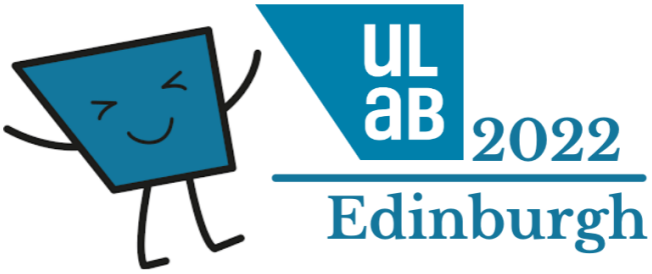

ULAB 2022 Conference Programme

The University of Edinburgh
9th-11th April 2022

Table of Contents

Welcome to ULAB 2022

Welcome to the Undergraduate Linguistics Association of Britain's 11th annual conference. ULAB 2022 is ULAB's first in-person event in two years and our first ever hybrid conference. We are very happy to welcome you to Edinburgh and to welcome all of our virtual presenters and attendees online. We would like to thank everyone who helped make this conference happen, including special thanks to the University of Edinburgh Student-Staff Initiative Fund, the University of Aberdeen Development Trust, the Linguistics Association of Great Britain (LAGB) and the UKRI Centre for Doctoral Training in Natural Language Processing for supporting ULAB.

In this document you will find all the information you need to navigate ULAB 2022. If you have any questions or trouble finding a building please ask a Local Committee member wearing a light blueULAB t-shirt. Please also feel free to contact our Local Chair Caitlin Wilson (+44 7437 53 10 82) or Cliodhna Hughes (+44 7473 56 13 36).

Locations

ULAB 2022 will be hosted using a hybrid model. In person locations will be at the University of Edinburgh, 40 George Square in rooms LG.07, LG.09, LG.11, and Lecture Theatre C. You can find travel directions here. Please feel free to refer to the campus map at the end of this document.

People joining online will be able to do so via MS Teams. You will have received a link to join by email.

Registration

Registration will take place in LG.07, 40 George Square each day. During registration, you will receive your conference pack as well as a ULAB '22 t-shirt, tote bag and attendant's badge. If you wish to be emailed with a certificate of participation or attendance, you may indicate this at the registration desk. At registration, you may also sign up for the annual ULAB book raffle. Please write your full name next to one (1) of the books on offer before 12:30 each day to take part. Winners will be randomly chosen and announced at the close of each lunch break.

Types of talks

At this year's conference, you will find 6 different types of talks:

Presentations	These talks will be presented by current or recent undergraduates and will discuss a variety of topics. Talks will be given in either 15 or 30 minute slots. Short talks will have a 15 minute slot and should aim to last around 10 minutes including time for questions. Full talks will be given a 30 minute slot and should aim to last 25 minutes including questions.
Poster Presentations	Current and recent undergraduates will present posters displaying research on a variety of topics. These presentations will take place simultaneously. Feel free to walk around and ask questions.

Student Presentations	This year, ULAB is welcoming secondary school students to present research on a variety of topics. These will be poster presentations happening simultaneously. These will all be virtual. Please come along ready to ask questions.
Plenary Talks	Plenary speakers will present talks lasting roughly an hour (including question time) on a topic of their choosing relating to their field of research.
Panels	Everyday, there will be a panel of speakers discussing a topic of interest. Panels will be moderated by a ULAB committee member and there will be opportunities to ask questions. Panels will last roughly an hour.
Workshops	There will be two workshops presented by academics. These will be interactive talks focused on teaching a skill. Workshops will last roughly an hour.

Accessibility

Hearing and processing impairments:	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. If you have a hearing impairment please let a Local Committee member know so we can assist you.
Access breaks:	If you require a quiet place to relax and get away from noise you are welcome to use the sofas in the 40 George Square Common Area as well as in LG.07, where the registration team will be on hand to help out and point you to anything you may need.

Catering

Delegates attending in person will receive lunch included in their conference ticket price. Lunch will be provided everyday in the 40 George Square Common area by the sofas from 12:00-13:00. Please only take food from the dietary requirement you selected as we only have certain amounts of each (i.e. if you said you were vegetarian, please do not take a vegan lunch). If you bought your ticket after the 15th of March we are unable to guarantee that we can cater to your dietary requirements however we will do our best to accommodate you.

Photography

The Local Committee and our hired photographer will be taking photos of the proceedings at ULAB 2022. If you do not wish to be photographed, please let us know at registration.

Conference competition

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). You will also be able to vote for your favourite short talk and poster presentation. The prizes for these will be announced at the conference. The link to the voting form is available on our website.

Socials

We will be hosting a social event every day for our in person attendees. These are open to everyone who has purchased a ticket and we hope to see you there for some relaxed fun after a long day of learning. We will also be hosting an **ARTIE SCAVENGER HUNT** around the University central campus. Keep your eyes open when you're walking around campus and try to find all the hidden Arties. If you find an Artie, take a selfie with him. The first person to find all the Arties and to show a Local Committee member their selfies with all of them will win one of the linguistics books from our raffle.

On Monday night we will be hosting a ceilidh in Potterrow which will be open to all so feel free to invite your friends not attending ULAB. They can purchase a ticket here (your conference ticket includes entry to the ceilidh so no need to buy another ticket).

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**.

With special thanks to the University of Aberdeen Development Fund, the Centre for Doctoral Training in Natural Language Processing, and the University of Edinburgh school of Philosophy, Psychology and Language Sciences.

We hope that you enjoy ULAB 2022!

Looking Forward
Giving Back

UNIVERSITY OF ABERDEEN
DEVELOPMENT TRUST

THE UNIVERSITY of EDINBURGH
UKRI Centre for Doctoral Training
in Natural Language Processing

ULAB Committees

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	Kelly Jin
Tech Coordinators	Michael Goessler
	Nicole Chan

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Conference schedule

Saturday 9th April

09:00-09:30	**Conference Registration** LG.07, 40 George Square	
09:30-10:00	**Introduction and welcome to ULAB 2022** Lecture Theatre C, 40 George Square	
10:00-11:00	**Plenary: Filling gaps – building a parsed corpus of Older Scots correspondence** Lisa Gotthard *University of Edinburgh* Lecture Theatre C, 40 George Square/MS Teams Room 1	
	Lecture Theatre C, 40 George Square MS Teams Room 1	LG.09, 40 George Square MS Teams Room 2
11:00-11:30	**1. Pragmatic factors in pro-drop** (Syntax/Pragmatics) Siqi Shi, Edward Maher and Finn Leather *University of Cambridge*	**2. Memes as Means: For the success of Second Language Acquisition in virtual ESL classrooms** (Second Language Acquisition) Thisuri Jaylath *University of Kelaniya, Sri Lanka*
11:30-12:00	**3. Adjective typology: evidence from Nuer** (Syntax) Caitlin Wilson *University of Edinburgh*	**4. Dynamics in acquisition: approaching emergence, generativism and grammar construction with DST** (Syntax) Núria Bosch *University of Cambridge*
12:00-13:00	**LUNCH** For in-person attendees, lunch will be served in the 40 George Square common area.	
13:00-14:00	**Panel: Linguists in Academia - a guide to postgraduate study** Ina Mangold, Brooklyn Sheppard, Yimin Zhang Lecture Theatre C, 40 George Square/MS Teams Room 1	
14:00-14:30	**5. Can we diagnose Covid-19 with speech?** (Phonetics/Computational) Maggie Mi *University of Lancaster*	**6. A Diachronic Study of Regressive Place Assimilation in Eastern Canadian Inuit Apical-Initial Consonant Clusters** (Historical/Phonology) Leah Palmer *University of Cambridge*
14:30-15:00	**7. An exploration of syntactic harmony between the verb phrase and adpositional phrase** (Historical Linguistics/Syntax) Cliodhna Hughes *University of Edinburgh*	**8. Codeswitching in the Pacific Northwest: a sociophonetic analysis of Mexican American speakers in the Yakima Valley** (Sociolinguistics) Diana Davidson *University of Washington, USA*
15:00-15:30	**9. such ✨language change✨: the growing nuances of the sparkle emoji** (Sociolinguistics)	**10. Finding a Common Voice: Phonetic Phenomena Shared between Queer-Identifying Males in L1 Russian and L1 North-American English** (Phonetics/Phonology)

