ULAB 2021 Conference Programme

Welcome to ULAB 2021!

We would like to thank the University of Aberdeen Development Trust for supporting ULAB 2021.

Locations: ULAB 2021 will be held on Microsoft Teams (MS Teams). We strongly recommend that you download the app for a smoother conference experience. We have also set up channels in the ULAB Discord server for conference networking. Join the Discord **here**. **To access conference channels there, please message Bea or another Local Committee member in the Discord with your full name and the email address you used to register. Please also change your Discord name within the ULAB server to your first name and initial of your last name, and add your pronouns if you feel comfortable doing so.**

Accessibility:

<u>Hearing and processing impairments:</u>	We have British Sign Language (BSL) interpreters to provide access at the conference. **Please remember to let the committee know if you are a BSL user.**
	Automatic captions are provided by the MS Teams software. We **strongly recommend** that you download the MS Teams app in order to make use of the automatic captions and to navigate the Team more easily.
<u>Access breaks:</u>	We have scheduled 5-minute breaks between each talk where possible in order to combat fatigue, as well as longer breaks at other points. Please note that **events on the Friday from 15:00 do not have 5 minute breaks. All events will start promptly at their allocated time.**
<u>Content notes:</u>	Where the content of a presentation has been deemed sensitive, we have indicated this with a content note (CN) **like so**. This isn't to indicate that certain topics shouldn't be talked about, but rather to fully inform people when deciding which material to engage with.

<u>Conference competition:</u> The winner of the best presentation prize at ULAB will be given the opportunity to present their research at the LAGB annual conference. The winner's attendance will be fully funded and they will have the opportunity to have some coaching and advice on their presentation style from a member of the LAGB

committee in advance. This year's LAGB annual conference will be held online at Ulster University in the autumn (date unconfirmed).

If you have any questions, queries, or concerns about the conference, any of the committee members will be happy to help. See daily updates on our **Facebook**, **Twitter**, **Instagram**, and **website**.

 We hope that you enjoy ULAB 2021!

Schedule Friday 16th April		
11:00 - 11:15	**Introduction and welcome to ULAB 2021**	
	Room 1	**Room 2**
11:20 -11:40	**1. Beyond Anglo-Norman: the lexical influence of Old French dialects on Middle English** Historical Linguistics Beth Beattie *University of Glasgow*	**2. Rayo's Common Sense in Polysemy** Philosophy of Language T.R. Williamson *University of Cambridge*
11:45 - 12:05	**3. Construction of Non-Binary Identities in Narrative Discourse (CN: gender dysphoria)** Discourse Angel Garmpi *University of Edinburgh*	**4. Minimax Feature Merge: The Featural Linguistic Turing Machine** Syntax Louis Van Steene *University of Cambridge*
12:05 - 12:20	**Access break**	
12:20 - 12:40	**5. An Experimental Approach to the Perception of Empathy in Speech** Computational Linguistics Amanda McHugh *University of Cambridge*	**6. Defining Serial Verb Constructions in Thai** Syntax / Typology Tim Jantarungsee *University of Manchester*
12:45 -12:55	**7. Linguistic relativity and grammatical number: a comparison of native Slovenian and native English speakers** Psycholinguistics Ajda Krišelj *University of Edinburgh*	**8. The Unsolved Problem of Language Identification: A GMM-based Approach** Computational Linguistics Maggie Mi *Lancaster University*
13:00 - 14:15	**LUNCH**	

	Take a break from your screen, or chat with other ULABers with food (parse this sentence however you want).	
14:15 - 14:35	**9. The nun is in the saucepan: word-order harmony in silent gesture improvisation of verb phrases and adpositional phrases** Language Evolution Cliodhna Hughes, Rafaela Alford, Ailsa Anderson, Rea Caballero, and Simon Kirby *University of Edinburgh*	**10. Pregnancy as a Temporary Disability: An Analysis of Sexism, Ableism, and Identity in Pregnancy Discourse (CN: discussion of misogyny, sexualisation, and ableism)** Discourse Eloise Parr *University of Birmingham*
14:40 - 14:50	**11. A man is beside his body: The role of metaphor in grammaticalization pathways** Discourse Viktorija Blazheska *Julius-Maximilians-Universität Würzburg*	**12. The Comparative Revitalisation of Irish Gaelic and te reo Maori** Language Revitalisation Beatrix Livesey-Stephens *University of Aberdeen*
14:50 - 15:00	**Access break**	
15:00 - 16:00	**LaTeX Workshop** *PhD students Nina Markl (Edinburgh) and Brandon Papineau (Stanford) will be introducing students to the typesetting language LaTeX. In this short course, they will cover the creation of basic documents, including tables, images, and hyperlinks, as well as managing bibliographies and references. They will also devote time to linguistics-specific capabilities and packages in LaTeX. These include: implementation of the IPA, phonological rules, syntax trees, interlinear glossing, and more. You will walk away from this workshop with a basic understanding of LaTeX and its capabilities, as well as a sample document which you can use as a template in your own future work.*	
16:00 - 17:00	**PLENARY 1** **Language and the African Diaspora in Latin America (CN: discussion of racism)** Luana Lamberti (*Ohio State University*)	
17:00 - 18:00	**Dinner break**	
18:00-20.00	**Artie making competition** *Learn how to make your very own version of our ULAB mascot, Artie! The winner will be used as an official Artie in the Discord server and in ULAB graphics. We recommend downloading the free Gimp software here before the event starts.*	

Schedule Saturday 17th April		
9:00 -10:00	**PLENARY 2.** **Investigating the Effect of Cultural Distance and Pragmatic Instruction on the Development of Pragmatic Competence** Dr Vahid Rafieyan (*Eikei University of Hiroshima*)	
10:00 - 10:30	**Access break**	
	Room 1	**Room 2**
10:35 - 10:55	**13. Teachers' and Students' Perceptions on the Role of Technology in Destabilizing Fossilized Phonetic Errors: Power Pronunciation Software as an Example** Acquisition Aicha Rahal *University of Sfax*	**14. The Complementary Distribution Revisited: nē and nōn in wish and result clauses** Historical Linguistics, Modality Anne-Li Demonie *Ghent University*
11:00 - 11:10	**15. Verbally responsive input and language development in autistic two- and three-year olds** First Language Acquisition Rachel Shannon *University of Edinburgh*	**16. Managing Diversity: A Proposal for A Local Welcoming Linguistic Plan** Sociolinguistics Catalina Amengual *University of the Balearic Isles*
11:10 - 11:30	**Access break**	
11:35 - 11:55	**17. The L2 Acquisition of Chinese Classifiers** Second Language Acquisition Jiahuan Zhang *University of Cambridge*	**18. Bringing your homeland with you – first generation migrants´ decision to pass on their mother tongue to their descendants** First Language Acquisition Dina Stankovic *University of Vienna*
12:00 - 12:10	**19. Gender assignment criteria for inanimate Latin-derived nouns in Italian: A diachronic analysis from Latin to Romance** Diachronic Analysis Luisa Aimo Boot *University of Edinburgh*	**20. Modelling unnatural classes of harmonic vowels in substance-free phonology** Phonology Ariwan Kai Addy Suhairi *University of Cambridge*
12:10 - 12:30	**Access break**	
12:35 - 12:55	**21. The heheo: is that even a thing? A sociolinguistic**	

	approach from Loja (Andalusia) Dialectology Eva Aguilera Parejo *University of Grenada*	
13:00 - 14:00	**LUNCH** *Take a break from your screen, or chat with other ULABers with food (parse this sentence however you want).*	
14:00 - 15:00	**Panel - Linguists in Academia** *Hear from members of the LAGB working in academia about their experience at different stages, and the advice they have for graduates looking to go into academia. Panellists include Caroline Heycock, Colin Reilly, and Marc Olivier-Loiseau.*	
15:00 - 15:30	**Access break**	
15:30-15:40	**22. The Psychology of a Language Learner: The Out-Turn of 'Self-Motivation' on a Learner's Linguistic Self-Competence** Second Language Acquisition / Psycholinguistics Nadine Nasef *Misr International University*	**23. Memory and Neurolinguistic Function in the Deaf** Psycholinguistics / Sign Language Lydia Wiernik *University of Edinburgh*
15:45 - 15:55	**24. Where is the Surfer? Where is the Hipster?: Spatial Relations in Southern Californian English vs. Pacific Northwest English** Dialectology Jaidan McLean *University of Oregon*	**25. Stylistic Convergence in Contemporary Flash Fiction Stories as a Quantitative Type of Foregrounding** Stylistics Anastasiia Zakharchuk *Khmelnytskyi National University*
16:00 - 16:25	**Access break**	
16:25-16:55	**Poster Presentation session - *these are all simultaneous*** *Listen to students present their research as posters, and ask any questions you may have!* **Effect of hesitation sound phonetic quality on perception of language fluency and accent** Second Language Acquisition / Phonetics Tillena Trebon and Melissa Baese-Berk *University of Oregon* **Iel, il, or elle? Gender non-binarity in French** Sociolinguistics Santhoshi Angadipuram Ramanathan	

	University of California, Davis **Looking at displays of emotions in young children during conversational interaction with their peers and adult supervisors** Conversational Analysis Emily Devlin *University of Ulster*
17:00 - 18:00	**Dinner break**
18:00-20.00	**TaskmArtie** *Taskmaster, but ULAB! Solve linguistics-themed challenges in teams and on Teams.*

Schedule Sunday 18th April		
10:00 - 11:00	**PLENARY 3**. **"Our dialect is different": mixing methods to gather perceptions of language variation and change** Dr Dawn Leslie (*University of Aberdeen*)	
11:00 - 11:20	**Access break**	
	Room 1	**Room 2**
11:20 - 11:40	**26. Whose testimony is it? Institutional influence in the 1641 depositions** Forensic Linguistics Alex Brownless *Northumbria University* (20 min)	**27. The Use of Anglicisms in the Italian and Ukrainian Tech Publications** Sociolinguistics Serhii Rashevskyi *Mariupol State University* (10 min)
11:45 - 11:55	**28. Social Manipulations in Advertising: Impact on Consumers' Perception of a Product** Discourse Valeria Penzina, Polina Reshetnikova and Dilnoza Umarova *National Research University Higher School of Economics*	**29. P-to-Q Entailment in Slovakian** Semantics Andrej Gregus *University of Edinburgh*
12:00 - 13:00	**Panel - Linguists in Industry** *Hear from linguists working in industry about their experiences, and how a Linguistics degree has shaped their career. Panellists include Ryan Callihan, Georgia Clarke, and Joseph (Joey) Windsor.*	
13:00 - 14:00	**LUNCH**	

	Take a break from your screen, or chat with other ULABers with food (parse this sentence however you want).	
14:00 - 14:20	**30. Voice onset time in English voiceless initial stops in read and spontaneous speech of Thai students with English as a second language** Second Language Acquisition Chanakan Wittayasakpan *Chulalongkorn University*	**31. Storyboards for Semantic Fieldwork: Looking at Ndebele language data from the Twin Dilemma storyboard** Semantics Siena Weingartz & Alice Empson *University of Manchester*
14:25 - 14:45	**32. Fight the virus, stick with the rules and reduce the peak: an analysis of the metaphors used by Boris Johnson and Nicola Sturgeon to discuss the COVID-19 pandemic** Discourse Mitchell McKee *University of Glasgow*	**33. Indigenous Bilingual Road Signs: A Linguistic Study of Seneca Language Revitalization (CN: discussion of colonialism and linguistic discrimination)** Language Revitalization Anna Taylor *Ohio State University*
14:45 - 15:00	**Access break**	
15:00 - 17:00	**Annual General Meeting** *Vote on the brand-new ULAB constitution, vote for the new committees and subcommittees of ULAB, and the next university to host the ULAB Conference in 2022! If you have paid your conference fee, the form for running for a position has been sent to you.*	
17:00 - 18:00	**Dinner break**	
18:00 - 20:00	**ULAB Evening Café** Chat with other ULABers over MS Teams with some tea, or over the Discord.	

