the analysis, patterns of translation of certain stylistic means are put forward.

The analyses have revealed that euphemisms can be both adapted for translation to save the level of expression and don't match the level of euphemization in the original language with the language of translation. The drama discourse assumes high expressiveness and, with a low frequency of euphemisms use in Russian, the choice of non-euphemized lexical units promotes adequate information transfer.

Stylistic parallel structures can be adapted in four ways: 1) fully repetitive structures and lexical units; 2) the use of the same word family words, grammatical forms of the same lexeme; 3) phrases with a similar structure and meaning, but formed with different lexical units; 4) repetitive units completely replaced.

The most common are the first and the last one for a theater performance. However, a translator of drama should consider whether the play is going to be staged and opt for an appropriate way.

Considering inversion, the inversion of balance is more frequent than exclamation inversion. Moreover, the level of expression is often increased by lexical means which can contribute to highlighting crucial points of a speech.

Thus, to sum up, it is crucial to take into account the frequency of use of one or another type of inversion to maintain the level of expressiveness in the translation in order to perform fictional translation, especially the translation of a drama.

Jennet Bakieva

Moscow City University, Moscow, Russia

Strategies and tactics of translating articles from English into Russian (based on British literature)

The research focuses on the category of article definiteness and indefiniteness based on the modern British fiction literature. The material of the theses are several literary works of the British writer Ian McEwan and their respective Russian translations.

The research is based on a comparative typological analysis of the methods for translating the category of definiteness and indefiniteness from English into Russian. The relevancy of the research is supported by the need for comprehensive linguistic study of strategies to translate the category of article definiteness and indefiniteness. As a result of the research, the strategies and techniques when translating this category from English into Russian are determined.

Daria Baklykova

Moscow City University, Moscow, Russia

Russian-to-English translation features of intensifiers in political speeches

Intensity is the quality of a linguistic unit to intensify additional quantitative and qualitative characteristics of objects and their properties. This category is frequently associated with the emotional side of the statement, with the expressive stylistics of the text and the category of appraisal. It is present in the semantic structure of various parts of speech, for example, such as a verb, noun, adverb. The category of intensity is a popular research topic with many linguists.

This research aims to look into various ways of translating intensifiers in political speeches from Russian into English, focusing on intensifying words *именно*, *исключительно*, *только*, and try to identify, systematize and describe their features.

There are several ways of representing intensification in the Russian language. One of these methods is the use of particles, which can emotionally enhance a particular word or denote a particular object or phenomenon. Means of intensification have the ability to strengthen the meaning of other words, but they themselves lose their own meaning and even, sometimes, change their grammatical functions. This can be clearly seen in the following example, “***Именно от вас**, вашего педагогического мастерства, мудрости, терпения, душевной чуткости и любви к своим питомцам во многом зависит, с какими знаниями вступит во взрослую жизнь молодое поколение граждан России, к каким нравственным ориентирам будет стремиться*”. The particle *именно*, which related to a pronoun, is translated as entirely (adverb) and modifies a verb in the English version: “*The knowledge the new generation of Russian citizens accumulate and the moral guidelines they will strive to **entirely depend** on you and your teaching skills, your wisdom, patience, empathy and love for your students*”.

Comparative analysis of Russian political texts and their English translations reveals a number of regular transformations, systematization of which presents certain interest for further research in the field of lexicology, stylistics, and theoretical grammar.

Anna Belyaeva

Moscow City University, Moscow, Russia

Verbal nouns in their attributive function: compression strategies in Russian-to-English interpreting

The research is carried out within the framework of one of the fastest growing avenues of linguistic research and is devoted to the current problems of Russian-to-English interpreting.

It is common knowledge that speech compression is the fundamental feature of interpretation. Given that interpreters have to work in real time, compression allows to fit the original text's pragmatics into a more concise form. Growing international contacts as well as the ever-increasing need for better interpretation skills determine the relevance of the research.

Traditionally, Russian verbal nouns in their attributive syntactic function are characteristic of formal style. These nouns are always featured in complex word collocations that interfere with the perception and translation of the text.

The ultimate goal of the research is to examine the specifics of such verbal nouns, to analyze the most common compression strategies and tactics used by interpreters to convey them into English and draft guidelines for conference interpreting. The study material includes simultaneous interpreting examples of speeches of Russian political leaders at international forums and conferences (*The Russian Investment Forum, Russia-Africa 2019 Economic Forum, The Valdai Discussion Club, The UN General Assembly sessions, The G20 summit, The 'Normandy four' summit*).

Marina Bobina

Moscow City University, Moscow, Russia

Literary critics' critical discourse features (based on J. Mullen and J. Greens' works)

The paper focuses on the features of the critical discourse based on J. Mullen and J. Green's works. Our goal is to identify the most common features of the critical discourse as John Green and John Mullen are outstanding literary critics and the way they voice their opinion is relevant to research into. The paper features the frequency of stylistic, lexical and structural techniques used by the authors to interpret literary texts, to attract the reader's attention and form an opinion about the work.

The author dwells on step-by-step research techniques that help to analyse text in order to identify the features of the texts and personal critics' idiostyle. The research reveals the tendency of involving the reader into the analysing process by using directives and rhetorical questions that are dialogical in nature. The lexical features show the authors' opinion and personal assessment in the text by using evaluative and expressive words with occasionalisms. The syntax features are anaphora, polysyndetons and parenthetical words that show compelling authors' arguments.

The research enables to frame a close relationship between the authors' intentions and the peculiarities of the text construction and the use of certain lexical units in the critical discourse of the literary critic in order to influence the reader. The research reveals that critical discourse shows tendency to involve reader into the process.

Natalie Budarova

Moscow City University, Moscow, Russia

Linguistic and cognitive analysis of English nicknames

The paper is devoted to the study of national and socio-cultural specific features of English nicknames in the Internet discourse. A new virtual space now has become a platform for self-expression inter alia by means of personal names, or nicknames, which are used in the world network. Self-nomination in the Internet space fulfills the function of the informal Internet-anthroponyms. Unlike in real life, Internet-users take names by their own and intend to establish the initial contact via given nicknames.

For the past decades, there has been a growing interest in correlation between language and culture. The paper gives rise to a linguo-cognitive analysis of national and culture-specific features of nicknames in Internet chat communication. The methodology is based on content analysis of complex linguistic nicknames created by participants of the Internet discourse.

About 2,000 samples of nicknames were selected from the leading social networking websites, including such platforms as Instagram.com, Twitter.com, Facebook.com and Tumblr.com. The nicknames collected were compartmentalized into 20 clusters, according to their semantic features. The cognitive analysis of the nicknames showed that most of them reflected the real names of the Internet users (*Alicehenstrom*, *BrianCristol*). The research makes it clear that some outstanding nicknames are to draw attention to a person's virtual personality in order to communicate with other people (*IamDanielThomas*, *our-little-clouds-in-my-room*, *a_mystical_soul*). Some nicknames show people's attitudes and perceptions when it comes to hobbies, food, animals or nature (*AgentSpeedster7*, *tinky__winky__*, *coolcat101s*, *Toni_sunshine26*, *dark_chocolatte519*). The research shows that there's a tendency to connect one's interests and virtual self-nomination. The linguistic analysis of the nicknames showed that about 70% of nicknames are dressed with some punctuation signs (*I.o.v.e__h.a.t.e.r__486*, *cute._.little._.puppyzz*). Phonetic devices forming English nicknames feature doubled vowels and consonants (*barbieeeeeee89*, *lilliannnnx*), alliteration (*doubledepression*, *_.soul_searcher_*),

assonance (*candy_sandy__*, *myprime__*) and consonance (*sweetbutbeastt*, *view-through-my-windows*). The most frequent lexical and syntactic devices are allusion (*poly_brokenangel*, *god_of_thunder90*), hyperbole (*the_dark_lonely_wolf*), self-irony (*fatttt.potatooo*, *chickenlegs2301*), rhyme (*lazy-but-amazing*, *itsasmallgirlafterall*) and attributive chains (*can-you-love-me-by-the-way-i-am*, *into-the-spirals-of-my-eyes*).

Julia Bukina

Moscow City University, Moscow, Russia

Cultural specifics of audiovisual text in the Russian versions of American TV series and films

One of the problems faced by translators arises from extralinguistic references to items that are tied to culture, history, or geography of the country the text originates from. Such words and phrases deeply rooted in their source culture may be unknown to the target audience or have no appropriate equivalent in the target culture. These units therefore tend to pose serious translation challenges.

The paper focuses on how culture-bound terms are translated in audiovisual discourse – texts that are “constrained” by timing limitations and the need to conform to the unamendable video track. Our goal is to identify the translation strategies most commonly used in the two major types of audio translation, dubbing and voice-over. The paper features the findings of the analysis of cultural terms in English-Russian translation of feature shows and films released in 2010-2020, namely *Good Place*, *How to Get Away with Murder*, *The Social Network* and *Marriage Story*.

At the first stage the empirical corpus was built which amounted to 124 units. The second stage saw corpus analysis aimed to identify the functions of culture-bound units in the context. At the third stage we studied the translations from the corpus to identify the strategies used: (1) Loan, (2) Calque, (3) Explication, (4) Substitution, (5) Lexical recreation, (6) Omission, (7) Addition, (8) Contextual translation, (9) Cross-semiotic translation. At the final stage the comparative analysis of source units with their translation was carried out in order to determine whether the original functions were preserved.

The study showed that most investigated units were successfully adapted, however several cases can hardly be called appropriate translation. The proportion of unsuccessful translations in dubbing (17.5%) and voice-over (25.5%) suggests that despite the need to create a phonetically lip-synced text dubbing does not pose a greater challenge realia-wise. The higher rate of translation failures in voice-over could be attributed, firstly, to lower qualification of translators, and, secondly, to the fact that dubbed versions have more proof-reading stages when possible errors could be corrected.

In terms of the most common translation strategies, the following correlations between dubbing and voice-over were elicited: the top three are (interchangeably) Loan, Substitution, and Explication, followed by Calque and Contextual translation. The least common are (interchangeably) Omission, Addition, Cross-semiotic translation, and Lexical recreation.

Roman Bulando

Moscow City University, Moscow, Russia

Defining genre relations in anime discourse

Overseas the anime market has been constantly growing since 2012. In 2018 it amounted to 10,092 hundred million yen while the domestic market totaled 11,722 hundred million yen (AJA, 2020). Thus, the overseas anime market may be expected to outgrow the domestic market in the next five years. It has become apparent that the anime phenomenon has proven itself a vital object for serious research.

Back in the 20th century, linguists advanced in their attempts to investigate cinema and animation as a linguistic and linguocultural phenomenon (Lotman, 1976), anime being considered a purely cultural construct, or one of possible literary narratives and cinematography (LaMarre, 2009).

The goal of this study is to make a step towards describing anime as a unique independent discourse variety, which cannot be achieved without examining the anime genre system. A previous study (Cho et al., 2020) offered a typology of anime genres based on popular English-language-based streaming services, yet the ideas and results presented in (Cho et al., 2020) may find future development.

Firstly, using the Japanese typology may show unique differences or nuances in seeing anime as a product. Secondly, not every “genre” or “category” is equal in their hierarchy and there can still be unrevealed relations between them. Thirdly, it is also possible to incorporate the most common relations between categories and genres to create genre-based clusters.

Thus, this paper seeks to 1) compare existing Japanese and English anime “genres”, differentiating “genre”, “category” and “theme”; 2) create a hierarchical structure of these three terms (e.g. “aging” “shōnen” (for boys) will be hierarchically higher than “military”, “maho-shojo” (magical girls) and “mystery”); 3) build connections between genres, categories, themes and sub-genres (e.g. “superpower” and “adventure” are more likely to be connected to “shōnen” (for boys) while “romance” and “bishōnen” (beautiful boys) to “shōjo” (for girls)); 4) trace dynamics within the anime market for its 100-year existence.

The results are based on data analysis from more than 10,000 anime titles of the modern streaming platforms (Netflix, Amazon Prime, CrunchyRoll, Wanim, etc.), artwork databases (MyAnimeList, AniDB, Anilist, Kitsu, etc.) and Japanese anime database websites (Videx, MFPlus, Dアニメストア etc.).

The paper features some findings related to the structure and functionality of the genre system in the anime discourse.

References

- AJA (Association of Japanese Animations) (2020). *Anime Industry Report 2019*. <http://aja.gr.jp/english/japananime-data>
- Cho, H., Disher, T., Lee, W.-C., Keating, S. A., & Lee, J. H. (2020). *Facet Analysis of Anime Genres: The Challenges of Defining Genre Information for Popular Cultural Objects*. <https://www.nomos-elibrary.de/10.5771/0943-7444->

Danila Bushuenkov

Moscow City University, Moscow, Russia

Emotions in the language: Russian and English scripts

The paper covers the key features of the subject-object perspective changes of an utterance in the context of Russian-to-English translation of descriptions of emotions, focused on the differences in their meanings and their use in speech, determined by these differences.

The ultimate goal of the study is to analyze subject-to-object changes of Russian and English emotional expressions, as well as to define the principles which determine the choice of the translation pattern as regards the subject-object perspective change. Unlike English, Russian is exceptionally rich in "active" emotional verbs, when a person "takes on" responsibility for what is going on, while in English in most cases the protagonist is treated as a "victim" of the emotions.

Translation patterns will be offered and the regular mechanisms which explain the choice will be presented.

Elizaveta Busurina

Moscow City University, Moscow, Russia

Analysis of metonymic transformations in English-to-Russian translation of adjectives (based on mass media texts)

There is evidence to suggest that metonymy is central to translation. Given that languages are not identical structure-wise and content-wise, shifts when translating between languages are inevitable. Thus, it is relevant to develop certain models of metonymic transformations as it helps to systemize the process of translation and facilitates interpreters' training.

There are various studies which focus on systematic methods for translating nouns and verbs from English into Russian and back. However, when doing preliminary research we have noticed that little is known about metonymy in translation of adjectives and there are very few regular models for Russian-to-English translation of adjectives. Thus, the paper aims to work out models for translating English adjectives into the Russian language, taking into account structural and semantic transformations of words and phrases featuring adjectives.

Nowadays the media are the most established and diverse source of information, they affect political, economic and other aspects of modern life. Moreover, such texts show relevant

linguistic processes (new words, grammatical shifts, etc.). Thus, we have decided to choose and analyze 6 online forums of the mainstream media (BBC, CNN, BBC Russia, CNN Russia) where we have looked through the latest news to study words and phrases which include adjectives.

We have then analyzed all the selected words and phrases to find and thereby develop certain patterns to translate them from English into Russian.

At the final stage of the analysis we have mapped out regular strategies for English-to-Russian translation of adjectives. The research has identified the most frequent strategies to translate adjectives:

- Adjectives – adjectives
- Adjectives – terms / set expressions
- Adjectives – adverbs
- Adjective – nouns
- Adjectives – descriptive translation

In the first group we have no any structural changes while translating adjectives. Yet, the units of the two languages are still linked by metonymic relations, e.g. *the delicate balance* – *хрупкое равновесие*: when translating the phrase we make it more specific, we use such a translation to adjust words in the phrase.

Adjectives, which we translate through the use of terms and/or set expressions, relate to the second group: *for the Green New Deal* – *новое зелёное соглашение*; *a political scientist* – *политолог*.

