



ULAB XV Conference Program

University College London
10th-12th April 2025

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1 ULAB XV Information

Welcome to ULAB XV! We are looking forward to seeing you at UCL, or online. All information related to the conference is given here.

1.1 Locations

An interactive map of the UCL campus is available at <https://www.ucl.ac.uk/maps/>. Information relating to accessible entrances is displayed on this map.

On Thursday and Friday, the Conference will take place in Chandler House, 2 Wakefield Street, London WC1N 1PF. Information on reaching this location is available at <https://www.ucl.ac.uk/pals/contact/how-find-chandler-house>, and detailed accessibility information is available at <https://www.accessable.co.uk/venues/chandler-house>.

On Saturday, the Conference will take place in the Institute of Education. IOE, UCL's Faculty of Education and Society, 20 Bedford Way, London WC1H 0AL. Accessibility information is available at <https://www.accessable.co.uk/venues/institute-of-education-bedford-way-20>.

1.2 Transport

Information about transportation to specific buildings and suggested accommodation can be found in (1.1) and (1.3) respectively. Nearby national rail stations are Kings Cross, St. Pancras International and Euston, which are all in close proximity to UCL sites and provide connections to large parts of the country.

Nearby underground stations with step-free access include Euston Square, King's Cross St Pancras, and Tottenham Court Road. These are approximately 5-15 minute walks from conference sites.

Nearby stations without step-free access include Goodge Street and Russel Square. These are approximately 5-15 minute walks from conference sites.

Nearby bus stops include Russell Square, Tavistock Square, and Goodge Street Station.

General information about public transportation around London, including accessibility information, can be found at <https://tfl.gov.uk/>.

1.2.1 Street Parking

Street parking outside both Chandler House and the IOE is managed by Camden Council, one of the four central London boroughs in which the "blue badge scheme" does not apply fully. Unless your blue badge was issued by Camden Council, you are restricted to using designated "blue badge parking bays".

There is a blue badge parking bay, which can accommodate three cars, outside 20 Bedford Way.

1.3 Suggested Accomodation

- Generator London <https://staygenerator.com/hostels/london?lang=en-GB>
- Point A London <https://www.pointahotels.com/our-hotels/kings-cross/>
- Travelodge Hotels in London <https://www.travelodge.co.uk/uk/london/index.html>

Exact prices, locations, proximity to public transportation and accessibility information is best found on the respective websites of the hotels, as this may be subject to change.

1.4 Registration

Registration will take place in Chandler House on Thursday and Friday, and the Faculty of Education and Society on Saturday. You can register for the annual ULAB book raffle at registration. To participate, please write your full name next to one of the available books by 12:30 every day. The winners will be selected at random and declared at the end of each lunch break.

1.5 Types of talk

- Student presentations are in either long or short talk formats. Long talks have a scheduled slot of 30 minutes, and short talks have a scheduled slot of 15 minutes. This includes setting up and questions, so the talks should aim to take 20-25 or 5-10 minutes respectively.
- Poster presentations feature current and recent undergraduates presenting posters showcasing research on a range of linguistic topics. These will be simultaneous. This may proceed simultaneously with external guests talking about postgraduate or other career opportunities at various institutions. Feel free to walk around and ask questions to students and external guests.
- Plenary speakers will discuss a topic of their choice related to their field of study for approximately an hour, including a question and answer period. Further info is given in (4).
- Workshops, led by academics, are scheduled, which allow for engaging discussions over multiple days. Further info is given in (6).

1.6 Accessibility

Information about the accessibility of buildings, public transport, and suggested accommodation is found in (1.1), (1.2) and (1.3) respectively.

ULAB is committed to meeting accessibility requirements, and will provide reasonable adjustments to presentation types, font size, and other material as required.

1.7 Catering

TBC.

1.8 Photography

Please let us know during registration or beforehand if you don't wish to be photographed.

1.9 Conference Competition

Every year, a prize sponsored by the Linguistics Association of Great Britain (LAGB) is awarded to the best presentation, as voted on by the conference attendees. The prize consists of free LAGB membership for a year and the opportunity to attend and present the research at the following LAGB Annual Meeting with full funding, as well as the option to receive coaching and advice in presenting at academic conferences with a member of the LAGB committee.

1.10 Socials

All details given below are subject to change.

- Thursday 10 April 19:00-21:00 ULAB 2025 Opener: TaskmArtie 421 Nunn Hall, IOE - Bedford Way (20).
- Friday 11th April 19:00-22:00 Conference Dinner and Networking Event, Location TBC.
- Saturday 12 April 19:00-22:00: That's a Wrap! ULAB Closer Party, W3.01, IOE - Bedford Way (20).
Student Union

1.11 Sponsors

We wholeheartedly appreciate the financial support of the Linguistics Association of Great Britain (LAGB) postgraduate student committee.

Further information about sponsors TBC.

2 ULAB Committees

2.1 Local Committee

Chair	Mika Bradley <i>University College London</i>
Vice-Chair	Mariia Bulkina <i>University College London</i>
Committee Members	Clarissa Ki <i>University College London</i> Amanda Ng <i>University College London</i> Saki Stait <i>University College London</i>

2.2 National Committee

Co-chairs	Jago Rowe <i>University of Cambridge</i> Michael Ellam <i>University of Glasgow</i>
Secretary	Cassie Papp <i>University of Manchester</i>
Treasurer	Milly Sandy <i>University of Sussex</i>
Archivist	James Berriman <i>University of Portsmouth</i>
Social Media Coordinator	Cameron Benson-Davis <i>University of Edinburgh</i>
Webmaster	Ro Dhasmana <i>University of Aberdeen</i>
Opportunities Coordinator	Yasmin Carruthers <i>University of Aberdeen</i>
Accessibility Officer	Mariia Bulkina <i>University College London</i>
Institutional Representative Coordinator	Lucy Bartholomew <i>University of York</i>

3 Conference Schedule

3.1 Thursday 10th April

	Room 1 (Chandler House G10)	Room 2 (Chandler House B01)
09:00-9:45	Conference Registration and Welcome to ULAB XV	
09:45-10:15	Theocharis Tzimas and Anastasios Stefanidis (45) - <u>online</u> <i>The Indo-European Background of Greece and Albania Observed through the areas' hydronymic and toponymic evidence</i>	Amélie Wisniewska-Sadok (48) <i>Talking about 🍉: Linguistic innovation and self-censorship in pro-Palestine discourses on TikTok</i>
10:15-10:30	Hayna Williams (47) - <u>online</u> <i>Participant variability and results in experimental linguistics</i>	Amalia-Teodora Bajanaru (2) <i>What role does language proficiency play in phonetic production during code-switching from English to French, and how does it relate to psycholinguistic theories of speech production?</i>
10:30-11:30	Andrew Lamont (Chandler House G10)(4.1) <i>Sino-Japanese compounds and the question of phonological serialism.</i>	
11:30-12:00	Cameron Benson-Davis (6) <i>'I did that for art': Observing the Roles of Solidarity and Co-speech Gestures in Co-constructing Appraisal for Prestige Television</i>	Charlie Cross (20) - <u>online</u> <i>A new (autistic) perspective on autistic responses to indirect requests</i>
12:00-13:00	Lunch	
13:00-14:00	Davide di Prete (Chandler House B01)(6.1) <i>Super Linguistics: a Grammar of Music</i>	
14:00-14:15	Amy Cope (19) <i>Accent Copycats: How Accurately Can Non-Linguists Mimic a Known Voice?</i>	Chi Lok Yau (50) <i>Perceptions of ELT Student Teachers with a literature background of literature use in teaching Language Arts in Hong Kong</i>
14:15-14:45	Anita Beroza (7) - <u>online</u> <i>How Does Distributional Semantics Characterise Vagueness?</i>	Sebastian Segger-Staveley (40) <i>Examining the generalisability of dimension-based statistical learning for speech across place of articulation</i>
14:45-15:15	Brendan Bethlehem (10) <i>Re-evaluating a non-contrast: *t₁, *t₂, *c₁ and *c₂ in Proto-Inuit-Yupik-Unangan</i>	Saki Stait (41) <i>What actually is regular polysemy?</i>
15:15-15:30	Yuxiao Wang (46) <i>A study of the acquisition of Spanish stops in a bilingual context</i>	Michael Ellam (23) <i>Vulgarity, Obscenity and Insults in the Novgorod Birchbark Manuscripts</i>
15:30-16:00	Nat Thompson and Renauld Govain (44) <i>Interphonological Processes' as observed in Guadeloupean Creole</i>	Chun Yan Chan (16) <i>Signs of Empowerment: Schoolscape and Values Education</i>
<i>Continued on next page</i>		

	Room 1 (Chandler House G10)	Room 2 (Chandler House B01)
16:00-16:30	Florrie Baker (3) <i>Attention and Emergent L1 Syntax</i>	Nicholas Quincy Hopper (29) <i>Does Register Affect Optimal N-gram Length for Authorship Verification?</i>
16:30-16:45	Emma Footit (25) <i>The Effect of Spatial Separation on 3D Loudness Perception in the Presence of Competing Speech</i>	Ellie Griffith (28) - online <i>How is Violence Against Women Represented in UK Newspapers between 9th July 2024 and 9th November 2024?</i>
16:45-17:15	James Berriman (9) <i>"It'll never be said in fair England": The negotiation of power in a grammatical mood and modality analysis of English folk music</i>	Chunxi Luo (??) <i>Presupposition Projection Theories Through The Lens of English and Mandarin Large Language Models</i>

3.2 Friday 11th April

	Room 1 (Chandler House G10)	Room 2 (Chandler House B01)
09:00-9:45	Conference Registration	
09:45-10:15	Andraya Yearwood (51) - <u>online</u> <i>“Samba’o na cara da sociedade”: A Quare Linguistic Account of Brazilian Portuguese</i>	Laura Collins (18) <i>Corpus-assisted discourse analysis of Anxiety Disorder in online UK news from 2014-2023</i>
10:15-10:30	Hedi Baghi (1) <i>Resolving Spanish Hiatus-Diphthong Contrast with Phonetic Data: An Electromagnetic Articulography Study</i>	Milo Campbell (15) <i>Is exposure to stereotyped representations of other linguistic groups a cause of second order indexicality emergence? An artificial language learning experiment</i>
10:30-11:00	Sophie Masters (33) <i>Press “a” to Continue: Feedback Norms in the Speech of Gaming Communities</i>	Melissa Pradhan (38) <i>Identifying and addressing fairness, inclusivity, and ethical responsibility in AI-driven code-switching analysis in sociolinguistic studies.</i>
11:00-11:15	Bill Duling (22) <i>Speaker Identification in a Cross-linguistic Voice Parade</i>	Eden Elia Müller (36) <i>What did you mean? Investigating predicate comprehension following alignment</i>
11:15-11:30	Eleanor Jones (31) <i>Translation effects from Latin in Old English</i>	
11:30-12:00	Jago Rowe (39) <i>Mathematical comparison of Linguistic Categories without Universal Spines</i>	Siddhi Gattani (26) - <u>online</u> <i>Where the Ghee Falls: Cultural Coding of Wealth and Status in Marwari Idioms</i>
12:00-13:00	Lunch	
13:00-14:00	Davide di Prete (Chandler House B01)(6.1) <i>Super Linguistics: a Grammar of Music</i>	
14:00-15:00	Teru Konishi (Chandler House B01) (6.2) <i>TBC</i>	
15:00-16:00	Tim Jantarungsee (Chandler House G10)(4.2) <i>Field Semantics of Mlabri</i>	
16:00-16:30	Ryan Black (11) - <u>online</u> <i>Helping the Player Understand and Decipher Conlangs in Video Games</i>	Diya Goel (27) <i>Hi! I’m Siri: Commodification of Multicultural London English by Voice Assistants</i>
16:30-16:45	Sophie Pitchford (37) <i>Subject Expression in Ladin</i>	Lilly Laetitia Brauner (13) <i>Ticking Time Bombs – The Metaphorical Conceptualization of School Shooters in U.S. Newspapers</i>
16:45-17:15	Hoi Ming Chan (17) <i>The Structural Organisation of Cantonese Sentence-Final Particles: A Minimalist Perspective</i>	Luca di Bona (21) <i>How Similar are Vagueness and Loose Talk?</i>

3.3 Saturday 12th April

	Room 1 (IOE C3.14)	Room 2 (IOE C3.15)
09:00-9:45	Conference Registration	
09:45-10:15	Esénia Bañuelos (4) - <u>online</u> <i>Language Reclamation Technologies: Analysis of Three Central Valley Zapotec Talking Dictionaries in Curriculum</i>	Tin Yan Mok (35) <i>The lingering misinterpretation of Cantonese garden-path sentences</i>
10:15-10:30	Emily Howarth (30) <i>Building Trust: A Critical Exploration of Theatre Accessibility for Deaf Audiences in the UK</i>	
10:30-11:00	Mika Bradley (12) <i>Learnability, Imprecision and Individuation in 'Quasi-Count' Nouns</i>	Eleanor Streatfield (42) <i>'My French is really rusty': Iconic Gesture Use and Frequency in English-French Bilinguals</i>
11:00-12:00	Ksenia Ershova (IOE C3.14) (4.3) TBC	
12:00-13:00	Lunch	
13:00-14:00	Davide di Prete (IOE C3.15) (6.1) <i>Super Linguistics: a Grammar of Music</i>	
14:00-15:00	Teru Konishi (IOE C3.15) (6.2) TBC	
15:00-15:15	Xiaoou Olivia Liu (32) <i>Mandarin "gei" can be a preposition</i>	Devika Menon (34) - <u>online</u> <i>Culturally Salient Entities in Endearment Terms: A Cross-Linguistic Analysis</i>
15:15-15:30	Harry Woodhouse (49) <i>Exploring the Relationship Between Mouth Asymmetry and Speech-Language Disorders</i>	Aissa Berregui and Mohammed Naoua (8) - <u>online</u> <i>The Impact of Kuku Chatbot on Developing EFL Learners' Speaking Skills: A Case Study at the University of EL Oued, Algeria</i>
15:30-16:15	Poster Session (IOE C3.13)	
	Maria Baranova (5) <i>A comparative analysis of Russian-to-English idiom translation by Large Language Models</i>	Chloe Brewster (14) <i>Language Attitudes towards Alsatian</i>
	Olivia Fletcher, Amanda Allenbach and Brian McDermott (24) <i>German Cinema as a Tool for Language Learning: A Self-Assessment Study with Second-Semester German Students</i>	Shijing Yu (52) <i>The Myth of Mandarin Tone 3 Confusion: Insights from Pre-Pausal Tone 3 Segmentation</i>
16:15-18:00	Annual General Meeting	

4 Plenary Abstracts

4.1 Sino-Japanese compounds and the question of phonological serialism

Andrew Lamont

University College London

Thursday 10th April, 10:30-11:30

Compounds in the Sino-Japanese stratum of Japanese exhibit alternations between high vowels [gaku-mon] ‘study’ and zero [gak-ko:] ‘school’. Roots of the shape /((C)VtV/ surface as [(C)VC] before voiceless obstruents, with the underlying /t/ assimilating to the following segment [zis-sen] ‘actual practice’. Roots of the shape /((C)VkV/ lose their final vowel before [k] [gak-ko:] ‘school’ but not other voiceless obstruents [daku-ten] *[dak-ten] *[dat-ten] ‘turbid point’. Adler and Zymet (2020) argue that vowel deletion and assimilation must occur simultaneously in a constraint-based grammar. This talk refutes their claim and highlights the challenge of making negative arguments in formal analyses.