Plenary abstracts

Language and the African Diaspora in Latin America

Luana Lamberti

How has the Atlantic slave trade influenced the languages currently spoken in the Americas? This is one of the main questions that has been pursued in the field of Creole studies in the past decades (Holm 1988). However, the African contribution to the formation of the Spanish and Portuguese spoken in Latin America is still a largely ignored topic in the field of Hispanic and Lusophone linguistics (Guy 2005; Schwegler 2010). This talk addresses how, as a field, we can solve this disregard of the African element in the study of the varieties of Portuguese and Spanish, more specifically the Afro-varieties spoken in Brazil and Bolivia. My hypothesis is that the concept of false racial democracy present in both nations and racial bias (Charity Hudley et al. 2020) derived from centuries of colonization are the main motivations for this lack of interest of the African contribution. My proposal is that when talking about the origins and development of Spanish and Portuguese spoken in Latin American, we should use nuanced theoretical approaches, combining sociohistorical, linguistic, and ethnographic researches, to fully understand the sociohistorical and linguistic development of these varieties and also use anti-racist theorical frameworks (Alim 2016) to expand our understanding of these languages and the ideologies that are carried out in our own work in the field of linguistics.

Biography:
Luana Lamberti is a Ph.D. candidate in Hispanic Linguistics. Her research interests are in the fields of Creoles, sociolinguistics, language contact, pragmatics, and morphology. She has experience researching and teaching Spanish and Portuguese language and linguistics. Her interest in the field of linguistics dates back to when she started her bachelor's degree in Brazil, where she became a junior researcher in linguistics. Moved by this early desire to research and teach linguistics, Luana devoted herself to become an academic and has since gained experience in a wide range of subfields of linguistics. She has also developed considerable pedagogical skills by teaching and studying three different languages (English, Portuguese, and Spanish) in three different countries (Brazil, Portugal, and the United States). Luana has published on topics related to double negation, imperatives, objects in Brazilian Portuguese, and most recently on the variation of the future forms in Spanish. Her dissertation project is related to Afro-Brazilian Portuguese spoken in Bahia and Afro-Bolivian Spanish.

Investigating the Effect of Cultural Distance and Pragmatic Instruction on the Development of Pragmatic Competence

Dr. Vahid Rafieyan

Cultural distance which is defined as the extent to which the shared norms and values in one country differ from those in another country (Hofstede, 2001) is considered to be a strong predictor of pragmatic competence. In this regard, the current study investigated the effect of cultural distance from the target language community and pragmatic instruction on the development of comprehension and production aspects of pragmatic competence. Participants of the study were 44 undergraduate students at Yamanashi Gakuin University: 20 German exchange students who based on the values on six cultural dimensions investigated by Hofestede (2010) were considered culturally closer to American culture and 24 Japanese students who based on the same criteria were considered culturally more distant from American culture. Data were collected through a pragmatic comprehension test measuring comprehension of conversational implicatures adopted from Taguchi (2007, 2008, 2012) and a discourse completion task measuring production of a variety of speech acts adopted from Bardovi-Harlig (2009). The experiment involved the administration of pragmatic comprehension and production tests to all participants of the study at the beginning of the study, conducting pragmatic instruction for 12 sessions in the form of metapragmatic explanation of implicatures and speech acts contained in selected reading and listening materials, and the administration of both tests again following intervention. The comparison of the performance of both groups over pragmatic tests revealed that cultural distance from the target language community is a strong predictor of pragmatic comprehension and production abilities. Also, the comparison of pre-test and post-test results demonstrated that pragmatic instruction has a significant effect on the development of both comprehension and production aspects of pragmatic competence.

Biography:
An educationist, linguist, and research methodologist, Dr. Vahid Rafieyan, is an associate professor of English at Yamanashi Gakuin University. He holds a Ph. D in TESOL from University Sains Malaysia and has been teaching English since 2003. His main areas of expertise include but are not limited to pragmatics and second language acquisition. He is an expert in both quantitative and qualitative research methodologies and has been conducting research studies since 2013. His leisure activity is reading and writing fantasies.

"Our dialect is different": mixing methods to gather perceptions of language variation and change

Dr Dawn Leslie

Perceptual dialectology is the study of how 'normal people' – i.e. non-linguists – perceive language variation. The work of Dennis Preston in North America has

established a baseline methodological approach for exploring the shared language attitudes of speakers, their knowledge and understanding of regional distribution, and the significance of 'folk perceptions' in shaping variation and change. The approach mixes the quantitative and the qualitative by eliciting 'mental maps' of linguistic variation through hand-drawn map-annotation tasks, seeking responses to traditional survey-type questions, asking participants to listen to and place/rate speaker samples, and engaging informants in open-ended conversations about language.

Recent application of aspects of Preston's methodology in the U.K. has been limited to research in England, Wales, and the borderlands between Scotland and England. Application of Preston's methodology to Scots dialect areas has proven even scarcer. My recent study uses a modified but comprehensive version of Preston's framework to examine the linguistic situation in the North East of Scotland. In utilising all five steps, it is one of the only studies in the U.K. to deploy the framework in its entirety.

In this plenary, I will discuss my adaptation of these methods and the process of analysing a multi-layered data set. The benefits and challenges of an 'all-in' approach regarding the five steps will also be considered. Finally, recommendations will be made for researchers seeking to investigate the perceptions/attitudes of non-linguists.

Biography:
Dr Dawn Leslie is a Teaching Fellow in Language and Linguistics at the University of Aberdeen. Her main areas of research are language regard and perceptual dialectology, with a particular interest in Scots language issues. In 2020, she created and delivered a new undergraduate module in North-East Scots - a first for the university in terms of teaching the language as a living variety to be learned and used rather than just researched.

Linguists in Academia Panel Biographies

Caroline Heycock: Caroline Heycock did an undergraduate degree in Modern Language (French and German) at the University of Cambridge, which included some study of linguistics, which she fell in love with. She then spent two years working in Japan while she worked out whether or not she wanted to try to pursue a career in academia, before taking the plunge and enrolling in the PhD programme in linguistics at the University of Pennsylvania. After graduating with a PhD she worked for a few years at universities in the USA before returning to Scotland to work at the University of Edinburgh, where she has been based, mostly, ever since.

Marc Olivier-Loiseau: Marc Olivier-Loiseau is a PhD student in theoretical linguistics: his research intertwines syntax and history. Marc seeks to understand how Language is stored and articulated in the brain and why it changes over time. In order to do so, he gathers data from different settings and analyses them within the conceptual framework of Minimalism. His research has been published in the fields of diachrony and language history. Over the years he has gained experience as an educator: he currently teaches syntax and semantics at Ulster University and French at Queen's University Belfast.

Colin Reilly: Colin Reilly is a Senior Research Officer at the University of Essex and a Teaching Associate at the University of Glasgow. At Essex, he works on the British Academy-Global Challenges Research Fund project "Bringing the outside in: Merging local language and literacy practices to enhance classroom learning and achievement." His research focuses on multilingualism and language policy. The project he currently works on investigates language practices in classrooms in Botswana, Tanzania, and Zambia. Prior to his current role, he was a Research Assistant at the University of Glasgow, where he also completed his undergraduate and postgraduate degrees.

Linguists in Industry Panel Biographies

Ryan Callihan

Georgia Clarke

Joseph (Joey) Windsor: Joey received his Ph.D. in Linguistics from the University of Calgary in 2017 for his work on the prosody-syntax interface in Irish and Blackfoot. He is now a Knowledge Translator in the Cumming School of Medicine (University of Calgary) where he packages epidemiologic data around COVID-19 and Chronic Immune-Mediated Inflammatory Diseases in a way that is accessible to various stake-holder groups, including: clinicians, funding bodies, government, and afflicted individuals and their caregivers. Outside of the academy, Joey is also President of the Language Creation Society (LCS), an international not-for-profit dedicated to promoting the art, craft, and science of constructed languages (conlangs). In this position, Joey is the point of contact for clients who contact the LCS looking to hire a conlanger to create languages for fictional settings (novels, table-top roleplaying games, film). Joey has created more than 20 languages for clients or for personal use.

Presentation Abstracts

In alphabetical order by surname

The heheo: is that even a thing? A sociolinguistic approach from Loja (Andalusia)
Dialectology
Eva Aguilera Parejo
University of Grenada

This sociolinguistic study focuses on a prett unanalysed phonetic feature of th Andalusian dialect (Spanish) which can b found in the town of Loja (Andalusia): th heheo. The heheo is the sporadic and lexically conditioned substitution of the /s/ and/or // sounds by /h/ at the beginning of a word or syllable. It constitutes a phonetic feature of the Andalusian dialect (Spanish) that can be found usually among users of ceceo, another phonetic feature of the Andalusian dialect, the pronunciation of the /s/ sound as // in familiar communicative situations. In spite of being widespread all-over Latin America and Southern Spain,

this linguistic feature is characterised by it
lack of linguistic prestige. In fact, the hehe
suffers from such a strong stigmatizatio
that it is hardly recognised among a wid
range of the population. This study can be c
an interest to a diverse population: rangin
from academics due to the terminologica
chaos around this phenomenon, to student
of linguistics as this phenomenon actuall
constitutes a research gap. And of course
actual users of heheo, because of their lov
level of linguistic awareness concerning thi
stigmatized phenomenon. During th
development of this research, a detaile
analysis was conducted on th
sociolinguistic perception about thi
phonetic phenomenon. For this purpose, a
online survey was designed and launched t
a wide range of Spanish speakers from th
town of Loja. Thanks to it, the three mai
research questions were answered: (1
What are the language attitudes towards th
heheo in the town of Loja? (2) What is th
level of linguistic awareness of the user c
heheo? (3) Does a linguistic identity exis
among the users of heheo? (1) The languag
attitudes towards the heheo can be easil
distinguished depending on whether th
speaker is a user of the heheo or not, findin
that this phenomenon is notably mor
stigmatized among speakers that do not us
this phonetic feature. (2) A certain level c
linguistic awareness exists among the user
of heheo since actually they are aware of th
use of this phonetic feature, although
majority of them do not know the specifi
term which describes it. (3) A certain leve
of linguistic identity exists among the user
of heheo as they strongly identify thei
accent with their cultural values and root:
The main conclusion which this study draw
is that the heheo is a transversa
phenomenon that is not only used b
"uneducated" speakers. Its stigmatization i
only provoked by social classism and it i

directly linked to the status of the
Andalusian dialect, which is still stigmatized
nowadays. After all, the only goal of this
study is to provide new information about
this research gap in order to contribute to a
deeper understanding of the heterogeneity
of the Andalusian dialect.

Gender assignment criteria for inanimate Latin-derived nouns in Italian: A diachronic analysis from Latin to Romance

Diachronic Analysis

Luisa Aimo Boot
University of Edinburgh

This dissertation seeks to appraise whether the gender assignment of Latin-derived Italian inanimate nouns is semantically or morphologically-based. To solve the present empirical puzzle, it starts to delineate the scope of the thesis by defining the linguistic category of gender as offered by the literature, giving particular emphasis to the notion of syntactic agreement. After providing the relevant terminology and introducing the concept of gender assignment, it ventures into a detailed survey of the historical development and the present state of the gender language under scrutiny, studying it both from an 'internal' and 'external' perspective. This outline pays close attention to the evolution of Italian from Latin, as it represents its direct ancestor, and to the ways in which the two languages govern their gender assignment. After presenting the mechanisms determining the allocation of nouns to a gender category, it offers a number of hypotheses based on a critical review of the existing literature on Indo-European and Romance, dividing them into potential semantic and morphological criteria. Having established the research method, a corpus-based diachronic analysis, the study

tests both semantic and morphological rule on a number of Latin and Italian text divided into seven distinct historica periods. After comparing the results, i suggests the following hierarchical structur for the gender assignment of Latin-derive Italian inanimate nouns: a) Italian noun deriving from first- and fifth-declension referents are nearly always feminine; b) number of hyponymy relations regulate th gender assignment regardless c morphology, except for nouns deriving fror first- and fifth-declension referents; c abstract nouns belonging to an declensional type are overwhelmingl feminine.