The third group includes adjectives, which become adverbs when translated, e.g. *the best interests of users* – *лучше всего отвечать интересам пользователей*.

The next group shows adjectives which were translated into nouns: *Professional inequality in civilian life* – *профессиональное неравенство «на гражданке»*.

The last group includes examples where the linguist used descriptive translation of adjectives: *as helpful as it seems* – *не обязательно будет столь полезной, не будет такой, какой, казалось бы, она должна быть*.

The findings of the research and analysis of other examples will be presented in the paper.

Natalia Chekmaeva

Moscow City University, Moscow, Russia

Identifying speaker in talks: dialogue and discourse

Recent years have marked a surge of interest into public speeches and talks. There has been studied stratagems, which prominent speakers rely on, to explore ways of transmitting ideas, boosting cognitive process, and receiving positive feedback. Still, the challenge of identifying

dialogue features remains an unsolved task, especially in spoken genres. This study aims to identify the speaker's dynamic dialogic domain and investigates the dialogue in Russian talks considering its participants. Due to the complex and controversial nature of the topic, we distinguish the participants as follows: the speaker, which exists and voices opinion; the addressee being treated as the recipient of the speech; *Another* acting as an observer and supporting the speaker in stating their insights on the matter as if behind the scene. For instance, the speaker can use their own words, yet, present them as words of others': *When **we** talk on freedom of speech, **we** tend to forget that it has limits* (M. Zheltukhina *A talk on issues of influence in discourse*, 2019). The personal pronoun **we** is a discursive marker as it helps the speaker involve the addressee in their domain – cf. *When **I** talk on...* where the speaker, using the pronoun **I**, distances themselves from the audience. Other markers significantly associated with the dialogue are: zero pronouns *Обратимся к...* (*lit. Let's focus on*); syntactical structures: a) infinitive models *Если говорить о...* (*lit. If we talk about...*); b) rhetoric questions – can be used as a mean to open a quasi-discussion to redirect the track of thought – *What is academic discourse?*; lexical markers such as *really, obviously, by the way*: *The author has a point vs The author, **obviously**, has a point*. In the second example, the speaker engages in a dialogue, however, it is to speculate with whom – either with himself/herself or the audience. Apart from that, quotations, allusions, stereotypes, etc., reflect the presence of *Another* in discourse, and call for further investigation.

It is clear that public speakers seek ultimate ways to deliver information objectively as well as voice their own standpoint. With increasing research attention being paid to identity, especially in academic discourse, we focus on discourse analysis and study text as a semiotic phenomenon which claims that academic discourse is more dialogic than, for instance, literary one.

Daria Cherkasova

Moscow City University, Moscow, Russia

Definite article in the English text-opening sentence in terms of Functional sentence perspective

It is well known that one of the most important component of a text is its initial segment, i.e. the opening sentence. The research aims to identify the functions of the article in English text-opening sentences from Functional sentence perspective (FSP). The choice of research methods stems from the tasks to be solved and is based on the cognitive analysis of the empirical corpus. The opening sentence, presumably, plays different roles in texts related to fiction, mass-media and scientific genres.

At the first stage of the study, initial sentences with the definite article were selected: we used bilingual websites *InoPressa* and *INOSMI*, websites of British and American newspapers (*The Guardian*, *Bloomberg*, *The New York Times*, *The Washington Post*, *CNN*, *The Wall Street Journal*), fiction *Morality Play* by B. Unsworth and *Magpie* by J. Dawson, and scientific articles from *cyberleninka.ru*.

Then the analysis of the communicative dynamism of the sentence components from Functional sentence perspective was carried out to specify the influence of a certain article on the topic-rhematic structure of each sentence. Articles play an important role in the English texts. As a means of indicating the different communicative significance of information, the article simultaneously serves as a text-forming tool and plays a special role in the first sentence: retrospective and prospective.

The first sentence in fiction texts might perform several functions: First, the expository function, i.e. introducing the initial message to the reader with anticipation of other, more detailed information. Second, the function of pseudo- rumination, when the author describes his / her thoughts about what happens in the further course of events described (much) later. Third, the function of “carrying the narrative on”, when the author addresses the reader as if s/he were a participant in the event.

The indefinite article in the initial sentences of the text that open an article, chapter, or section traditionally represents the circumstances that will be discussed later, i.e. performs an expository function; while The definite article – a retrospective function, i.e. presumably this is an appeal to some general knowledge, which from the author's point of view is already in the reader's mind, as well as to the topic of the article, to the title.

The first sentence in a media text is largely determined by the task of influencing the recipient which is achieved via a combination of the title and the first opening sentence.

In scientific texts the first sentence is commonly starts with *the paper, the study, the main problem*, which is actually a retrospective reference to the topic. The format of a scientific text suggests certain components: a question posed and research into the problem. From this view, the definite article is used anaphorically.

Veronika Chernova

Moscow City University, Moscow, Russia

Empathy Focus shift in public lecture discourse

Nowadays the digital and information age, the rapid development of the Internet and IT, the emergence of new communication channels contribute to the dynamic development of discourse analysis and the variety of communication channels diversifies communication tools in the academic discourse. There emerge and develop various communication formats, with public online lectures being in research focus.

In canonical situation-of-utterance there are always such variables as a speaker and a listener, place and time. If the speaker voices his / her message and implies the listener in the sphere of his interests there happens a *shift of an empathy focus*, which is analysed in the paper. The empirical data of the research are compiled of video lectures of Russian scientists cast on an open YouTube channel *Negentropyia* and on the website *Postauka.ru*.

The research revealed that there could be four main ways of an *empathy focus shift* in the academic discourse. During online lectures there happens a shift of the storytelling perspective:

- speaker-to-experiencer / observer / narrator: *I feel the atmosphere, it seems to interfere with the natural course of events; a shadow emerged in the distance, there were three people inside;*
- speaker-recipient: *you may be interested in, what fascinates you is the protagonist's decision, you may frown on this idea;*
- implicit opinion or common wisdom: *the decades of study haven't led to the breakthrough, what is known from the past, it is worth to be mentioned;*
- identification of the speaker's opinion with the recipient: *we cannot but agree, we are getting used to the distant work.*

The results obtained can be relevant for such areas of research as discourse analysis, psychology, sociolinguistics and in teaching such disciplines as communication theory, cross-cultural communication and rhetoric.

Arina Chernyshova

Moscow City University, Moscow, Russia

Syntactic compounds in English fiction in terms of translation (based on *Chick-lit* and *Young Adult* novels)

The research addresses the issue of translating English syntactic compounds into Russian. The aim of the study is to describe the most characteristic features of syntactic compounds found in English fiction to reveal how they might be rendered into Russian and what structural and semantic transformations are necessary. Being a complicated attributive group, syntactic compounds comprise a sequence of words or a sentence used as an attribute to the principal word: *straight-down-the-line conversation, "I'm-not-going-to-talk-about-this-one" face*. The hyphenated form indicates their structural integrity. According to the data analysis, there are two main functions that syntactic compounds normally convey: informative function – information on the situation, person or object: *hit-and-run operation*; and an expressive one, that builds certain expressive image of the situation, adding emotion: *if-you-wanna-see-rainbows-you-gotta-put-up-with-the-rain person*. Rapid proliferation of such constructions in English fiction stems from the fact that they are concise in terms of structure and at the same time highly expressive, bring ironic connotations.

The empirical data are collected from *Chick-lit* and *Young Adult* novels (S. Kinsella *Shopaholic*, H. Bourne *Soulmates*). This kind of narrative is emotionally coloured and is characterized by a remarkably informal style in the genre of diary notes, first-person narrative with plenty of dialogues.

Syntactic compounds are not common in the Russian language which calls for significant transformations in the process of translation. While rendering syntactic compounds from English

into Russian, it is crucial to make the translation similar to the original in terms of informative, expressive and emotional message.

The findings helped work out a translation strategy applicable to English syntactic compounds. Firstly, the function of the syntactic compound has to be identified, protagonist's emotions and feelings should be analyzed. With this in mind, different means can be employed to deliver the information and emotions a compound is carrying: syntactic (direct speech, gradation), lexical (slang, idioms), morphological (diminutive and augmentative suffixes), other.

Maria Chugunova

Moscow City University, Moscow, Russia

Translation competence interpretation in Russia and abroad

The paper is devoted to the analysis of master's translation competences. The issue of specific skills that should be acquired by masters of translation is still understudied and determines the relevance of this research. However, specialists from different countries have their own vision on the topic and there is no any general translation competence interpretation. Due to many factors, the definitions can vary. Such comparative study would help to identify the main points, which are basic and necessary to get the qualification and a decent job as a translator or interpreter that meets an employer's expectations.

Market demands and professional qualifications review shows that translator competence changes over time because of technology or numerous social demands. However, the research aims to define some of the competence key features in Russia and in the EU member states.

Translators learn not only the skill of successful rendering a text from one language into another, but also acquire other subcompetences. The article examines the professional skills and the competence of a graduate student in particular and addresses the problem of master's translation competence understanding. The obtained results and conclusions could support some related research in this field.

Anastasia Dozortseva

Moscow City University, Moscow, Russia

Specifics of verbal resresentation of persuasion in russian advertisements of individual loans

As advertising is perceived as the driving tool of the economy worldwide, modern companies and brands are well aware of how effective persuasive marketing can be in terms of influencing consumers' buying behaviour. Persuasive communication is a type of communication aimed at changing a recipient's attitude towards some event, idea, object, or other person or his/her

behavior patterns by using written or spoken words or visual tools to convey information, feelings, or reasoning, or a combination thereof.

To ensure persuasive communication the addresser relies heavily on a particular set of persuasive strategies and tactics. A persuasive strategy is a technique implemented in the text that the addresser uses to influence the recipient to take a certain action.

The analysis carried out has revealed that not all the strategies popular with advertising are featured in advertising of individual credits and loans. Thus, we have identified those persuasive strategies and tactics that are frequently employed by big banks and micro-loan firms to advertise their financial products. Moreover, it should be mentioned that the choice of particular strategies and tactics depends primarily on the type of a financial organization.

The research has identified that the most frequently employed strategies turn out to be the strategy of emotional informing (*Momental'no poluchite predvaritelnoye resheniye / You will get immediate lending decision*) and of employing paralinguistic means. Next comes the strategy of positive imaging (*Doveriye k postoyannym klientam / Trusting our loyal clients*).

Sergei Dudakov

Moscow City University, Moscow, Russia

Russian-to-English interpretation of impersonal models

The paper offers an account of structural and semantic features of Russian impersonal sentences.

The first stage of the research consisted in gathering over 1,500 impersonal sentences from political speeches [<http://youtube.com/>] and Official Internet Resources of the President of Russia [<http://kremlin.ru/>]. The semantic and structural analysis of Russian impersonal sentences collected made it possible to develop and extend the current typology of impersonal sentences.

The author offers a typology of the models that features different semantic and structural types of the sentences in question as well as their Russian-to-English translation patterns.

Anastasia Dutova

Moscow City University, Moscow, Russia

Verbalizing the category of definiteness / indefiniteness: language tools

The paper raises one of the issues of cognitive linguistics, that has been intensively pursued by various scientific schools since the middle of the last century. Although the process of categorization as a basic cognitive procedure has received extensive coverage in modern scientific literature, much work yet remains to be done to identify specific features of the process and compartmentalize verbal means it employs. The paper aims to investigate how cognitive

mechanisms of categorization work and compare the tools the Russian and English languages use to verbalize them. The categorization process is known to be preceded by certain cognitive operations performed in the individual's mind. Thus, in conformity with individual's experience our minds can assign an object to a certain class by referring it either to the category of *definiteness* (known information or the background) or to the category of *indefiniteness* (new information or its most significant fragment) (Souleimanova, 2009). Within the frame of this approach English and Russian lexical markers used to classify an object as *defined/undefined* become the focus of this study.

In English this function is mostly performed by definite and indefinite articles, cf: *Yesterday we started to read **a** new book* (another book); ***The** President visited our town last year* (the President of a particular country known to both the speaker and the listener).

Apart from the indefinite article, the category of *indefiniteness* can also be expressed by numeral *one* and the indefinite pronouns: *some, any, a few, a little, much, many, every, other, another, either*, cf: ***One** woman brings her father, who is diabetic, to the market each week* (=a woman); *Feel free to ask **any** questions you want*; ***A few** years ago, there was no real "smart phone" market* (several years ago, no matter when exactly); *I hope he finds **another** job soon* (will be hired on one of the available positions).

The same purpose can be achieved with the help of English demonstrative and possessive pronouns, cf.: ***Your** idea needs to be reinvented*; ***This** question sounds rather controversial*. Still, there are nuances to consider: if we compare *my friend* and *a friend of mine*, the phrase *my friend* is used when you are referring to one particular friend consistently throughout the conversation, while *a friend of mine* can imply that you have several friends, and that the person is one of them. It is used when you are not saying exactly which of your friends you are talking about, cf: *My friend Shary came to my rescue when I broke my arm* (definite); *A friend of mine told me about this agency* (indefinite).

Given lack of articles in Russian, there are other means to define objects as definite/indefinite, cf: *Пока вас не было, к вам заходил **один** молодой человек* (=a young man); *Когда я впервые приехал в **эту** страну, ее голос громко звучал в моей голове* (=the country). They are primarily Russian pronouns, which intrinsically imply a certain degree of definiteness: possessive (***Его** статья вызвала споры лингвистов* (definite)); indefinite pronouns (*У вас не найдется **что-нибудь** почитать?* (indefinite) *Мне нужно тебе кое-что сказать* (definite)); demonstrative pronouns (***Этот** вопрос будет обсуждаться на собрании директоров* (definite)); defining pronouns (*Заходи ко мне **в любое** время; **Всякий** математик решит эту задачу* (indefinite)) and even some particles, cf: *А он-**то** прошел мимо, и даже не посмотрел в мою сторону!* (definite).

The aim of the research is to elicit similarities and differences in the ways of classifying the object to the category of *definiteness/indefiniteness* and describe how English articles can be rendered into the Russian language.

References

Souleimanova, O. A., Beklemesheva, N. N., & Kardanova, K. S. (2009). *Grammaticheskie aspekty perevoda*. Moscow: Akademia.

Alsu Fazlullina

Moscow City University, Moscow, Russia

Representation of modality in Russian political speeches and their English translations

The study focuses on the problems of finding ways to convey modality featured in Russian political speeches and their translations into English.

It is a clear fact, that modality is a multifaceted grammatical and semantic category that reveals the speaker's attitude to the content of the utterance, his/her vision of the objective reality as featured in his/her speech.

It has been broadly studied by Russian and foreign linguistics, with J. Rezker arguing it to be the most complex and hard to translate feature of the text. One of the first researchers to look into modality was Ch. Bally who defined modality as "the soul of the sentence".

With modality being a versatile and difficult to detect category, it hasn't yet uncovered to the full. Much still needs to be considered.

Given the fact that modality is embedded in any message, translation cannot be taken as adequate if the modality of the utterance or text translated is not preserved. Yet, the means of conveying modality are not identical in different languages.

The paper looks into representation of modality in Russian political speeches as well as compares these findings to the analysis of their English translations. Many researchers emphasize that the political discourse reflects both phenomena of modern reality and the relationship between politics and society. Thus, modality is inevitable.