References:

Adler, Jeffrey and Zymet, Jessie. 2021. Irreducible Parallelism in Phonology: Evidence for lookahead from Mohawk, Maragoli, Sino-Japanese, and Lithuanian. *Natural Language & Linguistic Theory* 39:367-403.

4.2 Field Semantics of Mlabri

Tim Jantarungsee

University College London

Friday 11th April, 15:00-16:00

4.3 TBC

Ksenia Ershova

University College London

Saturday 12th April, 11:00-12:00

5 Panel Descriptions

6 Workshop Descriptions

6.1 Super Linguistics: a Grammar of Music

Davide di Prete

University College London

Thursday 10th April - Saturday 12th April, 13:00-14:00

6.2 TBC

Teru Konishi

University College London

Friday 11th April - Saturday 12th April, 14:00-15:00

7 Presentation Abstracts

1. Resolving Spanish Hiatus-Diphthong Contrast with Phonetic Data: An Electromagnetic Articulography Study

Hedi Baghi

University College London

Spanish is one of the many languages that displays variability in how vowel sequences are realised phonetically, manifesting as vowel deletion, diphthongisation, glide insertion, or hiatus preservation. Hiatus occurs when two adjacent vowels are separately articulated as monophthongs, whereas a diphthong is considered a singular, gradually changing vocalic event (Strycharczuk, 2024:1). Though the realisation of adjacent vowels is assumed to be fairly predictable, Herrero de Hari & Feltstrom (2023) and Cabré & Prieto (2007) attribute Spanish as leaning more towards diphthongs along the diphthong/hiatus (D/H) continuum, with hiatuses becoming almost entirely erased. This raises interesting questions as to whether certain vowel sequences lean towards a particular repair and if this is reflected in an articulatory correlate. According to both theoretical and empirical accounts, the sonority of a vowel sequence determines whether a hiatus is expected to occur. Hiatuses tend to occur in rising-sonority contexts (e.g., /ia/). Additionally, hiatuses are expected in sequences with lexical stress on the initial high vowel (e.g., frío ['fri.o] 'cold'). This is paralleled in falling sonority sequences with stress on the final vowel (e.g., maíz [ma.'iθ] 'corn'). Lastly, hiatuses tend to occur with any adjacent combinations of the vowels /e/, /a/, /o/ of similar sonority (e.g., maestro [ma.'es.tro] 'teacher') (Souza 2010:18).

However, with Spanish favouring a VCV alteration, when two adjacent vowels form a hiatus, the language opts to resolve this. Possible resolutions include (i) deletion of a vowel (e.g., leer [ler] 'to read'), (ii) creation of a diphthong (e.g., leído [le'ido] 'read'), and (iii) glide epenthesis. Where either [i] or [u] is adjacent to a different non-stressed vowel, they are articulated as glides [j] and [w] respectively (e.g., piel [pjel] 'skin'; puerta ['pwer.ta] 'door'). The existing literature has mainly focused on intra-word vowel sequences. Though, the frequent contrast between word-final and word-initial vowels makes hiatus across word boundaries a common phenomenon.

So far, hiatus resolution strategies have been primarily accounted for with generative theories of phonology. Yet, there is a lack of consensus on what phonological factors influence hiatus resolution at word boundaries. While vowel quality and stress are widely attested factors, other variables remain disputed. This includes the role of the syllabic structure of the second vowel (Monroy Casas, 1980), and the frequency of the speaker's exposure to the investigated lexical items (Souza, 2010). An abstract phonological account that relies on predictions and rules to determine the outcome of hiatuses not only fails in providing a uniform explanation, but overlooks the complexity of inter-speaker and inter-dialect variability. Despite these findings, there has been little experimental research to confirm the importance of these phonological factors. Thus, this paper aims to bridge this gap by providing empirical evidence for hiatus resolutions across word boundaries in Spanish using electromagnetic articulography (EMA). Given the systematic variation in how vocalic sequences are articulated, EMA's multi-gestural approach precisely analyses how the articulators coordinate during vowel transitions. This provides specific information about gesture duration, constriction degree, and transition velocity which are crucial for distinguishing instances of diphthongs from hiatuses.

2. What role does language proficiency play in phonetic production during code-switching from English to French, and how does it relate to psycholinguistic theories of speech production?

Amalia-Teodora Bajanaru

Univeristy of Edinburgh

Proficiency within the languages spoken by bilinguals can affect the extent to which they use words from another language within discourse – for example, using French words in a predominantly English

conversation. When studying code-switching, there are convergent definitions attempting to explain and research it. Muysken (2000) defines code-switching as “the occurrence of fragments from different languages in a sentence” while others characterise it as “mixing two codes together to produce [...] a third code” (Bentahila and Davies, 1983). Moreover, several psycholinguistic models are trying to describe speech production in bilinguals, some particularly focusing on explaining code switching. One of the most prominent models is the Inhibitory Control (IC) Model, where action sequences controlled by thought schemas need to be selected and coordinated in order to produce language (Green, 1998). Schemas can activate or inhibit one another, implying the need for cognitive control in suppressing a non-target language during speech production. Research deems this process to work at varying speeds and accuracies depending on language proficiency levels. Phonetic analysis into the occurrence of bidirectional voice onset time shifts in French to English code-switching could also be linked to theories like Green’s. While some promising research has already been done in the field, further investigation can establish a stronger link between language proficiency and emerging phonetic characteristics during code-switching, with potential of strengthening psycholinguistic speech production theories. Thus this project aims to propose a study of the influence of fluency on acoustic characteristics of code-switching within conversations and link it to existent theories. The research can be done by using recordings of bilingual individuals from online corpora, with varying language abilities, and analysing relevant speech characteristics. By examining features like voice onset time, formant frequencies, and speech rate the proposed study can assess the impact of language proficiency on phonetic production. This will be done to determine whether higher language proficiency results in more accurate or native-like phonetic realisations. Additionally, the cognitive processes underlying code-switching will be explored by linking phonetic production during code-switching to psycholinguistic theories of bilingual speech production. This aims to reveal how cognitive control mechanisms, potentially influenced by language proficiency, affect phonetic planning and execution during language switching. Understanding how proficiency influences phonetic production in bilinguals during code-switching could inform educational approaches for language learners, aiding in pronunciation training for English speakers learning French or vice versa. This research could also contribute to speech recognition technologies by enhancing models to better handle code-switching phenomena, particularly in AI digital assistants or translation software. The findings of the proposed study could support or challenge existing psycholinguistic models, providing insights into the adaptability and constraints of bilingual speech production systems.

References:

- Green, D. W. (1998). Mental control of the bilingual lexico-semantic system. *Bilingualism: Language and Cognition*, 1(2), 67–81. <https://doi.org/10.1017/S1366728998000133>
- Bentahila, A., & Davies, E. E. (1983). The syntax of Arabic-French code-switching. *Lingua*, 59(4), 301–330. [https://doi.org/10.1016/0024-3841\(83\)90007-4](https://doi.org/10.1016/0024-3841(83)90007-4)
- Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge University Press.

3. Attention and Emergent L1 Syntax

Florrie Baker

University of Cambridge

Thus far, attention and syntactic development have been studied separately, in different disciplines (developmental cognitive psychology/neuroscience and first language acquisition, respectively). However, at the very least, attention and syntax develop in parallel. This motivates a consideration of a synergic relationship between attentional development and syntactic development. It is well-established that attention is foundational for learning, including learning during development (i.a. Dehaene, 2020; Forest & Amso, 2023). In particular, attention is foundational for domain-general category learning (i.a. Gao et al., 2023), across children and adults.

Two standout characteristics of humans, which set us apart from other species are our protracted length of immaturity, and our propensity for learning, particularly language acquisition (Elman, 1993). The evolution of modern-day humans likely involved an increase in the length of immaturity (Hublin et al., 2015; Smith et al. 2015), alongside the evolution of language. However, considerations of the two in conjunction are lacking (Elman, 1993). Newport (1990)'s less is more hypothesis, as well as Elman (1993)'s 'starting small' adage, argue humans' prolonged cognitive immaturity may paradoxically be an evolutionary advantage for learning. In particular, Newport (1990) and Elman (1993) argue immature cognition could explain two longstanding problems in linguistic theory: firstly, that humans, but not other species, acquire language; secondly, that child acquirers acquire language more readily and successfully than adult acquirers.

Attention is one example of a late-maturing cognitive system. Children's developing attention system appears fundamentally different from that of adults (§2). This means attention likely plays a different role in learning in children than in adults. Therefore, we have reason to believe that attention may shape first language acquisition (FLA) differently than what has been described for second language acquisition (SLA).

So-called neo-emergentist approaches to syntactic development (Biberauer, 2019; Bosch, 2023) postulate that syntactic categories emerge through interaction of Chomsky (2005)'s Three Factors, rather than being Universal Grammar (UG)-given. Since attention is known to shape domain-general category learning, approaching syntactic development through the lens of neo-emergentism raises the possibility that attention also shapes the emergence of syntactic categories. Immature attention in children seems to give rise to different patterns of category learning than mature attention in adults (i.a. Deng & Sloutsky, 2015, 2016; Unger & Sloutsky, 2023; Gao et al., 2024). On the basis of this, this talk endeavours to show how insights from developmental attention lend themselves to a neo-emergentist account of syntactic development, particularly emergent syntactic categories.

This talk is structured as follows. §2 introduces the theoretical background for this work, with a focus on neo-emergentist approaches to syntactic development, particularly the neo-emergentist Maximise Minimal Means (MMM) model (Biberauer, 2011, et seq.). §3 presents key insights from the (developmental) attention literature, with a focus on immature attention and its consequences for category learning. §4 proposes a novel integration of syntactic development and attention, analysing the development of syntactic categories through the lenses of attention and neo-emergentism. §5 illustrates some predictions of the model in §4. §6 concludes.

4. **Language Reclamation Technologies: Analysis of Three Central Valley Zapotec Talking Dictionaries in Curriculum**

Esénia Bañuelos

Bryn Mawr College

Dictionaries are often thought of as pedagogical resources, completed volumes that sit on a shelf, to be consulted. In language reclamation work, however, dictionary making itself can be a pedagogical practice. This talk examines the documentary practice surrounding the creation of a set of online Talking Dictionaries co-created by Valley Zapotec scholars, artists, and educators in the Teotitlán del Valle (TVZ), San Lucas Quiavini (SLQZ), and San Jerónimo Tlacoahuaya (SJT) Zapotec ethnolinguistic communities. Undergraduate documentary linguist Esénia Bañuelos seeks to understand how both the creation and use of these dictionaries relates to locally led language work. Her presentation centers the documentary linguistic practice surrounding the creation of dictionaries as pedagogical content as they exist and are continually informed by the San Luis Quiavini Zapotec and Tlacolula Valley Zapotec indigenous communities and pueblos (and speakers of separate Zapotec languages which are named after these communities). Moreover, Bañuelos intends to understand how these dictionaries are applied pedagogically, seeking to understand how dictionaries – whether they involve Spanish or Zapotec languages – are applied in educational institutions that may be practiced in monolingual Spanish instruction or bilingual Spanish

and the respective Valley Zapotec language in which instruction is delivered. This presentation is based on collaborative work with Haverford College Chair and her Mellon Mays Undergraduate Fellowship faculty mentor, Dr. Brook Lillehaugen, who is a language justice activist, educator, and linguist who has participated in collaborative work surrounding the creation of pedagogical materials in the Valley Zapotec languages of focus, and Haverford College Professor of San Luis Quiavini Zapotec scholar, writer, and educator, Dr. Felipe H. Lopez. Through participant-observation as well as interviews featuring testimonies regarding the importance of dictionaries as language-learning materials in indigenous-led linguistic reclamation endeavors. Bañuelos cites Dr. Lopez as a present and active Zapotec educator who utilizes dictionaries in his College curriculum and how they have been applied across his courses at Haverford College, UCLA, and the University of California, San Diego. She also conducted participation-observation interviews during a week linguistic collaborative service and class trip to Tlacolula de Matamoros, Oaxaca, Mexico, where Bañuelos interviewed members of the Zapotec community, including linguistic justice activists, educators, artists, and other willing participants involved in the creation of an English-Spanish-Zapotec dictionary project featuring cognates in SLQZ, TVZ, and SJTZ that she has built in community with Professor Lillehaugen's Structure of Colonial Valley Zapotec class. The intention of the talk is ultimately to construct an overall pedagogical narrative that best captures the collective community-building that is achieved through Indigenous and specifically Valley Zapotec-led language teaching and implications for language acquisition by community youth.

5. **A comparative analysis of Russian-to-English idiom translation by Large Language Models**

Maria Baranova

University of Cambridge

This study explores how effectively Google Gemini, ChatGPT and Claude translate nonce idioms from three well-known Russian poems into English. Their performance is compared with that of Google Translate, a classic neural network translation system. BLEU, Meteor Universal and BERTScore are used for automatic evaluation. The scores generally range from 0.5 to 0.7 but are notably higher for Meteor Universal and BERTScore than for BLEU. Claude performs best out of the four systems overall owing to its accuracy and fluency. Its performance is similar to that of ChatGPT, except that it makes fewer grammatical mistakes. Likewise, the performance of Google Gemini is similar to that of Google Translate but better in some regards; for example, it never produces transliterations in place of translations. Idioms made up of three words generally elicit better performance than those that contain two or four words. In all three cases, however, certain properties of individual words (such as polysemy) and whole expressions (such as a lack of semantic transparency) pose challenges for translation. BERTScore is found to be the metric best-suited for this task due to its robust mechanism and extensive pre-training, although reference-free metrics are expected to offer improved evaluation by considering source language input directly.

6. **'I did that for art': Observing the Roles of Solidarity and Co-speech Gestures in Co-constructing Appraisal for Prestige Television**

Cameron Benson-Davis

University of Warwick

This dissertation asks if it is possible triangulate multiple analytical frameworks to understand the role of speakers' distinctions between different kinds of attitude when co-constructing value judgements, in this case about prestige television, an attitudinally rich subject. It also questioned what, if any, influence embodied semiotic resources have on such co-construction. Two focus group sessions were conducted to gauge opinions on the prestige genre and exemplified the versatility and dynamicity of the co-speech gesture and its intense role in meaning-making. It suggests future research to translate this triangulation into environments that are driven by a greater immediate moral imperative, such as in police departments

or hospitals. Utilising appraisal in concert with multimodal discourse analysis may enable scholars of these contexts to understand epistemic stance embodiment from a novel pragmatic angle.

7. How Does Distributional Semantics Characterise Vagueness?

Anita Beroza

University College London

Distributional semantics is the formal study of theories and methods that represent meaning in natural language as vectors encoding statistical distributions a corpus. At the theoretical core of distributional semantics is the distributional hypothesis, which can be briefly summarised as the idea that words with similar contexts have similar meanings (Lenci and Sahlgren, 4).

If the distributional hypothesis is true, then it has implications for semantic phenomena. One such phenomenon of linguistic and philosophical interest is vagueness. Conventionally, a word is vague insofar as it has borderline cases that are inquiry-resistant: that is, thinking harder about them or gathering more of some kind of evidence will not eliminate them (Sorensen). For instance, if a predicate (e.g. a copula and adjective, or an intransitive verb) is vague, there are objects which are borderline cases of it; it is unclear as to whether they bear the property it describes.