Managing Diversity: A Proposal for , Local Welcoming Linguistic Plan
Sociolinguistics
Catalina Amengual
University of the Balearic Isles

Mallorca is an island in the middle of th Mediterranean Sea, belonging to th Balearic Islands (Spain), where 17.2% of it inhabitants have migrant background i 2019 as states the Balearic Institute c Statistics' websit (https://ibestat.caib.es/ibestat/estadistiqu s/illa-xifres/MALLORCA). Linguisticall speaking, this situation generates th possibility to study several issues. The on that will be addressed in this study belong to the sociolinguistic field and mor specifically to the language policy discipline Mallorca's sociolinguistic reality is made u by Spanish as official language, th dominant one, together with Catalan, th local and subordinate language, and a hug number, over 160 (Canyelles, 2012), migran languages. Given this sociolinguistic reality the research question of this study is th following: How can Lloseta be linguisticall managed given its cultural diversity? Lloset

is a Majorcan village where almost 11% of its 5,989 inhabitants have migrant background, and with no diversity management plan. In order to know what has been previously done in the Balearic Islands to manage cultural diversity, the linguistic management plans created by the Balearic Islands public institutions together with two more Spanish linguistic management plans, one from Catalonia and the other from the Basque Country, have been classified according to four packages of concepts emerged from two Isidor Marí (2005, 2007) articles. After this state of the question, a Lloseta's diagnostic is carried out to know which kind of community it is. For this purpose, it is conducted a self-response survey of Es Puig de Lloseta Primary School —with 197 respondents—; a telephone interview survey of the teachers of winter activities in Lloseta — with 27 respondents—; and 33 interviewees to both Lloseta newcomers and professionals of the field. According to Mercedes Causse Cathcart (2009), a community is based upon two main axes: community defined by a structural axis, on the one hand, and from a functional axis, on the other. In this study third, fourth and fifth axes are added, according to the Welfare and Social Rights Area of the Balearic Islands Government (up to now WSRABIG, 2016) and to Wolfgang Welsch (2011). The third and fourth axis are proposed by the WSRABIG and are the feeling of belonging and the participation. Welsch proposes our fifth axis: transculturality, as a way to describe modern culture emerged in modern societies from the constant contact between different cultures. After Lloseta's diagnostic, it has been proven that Lloseta is only a community in a structural sense, as there is no functional axis, no feeling of belonging among newcomers, neither participation of all its inhabitants: locals and newcomers do

not interact. Hence, there is neithe transculturality. Given this situation, Lloseta Linguistic Welcoming Plan i proposed in order to increase newcomer participation at the different village' activities, as well as locals' involvement i the welcoming of Lloseta's new member Lloseta's Linguistic Welcoming Plan can als be applied to other Majorcan villages wit similar characteristics. This way, as th general conclusion of this study, a templat is proposed with general activities whic similar villages can make use of.

Beyond Anglo-Norman: the lexica influence of Old French dialects o Middle English
Historical Linguistics
Beth Beattie
University of Glasgow

The relationship between Old French an Middle English has been comprehensivel studied (Burnley, 1992; Durkin, 2014 Kibbee, 1991; Lodge, 1993; etc.), with th majority of the focus being on th Anglo-Norman and Parisian French dialect But what about other Old French dialects Such exclusive focus on these dialectal titan restricts the view we have on the linguisti landscape in England and France during th 12th and 13th centuries, and movin beyond them to more peripheral Old Frenc dialects helps to more fully detail th cultural and linguistic relationships betwee England and France.
The focus of this project, undertaken durin the final year of my undergraduate degre was on lexical borrowings between the Ol French of Champagne and Picardy an

A man is beside his body: The role o metaphor in grammaticalizatio pathways
Discourse

Middle English, identified through spelling variations, and what these borrowings reveal about cultural links between English and France. The methodology consisted of using the Middle English Dictionary (MED) to search for open-class words known to be of Old French origin and examining the variant forms given in each entry to identify possible orthographic features found in Champenois and Picard. These relevant forms formed a basis for searching the Linguistic Atlas of Early Middle English (LAEME) to establish the frequency of these forms, thus indicating the strength of the potential borrowing of an Old French word or feature. An examination of the context of texts in which a high concentration of dialectal forms were found was used to determine the cultural background that facilitated such transmission. The different source materials for the MED and LAEME resulted in a marked culling of forms to those found in both datasets, but the variant spellings given for those that remained proved ample. The analysis of the texts containing these variant spellings produced fewer results than expected; The majority of the manuscripts featured few words of note, with the exception of Arundel 57, which provided a glimpse into OF usage that was decidedly more varied than solely AN or CF. This lack of final data, in combination with the wide distribution of the lexical items across manuscripts about which not much is known, made it impossible to focus on a particular lexical source and examine the reasons behind lexical transmission. The possibility to undertake such research remains, with further extended examination required.

Viktorija Blazheska
Julius-Maximilians-Universität Würzburg

In general, metaphors emerge "out of our clearly delineated and concrete experiences"

(Lakoff and Johnson, 1980, p. 115) an
"allow us to construct highly abstract an
elaborate concepts" (ibid.). Metaphor i
undisputedly recognized as a mechanism
that accompanies grammaticalization (c
Hopper and Traugott 2003, Bybee et a
1994). It is often discussed alongsid
metonymy, and Heine et al. 1991 claim tha
it is a problem-solving strategy i
grammaticalization, where speakers emplo
more accessible (i. e. more concrete
concepts in order to convey something mor
abstract. This is in line with the suggestio
(ibid.) that grammaticalization itself stand
for a transition from the concrete to th
abstract. This goal of this paper is to explor
and compare the nature and role of th
metaphors involved in tw
grammaticalization pathways: th
development of the German am-progressiv
(Er ist am Essen, 'He is eating'), and th
development of the discourse marke
besides from an adverbial of location, a
postulated by Traugott (1997). Th
development of the am-progressiv
exemplifies the SPACE IS TIME metaphor (D
Meola, 2000), whereas according t
Traugott, the development of the adverbia
takes place on a front-back axis. Buildin
upon my undergraduate work, in which
only looked at the metaphors involved in th
development of the am-progressive, I nov
link and compare it to some recent work o
the grammaticalization of discours
markers. The two pathways are chose
because they represent a more prototypica
and a more marginal grammaticalizatio
process, respectively.

**Whose testimony is it? Institutiona
influence in the 1641 depositions**
Forensic Linguistics
Alex Brownless
Northumbria University

The 1641 depositions are oral witness testimonies which function as a record of the seventeenth-century Irish rebellion, describing the experiences and losses of (mainly) protestant settlers (Trinity College Dublin Library, 2010). Transcriptions of the original depositions are digitalised and available online (https://1641.tcd.ie) to encourage engagement with Irish history and challenge myths and propaganda surrounding the rebellion. Linguists and historians use the depositions to question the credibility of these accounts, such as the Language and Linguistic Evidence project (2010) lead by Dr Fennell-Clark. The project asked, '[C]an we detect the influence of the clerks and the commissioners in the 'manipulation' of the evidence?' (Fennell-Clark, 2011, p. 27). This paper explores the question of institutional influence as proposed above by Fennell-Clark (2011) by conducting an authorship attribution analysis using corpus linguistic methods. Building on the notion of idiolect (Coulthard, 2004), this study applies Kredens' concept of idiolectal style (2010). Idiolectal style is concerned with the unique ways an individual uses language that distinguishes them but also recognises the influences of context and genre. This analysis investigated similarities that reoccur through multiple depositions that may suggest the presence of an overarching institutional idiolectal style. To achieve this, a two-part analysis was conducted using WordSmith Tools (Scott, 2020). Firstly, the explicit indication of commissioner presence was analysed by creating a corpus of forty depositions taken by two co-commissioners. The high-frequency rates for certain lexis such as Latin, binomials, and modifiers reflected the depositions' formulaic element and indicated the legal genre (Durant & Leung, 2016, p. 35). Secondly, implicit markers of commissioner presence were

analysed by creating a sub-corpus wit[...]
utterances initiated with the verb 'saith[...]
Prior literature has suggested that 'saith' i[...]
used to indicate reported speech (Languag[...]
and Linguistic Evidence in the Deposition[...]
2010; Collins, 2001, p. 5). Therefore, thi[...]
paper postulates that utterances followin[...]
'saith' best represent speech attributed t[...]
the deponent. The sub-corpus analysi[...]
found similar linguistic constructions i[...]
concordances, including identical string[...]
reoccurring throughout multipl[...]
depositions. These results suggest that th[...]
commissioners influenced the testimonie[...]
and indicates the presence of a[...]
anonymising institutional narrative. Th[...]
findings of this study have implications fo[...]
the credibility of the depositions. Take[...]
together, the analysis of explicit and impli[...]
institutional influence has shown a[...]
overwhelming tendency of high-frequenc[...]
structures throughout the corpus. Thi[...]
paper argues that these patterns can b[...]
attributed to the commissioner's idiolect[...]
style as a coauthor of the texts. Therefore[...]
when engaging with these historica[...]
documents, this paper asserts that we mus[...]
consider the broader historical context an[...]
the authors' institutional intentions a[...]
'Hidden puppeteers' in the narrativ[...]
(Goodich, 2006 cited in Johnston, 2010, [...]
163).

The Complementary Distributio[...] Revisited: nē and nōn in wish and resul[...] clauses

Historical Linguistics, Modality

Anne-Li Demonie
Ghent University

For Classical Latin, it is established that th[...]
two sentential negators nē and nōn are i[...]
complementary distribution (see fo[...]
example Fruyt 2008a: 8; Pinkster 1986[...]
147) and for the most part, they indee[...]

appear in separate environments. However, there are two types of clauses, i.e. wish (1a-b) and result (1c-d) clauses, which seem to allow for a free alternation of the negators. This is problematic because this would indicate a violation of the distribution in its strictest sense.

(1) a. illud utinam ne ue<re>
that would that NEG true
scriberem
write.SUBJ.IMPF.1SG
(Cic. Fam. V. 17. 32)

b. […] utinam non nocuisset
would that NEG harm.SUBJ.PLUP.3SG
(Ovid. Ep. Pont. I. 5. 27)

c. …] ita ut ne altitudine
so so that NEG height
escendat […]
go up.SUBJ.PRES.3SG
(Var. R. Rust. III. 27. 1)

d. […] ut amusium non
so that amusium NEG
desideretur
want.PASS.SUBJ.IMPF.3SG
(Vitr. Arch. I. 6. 2)

I argue, however, that there is a semantic distinction between nē and nōn which authorises the usage of both in the same environment and also preserves and reaffirms the complementary distribution that has been put forward. Following Mellet (1992), I propose that the choice of negator actually depends on the presence or absence of epistemic modality. She suggests that in non-overlapping environments, nē and nōn can be differentiated on the basis of their interaction with the mood and the modality of the verb. According to her, the subjunctive mood instigates both the possibility of alternative realities and 'une visée du sujet'

which I reinterpret as the expression of th
writer's (un)certainty towards the give
proposition. The choice of negator is the
related to both aspects: nē is the negato
which does not exclude the alternatives an
expresses uncertainty due to its conformit
to the subjunctive mood, whereas nōn doe
cancel them out and expresses certainty du
to its assertive nature. In my analysis,
adopted some of Mellet's concepts in orde
to find out if such a distinction could also b
discovered in the overlapping environment
in (1a-b) and (1c-d). For result clauses, th
ideas at hand did the trick: All the clause
featuring nē expressed uncertainty abou
NEG-p, maintaining p as a possibl
alternative, and all the clauses featuring nō
did the opposite. For wish clauses, howeve
I suggested an adjustment: The aspect c
wishing causes the alterity to shift from p to
¬p, with ¬p being what is wished for, an
thus not realised. The recurrence of th
pluperfect tense in clauses featuring nō
indicated that p was already a fac
expressing certainty about the impossibilit
of ¬p and rendering the wish futile; th
recurrence of the imperfect tense in n
clauses made p more undecided, henc
turning ¬p into an alternative that cannot b
excluded. This analysis demonstrates that n
and nōn are not interchangeable and tha
despite their alternating occurrence i
result and wish clauses, they are in fact i
complementary distribution.