Comparative analysis of the ways of modality representation in both languages helped unveil some regular translation patterns which can be helpful in translation practices.

Tatiana Frolova

Moscow City University, Moscow, Russia

Expressive means of the language used in the novel *Airport* by Arthur Hailey to create its main characters

In recent linguistic studies modern researchers show a real interest in various issues of poetic language and artistic speech. They investigate language devices that authors of literary texts use in their narration. Certain novels and short stories by American and British writers have been

analyzed from this point of view. Yet the world famous bestseller *Airport* by Arthur Hailey, one of the best US novelists of the 20th century, has not been under study from this aspect.

The novel was first published in 1968. The plot is rather simple. In some imaginary American city that has one of the biggest airports of the country, a snow storm begins. It leads to various problems within the terminal and on the airfield that influence the lives of many people. The author creates a row of memorable characters, the participants of the drama.

Notably, Arthur Hailey's work needs a detailed study as it lays the groundwork for the 'factional' genre, which uses authentic backgrounds as a backcloth for human stereotypes. Moreover, one of the researchers of A. Hailey's works, K.A. Kerer, notes the following features of the novel: reliability, realism (almost anatomy of the depicted events) and the detailed exposure of the professional activity reflected in the narration.

The diploma paper focuses on certain lexical and stylistic devices used in the novel mentioned above to create genuine portraits of its main characters as well as methods used in the work to achieve the goal. It also indicates an attempt to reveal the accuracy of the translated expressive means used in the analogues Russian text.

The research procedure includes the following stages:

- 1) to define the impact of A. Hailey on modern literature;
- 2) to define the history of the novel creation;
- 3) to define lexical and stylistic means of the English language used in the novel to portray its main characters;
- 4) to analyze these devices used in the novel and compare them with the analogues equivalents in the Russian translation.

In accordance with the objective, devices and methods used for portraying the main characters of the novel are analyzed in terms of their translation into the Russian language preserving the novel's authenticity.

Eugenia Galyautdinova

Moscow City University, Moscow, Russia

Verbal markers of persuasion strategy in academic speech

Today scientific trends are mainly determined by the growing impact of cross-cultural communication. International standards in science require universal means and methods of presentation of research findings. Within the frame of global scientific events the issue of misunderstanding stems from major inconsistencies in the way research findings are presented by scientists and academics who belong to different languages and cultures.

Persuasion methods in academic discourse are defined both by an individual's speech patterns and linguacultural factors. While individual speech patterns are unlikely to hamper academic communication, those factors which are embedded in a language and culture can.

Thus, the research aims to identify cross-cultural models in English and Russian academic discourse to ensure mutual understanding among scientists from different countries. The study analyses verbal markers of persuasion in academic speech and presents the findings of a comparative analysis of the markers used in English and Russian academic speech. The research material includes scientific events Q&A session audio and video recordings in the field of humanities between 2010 and 2020.

The research has identified the most frequent verbal markers of persuasion in academic speech, such as switching between personal pronouns *Я/я, we/мы* и *you/вы* (***We** are all armchair theorizing, so are **you***), using generalizing pronoun *we / мы с вами* (*Obviously **we** want to spend a lot of time on this issue*), rhetorical question (*What's the parametric difference?*) and others.

The research has systematized extensive data on verbal markers of persuasion and has identified culturally specific features which may hamper cross-cultural interaction. Links between the frequency of such markers in English and Russian academic communication have been established.

Maria Gladysheva

Moscow City University, Moscow, Russia

Semantic features of Russian adverbs *несколько, немного, слегка, отчасти*

The paper focuses on the experimental research into the semantics of Russian adverbs *несколько, немного, слегка, отчасти*. Despite their rich syntactic potential and functional polyvalence, Russian adverbs are still relatively under-researched. The author relies on the complex research procedure based on hypothesis-deduction method (with semantic experiment as its integral part), corpus-based experiment and the analysis of search engine results.

The preliminary stage of the research into the meaning of the adverbs consists in gathering information on their distribution, valence characteristics and all possible contexts. We have studied about 1,500 examples and contexts. The results of this preliminary analysis enable to frame a hypothesis on the meaning of the linguistic units in question. Then the author proceeds to the experimental verification of the proposed hypotheses supported by Russian corpus-based experiment and the analysis of Google search results. The research findings result in stricter semantic descriptions of the adverbs in question.

Yana Glotova

Moscow City University, Moscow, Russia

Master's degree programs promotion strategies in Russia, the USA and the UK

The paper is devoted to master's degree programs promotion strategies on the official websites of leading universities of Russia, the US and the UK. The purpose of the study is to determine the ways to promote the programs in the international educational arena. The topic needs a comprehensive and detailed study, as the problem of applicants' attraction, associated with changing consumer behaviour, is relevant. The research is based on the content of the official websites of the top 10 universities in the US, the UK and Russia.

The findings of the study identified the fundamental strategies to promote master's degree programs. It systematizes PR tools for promoting educational services in general. The most frequent are adjectives with positive connotations, attributive composites and lexical repetition. It also provides approaches to the design and content of university websites.

The practical significance of the study lies in the fact that the results can be used in the development of marketing strategies, particularly in master's degree promotion.

Tatyana Golubeva

Moscow City University, Moscow, Russia.

Pragmatic potential of the military universities' websites

From Aristotle's rhetoric on over the centuries, the problems of effective communication have always remained in the realm of scientific interests. It is obvious that the process of communication is developing and improving together with the society and its constant transformation is taking place. The amount of information transmitted is changing, new channels of communication are emerging, and the number of messages transmitted and received is constantly increasing. There are also qualitative changes: the amount of verbal in messages is reducing, communication is becoming more and more mediated. Transformation affects all levels of communication, from mass to interpersonal. Moreover, in the modern world the technical and technological aspects of communication are rapidly developing, so-called "virtualization" of communication is taking place, the consequences and effects of which require further research.

The paper is devoted to the study of the interaction between the addresser and the addressee in the framework of the university website. The goal of the research is to prove that the communicative impact within the site of the military institution is not only explicit, but also implicit and is aimed at promoting the image of the institution and the country as a whole. The objective of the research is to study a set of linguistic and non-linguistic tools that make up the linguistic potential of the United States military universities' websites.

The research is conducted on the content of the websites of five US Federal Military Academies, totaling more than 2,500 pages.

Nika Gosteva

Moscow City University, Moscow, Russia

Attributive phrases in English: the interpretation of cognitive-based order of attributes

The paper deals with the cognitive mechanism that regulates the order of the elements in the attributive phrase. The study is carried out within the framework of a dynamically developing branch of cognitive linguistics devoted to the cognitive reasons of variability of an utterance in oral and written speech.

The relevance of this research is due to the need to investigate cognition in human speech behavior and the influence of cognitive mechanisms on the categorization of attributes in attribute chains.

The object of research is the attribute group of the English language. The subject of the study is the cognitive basis for the variability of attribute groups.

The paper analyses utterances from written texts, which include attributive chains, and it provides an interpretation of the cognitive grounds of the variability of attributes in such chains. The Google search engine is a tool used for studying the variability of utterances, which gives language data that show the usage of different versions of the attributive structure in the text.

Elizabeth Gumantseva

Moscow City University, Moscow, Russia

Election campaigning public speech analysis in English and Russian

Political activity has always been an integral part of society. A country's place in the international arena, its relations with other States and its role in the world community taking part depend on a specific political position or environment. However, an important role in determining the country's image is played by the way it is presented by the state political leaders. Through speeches, politicians have the opportunity to address both the international community and the citizens of their country.

This work is devoted to the structural, semantic and stylistic features of public speech during the election campaign, implemented through public discussion-*debate* on the material of Russian and English languages. The results of the research revealed and clarified the main principles and features of oral political speech, as well as various speech tactics and strategies.

The relevance of the research is determined by the incomplete picture of policy debate linguistic analysis. Even though that there are a number of works devoted to the related analysis, however, the linguistic introduction of a clearly algorithmized structural, semantic and stylistic system in the translation perspective is still incomplete. Today, the question about the debate is sharply raised. Recently, professions where the main aspect is a person's communication skills have become very popular.

Thus, public political speech is not only the official speech of a politician but also to some extent his "language face", which in turn works to create a certain image. The results of the study revealed the main principles and features of oral political discourse, as well as various speech tactics and strategies that speakers use during debate. This research has expanded knowledge about political debates and their main functions.

Dzhavgarat Ilyasova

Moscow City University, Moscow, Russia

Determination category in modern German in the light of the frame approach

More linguists call for more objective evaluation of determination category in modern German language. In addition to well-known research procedures such as distributive, valence and context analysis, the linguistic experiment is rapidly getting ground. In our case it is based on analyzing the category of certainty / uncertainty, definiteness / indefiniteness using the above mentioned procedures.

At the first stage of the study, the empirical material was sampled. More than 200 text fragments containing nouns groups of various semantic subclasses with definite, indefinite articles, extracted from the German Corpus (DSWD), served as the material for the research. Then distributive and context analysis were carried out.

The main goal of this study was to analyze the articles in the German language basing on the theory of J. Hawkins. (J. Hawkins, however, did not use the concept of a frame, though his theory actually relies on it.)

The explanatory potential of the frame approach made it possible to account for some seemingly illogical occurrences of the articles and makes this theory applicable in didactic perspective.

Ekaterina Kaptenok

Moscow City University, Moscow, Russia

Litotes as a means to change semantic and communicative focus of the sentence in terms of translation (English-Russian)

Litotes is known as a rhetorical form of emphasis in which a statement is expressed by denying its opposite. The structure of a double negative statement in English is known for its ambiguous nature. In case of litotes it is assumed to create a positive meaning, still it is hardly an equivalent to the synonymic statement that does not contain a negative.

Psychologists claim that double negative constructions make the text more complicated as they normally create the effect of defeated expectancy enhancing its communicative value.

Although litotes does exist in the Russian language, it is more typical of the British communication as a means of downtoning or understatement. The Russian communication, by contrast, appears to be more straightforward, and emotional, which might become a translation problem.

Litotes is known both as an effective way of creating a semantic and communicative focus shift in a sentence. Yet, this aspect has not been studied in depth, especially from the Functional Sentence Perspective.

The research aims to study litotes with double negative and its functions in a sentence.

The findings show that: two-component litotes is hard to interpret and translate into the Russian language since it is culture-specific and can bring a range of various connotations in the statement. Along with it, litotes always downtones the statement making it less rigid. Finally, litotes in the sentence with one communicative focus typically makes the rheme of the utterance. With all these factors at play litotes is obviously a challenge of translation.

The study focuses also on the ways of litotes translation (antonymous translation, use of the same structure in the target language etc.) and its features.

Anastasia Khrapova

Moscow City University, Moscow, Russia

Pragmalinguistic analysis of educational blogs content *Edublogs*

The rapid development of the Internet has resulted in the fact that there are a lot of new and creative ways of interaction which may form a special communication etiquette. The collocations and strategies used in Internet texts allow the authors to involve readers in such processes as studying, politics, sport and many others. The argument goes that the Internet has influenced education; that is why this field has its online linguistic features, which are determined depending on how the author wants to affect the reader.

The pragmalinguistic research is based on analysis of American educational blogs targeted at kids, schoolchildren, students and an average man. Every blog was devoted to different topics and they all shared the same purposes. The usage of imperative and exclamation sentences as well as attributive “chains” made the content more informal. The research focused on 5 educational blogs, where phrases and stylistic devices were found which are used in the communicative strategies.

The findings on the research suggest that the positioning strategy and the optimizing strategy appeared to be the most frequently used strategies for educational blogs. Furthermore, in order to attract the reader it is essential to provide a clear and easily accessible site navigation.

Natalia Kliacheva

Moscow City University, Moscow, Russia

Age-specific representation of future in Russian and English linguistic consciousness

Based on the results of the associative experiment, the research covers age-specific differences of the “future” concept in Russian and English speaking cultures. The research discusses linguistic consciousness and characterizes the main methods of its studying. The paper is based on the respondents’ associations for the stimuli-word “future”. Relying on the free associative experiment, the study reveals common and specific characteristics of the phenomenon for different age groups in Russian and English cultures. The findings allow to specify the age-specific differences in perceiving the concept in both cultures.

Elizaveta Kochetkova

Moscow City University, Moscow, Russia

Methods for classifying frequency phrases

The study of the theory of phrases is still an urgent problem of modern linguistics. The debatable issue is not only the definition of the phrase but also the possibility of classifying such syntactic units. Until recently, linguists have developed classifications of phrases, mainly in terms of syntax and morphology, as well as their structure and volume. At the moment, there is a tendency to apply quantitative research methods based on the collection of large amounts of data and their statistical processing.

For the analysis, 60 word combinations were taken (model: adj. + Noun), which are the most frequent according to the corpus of syntactic combinations. These are phrases such as: *zheleznaya doroga; dragocennyj kamen'; uchebnoe zavedenie; podvodnaya lodka; polnaya luna; pravaya/levaya ruka; Dal'nij/Blizhnij Vostok*, etc. First of all, in order to identify common features of such phrases and their further classification, a semantic analysis was carried out and for each combination, the probable reasons for its high frequency of use were enumerated.

The further analysis attempted to formulate general patterns for such phrases and to find out why some nouns are often used in conjunction only with specific adjectives. Thus, it was possible to identify five main groups:

- 1) a group of phrases in which nouns are homonyms or polysemic words;
- 2) a separate group is made up of phrases in which the noun is a monosemic word, but its essence and meaning partially change depending on the attribute;
- 3) there are phrases in which the attribute gives a noun some characteristic, denotes only its feature, but does not change the meaning in any way;
- 4) a group of phrases in which the attribute performs the function of concretizing the concept;
- 5) the last group of this classification is clichés.

It was also possible to classify phrases in relation to phraseology and distinguish two groups: 1) phrases on the periphery of the phraseological fund; 2) phrases that are outside the phraseological fund.

Terminology and frequency phrases can be highlighted in a separate block. It should be noted that V.V. Vinogradov refers such relatively stable phrases to phraseological unities, where the problem of determining the boundaries of the phraseological fund arises again, since the question of how much the meaning of such terminological phrases is rethought remains open. At the moment, it can be concluded that such terms are characterized by the criterion of reproducibility, and this provides a strong syntactic connection between the components of a compound term and a high frequency of the use of a noun in conjunction with a specific adjective.