This paper will examine the compatibility of the distributional hypothesis with several definitions of vagueness. Its aims are (1) to illustrate what the distributional hypothesis suggests about vagueness and (2) to claim that proponents of theories of vagueness which characterise in a way which is incompatible with this should not accept anything except weak versions of the distributional hypothesis. I claim that words and phrases which are vague should have distributions with specific features given a sufficiently idealised corpus (i.e. one with sufficiently rich and accurate data, minimising, for instance, speaker error): specifically, compared to other semantically similar words, their distributions involve a strong degree of overlap with the distributions of words of the same type. Moreover, this overlap will not have distinct cut-off points.

I connect this prediction about observable features of the distributions of vague expressions to the supervaluationist account of vagueness in philosophy. Supervaluationists hold vagueness is semantic indecision: a word has borderline cases because the reference is incompletely specified (Williamson, 142). According to this view, vague expression has many permissible interpretations. If we specify an interpretation, called a sharpening, we can make an explicit determination on whether a sentence is true or false. If a sentence is true on every permissible sharpening, it is supertrue. However, a sentence is only generally true if it is supertrue: if there is any sharpening on which it is false, it is not true or false. The analogous principle applies to superfalse and false, as well (Williamson, 144–145). While my earlier claims about vague distributions are theory-neutral, I maintain it is especially friendly to supervaluationist interpretations.

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Keywords: vagueness, distributional semantics, formal semantics, supervaluationism, compositionality

8. **The Impact of Kuku Chatbot on Developing EFL Learners' Speaking Skills: A Case Study at the University of EL Oued, Algeria**

Aissa Berregui and Mohammed Naoua

University of El Oued

The remarkable advancement in the field of digital communication technologies has resulted in the advent of Generative Artificial Intelligence (GenAI). The integration of the latter in language education provides innovative methods for addressing the challenges of traditional learning. This study examines the effectiveness of the GenAI Chatbot, Kuku, in improving speaking abilities of English as a Foreign Language (EFL) students at the University of El Oued, Algeria. A mixed-methods approach is opted for in the study, combining both quantitative and qualitative data to evaluate enhancement in learners' spoken language proficiency. A cohort of 60 EFL learners took part in this research, involving 30 students as a control group engaged in traditional classroom instruction and 30 students as the experimental group communicating with Kuku chatbot. Over a 10-week period, the two groups were subjected to pre-tests and post-tests to gauge the development in speaking skills, targeting accuracy, fluency, as well as discourse complexity and organization. The data analysis techniques consisted of both thematic and statistical methods. Data from the pre-tests and post-tests were analyzed by means of paired t-tests in addition to ANOVA to assess the significance of the improvement in learners' speaking abilities. Further, the data obtained from semi-structured interviews underwent thematic analysis to recognize common themes and insights into the learners' experience with Kuku. The findings entail that the experimental group showed notable enhancement in areas such as spoken fluency and self-confidence when contrasted with the control group. The rapid and tailored feedback offered by Kuku helped in error identification and correction, facilitating language practice. Additionally, qualitative data indicated that students valued the neutral, patient behavior of Kuku, which alleviated anxiety and stimulated more practice. Against this backdrop, this study recommends that Kuku can be of great help in EFL education, offering flexible and easily accessible language learning possibilities. Future studies should explore the long-term effects of applying GenAI chatbots in language education. This study accentuates the capacity of GenAI technologies to change language instruction by offering stimulating, dynamic, and adaptive learning experiences.

9. **"It'll never be said in fair England": The negotiation of power in a grammatical mood and modality analysis of English folk music**

James Berriman

University of Portsmouth

According to Halliday's model of Systemic Functional Grammar (Halliday & Mathiessen, 2013), there are three "metafunctions" of language, the ideational, interpersonal and textual, which all describe the ways that humans use language to convey meaning (Bloor & Bloor, 2013). This essay focuses on the interpersonal metafunction, which suggests the idea that language is the enabler of the transmission of messages between speakers. This is investigated in Fairport Convention's 1969 interpretation of the traditional English folk ballad, 'Matty Groves', originally dating back to the 17th century. It concerns the story of an adulterous tryst across class boundaries, principally dealing with the characters of Matty Groves and the unnamed wife of Lord Donald, who discovers Matty and his wife sleeping together. The song is broken up into clauses and the constituent parts are labelled via a SFPCA analysis to examine the subjects, finites, predicators, complements, and adjuncts according to the mood and modality features that constitute the interpersonal metafunction, thenceforth assessing how linguistic power changes and is negotiated by each character. On the level of grammatical mood, a significant proportion of the sentences are declaratives, which is to be expected in the lines of narration, but, interestingly, all of the imperatives and interrogatives are spoken by Lord Donald. The imperatives are indicative of his institutional power and status, meanwhile the interrogatives he uses are symbolic of the lack of power he has when discovering Matty and his wife

together. As for modality, the majority of the cases can be attributed to modulation, which concerns what is “socially determined” (Yule, 1998) and relates to obligation or inclination. In other words, it expresses that something should be changed in order to meet a certain ideal. This is mostly utilised in the context of a duel, as Donald attempts to take back power by challenging Matty to a fight, which he knows he will win. This power is short-lived, however, as Donald asks his wife to choose between them, but to his dismay she picks Matty. Folk music can prove ripe for linguistic analysis because the songs in question have developed over centuries and, in this case, provides a valuable insight into the relational dynamics of the time. Applying the analytic tools of mood and modality show how the characters negotiate power for themselves and identify the fundamental linguistic features they use when addressing power imbalances, whether it be specific to that interaction or ascribed due to societal status levels.

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10. **Re-evaluating a non-contrast: *t₁, *t₂, *c₁ and *c₂ in Proto-Inuit-Yupik-Unangan**

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University of Cambridge

Although the link between the Unangan (U, also called Aleut) and Inuit-Yupik (IY, also called Eskimo) clades has been recognised since the 19th century, the first rigorous reconstruction for Proto-Inuit-Yupik-Unangan (p-IYU) was only proposed by Knut Bergsland in 1986. Since then, re-evaluations of the material such as in Berge (2018) and Fortescue, Jacobson and Kaplan’s *Comparative Eskimo Dictionary (CED)* have considerably advanced the field, but many questions still remain unanswered.

One key area of debate in the historical phonology of IYU is the reconstruction of the coronal obstruents, as correspondences are not straightforward between the two branches. Initially /č/ in U corresponds to PIY *t as well as *č, whereas U /t/ corresponds to PIY *t as well as initial *n before back vowels; U /š/ only corresponds to PIY *č. Fortescue et al. and Bergsland (1986: 71) both reconstructed these as four separate phonemes, as shown in Table 1. Medially, the reflexes are more complex.

Unangan Gloss	PIY Gloss	CED	Bergsland
chidag-lix ‘to stretch’	*čičra - ‘to spread out’	*c ₁	*č
chnga-x̄ ‘body hair’	*təŋə ‘pubic hair’	*t ₂	*c
sngag-lix ‘to dream’	*čəŋə - ‘to sleep’	*c ₂	*š
tax̄-six ‘to get dark’	*tARƏR- ‘to be dark’	*t ₁	*t

Table 1

Using lexical data chiefly from the CED and Bergsland’s 1994 *Aleut Dictionary*, I examine roughly 150 comparanda, i.e. cognate sets of varying levels of confidence. I propose that the reflexes are determined by (a) the following vowel and (b) position, i.e. initial/intervocalic/other medial/final. Under this schema, there is no difference between *t₁ and *t₂, nor between *c₁ and *c₂, allowing the phonological system to be simplified. The sound shifts I posit are:

- U: *t to /č/ before *ə; *č to /š/ before all vowels except for *i
- U: intervocalic lenition of *t *č *š (of whatever provenance) to /ð š ŷ/.
- IY: *ə and *i merge to *ə after *t and to *i after *č, leading to obfuscation.

These are to be taken in conjunction with the long-recognised U shifts of initial *n to /t/ (before *a, *ə, *u) or its loss before *i (Bergsland 1986: 79).

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11. Helping the Player Understand and Decipher Conlangs in Video Games

Ryan Black

Abertay University

This talk analyses the designs used to improve understanding in the video games *Heaven's Vault* (Inkle Ltd, 2019) and *Chants of Sennaar* (Runedisc, 2023) in relation to their constructed languages - conlangs. Both games use their conlangs as their main mechanics and have gameplay of deciphering these conlangs to gain understanding of their worlds and stories.

As a games design & production student, I am interested in the way games are made to help the player to understand their unique mechanics, stories and dynamic gameplay. The question today is how will these games help the player to understand languages they have never seen before? While this talk is focused on the gameplay side of conlangs, the conclusions branch over to general understanding of conlangs, and language. This talk will use the theoretical frameworks of semiotics (Chandler, n.d.), ludic knowledge (Howell, 2016), Purnomo's taxonomy (Purnomo et al, 2017), and the conlang classification of priori and posterior (Novikov, 2022), to show how these games aid the players understanding and ability to translate conlangs. These different frameworks will allow me to analyse the conlangs and mechanics which surround them to pick out what supports the player.

Even with their limit to only being written they successfully immerse the player into the world and conlang to the point where the player is learning the conlang themselves and can recognize the most used glyphs by the end of the game (Purnomo et al, 2017). The conlangs of these games were designed to use glyphs, grammar and languages which are based on actual languages and linguistic processes that players will know of from their own languages subconsciously, allowing them to draw on their previous knowledge to help them (Howell, 2016). The games also use connotations and symbolism within their design to point the player in the right direction when solving the puzzles and translating glyphs. (Chandler, n.d.) Outside the conlangs themselves both games contain mechanics which are used to aid the player with their constructed languages such as giving the player lists of entomologically similar words in *Heaven's Vault's* related words system. (Inkle Ltd, 2019) Both *Heaven's Vault* (Inkle Ltd, 2019) and *Chants of Sennaar* (Runedisc, 2023) have successfully used conlangs as their main mechanic, and have used many methods to aid the player in their quest of translation and understanding. These techniques are all useful tools for future designers to have in order to help players and to create fun, engaging, and immersive games; both based in conlangs and beyond. In addition, the theoretical frameworks used as tools of analysis in this essay can be used as guiding paths for other designers, linguists and conlangers to use to create conlangs which better support their users to be able to understand and learn them.

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12. Learnability, Imprecision and Individuation in ‘Quasi-Count’ Nouns

Mika Bradley

University College London

The mass/count distinction and its semantic correlates have garnered significant interest in cognitive science due to their elucidation of the interaction between linguistic mechanisms for counting, mathematical cognition and the fundamental ontological distinction between ‘objects’ and ‘substances’ (Chierchia, 2010). This paper investigates the semantic foundations of nominal countability, with a particular focus on individuation - the cognitive process by which entities are identified as discrete units for counting (Gotham, 2014). Counting in natural language presupposes that we are able to successfully pick out what counts as ‘one’ in a given context (Sutton & Filip, 2017; Rothstein, 2010). That is, to count some entity, we must be able to individuate it. The distinction between ‘individuable’ and ‘non-individuable’ entities, however, may not be a binary one (Grimm, 2018).

In this paper, I investigate a unique and yet unexplored class of nouns, termed ‘Quasi-Count’ (Huddleston & Pullum, 2002, p. 354), which exhibit distinct grammatical and semantic behaviour regarding their individuation, countability and interpretation in comparative expressions. Examples include cattle, police, staff and vermin. I focus here on two key aspects of their behaviour: (1) their apparent degradation when combined with small, ‘precise’ numerals (e.g., four police) but not with larger, ‘round’ numerals (e.g., two-hundred police) (Allan, 1980), and (2) that they are permitted to be compared along non-cardinal dimensions while retaining atomic units in their denotation (Rothstein, 2016). The analysis draws on novel linguistic data from speaker intuitions in English, German, and Russian, supplemented with corpus-based analysis of their usage patterns.

I propose that the individuation schema for quasi-count nouns yields ‘vague’ or ‘unstable’ atomic units. I ground this in a framework of ‘meanings as cognitive instructions’ (Knowlton et al., 2021), proposing that the individuation schemas for quasi-count nouns may interface with cognitive systems for representing ensembles rather than individual object-files (Knowlton et al., 2023), contrasting with prototypical count nouns (see cattle vs. cow). I explore the potential relevance of this thesis to broader issues in countability and numeral semantics. I further place an explanatory burden on learnability and informativity constraints as explored in related countability phenomena such as granulars (e.g. rice, Chierchia, 2010) and object-mass nouns (e.g. furniture, Rothstein, 2010; Landman, 2010) (Sutton & Filip, 2017).

Adopting a notion of numeral ‘scale granularity’ (Krifka, 2011; Solt, 2014), I argue that the infelicity of quasi-count nouns with small, precise numerals arises from a mismatch between the granularity of the counting scale and the vagueness of their atomic units. Conversely, their compatibility with large, round numerals stems from a coarser granularity aligning with their imprecise individuation schema.

The formal analysis is implemented within Sutton & Filip's (2016, 2017) mereological extension of Probabilistic Type Theory with Records (Prob-TTR; Cooper et al., 2015), in which the issue of individuation is framed as probabilistic classification of 'situations' (Barwise & Perry, 1984; Kratzer, 2023) according to the types they instantiate. The framework posits a basic type of 'stuff' *Ind which expands the domain of individuals to that of individuals and mereological sums thereof. Hence, given a world full of 'stuff', a learner of some predicate (e.g. cat) must learn which portions of 'stuff' are single individual cats, i.e., of type Ind_cat.

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13. **Ticking Time Bombs – The Metaphorical Conceptualization of School Shooters in U.S. Newspapers**
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With gun violence soaring in the United States, a long time has passed since school shootings were rare, unusual occurrences. In modern America, they have instead achieved a tragic medial omnipresence. With each new act of violence, public discourse again focuses on how the situation has escalated so badly, and on how school shootings could possibly be prevented.

Answers are sought from the perpetrators, too, who (can) rarely answer. Their motivations, rationale, and whole persona commonly present as a mystery, a perhaps unsolvable puzzle. Still, a number of journalists writing for U.S. newspapers attempt to bring light into the darkness and paint a picture of the shooter behind the act.

Analyzing a data set of 74 newspaper articles published between 1966 and 2022, which focus on six individual school shootings, this study investigates how THE OTHER, in the form of violent perpetrators, is depicted in U.S. mass media, and how journalists employ conceptual metaphors to make the inexplicable act of violence more graspable. It sets out to give answers on how public opinion may be shaped by both popular and novel metaphorical depictions, and how linguistically, treatment of violent individuals has changed synchronically.

This contribution finds that a remarkable number of linguistic depictions of school shooters is indeed metaphorical, and comes with diverse social implications putting blame on not simply the individual but often entire political systems. In this vein, conceptualizations of PERPETRATORS AS FORCES OF NATURE, but also as victims who fell through the cracks of society's social structures emerge.