**Construction of Non-Binary Identities i
Narrative Discourse (CN: gende
dysphoria)**
Discourse
Angel Garmpi
University of Edinburgh

This study, conducted for the requirement
of an Undergraduate Dissertation, examine
the discursive construction an
performance of non-binary identities in the
context of lived experience narratives. The
study used data from semi-structured
interviews with seven participants, all of
whom were Assigned Female at Birth. Data
collection took place in Edinburgh in the
second half of 2019. The inclusion criteria
were that participants explicitly identified
with a non-binary identity (non-binary,
genderfluid, genderqueer etc.) and were, at
the time of the study, students at University
level between 18 – 25 years old. The
interview recordings were orthographically
transcribed in full and all excerpts with
non-binary related content were compiled
into a 28,000-word corpus which was used
for analysis. The study uses a broad
thematic analysis (Bradford et al. 2019) to
contextualise and enrich discursive analysis
(Corwin 2009) into how participants
manipulate the semiotics (Silverstein 2003;
Jaffe 2016; Gal 2016) of implicitly and
explicitly gendered lexicon (following
Zimman 2014; Zimman 2017a). Results
show that this allowed participants to
legitimise their self-identification by
separating identity and embodiment
(Zimman 2017a), and to create a non-binary
inclusive ideology able to legitimise the
experiencing and expression of their
identities (Corwin 2009; Darwin 2017). The
analysis further revealed how the discursive
construction of non-binary identities was
informed by the complex interaction of
gender, embodiment, and sexuality (Connel
1995; Cameron 1998; Kiesling 2002; Eckert
2011; Zimman 2013). In showing how these
identities were related through multiple
instances of iconisation and indexicality (Gal
2016; Jaffe 2016), this analysis showed how
they are constituted and
interrelated in normative gender ideology
more broadly (West & Zimmerman
1987, 2009; Butler 1993). Therefore, it is
shown that in discursively constructing and

performing their non-binary identities participants engaged with this normativ gender ideology. In doing so, I argue tha while they both resisted and affirmed i they ultimately sought to emphasiz individuality and personhood against th restrictions of binary gender. Thus, thi study contributes to the literatur examining how non-binary identities ar discursively constructed and performed, bu also offers crucial insights into th constitution of normative gender ideolog and its relation to embodiment an sexuality. It concludes that this shows th need for more research within sociocultural linguistics framewor (Bucholtz & Hall 2016), wher embodiment and the physical body are see as central to the production, perception an social interpretation of language.

P-to-Q Entailment in Slovakian
Semantics
Andrej Gregus
University of Edinburgh

I present new data from Slovakian to tes out the P-to-Q Entailment hypothesi recently proposed by Roelofsen &amp Uegaki (2020). P-to-Q Entailment builds o work by Spector & Egré (2015), Theile et al. (2018), and Steinert-Threlkeld (2020 to formulate a novel semantic universal i the domain of "responsive predicates": tha is, predicates which can embed botl declarative and interrogative complement (Lahiri 2002). P-to-Q Entailment asserts tha for a responsive predicate V and agent x, " Vs that P" entails "x Vs that Q". For exampl "It matters to me that you are home b curfew" (P-sentence) entails "It matters t me whether you are home by curfew (Q-sentence). Based on a list of commo predicates compiled by Roelofsen &amp Uegaki themselves, I survey 48 predicates i

Slovakian to see whether they are P-to-Q entailing. Specifically, I judge whether example P-sentences entail example Q-sentences for each predicate. I conclude that while the majority of the predicates are indeed P-to-Q entailing, a handful are not: namely, "dozvedieť sa" (to learn), "myslieť" (to think), "mať obavy" (to be worried) and "rozhodnúť sa" (to decide). I claim that these could (but need not necessarily) constitute counterexamples to P-to-Q Entailment—further study of the semantics of these predicates is needed to better understand their relationship to P-to-Q Entailment. Particularly, I note that special focus should be given to the subjunctive/future-oriented flavor of some of the predicates and how this might affect the inference pattern from P-sentences to Q-sentences.

The nun is in the saucepan: word-order harmony in silent gesture improvisation of verb phrases and adpositional phrases
Language Evolution
Cliodhna Hughes, Rafaela Alford, Ailsa Anderson, Rea Caballero, and Simon Kirby
University of Edinburgh

The majority of languages represented in WALS follow one of two patterns: (1) the verb precedes the object, and the adposition precedes its complement, or (2) the verb follows the object, and the adposition follows its complement (Dryer, 2013). This is an example of word-order harmony: a phenomenon whereby the head of the phrase consistently either follows or precedes its complement(s), across phrase types within a language. Though there is debate regarding what causes harmony, experimental evidence shows that the mechanism behind it is particularly active in learning: adults and children are better at learning harmonic noun phrase orders, and

children are more likely than adults to shif
to a harmonic pattern when give
non-harmonic input, regardless of whethe
their native language is harmoni
(Culbertson, Smolensky, & Legendre, 2012
(Culbertson & Newport, 2015) (Culbertson
Franck, Braquet, Barrera Navarro, & Arnor
2020). Although there is much research o
harmony in learning, there seems to hav
been little work done to investigate whethe
or not the mechanism that causes harmony
is also active in improvisation. We utilise
the silent gesture improvisation paradigm
(Goldin-Meadow et al., 2008) to investigat
whether the relative order in whic
participants gesture the object and verb i
verb phrases primes their subsequen
relative ordering of adpositions and thei
complements in adpositional phrases, i
silent gesture improvisation. In their silen
gesture improvisation experimen
Schouwstra & de Swart (2014) found tha
participants given stimuli depictin
extensional events were more likely t
produce gestures in a subject-object-ver
(SOV) order, and those given stimul
depicting intensional events were mor
likely to produce gestures in
subject-verb-object (SVO) order. We utilise
these findings to encourage one group c
participants to produce SOV-ordere
gestures, and the other SVO. Both group
were then given a set of stimuli depictin
adpositional phrases (eg. the nun is in th
saucepan). We then analysed whether th
extent to which participants produced V(
order for the events stimuli predicted th
extent to which they produced prepositiona
orders for the adpositional stimuli. Ou
results do not provide support for th
hypothesis that verb phras
head-directionality has an effect o
adpositional phrase head-directionality i
silent gesture improvisation. We discuss
number of possible reasons for this. Firstl

methodological issues with our experiment resulted in the exclusion of much of our data, and thus our results are based on a small number of participants. Secondly, perhaps the mechanism that causes harmony is only weakly active in improvisation, and our experimental design was insufficient to demonstrate such a weak effect. Finally, maybe there is no effect to be found: the mechanism that causes harmony with regards to verb phrases and adpositional phrases may not be present in adult improvisation. This could indicate that the mechanisms causing harmony are not active from the beginning of language emergence, suggesting harmony develops later, perhaps as subsequent generations of children learn the language and their tendency to switch to a harmonic pattern when given a non-harmonic input, as found by Culbertson & Newport (2015), drives a change in the language.

Defining Serial Verb Constructions in Thai
Syntax / Typology
Tim Jantarungsee
University of Manchester

The Serial Verb Construction (SVC) is a syntactic phenomenon that has been extensively observed in many languages cross-linguistically. Broadly speaking, SVCs consist of multiple concatenated lexical verbs in a mono-clausal structure. Discussion regarding a narrower definition of SVCs more recently has led to the proposal of multiple typological generalisations. Prominent cross-linguistic features of SVCs include the aforementioned mono-clausality, the lack of linking elements between component verbs as well as intonational and temporal properties (Haspelmath 2016, Bisang 2009, Aikenvald 2006). In the context of Thai, Thepkanjana

(1986) is one of the first to analyse and form of a typology of SVCs in Thai, however he classification relies on an extremely broad definition for SVCs that was standard among earlier analyses. Sudmuk (2005) analysed the semantics and syntax of SVCs in Thai utilizing the Lexical-Functional Grammar framework, and forming her own typology. Studies questioning the status of certain SVCs (e.g. Muansuwan 2002) causes a chasm on what constitutes as a SVC and how i would fit into a wider typology. My study proposes a classification for Thai SVC which aligns itself more with previou typological literature. My study utilises the Role and Reference Grammar (RRG framework (Foley & Van Valin 1984) as the syntactic base, with sub-categories based o symmetry of each SVC. RRG is a framework that has been advantageous in describin SVCs in the past (e.g. Jarkey 2015, Caesa 2016), yet is novel to the study of Thai SVCs The subclausal linkage of units is described in RRG in terms of junctures and nexu relations is advantageous and forms the foundation for my classification of Thai SVCs. In order to empirically test for SVC status, I have made good use of Fan's (2016 thesis which explores and propose

diagnostics to test for SVC status. Specifically, the tests I have applied include Passivisation of the object of V2, Negation and Independent Temporal Properties. The results show varied success with differing diagnostics. Passivisation of the object of V2 only demonstrated consistency with Instrumental and Benefactive SVCs, displaying inconsistent results with Purposive and Causative SVCs and being completely unapplicable to Cause-Effect SVCs and both Posture and Motion SVCs. On the other hand, the negation test demonstrated consistent results with all SVC types apart from (open class) Cause-Effect SVCs. Moreover, the Macro-Event Properties (Bohnemeyer et. al 2007) of all SVC types displayed single event-hood, which conforms with previous SVC literature. Based on these diagnostic results, I have evaluated several of the diagnostics that test for the defining properties of SVCs in Thai, particularly the Passivisation of the object of V2, which is novel and has received little prior application. With the results, I have constructed a typology of SVCs in Thai, based on the subclausal linkage concepts laid out by RRG, which aligns itself with cross-linguistic attestation.

Modelling unnatural classes of harmoni vowels in substance-free phonology
Phonology
Ariwan Kai Addy Suhairi
University of Cambridge

Vowel harmony (VH) refers to th crosslinguistically widespread process b which multiple vowels in a domain share th same value for a certain feature or set o features (van der Hulst, 2016). However, it i rarely the case that harmony applie exceptionlessly in all contexts. Language with vowel harmony often contain neutra

vowels, which fail to participate in harmony in some way or other, e.g. being transparent or antiharmonic (van der Hulst, 2016). This dissertation identifies a problem in formulating the structural description of harmony rules in certain languages: although the set of neutral vowels can be described as a featurally natural class, the set of harmonic vowels cannot; there is no way of identifying the set of harmonic vowels without also including non-harmonic vowels. The primary goal of this dissertation is thus to provide an account of this problem: how can we formulate rules that target unnatural classes of features? I

assume a derivational model of phonology in particular the Search-and-Copy theory (SCT) (Samuels, 2009); this approach is also substance-free, in that 'markedness' and other phonetically-based notions have no intra-grammatical status (Hale and Reiss, 2008). SCT models exceptions to harmony by allowing conditions on phonological operations. For example, Search may look only for [-high] vowels; as a result, high vowels are ignored by the Search, rendering them transparent in harmony. Neutral vowels are thus treated as exceptions by individual rules, rather than being exceptional throughout the grammar. However, if the set of harmonic vowels constitutes an unnatural class, it is unclear how this can be modelled in SCT. Current rule-based accounts to the problem are also evaluated. Rule ordering has been cited as an explanation for unnatural-class behaviour in vowel harmony (Mailhot and Reiss, 2007; Leduc et al., 2020). Similarly, explanations based on undeRspecification (Dresher, 2009) and visibility (Nevins, 2010) are considered. I argue that these accounts are empirically insufficient, in addition to raising conceptual issues. I propose that the simplest possible account of the issue is to allow the phonological rule component to target unnatural classes of segments. I suggest two possible ways of implementing this. One is to introduce union operators into the phonological component, allowing rules to target featurally unnatural classes of segments through set union: A ∪ B, even if A ∩ B = {Ø} (i.e. A and B do not form a natural class). The alternative is to allow simultaneous (in addition to ordered) rule application; together with the assumption that Search is distance-sensitive (Nevins, 2010), this proposal predicts that rules can consist of multiple competing Search operations, allowing us to derive unnatural-class behaviour. The typological

and computational consequences of both proposals are also considered. Allowing phonological rules to target unnatural classes extends the power of the phonological component by a non-trivial amount. It is thus worth asking why most rules can be expressed in terms of natural classes. I suggest that learning biases may account for the relative scarcity of featurally unnatural processes, even though they are computationally possible from the perspective of the phonology. For example, economy or simplicity principles in grammar construction (i.e. L1 acquisition) may render unnatural rules less preferable.

Linguistic relativity and grammatical number: a comparison of native Slovenian and native English speakers

Psycholinguistics
Ajda Krišelj
University of Edinburgh

The theory of linguistic relativism suggests that language influences the way we think. Evidence supporting this theory has been found in the domains of grammatical gender, frames of reference, spatial categories, and noun types (Reinez & Prinz, 2009). The present study aims to extend this evidence into another domain, the grammatical number. The methodology and the idea stem from research done by Phillips & Boroditsky (2003). They tested whether the grammatical gender of inanimate objects leads people to think of them as having a gender. They found the effects of grammatical gender on people's perceptions of objects in a variety of settings. Boroditsky's other experiments have also found effects of linguistic relativity in representations of space, time, and substances. My study investigates whether grammatical number also shows effects of linguistic relativity by exploring the

differences in cognition between nativ
speakers of a language with a 2-way numbe
system (English) and native speakers of
language with a 3-way number syster
(Slovenian). The primary hypothesis is tha
Slovenian native speakers group togethe
pictures of two items more often than nativ
English speakers because the dual numbe
category is more prominent in Sloveniar
native speakers' mental representation:
Native English speakers are hypothesised t
group together items by type more ofte
than by number. Dual and nondual dialect
of Slovenian are also compared to exclud
confounding by the possible cultura
differences between the English and th
Slovenian participants. The experiment wa
carried out online using Qualtrics surve
software. A grouping task was used t
explore whether there is a differenc
between Slovenian and English nativ
speakers' mental categories. There were si
conditions in which 36 pictures wer
arranged. The critical conditions were th
ones with a dual and plural contras
Pictures were representing equal amount
of human, animal and object items. Hal
were of masculine and half of feminin
grammatical gender in Slovenian, to ensur
a balanced design. The design for ensurin
balanced conditions was Latin square, an
factorial ANOVA was used for the dat
analysis. There was no significant differenc
in grouping choice between the English an
Slovenian group over all items. A sligh
correlation was found in the huma
pictures' condition, which suggests that dua
affects mental representations of huma
items more than object and animal item:
There was a slight effect of dialect foun
which needs to be explored further. A bi
limitation was the significant effect of th
device used for solving the survey. Peopl
grouped the pictures differently becaus
they solved the survey on the phone instea

of the computer. There was no evidence found in favour of linguistic relativism in the domain of the grammatical number. The findings offer some compelling grounds for further research.