	Beatrix Livesey-Stephens *University of Aberdeen*	Matthew Hale *University of Edinburgh*
15:30-15:45	**11. Exploring sibilants and gender: A lesson from the variation of /s/ production among transgender speakers** (Sociolinguistics/phonetics) Jaidan McLean *University of Oregon, USA*	**12. Why do so few men study sign languages or become sign language interpreters?** (Sign Language Linguistics) Hal Butcher *York St John University*
15:45-16:00	**13. The sociolinguistic variation of the heheo in the town of Loja (Andalusia, Spain): a pilot study** (Sociolinguistics) Eva Aguilera Parejo *University of Grenada, Spain*	**14. On island repairability of Japanese sluicing with non-finite complements** (Syntax) Kazune Sato *University College London*
16:00-16:15	**15. What are the underlying thoughts of hearing people into the deaf world?** (Sociolinguistics) Charlotte Hogard *York St John University*	**16. Coordinating theories of coordinate structures: evidence from Thai** (Syntax) Ariane Branigan *University of Edinburgh*
16:15-16:30	**17. Why are British, Australian and New Zealand Sign Languages considered different languages not dialects of British Sign Language?** (Sign Language Linguistics) Gerda Metsallik *York St John*	
16:30-17:00	**Poster Presentations session -** simultaneous LG.08, 40 George Square/MS Teams Room 1 **Alphabet** Trudy Kalvynaite *University of Edinburgh* **What are the current attitudes surrounding sign names in online Deaf spaces?** Abi Bennett *York St John University* **Relative Clauses in Reading Schemes: How does Children's Comprehension Align?** Rebecca Hunt *University of Sussex*	
19:00-21:00	**SOCIAL: TaskmArtie** Hundreds of years ago, a monumental social event changed the course of ULAB history. Stuck indoors, with nothing but primetime Dave© (other stations are available) television to watch, Cliodhna and Tom birthed an extraordinary idea: TaskmArtie. Based on the hit series “Taskmaster”, led by that headteacher from the Inbetweeners and some other bloke. TaskmArtie dares those brave enough to compete in a series of ULAB-, language-, and linguistics-themed challenges. While being the most fun you can possibly have ever, it also promises comedy, curiosity, and competition! It's the event of the year, not just the conference, so don't miss out! And, of course, we'd love to see you there!	

	Teviot Study, Teviot Row House, Bristo Square

Sunday 10th April

09:00-09:30	**Conference Registration** LG.07, 40 George Square	
9:30-10:30	**Plenary: From Item to System: how cultural evolution creates linguistic structure in an iconic modality** Simon Kirby *University of Edinburgh* Lecture Theatre C, 40 George Square/MS Teams Room 1	
	Lecture Theatre C, 40 George Square MS Teams Room 1	LG.09, 40 George Square MS Teams Room 2
10:30-10:45	**18. Hidden behind a smile: acquisition and societal perception of speech sounds in children with cleft lip and palate.** (Language Acquisition) Emily Shepherdson *University of York*	**19. The deprivative: Evidence from Australian languages** (Morphosyntax) Grace Ephraums and Patrick Daitya *Monash University, Australia*
10:45-11:00	**20. Indecisiveness: The Acceptability of It depends as a Response to Or-questions** (Semantics) Aaliyah Bullen *Swarthmore College, USA*	**21. The Effects and Rates of Interpretive Listening in Time-compressed Speech in Audiobooks** (Psycholinguistics) Wing Yin Ho *University of Edinburgh*
11:00-11:30	**22. The recontextualisation of French gender-inclusive writing: brand activism and the loss of political meaning** (Sociolinguistics) Em Charreteur *University of Edinburgh*	**23. A diachronic study of the pre- and postverbal distribution of prepositional phrases in Latin** (Historical Syntax) Sarah Gordon *University of Cambridge*
11:30-12:00	**24. Complexity and the phonological Turing machine** (Phonology) Louis Van Steene *University of Cambridge*	**25. /s/tylizin' the /s/elf: A First Look into the Concurrent Fluidity of Gender and Language** (Sociolinguistics) Montreal Benesch *Reed College, USA*
12:00-13:00	**LUNCH** For in-person attendees, lunch will be served in the 40 George Square common area.	
13:00-14:00	**Panel: Getting Published** Stephanie Jat, Liam McKnight, Tom Williamson Lecture Theatre C, 40 George Square/MS Teams Room 1	
14:00-14:30	**26. The problematic distribution of the Irish past tense marker d': development of a case of phonologically conditioned allomorphy** (Morphology)	**27. National identity in the context of Brexit** (Discourse Analysis)

	Liam McKnight *University of Cambridge*	Terezija Tia Komarić *University of Graz, Austria*
14:30-15:00	**28. A diachronic study of /p/ in Japanese mimetics** (Phonology) Imogen Lewis *University of Oxford*	**29. Passives in Extended Dynamic Antisymmetry** (Syntax) Evelyn Burrows *University of Cambridge*
15:00-16:00	**Workshop: Puzzle Building** Graeme Trousdale *University of Edinburgh* Lecture Theatre C, 40 George Square/MS Teams Room 1	
16:00-16:30	**30. The role of language in constructing transgender and non-binary identities** (Sociolinguistics) Roma Dhasmana *University of Aberdeen*	**31. Vowel reduction and deletion in Palauan** (Phonology) Yixin Wang *University of Toronto, Canada*
16:30-17:00	**School Poster Presentations session -** simultaneous Lecture Theatre C, 40 George Square/MS Teams Room 1 **EduLang: BiLingual Library** Subhadra Vadlamannati **To what extent does your accent affect your prospects?** Ellie Grimshawe **'😃' Am I happy? Or am I angry?** Aaron Luke Venter	
19:00-21:00	**SOCIAL: Conference Dinner** Come along for a relaxed dinner to meet the ULAB committees and fellow attendees. Please note that dinner price is not covered by your conference ticket. Mosque Kitchen, 31-33 Nicolson Square EH8 9BX	