14. **Language Attitudes towards Alsatian**

Chloe Brewster

University of Oxford, University of Nottingham

Until the mid-twentieth century, Alsatian was a widely spoken dialect and a sub-variety of standard German, which survived innumerable socio-political changes as Alsace moved between the control of France and Germany, most recently after the Second World War. However, there has been a rapid decline in the use of Alsatian since the 1960s and Alsatian people increasingly speak only Standard French, and not their regional variety. This sociolinguistic situation can be attributed to the influence of the standard language ideology (SLI), which has been perceived to have impacted the use of regional languages and dialects across France (Walsh 2021: 773), resulting in the declining use of these linguistic varieties. The present sociolinguistic situation in Alsace marks an evolution from a situation of diglossia to one of language shift towards Standard French. Previous research proposes that the lack of prestige associated with Alsatian has resulted in its low intergenerational transmission and declining use. This study uses an online questionnaire to investigate the use of, and attitudes towards, the Alsatian language by French speakers born both in and outside of Alsace but who currently live in Alsace and/or identify as Alsatian. The questionnaire includes questions about the importance of speaking Alsatian as an essential element of Alsatian identity with the aim of determining the influence of the SLI on current attitudes towards Alsatian.

15. **Is exposure to stereotyped representations of other linguistic groups a cause of second order indexicality emergence? An artificial language learning experiment**

Milo Campbell

University of Edinburgh

A key finding in sociolinguistics is that linguistic variables undergo recontextualisation - a process where a variable used in one community is adopted by another. A common feature of this process is that the recontextualised variant exhibits a new social meaning based off a perceived stereotype of the original group (eg. The use of “girllll” among black mothers has been repeatedly recontextualised to express being “sassy”, a common stereotype they are associated with) (Ilbury, 2020). This phenomenon can be

understood under the framework of indexicality (Eckert, 2008), where first order indexes, associated with inalienable aspects of a certain group can become higher order instances associated with alienable aspects of a group based on perceived social stereotypes.

Research using artificial language experiments has investigated what factors affect the spread of second order indexes, finding that both the alienability of the index and its social relevance to a communication game modulate the likelihood of it spreading to new groups (Sneller & Roberts, 2018). While this finding provides insight into how individual features associated with second order indexes affect the propagation of social variants to new groups, they do not explain how these indexes are formed (although see Li & Roberts, 2023). Sociolinguistic research has described media as having a key role in recontextualisation, by transmitting often essentialised representations of language users, which are open to stereotyping and reuse by new speaker groups. For example, Ilbury (2023) has argued that the characterisation of the “Roadman” in social media parody videos has played a role in the recent recontextualisation of Multicultural London English from an index of a specific geographic and demographic area to an index expressing aggression, hyper-masculinity and a streetwear aesthetic. This suggests that stereotyped representations may play a role in the emergence of second order indexicality.

This paper aims to experimentally test the causal link between stereotyped representations and the emergence of second order indexicality using an artificial language paradigm. I predict that if participants are exposed to a highly stereotyped representation of a different linguistic community from them, they will be more likely to adopt features of that community in a communication game than if they are exposed to an unbiased representation, however this effect will be modulated by the social relevance of expressing traits associated with the stereotyped group.

To test this, I propose an adaptation of Sneller and Robert’s (2018) original study investigating the spread of second order indexes. Participants will play a communication game as part of an alien group (group 1) where they must trade resources to score points. In some conditions, participants can also threaten to engage/engage in a fight with others in order to gain points. Before beginning the game, participants are taught a dialect of an artificial language which they will use to communicate, however, they are also exposed to the dialect of a different alien group (group 2). In the biased condition, the group is stereotyped as tough and good at fighting, whereas in the unbiased condition there is no clear stereotype they are represented as. The proportion of group 2 features adopted by group 1 during the game will then be measured across each condition for analysis.

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16. Signs of Empowerment: Schoolscape and Values Education

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This research explores the intersection of schoolscape and values education within the context of Hong Kong secondary schools, specifically focusing on the values of tenacity and care. In the field of educational

linguistics and semiotics, this study addresses significant issues related to mental health crises among students, as highlighted by rising depression and suicide rates (Tsang & Fong, 2022). The central research question investigates how semiotic devices within school environments influence students' understanding and internalization of these values. This inquiry is particularly relevant given the increasing recognition of the importance of values education in fostering positive student outcomes.

Despite existing literature on linguistic landscapes and their impact on education (Biro, 2016; Fortuna, 2023), there remains a gap in understanding how students interact with and interpret the semiotic devices designed to promote specific values. By focusing on student perspectives, this study aims to fill this gap and contribute to a more nuanced understanding of effective values education strategies.

Employing a mixed-methods approach, this research utilizes the Walking Tour Method, engaging students in identifying and analyzing semiotic devices within their schoolscape. Participants included male students from an all-boys secondary school in Hong Kong, ensuring a specific context for the investigation. The data collection involved semi-structured interviews and photographic documentation of identified devices, allowing for both qualitative and quantitative analyses of students' interpretations.

The findings reveal a notable discrepancy between the intended messages of school-installed signs and the actual interpretations by students. Many devices aimed at promoting values were perceived as ineffective, while those co-constructed by students resonated more deeply, fostering a sense of community and belonging. This suggests that involving students in the design process of educational messages is crucial for enhancing their relevance and impact.

The conclusions drawn from this research indicate that a top-down approach to values education, characterized by teacher-dominated initiatives, often fails to engage students meaningfully. In contrast, a bottom-up approach, which incorporates student perspectives and experiences, is essential for effective values education. By highlighting the importance of student agency in shaping their educational environments, this study emphasizes the need for schools to rethink their strategies in promoting tenacity and care through semiotic devices. Ultimately, the implications of this research advocate for a collaborative approach in values education, leading to more engaged and empowered students who can navigate the complexities of their social environments.

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17. The Structural Organisation of Cantonese Sentence-Final Particles: A Minimalist Perspective

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Sentence-final particles (SFPs) in Cantonese are often used in conversational speech to convey pragmatic information (Matthews & Yip, 2011). Previous accounts of Cantonese SFPs, however, often overlook how the Final-Over-Final Condition (FOFC) (Sheehan et al., 2017) fits into the analysis; this is particularly important as FOFC is considered to be a strong tendency or even a universal constraint under the Minimalist framework.

Since these particles are often assumed to be realisations of head-final C or T in the literature (Cheng,

2023; Law, 2004; Tang, 1998), given that they dominate head-initial vPs in their sentence-final position, it may result in a final-over-initial configuration and, hence, a potential violation of FOFC.

The present study thus proposes an account of the structural organisation of Cantonese SFPs which aims to address (i) the association of SFPs with pragmatics, (ii) the observed syntactic properties of SFPs, and (iii) how SFP structures can be derived in an FOFC-compliant manner.

Through considering the properties of different SFPs, I propose that there are four positions that they are hosted in, namely the specifiers of vP, the low Speech-Act Projection (SAP) (cf. Speas & Tenny, 2003; see also Biberauer, 2018), CP, and the high SAP. By establishing that Cantonese SFPs are multifunctional items whose interpretation depends on the syntactic positions they are in, I argue that they are acategorical in nature and are FOFC-compliant as they do not constitute the Extended Projection. This at the same time requires them to be spelled-out finally, thereby arriving at their sentence-final position.

Analysing SFPs with respect to FOFC shows that FOFC should not be treated as an exception in Cantonese (pace Cheng & Tang, 2022). Taking also into account the rich SFP inventory of Cantonese, the present study serves as preliminary evidence that SFPs in any given language are FOFC-compliant.

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18. **Corpus-assisted discourse analysis of Anxiety Disorder in online UK news from 2014-2023**

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This study investigates how anxiety disorder is talked about in online UK news from 2014-2023, in both a broadsheet (The Guardian) and a tabloid (The Sun) newspaper. Using two purpose-built 10-year span corpora, the project combines corpus-based techniques (collocations, KWIC, MI) and discourse analysis to reveal patterns in language used by the newspapers related to “anxiety”. The findings revealed prevalence of potentially stigmatising collocates of “anxiety”, such as “suffer*” and those relating to negative severity (“crippling”, “extreme”, “intense”, “severe”), more markedly so in the tabloid. Comparatively, anxiety in relation to other mental illnesses (namely “depression”) was more prevalent in the broadsheet. Whilst these findings indicate increasing awareness of the complexities and experiences of clinical anxiety in UK online news reporting, negative language associated with “anxiety” remains present and more must be done to consider its impact – particularly concerning narratives on severity, suffering and medicalisation alongside other mental illnesses.

19. **Accent Copycats: How Accurately Can Non-Linguists Mimic a Known Voice?**

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Mimicry is the act of impersonating another individual's voice- be that for the purpose of comedy, storytelling or for fraudulent intention. This study is concerned with mimicry from a forensic phonetic position, specifically investigating how accurately non-linguists can mimic a known voice. This is assessed via a lay-listener perceptual identification task and via acoustic comparisons between real and mimicked voices.

The focus of this study is to assess to what degree mimicry in forensic contexts can lead to difficulty in forensic voice comparisons. Eriksson and Wretling (1997) conducted a production study where the mimicry of 3 Swedish public figures was performed by a professional imitator. While the acoustic proximity of the imitation to target was minimal, it appeared that formant frequencies were by far the least replicable feature (compared to F0 and speech rate). Rather, Zetterholm (2003) found that, again with a professional imitator, prosodic features appeared to be more accurately produced by the imitator (from Eriksson, 2009). In terms of perception of natural voices, Foulkes and Barron (2000) found that, even with speakers who are highly familiar to each other, voice recognition is not highly accurate. Rather, distinctiveness in pitch/regional accent was a large determining factor. My study is tailored to be more applicable to forensic contexts, in that the participants are untrained in mimicry, and recordings were made across phone bandwidth using voicemail messages.

The two participants were both male close friends, aged 20-21, with no prior linguistic teaching. The first, (referred to as 'Luke') has a West Midlands accent; the other (referred to as Andy) has a Manchester accent with elements of Adoptive RP (Wells, 1982). Each participant was recorded doing a map task in their natural speaking voice with the interviewer. Then, Andy was provided with the recording of Luke's map task and vice-versa. Further recordings were made of each participants' mimic attempt. Two methods were used to assess the accuracy of the mimicry: a perception and production study. Five friends of Luke and Andy (as well as Luke and Andy themselves) were selected as familiar listeners. A Qualtrics survey asked these listeners to respond to recordings of real and mimicked speech from both Luke and Andy - assessing whether the recording was either Luke's natural voice, Andy's natural voice, Luke mimicking Andy or Andy mimicking Luke. To assess the production, F1 and F2 measures were extracted from the midpoint of vowels FLEECE, GOOSE, FOOT and BATH. Mean F0 was also measured.

The results largely agreed with that of Eriksson and Wretling (1997), as the formants showed some difference between the mimicker's real and mimicking voice, but very little accuracy towards the target. Perception results revealed that a small number of participants were fooled by the mimic. Similar to Foulkes and Barron's (2000) results, Luke managed to misidentify his own voice. The results indicate that lay listeners are generally not accurate in identifying even highly familiar voices.

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20. A new (autistic) perspective on autistic responses to indirect requests

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In recent years, research on autistic communication has shifted away from the medical, or deficit, model to the neurodiversity, or difference, model. There is now more focus on autistic-led studies, and a widening of an originally narrow perspective (Milton, 2012; Hughes, 2015; Pellicano & den Houting, 2021; Yu & Sterponi, 2023). Pragmatics is the most prominent linguistic area of deficit or difference in autism, but there is relatively little research on interpretation of indirect commands. Politeness is linked with indirectness in English (Brown & Levinson, 1987), meaning that if there is a deficit in identifying and interpreting direct commands, non-autistic individuals may consider this as rude. This ties into the double empathy problem (Milton, 2012): autistic and non-autistic people have different perspectives of the world and can only interpret and act on things informed by their own experiences. Therefore, they cannot fully empathise with the other group, leading to miscommunication.

Research on autistic comprehension of indirect commands has gained attention in the last few years (Deliens et al., 2015; Marocchini, 2021; Frost, n.d.). However, research tends to be child-focused, and adult studies do not include British English. Furthermore, no study has yet included clarification requests as a variable, which may be a form of appropriate-answer-seeking, a difference rather than, or perhaps in tandem with being, a deficit. It may be that this is a perspective a neurotypical researcher might not have considered. The research questions were: to what extent can autistic people identify indirect commands? How frequently do they ask for clarification? What does this say about the neurodiversity paradigm? Participants were six Level 1 autistic, and four non-autistic adults. Data was collected via two tasks adapted from studies from Shatz (1978), Paul & Cohen (1985), Deliens et al. (2018), and Ozonoff & Miller (1996). In the first task, participants were presented with a dice game which subtly included three types of command (direct, conventional indirect, and non-conventional indirect). In the second task, participants were given written vignettes and were asked to respond to a question which could have been interpreted literally or as a command (“Would you tell her to stop driving?”). These tasks assessed responses to requests for action and information respectively.

Results show that autistic participants scored slightly lower than the non autistic group on all tasks, in line with previous research (Paul & Cohen, 1985; Happé, 1993; Ozonoff & Miller, 1996). Autistic participants were far more likely to ask for clarification, more so on the most indirect prompts. Based on data and comments made, it is possible that autistic people do not have as significant an issue with identifying indirect requests as assumed, but perhaps the issue is actually with piecing contextual information together to decide on the most appropriate response or action. Further research can explore this, as well as give more evidence in favour of, or opposing, the neurodiversity paradigm, and whether autistic communication is just a different style of communication, rather than one at a disadvantage to non-autistic communication, adding to discussions in this growing area of research and changing perspectives.

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21. **How Similar are Vagueness and Loose Talk?**

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Vagueness, loose talk, and absolute gradable adjectives are frequently considered as distinct, albeit closely related phenomena (e.g. Égré and Klinedinst 2011; Burnett 2014 - although see e.g. Sperber and Wilson (1986) for other views). Vagueness occurs in relation to terms such as “tall” or “big” which may be thought of as having blurred boundaries (Frege [1893] 1960). Loose talk is generally portrayed as arising when utterances have a communicated content loose than the literal content (Carter 2021), exemplified by the felicity of (1) in contexts in which the party has 97 attendees:

(1) There were a hundred people at the party.

Absolute gradable adjectives such as “full” are those which relate to the endpoints of a scale (Kennedy and McNally 2005), and are susceptible to similar properties as loose talk, as shown by the felicity of (2) in contexts in which the glass is 97% full:

(2) The glass is full.

Considering novel data alongside that already considered by authors in semantics and the philosophy of language and some relevant data from historical linguistics that demonstrates vague quantifiers and grammatical numbers may arise from loose talk and vice versa, I argue that whilst there are some differences between these three phenomena, many properties which have been claimed to be limited to one or two of these phenomena appear across all three in certain contexts. In particular, I argue that the property of tolerance which is often taken to hold universally for vagueness and never in the cases of loose talk and absolute gradable adjectives, frequently holds on at least the pragmatic level across all three phenomena, and building on work from Weatherson (2010) and Gaifman (2010) that tolerance fails to hold in some cases of vagueness. I show that the contextual factors that lead to tolerance succeeding or failing across all three phenomena are at least highly similar, relating to salient points on underlying scales. This salience may arise as a consequence of practical interests, a preference for round numbers, or a variety of other factors. I claim that the observed differences between these three phenomena, which are real and can be quantified (see e.g. Kennedy and McNally 2005), are best explained by differences in which points

generally salient in each case.

These observations suggest that there may be a unified pragmatic model that can explain all three phenomena. I provide a brief sketch of one such model from a Bayesian-Gricean framework, taking some inspiration from that of Lassiter and Goodman (2015), but taking into account the data and findings considered around salience. Whether or not a model like the one I suggest is ultimately successful, any theory of the semantics of vagueness, loose talk, and/or absolute gradable adjectives must explain the data I consider.