Olga Kondratieva

Moscow City University, Moscow, Russia

Anthropolinguistics research and diachronic analysis of the semantic field “photography”

Anthropolinguistics as a new scientific paradigm, makes it interesting to look at the evolution of the impact of technological development on both the language we speak and evolution of special vocabulary. As prof. Grinyov outlines, it gives the opportunity to examine human consciousness in the process of its formation and defines its place in the outside world (Griniewicz, 2009). Anthropolinguistic analysis of the semantic field "photography" is an attempt to define a shift in the domain of photographing in Russian and English as reflected in the vocabularies and national corpora (COCA, BNC and RNC). Terminology of photography proves that its development is strictly linked with the new technology and cultural and social changes. Hereby, focusing on the semantic field "photography" and its main semantic components over a hundred and fifty years seems very appealing. A mid 19th century gave us such words as “emulsion”, “soft focus”, “stereoscopic” many others and “photography” itself. Resent 20 years gave a certain number of new words like “selfie”, “photocal”, “zoom lens”, “shutterbug” and lots of terms drained into the common language so that semantic field "photography" and its main semantic components can also be found not only in astrophysics, medical research, biology but as an instrument of studying social life and psychology, education and marketing. The presented research focuses on 'photography' as 'a result of capturing, printing, presenting, interpreting and perception and understanding of the image processes'. The main semantic components and lexemes within the field have been established. These lexemes together with the word 'photography' constitute one semantic field. The diachronic analysis was carried out by exploring necessary information of semantic evolution of selected words, were Oxford English Dictionary (OED), The Collins Dictionary and Longman Dictionary in English and Explanatory Dictionary of the Living Great Russian Language, “From A to Z of photography” (Zholudev, 2008). The national corpus is replete with different examples of semantic shifts that emerged after some new technological improvements and upgrades were represented to public. The language evolution is reflected in lexemes different usage, grammatical structures in which it is used, new collocations as well in forming new meaning of

polysemantic words. Semantic field "photography" and its main components as one of the new human activities has become an everyday attribute and necessity of the language.

References

- Griniewicz, S. (2009). *Antropolingwistyka (nowa nauka XXI wieku)*. Białystok: Wydawnictwo Wyższej Szkoły Finansów i Zarządzania.
- Zholudev, N. (2008). *Fotografiya ot A do YA*. Moscow: Ehksmo.

Anastasya Korenugina

Moscow City University, Moscow, Russia

English-to-Russian translation of terminological units in texts on popular psychology

The paper is devoted to the research of English-to-Russian translation of terminological units in texts on popular psychology. The first stage of the research consisted in gathering over 270 terminological units from texts on popular psychology. The content analysis of the empirical data revealed that 1) in popular science psychological discourse, complex terms are more common (their number is twice the number of simple terms collected); 2) derived terms prevail among the terms-words; 3) the most frequent group among complex terms are word-combinations, with a terminological unit as one of the components; 4) most of the units enjoy the status of a term and are marked as terminological units in dictionary entries, while other units have not yet fully formed as full-fledged independent units.

The study revealed that 1) when translating terms-words, the most frequent way is to pick out the direct equivalent in the target language corresponding to the value of the original unit, 2) the most popular translation pattern employed to render terms-phrases into Russian is descriptive translation.

Dmitry Krishtal

Moscow City University, Moscow, Russia

Conceptualization of purpose in the contemporary English language

The paper offers the findings of cognitive research into the language conceptualization of PURPOSE in the contemporary English language. The analysis was based on a sample of more than 600 English utterances with English nouns *aim*, *purpose* and *goal*.

The relevance of the research stems from the fact that the information in the majority of English dictionary entries is quite often ambiguous and does not make it possible to morph a plausible hypothesis as regards the nouns' semantic features. One lexical unit is often explained using the other, forming kind of a "vicious circle":

aim – the **purpose** of doing something; what somebody is trying to achieve (OD); a clearly directed intent or **purpose** (MWD); what a person intends to do; the achievement aimed at (ChD); the **purpose** of doing something, and what you hope to achieve (CD);

purpose – the intention, **aim** or function of something; the thing that something is supposed to achieve (OD); something set up as an object or end to be attained (MWD); the object or **aim** in doing something (ChD); an intention or **aim**; a reason for doing something or for allowing something to happen (CD);

goal – something that you hope to achieve (OD); the end toward which effort is directed (MWD); **an aim or purpose** (ChD, CD).

The study, therefore, aims to offer exact definitions of English nouns *aim*, *purpose* and *goal* through analyzing their semantic distinctive features.

The research's methodology is based on the hypothesis-deduction method. On the first stage of the experiment, examples of occurrences of the chosen nouns in natural speech through continuous sampling from English language corpora are collected. On the next stage the left distribution of the noun, its valence and contextual co-occurrences are calculated. On the third stage, a representative sampling with the purpose of reducing the collected examples to a workable set is arranged. The next step implies substituting an original word in the representative sampling by its synonyms. At the fifth stage the representative sampling is shown to the interviewed native speaker in order to be assessed by him as correct or incorrect, relying on his linguistic competence. The data collected naturally divides itself into the marked and unmarked sentences, so that at the sixth stage the so-called "negative linguistic material" is obtained, which serves to help distinguish the semantic features of the nouns in question. At the next stage, the outcomes of the experiment allow a researcher to put forward some hypotheses presumably explaining the differences in the words' meanings and, at the eighth step, the hypothesis is tested on the available material. At the next stage the experimental sampling is offered to the informant for assessing the sentences as either correct or incorrect.

One of the study outcomes is that the use of the noun *purpose* in combination with adjectives denoting the duration of some action (e.g. *long-term* / *short-term*), or in the contexts where a certain time boundary is given, is quite improbable. Informants have assessed such sentences as incorrect, which corresponds with the results of search engines' and corpora analyses:

Canada stresses a sustainable development as a **long-term purpose and follows a pollution prevention approach.*

SpaceX's "aspirational" **purpose is to launch the first cargo mission to Mars in **2022** – just three years from now.*

The data obtained allowed us to conclude that the noun *purpose* conveys the information about the protagonist's intents as having a rationale, a logical basis for a course of action towards achieving a certain goal.

On the other hand, the use of the noun *goal* within the same contexts was assessed by informants as likely and probable, which allowed us to put forward a hypothesis stating that the noun

conveys information about having a clear and straightforward intention which is to be fulfilled within a given timeframe.

The research's prospects are to provide a semantic description of Russian synonymous nouns *cel'*, *namerenie*, *zadacha*, *zamysel*.

Dictionaries

Cambridge Dictionary (CD). <https://dictionary.cambridge.org>

Chambers Dictionary (ChD). <https://chambers.co.uk/>

Merriam-Webster Dictionary (MWD). <https://www.merriam-webster.com/>

Oxford Dictionary (OD). <https://www.oxfordlearnersdictionaries.com>

Tatiana Kutuzova

Moscow City University, Moscow, Russia

Linguocultural features of comics for teenagers as a type of creolated texts in terms of comparative analysis

The popularization of comics not only in Russia, but throughout the world is largely due to the release of films on the subjects described in these comics, which became a popular genre of mass culture in the 20th century. The very first version of the so-called stories in pictures was released in France. Nowadays, American and Japanese comics have been very popular among the fans of the genre, because in these countries they are as popular as movies and video games. Comic strips are an excellent way to express oneself – they combine prose, painting, graphics and film techniques. Here you can find colourful stories in the genre of pop art and black-and-white works, reflecting philosophical issues.

The relevance of the work is defined by the increasing popularity of comics around the world and few works that are devoted to the research in this genre. Comics are a type of the creolated text. Thus they present some interest from the linguistic point of view. Contemporary English and Russian comics of similar themes are the object of this thesis. Linguistic and cultural peculiarities of such texts are its subject.

The aim of the study is to identify and investigate linguistic and cultural features of the genre under study. Its theoretical background is based scientific works by M. B. Matantzeva, A. Y. Sokolova, Y. Y. Gerchuk and some others who have analyzed certain difficulties that can appear while translating comics. The comics chosen for the analysis are - "The Simpsons", "Futurama", "Age of Ultron", "Black Widow", "Krasnaya Furiya", "The Hacker", "Enoch", "Besoboy" and others.

To achieve the aim of the mentioned above thesis, the following objectives are to be solved:

1. to study the phenomenon of *the creolated text*;
2. to investigate the basic terms of comics as a genre and its structure;
3. to identify and describe the peculiarities of comics as a type of creolated text;
4. to find out common features of English and Russian comics.

Methods of the research are empirical. Theoretical significance of the thesis can be regarded as a certain contribution to the development of linguistics, cultural studies of English and Russian creolated text in the genre of comics.

The paper consists of an introduction, two chapters, a conclusion, an appendix and a list of literature. The first chapter is devoted to a theoretical explanation of the linguistic term *creolated text* and a list of terms with their definitions referring to the components of the comic book. The second chapter analyses two comic strips (English and Russian) with the same theme – women superheroes, identifying linguistic and cultural features. It concludes with a summary of the main findings of the research and an appendix identifying main materials for the paper.

Ksenia Limina

Moscow City University, Moscow, Russia

On the problem of promoting the scientific content in social media

The study is devoted to linguistic aspects of marketing in academic communication. The majority of scientific publications are easily comprehensible to a limited audience that includes people directly related to the world of science as the language of science has its own specific vocabulary, style, and narrative conventions. Consequently, to disseminate scientific knowledge, it becomes necessary to adapt this kind of texts to the needs of the general public, which is one of the many challenges modern linguistics has to deal with.

Resources that can be used as channels for disseminating this kind of information also deserve scholarly attention. Nowadays the majority of people in the world actively use social networks. The average user spends approximately 6 hours and 43 minutes on the Internet every day, most of this time claimed by social networks (2020 Internet Statistics). Social networks also have a great influence on people's worldview and outlook, helping to form social standards, which makes the social media one of the most effective means of broadcasting scientific content to the general public.

Creating a text for social media promoting any kind of content requires a strategy that is relevant to the specific goal. Accordingly, in order to find appropriate strategies for promoting scientific content in any social network, it appears necessary to identify such factors as the type of the scientific text, the expected reaction of the audience, the type of the audience, the purpose of promoting this information, etc. Taking these factors into account will influence the choice of language strategies when writing a post for a social network.

It is also worth noting that every social network maintains a unique format of presenting information, therefore a text promoting scientific content in different social media should correspond to the image of the resource and meet the needs of its established audience.

In addition to adaptation of scientific information for a better understanding, another issue is related to making this kind of content attractive to the relevant audience. There is a need to make

scientific content not only attractive and interesting but also noticeable among other types of content that are more common in social networks (entertainment, selling goods and services). At this point it is worth paying attention to the relatively new linguistic phenomenon of using hashtags, identifying their functions and potential to promote science-based information in the media.

Despite its high relevance, the linguistic perspective of promoting scientific content in social media contexts has so far been given scant scholarly attention, therefore, the present study aims to investigate the main avenues in studying language aspects of marketing in academic communication.

References

2020 Internet Statistics: Figures and Trends in the World and in Russia. URL: <https://www.web-canape.ru/business/internet-2020-globalnaya-statistika-i-trendy/>

Elena Lukyanova

Moscow City University, Moscow, Russia

Everysemantic words as featured in the language consciousness of schoolchildren

The paper features the findings of an associative experiment held with present-day schoolchildren who learn English as their first foreign language. The objective of the experiment lies in unveiling how cognitive structures, which are represented in the language through everysemantic words, are shaped in the language consciousness of such young subjects.

The article describes the findings of a free association experiment, which can serve as a tool to unveil components of the language consciousness of teenagers (between 13-17 years old). The experiment was conducted in three stages with several month intervals inbetween. The first round was carried out in the 6th, 9th and 10th forms at a school with advanced learning of foreign languages, followed by two more rounds in the 7th, 10th and 11th forms accordingly.

The material for the experiment includes everysemantic words chosen from the course of the English language created by Olga Afanasyeva and Irina Mikheeva for schools advanced in foreign languages. Everysemantic words are defined as words with meanings, which include the maximum degree of generalization.

Yet, the context helps to specify the meaning of an everysemantic word. Eight words were chosen: *to act, support, to support, to claim, delivery, to deliver, exposure, to expose*. The students were given these 8 words and asked to write the first association they had.

The analysis and interpretation of the empirical data helps to draw preliminary conclusions about the structure and the contents of the language consciousness of a present-day schoolchild. The findings of the experiment can be very helpful for psychologists, linguists and teachers and give ground for further research.

The modal particle 'бы' in Russian-to-English translation in Vladimir Nabokov's novels

The article focuses on the grammatical category of modality in Russian and English by giving prominence to the issue of translating contexts with the modal particle *бы*. The aim of the research is to offer a set of translation techniques for rendering the Russian particle *бы* on the material of English translations of Vladimir Nabokov's novels.

Though there are several linguistic theories behind the phenomenon of modality in natural languages, the idea of modality being the core of any sentence is still thought-provoking. Nevertheless, there is evidence to suggest a speaker is unable to attach any importance to an utterance unless there's some expression of modality there. When it comes to Russian, no consensus has been reached yet on the number of modal particles occurring in it, that is why we perceive conveying the modal particle *бы* in Russian-to-English translation as a relevant topic for research.

The research carried out on the material of Vladimir Nabokov's novels and their English translations allowed us to reveal recurrent translation patterns for the particle *бы* in fiction.

1. The particle *бы* is most frequently translated by the modal auxiliary verb *would* (or *would rather*), e.g.: *Сын сидел в шапке, которую никто не посмел бы поправить.* – *He sat wearing a cap which no one **would** have dared to straighten.*
2. The particle *бы* can be rendered into English by the modal verb *should*, e.g.: *Побегал бы с товарищами.* – *You **should** run with the boys.*
3. The modal particle *бы* is often translated by the word *could*, e.g.: *И прошла бы эта боль.* – *And one **could** get rid of this pain.*
4. The modal particle *бы* can be rendered by the verb *might*, e.g.: *мальчик мог бы учиться лучше...* – *The boy **might** do better than he did.*
5. The particle *бы* can sometimes be swapped for the modal verb *must*, e.g.: *Но ее образ, он бы воскресил.* – *But her image, he **must** resurrect her.*
6. The modal verb *ought to* is another infrequent option for the particle *бы*, e.g.: *Раздавить бы его.* – ***Ought to** be run over.*
7. The combination of *если* + *бы* denoting a condition is often replaced by English equivalent *if only*, e.g.: *Если б только легче было дышать.* – ***If only** it were easier to breathe.*
8. There is evidence to suggest that in rare cases the particle *бы* can be omitted, e.g.: *Но теперь он вспомнил бы ее и без облаков.* – *But now he needed no clouds to remind him.*

The data collected from Vladimir Nabokov's novels allows outlining translation techniques to render modal particles from Russian into English. When it comes to fiction, translators mostly employ various English modal verbs to preserve different shades of modality implied by *бы*.

Digital Research Methods in the Author's Individual Style Analysis

The paper focuses on the study of the potential of digital methods for studying the structural and content features of Fyodor Dostoevsky's individual style (based on the material of the writer's *Diary*).

The relevance of this topic is explained by three factors: the shift of interest from the type and genre of a literary text to a writer's individual style (Fursova, 2014; Zubinova, 2018), the personality of Fyodor Dostoevsky (Bulgakov, Sedelnikov, 2015; Osokina, 2020), and the growing interest in digital methods of text research (Thelwall, 2013; Bodrunova, 2018).

As it was mentioned, attempts have already been made to study Fyodor Dostoevsky's individual style of, as well as his *Diary* (Reva, 2010), however, it is worth noting that the idiostyle was studied on the basis of the writer's works (not his *Diary*) without using digital methods.

Currently, there are various automated text processing programs. This paper considers SentiStrength and Vaal-mini.

SentiStrength (<http://sentistrength.wlv.ac.uk/>) is aimed at analyzing the tonality of the text, that is, it extracts emotionally charged vocabulary from the text and reveals the author's attitude to the objects and events described.

As the experience of researchers shows, SentiStrength presupposes that a researcher should check the results obtained.

Another program used is Vaal-mini (<http://www.vaal.ru/>), which analyzes the phonosemantics of the text. This program analyzes sound effect of the words constituting the texts.