Monday 11th April

09:00-09:30	**Conference Registration** LG.07, 40 George Square	
09:30-10:30	**Workshop: LaTex Workshop** Nina Markl *University of Edinburgh* Lecture Theatre C, 40 George Square/MS Teams Room 1	
	Lecture Theatre C, 40 George Square MS Teams Room 1	LG.11, 40 George Square MS Teams Room 2
10:30-10:45	**32. Does the pressure to communicate effectively explain differences in iconic strategy between signers and gesturers?** (Sign Language Linguistics) Andrew Tobin *University of Edinburgh*	**33. How does the frequency and type of gesture usage differ during descriptive tasks between bilingual German-English speakers, relative to their home country?** (Bilingualism) Eleanor Streatfield *University of Birmingham*

10:45-11:00	**33. How specific lexical terms have evolved to be associated with different groups, predominantly with reference to Alan Ross's 'Linguistic class indicators in Present Day English' study** (Sociolinguistics) Ella Cunningham *University of Edinburgh*	**35. On the meaning of the preposition 'of': an investigation of its relation with the French preposition 'de'** (Syntax) Chloé Vanrapenbusch *University of Sussex*
11:00-11:30	**36. The Graded Co-Salience Hypothesis for Polysemous Ambiguity** (Pragmatics) T.R. Williamson *University of Cambridge*	**37. "Looks like we've got a problem": A Corpus-based Analysis of Discourse Markers** (Discourse Analysis) Suzy Park *University of Edinburgh*
11:30-12:00	**38. Sources of listening anxiety in learners of German as a foreign language** (Second Language Acquisition) Yoana Dancheva *University of Cambridge*	**39. What's so hard about that? Cross-Linguistic Interaction in Demonstratives** (Second Language Acquisition) Ariane Branigan *University of Edinburgh*
12:00-13:00	**LUNCH - presented by the UKRI Centre for Doctoral Training in NLP** We are very pleased to welcome the University of Edinburgh Centre for Doctoral Research in Natural Language Processing for a lunch and presentation, where we will be joined by Dr Bjorn Ross and Professor Simon King as well as a few current CDT students. Come along to learn about the CDT's NLP programme and ask questions. Thank you to CDT for providing this lunch. Lunch will be served in the 40 George Square common area.	
13:00-14:00	**Plenary: ST Homesign: How an Iranian Family Created a Sign Language!** Seyyed Hatam Tamimi Sa'd *Purdue University, USA* Lecture Theatre C, 40 George Square/MS Teams Room 1	
14:00-15:00	**Panel: Careers outside of Academia** Katie Wilkins, Catherine Tang, Joshua Bailey Lecture Theatre C, 40 George Square/MS Teams Room 1	
15:00-17:00	**Annual General Meeting** Come along to ULAB's AGM where we will be electing next year's committee as well as the location of next year's conference. Anyone with a conference ticket is eligible to vote and run so please come along and help us make ULAB history! Lecture Theatre C, 40 George Square/MS Teams Room 1	
19:00-22:00	**SOCIAL: Ceilidh** We're finishing off ULAB 2022 with a bang! Put your best dancing shoes on and come along for an evening of fun with music provided by the University of Edinburgh Folk Society Ceilidh band! The Venue, Potterrow	

Plenary Abstracts

1. Filling gaps – building a parsed corpus of Older Scots correspondence

Lisa Gotthard
University of Edinburgh

Biography:
Lisa Gotthard is a PhD Student and Tutor at the University of Edinburgh. Her research focuses on syntactic developments in Scots during the time of its anglicisation, i.e. when Scots fell under increasing influence from standard English in the 16th-18th century. This research involves syntactically annotating a corpus of Older Scots, analysis of diachronic syntactic change, as well as investigating outcomes of language contact.

Abstract: Variation and change in syntax is particularly challenging to measure quantitatively, as such investigation requires syntactically annotated (parsed) corpora; a parsed digital corpus allows for retrieval of all instances of a construction or particular word order in a fraction of the time it would take to retrieve the same information by hand. Compared to English, research on syntactic change in the history of Scots has been limited, in part due to the lack of such a resource. In this talk, I will present the new Parsed Corpus of Scottish Correspondence (PCSC), consisting of 270,000 words of parsed data from the Helsinki Corpus of Scottish Correspondence 1540-1750 (Meurman-Solin and VARIENG 2016), and demonstrate the process in turning strings of words into searchable clause tokens by using a combination of automated and manual methods. The PCSC provides data from the 16th to 18th century, a previous blind spot within Scots syntax research despite being a highly interesting time period to investigate; these centuries saw a shift in the relationship between Scots and English, as English started to exert influence over Scots as a more socio-politically prestigious variety – consequently, salient Scots features were increasingly replaced by English ones in writing. Thus, the 16th-18th century marks a period of great change in Scots, as it went from being a more distinct variety on a standardisation trajectory, to the mixed, complicated, variety we encounter in Scotland today. Using the new parsed data from the PCSC, I will present results from two case studies on Scots subject-verb agreement strategies, beginning to fill the gaps in our knowledge of this period.

2. From Item to System: how cultural evolution creates linguistic structure in an iconic modality

Simon Kirby
University of Edinburgh

Biography:
Simon Kirby is a lecturer at the University of Edinburgh and current head of Linguistics and English language. His research focuses on origins and evolution of language, cultural evolution, and bridging scientific and artistic practice.

Abstract:
Human language is striking in the way it exhibits systematic structure at all levels of description, something not found anywhere else in nature. Previous research using iterated learning of artificial languages has shown how systematic compositional structure can emerge through a cultural evolutionary process. However, there are a number of aspects of these experiments that unrealistic. In particular, the initial setup of the experiments is typically a language that is completely arbitrary and unstructured. This is very different from the cases of language emergence we can actually observe in the real world: emerging sign languages. In these cases, the initial state is certainly not arbitrary. Instead, sign languages are thought to emerge from improvised gestural communication that is highly iconic.

Indeed, in recent years there has been a realisation that iconicity is a design feature of all languages, both signed and spoken. How does iconicity interact with systematicity in the cultural evolution of linguistic structure? In this talk I will present a series of experiments that use the artificial sign language learning paradigm to answer this question. I will show that initially holistic iconic gestures get replaced by systematically structured compositional ones as language is transmitted over generations of learners. I will argue that this explains the gradual emergence of segmented manner/path description in Nicaraguan Sign Language, for example. More generally, these results show that communicative strategies that are optimised for conveying individual items are replaced over time by strategies that are optimised for being learned as a system. Linguistic systems are adapted for learnability: the inevitable result of cultural transmission.

3. Homesign: How an Iranian Family Created a Sign Language!

Seyyed Hatam Tamimi Sa'd
Purdue University, USA

Biography:

Seyyed Hatam Tamimi Sa'd is a PhD student in Linguistics at Purdue University, USA. He holds a Master's degree in English Language Teaching and a Bachelor's degree in English Language and Literature. In his doctoral studies, he focuses on the syntax-semantics interface in sign language. He was born to a deaf father and grew up signing what is called a 'home sign language'.