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22. Speaker Identification in a Cross-linguistic Voice Parade

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In the field of forensic speaker identification, the 'voice parade' line-up is commonly used as part of earwitness identification evidence, where a lay witness may have heard the voice of a perpetrator, who was not seen (Nolan, 2003). This earwitness may then be tasked with selecting the perpetrator out of a line-up of several phonetically similar 'foil' voices, similar to a visual identity parade. Despite the relatively low overall success rate of the technique (Pautz et al., 2023), and the lower reliability compared to visual identity parades (Juslin et al., 1996), earwitness evidence is admitted in courts in the UK and around the globe (Robson, 2018). A number of studies have shown that it is possible, albeit less accurately, for listeners to identify voices in a foreign language (Goggin et al., 1991; Schiller and Köster, 1996), and that higher foreign-language proficiency equates to more accurate identification (Sullivan & Schlichting, 2000). Few studies have examined whether listeners are able to generalise bilingual talkers' voices across languages, i.e., when a perpetrator is heard speaking one language and identified in another. Winters et al. (2008) and Wester (2012) demonstrate that such a generalisation is possible, albeit impaired, and Mok et al. (2015) extend this to the forensic context. This study aims to investigate this effect for the French-English bilingual pairing, following the forensic guidelines in Home Office (2003) with the modifications suggested in Pautz et al. (2023). Three French-English bilingual speakers were recorded speaking both languages, to produce both exposure and parade material. English monolingual foil voices were taken from the DyViS

database (Nolan et al., 2009). English L1 listeners heard a sample of the perpetrator's voice in either English or French, before completing the identification task in English. Results for the English-exposure control group confirm overall identification rates are low. However, this matched-language condition was still significantly more accurate than the mixedlanguage condition with French exposure. French-exposure listeners were stratified by L2 French proficiency; more proficient listeners were better able to generalise their knowledge of a talker's voice across languages, although the sample is too small for the differences between groups to be statistically significant. We discuss the findings in the context of Abercrombie's (1967) idea of indexical and linguistic factors. If the results on French proficiency are representative of a larger trend, we conclude that either indexical factors must be partially language-dependent, or that some indexical factors are fully language dependent, and that bilinguals are more experienced at formulating rules linking their values across speakers of their two languages. Implications of the study on the overall 'voice parade' procedure are also discussed.

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23. Vulgarity, Obscenity and Insults in the Novgorod Birchbark Manuscripts

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This study looks at how we can see vulgarity in the Novgorod birchbark manuscripts. Vulgarity is often sexual like the words *blyad* ‘whore’ and *kurovoju* ‘cow’, and often refers to having sexual intercourse like in the idiomatic expression *ebi lezha* literally ‘fuck lying down’. There are clear shifts in usage. Terms like *sěkyle* ‘clitoris’ which have become archaic or creative insults like *ajesova* literally ‘egg-shover’ which we don’t find elsewhere. There are terms which were not obscene at the time and only became so later on. We can also see differences in modern usage like the term *pizda* ‘vagina’ which was present in the texts and is still being used today but often as *pizdets* which is a recent innovation.

By analysing usage of obscene language we can also gain a greater insight into the society at the time. We can understand Russian swearing better by analysing its roots. The intention of this talk is to bring Russian historical linguistics to light as in the UK it is understudied. I hope to present the ingenuity and wealth of swearing in medieval Novgorod.

24. **German Cinema as a Tool for Language Learning: A Self-Assessment Study with Second-Semester German Students**

Olivia Fletcher, Amanda Allenbach and Brian McDermott
Piedmont University

Learning a second language isn’t just about grammar drills and vocabulary lists—it’s also about engaging with real-life language and culture. This study looks at how watching German films can help second-semester German students improve their listening skills, vocabulary, and confidence in using the language. Based on Krashen’s Input Hypothesis (1982) and Vygotsky’s Sociocultural Theory (1978), the research explores whether regular exposure to authentic German speech and cultural context through films can make a difference in how students feel about their language abilities.

Two undergraduate students in their second semester of German, who are also taking a German cinema course, participated in the study along with their peers in the course. Over the semester, they watched one full-length German film each week, focusing on spoken German, pronunciation, and cultural themes. At the end of the semester, they and their peers completed a self-assessment survey to reflect on their perceived progress in listening comprehension, vocabulary recognition, and overall confidence in using German. The survey asked about their ability to follow spoken German, recognize common phrases, and feel comfortable engaging with the language in real-world contexts.

Krashen’s Input Hypothesis suggests that language learners improve when they’re exposed to input that’s slightly above their current level ($i+1$). Films provide this through natural speech, body language, and conversational patterns. Vygotsky’s Sociocultural Theory adds that learning happens best in meaningful cultural and social contexts, making films a great way to connect language learning to real-life situations. While this study doesn’t measure objective language gains, it focuses on how students perceive and feel about their progress. The results will help us understand whether regular exposure to German films can boost motivation and confidence in early-stage language learners. This research could open the door to future studies with larger groups, longer timeframes, or additional assessments to explore how films impact language learning.

By focusing on student perceptions, this study highlights the potential of using authentic media like films to make language learning more engaging and effective.

25. **The Effect of Spatial Separation on 3D Loudness Perception in the Presence of Competing Speech**

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University College London

Loudness is typically reduced in the presence of other sounds. When both target and masker are presented diotically or from the same loudspeaker, partial loudness can be estimated well by considering energetic masking. For speech intelligibility, spatial separation of sounds improves intelligibility, even though the degree of spectral masking remains largely unchanged. This is known as the cocktail party effect. In the present study we investigated this effect on partial loudness by varying the spatial separation between a female target speaker and a competing male speaker.

Method: The target speech was positioned at 0° and 45°. In the respective reference conditions, the competing speech was positioned at the same angle and had the same sound pressure level as the target. Comparisons were made by twenty participants for spatial separations of 22.5°, 45°, and 90° using a 1-up/1-down two-alternatives forced-choice procedure. When the target was at 45°, the comparison stimulus was positioned towards or crossing the centre. Sounds were recorded with an artificial head and presented via headphones. After combining the target and masker, the signals to the left and right ear were switched randomly to reduce a-priori focus on the target. All stimuli had a duration of 2 seconds.

Results: For the 0° target, level differences required for equal loudness were close to 0 dB, implying that the target was perceived as equally loud when the masker coincided in direction and when it was positioned on the side. For the 45° target, the effect of spatial separation was small, less than 1.5 dB, but statistically significant, and increased with separation.

Conclusions: The level difference necessary for equal loudness (LDEL) was small compared to previous speech intelligibility studies that used similar separations and found differences in speech reception thresholds larger than 5 dB. The lack of any effect for the frontal reference was surprising. It may be that participants always knew where the target stimulus came from, which could have facilitated attention. Another explanation for the small, if any, effect in both conditions could be that participants based their judgment on segments when the target was loud and between syllables or words of the masker. This would suggest participants effectively judged partial loudness at a high signal-to-noise ratio, similar to loudness in silence, and thus is less dependent on the masker.

26. **Where the Ghee Falls: Cultural Coding of Wealth and Status in Marwari Idioms**

Siddhi Gattani

Language is a repository of cultural knowledge, encoding values, beliefs, and social hierarchies through idiomatic expressions. Idioms play a crucial role in linguistic economy and cultural transmission as fixed expressions with meanings beyond their literal interpretations. They encapsulate collective wisdom and serve as linguistic artefacts of historical and social experiences. Through their recurrent usage, idioms sustain and reinforce cultural ideologies, making them a rich ground for socio-linguistic analysis.

Food is an integral medium through which discourse unfolds, functioning as both a material substance and a semiotic system that encodes cultural elements. The discourse of food extends beyond sustenance to shape and reflect social relationships, economic standing, and cultural identity. In linguistic expressions, food-related idioms frequently serve as metonymic and metaphorical signifiers of broader socio-economic realities. This study argues that food, as a domain of cultural expression, provides a lens through which one can examine the deeper ideological underpinnings of a community. By studying food-based idioms, we gain insight into the values and priorities that shape a community's worldview.

Conceptual Metaphor Theory (Lakoff & Johnson, 1980) provides the theoretical framework for this study, positing that human cognition is structured through metaphorical mappings between conceptual domains. Metaphors allow abstract concepts to be understood through more tangible experiences, reinforcing socio-cultural constructs within linguistic expressions. Within the Marwari community, ghee (clarified butter) is a conceptual metaphor for wealth and prestige, linking physical nourishment to economic prosperity and social standing.

The metaphorical association of ghee with affluence and success is embedded in idiomatic expressions that reflect broader socio-economic structures. For instance, idioms such as "घी के दिये जलाना" (to light lamps

with ghee) symbolise prosperity and success, while "जहां घी गिरता है, वही लोग झुकते हैं" (people bow where the ghee falls) encapsulates the socio-economic hierarchy that privileges affluence. Similarly, expressions like "उतना घी नहीं है जितना चुपड़ी रोटी चाहिए" (one does not have enough ghee to butter all the bread they desire) highlight the disparity between ambition and resources, whereas "दूध-घी की नदियां बहना" (rivers flowing with milk and ghee) conveys an image of immense prosperity and abundance. These idioms illustrate how material wealth is perceived and articulated within the community, reinforcing economic prosperity as a marker of social reverence.

This study employs a qualitative analysis of Marwari idioms containing references to ghee, drawing from oral traditions, literary sources, and everyday conversations. By examining the socio-pragmatic functions of these expressions, the paper highlights how idioms not only preserve cultural knowledge but also actively shape social interactions and identity formation. Furthermore, it discusses the implications of such idiomatic constructions in contemporary discourse, considering how linguistic representations of wealth and status evolve in response to socio-economic changes.

27. **Hi! I'm Siri: Commodification of Multicultural London English by Voice Assistants**

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Apple's iOS 17 update introduced two new British voices for its voice assistant, Siri. One of these voices – voice 4 – was quickly identified by users as the urban variety spoken in parts of London. This project undertakes a sociolinguistic study of British Voice 4 to identify the extent to which the voice uses Multicultural London English (MLE), and explore the implications and perceptions of this usage in the context of dialect commodification and accent bias.

To analyse features of voice 4 that make it sound like MLE, it was compared with the older Siri British voice 2. Following Holliday (2023), both voices were first tasked with reading the Rainbow passage to investigate the phonological features of the voice (Fairbanks, 1960, p. 124-139), and then given simple prompts to investigate morphosyntactic or lexical variation in spontaneous responses. A perceptual analysis of the outputs was conducted to identify relevant features distinguishing the two voices.

The analysis revealed significant usage of phonological features associated with MLE, such as th-fronting, g-dropping and t-glottalisation. However, there was a noticeable lack of lexical or morphosyntactic variation, which can be attributed to the system design of voice assistants. This incomplete representation of the variety thus creates a more marketable "persona" for the voice by excluding more non-standard features, balancing the pressures of representation and marketability to users, thereby commodifying the variety (Johnstone, 2007; Silverstein, 2003; Appadurai, 1986).

The successful commodification of the variety can be attributed to its "natural-sounding" quality (Craig and Schroeder, 2017; Rodero, 2017), which is a key factor in increasing the value and popularity of voice assistants by allowing them to be associated with distinct "personas" (Harris, 2004). The use of MLE in British Voice 4 invokes the figure of the "roadman", a stereotype associated with young, urban, working-class men who use MLE (Ilbury, 2023; Gerwin, 2023). This further facilitates the anthropomorphisation of the voice assistant, which allows for the reproduction of social biases seen in natural voices (Holliday, 2023; Jackson et al., 2020, among others).

As MLE is a non-standard variety spoken by a multicultural and working-class population, its speakers have been subject to accent bias over decades (Levon et al., 2021; Giles and Watson, 2013; Bishop et al., 2005). MLE usage is often associated with a lack of education, low socioeconomic status, or even criminality. To gauge the extent to which these biases were reproduced towards Voice 4, I collected online posts discussing the voice from Twitter (now X), Reddit and tech review pages. This data was analysed quantitatively and qualitatively to categorise author sentiments and identify common tropes and ideological biases.

A notable proportion (36%) of posts shared negative opinions of the voice, identifying phonological features to claim the variety was "incorrect". Such claims, replicating arguments made for natural speakers of MLE, and can reinforce linguistic stigma associated with MLE (Wiese and Rehbein, 2016, p. 46). Thus, as voice

assistants continue to evolve, we must consider the ethical implications of accent representation, ensuring that linguistic diversity is approached thoughtfully and responsibly.

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28. **How is Violence Against Women Represented in UK Newspapers between 9th July 2024 and 9th November 2024?**
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This study investigates the representation of violence against women in UK newspapers between 9 July and 9 November 2024. Using a corpus-driven discourse analysis approach, this research examines how UK newspapers linguistically frame violence against women where the gender category is explicitly stated. This time period was selected as it follows a high-profile incident of violence against women in Hertfordshire, offering a period of heightened media attention on the issue. While corpus-driven discourse analysis of newspaper texts is a well established research method, prior studies have not directly addressed the research question posed in this study. Existing works, such as *Covering Rape: How the Media Determine How We Understand Sexualised Violence* (Tranchese, 2019) and *Perpetration, Victimhood, and Blame: Australian*

Newspaper Representations of Domestic Violence, 2000–2020 (Karageorgos, Boyle, & Cook, 2023), provide valuable insights into media portrayals of specific forms of gender-based violence, such as rape and domestic abuse. However, these studies are either thematically broad or are more sociologically based, making them less focused on purely linguistic representations. This study fills this gap by analysing the linguistic choices used to report violence against women.

The methodology follows a thorough corpus-building and analytical process. First, corpus data was sourced using the UCREL Semantic Analysis System (USAS), which enabled the semantic tagging of a self-compiled corpus of newspaper articles. Two key semantic fields were of interest: ‘calm/violent/angry’ (E3-) and ‘crime, law and order: Law & Order’ (G2.1-) terms. The twenty-five most frequent words from each category were identified and used to generate targeted search terms, alongside the words ‘woman’ and ‘women,’ within the Lexis Nexis database. This ensured that the corpus contained only articles that explicitly discuss violence against women while also incorporating dominant media language used in reporting such incidents.

A series of filters were applied to refine the corpus. First, articles were restricted to the four month period following the Hertfordshire case. Second, only publications from the four most widely recognised newspapers, according to a YouGov survey (The Guardian, The Times, The Sun, and The Mirror) were included. These outlets represent both broadsheet and tabloid journalism, enabling a comparative analysis of reporting styles. The collected articles were then separated into three corpora: one for broadsheets, one for tabloids, and one which combined both media types.

For analysis, the corpus was processed using AntConc. The study used keyword-in-context (KWIC), concordance, N-Grams, and word frequency functions to examine patterns in language use

This research contributes to the field of media linguistics by providing evidence of how UK newspapers construct narratives around violence against women. The findings will offer insight into how media language can shape public perceptions and contribute to broader discussions about gendered violence and media responsibility.

29. **Does Register Affect Optimal N-gram Length for Authorship Verification?**

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Authorship verification (AV) is the process of determining if two documents were written by the same author. An important prerequisite for this task is identifying features that effectively capture an author’s style, a goal for which word and character n-grams have proven highly successful. Despite this, there is no consensus on the optimal n-gram length for AV. Previous research by Nini (2023) demonstrated that longer n-grams were more effective for informal texts, suggesting that the optimal length may vary depending on register. This variation may arise from the tendency of speakers to rely on formulaic multi-word expressions when producing language, only resorting to original compositions when necessary (Sinclair 1991). Such behaviour aligns with Biber’s (2009; 2021) findings that spoken conversation is more formulaic than academic prose. This paper investigates the relationship between register and optimal n-gram length, hypothesising that longer n-grams will be more effective in verifying authorship for informal texts due to their ability to better capture formulacity.