We will now consider programs' work based on an extract from the *Diary* which focuses on contrasting the perception of a writer's work in two cultures. In this passage, SentiStrength only recognizes the positive tonality of the word *excellent*[3], but the program ignored the words *difficult* and *respect* and the proper name of the *Voice*, which confirms that there is a need for verification by the researcher. Vaal-mini phonosemantic analysis shows that the unconscious emotional impact of the phonetic structure of words was determined as *quiet*. The writer smoothly leads the reader through the text, calms him down and intrigues. However, it should be noted that none of the programs identified a changing emotional impact on the reader. Fyodor Dostoevsky in this passage operates with antonyms *clearly* and *incomprehensibly* (*so that no one understands*) when contrasting writers in two cultures, thus creating a comic effect. The author uses irony, creates a funny mood, however, the programs say this passage is positive, but quiet, not funny.

Thus, the analysis of the text shows that the study of diverse programs and their improvement is a must at the present stage.

Modern digital technologies in environmental discourse analysis

The paper focuses on tools and methods of eco-communication texts' analysis. Such programmes as *VAAL-mini*, *SentiStrength* and *Sentiment Analyzer* may be applied to identify the features of eco-discourse representation. The paper offers a stage-by-stage environmental discourse analysis based on digital methods.

There is currently a high level of world community's concern about environmental problems reflected in the news reports of environmental organizations' websites. Nevertheless, the methodology for studying environmental discourse has not yet been sufficiently studied from a linguistic point of view.

The environmental discourse methodology consists of three stages: at the first stage the articles published on the Greenpeace website are selected with the help of a complete sampling method. At the second stage these texts are analyzed with *VAAL-mini*, *SentiStrength* and *Sentiment Analyzer* programs. At the third stage the contextual analysis results are interpreted in terms of environmental discourse strategies.

According to the English environmental articles' analysis, featuring the *Sentiment Analyzer* program, the material's major part conveys a negative evaluative charge (the maximum negative polarity detected in the Greenpeace *Is Amazon's new German data center really "carbon-neutral"?* article on Amazon's new data center is [-92.8]). The maximum positive polarity [50.8] is reflected in the *The price of oil has dropped below zero – what does this mean?* article, dwelling on the renewable energy sources perspective.

The *SentiStrength* study on the Greenpeace *Is Amazon's new German data center really "carbon-neutral"?* article showed that the author draws readers' attention by using a number of words with a negative evaluative charge, such as the *refuse* noun with [-1] polarity and the *difficult* adjective with [-1] polarity, emphasizing public concern about Amazon's intentions. At the same time, the article reflects a positive charge by using *encouraging* and *welcome* adjectives with [1] polarity and *confidence*, *trust* and *faith* nouns with [1] polarity, featuring hope for a more successful outcome.

Speaking of the *The price of oil has dropped below zero – what does this mean?* article's *SentiStrength* analysis, the following features were noted:

- 1) the *crisis* noun with a [-2] negative evaluative charge occurs in the text 8 times and highlights the public concern because of the prevailing environmental conditions. The author deliberately focuses on the tragedy of the current environmental situation in the United States;
- 2) in addition, the text identifies such nouns as *emergency*, *pressure*, *challenges*, *risks* with [-1] polarity and *shocks* with [-2] polarity, used to reflect the unstable situation in the world economy;

3) there are also positive constructions shown in the text – *to support our economy* [1], *to act with compassion* [1], emphasizing the world community's positive influence on the top officials' decisions both from the points of economics and ecology.

The eco-communication study with the use of modern digital technologies is an innovative format for discourse analysis. Depending on the research's purpose, these programs may be used to identify the text's phonosemantic components, as well as emotional indicators that are relevant for explicating the eco-discourse features.

Sophya Matyuk

Moscow City University, Moscow, Russia

Verbal image of a student as a semiotic system

Semiotics in the field of linguistics focuses on the language as a system of signs, or symbols, and in this respect it has much in common with other semiotic systems. The concept of sign plays the central role in semiotics and the science tackles it from different perspectives – in its dynamics, reference, meaning, etc.

Linguistics distinguishes a variety of signs, the verbal image of a person being one of them. The complex image is constructed accumulating data on different levels: the appearance, verbal and non-verbal behavior of the protagonist, his / her track record, etc. The verbal image relies on markers of speech behavior consisting of phrases, intonation, pauses, internal subtext. All these factors should be taken into consideration when analyzing the students' image s/he projects at scientific conferences.

The research focuses on hesitation pauses as one of the tools which adds much to the verbal image of a student. The study looks into examples of hesitation pauses in students' speeches at the joint MCU and BMSTU webinar, and roundtable conference "Challenges and Dangers of Modernity". The research reveals specifics of hesitation pauses in students' speeches and their impact on their verbal image as a system.

The findings of this analysis and the conclusions drawn will be presented at the conference.

Ekaterina Mazurkina

Moscow City University, Moscow, Russia

Gender differences in online memory reports

The research focuses on linguistic markers of male and female memory reports in computer-based communications. Previous studies suggest that men and women use different strategies to structure and report their memories. This study is an attempt to detect how male and female memories differ on the verbal level. The goal of the paper is to identify language resources

employed in marking male and female memories and analyze gender-specific features of online recollections.

The study is based on 3,797 diary entries available online on the MyDiary platform. The research methods and procedures include continuous sampling, content, structural analysis and sentimental analysis.

The investigation revealed that gender differences in representing memories online manifest themselves both on the verbal and multimodal levels (that is, verbal features in combination with visual elements). The nonverbal level was represented by visual code elements, such as photo images and avatars. The data showed that female memory accounts (23%) were more likely to include avatars and photos than male accounts (10%).

Verbal resources were analyzed on the lexical, morphological, syntactic and communicative levels. The choice of parameters for analysis was based on previous research (Tivyaeva, 2017; Gritsenko, 2005; Minina, 2018). On the lexical level, the dominant content, style features and references to situations were taken into consideration. On the morphological level verb tenses and modality were analyzed. On the communicative level the sentiment tone of online diaries was analyzed genderwise. Sentiment assessment of each entry of the collected corpus was performed with SentiStrength, an automatic sentiment analyzer tool working with web texts.

The findings reveal that differences in the structure and functions of autobiographical memory described in psychological literature manifest themselves on the language level as well. The results demonstrate that male and female memory accounts are marked for gender lexically, grammatically, structurally and emotionally. Male memory reports are characterized by simpler syntactic structures, stricter pattern of narration and lower emotionality. Female memory reports show complex syntactic constructions, intricate story-telling patterns, and more emotional language.

References

- Gritsenko, E.S. (2005). *Language as a means of representing gender*. Post-doctoral thesis. N. Novgorod.
- Minina, O.V. (2018). *Semantical and structural features of memoirs in Internet communication*. *Naychnii Dialog*, (1), 35-46.
- Tivyaeva, I.V. (2017). *Sharing autobiographical memories in English computer-mediated discourse: a linguist's perspective*. *Brno studies in English*, 43.

Yulia Mikhaylenko

Moscow City University, Moscow, Russia

Linguistic interference in Russian-to-English translation (based on student's translation)

In the process of learning a foreign language, the student subconsciously imposes the system of the native language on the structure of the foreign language, which can have both a positive and negative impact on its studying. The reason of it is the interference between the compared language systems. For example, one of the positive side is that a student can quickly master an

international vocabulary. However, a negative effect can be observed much more often. An unconsciously emerging analogy with the system of the native language hinder the absorption of norms and rules of the foreign language and lead to serious language mistakes at all levels of language. The mistakes is particularly evident in the translation practice. In order to minimize the impact of interference on language activity, it is necessary to find and eliminate the causes and sources of interference at the initial stages of learning a foreign language.

The present study aims to identify interlanguage interference in English-Russian translation based on translations of Junior and senior students of language universities and find ways to overcome its negative impact.

The research procedure includes the following stages: 1) to study language interference, 2) to analyze the types of language interference and identify the levels of its manifestation, 3) to analyze the factors that contribute to the appearance of interlanguage interference, 4) to study the features of translation and identify the impact of interference on translation.

Tatyana Mochalova

Moscow City University, Moscow, Russia

Cognitive patterns in the form of axiological strategies: political discourse examples

The paper offers a comprehensive account of how communicative strategies and tactics of political discourse influence the recipients. The relevance of the review is based on the appropriate choice of the strategies. The number of up-coming politicians is constantly growing. Thus, speeches differ with both general and individual features of a particular speaker. The data renewal gives rise to a variety of modern studies in the field of political discourse.

Political leaders usually opt for axiological strategies in their pre-election speeches to affect the population. Axiological strategy represents certain communication goals by putting public interests first and foremost. That is why the strategy choice suggests what kind of values a speaker puts into the arguments to persuade the audience. Recent findings cleared up such popular communication tools as strategies of **opponent's smear campaign** and **self-presentation** (Walton, 1982).

This paper features the examples of pre-election speeches given by presidential nominee Joe Biden in 2020. Rhetoric texts of American politicians were selected at the time of pre-election campaigns. Secondly, the empirical data was analyzed and a variety of personal values in campaign rhetoric was discovered. This knowledge made it possible to reveal a number of axiological strategies used to win the audience.

Two key strategies mentioned above help the speakers to enhance their own positive public image compared with the negative one of their opponents. Let us study the strategy of opponent's smear campaign in Joe Biden's speech.

*We have a president who goes out of his way to **try to divide us based on our race, based on our religion. Based on where we come from.***

The speaker makes it clear that the current president, Donald Trump, is eager to split the nation regardless of all the diversity of races and religions it has. Nobody can admire such political leader. Furthermore, we define the strategy of self-presentation targeted at demonstrating nominee's positive image.

*Look, that's what I'll do as your presidential nominee if I'm your nominee. **Unite the country.** Because guess what. We can't do it any other way.*

Putting social values first, the speaker mentions the nation unity that shows benefits of the Democrats. To sum it up, the collaboration of opponent's smear campaign and self-presentation contributes to a synergistic effect. On the contrast we can clearly see the positive image of the speaker. Such tools help to win the audience.

References

Walton, D.N. (1982). *Topical Relevance in Argumentation*. Pragmatics and Beyond. An Interdisciplinary series of Languages Studies. Amsterdam-Philadelphia: John Benjamins Publishing Company, 1982.

Aytadzh Murshudova

Moscow City University, Moscow, Russia

Semantics of the "zero" pronoun in generalized and indefinite personal sentences

There is evidence to suggest that the functional aspect of language as regards various types of single-component sentences, has become particularly relevant. The paper's topic is a long standing, much debated one and is related to functioning of "zero" pronouns in some types of Russian sentences, i.e. in the system of generalized and indefinite personal sentences (GPS and IPS, correspondingly). The issue has been given a comprehensive study, yet it needs further investigation.

The paper tackles the semantics and role of "zero" pronoun in the frame of generalized and indefinite personal sentences. The empirical material for the study includes texts of fictional and academic discourse, as well as public lectures with the focus on "zero" pronouns used in GPS and IPS.

Maria Nersesyan

Moscow City University, Moscow, Russia

Content analysis of cultural and linguistic commentaries by K. Hewitt

Recent years mark a growing interest in cultural and linguistic commentaries. The paper focuses on content analysis of 11 cultural and linguistic commentaries by K. Hewitt. Our goal is to prove

that commentaries is an effective instrument in overcoming linguistic and extralinguistic obstacles in foreign literature.

At the first stage, 11 commentaries created by K. Hewitt are analyzed. The study reveals that they consist of the following parts: *introduction, contexts, commentary on the text, language, locations, themes, problems, narrative techniques, studying the text, conclusion*. The study shows that the *commentary on the text* includes phonological, grammar, lexical, stylistic, cultural, literary and plot-explanatory levels. At the second stage, the number of the units at each level in all parts of the commentaries is calculated and a table with the percentage of all the levels is drafted. At the last stage, we conduct a linguistic experiment based on the commentaries to *Morality Play* by Barry Unsworth and *Atonement* by Ian McEwan to demonstrate how complete the information in the commentaries is.

To conclude, the practical observations and the accumulated data help to prove that commentaries as an effective instrument in overcoming linguistic and extralinguistic obstacles in foreign literature and outline some recommendations for drafting Cultural and Linguistic Commentaries. The results may be of special interest for those who study a foreign language or create commentaries to foreign books.

Nikita Pastuhov

Moscow City University, Moscow, Russia

Memorial article in academic communication

Memorial literature found a response in the audience in all times, but recently it has gained in popularity with yet a deeper interest in the personal history as a reflection of a greater story. Memory genres are traditionally investigated as part of documentary, autobiographical, and media discourse studies, while the sphere of their functioning is actually broader and includes many discourse varieties.

The present paper focuses on memorial articles in academic communication. Being part of documentary, autobiography and media discourse, memorial articles are paid little attention in the academic discourse, although the personality of a scientist has direct influence on the result of his research.

A review of literature showed that memorial articles in the academic discourse were not given much attention previously while studying them is relevant as it makes it possible to reveal possible ways of presenting information about prominent scholars. The study focuses on genre specifics of memorial articles, their structure and narrative style and aims to identify discourse strategies used to portray memorialized scholars. Another aspect of the study concerns language means in their correlation with the strategies.

The research is based on memorial articles dedicated to prominent linguists. The sources of language data include academic journals and public posts available on academic portals, for instance, in university or lab blogs.

The findings suggest that while memorial articles follow a certain structural model, their content, narrative organization and style are correlated with pragmatic goals set by the author.

Victoria Piskunova

Moscow City University, Moscow, Russia

Analysis of feminine discourse at TED conferences

The study was carried out in the framework of the cognitive-discursive paradigm and explores linguistic and extralinguistic specifics of feminine discourse practiced at TED conferences. The TED materials will be treated in the gender perspective, and the analysis mostly focuses on the gender marking elements featuring at different levels of the language – phonetic, morphological, lexical, syntactic ones. The frequency of gender-marked linguistic units is calculated.

Anna Polyanskaya

Moscow City University, Moscow, Russia

The verbalization of Vkontakte users' evaluation feedback on online education

The study of Internet communication is an important area in the context of modern linguistic studies. The analysis of online education evaluation is directly related to linguistics and contributes significantly to research in the fields of science, education, and technology.

Studying Internet communication is relevant due to some reasons. Nowadays, Internet communication becoming one of the most frequently used ways of communication results in emergence of new functional communication capabilities that affect a person's self-identification. Linguistic understanding of Internet communication strongly affected changes of the modern language, which attracted the attention of linguists, and became a relevant topic for researchers in various fields.

This topic is related to the visual perception and evaluation. The study showed a tendency to use vocabulary that verbalizes the meaning of an evaluation. This paper focuses on evaluation of online education.

It is revealed that Vkontakte users' evaluation feedback on online education is usually verbalized through using emotional-evaluative vocabulary. Thus, content analysis of microtexts (users' comments on online education) allows to identify verbs that indicate a certain speech act, and then determine what purpose the communication participant pursues through his/her statement. The methods of calculating speech acts and content analysis in this case contribute to identifying

certain language tools that are used to verbalize communicative intentions, and then classifying them.

Sergei Potiakailo

Moscow City University, Moscow, Russia

Bibliometric analysis of relevant linguistic paradigms (based on Russian theses)

The paper covers issues related to the bibliometric analysis of current linguistic paradigms in the framework of scientific specialties *10.02.04 – Germanic languages* and *10.02.19 – Language theory* for the period 2000-2019, as well as substantiates and defines further trends in linguistics.