Abstract:

Around sixty years ago in a small village called Sadat Tawaher in southwestern Iran, a man in his early twenties completely lost his hearing. He was now the only deaf person in Sadat Tawaher where neither no one knew sign language nor did they have access to deaf education. The deaf person had not gone to school and thus had no reading or writing literacy, either. All of these factors left the people of Sadat Tawaher who wanted to communicate with him with only one option: gestures. After sixty years, Sadat Tawaher now has a young sign language that I will be referring to as ST Homesign. In sign language research, homesign is the term used to describe gesture-based sign language systems that emerge naturally in families with a deaf individual but with no access to deaf education or sign language (Hill, Lillo-Martin, & Wood, 2018). Considering that the surrounding spoken language, in this case Mesopotamian Arabic (MA), normally influences a sign language in its vicinity (e.g., Fischer, 2014; Meir, Sandler, Padden, & Aronoff, 2010; Nyst, 2007), an interesting question to ask is whether ST Homesign is merely speech signed following the grammar of Arabic or whether it has developed its own grammar independently of Arabic. Based on evidence from different grammatical areas including word order, negation, topicalization, yes/no and wh-questions, conditional clauses, and relative clauses, I argue that, despite its similarities to Arabic, ST Homesign has drifted away from Arabic to create its own syntactic structure over time. Furthermore, surprisingly, ST Homesign's syntax exhibits striking similarities to other fully developed sign languages such as American Sign Language (ASL), probably indicating that sign languages have shared features regardless of linguistic, geographical and cultural boundaries.

Panel Descriptions

1. **Panel: Linguists in Academia - a guide to postgraduate study**
   Ina Mangold
   MSc by Research and PhD in Historical Linguistics at the University of Edinburgh

   Brooklyn Sheppard
   MSc in Speech and Language Processing at the University of Edinburgh

   Yimin Zhang
   MSc in Applied Linguistics at the University of Edinburgh

   Description: In this panel, you will get a chance to meet students pursuing taught and research masters as well as PhDs in Linguistics. The attendees will be able to listen to our speakers talk about their experience with pursuing academia, balancing life and work as a student and the process of completing applications. During the panel, there will be a chance to ask questions as well and make up your mind if pursuing further academia is something just for you!

2. **Panel: Getting Published**
   Stephanie Jat
   Editor In Chief at U-Lingua Magazine, University of Cambridge

   Liam McKnight
   Head of the Board of Reviewers at the Journal of the Undergraduate Linguistics Association of Britain (JoULAB), University of Cambridge

   Tom Williamson
   Editor at the Journal of the Undergraduate Linguistics Association of Britain (JoULAB), University of Cambridge

   Description: In this panel, you will have a chance to gain a unique insight into undergraduate publishing. Stephanie, Liam and Tom will tell you all about U-Lingua and JoULAB, two student publishing initiatives founded by ULAB. You will be able to learn about unique approaches to reviewing, publication, accessibility and diversity, as well as the many opportunities and benefits of publishing as a student. During the panel, there will be a chance to ask questions to the panellists. Come along and see that academic publishing could be something both accessible and perfect for you!

3. **Panel: Linguists in Industry**
   Katie Wilkins
   Speech Therapist

   Catherine Tang
   Editorial Intern of Home Learning Department at Oxford University Press

   Joshua Bailey
   Data Scientist at Relative Insight

   Description: In this panel, you will get a chance to meet Linguistics graduates pursuing careers outside of academia, such as publishing, speech therapy, data science and language technology. From Katie, Josh

and Catherine, you will be able to learn about the next steps after getting a Linguistics degree and finding a Linguistics-related career path you are passionate about. During the panel, you'll have a chance to ask the speakers questions and make up your mind if a career outside of academia is something just for you!

Workshop Descriptions

1. **Workshop: Puzzle Building**
   Graeme Trousdale
   University of Edinburgh

   Description: In this workshop, with the help of academics at the University of Edinburgh, you will learn about one of the greatest mysteries of Linguistics – the art of constructing and solving Linguistics Puzzles.

2. **Workshop: Using LaTeX in Linguistics**
   Nina Markl
   University of Edinburgh

   Description: In this workshop, you will get some hands-on experience in preparing a document in LaTeX using Overleaf. LaTeX can be useful in preparing elegant documents featuring tables, figures, equations and/or multiple chapters. We'll also talk a bit about using reference managers like Zotero within LaTeX. If you have one available, please bring a laptop and make sure it has access to the internet. Don't worry if you don't have one though, we'll be working in pairs.

Presentation Abstracts

1. Pragmatic factors in pro-drop

Siqi Shi, Edward Maher, Finn Leather
University of Cambridge

In some languages (e.g. Italian and Chinese) pronominals in the subject position of tensed clauses do not need to be overtly realised, and this occurrence is referred to as 'pro-drop'. (Baker, 2001). Null-subject languages (NSLs) are traditionally classified into two sub-categories: (1) canonical NSLs (i.e. the Italian type), which has rich inflectional morphology, or (2) radical NSLs (i.e. the Chinese type), with highly isolating morphology (Biberauer et al., 2009).

The phenomenon of pro-drop is typically seen from a purely syntactic perspective, particularly given its role as a hypothesised pimeter within the Principles and Parameters (P&P) approach (Baker, 2001; Rizzi, 1982; Chomsky, 1981), yet only a few attempts have been made to incorporate pragmatics as part of a theoretical account for pro-drop. Yet, it is important to note that pragmatics often plays a vital role both in determining pronominal reference and in recovering the omitted pronominal subject. This paper hence argues for the incorporation of pragmatic factors into any comprehensive theory of pro-drop in order to close these gaps in the current literature.

Previous theories based entirely on syntax and recoverability (Rizzi, 1982) accounts well for pro-drop in Indo-European languages, and even for split ergative languages such as Pashto. However, these theories fail when it comes to radical NSLs like Chinese, and outliers such as Hawaiian.

Huang's (1989) General Control Theory addresses these issues and notably includes pragmatic factors in accounting for pro-drop in Chinese, though generally as a 'fall back option' where there is no viable syntactic explanation. More recent developments (see Neeleman and Szendrői, 2007) use spell-out rules to convincingly produce a theory of radical pro-drop which preserves the 'autonomy of syntax', and which is demonstrably applicable to a wide array of languages.

Despite various efforts mentioned above, we still do not have a holistic theory of pro- drop that is highly analogous cross-linguistically. Syntax-wise, there remains a strong split in explanations of canonical and radical pro-drop languages. However, a closer examination of the pragmatics of null subjects suggests that the nature of pro-drop is remarkably similar between the two sub-types. These include:

- The deictic vs anaphoric function of 3rd person pronouns (Holmstedt, 2021) as opposed to 1st/2nd persons may result in differences in the frequency of pro-drop in Hebrew (Melnik, 2007).
- Omission of pronominal subjects due to pronoun avoidance in Korean.
- A potential link between pro-drop and T-V distinction across all five language families.

With these pragmatic observations, we further propose that accessibility of antecedents can also be partly defined in pragmatic terms, instead of purely syntactic (cf. Ariel 1990). We ultimately conclude that the phenomenon of pro-drop should not be considered only within the boundaries of narrow syntax, but should be positioned on a syntax-pragmatics interface, and that pragmatic factors should receive a more salient position than it currently does in well-formed accounts of pro-drop.