Five distinct corpora were compiled to represent a wide range of registers, ranging from formal academic articles to informal blog posts. The first part of the investigation explored the relationship between formality and formulacity. A formality metric from Heylighen and Dewaele (2002), based on the relative frequency of lexical categories, was adopted to cross-compare registers. To measure formulacity, random samples of each corpus were analysed into word n-grams and the Jaccard coefficient was calculated between all pairwise combinations of samples. Results showed a significant negative relationship between formality and formulacity when word n-grams were used. The second part of the investigation builds on these findings by evaluating the impact of n-gram length on AV performance. The n-gram tracing method, introduced by Grieve et al. (2018), was used to verify the authorship of a subset of documents from each corpus.

The results supported the hypothesis, showing that shorter n-grams achieved higher accuracy for the most formal corpora. Confidence intervals revealed that, for informal corpora, longer n-grams often achieved accuracies comparable to shorter n-grams, suggesting the multi-word expressions function as single units, akin to individual words. In contrast, this pattern was not observed in highly formal corpora, where individual words and shorter n-grams significantly outperformed longer n-grams.

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30. Building Trust: A Critical Exploration of Theatre Accessibility for Deaf Audiences in the UK

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Phonocentric language ideology negatively impacts deaf peoples access to society, and this must be combatted by restructuring linguistic inequality in public spaces, informed by community action, and building mutual relationships. Due to the misunderstanding and oppression of signed languages, deaf audiences often experience poor accessibility strategies in UK theatres. This project aims to critically analyse this situation, and offer strategies for development.

Semi-structured interviews were conducted with seven deaf participants with diverse theatre experiences, and four hearing theatre professionals. These interviews were then coded and analysed using thematic analysis. Through application of a Bourdieusian theoretical framework, including the concepts of capital, habitus, and field, I analyse how theatre spaces oppress signed languages and deaf people. I argue that BSL is viewed to have minimal linguistic capital in the theatrical field and therefore, accessibility and language equality is not built into its phonocentric institutional habitus. This means deaf people often experience hysteresis in theatre spaces, and this can be rectified in part, by altering audist doxa, which has the potential to restructure the field. Successful accessibility approaches are discussed, spotlighting the importance of including deaf people in decision making, partaking in community work that benefits deaf audiences, and fostering durable relationships.

This project analyses how trust has been broken between deaf audiences and mainstream theatre institutions, through the continuation of audist, phonocentric ideology, and the infliction of symbolic violence. The research suggests that this can be combatted through a reconstruction of the current theatrical field. This project, informed by feedback from deaf participants, offers strategies to improve accessibility, and make deaf audiences feel more welcome in theatre spaces.

31. Translation effects from Latin in Old English

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This study investigates the contact effects of translation between Old English (OE) and Latin. Contact between Latin and Old English (OE) after c.800 CE was different to other contact situations in the history of English such as with Old Norse and French, primarily because it did not involve oral communication with native speakers. Instead, literary competence in Latin was likely more widespread than oral competence, although oral use of Latin did occur as part of religious preaching, school instruction, and potentially conversation among clergy. Furthermore, only a very small proportion of the population, perhaps as little as 0.27-0.55%, had literary competence in Latin as a second language (Timofeeva, 2010:2-15). However, this same small proportion of the population was responsible for most of the literary production in OE (Timofeeva, 2013:202-3). Therefore, the texts which survive today are not representative of the language of most of the population. This means that exploring the possible effects of Latin is important for understanding how representative a text is of native OE. Furthermore, this study is relevant to understanding the effects of contact through translation more generally, and thus complements studies which focus on translation in modern languages, for example German and English studied by Baumgarten & Özçetin (2008) and English and Italian studied by Musacchio (2005).

In this study I focus on the effects of language contact on existing patterns, where a native collocation which may be rarely used becomes more frequent due to contact (Heine & Kuteva, 2005:45). The construction I will focus on is the DEM-POSS, where the OE proximal or distal demonstrative is used with a possessive before a noun or adjective (Allen, 2004:11). I investigate the OE DEM-POSS and its Latin sources in a selection of native OE texts, two biblical translations (the West-Saxon Gospels and the Heptateuch), and two non-biblical translations (Alexander’s Letter and Gregory’s Dialogues). Taylor (2008) argues that there are different types of influence found in biblical and non-biblical translations due to the different translation techniques used, where biblical texts required a more literal translation. However, Cichosz & Grabski (2020) argue that biblical texts were instead translated with more natural language to avoid misunderstanding. I will argue that the treatment of the DEM-POSS suggests a more nuanced picture is required, which considers the texts on an individual basis, and that generalisations about the different translation techniques used for biblical compared to non-biblical translations do not hold for all texts or features considered.

32. Mandarin “gei” can be a preposition

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In contemporary Mandarin Chinese, most preposition-like items can also function as verbs, and Mandarin is known to allow serial verb constructions (SVC). Therefore, there is a debate on whether the word class “preposition” exists in Mandarin (Djamouri & Paul, 2009; Li & Thompson, 1989; Paul, 2014). One of the representative lexical items is “gei”, which can serve as a ditransitive verb and can also appear at the pre-verbal or post-object positions, as shown in (1).

- (1) Verb: a. Zhangsan gei-le Lisi yi-ben shu.
 John give-asp Lee one-cl book.
 ‘John gave Lee a book.’
 Preverbal: b. Zhangsan gei Lisi zuo-le yi-dun fan.
 John GEI Lee cook-asp one-cl meal.
 ‘John cooked a meal for Lee.’
 Post-object: c. Zhangsan song-le yi-ben shu gei Lisi.
 John send-asp one-cl book GEI Lee.
 ‘John sent a book to Lee.’

Different from many other items, the categorial status of “gei” poses a deeper problem. The verbal “gei” is a ditransitive verb that takes two internal argument, while the preposition-like “gei” takes only one argument on the surface. This means the categorial status of “gei” leads to distinct argument structures.

There are several camps in the debate (Her, 2006; Huang & Ahrens, 1999; Lin & Huang, 2015; Ting & Chang, 2004). The strongest position in the verbal account is the unified verbal claim that all the preverbal and postverbal “gei” are verbs (Lin & Huang, 2015). While others largely agree that the preverbal “gei” (at least as a benefactive marker) is a preposition, but they are divided into prepositional and verbal accounts for the post-object “gei” (Her, 2006; Huang & Ahrens, 1999; Ting & Chang, 2004).

This study synthesises and evaluates the categorial debate of “gei” in the literature and provides more evidence to argue for the verb-preposition distinguishment of “gei”. I will first argue that there are prepositions in Mandarin that are distinguishable from verbs using some diagnostic tests. Verbs can be modified by quantity adverbial phrases (with a verbal classifier), negators, aspect markers as well as adverbs, while prepositions cannot (Basciano, 2015; Paul, 2014). This also suggests that the subject-less embedded clauses can accommodate some of these elements. Then, I will provide evidence showing that VPs and PPs behave differently with regard to reconstruction when being fronted. According to Huang (1993), VP-fronting must reconstruct to the base position, while the fronting of DP embedded in a PP allows chain binding. Based on these tests, I will argue against Lin & Huang (2015) that preverbal “gei” in some cases can be a preposition. While the post-object “gei” in a ditransitive construction is also a preposition. Moreover, the prepositional account in the ditransitive constructions also correctly predicts the scopal interpretation (Abels, 2025; Zhou & Gao, 2009).

In sum, there are prepositions in Mandarin, which systematically behave differently from verbs. While “gei” is one of the representative lexical items that has multiple functions. The typical verbal “gei” is a ditransitive verb, while the prepositional “gei” takes only one argument and distribute at the preverbal position or in the dative construction following a ditransitive verb.

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33. Press “a” to Continue: Feedback Norms in the Speech of Gaming Communities

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Backchannelling helps to uphold collaborative conversation, encompassing anything one conversational participant says while another is talking (Ward and Tsukahara 2000, p.1177). Backchannelling can have a number of motivations including expressing understanding, agreement, or empathy (Cutrone, 2010). Evidence suggests this behaviour shows significant individual variation (Cutrone, 2010; Pipek, 2007), with

certain biographical correlates creating groups among speakers. For example, speakers' native languages appear to influence their backchannelling habits in subsequently acquired languages (Romero-Trillo, 2012; Ward and Tsukahara, 2000).

This study investigates whether speakers' experience with video game dialogue may also influence backchannelling habits. While playing a game, a player is frequently expected to signal understanding by pressing a button when they have read a line of text which triggers the next line of text to appear. I hypothesise that speakers who have spent extended amounts of time in this dynamic will transfer this practice into increased backchannelling rates in face-to-face conversation.

To test this, I use the Map Task experimental framework (Brown et al, 1984) to elicit backchannels in frequent and infrequent gamers. Innovating on this methodology, I pay close attention to listeners' activity, rather than speakers. Measures of how strongly someone identifies as a "gamer" are compared with raw numbers of backchannel items as well as rates of backchannels per minute. Data collection is ongoing and will be complete in time to present results. If playing video games can indeed encourage more frequent backchannelling in conversations, then this presents new avenues for considering what might condition people's interactional strategies.

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34. Culturally Salient Entities in Endearment Terms: A Cross-Linguistic Analysis

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Endearment terms are a distinct category of lexical units employed to express affective relations in platonic, familial, or romantic contexts. Unlike names or pet names, these terms are non-fixed appellatives and are often subject to continuous renewal or modification. Despite their apparent subjectivity, consistent linguistic patterns emerge in the formation of these terms, revealing the underlying cultural, and cognitive mechanisms. This study hypothesizes that endearment terms are often derived from entities that hold historical, cultural, social, or economic significance within a given language community. These entities, thus imbued with intrinsic value, facilitate the metaphorical extension of affection, associating them with notions of pricelessness and desirability.

The aim of this research is to identify and establish the connection between cultural notions about entities and endearment terms across linguistic communities, with particular emphasis on Indian languages. Employing inductive reasoning with a qualitative approach, utilizing interviews and questionnaires, this study seeks to explore the common endearment lexicon in selected languages, along with the factors influencing the choice of usage, and conduct a thematic analysis to investigate the metaphorical nature

of endearment terms, seeking to understand the significance of the entities that are used as endearment terms in their respective language communities. Additionally, the research will also examine the influence of media on the usage of endearment terms, in the digital era, facilitating lexical borrowing and hybridization. The methodological framework of this research is drawn from Langacker's theory of Domains, along with Lakoff and Johnson's idea of Conceptual Metaphor Theory. Although extensive research exists on endearment terms and diachronic semantic change, scholarship remains predominantly Eurocentric, with South Asian linguistic landscapes receiving limited attention. This study seeks to achieve the dual purpose of bridging the gap by conducting a thematic analysis and providing a comprehensive corpus of Indian endearment lexicons.

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35. The lingering misinterpretation of Cantonese garden-path sentences

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When comprehending early-closure garden-path sentences, people often have lingering initial misinterpretations after forming the correct interpretation. Garden-path sentences with optionally transitive (OPT) verbs lead to more lingering misinterpretations than reflexive absolute transitive (RAT) verbs, possibly because OPT verbs allow more inferencing [1-2]. Garden-path sentences with plausible misinterpretations lead to more lingering misinterpretations than implausible misinterpretations, which is also attributed to the inferencing mechanism [2]. Hence, there may be an interaction effect between verb type and plausibility, but this effect is understudied. Therefore, this experiment manipulated verb type and plausibility to study their interaction effect on the initial misinterpretation of Cantonese garden-path sentences. We predicted that if the inferencing mechanism can largely explain the differences in lingering misinterpretations of Cantonese OPT and RAT verbs, then these differences would be smaller in sentences with implausible misinterpretations, which prevent inferencing. We also measured the total fixation duration (TFD). If the lower accuracy rate in garden-path sentences with OPT verbs/implausible misinterpretations is due to more inferencing, then a longer TFD, which reflects more comprehension effort according to the eye-mind hypothesis [3], would not necessarily lead to higher accuracy.

33 young adults read 140 sentences while having their eye movement tracked and answered two questions presented one by one after each sentence. 70 were garden-path sentences, and 70 were filler sentences. 12 of the garden-path sentences consisted of plausible misinterpretations, while the rest had implausible misinterpretations. For both sentences with plausible and implausible misinterpretations, half of them had OPT verbs, and half of them had RAT verbs. For garden-path sentences, question 1 probed the initial misinterpretation, while question 2 probed the correct interpretation. Participants had low accuracy for question 1 but high accuracy for question 2, showing that their initial misinterpretation lingered. It was surprising that for sentences with implausible misinterpretations, which prevented the inferencing mechanism, OPT still led to significantly more lingering misinterpretations. A possible explanation is that the inferencing mechanism of Cantonese OPT verbs may not be completely blocked by implausible misinterpretations. Although it was implausible that the NP immediately following the OPT verb was its object, it was the only NP near the verb other than its subject. Unlike English, the object of Cantonese OPT verbs cannot be something general and must be a specific object depending on the context, so participants still inferred the NP immediately following the verb to be its object since no more plausible choices were present. This is consistent with the result that sentences with implausible misinterpretation have significantly longer TFD at the ambiguous NP following OPT instead of RAT verbs. Participants

were “forced” to assign an implausible NP as the object of OPT verbs, which led to more confusion, so they exerted more effort to process the ambiguous NP following OPT verbs and had longer TFD. In conclusion, the special properties of Cantonese RAT and OPT verbs affect the lingering misinterpretations through inferencing mechanisms. While most research on garden-path sentences is conducted in English, the present work highlights the insights offered by studying diverse languages.

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36. What did you mean? Investigating predicate comprehension following alignment

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Research into how we comprehend the meaning of words has traditionally been limited to monologue (Pickering & Garrod, 2021). Our understanding of the means by which interlocutors take into account one another’s perspectives when interpreting utterances is thus constrained to paradigms that do not allow for interlocutors to engage in conversations. This is a limitation, as work by Pickering & Garrod (2004) suggests that comprehension between interlocutors comes about via mutual priming of all levels of linguistic representation, leading to the alignment of the interlocutors’ models of the situation under discussion. This process is unlikely to be possible in monologue-based experimental paradigms.

This paper thus aims to breach the under-researched area of investigating comprehension following a conversation that allows for alignment. Specifically, I propose to experimentally investigate the extent to which engaging in a joint conversational task that encourages alignment allows speakers to form shared representations of a predicate. I am focussing on the comprehension of the gradable predicate ‘difficult’, as most research into perspective-taking during comprehension has been focussed on the resolution of referential expressions (Keysar et al., 2000; Hanna et al., 2003), despite evidence suggesting that comprehenders can adjust to speaker-variability of other expressions (Yildirim et al., 2015).