The study includes an introduction, two chapters, a conclusion and a bibliography. The introduction emphasizes the goal, objective, relevance and the research methodology of the research. The first chapter discusses the principles of bibliometric analysis and its methodology. The second chapter presents a methodology for working with empirical material: the classification of topics of dissertations in linguistics by keywords, their quantitative analysis and, on the basis of this, identification of trends in the development of linguistic search. The conclusion summarizes the results of the study. The Bibliography presents a list of scientific works on which the research was based, as well as a list of analyzed dissertations.

The outcomes of the work are useful in choosing the topic of scientific research, as well as in teaching various linguistic disciplines at the university and in the preparation of postgraduates and masters.

Danila Rapohin

Moscow City University, Moscow, Russia

Speech manipulation in political advertisements: experimental research

Political advertisements are videos or posters that feature a candidate and prompt a recipient to vote for him / her or support his / her platform. They represent a unique genre of communication which combines features of both political and advertising discourses, which makes it a relevant research topic. Speech manipulation is the main function of political advertisements. The research focuses on defining how prospective voters perceive political advertisements of Russian political leaders.

At the first stage of the research we analyzed typical and potentially effective linguistic tools used in Russian political advertisements, yet such findings are ineffective as they fail to identify those tools that have the potential to lure prospective voters. This can be revealed through an experiment. Given this, an experiment was held to analyze how potential recipients perceive

political advertisements of Russian political leaders. The target group included people over 18 years old. Respondents were asked to rate the advertisements on a scale and explain their choice. The findings of this analysis and the conclusions drawn are presented in the paper.

Daria Rodionova

Moscow City University, Moscow, Russia

Diachronic approach to studying translations of Chekhov's 'Uncle Vanya'

The study focuses on the diachronic approach to translation of dramatic texts and aims at comparing English translations of A.P. Chekhov's play 'Uncle Vanya' published in the 20th and 21st centuries.

The research addresses general issues related to translation of plays as texts intended for the stage, explores problems specific to tragedy, comedy, drama, their composition and genre-conditioned features, investigates the translator's role, examines peculiarities of A.P. Chekhov's style and potential challenges for the translator.

The author's style and strategies of rendering it in translation are paid much attention as A.P. Chekhov is known and loved by readers for his unique language – full of dialectisms, phraseologisms, and culture-specific vocabulary devoid of equivalents in English. An unprepared reader unfamiliar with Russian culture would find it difficult to understand the meaning of such lexical units and interpret all cultural associations that they produce, so the text of the play needs both translation and cultural adaptation. The present study seeks to discuss the mechanism and strategies of cultural adaptation in translations of A.P. Chekhov's 'Uncle Vanya'.

To reveal changes in the approach to translation in different historical epochs, the research relies on the diachronic approach focusing on peculiarities of English translations of 'Uncle Vanya' published in the middle of the 20th century and in the beginning of the 21st century. Two translations of the play are analyzed and compared: the first one published in 1946 and the second one published in 2014.

The diachronic perspective is used to address both general genre-specific issues and peculiarities of Chekhov's style. A number of methods are employed in the course of the research procedure, including context, discourse and comparative analysis.

The diachronic approach made it possible to identify and highlight major differences in the organization and style of the drama text specific to each of the translations under analysis. This effect is explained by a number of internal and external factors relevant at the time the translations were published.

Subjective and objective perspective in English hedging

The paper focuses on different perspectives of hedging in English and Russian communication strategies. The empirical material is collected from scripts of politicians' public performances, science conferences, TV shows and text corpora (BNC, Russian National Corpus).

Hedging (cf.: *I think / suppose; it seems / appears; actually, remarkably, approximately vs по-моему, я считаю, наверное, на мой взгляд*) is known as a strategy that helps the speaker avoid responsibility for the information presented and either establish some distance between the communicants or reduce it. At the same time, hedging tools might make a statement sound more objective or subjective, cf.: *The centre housed **approximately** 250 mainly civilian prisoners. There are **evidently** significant potential benefits from the ERP system that are not currently being pursued. vs I think this is a great opportunity to talk about some of the underreported stories.*

Primarily, the main function of hedges in communication seems to be downtoning with a various degree of personal involvement, cf.: *I believe that we have to do everything we can to have immaculate air vs It might be a good idea to start thinking about adoption. Но я всё-таки считаю, что принимать новую Конституцию, не следует. vs Может быть, иногда советы и наставления **кажутся** старомодными и жёсткими.*

The study looks into subjective and objective modality as the main means of downtoning. Subjective perspective commonly reflects the degree of the speaker's confidence in the information featured and his / her willingness to take up the responsibility for its reliability, cf.: *I believe, I argue vs it might be suggested that, there is likelihood – Я считаю, по моему мнению, складывается ощущение.*

The findings show that both in English and Russian communication subjective perspective is commonly presented by personal pronouns in the pattern **subject + predicate**, cf.: *I put a mask on when I think I need it. vs Я считаю, что это один из лучших фильмов первого десятилетия двадцать первого века.* In the Russian language a personal pronoun can be used in different cases and perform various functions in a sentence, cf.: *по-моему, на мой взгляд, мне кажется* – still they do project a subjective view, cf.: *Она зрителя, на мой взгляд, отталкивает.*

Objective perspective is presented largely by English formal subjects in the following structures: **there is / are; it might / seems / appears** and adverbs / adjectives such as **apparently, historically, commonly, interestingly, likely, etc.**, cf.: *It is likely that the suspects have left the country by now. The latter is commonly referred to as the "membrane skeleton". Overall, there is a feeling of liberty and a sense of security that did not exist previously.* In the Russian language an objective stand is provided by impersonal sentences, passive voice and adverbs, cf.: *Было сказано, что ЕС – образец мультилатерализма. Как правило, в государственных органах для составления проекта бюджета используется набор связанных между собой таблиц Excel.*

At the same time, the choice of hedges in the Russian language might also define the stylistic coloring of the text, making it sound more or less formal / informal, cf.: *Быть может, **есть основания предполагать**, что XXI век станет веком Льва Толстого. **Вероятно**, страховая премия составит не менее 2 тыс. долл. в год. vs И свадьба была скромная, **насколько я знаю**. vs Ну, **я думаю**, это многим понравится. **Мне кажется**, она справится.*

The study aims to reveal the differences between the use of hedges in the English and Russian languages and define their frequency within the format of stylistic registers: informal, semi-formal, formal.

Alina Sekamova

Moscow City University, Moscow, Russia

The concept of individual's space in naturally occurring speech

The study is carried out within the framework of the cognitive-discursive paradigm and covers the semantics of the English adjectives conveying possessive meaning: *private, individual, personal*. The author collected 600 samples of written and spoken English utterances, to analyze a cognitive model of the individual's space in the English language.

The research is based on the hypothesis-deductive method relying on linguistic experiment and calculation of co-occurrence of the adjectives with other parts of speech in the context.

Semantic descriptions of the meanings were offered.

Elena Seliverstova

Moscow City University, Moscow, Russia

Analysis of English translations of I. Bunin's "The gentleman from San-Francisco"

The paper aims to study and compare English translations of Ivan Bunin's novella "The Gentleman from San Francisco" (1915). Analysis is based on translations of different time periods: D.G. Lawrence and S.S. Kotelyansky (1917), A. Yarmolinsky (1918), B. Guernsey (1923), T. Seltzer (1925), and D. Richards (1987). The works of I. Bunin have always had an appeal to translators trying to rise to the challenge of capturing the idiosyncrasy in the English language.

Bunin's novellas are remarkable for a special rhythm of the narrative, which involves alternation of long predicative structures and simple sentences. Presumably, it is associated with the intention of the author to unveil the protagonist's nature, his perception of reality.

Apart from that, pre-translation analysis showed the following potential translation challenges in the source text:

1. abstract (deverbal) Russian nouns;
2. participle and adverbial participle (constructions);
3. impersonal sentences;
4. non-personal sentences.

The overview of translation manuals shows the following recommendations to handle the problems mentioned above (Бреус 2020; Грамматические Аспекты Перевода 2014): Russian deverbal nouns are recommended to be transformed into English gerunds, participles, infinitives – this transformation is commonly used by Bunin’s translators, cf.: **возбуждение аппетита** - **whetting their appetite** / **awakening an appetite** / **to stimulate** - **their appetites**.

Still, the analysis showed that some abstract nouns are preserved in the English text: *свежесть* – *freshness*, *злоба* – *moroseness* / *sullenness*, *грузность* – *ponderousness*, *искренность* – *frankness*, *чистота* – *cleanliness*. This tendency could be traced in all the translations.

Russian poly-predicative structures are normally divided into several English shorter sentences allowing for the number of rhemes in the original sentence:музыканты, блестя медью духовых инструментов, уже столпились на палубе и вдруг оглушили всех торжествующими звуками марша, гигант-командир, в парадной форме, появился на своих мостках и, как милостивый языческий бог, приветственно помотал рукой пассажирам - *the brass band, shining with the brass of their instruments, had already assembled on deck. Suddenly they deafened everybody with the strains of their triumphant rag-time. The giant captain appeared in full uniform on the bridge, and like a benign pagan idol waved his hands to the passengers in a gesture of welcome.*

However, some translators try to preserve Bunin’s narrative rhythm and divide original sentences with the semicolon sign instead, cf.: Тяжелый туман до самого основания скрывал Везувий, низко серел над свинцовой зыбью моря - *A heavy fog hid Vesuvius to the very base; this gray fog spread low over the leaden swell of the sea that was lost to the eye at a distance of a half a mile.*

Russian participles can be reduced to English adjectives, cf.: светало над серо-зеленой водяной пустыней, тяжело **волновавшейся** в тумане - *above the gray-green watery desert, ponderously **restless** in the mist*; в пятом часу их, освеженных и **повеселевших**, поили крепким душистым чаем с печеньями - *till five o'clock, when, refreshed and **lively**, they were treated to strong, fragrant tea and sweet cakes/ between four and five, glowing and **cheerful**, they were regaled with strong perfumed tea and biscuits.*

Participle and adverbial participle constructions are most commonly rendered into English with participle I/II, cf.: лежали, **укрывшись пледами**, **глядя** на облачное небо - *lay passengers **wrapped in plaids**, **looking** at the mist-heavy sky / **wrapped in plaids**, lay stretched, **dozing** lazily, or **watching** the cloudy sky / **covered up** with plaid rugs, **contemplating** the cloudy sky / **wrapped in** rugs, and either **gazed** at the cloudy sky. They can also be transformed into a full predicative structure: океан, **ходивший за стенами**, был страшен - *the ocean, **which heaved about the sides of the ship**, was dreadful.* Sometimes Quite frequently participle constructions are normally*

preserved: *the ocean, **heaving on the other side of the walls**, was terrifying / the ocean **running outside** was awesome / the ocean **heaving on the other side of the walls** was awesome/ the ocean **heaving beyond** was terrible.*

All these transformations can be attributed both to the differences in the language structure and desire to recreate the idiosyncrasy of the author's style.

Analysis from historic perspective (translations made in early 20th century vs late 20th century) shows that the translations of the earlier period tend to copy the structure and syntax of the source text: poly-predicative sentences were seldom divided into smaller ones, abstract nouns were preserved in the English text. It seems that considerations of style for that period translators were much more significant, than structural transformations determined by the language differences, as the choice was often made in favor of preserving the original structure.

As for the later period the translators seem to focus more on pragmatic (linguistic) features. Namely, D. Richards (1987) transforms Russian deverbal nouns into English gerunds and infinitives, cf.: *возбуждение аппетита – to stimulate their appetite/ к нему навстречу с предложением услуг - towards him offering their services*. However, the overall translation is lacking in the original atmosphere.

The study shows that overall English translations are bigger in size than the Russian original. These changes could be linked to several things. First, rendering Russian impersonal and non-personal sentences requires reconstructing the subject in an English sentence (*he, she, it, there*). Secondly, more detailed descriptions are used in the English text, with additional predicative structures: *Мисс была ужасно бледна и держала в зубах ломтик лимона - The younger lady from San Francisco was deathly pale, and held in her teeth a slice of lemon. **Now not even the thought of meeting the prince at Sorrento, where he was due to arrive by Christmas, could gladden her (1917) / The lady's daughter was frightfully pale and kept a slice of lemon between her teeth. **Not even the hope of an unexpected meeting with the prince at Sorrento, where he planned to arrive on Christmas, served to cheer her (1918).***** In examples mentioned above the translators added more detail to the description of Miss's state to capture the original atmosphere. Nevertheless, it seems to interfere with the author's initial concept.

Raisa Shaymardanova

Moscow City University, Moscow, Russia

English-to-Russian translation features of a political interview

Due to the rapid development of technologies the relationship between the political realm and the media is becoming increasingly close. Nowadays the mass media are not simply a source of information about the key events both inside and outside the country, yet, they are an effective political tool that can affect the diplomatic situation of the state and the international relations.

As of today the genre of political interview is gaining momentum. A political interview implies a clear distinction of speech roles among the participants. The journalist's aim during an interview

is to reveal a politician's opinions and worldview that are crucial for the society, while the latter, answering the journalist's questions, tries to make the society trust him/her. The translation of political interviews should be precise and therefore it's a process of increased speech responsibility.

The paper focuses on the analysis of English-to-Russian translation of political interviews. The study looks into transformations featured in the Russian translations of Donald Trump's interviews for such magazines as Time, the Wall Street Journal, the Hill, the Washington Post and Full Measure. The research reveals specifics of English-to-Russian translation of political interviews translation and identifies the most efficient transformations.

The findings of this analysis and the conclusions drawn are presented in the paper.

Maria Shakhova

Moscow City University, Moscow, Russia

Conceptualization of the characters' kinesics in S. Faulks's *A Week in December*

Nonverbal communication is crucial for people's everyday life. That makes understanding of kinesics the key for effective communication and message delivery. Kinesics as the study of gestures (*hands up, point with finger*), facial expressions (*wide eyes, bend brows*), and body language (*rubbing hands together, ran hand back over the hair*), emerged in anthropological inquiry to become an invaluable part of psychology, sociology, and other communication studies. It has been estimated that as little as 20-30% of information transferred during conversation is from spoken words (Birdwhistell, 1954; Waiflein, 2013). Much of what is conveyed comes through nonlinguistic body movement and facial expressions.

The means of non-verbal communication plays an important role in face-to-face contacts as well as in fiction, which represents a special form of communication. Kinesics are deliberate literary stylistic devices used by an author to either add up vivid accent and underline a verbal message or contradict with the conveyed statement.

The data of the study features words and collocations representing kinesics which are collected from S. Faulks's novel *A Week in December* to better characters' understanding using componential analysis, which includes elements of definitional and contextual analysis. During the analysis, the groups of kinesics movements are made. The data received proves that kinemes found in the text allow the author to add up auxiliary meanings to verbal situations, to describe a scene in a more expressive and emotional way. As literary devices, kinesics such as posture, bearing, stance, and the subtle movements portray the character's intentions and supplement the information conveyed by verbal means of communication.

Thus, kinemes in fictional literature serve an additive role to art up the story and evoke feelings in the reader. Non-verbal communication tools help narrators to to unleash character's temper as well as assist narratees with understanding true intentions of the author.