References:
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2. Memes as Means: For the success of Second Language Acquisition in virtual English as a Second Language (ESL) classroom

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With the emergency of the COVID-19 pandemic, virtual teaching and learning have become a new experience for all educators. The closure of educational institutions and the sudden transition from traditional teaching methods to more technology-based approaches create a unique atmosphere for both teachers and learners. Teaching English as a Second Language (ESL) on digital platforms has also become a new challenge for teachers and learners as it is less interesting and engaging. The studies conducted during the pandemic found different technological approaches to enhance the efficiency of ESL teaching and learning on digital platforms. Previous studies identified "memes" as a fun communication tool and a cultural element that is passed from one individual to another. The current study investigates the efficiency of using memes for the success of language acquisition in a virtual ESL classroom. Twenty-five students, as the experimental group, were taught using memes, whereas another twenty-five, as the control group, were taught using the traditional teaching approaches on the online platform. In the experimental group, the teacher used memes to capture learners' attention, to design group activities, to check students' understanding, to introduce new vocabulary, to illustrate grammatical rules, and to make the class interesting and fun. Both classes were observed by the researcher, and both groups were given a vocabulary and grammar test before and after the study. When comparing the class observations (conducted via Zoom) and the results of the pre-test and post-test, it was found that the experimental group was more motivated and engaged during the learning and excelled over the control group. It proved that memes can be used as an effective teaching tool and a fun communication tool, which always creates a unifying topic of humor to provide an interesting space for learners' language acquisition. Further, the interviews (using five questions) with randomly selected learners from the control and experimental groups also revealed the use of memes as a great way to introduce the subtleties of the language, which acts as an engaging tool to promote their learning. The use of memes is believed to make language acquisition more encouraging and interesting in a virtual learning environment. The study offers pedagogical implications for ESL teachers on why they should use effective memes in their remote teaching as a worthwhile tool to facilitate the second language acquisition of the learners.

3. Adjective typology: evidence from Nuer

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Within the study of lexical typology there is a debate as to the class of adjectives. There exist two main theories: first, there is the belief that all languages have (at least) three cross-linguistically universal categories: nouns, verbs, and adjectives (Dixon, 2004). Each category has distinct morphosyntactic properties. On the other hand, there is the perspective that lexical categories cannot be compared cross-linguistically (Dryer, 1997; Hapselmath, 2010). This perspective argues that, cross-linguistically, semantic meaning can be used comparatively but grammatical properties and behaviours cannot.

In this talk, I will present a description of the adjective class in Nuer, a West-Nilotic language of South Sudan, and an exploration into what it means for the existence of a distinct adjective class cross-linguistically. The research conducted consisted of direct elicitation during online sessions with a native speaker. The data gathered was then transcribed and analysed in Praat to determine with accuracy vowel length distinctions and vowel tonemes. This is important because Nuer predominantly uses morphophonological stem alternations to mark case and number in nouns and person, number, and tense in verbs. I have found that adjectives in Nuer can be divided into two categories: most adjectives function like verbs and a small subset pattern more like nouns. The distinction between the two appears to be entirely semantic, with a certain level of animacy differentiating them from adjectival verbs. Indeed, it was not possible to elicit any adjectival noun alongside an inanimate NP without the sentences being considered semantically incorrect or strange. My research focuses on the second type of adjectives: the adjectival verbs. These adjectives behave the most like verbs when used predictably. In this context, the adjectival verb forms the head of an intransitive predicate (literally, 'the man happies'). This differs from adjectives in a language like English that requires the predicative adjective to form a copula case ('the person is happy'). This knowledge thus seems to indicate that there is no distinct adjective class in Nuer but rather that the majority of adjectives belong to a subclass of intransitive verbs. While my research was predominantly based on the Lou dialect of Nuer, I have endeavoured to corroborate my findings with other dialects and, where possible, related languages. Therefore it is likely that my descriptions hold true across the language and can accurately inform the discussion into the existence of a cross-linguistic adjective class.

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4. Dynamics in acquisition: approaching emergence, generativism and grammar construction with Dynamical Systems Theory

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Any theory of language acquisition logically calls for a theory of the development and the epistemological foundations of individual grammars, yet the exact manner with which grammars emerge has been perennially debated (see Bavin, 2009, for a review). Against this background, this talk advocates for the potential of a Dynamical Systems take on grammar construction and generative grammar. I assume here Chomsky (2005)'s Three Factors approach, as well as neo- emergentist approaches to language variation, which put forward a radically impoverished Uni- versal Grammar (Biberauer, 2011's, et seq., Maximise Minimal Means model; cf. also Ramchand and Svenonius, 2014; Wiltschko, 2014, 2021). Taking as a point of departure a maximally poor set of starting conditions (Universal Grammar) and the assumption that there exists a third-factor principle that aims to maximise minimal means, I then show how Dynamical Systems Theory (DST) naturally complements these perspectives on learnability and offer one possible theoretical implementation of DST in this context. The suggested architecture attempts to relate acquisition, cognition and representation explicitly: symbolic dynamics and contextual emergence analyses of DST allow us to interrelate, both metaphorically and topologically, (i) acquisitional dynamics, (ii) conceptual spaces (à la

Gärdenfors, 2000, 2014) and (iii) the representational system being de- rived from these interactions. Finally, it will be argued that drawing together systems theory with neo-emergentism provides innovative tools and means with which to shed new light on the con- tent of UG, the three factors of language design and perspectives on featural and representational systems.

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5. Can we diagnose Covid-19 with speech?

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On 11th February 2020, the World Health Organisation (WHO) announced, "Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)", as a disease and later labelled the outbreak as a global 'Pandemic'(Organization, 2020). Consequently, measures such as national lockdowns and social distancing rules were introduced around the world in attempt to contain such a transmissible disease (Singh & Singh, 2020). Arguably, the most reliable long-term protection against COVID-19 lies in prevention and deterrence of the disease as opposed to remedy and absolute antidotary solutions.

In the recent decade, scholars have been exploring the use of speech to aid diagnosis of illnesses. For example, soft and breathiness in speech, resulting from the lack of control of vocal tract, is a plausible trace to Parkinson's disease (Brabenec, Mekyska, Galaz, & Rektorova, 2017); prosodic features such as rhythm, tone, pitch...etc. have been known to relate to conditions such as "post-traumatic stress disorder, traumatic brain injury, and depression" (Brown et al., 2020, p.1). Thus, it is plausible that speech can be used as a biomarker for illness diagnosis.

Therefore, in this project, I aim to build a diagnostic tool for COVID-19 detection based on speech data and carry out socio-phonetic experiments on these models. As the coronavirus is a respiratory disease with symptoms that prompt pulmonic paralinguistic sounds, such as coughing, wheezing, and voicing, it is predicted that these features will have acoustic significances and patterns that can be used to train two Machine Learning models, namely, a Convolutional Neural Network (CNN) and a Multilayer Perceptron (MLP). Such a technology is not only portable and requires less time to output results, but it will also reveal speech features that are affected by COVID-19 that yet remain unexplored. Furthermore, the existence of such a system in hand with laboratory testing would be a life-saving resource for economically developing areas of the world that cannot afford modern medical resources, such as RT- PCR test kits and vaccines.