My proposed experimental design is as follows: First, each participant will independently report how difficult they perceive a set of hiking trails to be in a free-response format. Afterwards, they are arranged into dyads which are randomly assigned to one of three experimental conditions: (1) the dyad engages in the joint task of deciding how they both would rate the difficulty of those same hiking trails, or (2) the dyad engages in the joint task of deciding how they both would rate the funniness of a set of comedies, or (3) the dyad engages in a brief conversation to get acquainted with one another. Next, all participants independently rate a novel set of hiking trails. Thereupon, they are given ratings that their conversational partners provided, alongside several options of what trail their partner may have been rating. This will provide the critical comprehension test, as participants will indicate which trail they think their partner has rated, testing their comprehension of their partner’s use of the gradable predicate ‘difficult’. Condition (2) controls for the possibility that generally engaging in a joint ranking task improves interlocutors’ ability at understanding each other’s difficulty ranking, while condition (3) serves as a baseline for interlocutors’ performance at understanding what another may mean by a difficulty ranking.

If participants perform significantly better in condition (1) than in conditions (2) and (3), this will provide support for an account of predicate interpretation by means of task-specific alignment. If, however, there is no difference in performance across conditions this may call into question the mechanisms by which interlocutors understand each other’s use of predicates.

This experiment will thus contribute to our knowledge of how interlocutors understand each other in conversation.

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37. Subject Expression in Ladin

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This paper examines subject expression in Ladin, a Rhaeto-Romance language spoken in the Sella-massif mountains of northern Italy. Ladin’s subject system reflects both null-subject and non-null-subject properties, influenced by its position within Romance typology and contact with Germanic and Italian varieties. The central goal of this study is to analyse how Ladin’s subject behaviour aligns with or diverges from these linguistic systems.

This paper explores subject behaviour in Romance languages, focusing on the transition between null-subject and non-null-subject systems. I then examine Ladin’s subject expression in relation to Northern Italian Dialects, analysing subject clitics, pronominal paradigms, expletive constructions, and subject inversion patterns to highlight a north-south division.

Findings indicate that northern Ladin dialects retain a verb-second (V2) constraint, likely due to German influence, suggesting that there is a dedicated subject position in these varieties. The subject clitic behaviour in Ladin offers insights into the morphosyntactic evolution of Romance languages, particularly in transitional varieties.

By examining the interplay between morphology, syntax, and information structure in Ladin’s subject system, this paper contributes to broader discussions on subject expression in Romance. Future research comparing Ladin with other Northern Italian Dialects may provide further insight into the diachronic development of Romance subject-marking strategies.

38. Identifying and addressing fairness, inclusivity, and ethical responsibility in AI-driven code-switching analysis in sociolinguistic studies

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The inclusion of Artificial Intelligence (AI) in sociolinguistic research has helped to improve the effectiveness of analysis, particularly in code-switching. AI models enable the automatic recognition and processing of many languages from a single utterance, improving the accuracy and efficiency of sociolinguistic research. AI in code-switching allows for a more in-depth understanding of language dynamics, cultural exchanges,

intricate dialects, and accent variations. However, there are also challenges to applying AI in sociolinguistic research, such as algorithm bias, linguistic marginalisation, and ethical concerns. The scarcity of comprehensive linguistic datasets for less commonly spoken or less prestigious languages hinders the advancements in AI-driven C-S analysis. Hence, AI models trained for less-common linguistic datasets risk reinforcing social inequalities by favouring dominant language varieties while underrepresenting minority dialects and multilingual speech patterns. Ultimately, AI-driven analysis may unintentionally simplify linguistic diversity and reshape social identities by preferring “correct” language forms. Moreover, AI models often rely on publicly available data for their analysis, which raises concerns about data privacy, consent, and ownership. Thus, this article investigates the challenges of using AI models in analysing code-switching and proposes suggestions for improvement on both the technical and ethical challenges that arise from AI in sociolinguistics. It proposes ethical guidelines that emphasise inclusivity in AI training data, transparency in algorithmic decision-making, and collaborative efforts with other linguistic fields, and diverse language communities. By ensuring fairness and inclusivity in AI-driven language research, we can leverage AI as a tool for sociolinguistic advancement while mitigating future harm.

39. **Mathematical comparison of Linguistic Categories without Universal Spines**

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This talk looks at the mathematical nature of Neo-Emergentist Generative theory (Biberauer, 2019) in syntax and phonology, as well as in cognition more widely. Neo-Generativism attempts to reconcile insights about the formal properties of language systems from Generativist Theory, with a radical impoverishment of Universal Grammar on grounds of empirical data and psychological plausibility. Following Bosch (2022), properties of Dynamical Systems are used to model this emergent behaviour. I look at Successive Division (Dresher, 2003, and following) as a way for acquirers to postulate increasingly fine-grained featural distinctions, attempting to constrain the typology of relations between categories to highlight order preservation, and avoid chaos and ‘rampant and unconstrained variation’ (Biberauer, 2019, pg. 59). I relate this to Song (2019)’s implementation of category-theoretic Adjunctions to mediate comparisons between emergent Extended Projections in syntax. I argue that these techniques allow for a maximally impoverished Universal Grammar, and that emergent categories do not need constraining by a small innate ordered set of functional, non-linguistic categories, such as proposals of Universal Spines and similar mechanisms (Wiltschko, 2014; Ramchand and Svenonius, 2014). This contrasts with Song’s conclusion that a Universal Spine or similar is required for meaningful comparison of syntactic categories. This talk contributes to arguments in favour of the plausibility of maximally strong Neo-Emergentist theory as able to capture the properties of linguistic systems without unconstrained overgeneration, as well as linking to and making novel predictions about various cognitive domains.

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40. **Examining the generalisability of dimension-based statistical learning for speech across place of articulation**

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In speech perception, listeners use acoustic dimensions as cues for a given speech category, with some dimensions serving as more reliable cues than others. However, for a given linguistic representation, the statistical properties of its acoustic dimensions are highly variable, conditioned for example by sociolinguistic (Labov, 2006), cross-linguistic (Sheldon and Strange, 1982) and physiological (Xue and Hao, 2003) factors. To resolve this lack of invariance (Liberman et al., 1967), speech perception is a dynamic and adaptive process, with listeners adapting the relative weight of an acoustic cue in response to variability in the speech signal (Xie et al., 2023). Idemaru and Holt (2011) found that, after exposure to a reversed relationship between VOT and F0 dimensions for the /b-/p/ stop voicing contrast to that of canonical English, listeners down-weighted their use of the secondary, now unreliable F0 cue. This process is referred to as dimension-based statistical learning (DBSL) (Idemaru and Holt, 2011, 2020; Lehet and Holt, 2017, 2020). DBSL appears to be highly sensitive to context-specific variation. Learning has been shown to only weakly generalise across word frame (from beer/pier to bill/pill) (Idemaru and Holt, 2020), and not generalise from one place of articulation to another (from beer/pier to deer/tear) (Idemaru and Holt, 2014).

Using a word-identification experiment, this study examines if DBSL can in fact generalise to a novel place of articulation, when training on the cue distributions for two places of articulation (e.g., from pail/bale and tail/dale to kale/gale) instead of one, which may serve as stronger evidence for listeners to generalise their learning. 30 listeners participated, 15 exposed to training stimuli with a canonical English VOT-F0 distribution, 15 to training stimuli with a reversed cue distribution. Listeners were tested on their use of the F0 cue on stimuli with ambiguous VOT.

Analysis of the empirical data reveals a slight down-weighting of the F0 cue following exposure to the reversed cue distribution. In the Canonical group, a trial resulted in a voiceless response 38% less of the time for stimuli with low F0 than high F0. In the Reversed group, a trial resulted in a voiceless response 19% less of the time for the low F0 level, suggesting only a moderate reduction in reliability of the F0 cue. A Bayesian regression model fitted to the data reports a lack of credible evidence for learning effects, with a non-credible interaction between F0 and training block ($\hat{\beta} = 0.87$, 95% CrI = [-0.51, 2.19], PD = 89.4). The results therefore provide additional evidence that dimension-based statistical learning is highly sensitive to acoustic context, operating at a low level of linguistic representation.

However, exploratory analysis into individual learning differences reveals that learning was minimal among monolinguals, but more robustly generalised for bilinguals. In the Reversed group, the estimated marginal effect of F0 remained strong for monolinguals ($\hat{\beta} = -2.58$, 95% CrI = [-3.98, -1.41]), but significantly collapsed for bilinguals ($\hat{\beta} = -0.53$, 95% CrI = [-2.17, 1.13]). Yet, largely owing to a smaller sample size of bilinguals, the regression model reports a non-credible three-way interaction between F0, training block and language experience ($\hat{\beta} = -2.78$, 95% CrI = [-7.11, 1.73], PD = 87.9). Nevertheless, these results provide further motivation to identify possible language-related factors that drive individual differences in the distributional learning of speech (Theodore et al., 2020; Colby et al., 2018).

41. **What actually is regular polysemy?**

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Polysemy is most acceptedly defined as a word with multiple different yet related meanings or ‘senses’ (Borg,

2025; Carston, 2021). How polysemy operates in the mind, and by what mechanisms, is an emerging topic in pragmatics, philosophy of language, semantics, and psycholinguistics. However, this interdisciplinary discussion is marred by a lack of clarity on first, what polysemy actually is and second, how it stands apart from other meaning-variable uses of language.

My aim is to bring together this theoretical and experimental research to provide a detailed account of the ‘regular’ sub-type of polysemy. Regular polysemy, as classically defined by Apresjan (1974), refers to a polyseme where the different senses seem to pattern systematically, bound in some ‘metonymic’ relation to one another.

I observe that regular polysemy examples do not pattern with homonymy, demonstrating that it is unique in its related senses, thus an account based on distinct, stored senses (Fodor and Lepore, 2002) may not be the correct analysis. Whilst some accounts have suggested regular polysemy is a form of metonymy, it is not, as metonymy is inherently non-literal, and polysemy is a form of literal meaning interpretation (Dölling, 2021). The literal and related aspects of regular polysemous meanings sets it apart from other forms of meaning-variable uses of language.

But these regular polysemy examples do not pattern uniformly, and have different characteristics which can be teased apart by tests of co-predication (Dölling, 2021). For example, the word office can refer to many things; the building, the administration, or the employees. This is captured in the difference in the meanings of office in “The office flooded while celebrating its Annual Christmas Party”, which seem to pick out different ‘senses’ of office, the ‘building’ sense and the ‘people who work there’ sense. Another example is cod, where the meaning differs between the following sentences: “The cod was eager to swim away.”, “The cod was delicious”. The former refers to the whole animal, and the latter refers to the animal’s meat, but they are related systematically, in that this animal-meat alternation exists with other words, like lamb and salmon.

Working with Dölling’s (2021) analysis of these examples, there are two major categories within the broader regular polysemy phenomena. The first category, encompassing examples like cod, patterns more with metonymy and is inherently systematic in its sense alternations. The second, in examples like office, is more underdetermined and abstract in the observed meaning differences.

Where we are left is with a discussion of how different accounts; either semantic (Carston, 2019; Devitt, 2021), pragmatic, relevance-theoretic (Falkum, 2011, 2015), or more concept-based (Brody and Feiman, 2024); can best encompass the observed categories. By putting the spotlight on the regular sub-type of polysemy, I put pressure on theories in the field to be more explicit in their definitions of regular polysemy, in reference to observations of the literal and related nature of polysemous meanings from metonymy and homonymy.

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42. **‘My French is really rusty’: Iconic Gesture Use and Frequency in English-French Bilinguals**

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Bilinguals have consistently produced higher rates of iconic gestures in their L2 than their L1, as well as higher rates in their L1 relative to monolinguals the same L1. Previous research claims that deficits in verbal working memory and lexical access lead to a greater production of iconic gestures, as a compensatory method for verbal communication. Gestures are thought to reduce a cognitive load on working memory and aid communicative intents where language proficiency, and, by extension, speech, falters. The present study investigates spontaneous gesture production between a total of 10 native English bilinguals, native French bilinguals, and English monolinguals, following a partial replication of Streatfield (2022). Exploring the link between gesture rate and L1 and L2, either French or English, participants take turns describing a short comic strip to a partner of the same language group. Participants are under the impression that they will draw a picture from the information given by their partner so as to elicit detailed narrative descriptions. To assess spontaneous gesture production, participants are then both asked to discuss an image depicting an event. A short replication of Peabody Picture Vocabulary Test (PPVT-IV) is given in English (and French to bilinguals) to ensure similar levels of language proficiency. Conversations are video recorded for later analysis in ELAN. Co-speech gestures are transcribed and frequency and type of gesture production, particularly iconic gesture, are discussed in context of the participants’ L1 and L2. Gesture rates are measured by gesture per second and per word. In their L2, French, the English bilinguals had the highest rate of all groups at 0.13 gesture/word in the comic task, whereas French bilinguals gestured the most frequently with 0.10 gestures/word in the English comic task. Both monolinguals and English bilinguals gestured at similar rates in their L1. These results largely support previous research that bilinguals gesture more frequently in their L2.

43. **Sarcasm and Wit: The Language of Puneri Patya**

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The signs are short, sarcastic, and impossible to miss — Puneri Patya are an unmistakable part of Pune’s urban landscape. These witty signboards, often strict in tone and humorous in delivery, are much more than notices; they are reflections of the city’s cultural identity. Each pati tells a story of a city that values discipline, frugality, and a unique brand of humor that only Pune-kars truly understand.

This paper examines how Puneri Patya reflect Pune’s core cultural values through their concise language and biting humor. Examples were collected from public spaces, social media, and online archives to analyze their linguistic features and cultural significance. One sign reads, “इथे थुंकाल तर ५० रुपये दंड” (“Spit here, and you’ll be fined 50”), using directness to enforce public behavior, while another, “वेळेवर या, नाहीतर उगाच येऊ नका” (“Be on time, or don’t come at all”), reflects the city’s no-nonsense attitude toward punctuality. These signs, though blunt, employ linguistic strategies such as sarcasm, irony, and indirect politeness to engage readers and convey social norms.

By analyzing the language and tone of Puneri Patya, this paper highlights their role in maintaining and reinforcing Pune’s distinct urban culture. They are more than just functional directives; they are cultural

artifacts that preserve local pride in an era of globalization. Through this study, a deeper understanding emerges of how everyday language carries the weight of a community's values, humor, and identity.

44. **Interphonological Processes' as observed in Guadeloupean Creole**

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Guadeloupean Creole (henceforth GC) is a French-based creole language spoken in the Caribbean island and French overseas department of Guadeloupe. The French language and GC are both spoken, with French maintaining a singular official status on the island while GC has had a regional status since 2001. Descriptions of the phonemic inventory of GC show that, contrasting with French, there are either no front rounded vowels present, or that they only exist marginally as socially conditioned allophones (Colot & Ludwig, 2013). As French is GC's lexifier, the majority of its vocabulary stems from French and forms a large array of cognates, wherein the French and GC words maintain the same etymology, meaning and phonemic structure except for GC's systematic unrounding of /y ø œ/ to /i e ε/, e.g. French /kœʁ/ 'heart' and GC /kε/ 'heart'. Through an international collaboration with groups in the USA, France and Haiti investigating various realities of GC structure, an objective developed to determine whether A) bilingual French and GC speakers produced distinct vowels in each language, i.e. front rounded vowels in French and unrounded vowels in GC, and B) these front rounded vowels, if used in GC, carried any sociolinguistic significance. In order to do so, our research cohort developed four tasks conducted by 31 four-to-six year olds exposed to both French and GC at home; 24 of them were taught at bilingual schools in both French and GC. Two tasks are significant here: one was an acclimating task where children were asked to roleplay as a customer with a researcher playing a GC-monolingual cashier, prompting the child to give GC words for a set of grocery images. The other consisted of six images— three regular objects and three imaginary, fantastical creatures— where the non-real images were given French nonce-word names /gyp døb wœd/. After recognizing the image and picking it out from a set, the researcher would ask the children to teach them the translation of the nonce-word in GC. Across these two tasks, over 70% of children produced words in GC with unrounded vowels and/or their French counterparts with rounded vowels. This held true for unrounding the vowels in nonce-words, responding with words they already knew in GC, and inventing GC translations for words from French they did not know. The productive alterations observed in the nonce-word results effectively indicate that their results cannot be reduced to prior knowledge, and rather represent a unique, inherent phonological principle. This discovery shifted my interest to the phenomena captured here, which I name 'interphonological processes'. Compared to other facets of bilingual phonology, such as the speed of inventory acquisition or the importing of one language's feature into another (Kehoe, 2018), the interphonological processes documented here have received very little attention, if any. It will be argued here that these processes merit being studied further, particularly to answer questions about whether or not these interphonological relationships can be observed outside of Creole-lexifier contexts.