The Comparative Revitalisation of Irish Gaelic and te reo Maori

Language Revitalisation

Beatrix Livesey-Stephens
University of Aberdeen

This study compares and contrasts the language maintenance and planning strategies used to revitalise Irish Gaelic, indigenous to Ireland, and te reo Māori (the Māori language) indigenous to New Zealand. The contrast in geographical and cultural origins of these languages allows exploration of these differences in a variety of anthropological factors that hold sway over how language maintenance can be carried out, including but not limited to population size, linguistic and colonial history, and current legislation. The study explores both grassroots and governmental examples of approaches to language revitalisation of Irish Gaelic and te reo Māori within their respective countries of origin, and evaluates the effectiveness of language revitalisation of both these languages. The findings show that te reo Māori relied on intergenerational transmission to a larger extent than Irish Gaelic, and analysing the differences in and outcomes of language planning for Irish Gaelic and te reo Māori creates a scope for these two frameworks to be applied to future efforts in language planning, with adaptation as appropriate where there have been shortcomings.

An Experimental Approach to the Perception of Empathy in Speech

Phonetics/Sociolinguistics

Amanda McHugh

University of Cambridge

With advances in the techniques an
naturalness of speech synthesis, and th
increasing commercial contexts in which i
is used, such as in personal assistants, th
need for natural affective synthesis ha
grown, allowing for readier incorporation c
socially-intelligent agents into society
Although affective synthesis is by no mean
a new field, there is a need now more tha
ever to understand the acoustic correlates c
emotions in natural speech to optimise thi
synthesis. Plenty of research has bee
conducted relating to so-called 'primar
emotions' such as anger or sadness, but les
work has been done on more subjective an
socially-conditioned 'secondary emotions
like empathy. As a means of engaging witl
social robots, empathy is particularly salier
due to its nature of demonstratin
emotional understanding and engagemen
and has clear use in medical technolog
(James et al., 2018) and social robot
(Asada, 2015). This original research seek
to shed more light on the nature of empath
in speech, using a parametric approach t
synthesis. Although an older techniqu
compared to machine learning synthesis, i
is found that this approach allows for
greater degree of control over acousti
correlates, and allows for a more precis
image of empathy to emerge. This researc
splits empathy into production an
perception; the first experiment looks at th
difference between non-empathetic an
empathetic contexts in a dialogue contex
with 10 participants (5 male and 5 female, i
pairs), which allows for the identification c
empathetic correlates in natural speec
production. Following this, an experimen
using resynthesised versions of th
non-empathetic productions explores whicl
combinations and amounts of the correlate
observed in the first experiment (includin

pitch, duration, and voice quality) must be used in order to elicit empathy. In doing so, it becomes clear that empathy is not a unified concept in speech, instead behaving differently within and between production and perception.

Fight the virus, stick with the rules and reduce the peak: an analysis of the metaphors used by Boris Johnson and Nicola Sturgeon to discuss the COVID-19 pandemic
Discourse
Mitchell McKee
University of Glasgow

The field of metaphor research, which is a sub-discipline of cognitive linguistics spanning from the 1980s, has shown that metaphor can shape thought (Lakoff and Johnson 1980) and affect reasoning (Thibodeau and Boroditsky 2011), emotions (Hendricks et al. 2018) and behaviour (Hauser and Schwarz 2015). One reason behind this power of metaphor is its ability to 'frame' concepts. This refers to the way metaphors can highlight some aspects of a concept and background others, therefore offering a certain interpretation made by the speaker to the listener (Entman 1993: 52; Boeynaems et al. 2017: 199). Recently, metaphor researchers have been applying this power of metaphor to investigate how the metaphors used by prominent political leaders frame the COVID-19 pandemic. One group of researchers have started the #ReframeCOVID project which aims to find other metaphors for the pandemic that are not just focused on war and violence, such as describing it as a 'fire' which needs to be 'put out' (Semino 2020). Despite this focus on metaphors for COVID-19, there has of yet been few in-depth studies on the metaphors used by UK politicians, specifically from Scottish politicians like Nicola Sturgeon and those from England, like Boris Johnson. Such

a study would illuminate how the pandemi is framed in the UK. My aim is to investigat the discourse of Boris Johnson and Nicol Sturgeon and ask what metaphors they use to discuss the pandemic and if thes metaphors differed in any way. I extracte the metaphors from a sample corpus of thei daily press conferences between March an October 2020 using the renowned Metapho Identification Procedure (Pragglejaz Grou 2007). This process bases its judgements c the metaphoricity of each word in a corpu on the contrast between its basic an contextual meaning. The results gathere from this technique reveal two mai conceptual metaphors which are shared b both speakers: THE COVID-19 VIRUS IS POWERFUL AGENT, which instils the viru with weight and power and must be stoppe with restrictions which have object-lik qualities, and THE PANDEMIC IS A JOURNE – society is 'moving towards' normality an 'follows' scientific data as a 'guide' to ge there. However, there is nuance between th two speakers: Johnson uses much mor negatively valanced violence metaphor such as 'fight' and 'battle', compared t Sturgeon who avoids these violen metaphors and foregrounds defence i words like 'protect'. Based on previou metaphor research, I discuss the potentia effect of these metaphors on publi understanding of the crisis. This researc can prompt future experimental studie which can examine the effect of thes metaphors on reasoning, similar t Thibodeau and Boroditsky (2011), and als studies which compare COVID-1 metaphors used in other countries t examine cultural differences in metapho use.

Where is the Surfer? Where is th Hipster?: Spatial Relations in Souther

Californian English vs. Pacific Northwest English
Dialectology
Jaidan McLean
University of Oregon

When searching for a map that represents the regional American English dialects, there is no ignoring that the West is an under-researched region of the United States. Maps such as the Labov et al. (2005) map from the Atlas of North American English are in great need of an update. Although some American regional dialect maps such as Delaney (2000) go further than the Labov et al. (2005) in splitting the West, there is still more research that needs to be done. Fortunately more recent research has been done (see D'Onofrio et al. 2016, Crosby and Dalola 2020) in distinguishing dialectal differences of West Coast English, specifically on the basis of vowels. However, in this presentation I will be adding to this effort of distinguishing West Coast English varieties in a semantic way, by comparing spatial (topological) relations of Californian English and Pacific Northwest English. More specifically, this presentation focuses on speakers from Los Angeles, California and Seattle, Washington, in hopes that choosing participants from two ends of the West Coast will show more variation in the responses. This presentation follows that of previous literature by Levinson and Meira (2003) on spatial language, focusing on figure-ground relations. A figure-ground (FG) relation is where one entity, the figure, is being located in relation to another - often physically larger - entity, the ground (Bowerman & Pederson 1992). For example, in the phrase "the apple is on the table" apple is the figure entity that is being located in relation to the ground entity table. Figure-ground relations have been researched and discussed

extensively in non-English languages, so this paper aims to take those same cross-linguistic approaches and apply them in researching English dialects. Just as Levinson and Meira (2003) show how topological relations vary quite a lot in different languages, I will show there is indeed some sort of a variation between Californian English and Pacific Northwest English FG relations. To show this, I used the BowPed (Bowerman & Pederson 1992) topological relation pictures series to elicit FG relation responses. Using this set of stimuli, the presentation discusses responses from 10 speakers, five born and raised in the Los Angeles area, and five in the Seattle area. After eliciting, compiling and organizing the FG relations given in each participant's response, I found that there were 10 instances of split variation between the two regional dialects. The variation that is different falls on the preposition used in the FG relations (e.g. the boat is in the water vs. the boat is on the water). The 10 differing prepositions in the FG relations make an interesting addition to the discussion of American West Coast English regional dialects, and is something this project will be continuing to study.

The Unsolved Problem of Language Identification: A GMM-based Approach

Computational Linguistics

Maggie Mi

Lancaster University

In our current world that is inundated by the abundance of data, the ability to systematically, and, accurately, classify large bodies of natural language datasets is invaluable for natural language processing (NLP) and speech technology applications. Such an application is language identification (LID), which attempts to identify a language from a series of randomly spoken utterances (Das & Roy, 2019). LID systems provide the foundations of multimedia mining systems, spoken-document retrieval, as well as multilingual spoken dialogue systems (Navratil, 2006). Although, presently, the LID task is still very much an unsolved problem, often with increasing equal error rate (EER) as the duration and quality of the test dataset decreases (Ambikairajah, Li, Wang, Yin, & Sethu, 2011). The idiosyncratic nature of natural languages means "rule-based" systems are insufficient approaches to model languages. Thus, a visible challenge is structuring what seems to be highly unstructured datasets. The use of probability is significant in natural language processing, as quantitative techniques can account for such idiosyncrasies. Previous research in this field have trained and tested LID systems extensively on telephone speech datasets (e.g., Manchala, Prasad, & Janaki, 2014; Torres-Carrasquillo et al., 2002) and television broadcasts (Madhu, George, & Mary, 2017). However, little research has been done regarding the effect of other data groupings on the systems' performance, including alterations of experimental parameters such as the distance of the speaker from the microphone. The approach taken in this paper involves building an acoustic model that uses probabilistic representations of the speech datasets across 10 languages (Dutch, Russian, Italian, Spanish, Portuguese, German, English, French, Turkish, and Greek). Each language is probabilistically modelled using Gaussian Mixture Models (GMMs). During recognition, quantitative representations of test data were computed and compared to training data's cepstral features. The language of the test speech is hypothesised as the language with the training spectra that best matched the test speech's spectra (Zissman &

Berkling, 2001). Through the exploration of the performance of such GMMs on different groupings of datasets, areas of weaknes and corresponding means of improvement are therefore revealed.

The Psychology of a Language Learner The Out-Turn of 'Self-Motivation' on Learner's Linguistic Self-Competence

Second Language Acquisition Psycholinguistics
Nadine Nasef
Misr International University

People always quote, "We are all the same Is this really the case? For us human beings are we really the same with no sligh difference? When we say "same", it is abou the way we communicate, our etiquette, ou lifestyle, and our emotions as well. Thi quote is just flawed in a specific perspective especially when we examine our way o learning language and how we get motivate and most importantly, motivate ourselves we are the opposite of the same! For thi purpose, it becomes a major essentiality t inspect or investigate the theoretica anatomy of "motivation" in second languag acquisition and learning. This paper offer to throw light on the essence of motivatio and mainly „self-motivation" as a catalyst t reach linguistic self-confidence an therefore self-competence in linguisti communication. This quantitative researc scenario examined the contribution o Egyptian EFL learners" motivatio self-motivation, and linguisti self-confidence in their proficiency, as wel as language-use anxiety to their willingnes to communicate (WTC) level, along with minor possible impact of age and gender o the learners" reported L2 WTC. 5 university students – 25 freshman student vs. 25 graduating senior students – wer randomly selected to fill in a questionnair

for this study. Results indicated that L2 self-motivation and self-confidence made a remarkable contribution to the prediction of L2 WTC. Furthermore, it was found that the learners" age and gender did not make a statistical difference to their WTC, since the learners were freshmen vs. graduating seniors. The findings could contribute to the ongoing debates on the theory and practice of WTC and feed into further research that is germane to second language pedagogy and learners" self-motivation to be willing to communicate in their second language.