References

- Birdwhistell, R. L. (1952). *Introduction to Kinesics: An Annotation System for Analysis of Body Motion and Gesture*. Michigan: University of Louisville.
- Waiflein, M. (2013). *The Progression of the Field of Kinesics*. Senior Theses – Anthropology. Illinois State University [Electronic source]. Retrieved from: <https://ir.library.illinoisstate.edu/sta/3/>

Alexandra Shchekotikhina

Moscow City University, Moscow, Russia

Foreign university web-sites pragmatic analysis based on benchmarking

Globalization and marketization of society have highly contributed to the universities integration into the worldwide educational space. It is relevant for leading universities to have an up-to-date website with modern and competitive multimedia content.

The paper is devoted to the pragmatic analysis of universities websites interactive component, based on their place in the world rankings. The research relies on the analyses of five leading American and British universities websites: Harvard University, Stanford University, Massachusetts Institute of Technology, University of Cambridge, University of Oxford. The ultimate goal was to assess the tools used on the websites as well as their impact on users to develop a unified strategy for improving a university website.

The theoretical study includes three parts: specifying pragmatic analysis and studying its methodology; exploring international rating systems; conducting benchmarking analyses of the chosen leading foreign universities.

The practical study covers detailed analysis of websites' universal structure as well as their interaction component - multimedia. A detailed analysis showed that each website has images illustrating life of universities, but not all have videos. Feedback is limited. Questions and suggestions are mostly accepted via phone or e-mail. The FAQ system is not in the public domain. All university websites provide virtual tours: hall reviews, maps and building plans as well as full-fledged tours using Google Street View or interactive guides. Another key finding is distance learning, which also includes courses on various subjects, which is gaining momentum nowadays.

The obtained results also compared with the information presented on the MCU website to outline its possible improvement strategy.

University department blog as an object of discourse studies

The study focuses on academic blogs, specifically, university department blogs as a form of online interaction between department students and faculty, which have recently grown in number and expanded the genre system of academic discourse.

The academic blog emerged as a response to the increasing role of online communication in academic communities and reflects the need for out-of-classroom interaction between students and educators. Its nature and its intended purpose make it a genre of written communication, however, its function as an Internet blog and its informal status make the academic blog a hybrid form combining features of written and spoken speech as well as multimedia content, such as images and videos. Its transitional discourse status and application potential contribute to the scholarly interest in such interactive academic formats, specifically, in university department blogs.

A preliminary review of literature related to academic communication on the university level revealed that there is a social demand for research approaching university blogs as many departments seek to develop their own blogs – the Covid-19 crisis highlighting the need for effective forms of out-of-classroom interaction in academic communities. Moreover, one cannot fail to note that previous research focused mostly on methodological issues and educational values of school blogs or educators' personal blogs, university department blogs being on the periphery of scholarly attention, their linguistic perspective remaining mostly in the shade.

The present study aims at exploring language properties of university department blogs, their style, discourse status, communicative and pragmatic structure. The research procedure included the following stages: 1) compiling representative subcorpora of Russian and English university department blogs, 2) developing their typology, 3) detecting discourse characteristics of university department blogs, 4) exploring their communicative and pragmatic organization.

In accordance with the objective, Russian and English subcorpora of university department blogs were compiled, the total number of blogs amounting to twelve units. The Russian subcorpus includes three academic blogs available online at *blogger.com*, *edublogs.com*, and a thematic website. The English subcorpus contains nine university department blogs obtained from *blogger.com*, *wordpress.com*, and other blog hosting platforms.

The paper hypothesizes prevalence of academic discourse features as the content of academic blogs is intended for a specific audience related to the collective blogger via their roles in the education process. To test the hypothesis, a number of methods were used, including content analysis, discourse, and stylistic analysis. The findings suggest that academic blogs of university departments are part of an interdiscourse space and thus display features specific to various discourse types, which makes the academic blog a unique hybrid genre of academic discourse functioning in computer-mediated communication.

Anastasia Stepashina

Moscow City University, Moscow, Russia

Cognitive patterns determining functional and structural features of medical instructions

Modern linguistics studies the links between language and social life. Language is one of the communicational means. Thus, the social essence is inherent in the language itself. Language reflects various spheres of social life and forms different discourse types. Thus, one of the fundamental areas is the medical field, which includes medical as well as pharmaceutical discourse.

The study regards the analysis of how individuals interact through the intermediary of the instruction pattern; the ways and means of addressing as well as the corresponding cognitive processes are also under study. Thus, the research objective is to establish and identify communication strategies in cosmetics and medicine instructions texts.

The analysis of instructions revealed the use of a persuasion strategy, which includes an argumentation tactic. It's focused on tricks how to draw consumer into buying the product: *Properties & benefits: Hydrosoluble, silky gel; Lathers and cleanses deeply; Renders skin clean and bright; Pleasurable and delightfully refreshing.*

The example illustrates the following features of the tactic employed: the verbs *lather*, *clean*, *render*, adjective *pleasurable* and adverb *delightfully* are used to make an impression on the reader and to represent the positive effects of the product [Habermas, p. 576].

The next strategy is educational: *How to use* section reflects frequent application of imperative constructions to motivate the addressee:

Micro-retinol® essential foaming cleanser: Use morning and evening. Pump a small amount of MicroRetinol® Essential Foaming Cleanser in the palm of your hand. Foam cleanser between palms using warm water.

The findings contribute to the study of addressee and addresser functions within the pharmaceutical discourse. The research revealed how individuals interact through the intermediary of the instruction pattern. Moreover, we created an addressing model and highlight the key leverage strategies targeted at the addressee.

Darya Strelnikova

Moscow City University, Moscow, Russia

Structural and content analysis of abstracts in English language (based on conference information packages)

The information revolution has revealed a vast amount of scientific articles. The abstract facilitates both the editor to list the articles according to the conference sections and the potential

reader to choose the article of interest. The paper comprises structural and content analysis of abstracts in English language to scientific articles.

At present, the abstract has entered scientific practice. The abstract is an integral part of the scientific article published both in Russian conference information packages and in international ones. It is one of the most important sections of a research paper. In addition, the skills to write abstracts is an essential indicator of academic discourse formation.

The paper deals with abstracts to scientific articles published in linguistic conference information packages. The main purposes of the study are to research into the structure and contents of such abstracts, identify their features and give a number of recommendations when writing abstracts.

The research focuses on the analysis and systematization of the requirements for abstracts structure and contents. With Internet resources used (*ProWritingAid*, *Slick Write*, *Troops*, *Sentistrength*, *Link Grammar Parser*), the analysis revealed that the structural features and the content differ due to the Conference Information Packages requirements. The analysis of 100 abstracts in English published in 31 Conference Information Packages helped to identify common structure and mistakes, these are: non-compliance with the style, the structure and layout of abstracts, with the collection requirements. Recommendations on writing English language abstracts to scientific articles for linguistic conference information packages are provided.

Marina Strelnikova

Moscow City University, Moscow, Russia

Speech patterns in Internet-mediated communication to discuss the current news

The 21st century is witnessing a significant part of communication transferred from the real world (face-to-face interaction) to virtual medium, as the world wide web provides unprecedented opportunities, eliminates geographical distances and lifts barriers to communication. Meanwhile, the analysis of Internet-mediated communication is becoming increasingly popular with researchers in the field of linguistics (Crystal, 2001; Vinogradova, 2004). This is due to the fact that internet users tend to employ unique and somewhat uncharacteristic speech patterns when communicating in the virtual reality. When doing preliminary research we have noticed that forums which serve as platforms to debate the current news seem to be left outside the scope of this research area. Given this, the objective of our study was to analyze, systematize and describe the speech patterns characteristic of participants to this kind of Internet-mediated communication.

Central to the research was an experiment held online on Russian- and English-language news-related forums. At the first stage of the analysis, the key communication strategies used by the participants to the news Internet-forums were studied. The analysis showed that the roles of “critic”, “expert” and “conspirologist” are relatively frequent on news forums to debate the current news. The communicative role of “conspirologist” might be associated with the fact that

the media texts in 2020 cover mainly the election campaigns in Russia and the USA and COVID-19.

The communicants who act as “critics” are characterized by expressive, but rarely justified statements, often featuring irony, sarcasm, profanity and the use of other language means. Those who adhere to the role of an “expert” often use hyperlinks in the discussion, cite statistical data, quote excerpts from other articles to support their stance, they refer to other communicants or to the news forum itself to indicate their interlocutor’s ignorance, their commentaries often feature precise references to names, dates, organizations, facts, statistics. “Conspirologists” tend to use the linguistic tools similar to those of the other two communication strategies.

At the second stage of the analysis, the linguistic means used by the communicants were studied. Internet-mediated communication is informal, however, when discussing news stories it is difficult to convey the emotional component to your speech. To make the statement more expressive, the participants to the communication on news Internet-forums use various means:

1. alternating uppercase and lowercase;
2. colloquial vocabulary;
3. obscene language;
4. quoting;
5. hyperlinks, hashtags;
6. emoticons, emoji, music or images.

To unveil those techniques that were most popular with the participants to Internet-mediated news discussion we carried out an experiment. Some findings of the experimental research will be presented in the paper.

References

- Crystal, D. (2001). *Language and the Internet*. Cambridge: Cambridge University Press.
- Vinogradova, T.U. (2004). *The communication specifics in the Internet*. Russian and Comparative Philology: Linguacultural Aspect, 63-67.

Arina Tereshchenko

Moscow City University, Moscow, Russia

Standards for consecutive interpretation training

The features of modern translator’s work change under the current trends and the whole situation in the world. Aggressive interest towards translation profession results in the need to evaluate criteria for assessing professional interpreters’ skills. Thus it explains the relevance of this work. The paper is aimed to set standards for consecutive interpretation training enhanced under the influence of current situation.

Consecutive interpretation is a kind of translation in which the interpreter begins to translate an oral message after the speaker has paused: either finishing the entire speech or some part of it. There is evidence that consecutive interpretation is a two-stage process which involves the analysis stage and the synthesis stage together with the usage of note-taking. This term is employed to denote a special recording system that allows an interpreter to record a sufficient number of semantic elements. Consequently, the statement about the two-stage process is not completely right. To determine the list of skills and abilities required for the translator to engage in consecutive translation process, a detailed reference to the translation process itself is relevant.

The initial stage focuses on the interpreter receiving the information while hearing the speech and analyzing the semantics of the whole fragment. At this stage the use of note-taking could help to build more structured and logically coherent text afterwards.

The key stage is the one of deverbalization. Since the meaning of a message can be expressed not only lexically, but also syntactically, logically, or simply non-verbally, the translator must focus on the content and choose the most pragmatically equivalent utterance. Then comes the stage of switching from one language to another, and the interpreter starts translation, after summarizing the information written and heard.

Thus, the interpreter must develop the following set of skills:

1. to analyze the source text and compress it;
2. to apply knowledge in the field of cultural features of two languages;
3. to write the compressed text down with symbols and signs (if it's necessary);
4. to read the written text and structure the output message, that is, a monologue statement, choosing the "correct" grammatical and stylistic structures;
5. to speak and "hold on" in public;
6. to "expand" the written text into a logically coherent and homogeneous oral translation text, aimed at achieving the desired pragmatic effect on the speaker.

Mastering these skills during the learning process allows would-be interpreters to effectively transmit the message and finally become professionals in consecutive interpreting. These skills are at the same time the standards for consecutive interpretation training that were changed under the influence of current trends in the world of linguistics. Still, the issue of estimating the efficiency of the translation performed needs further investigation.

Maria Tokareva

Moscow City University, Moscow, Russia

Iconic and diagrammatic resonant gestures in the morning news television shows

The communication process is defined as a verbal and non-verbal means of communication which include systems of sign language and pantomime, as well as body movements and facial expressions associated with language, for example, emblems, regulators, and illustrators (Ekman, 1969; Ekman & Friesen, 1969). The problem of perception and interpretation of non-verbal behavior has been studied relatively long time. Many scholars such as linguists, psychologists, philosophers, sociologists have analyzed this issue. The most influential are the studies by D. Morris, P. Ekman and E. Friesen, A. Kendon and D. McNeill, followed by those of G. Calbris, G. Kreidlin, C. Müller, I. Mittelberg, J. Zlatev, L. De Cuyper, G. Sonesson, A. Cienki and others. In this paper we attempt to study gestures, namely the phenomenon of “resonance” demonstrating its significance for communication (Iriskhanova, 2018).

By “resonance” we mean a sequential or synchronous coherence (“consonance”) in the discourse of two or more structurally, semantically or functionally similar signs or sign unities (complexes). This sequential coherence strengthens conceptual projections between complexes and generates additional meanings (Iriskhanova, 2018). Polymodal unity, in particular, the symbolic unity “language expression + gesture” is the basis of “resonance”.

The paper is featured within the framework of a developing area of linguistic research – cognitive-discursive linguistics. The non-verbal resonant speaker’s behavior is studied to reveal certain trends in the use of non-verbal means of communication based on the examples of morning television shows where the resonant gestures are illustrated.

The objective of the paper is to study *iconic* (gestures that depict a referent’s features indicated by the word) and *diagrammatic* (the gesture consonant with the structure of the syntactic construction) resonant gestures that are used by anchors during morning news programs such as «Утро России» (Russia morning), «Доброе утро» (Good morning), «Утро пятницы» (Friday morning), etc.

By iconic resonant gestures we mean gestures that depict or copy a referent’s features indicated by the word. For example, when a gesture comes into resonance with the lexical unit semantics.

Diagrammatic resonant gestures are gestures consonant with the structure of the verbal component (copying the syntactic structure of the language component, for example *do something or forget at all* (Peirce, 2000). In this case, the gesture comes into resonance not with the semantics of lexemes but with the structure of the syntactic construction.

Resonant behavior involves copying of the semantics or structure of the language component, profiling certain information in discourse and contributing to the implementation of a variety of pragmatic effects by speakers.

References

Ekman, P., & Friesen, W. (1969). *The repertoire of nonverbal behavior: Categories, origins, usage and coding*. Semiotica, 1, 49-98.

Pierce, C. S. (2000). *Selected philosophical works*. Moscow: Logos.

Iriskhanova, O. K. (2018). *Cognitive resonance and its verbal and non-verbal dimensions*. *Cognitive studies of language*, 32, 334-344.

Adriana Tsubera

Moscow City University, Moscow, Russia

Semantic features of English adjectives *current* / *present*

The poster offers some findings of the experimental research into the semantics of English adjectives *current* / *present* which are still relatively under-researched. Moreover, there has not been given a comprehensive study of the analysed adjectives.

Of special interest is a certain inaccuracy in lexicographic descriptions of these adjectives, which is confirmed by "viscous circles" in their definitions. When we turn to modern dictionaries, we discover that in dictionary entries of these adjectives one word is defined through the other (cf. parts of definitions in bold type), for example:

present is defined as **happening or existing now** (CD); **existing** or occurring **now** (OALD); at this time, **now** (NHOD);

current – **happening or existing now** (CD); belonging to the **present time**; **happening** or being used or done **now** (OALD); belonging to **present time**, contemporary (NHOD).

The definitions may coincide and, as a rule, words are defined through their synonyms: for example, the word *current* is defined through close in meaning adjective *present* and the combination of the participle *happening* / *existing* with the adverb *now* (cf. parts of definitions in bold type above).