Importantly, the majority of the literature surrounding this area often overlooks the (socio-)phonetic/linguistic foundations of the analysis (Banerjee et al., 2019; Brown et al., 2020). Therefore, what makes this research truly original, is the sociophonetic experiments

that will be tested on the system. These include, exploring which vowel carries the most 'COVID-19 information', the allophonic composition contribution to classification and whether anatomical differences due to gender, i.e., males having longer vocal tract (VT) length than females, would lead to significant differences in results. Rather than contributing the shortcomings of the system to algorithmic solution designs, it is just as important to consider VT anatomy and articulatory phonetics, to better understand what the data can reveal about speech production in COVID-19 patients.

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6. A Diachronic Study of Regressive Place Assimilation in Eastern Canadian Inuit Apical-Initial Consonant Clusters

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The Inuit language, part of the Eskimo-Aleut language family, is a polysynthetic language spoken by indigenous Inuit people across Alaska, northern Canada, and into Greenland. More conservative, western dialects of Inuit allow heterogenous consonant clusters, but in dialects of Inuit spoken in eastern Canada, heterogenous consonant clusters have assimilated. Previous research has focussed on constructing a sociological explanation for assimilation of velar-initial and bilabial-initial consonant clusters, which happened within the last century. The assimilation of apical-initial consonant clusters, thought to be sometime within the nineteenth century, is generally understudied, with no clear timeline of, or explanation for, the change. This is possibly because the Inuit language has no historical written tradition, so examining language change before the twentieth century relies on rare wordlists and vocabularies preserved in online and physical archives.

This paper attempts to establish a more precise timeline of when apical-initial consonant clusters were lost in eastern dialects of Inuit, and to explain why they were lost much earlier than other consonant cluster types. To do this, ten contemporary vocabularies of the Inuit language dating from the late sixteenth to late nineteenth century are examined. These vocabularies were written by a variety of people, from whalers working on whaling ships in the Arctic, to famous explorers, to European naval officers. Some of these sources, accessed directly from historical archives, are new to the literature and have never been examined before for a study of the Inuit language. From these sources, it is possible to conclude that apical-initial consonant clusters started to assimilate in the Nunatsiavut dialect of Inuit spoken in Labrador by the year 1800. This early change was driven by both the low frequency of apical-initial consonant clusters compared to other cluster types, and by the inherent phonetic properties of apical-initial consonant clusters that make them more prone to regressive assimilation. This paper also finds that, when analysed critically with focus on their background and social context, historical vocabularies created by non-native speakers can be a useful tool for studying

change in languages with no historical written tradition. Overall, the paper combines historical linguistics and phonology with an in-depth analysis of new historical sources to add to our growing knowledge of the Inuit language, and to address the wider question of what sources we can or should use in historical linguistics.

7. An exploration of syntactic harmony between the verb phrase and adpositional phrase

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Languages differ widely from each other, yet there are a number of typological regularities which hold across languages (eg. Greenberg, 1963). One such regularity is the tendency for dependents to consistently come on one side of the head of the phrase, across phrase types. Languages which have this property are said to be harmonic. I investigate a particular instance of harmony, specifically that between the verb phrase and the adpositional phrase. Previous work has suggested that this type of harmony could be a product of the historical tendency for adpositions to derive from verb phrases or from genitives, in a process which preserves linear order (Moravcsik, 2010). Research using experimental methods, on the other hand, has found some evidence for a cognitive bias for cross-category harmony using the artificial language learning paradigm (Zhao & Fedzechkina, 2020; Wang, Kirby, & Culbertson, 2021). Zhao and Fedzechkina (2020) only find such evidence in the postpositional condition, but this is likely due to the fact that there is a baseline preference for SOV for the type of events stimuli used in their experiments (Goldin-Meadow, So, Özyürek, & Mylander, 2008; Schouwstra & de Swart, 2014), which competes with the harmony bias, preventing the effect from being demonstrated in the prepositional condition. Secondly, in both Zhao and Fedzechkina (2020) and Wang et al. (2021), the items used in the test phase shared elements with those used in the training phase. It is therefore possible that participants used surface level rules in their responses, (eg. the word for table always comes last) rather than a more general syntactic rule (eg. the head comes before the dependent).

Therefore, I firstly aim to identify whether there is a baseline preference for either prepositions or postpositions using a silent gesture perception paradigm (experiment 1). I then test whether cross-category harmony can be found using silent gesture perception methods combined with artificial language learning, using statistical methods to compare the results with any baseline adpositional order preference potentially found in experiment 1, in order to avoid the issues found in previous studies (experiment 2). Finally, I test whether we still find evidence of a cognitive bias for harmony when the elements in the test stimuli are entirely different to those in the training stimuli (experiment 3). The results of these experiments will give us more of an insight into why cross-category harmony is so prevalent in language.

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8. Codeswitching in the Pacific Northwest: a sociophonetic analysis of Mexican American speakers in the Yakima Valley

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Numerous works (Poplack 1980; Myers-Scotton 1997; Muysken 2000; Torres Cacoullos and Aaron 2003; Aaron 2015) have shown that bare noun phrase insertions are most frequently codeswitched. Blom and Gumperz (1972) defined metaphorical codeswitching as constituting language switches that relate to types of topics of conversation. Chicano English is a sociolect of English that can have influence and/or incorporation from Spanish at many levels of the grammar (Fought 2003). While studies have focused on English-Spanish codeswitching in New York (Poplack 1980) and Southern California (Fought 2003), little work has been done on codeswitching in the Pacific Northwest. The Yakima Valley in Eastern Washington has a long, rich history of Mexican Americans living in the area, forming a sizable part of the community since the 1930s (Gamboa 1981). By using conversational speech data from the larger Pacific Northwest English (PNWE) study, I examine potential phonological incorporation of Spanish phonetics –– in utterances where codeswitching occurred –– in otherwise English speech. I look at the variation of /ɛ/ and /eɪ/ on stressed syllables and look for potential monophthongization of /eɪ/ in English, along with phonological incorporation of Spanish allophones of /t/ (e.g. apicodental [t̪]) in sentences that exhibit codeswitching. This study hypothesises:

1) English-origin words with /eɪ/ in the same sentence as a codeswitched token undergo monophthongization;
2) English-origin words with /t/ in the same sentence as a codeswitched token become apicodental;
3) nouns are the most frequently codeswitched item; and
4) topics of conversation highlighting the speakers' ethnic identity pattern with codeswitching (Fought 2003).

I used conversational speech data from 13 speakers in the PNWE corpus, all hailing from the Yakima Valley. All tokens were coded auditorily and acoustically in Praat. Four speakers codeswitched and had words with /ɛ/ or /eɪ/ on stressed syllables more than once in their data. Three of those speakers raised /eɪ/ to the typical vowel space of /i/, exhibiting clear upgliding; /eɪ/ in codeswitched sentences rarely underwent monophthongization. However, there were overlaps between Spanish and English productions of [ɛ] in codeswitched sentences, showing potential evidence for phonological incorporation of Spanish in English speech. There were 67 tokens of /t/, including Spanish and English words that contained /t/ word-medially or word- finally in a codeswitched sentence. While eight speakers often used [t̪] in Spanish words, there was little incorporation of Spanish allophones of /t/ in English words in a codeswitched sentence. Consistent with previous work (Poplack 1980; Myers-Scotton 1997; Muysken, 2000), most Spanish-origin words in the interviews were nouns (55/62). Within seven topics of conversation I deduced from the interviews, conversations about language features, family history, and leisure elicited the most Spanish-origin words. The use of Spanish-origin words in spontaneous conversation highlights the cultural significance of Spanish –– and the impact Mexican Americans have –– in the Yakima Valley. This study alone cannot conclude whether the English that Yakima Valley Mexican Americans speak can be

classified as Chicano English; more variables need to be examined to conclude possible influences of speech from the Anglo Yakima population, the Indigenous Yakama population, or other groups.