Pregnancy as a Temporary Disability: An Analysis of Sexism, Ableism, and Identity in Pregnancy Discourse (CN: discussion of misogyny, sexualisation, and ableism)

Discourse
Eloise Parr
University of Birmingham

Pregnancy is a particularly perilous time for self-identity as the individual navigates a changing body and sense of self in a society that still looks on women and femininity critically. As pregnancy is a biologically female condition, it is viewed as part of the feminine identity and is therefore affected by sexist ideologies that exist in society. The strong and conflicting discourses experienced by people both in and out of pregnancy makes it an ideal focus of a critical discourse analysis about gender and society. In addition, ableist theories, social theories of disability in particular, can further highlight the prejudices and challenges faced by pregnant people in workplaces that struggle to adapt to the requirements of those who are not able-bodied. This study, therefore, aims to combine feminist and ableist theories in order to identify the key discourses found in narratives concerning problems with pregnancy in the workplace and determine

to what extent pregnancy is viewed as temporary disability in the context of employment. This could either by pregnant individuals themselves or by those who occupy the same working space as them through these key discourses. The data used in the study are discussion threads about pregnancy in the workplace on the British parenting forum website Mumsnet. A critical discourse analysis approach with post-structuralist feminist stance is used to uncover sexist and ableist discourse present in these online narratives. The ideological underpinnings of the identified key discourses relate to the social issue of sexism and ableism in the workplace, and the negative social views of the pregnant identity at work in modern British society. These key ideological discourses are pregnancy as a burden, law and protection, the weakness and sexualisation of the female body, and the ideal mother. The analysis shows that the dominant discourse found in the narratives within the discussions on Mumsnet indicate that pregnancy is often viewed as a temporary disability in the workplace and that this can contribute to the experience of discrimination. The results of this study show the intersection between sexist and ableist discourses and ideologies in relation to pregnancy and how they can affect pregnant individuals in the workplace. The data and analysis indicate that pregnant women can experience discrimination related to the hyper-femininity and sexualisation of the female body, as well as the assumption they are a burden in the workplace.

Social Manipulations in Advertising: Impact on Consumers' Perception of a Product

Discourse

Valeria Penzina, Polina Reshetnikova and Dilnoza Umarova
National Research University Higher School of Economics

Manipulations in advertising serve the advertisers' purpose of control over people's minds and artificial improvet of perception of the represented product. In general, there are two levels of manipulation: peripheral and central (Darrel Muehling, Russel N. Laczniak, 2013) which imply several techniques, which are different for each stage of advertisement production. Nevertheless, before regarding classifications of influence on the customer engagement, the following key factors should be examined: the popularity and period of existence of the brand (Robert J. Kent and Chris T. Allen, 1994) and the levels of perception of the reproduced information (Grenawald, Leacitt, 2001). However, taking into account general features of the production of manipulation in advertising including "substitution of the beneficiary», «insistent invitation», "sociocultural significance" and "growth indicator" (Melnichuk M. V., Klimova I. I., 2019) which suppose different attractive oral and written utterance is an insufficiently studied dimension. Hence, a more detailed consideration of these techniques can become an opportunity to develop an effective counteraction to manipulation in advertising in the future. This work is devoted to an analysis of advertisement discourse based on theoretical specification of manipulation and its general classification in particular how specific language affects society and its engagement in market. The questionnaire takes place of the leading instrument of identifying Russian community awareness of manipulations' existence and people's

ability to imply the right method to resist i[...]
First, we provide complete analysis of thre[...]
different types of advertisement includin[...]
the commercial, printed advertising text an[...]
online ad of a game. Second, we designed [...]
questionnaire consisting of 10 question[...]
and collected 107 responses amon[...]
Russians between the ages of 18 and 2[...]
Third, the responses were interpreted. Th[...]
analysis of the responses shows that despit[...]
the fact that the majority of respondents ar[...]
aware of the implication of manipulation i[...]
advertising for active consumer[...]
engagement they cannot identify a[...]
peculiarities that are used in propose[...]
promotions. Therefore, it may be noted tha[...]
the society pays little attention to th[...]
wording aimed at manipulating in ads an[...]
cannot control it consciously giving into th[...]
desire for advertisers to sell as man[...]
products as possible. Based on th[...]
classification of manipulations and it[...]
specification in advertisement, this researc[...]
seeks to integrate the usage of specia[...]
varieties of written and spoken utterance i[...]
advertising in the unified system that coul[...]
be regarded as a specific sociolinguistic[...]
domain, which can be applied as [...]
counteraction instruction agains[...]
manipulation on a psychological level.

**Teachers' and Students' Perceptions o[...]
the Role of Technology in Destabilizin[...]
Fossilized Phonetic Errors: Powe[...]
Pronunciation Software as an Example**
Acquisition
Aicha Rahal
University of Sfax

Since the phenomenon of fossilization ha[...]
introduced to the field of Second Languag[...]
Acquisition (SLA), researchers have incline[...]
much attention to the process o[...]
fossilization (Selinker, 1972; Han, 2004[...]
types of fossilization (Rahal, 2016; We[...]

2008) and solutions to overcome this linguistic obstacle (Zheng, 2010; Valette, 1991). This linguistic phenomenon is defined as "the permanent cessation of IL learning before the learner has attained target language norms at all levels of linguistic structure and in all discourse domains in spite of the learner's positive ability, opportunity or motivation to learn or acculturate into target society" (Selinker & Lamendella, 1979). While a considerable amount of research has focused on the pedagogical treatment to avoid this phenomenon, this presentation tries to show the effectiveness of the use of technology in destabilizing fossilized phonetic errors. It attempts to show the perception of both teachers and students towards the role of Pronunciation Power 2 in improving learners' pronunciation and overcoming phonetic fossilization. The presentation starts by introducing the theory of Interlanguage and the concept fossilization. It then reviews previous studies conducted on phonetic fossilization and the use of technology. To answer the research questions, the researcher used a questionnaire as the primary data collection material. The informants of the study are 100 including teachers and students specialized in English. Based on the findings, it is evident that the participants have a positive attitude towards the promising role of the selected software in reducing fossilization. Additionally, it seems that the reasonable use of technology can help learners master correct pronunciation and rehabilitate persistent errors. The present study has pedagogic implications on language teaching. It raises teachers' awareness on this linguistic phenomenon and the possible solutions to avoid it.

The Use of Anglicisms in the Italian and Ukrainian Tech Publications

Sociolinguistics
Serhii Rashevskyi
Mariupol State University

As an Italian and English Translation Majo
our research interests lie primarily in th
area of comparative linguistics an
especially in the age of technologica
development, it is highly significant t
understand how much English as th
language of international communicatio
affects other languages. That's why we chos
and investigated this phenomenon. Th
present research is dedicated to th
comparative analysis of loanwords fror
English and how they have transformed int
other languages. In earlier studies, namel
in the Master's Dissertation A.-N
Björkenval, Anglicisms were considered no
as a potential threat to the language but as
result of globalization. In our research w
aim to show the detrimental effect of th
English borrowings related to the technica
sphere on the Ukrainian and Italia
languages. It should be said that thi
problem is concerned not only with th
languages under consideration, but als
reflects the evolution of a language i
general, which does not always occu
naturally. The research methods includ
sampling and comparative analysis to singl
out Anglicisms in Ukrainian and Italia
technical texts, and identify their difference
and similarities. The results obtained enabl
to see how the borrowings affect th
development and the language itself as
whole. We conducted the research on th
basis of the Italian websit
https://www.digitalic.it/ that covers new
from the world of electronics. Since we ar
translators and this is a great opportunity t
see if there is a difference in the transition c
Anglicisms in Italian and English, w
translated the texts from Italian int
Ukrainian, and came to the conclusion tha

most words are simply transliterated from English, and sometimes do not change their structure at all. These are, for instance, words such as the names of social networks Facebook, Twitter, YouTube. The results show that due to the appearance of new words in English people lose the need to invent new words in their own languages. For example, such words as smartphone, Internet, video have not absolutely changed their form. After analyzing only 3 publications, I found as many as 28 words that were proceeded from English. Therefore the influence of Anglicisms on other languages is very high, not only in colloquial speech, but also in writing. It is known that the rapid turnover of Anglicisms occurred in the 1950s, as confirmed by A New Dictionary of Italian Anglicisms: the Aid of Corpora. The consequences of this influence can be irreversible, because with the rapid technological development and the introduction of English words into everyday life, we can come to the fact that other languages will consist of more than half of borrowings, which is the reason for the destruction of the language's structure itself.

Verbally responsive input and language development in autistic two- and three-year olds

First Language Acquisition
Rachel Shannon
University of Edinburgh

When parental input follows-in on a child's focus of attention, it can effectively facilitate that child's subsequent language acquisition (Bornstein et al., 1999; Hoff & Naigles, 2002; McCathren et al., 1995; McDuffie & Yoder, 2010; Siller & Sigman, 2002; Smith, et al., 1988). This kind of input, known as parental verbal responsiveness (PVR), provides labels for objects and actions which are immediately salient to the child (Baldwin,

1995; Tomasello & Farrar, 1986; Tomasell
& Todd, 1983). It is also assumed t
decrease the cognitive demands on the chilc
whose typical task of attention shifting i
somewhat relieved (Adamson, Bakeman &
Deckner, 2004; Atkinson & Shiffrin, 1971
Tomasello & Todd, 1983). This is especiall
pertinent where autistic children, some c
whom have deficits in attention shifting, ar
concerned (Bruckner & Yoder, 2007; Haebig
et al., 2013; Mundy et al., 1986). Differen
types of PVR have different impacts o
language development. One such type is th
follow-in comment, which provides lexica
or grammatical information about th
child's focus without demanding
behavioural change. Imagine a child i
playing with a toy car. A parental follow-i
comment might say, "That's a fast car you'v
got!". Follow-in comments appear to predic
an autistic child's subsequent language leve
(Haebig et al., 2013; McDuffie & Yoder, 2010
Siller & Sigman, 2008). Follow-in directive
are another key PVR type, and respond t
the child's focus by asking that they chang
their behaviour. Their effectiveness is les
well-understood: some findings impl
directives
do facilitate acquisition, while others repor
that they fail, have an intermediary effect, o
that their efficiency depends on their forr
(Akhtar, Dunham & Dunham, 1991; Haebi
et al., 2013; McCathren, Yoder & Warren
1995; McDuffie & Yoder, 2010; Siller &
Sigman, 2002; Siller & Sigman, 2008)
Following the example of more recent worl
this study splits follow-in directives into tw
further functional categories: directives fo
language and directives for behaviou
Follow-in directives for language ask th
child to make a linguistic production an
appear to positively predict subsequen
language development in autistic childre
(Haebig et al., 2013). A directive fo
language from our example parent could be

"What colour is your car?". Alternatively, follow-in directives for behaviour ask a child to carry out an action, and appear ineffective in promoting linguistic acquisition in autistic children (Haebig et al., 2013). Our example parent might produce the directive for behaviour, "Push the car to mummy."This work aims to clarify whether the three key types of PVR identified predict receptive and expressive language growth in autistic two- and three-year-olds. Comparisons are made between two sets of parental MCDI reporting which took place six-months apart, and entered into linear regression models alongside count measures of PVR obtained from videotaped parent-child free-play sessions (Fenson et al., 1993). These analyses reveal that follow-in comments are effective in facilitating receptive vocabulary until children reach a certain age, whereas their impact is limited overall for expressive language. Follow-in directives for language also appear to significantly predict receptive language growth, though their impact on expressive language is tempered by higher scoring on measures of autism profiling. Finally, directives for behaviour do not make a significant contribution to either receptive or expressive development, but do appear to moderate some of the negative effects a child's autism profile would exert on receptive development were they not being received. These findings would imply that PVR is going some way to allowing autistic children to overcome the social barriers to language acquisition they face, especially where their receptive language development is concerned. By further investigating and replicating these findings, future work might look to inform interventions aiming to develop linguistic competencies in minimally-verbal autistic children.