45. **The Indo-European Background of Greece and Albania Observed through the areas' hydronymic and toponymic evidence**

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Using the so-called "Nordwestblock", a hypothetical area in Northwestern Europe with unique linguistic interest, firstly proposed by Kuhn (1963) and Gysseling (1960), as a starting point, this paper will research on whether the Old (or Proto-) Indo-European layer, datable from the 4th millennium BC is also apparent in the hydronyms and toponyms of modern day Greece and Albania. To achieve that, a plethora of Indo-European roots is selected based upon the probability of it being representative of this proto-layer, in accordance with local hydronymic and toponymic data. This study aims at complementing findings from research by Krahe (1964) and Woudhuizen (2020) and is the first one, to our knowledge, to particularly

examine in tandem, in this sense, the southwest end of the Balkan Peninsula. Hopefully, this research will support the longitudinal investigation of the Indo-European evolution in the area.

46. **A study of the acquisition of Spanish stops in a bilingual context**

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From the perspective of trilingual phonological acquisition, this paper mainly investigates the acquisition of English and Spanish stops by Chinese learners and the influenced effect from the dialectal background, which serves students at Nankai University whose majors are Spanish as experimental subjects.

Utilizing different methodologies about questionnaire surveys, speech production experiments, and statistical analysis. In the experiment, speech data was collected from native speakers of Chinese, English, and Spanish, respectively, in which Voice Onset Time (VOT) and closure duration between voices were taken as the main acoustical parameters. Results showed that the biases of the insufficient output of voiced plosives, confusion between voiceless and voiced plosives, and over-imitation are obvious when Chinese learners produce L2 English and L3 Spanish plosives. These issues were affected by diverse factors such as linguistic distance, dialectal background, and individual discrepancies. Overall, Chinese speakers are particularly prone to confusing Spanish unaspirated voiceless stops with aspirated voiceless stops in Mandarin and voiced stops with unaspirated voiceless ones, which is influenced by the transfer of their mother tongue (Mandarin), while Chinese dialects showed no consistent transfer patterns. Moreover, L2 English is affected by both native language transfer and reverse transfer from L3 Spanish. This research highlights the complexities of L3 phonological acquisition and suggests motivation and positive attitudes play a considerable role on language learning. It also underscores the nuanced role of dialects and language distance in shaping language learning outcomes.

47. **Participant variability and results in experimental linguistics**

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Quantitative experimental linguistics, particularly if conducted online, focuses on how potential change in the independent variable impacts the dependent variable (Gabriel & Gygas 2023, 345), thus the collection, analysis and interpretation of the data. Often broad demographic similarities between the participants are established through pre-experimental data collection in order to ensure a relatively cohesive body whose demographics would potentially impact the experiment in a uniform manner. However, not much attention is given to the varieties among individual participants, their experience during the testing and their take from the experiment. Such observations, however, may not only contribute to a more refined interpretation of the data (Arunachalam 2023, 223), but also to “improved experimental designs” (Derwing & de Almeida 2009, 261).

This presentation discusses pre- and post-experimental questionnaires and interviews employed alongside a self-paced reading (SPR) and a grammaticality judgement task which focused on second language morphosyntactic processing of near-native young adult sequential bilinguals. It discusses variables that may be of concern in participant selection when designing an online experiment as well as reports on findings elicited through post-experimental questionnaires and interviews regarding their concrete experiences and reflections during the experiment. The presentation argues that such data may not only help in designing similar experiments in the future but may also explain participant performance, thus reflect on certain irregularities and question, explain or confirm the results and their validity.

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48. **Talking about 🍉: Linguistic innovation and self-censorship in pro-Palestine discourses on TikTok**

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Linguistic self-censorship has been employed in a number of different situations and is not a new phenomenon. Presently, it is very common online, especially on social media sites like TikTok, which have strict content moderation guidelines, which are not transparent and follow a ‘black box’ system (Kubli, et al., 2023; Zeng and Kaye, 2022). Content creators modify their language if they believe certain words or phrases may cause their content to be restricted or removed, resulting in a range of creative language play (Sherzer and Webster, 2015), ersatz terms or algospeak. These guidelines disproportionately affect marginalised groups (Biddle, et al., 2020), who are engaging in activist movements and issues online. There is strong evidence that content moderation has increasingly targeted pro-Palestinian creators and media since 7th October 2023, reported on by human rights agencies, news outlets and creators themselves (Human Rights Watch, December 2023; Shankar, et al., 2023, Zhang, 2024; Beydoun, 2025). This study aims to understand the methods of linguistic innovation employed by TikTok users in pro-Palestinian content as a form of self-censorship. The findings were based on a corpus of 56 unique instances of algospeak found in TikTok videos about Palestine and the pro-Palestine movement, categorised mainly using Calhoun and Fawcett’s (2023) framework of linguistic innovation, in order to understand the mechanisms behind these forms. The results showed a wide range of methods of innovation being used for self-censorship, most often use of non-letters, such as emojis. There were instances with ties to cultural and historical significance within the movement, as well as some items that reflect ideological stances. The broad variety of methods and examples highlight the importance of sharing information for these videos’ creators, despite the threat or reality of content regulation on sites like TikTok. Additionally, creators were found to use topic changes as a form of tricking the content moderation algorithm, particularly when promoting fundraisers. This included asking viewers to comment about an alternate, unrelated topic. This reinforces the significance of sharing content to TikTok users, regardless of them being a creator or viewer, when it is about Palestine or the pro-Palestine movement.

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49. **Exploring the Relationship Between Mouth Asymmetry and Speech-Language Disorders**

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Right sided oromotor asymmetry, defined as the faster and greater movement on the right side of the mouth during speech, is strongly suggested to be a result of the left hemisphere's dominant role in language processing. Despite extensive research into cerebral lateralization, establishing a relationship between mouth asymmetry variation and potential speech-language disorders remains underexplored. Infant babbling (Holowka and Petitto, 2002), adult stuttering (Choo et al., 2010), dysphasic brain dissections (Cohen et al., 1989), and neuroimaging of individuals with specific language impairment (SLI) (Badcock et al., 2012), are compared to evaluate whether oromotor asymmetry could serve as a viable diagnostic marker, especially in younger populations.

The left hemisphere's role in processing linguistic information is thought to result in stronger neuromotor impulses on the right side of the face, which manifests as asymmetry during tasks such as word list generation and rhyming (Berker, 1986; Graves and Landis, 1990). Comparing lateralization indices across demographics reveal that neurotypical adults consistently exhibit marked left-hemisphere dominance, while infant studies suggest that early cerebral specialization is present, although the pattern is more bilateral during non-speech vocalizations (Holowka and Petitto, 2002).

Analysis shows that atypical populations, such as adults who stutter and individuals with dysphasia, often deviate from expected oromotor asymmetry. For example, adults who stutter tend to display reduced right-side mouth asymmetry, reflecting altered neural connectivity, while dysphasic brain dissections reveal structural anomalies that were suggested to correlate with disrupted oromotor control (Choo et al., 2010; Cohen et al., 1989). These findings hint that irregular oromotor asymmetry might indicate underlying neural differences and could potentially serve as an early marker for speech and language disorders.

The reviewed studies employ a range of methods from electromyographic (EMG) analysis to neuroimaging. However, studies such as Choo et al. (2010) and Holowka and Petitto (2002), are limited due to small sample sizes. Nevertheless, the findings provide a solid foundation, and further research using neuroimaging combined with detailed oromotor assessments is suggested to establish a more conclusive link between brain structure variation and mouth asymmetry. In summary, though evidence currently supporting speech-language disorders to manifest in oromotor asymmetry is preliminary and developed through a variety of sources, a relationship can be suggested between speech-language disorders and oromotor asymmetry. Further research should be done on establishing a clear and conclusive relationship between oromotor asymmetry and neural variation. These findings could be extrapolated to potential earlier detection and intervention for speech-language disorders.

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50. **Perceptions of ELT Student Teachers with a literature background of literature use in teaching Language Arts in Hong Kong**

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This study investigates the perceptions of English Language Teaching (ELT) student teachers with a background in English literature regarding the application of literature in enhancing Language Arts (LA) education in Hong Kong. Since 1983, the integration of Language Arts into the Hong Kong curriculum has been a cornerstone of educational reform, aimed at improving students' second language acquisition and cultural awareness through diverse literary forms (Tong & Adamson, 2013). Despite these efforts, reports indicate a lack of student engagement with LA elective modules, such as 'Learning English through Drama', 'Learning English through Short Stories', 'Learning English through Poems and Songs', and 'Learning English through Popular Culture' (Feng, 2020), with only a small percentage of students opting for LA-related questions in examinations, suggesting a disconnect between the curriculum and student interests (Cheung, 2016).

Utilizing a mixed-method design, this research combines quantitative and qualitative approaches. A questionnaire was distributed among ELT student teachers from a Hong Kong university, collecting data on their perceptions of teaching LA and the relevance of their literature background to language instruction. Subsequently, semi-structured focus-group interviews were conducted to obtain deeper insights into their experiences and perspectives on integrating literature into LA instruction. The questionnaire included sections addressing perceptions of LA teaching and the relationship between their literature background and teaching practices (Rahi, 2017).

Findings indicate that while many student teachers recognize the crucial role of literature in enhancing LA and second language acquisition, there remains a significant gap in their confidence and preparedness to implement effective instructional strategies (Cheung & Hennebry-Leung, 2023). The study reveals that student teachers perceive their literature background as beneficial in incorporating literary elements such as symbolism and characterization into LA lessons (Koh, 2015). However, they express concerns about inadequate training and support in delivering LA content effectively, aligning with previous research highlighting the need for enhanced teacher training programs focused on language instruction (Carless & Harfitt, 2013).

Furthermore, the study aims to develop a model that guides student teachers in leveraging their literature knowledge to enhance LA instruction, with a particular focus on second language acquisition. This model will emphasize essential components of LA—reading, writing, speaking, and listening—while also underscoring the significance of visual literacies of viewing and visual representation in today's digital age (Goldstein, 2016). By examining the interplay between student teachers' literature backgrounds and their instructional practices, this research aspires to contribute valuable insights toward improving LA

education and second language acquisition in Hong Kong. Ultimately, this study enriches the discourse on pedagogical approaches to teaching Language Arts, emphasizing the alignment of educational practices with student interests and contemporary learning needs (Ng & Ng, 2015; Yung, 2023).

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51. **“Samba’o na cara da sociedade”: A Quare Linguistic Account of Brazilian Portuguese**

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It isn't that Pajuba isn't a language; rather, a tool with which to channel the voice, autonomy, racial justice, political activism, and beauty of gendered performance in excess. A trans-centered reading might stress the relational aspects of linguistics, critical race theory, and queer of color critique. A Quare Linguistic Anthropological approach (Lane 2019, 10), as method, unearths the disparate ways Afro-Brazilian trans* communities do extraordinary things at all levels of language (phonetic, lexical, and discursive) to defy discrimination, exclusion, and a narrowing of quare futurities, primarily through politicized culture via an intersectional, transfeminist practice. It investigates conversational and lyrical language as an essential form of social interaction such that we begin to see how speakers do things in and through everyday talk. Engaging the reality competition series *Drag Race Brasil* (S1. Ep1-12; 2023) as a prime site of non-normative linguistics, this work establishes Pajubá within a Black queer—or quare—theorization examining how Black trans*ness is sociolinguistically mediated. This analysis aims to answer the question: How do Afro-Brazilian trans* communities draw on lived experiences to create new forms of speech or add to the

linguistic lexicon to negotiate their identity and place in the world? Such introspection provides a three-pronged analysis of Pajubá to interrogate sentence framing denoting emotion, each chapter independently centering on (I) endearment, (II) shade, and (III) neutrality in the drag queens' language. Alongside the television excerpts, commentary from its official Instagram account serves as a digital archive (Britton 2024, 43) permitting a non-linear transgression through time among unrestricted exchange of current ideology and its discourse. Pajubá illustrates how racialized trans* communities upend binary categorizations in pronoun variation, neologisms, reduplication, and simplification of verb conjugation. Framing my analysis at the language, gender, and race interface, I ask how language is employed to perform both Blackness and Transness for Afro-Brazilians and how this behavior contributes to our unchallenged doctrines concerning broader understandings of gender/sexual identity, race relations, and inequities internationally. I affirm that quaring language contrasts with the modern ideology that has "debased" race and gender, limiting it through societal norms and their legitimization.

52. **The Myth of Mandarin Tone 3 Confusion: Insights from Pre-Pausal Tone 3 Segmentation**

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It had been previously acknowledged that Mandarin Tone 3 was more confusable with Tone 2 as they shared similar F0 contour shapes with a rising tail at the end (Shen & Lin, 1991). However, given the perception data from Yang (2023), Tone 3 was more likely to be confused with Tone 4 rather than Tone 2. She claimed that previous research committed a mistake by normalizing the syllable's duration inappropriately, resulting in the false judgment on the confusion of Tone 3 and Tone 2. Most importantly, she found the co-variation relationship between the F0 contour's turning point and the syllable's duration, which had been neglected by previous research. A follow-up study by Li (2024) conducted a perception experiment on two forms of Tone 3, Full Tone 3 and Semi-Tone 3, and discovered that each of them presented a different confusion pattern: while Full Tone 3 was the most frequently misidentified as Tone 2, Semi-Tone 3 was more confusable with Tone 1 and Tone 4. Li's (2024) study not only supported Yang's (2023) finding but also further clarified the confusion patterns by implementing two forms of Tone 3, which had never been achieved before. Given their findings, the author asked 5 female speakers and 5 male speakers to record themselves reading out 18 short articles. Then, the author extracted all Tone 3 syllables at the pre-pausal position and analyzed them by using ProsodyPro (Xu, 2013) on Praat. The results from the corpus supported Yang's (2023) and Li's (2024) findings that Tone 3 in short duration indeed presented a falling trajectory similar to Tone 4 but with 4 exceptions showing a falling-rising (i.e. Full Tone 3) trajectory. The reason why the speakers occasionally performed Full Tone 3 contours remains unknown, even to the speakers themselves. Besides, the author briefly addressed gender differences on production duration and the possible ease of male speakers producing Tone 3. Thus, the report provided supportive evidence for the new proposition of Tone 3 confusion based on valid corpus and confirmed the fact that Tone 3 in short duration tends to present a falling trajectory.