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9. such ✨language change✨: the growing nuances of the sparkle emoji

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According to Emojipedia (2021), almost one in every 100 tweets now contains the sparkle emoji. It has continued to steadily grow in popularity, but how and why exactly has it beat out the smiley face? Why have three stars become so popular? And what exactly does the sparkle emoji mean? In this research, I analyse the sparkle emoji through a historical and sociolinguistics lens, and explore its differing meanings and how they came to be across various social media. The sparkle emoji is in its prime as a focus marker while still allowing straightforward positive-oriented communication due to its lack of association with physical paralinguistic features, many reasons for which are rooted in its past in Japanese anime and manga, and religious connotations attached to stars and sparkles.

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10. Finding a Common Voice: Phonetic Phenomena Shared between Queer-Identifying Males in L1 Russian and L1 North-American English

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With the exponential rise in online platforms such as YouTube and Instagram, as well as the Russophone equivalents: RuTube and VKontaktie (or 'In Contact'), more and more queer-identifying males are finding their passions, communities, and their voice. It is through this recent emergence of widely-available recordings of queer-identifying Russian males, that we can now closely analyse the speech of such speakers in a descriptivist manner. In this project, the aim was to see if similarities can be drawn between the phonetic phenomena in L1 Russian and L1 North-American English speakers who self-identify as queer males. This research uses the analysis of pre-recorded interviews (excerpts of casual speech) as data in order to draw comparisons between indexically phonetic phenomena of "gayspeak" found in the speech of queer-identifying men in Russia and North America. In particular, this project focuses on glottalization and high rising terminals (i.e. "upspeak"). Across both phenomena, significant similarities between the varieties of these two languages have been found. This indicates that queer-identifying males across the two different languages bear similarities in their speech. The data of this project alone cannot indicate the explanations for these similarities. However, with access to older speech recordings of queer-identifying Russian males, linguists can begin to speculate whether these similarities are apparent due to internal or external factors - which are, in turn, creating a "common queer voice".

11. Exploring sibilants and gender: A lesson from the variation of /s/ production among transgender speakers

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The variation of sibilant consonants is a well-studied topic in sociolinguistics, with previous studies showing variation across social axes of gender, sexuality, class, race, and region (e.g. Campbell-Kibler 2007; Levon 2007; Pharao et al. 2014; Podesva & Van Hofwegen 2015; Stuart- Smith 2007). More recently, scholars such as Zimman (2017) have raised questions about the social patterning of sibilants in regard to gender and speech production, given that the primary focus of gendered sibilant variation has been analyzed with only cisgender identity in mind. Using sibilant productions among transgender men and transmasculine people, Zimman (2017) discussed the social origins and implications of gender identity and gender expression on /s/ variation. The purpose of this study is to build on this recent research to explore how gender identity and expression influence sibilant production in a sample of transgender women and transfeminine speakers. As part of an undergraduate honours thesis, this study specifically attempts to address the following two questions regarding sibilant production, specifically /s/: What type of variation are present in the speech productions in the sample of speakers, particularly regarding the phonetic details of sibilants? How does speaker identity influence the patterns for these speech features? Sociolinguistic interviews are used to elicit natural sibilant production, then an acoustic measure and analysis is to be conducted, focusing on the frequency centre of gravity as characterised in sociophonetic research (Thomas 2011, Kendall and Fridland 2021).

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12. Why do so few men study sign languages or become sign language interpreters?

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This research project looks at the question 'why do so few men study sign languages or become sign language interpreters?' and provides answers to this question as well as recommendations as to how more men can be encouraged to pursue the career of sign language interpreting. The 2021 census for sign language translators & interpreters in the UK, by the Association of Sign Language Interpreters, found that 82% of registered interpreters in the UK were female. The literature has shown there are many different reasons for sign language interpreting being a majority female profession, such as: the traditionally low wages of the profession, the lack of career progression and men are less likely to enter a female dominated field. While there is research investigating interpreter experiences in ASL (McDermid, 2008 and Macdougall,2012) and Finnish Sign Language (Valentin 2019), there is a gap in research that looks at the experiences of male interpreters, and as a result, this project looks at this through a minority-male perspective. This study analysed the results of two qualitative surveys, the first was completed by sign language interpreters and found that that the answer to the proposed question is not clear-cut that it is an 'issue with many layers'. The second survey was completed by university students on language courses and showed that exposure to a language is critical for developing interest and that for many people this largely takes place in schools. The study finds two over- arching themes. The first is that BSL and it is accompanying interpreting are viewed differently to other languages and interpreting professions, due to the deaf community being viewed by wider society as disabled. The second is a reduction in the prestige of sign language interpreting due to the feminisation of the profession and it being considered a 'gendered' role. The project concludes by stating that incorporating sign language into school curriculums will increase the exposure of young people to sign language and may influence the number of those who choose to become interpreters. As well as, that use of male privilege to enhance the promotion of deaf culture and sign languages to a hearing society which in turn will mean that they are seen as more valid career choices.

13. The sociolinguistic variation of the heheo in the town of Loja (Andalusia, Spain): a pilot study

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The present piece of research on sociolinguistics is focused on the heheo in the town of Loja (Andalusia, Spain). In other words, the weakened articulation of the Spanish /s/ and/or // phonemes at the beginning of the syllable. It is hypothesised that the heheo is not a phonetic feature only used by "uneducated" speakers, but it is present in all the local population's speech regardless of the speaker's level of education. A main goal is proposed: to analyse which sectors of the population include this

feature in their speech by determining which sociological factors influence the manifestation of this phonetic feature. The present study's intention is to provide new information about this under analysed and stigmatised phonetic feature, which constitutes itself a research gap. After all, this piece of research intends nothing but to contribute to a deeper understanding of the Andalusian dialect in order to recognise and dignify all its richness and heterogeneity.