Bringing your homeland with you – firs[t] generation migrants´ decision to pass o[n] their mother tongue to their descendant[s]
First Language Acquisition
Dina Stankovic
University of Vienna

Migrations have always been a part o[f] history, especially for people from th[e] Balkan Peninsula. Due to economica[l,] political, or military events, people from th[e] Ex-Yugoslavian republics reached out t[o] many western European countries, hopin[g] they will help them find a peaceful home i[n] the future. One of these countries i[s] certainly Austria – only in 1991, ove[r] 198.000 people from former Yugoslavia[n] countries fled to Austria (Bonifazi, Mamol[o] 2004) , mainly to its capital – Vienna. In th[e] study from 2011, almost 500.000 people i[n] Austria were in possession of Serbia[n,] Bosnian, or Croatian citizenship. (Memi[c] 2012). These people, most of them withou[t] ever encountering with German, in fear fo[r] their lives and with a strong desire to leav[e] those horrible events behind them, mad[e] various decisions when it came to passin[g] the essential part of their heritage to thei[r] descendants – their mother tongue[.] However, their knowledge of German, due t[o] the lack of contact with the Germanspeakin[g] society, remained inadequate. (Wojnesit[z] 2009) Nevertheless, some of them did no[t] encourage their children in keeping th[e] language alive, resulting in them bein[g] semilingual. What my main goal in this stud[y] is, is to find out what major idea hide[s] behind their attitude towards passing o[n] their mother tongue to their children, an[d] what results did it bring. Through [a] questionnaire, structured in a way tha[t] explores their relationship with Austri[a,] their homeland, their children, an[d] themselves, fifty people between the ages o[f] 28 – 68 decided to share their point of view

long after they left the Balkans. My study shows that the majority of people find it really important for their children to understand and speak Bosnian/Serbian/Croatian – almost 90%, although only a bit more than 40% speak only Bosnian/Serbian/Croatian to their children. This also results in the fact that only 35% of children speak only their mother tongue with their parents, and over 20% of children speak only German to one another. 50% of those people whose children do not speak their mother tongue said they feel really sorry because of that. That shows us that, although the integration was successful, nearly half of the participants regret that decision. However, the majority decided to bring the piece of their homeland with them not only by passing on their language but also by keeping the traditions alive.

Indigenous Bilingual Road Signs: A Linguistic Study of Seneca Language Revitalization (CN: discussion of colonialism and linguistic discrimination**)**
Language Revitalization
Anna Taylor
Ohio State University

One of the fundamental types of human rights concerns collective-developmental rights which encompass the rights of minorities to use heritage languages and practices without external interference (Vasak 1977). This protected status is a critical part of language revitalization in which speakers of heritage languages, faced with the encroachment of more socially dominant languages, embark on vigorous revitalization programs to ensure the survival and continued usage of their language. The Iroquoian language Seneca is one such language that currently has four

speech communities and a variety of language revitalization initiatives. To revitalize and reclaim their traditional language, community classes through the Seneca Language Department and the Faithkeeper Language Nest School for young speakers have concentrated their efforts on preserving Onöndowa'ga:' Gawë:nö' otherwise known as the Seneca language (Bowen 2020, Murray 2015). In the public sphere, a recent push by the Seneca Nation of Indians Department of Transportation in fulfillment of the federal Native American Tourism and Improving Visitor Experience Act enacted in 2016 has introduced bilingual road signs for state roads running through indigenous land in addition to many other significant components (Figura 2016). This legislation has paved the way for more public and visible Seneca revitalization in an area whose geographic names are strongly connected to Iroquoian languages including Seneca. These names, applicable to both people and places, have considerable significance to group identity as well as valuable cultural knowledge in terms of embedded connotative meanings that showcase the inadequacy of English equivalents in replacing heritage languages. Through oral histories collected from a prominent Seneca Nation member and language advocate as well as members of the New York State Department of Transportation who were involved with the landmark legislation, this study pursues a contrastive analysis of the public use of heritage languages and the various language revitalization efforts occurring among indigenous and minority communities. As the COVID-19 pandemic threatens already vulnerable populations, heritage languages that have historically been oppressed face a global language crisis that disproportionately harms and disadvantages speakers of heritage and minority languages

(Roche 2020). While government institutions have played key roles in the oppression and stigmatization of heritage languages like Seneca, the NATIVE Act among other legislation has established that these oppressive powers can be wielded in support of indigenous communities and their goals. Through this work on collective-developmental human rights and something as seemingly mundane as the language of road signs, I aim to demonstrate how these signs have important symbolic value and represent an effort foremost by the community to reclaim an integral piece of their culture that they should always have had the right to.

Minimax Feature Merge: The Featural Linguistic Turing Machine

Syntax

Louis Van Steene
University of Cambridge

In Minimalist syntax, linguistic expressions are typically modelled as being 'projected' from a set of lexical items, themselves composed of three independent kinds of 'features' (phonological, syntactic and semantic/pragmatic). The nature of syntactic features has perpetually been confused, as noted by Adger & Svenonius (2010) among others, and yet they remain the foundation of much of syntactic theory. I contest that an alternative architecture may be preferable in terms of explanatory power within the purview of mathematical biolinguistics, as described by Watumull (2012, 2013, 2015). This view combines insights from a range of theories, some of which that on the surface seem incompatible but which crucially overlap; in particular, these are Boeckx's (2014) 'elementary syntactic structures', Distributed Morphology (DM; Marantz, 1997), Nanosyntax (Baunaz et al, 2018), Scheer's

(2020) interface theory, and Watumull'
(2015) linguistic Turing machine. Namely,
contest that, rather than being the drivin
force behind syntax, the lexicon is instea
distributed amongst the interfaces in th
form of non-generative lookup tables, takin
Scheer's view to the logical conclusion, i
parallel to DM. Syntax combines syntacti
primitives I call 'features' freely except a
constrained by the interfaces, eliminatin
what Boeckx calls 'lexicocentrism'. I defin
'features' explicitly, as atomic, arbitrar
('substance-free') computational symbol
comprising the set F with cardinality at leas
one. Following Watumull (2015), language i
considered as a mathematical structure
abstracted from its neurological substrate
This structure is isomorphic to the featura
linguistic Turing machine, in tur
isomorphic to the simples
group-theoretical object, known as the fre
magma. The central motivation to thi
proposal is the concept of optimality a
captured in the minimax principle, in tur
minimising the burden of the innate firs
factor and maximising the role of th
mathematical laws and heuristics tha
comprise the third factor, adoptin
Chomsky's (2005) three-factor model. Th
ultimate aim is to begin to meet th
prerequisites of explanation as defined i
biolinguistics – learnability and evolvabilit
– by formalising a theory of syntax and it
place in the linguistic architecture from th
ground up.

**Storyboards for Semantic Fieldwork
Looking at Ndebele language data from
the Twin Dilemma storyboard**
Semantics
Siena Weingartz & Alice Empson
University of Manchester

Through semantic fieldwork, linguists ca
elicit information about meaning i

language by interacting with native speakers
(Bochnak & Matthewson, 2020). The main
aim is to establish facts about meaning of
utterances—these are typically subtle and
context-dependent (Matthewson, 2004).
One method for data collection is through
the use of storyboards which consist of
picture panels that are matched to a story
told in the contact language. The native
speaker then retells the story in their
language (using the pictures as prompts),
meaning elicitation is more natural and
spontaneous, with little interference from
the contact language (Matthewson, 2011).
Language documentation is vital for
understanding how different languages
construct and encode meaning. Through
researching and analysing the syntax and
semantics of languages (especially those
under-researched/-documented), we gain a
greater understanding of what is possible
within languages, allowing us to compare
and contrast systems (and document
endangered languages). Translations,
language grammars and dictionaries are
inadequate for data collection; they do not
provide direct evidence about meaning, nor
do they return negative evidence (that is,
evidence about what is not possible in a
language). In contrast, linguists can use
different storyboards that target specific
language phenomena to gain a greater
understanding of a language. Last year
(penultimate year of UG Linguistics
programme), we created a storyboard to
target comparison constructions in order to
provide an initial set of data for how a
language encodes the greater-than relation
(Marilyn is older than Verna, for example).
This storyboard follows a father learning to
tell his twins apart, as their mother explains
the twins' differences. Additional elicitation
tasks, such as acceptability tasks, can be
used to return negative evidence based on
initial data collected from storyboards. To

test our storyboard, we used it with a native speaker of Ndebele (Bantu; Zimbabwe) to collect data on the grammar of comparison informing the syntactic and semantic analysis of the comparative and related constructions in the language. See Hohaus and Bochnak (2020) for a recent overview of the cross-linguistic comparison construction research. Looking at the data elicited with the storyboard with an Ndebele speaker, we found that it was a good starting point for collecting a wide range of comparison constructions, allowing us to form an initial hypothesis as to how Ndebele encodes comparison. Follow-up elicitation with individual panels confirmed the dual-strategy of Ndebele when encoding greater-than relations: an EXCEED-type comparative (1a), and a locative comparative (1b).

(1) Marilyn is older than Verna

(a) U Marilyn um-dala u-kwedlul-a u Verna.
1 Marilyn 1-old 1SM-exceed-FV 1 Verna
(Lit.) 'Marilyn is old, exceeding Verna.'
(b) U Marilyn um-dala ku-la u Verna.
1 Marilyn 1-old LOC-1.DEM 1 Verna
(Lit.) 'Marilyn is old on Verna.'

Storyboards can be used in semantic fieldwork to collect language data in a natural, spontaneous manner. Using our storyboard can provide an initial set of comparison constructions in a specific language, offering an insight into the semantic analysis and strategy that a language uses for comparison.

Memory and Neurolinguistic Function in the Deaf
Psycholinguistics / Sign Language
Lydia Wiernik
University of Edinburgh

The Deaf community's relationship with language provides a new angle from which to study the role of phonemic elements in the interaction between lexemes and memory. Departing from a hearing canon and exploring a broader spectrum of language perception and production, we are able to revise questions on and develop insight into cognitive processes that influence Deaf memory. This paper will not attempt to ascertain whether the Deaf or the hearing have better memories. Neurocognitive discrepancies between the groups prevent certain abilities from being compared under the same criteria; the Corsi block-tapping test and the Knox cube test found the Deaf performed better with visuospatial memory tasks, while the hearing performed better on acoustic tests invoking prosodic memory, such as metrical rhymes. But there is no comprehensive "better," only the space afforded by these discrepancies that allows for deeper understanding of neurolinguistic processes in conjunction with memory. To investigate the processes that influence Deaf memory, I compare studies on American Sign Language (ASL) and Japanese Sign Language (JSL). Often, alphabets have an innate connection between orthography and phonology, relying on phonological encoding to build stronger cognitive links. But in languages like Japanese, where logogens build upon each other, that is not the case (Hamilton 412). In Japanese, meaning trumps sound, unlike in the English alphabet. In essence, this is sign language. This comparison finds that when research on memory in the Deaf compared to the hearing is limited to English, the Deaf's supposed deficit is the fault of the English language rather than a lack of phonological information. Linguistic models allow for a detailed understanding of how the brain retrieves information and

adjacently the role of memory within language production. They also can narrow down variables of language-specific stimulus and when and where in cognition they come into play. The current standardized models of language production do not account for an inability to perceive audition. Thus, a separate model must be created to represent language production in the Deaf. This paper will conclude by proposing a new Deaf language production model combining Levelt's (1989) general structure with Grosjean's (2008) phases influenced by Deaf models by Fromkin (1971), Garrett (1975), Butterworth (1979) and de Bot's (2004) bilingual model.

Rayo's Common Sense in Polysemy
Philosophy of Language
T.R. Williamson
University of Cambridge

In the field of linguistics, there is a large body of work investigating linguistic semantics and metasemantics. Popular theories include conceptions of abstract objects qua Fregean senses (see Frege 1892), social rules qua Wittgenstein (1953) truth-conditionality qua Montague (1970) and even mental representations like concepts qua Fodor (1975). The philosophy of Rayo (2013), therefore, produces strange contraposition to this research in its conception of a 'nonlinguistic' semantics where lexical items and utterances do not fundamentally depend upon 'linguistic' meanings. To this end, Rayo advocates for view he names 'Grab Bag Localism' (GBL) composed of two distinct theses: 'the Grab Bag Model' and 'Localism'. The former proposes that language users construct mental domains called 'grab bags' ad hoc and fill them with 'mental items' like memories and general knowledge to licence words' meanings. The latter, put simply,

suggests that all that is required for an assertion to be in good order is for it to succeed in dividing the possibilities that are relevant for the purposes of the assertion into verifiers and falsifiers. One key concept for GBL is a loosely defined cognitive faculty that Rayo calls 'sensitivity to context and common sense' (SCCS). For Rayo (2013), SCCS is what allows two individuals with entirely separate grab bags for lexical items to be mutually intelligible in the same language; SCCS fills in the non-linguistic gaps for us to arrive at linguistic meanings, so to speak. The powers of this faculty are the objects of Rayo's appeals also in the case of polysemy, wherein it is claimed that SCCS has the ability to disambiguate polysemous senses contextually. Taking an approach that might be called the 'experimental philosophy of linguistics', assessing the strength of this particular appeal is the focus of the present paper. By manually annotating 2,761 instances of nine different polysemes from the ARCHER 3.2 diachronic corpus of British and American English, this study shall consider whether SCCS can be said to exist in contexts where an ambiguous polyseme is present, and then whether any change to the function of SCCS might be observable over time. The polysemes to be analysed are: 'hand', 'head', 'door', 'once', 'book', 'run', 'cut', 'stop', and 'court', and were selected on the basis of their frequency in the corpus and whether they had been studied by other researchers before. Tentative evidence for the existence of SCCS shall be offered, although no evidence for any change to the function of SCCS can be presented from data collected here.