It means that adjectives *current* / *present* call for further investigation and stricter semantic definitions. In the research, we shall try and suggest semantic features that will enable the user to distinguish the meanings of the adjectives *current* / *present*.

The above purpose is pursued by considering the complex research procedure based on hypothesis-deduction method (with semantic experiment as its integral part), corpus-based experiment and the analysis of search engine results. The process of verification that increases validity of research findings by incorporating several methods in the study of the same phenomenon in interdisciplinary research is often referred to as triangulation.

The analysis was based on a sample of more than 400 English sentences from the British National Corpus, the Corpus of Contemporary American English and A collection of English corpora.

The first stage of the research consists in gathering information on distribution characteristics of the adjectives *current* / *present* and all possible contexts they may occur in. The results of this analysis enable to frame a hypothesis on the meaning of the words under study. Then we focus on the experimental verification of the hypotheses supported by corpus-based experiment and the analysis of search engine results.

The research findings show that the adjective *current* conveys information about the described event as the one that is conceived by the speaker as developing dynamically, not "captured" in static position (cf. *Acknowledging that U.S. students are internationally competitive in the absence of poverty would diffuse **the current crisis** that reformers have worked so hard to create*); while the adjective *present* allows the speaker to focus on the temporal characteristics of the event / process, relating the event / process to a certain point on the time axis (cf. *In Africa, the Nile River had three times its **present volume**, indicating a much larger tropical region; *He should be concerned about the **present account deficit** as a matter of public policy*).

Alexandra Utkina

Moscow City University, Moscow, Russia

Translating evaluative means from Russian into English: classic Russian literature in focus

The paper focuses on the changes that language means denoting evaluation undergo in the process of translation. The following translations of different time periods were opted for the analysis: English translations for "Dark Alleys" (1944) (R. Hare 1949; H. Aplin 2008) and "The Lady with the Dog" (1898) (C. Garnett 1917, I. Litvinov 1973). The analysis unveiled two main functions of evaluative lexemes: the aesthetic and ethical.

The language means of aesthetic evaluation focus on the protagonist's appearance, are used to emphasize beauty or, on the contrary, unattractive features. *Eto byla zhenshchina vysokaya, s temnymi brovyami, pryamaya, vazhnaya, solidnaya i, kak ona sama sebya nazyvala, myslyashchaya.* (Это была женщина высокая, с темными бровями, прямая, важная, солидная и, как она сама себя называла, мыслящая). This is the only description of the protagonist's wife given in the story, in which the author presents the character as a tall, stately woman. The author emphasizes the external characteristics of the character, and at the end the emphasis is placed on her intelligence. The translator preserves these images, concretizing them by adding details (*staid / imposing*). At the same time, in the translation, the adjective with the meaning of evaluation (*myslyashchaya / мыслящая*) is conveyed in two versions: in the 1917 translation the adjective *intellectual* was used, and in the 1973 translation – a "*thinker*". Still the overall positive evaluation of the protagonist's appearance remains.

The language means of ethic evaluation are focused primarily on cultural features, details in character. *A vyshel negodyay, mot, naglets, bez serdtsa, bez chesti, bez sovesti* (А вышел негодяй, мот, наглец, без сердца, без чести, без совести). The concepts of *mot, naglets* are among the most frequently encountered in classical Russian literature. The lack of similar concepts in English forces the translator to narrow the meaning of the original sentence, to use a descriptive translation (*good for nothing, a spendthrift, a scoundrel / insolent*).

Research results have shown that the adequate translation of a literary work depends on translator's art and talent. Working with literary texts, in which the depth of content and refinement of form are organically combined with a national and cultural worldview, obliges the

translator to flourish in both languages. Language means denoting evaluation do not always imply only one variant of translation, since, given different world outlooks, language means denoting evaluation convey culturally determined concepts. Correlates may differ given synonymy and other intra-linguistic processes, as well as extralinguistic and culturally determined phenomena.

Anna Vikulova

Moscow City University, Moscow, Russia

Russian and English Possessive Pronouns: what do they have in common?

The paper focuses on substitute words with special lexical and grammatical functions, namely pronouns, which play a significant role in terms of deixis and reference. The fact that Russian and English possessive pronouns often behave alike, yet demonstrate remarkable culture-specific differences, makes a comprehensive analysis relevant task. Pronouns, deictic words, etc. have already been extensively researched into. Yet, more effort has to be made to unveil the scope of functions of possessive pronouns in the text and establish correlation between Russian / English possessives.

Possessive pronouns are known to be both semantically complete and grammatically compact parts of speech with strong deictic properties, indicating the presence of an object in the individual's personal space, cf.:

*I struggle, half asleep, into **my** uniform. A couple of policemen wave and call out **their** greetings; the human contact raises **my** spirits no end.*

*Мамка **твоя** где? Ступив однажды на **его** каменистую землю, человек оказывался в полной власти этого мрачноватого даже на первый взгляд места.*

Solid discrepancies in the English and Russian languages lead to the partial asymmetry in interpretation and use of possessive pronouns, which might become a translation challenge.

1) The occurrence of possessive pronouns in the Russian language seems to depend on the style of the text (formal-informal characteristics). Informal style calls for more possessive pronouns to be used. Apart from that, there is an obvious tendency for the use of possessives with more generalized nature, i.e. *свой / своя / свое / свои*: *Я же все это – как **своими** глазами увидел. Ты не уполномочен руки **свои** распускать! Руки **свои** убери.* Vs *Too many likely voters said they were put off by **his** manner and views. This dataset, however, is not the only tool the internet has delivered for understanding **our** world.* Thus, the Russian language appears to go for a more generalized way of pointing out relation of possession. Defining the borderline, these Russian words don't specify the particular personal space.

2) The English language apparently focuses on the idea of possession, possessive pronouns are commonly used with the parts of the body, tangible property, relations / friends etc. cf.: *shake **my** hand, drop to **my** knees and press **my** forehead, **my** fourth-floor apartment, **my** bag, **my** father or **my** mother. **My** father's family name being Pirrip, and **my** Christian name Philip, **my** infant*

tonque could make of both names nothing longer or more explicit than *Pip*. Unlike English, the Russian language does not commonly use possessives with the parts of the body in: *Волны, уже сомкнувшиеся над_головой, расступились, в_глазах опять полыхнул огненный шар закатного солнца*. Still, there is a tendency for the use of possessive pronouns while describing the results of emotional, mental, and physical activity of the subject, cf.: *Преотменное настроение его было вызвано и яркой голубизной майского неба, глядевшего в окно сквозь незадернутые занавески.... Возившаяся на кухне старуха, тощая, как осенний крушиновый куст, даже не взглянула на Баха – он отнес это на счет ее деликатности*.

3) Overall, the English language enjoys greater variety of possessive pronouns: *his / her / their / etc. / ...of mine*, cf.:

Which was slightly reminiscent of a friend of mine who is vegetarian except for bacon, but nonetheless. To five little stone lozenges, each about a foot and a half long, which were arranged in a neat row beside their grave, and were sacred to the memory of five little brothers of mine.

4) Possessive pronoun *their* might be used instead of indicating the gender with pronouns *his / her*, cf.: *Somebody cried to give the money back, their voice was severe*.

This paper looks into deictic pronouns' occurrence in the natural language and their functions to identify common features of English and Russian possessives. The findings reveal clear distinctions which might be instrumental in terms of translation.

Maria Vysotskaya

Moscow City University, Moscow, Russia

Analysis of semantic subject types in the English sentence from translation perspective

The paper looks into analysis of types of semantic subject in the English sentence in translation perspective.

One of the most significant structural difference between the English and Russian languages lies in the fixed word order of words in the English sentence that normally begins with subject and predicate, while in Russian the word order is described as flexible.

Although the peak of communicative dynamism can be found in any part of the English sentence, the communicative significance of sentence components commonly increases at the end: **Poland will hold** (theme) *a Junior Eurovision Song Contest* (rheme); **Iran sees** (theme) *highest daily cases since June* (rheme); **Western Australia announced** (theme) *a slight easing of its border restrictions* (rheme). In other words, the English subject may pose little communicative significance, as it does not indicate the agent of the action expressed by the predicate.

The types of subjects that do not indicate agents of the action actually perform other functions: adverbial modifier of time, place, cause, object or indicate a source of information.

The research aims to identify the frequency of English subjects of semantic types, predicates that typically go with each subject type, ways to transfer these subjects into Russian.

The analysis showed that there are three most common semantic types of an English subject: the subject with the function of adverbial modifier of place: **Victoria recorded 10 new cases of Covid-19, with seven more deaths**; the subject that actually acts as adverbial modifier of cause: **First earthquake claimed almost 300,000 lives**; a formal subject *there/it*: **there is encouraging news about climate science as well**. The subject with the function of adverbial modifier of time is the least frequent group: **The month saw two important wins over fellow title rivals – an emphatic 6-3 victory over Arsenal and an impressive 2-1 win over Liverpool**.

The analysis of predicates showed that the subject with the function of adverbial modifier of place is most frequently followed by *to say, to see, to announce* and less often by *to face, to report, to welcome, to suggest*. Normally verbs such as *to lead to, to claim, and to kill* are used with the subject that acts as adverbial modifier of cause. The subject with the function of adverbial modifier of time is followed by verb *to see (last week/month saw)*.

When translated, these subjects are to be transformed into Russian adverbial modifier of time, place, cause and object.

Comparing English media texts with their Russian translations from bilingual site *Ino Pressa* confirmed that this strategy works, cf.: **The University of Oxford banned clapping at student Union events "stop causing concern"** - **В Оксфордском университете запретили хлопать на мероприятиях Студенческого союза, чтобы «не смущать»**; **The Salisbury nerve agent attack is about to claim yet another pair of tragic victims** - **В результате атаки в Солсбери с применением нервно-паралитического вещества вот-вот появится еще две жертвы - третья пара, пострадавшая из-за данного дела**.

Still there are many examples when the English structure is not transformed but copied, especially often with the subjects that act as adverbial modifier of place and indicate a source of information, cf.: **Downing street said that on Monday it could not comment on the report of Russia or its evidence has not yet been published** - **В понедельник Даунинг-стрит заявила, что не может комментировать доклад по России или содержащиеся в нем доказательства, пока он не будет опубликован**.

There is strong feeling that these sentences do not sound good Russian, thus infringing the standards and norms of the Russian language.

Gender stereotypes in a female perfume advertising

The article is devoted to the problem of gender stereotypes, the concept of sex and gender terms are considered. Sex is a biological category, while "gender" refers to the set of social and cultural norms that society requires people to follow depending on their biological gender (Zharnicova, 2016). Gender is not an innate quality of a person; it is acquired in the process of socialization of individuals. In society, there are factors that in one way or another affect the formation of human behavior and its stereotypes. The most significant factors influencing gender behavior are language, social institutions, and mass media.

A stereotype is a mechanism of influence that dictates how a person should react and what they should expect from contact with representatives of another group (Krivtsova & Gershun, 2015). It is static in the minds of people or barely changes.

One of advertising features is gender stereotyping, which affects the consumers attitudes. Any advertising affects the stereotypes system so that the previously formed opinion about the object appears in the mind simultaneously with the new vision. Knowing how stereotypes affect the audience's mind, advertising specialist can create more effective ad that will increase the success of the advertising campaign as a whole. Likewise, through gender stereotypes advertising has a great influence on the formation of male and female social roles portrayal.

Perfume advertising is currently one of the most expensive types of promotional products. It requires a special approach in forming an advertising idea and choosing advertising tools, since it is a subject close to a person, perfume affects self-perception and self-esteem.

The characteristic features of women's perfume include emotionality, sensitivity, receptivity, suggestibility, vulnerability, empathy (according to Aniskina & Zarubalova, 2014). We analyzed 10 perfume texts of English communication posted on the official web sites of several niche perfume houses (Frederic Malle, Diptyque, Creed). While reading a perfume description we consider a portrait of its potential consumer.

References

- Aniskina, N. V. & Zarubalova, O. A. (2014). *Features of means of influence in cosmetics advertising: a gender aspect*. Yaroslavskiy Pedagogicheskiy Vestnik (Yaroslavl Pedagogical Bulletin. Series of Works: Human Sciences), 1, 109-114.
- Krivtsova, E. V. & Gershun, M. V. (2015). *Gender stereotypes in modern advertising women's perfume*. Mezhdunarodniy Zhurnal Prikladnyh i Fundamentalnyh Issledovaniy (International Journal of Applied and Fundamental Research), 12, 537-540.
- Zharnicova, A. V. (2016). *Gender stereotypes in advertising discourse (based on English material)*. Vestnik Butyatskogo Gosudarstvennogo Universiteta (Buryat State University Bulletin), 2, 84-89.

Nikolay Yelesin

Moscow City University, Moscow, Russia

Analysis of speech compression techniques in Russian-to-English oral interpreting: sentence breaking and merging

The paper features the analysis of speech compression techniques including splitting and merging of syntactic constructions. In interpreting, the time for decision-making is extremely limited, and speech compression becomes an indispensable tool of presenting the key pieces of information in the most succinct way. Breaking a complex sentence into simpler sentences or joining several semantically connected constructions into a single, yet a less cumbersome one, are among the most frequent transformations interpreters perform, which makes them relevant subjects of research.

Another reason speech compression becomes a salient issue is the increase in international communication and the resulting need to train more professional interpreters. The present research will attempt to identify the most frequent and effective syntactic compression strategies, namely those that involve sentence splitting and merging.

The corpus examined in this study features recordings and transcripts of speeches interpreted from Russian into English either consecutively or simultaneously.

Tatyana Zenina

Moscow City University, Moscow, Russia

The prospects of discourse development in media space

In the global information space, the text is the main factor influencing any sphere of society's life. The dynamic development of new information technologies (IT) let us to work out methodological concepts which reflect media discourse as a special form belonged to a particular culture and included forms of other discourses. This article is devoted to various types of discourse, as well as the modern digital technologies included in it, which let the implementation of the various subtypes in media space. They create an illocutionary effect and a new content of the communication act.

The purpose of this paper is to analyze the main trends related to the discourses within the bounds of the media discourse. Russian and English language media texts was selected as the examples of this process.

Russian and English-language media texts reflecting the peculiarities of the coronavirus problem in the media space were chosen as the object of research. The paper considers many constructions which are the most popular in various newspapers, magazines, and Internet resources related to mass media.

The paper aims to:

- 1) analyse the features of English-language discourse in the media space;
- 2) identify the main trends in the development of media discourse;
- 3) analyse the different types of relations between discourses within the media space;
- 4) distinguish between the definitions of communication and discourse.

The subject of the research is the examination of the discourse interaction within the media space and its impact on public consciousness

Nikita Zhuravlev

Moscow City University, Moscow, Russia

Russian-to-English translation of parenthetical words & clauses

The paper offers an account of structural and semantic features of Russian parenthetical words and clauses.

The first stage of the research consisted in gathering over 1,500 Russian parenthetical words and clauses from Official Internet Resources of the President of Russia (<http://kremlin.ru/>). The paper makes a structural and quantitative analysis of the analyzed units to provide a practical insight on how to translate Russian parenthetical words and models into English avoiding misinterpretation due to culture- and language-specific features.