Voice onset time in English voiceless initial stops in read and spontaneous speech of Thai students with English as a second language
Second Language Acquisition

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Many studies (Lisker & Abramson 1964, Lisker and Abramson 1967, Kessinger & Blumstein 1997, Yao 200, Smith et al 2015) have shown that values of voice onset tim (VOT), the interval between the burst of stop consonant and the onset of voicing, i initial stops differ among languages and ar sensitive to various factors. Though both fa under the long-lag category of VOT, Tha voiceless aspirated stops have longer VO on average than English voiceless stop (Lisker & Abramson, 1964) and Thai ES speakers tend to produce English voiceles stops with VOT values close to those of Tha aspirated stops, affirming the effect of L1 o L2 (Shimizu, 2011). Among understudie factors that could affect VOT values i speech time. Previous studies on th correlation between time and VOT in initia stops (Grosjean & Miller 1994, Balukas & Koops 2015, Piccinini & Arvaniti 2015) hav concerned spontaneous code-switching s as to examine code-switching as a facto triggering linguistic convergence in dyadi speech, lasting up to 30 seconds. This pape examines VOT values in English initial stop produced by Thai speakers to investigat whether VOT values would vary as speec time elapses without code-switching. Th experiment also includes both read speec and spontaneous speech so as to determin whether the variation is consistent acros speech styles. Six university students with high level of English proficiency whos native language is Thai were selected t perform two tasks. Each subject was aske to give a 7-minute English monologue t obtain long spontaneous speech in the firs task and read a selected long Englis passage to obtain approximately equall long read speech in the second task. VO was then segmented manually and stop

without a clear point of burst were then excluded from the research, resulting in 890 tokens, 367 tokens from spontaneous speech and 523 tokens from read speech. The result reveals that raw VOT in spontaneous speech is significantly shorter than in read speech and no trend regarding VOT and time is found either between speech styles or among places of articulation. The mix-effects model was then used to systemically control the effects of speech rate, place of articulation, following vowel height, lexical items, and speakers. Adjusted VOT values show that VOT values tend to remain constant throughout seven minutes in both speech styles. These findings are consistent with those introduced by Balukas & Koops (2015), whose results illustrate that changes in VOT values level off after a particular point in speech. I then suggest that the proximity of VOT values in this paper to those in Shimizu's study (2011) affirms the effect of L1 on L2 in terms of VOT and that such effect does not amplify over speech time. The marked difference between VOT values in spontaneous and read speech is also in line with previous findings (Baran et al 1977, Chodroff & Wilson 2017) and supports stylistic variation, that is, awareness of speech affects the articulation of stops.

Stylistic Convergence in Contemporary Flash Fiction Stories as a Quantitative Type of Foregrounding
Stylistics
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Flash fiction is a genre of short stories, which has become increasingly popular in the USA and other countries. Flash fiction stories are characterized by brevity and

contain 500-1000 words. By now three collections of stories of 1992, 2006, and 2015 have been published, among th authors are such famous writers as Joh Updike, Grace Paley, Don Shea. These storie are distinguished by expressivenes emotional character, imagery and th realization of foregrounding. The theory c foregrounding is one of the foundations c stylistics. The theory owes much to th Russian formalists and the Prague School c Linguistics. Linguistic aspects c foregrounding are formulated by M.Shor G.Leech, I.V.Arnold. In recent year foregrounding and its realization have bee investigated in the works of suc researchers as J.Douthwaite (2000) O.V.Yemets (2019), and others. Howeve there are only few works on foregroundin in the flash fiction stories. The aim of thi paper is to determine the main types an functions of stylistic convergence, which i the manifestation of quantitative aspect c foregrounding in flash fiction storie Foregrounding is the principle of a literar text organization, which focuses the reader' attention on the pragmatically importan elements of the message (Arnold 2004). C Leech singles out qualitative an quantitative aspects of foregroundin (Leech, Short 2007). The quantitative aspec can be realized by the stylistic convergenc In flash fiction stories, it occupies mostl one or two paragraphs. Nevertheless, it give the texts emotional character an expressiveness. In the story "Justice – Beginning" G.Paley describes th appearance of the mother of a man who ha just been sentenced: She leaned on th witness bar, her face like a dying flower in it late-season, lank leafage of yellow hai turning one way then the other in the breez and blast of justice. Like a sunflower mayb in mid-autumn, having given up on the sun Faith thought (Flash Fiction Forward 2006)

Due to the metaphoric similes and alliteration of the sound [l] the stylistic convergence emphasizes the feelings of pity to the woman. Another type of stylistic convergence is realized in the story "Oliver's Evolution" by J.Updike describing how a weak boy becomes a strong man: You should see him now, with their two children, a fair little girl and a dark-haired boy. Oliver has grown broad, and holds the two of them at once. They are birds in a nest. He is a tree, a sheltering boulder. He is a protector of the weak (Flash Fiction Forward 2006). This convergence includes extended metaphors and parallel structures, which foreground the idea of spiritual strength. All in all I analyzed 30 flash fiction stories, stylistic convergence is present mainly in such strong position as the end of the text. It makes these fragments more foregrounded, and produces a strong emotional and aesthetic effect. Stylistic convergences are used to describe the beauty of nature (R.Carney), express such emotions as pleasure and feeling of love (L.Wilson) and the idea of cultural tolerance (D.Galef) and tolerant attitude towards people in tragic situations (D.Eggers).

The L2 Acquisition of Chinese Classifiers
Second Language Acquisition
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This research explores crosslinguistic influence (CLI) on adult L2 learners' acquisition of Chinese classifiers. Participants were 17 Arabic-, 15 English- and 18 Japanese-L1 students from Egypt, Australia and Japan respectively, who recently completed intermediate Chinese language courses at their home universities. Participants were divided into two groups, non-classifier language speakers (Egyptian and Australian) and classifier language

speakers (Japanese). All were asked to take a Chinese language test that included three written tasks based on a picture description: composition, gap-fillings and multiple-choice questions. A post-test questionnaire was conducted to gather demographic information of the participant and to explore individual differences on classifier acquisition such as learner beliefs and learning strategies. Statistical analysis was carried out by means of R Studio. Results suggest that: 1) Although the statistical analysis suggests that L1 is not a significant predictor of test performance, the Japanese group numerically scored higher than the Arabic and the English groups on the test; 2) the task types are a significant predictor of test performance, with a significant interaction found to occur between L1 and tasks; 3) individual differences are not a significant predictor of test performance; 4) there tends to be a sequential mastery of different types of classifiers. This study takes the position that albeit without statistical significance, similarities between L1 and L2 have the potential to promote L2 acquisition, whereas dissimilarities could hinder it. On top of the L1 effects, different types of tasks interact with the L1, which may shed new light on classifier proficiency from the perspective of language testing. Additionally, individual differences seem not to affect classifier acquisition as a whole (at least in this study). More importantly, the sequential mastery of different classifier types implies a universal sequence of acquiring classifiers, which presents a robust account for the weakness of L1 influence. This study has the potential to uncover the source of the difficulties in classifier learning, which could be a useful reference for the selection of teaching methods and textbook editing.

Poster Presentation Abstracts
Ordered alphabetically by abstract name

Effect of hesitation sound phonetic quality on perception of language fluency and accent
Second Language Acquisition / Phonetics
Tillena Trebon and Melissa Baese-Berk
University of Oregon

Although research shows that pauses are an essential part of a complete linguistic repertoire, second language learners are not taught how to hesitate in their second language. This project informs whether teaching second language speakers how to hesitate in their second language is necessary to achieve perceived fluency and a native-like accent. This project also informs how listeners construct perceptions of accent and fluency. Nonnative speech differs from native speech in various ways, including different pausing patterns such as where, how often, and how long speakers pause between words. There are two types of pauses: filled and unfilled. Unfilled pauses are silent. During filled pauses, speakers make a sound. Different languages use different sounds for filled pauses; this is described as phonetic quality. English speakers often use [ə] ("uh") to hesitate. Spanish speakers often use [e] ("eh") to hesitate. When the phonetic quality of a hesitation sound is consistent with the

hesitation sound used by native speakers, the hesitation sound is "native." A hesitation sound with phonetic quality inconsistent with a native speaker hesitation sound is "non-native." Production studies show that proficiency and speech community influence whether second language speakers produce native or nonnative hesitation sounds. However, no study has investigated the perceptual consequences using nonnative versus native hesitation sounds. This study investigates the effect of hesitation sound phonetic quality on perception of language fluency and accentedness in two experiments. In Experiment 1, participants rate sentences for fluency and accent. In Experiment 2, participants listen to two sentences with different hesitation sounds and choose which sentence sounds more accented and more fluent. Experiment 2 data is being collected and analyzed. Experiment 1 results show that hesitation sound phonetic quality does not impact listener judgements about accentedness or fluency, indicating that listeners do not attend to what sound speakers use to hesitate when making judgements about fluency or accentedness. This project has important implications for language teaching curriculum and for how learners treat pausing when practicing their second language.

Iel, il, or elle? Gender non-binarity in French
Sociolinguistics
Santhoshi Angadipuram Ramanathan
University of California, Davis

In languages with grammatical gender, people who identify out of the gender binary are given two choices: to use the grammatical male/female form or create a third gender-neutral option. With more people identifying as non-binary, there is a need for appropriate forms. My research examines the creation and use of gender-neutral language in French, focusing on social media. I began by gathering data from 5-10 French Instagram accounts that discuss LGBTQIA+ activism to see what changes are being proposed. The most frequent modifications were the use of iel/ael pronouns, alongside canonical il/elle. After pronoun usage, the most common information presented was about making nouns and adjectives gender-neutral. This mostly dealt with the written form, with next to none of these posts mentioning a way to convert this method to spoken French. After observing the writing forms used by most of these accounts, using a period to condense words with both masculine and feminine forms into one is the most common method, which would result in forms like médecin to become written like médecin.e. However, the aforementioned details are not uniform across accounts, causing confusion, and possibly lowering the usage of such writing in online spaces.

Looking at displays of emotions in young children during conversational interaction with their peers and adult supervisors
Conversational Analysis
Emily Devlin
University of Ulster

The study uses Conversation Analysis to focus on naturally occurring intentions. This affords the opportunity to inspect and make observations of the patterns participants are making and what they say and do in the organisation of talk-in-interaction. The data comprises recordings from a television series called "The Secret Life of Four/Five Year old's". This is a documentary-style programme that follows a group of young children as they learn to navigate the world around them. There are Psychologists and Scientists who regularly intervene with their professional opinion explaining the children's behaviour with the help of cameras fitted around the school and playground to capture how the children naturally behave and interact with others. I will look at particular scenarios where the children find themselves on the receiving end of complex emotions; these include disappointment, loneliness, anxiety, anger, inferiority, lack of empathy and fear. Previous research by Wootton (1997) suggests that children learn language as part of their ways to navigate successfully in their world; indeed, by ways of conversational means, they can adjust to different contexts and interactional formats successfully and rapidly. Emotional experiences grow significantly after the age of eighteen months and children can refer to their emotions when they are only three years old (Bretherton & Beeghly, 1992). The emotions the children in my data are feeling are still very new to them and they are probably still unclear as to what they are feeling in particular and why. This is a reason to highlight the importance of observing how they handle their new-founded complex emotions and what they learn from their exposure to carry into their future. Furthermore, traditional research has shown that children are treated as surrogate members when it comes to their emotions (Hutchby & O'Reilly, 2010) and adult's impose their own perspective on the children's feelings rather than taking on board what the children claim to be feeling for themselves. My project thus aims to recognise the children's agency through how they independently handle these complex emotions. The children in my data are given the chance to solve problems and conflicts for themselves, make their own mistakes and learn valuable life lessons. My goal is to provide evidence which shows that young children have both the knowledge and intelligence to do so independently.