A synchronic study on this Andalusian phonetic feature has been conducted by following the sociolinguistic methodology, which is based on data gathering on the ground through recorded interviews with local informants. The base corpora is formed by 1104 cases of realisations of // and /s/ (dependent variable) by 18 different local informants. The statistical analysis of the dependent variable has been conducted by taking into account three social variables: sex, age and level of education. The results of the statistical analysis show that the sample is characterised by the wide representation of the non-distinguishing variants (77.1%) such as the ceceo and heheo versus the /s/-/θ/ distinction (22.9%). The highest rate corresponds to the ceceo (39.8%), the dephonologization of /s/ and/or /θ/ in favour of /θ/; followed by the heheo (35.5%), which is present in all the population sectors. After interpreting the results, it can be concluded that our hypothesis is correct: the heheo is a transversal phenomenon that does not depend on the speaker's socioeconomic background. Thus, the main prejudice that surrounds the heheo is dismantled. It has also been concluded that: (1) The ceceo is the most common norm regarding the pronunciation of /s/ and /θ/ in the town of Loja. (2) The interest in the distinction of /s/-/θ/ is recent. Therefore, Loja would not be converging towards this distinction tendency, unlike the rest of Eastern Andalusia. (3) Men and women do not behave the same way when pronouncing /θ/ and /s/ at the beginning of syllable. (4) The diachronic evolution of the non-distinguishing solutions suggests that the heheo could find itself in an expansion process, while the ceceo would be immersed in a regression process.

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14. On island repairability of Japanese sluicing with non-finite complements

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English sluicing is commonly analysed as a syntactic operation involving wh-movement followed by TP-deletion. For Japanese, which is a wh-in-situ language, due to its inability to explain the optional presence of copula, the wh-movement approach has heavily been criticised and theorists have instead opted for assimilating the underlying structure of the ellipsis site to

that of a reduced wh-cleft. Takita (2009), however, reported that a specific variant of Japanese sluicing, that is, one with non-finite 'control' predicates that cannot select a copula as its complement, should be treated as an instance of genuine sluicing in Japanese. One of the three motivations for this claim is that his examples (labelled SLC_{NFC}), unlike the traditional examples of Japanese sluicing (labelled SLC_{FC}) presence of 'island repair' effects. The study explores this apparent discrepancy with regards to the island sensitivity of Japanese sluicing, which I believe had largely been ignored and understudied in subsequent literature. Crucially, with additional novel examples whose meaningful interpretation necessitate syntactic island violation, I will show that island cannot still be repaired even in SLC_{NFC}, contrary to what Takita reports. Whilst this at first appears to be problematic to Takita's account, nevertheless, my informants also mostly replicated his judgements for his other two observations: (i) clause-types, and (ii) P-stranding. Taking this into consideration, I will suggest that the commonly acknowledged assumption that sluicing repairs islands might potentially need to be challenged, and at least for Japanese, it will have to be questioned.

15. What are the underlying thoughts of hearing people into the deaf world?

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The present day context of perceptions towards the deaf community faces many oralist dispositions, which may alter how people behave towards deaf people, and how they interact with the deaf community. There is not a wide range of discourse surrounding this topic area, meaning that people do not have access to information surrounding the deaf community. The discourse that is available either promotes the 'cure' for it or details the history of the deaf community and its culture. It is knowledge of deaf history which may shift perceptions of the deaf community. If people have background knowledge of the history surrounding oralism and how it has shaped the modern day perspective of the deaf community, people's perceptions may change.

In an attempt to uncover any underlying thoughts of hearing people towards the deaf community, I have used a word association norms test and included stimulus words which I deemed relevant in context of the deaf community. To collect data from the word associations norms test I have used six people who classed themselves as hearing signers, and six people who identified as hearing non-signers, all of whom were students and read aloud the word association list to participants. Classification for hearing signers was outlined on the consent form I provided to participants. This was participating in a formal course of BSL, coming from a CODA background, or having deaf relatives or friends.

The results revealed a mixed view of the deaf community. Not many of the stimulus words produced common answers, and the common answers that were found all shared consistently low percentages. The set of findings suggested that little is known about many aspects of the deaf community, and that there was a large collective gap in people's frameworks. The use of the two separate groups may be responsible for such low percentages and the diversity of results. Therefore, outlining how opinions differ between people who possess knowledge to a certain degree surrounding discourse of the deaf community, compared to those who may not have been exposed to the same discourse. I feel that further research needs to be carried out in order to reveal a clearer glimpse as to the frameworks of a wider population. I also feel that a more diverse population should be researched. Other variables of the sample could be different ages and different educational backgrounds.

16. Coordinating theories of coordinate structures: evidence from Thai

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Since Ross' seminal work on coordination in 1967, a great deal of attention has focused on trying to explain the patterns we see in what can – and cannot – be extracted from these structures. Attempts to explain them through a lens of either syntax (e.g. Ross, 1967, and Gazdar, 1981) or discourse (e.g. Lakoff, 1986) alone have proved to be problematic. There is, however, a promising new theory developed by Altshuler and Truswell (in press) unifies both perspectives; unfortunately, it suffers from a lack of cross-linguistic data. I will provide cross-linguistic evidence for this theory by taking evidence from Thai to show that the authors' predictions around the status of adjuncts as weak islands and topical material can account for patterns of grammaticality and ungrammaticality when extracting from coordinate structures.

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17. Why are British, Australian and New Zealand Sign Languages considered different languages not dialects of British Sign Language?

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Deaf communities in the United Kingdom, Australia and New Zealand use British, Australian and New Zealand Sign Languages respectively. Many publications explain the similarities between the languages, as their historical backgrounds are closely related. The three sign languages have one common parent language – British Sign Language. Therefore, it is understandable why there are many similarities between the sign languages and why they are often thought to be dialects of one language instead of being three different languages. Nevertheless, three different sign languages have emerged from their common ancestor despite their close resemblance.

As sign language phonology is a rather new field of study, there is a lack of literature on the topic. This prompted the idea of conducting phonological analysis on different signs from British, Australian and New Zealand Sign Languages. This research project intended to research why the three sign languages are considered different languages not dialects of one language. This was achieved by conducting phonological analysis on five sets of words and comparing the phonological differences between the three sign languages and why these variations have appeared.

I have used Stokoe's notation system to annotate the signs and compare their varying parts. I have found that despite having similarities, the signs differ significantly on their phonological level. Various publications on defining language and dialect were used to conclude the reasons for the variances. In addition, knowledge on the historical background of the languages helped to reason the historical lexical and phonological differences.

This project proves statements from numerous authors why the three sign languages and their lexicon or phonology differ despite having only recently separated from each other. Even though British, Australian and New Zealand Sign Languages have phonological similarities, they are still considered different languages as they are not completely mutually intelligible.

18. Hidden behind a smile: acquisition and societal perception of speech sounds in children with cleft lip and palate.

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Cleft lip and palate (CLP) is a birth defect causing the upper lip, hard palate and/or the soft palate (the velum) not to fuse together correctly in the womb. It is the most common facial birth defect in the UK affecting 1 in 700 infants (NHS, 2019). Though there is much research into the effects that this has on an infant's ability to breastfeed, there is very little on the effects it has on a child's speech sound acquisition. Particularly, how speech and language therapy (SLT) supports a child in reaching a similar intelligibility as their non-CLP peers. It is suggested that a child with CLP that has undergone SLT intervention should have "good quality, intelligible (understandable) speech by age 5-6" (CLAPA, 2021). I explore the validity of this claim utilising pre-existing knowledge on phoneme acquisition, as well as gathering the general public's view on CLP through a perception study. The sounds I base this research on are fricatives, plosives and affricates. These are the sounds that are predominantly affected by CLP as they require a degree of closure in the oral cavity in order to be produced which is often lost through the air escaping through the palate and out from the nasal cavity.

The data for this study was collected from a questionnaire distributed via social media. It asked that participants have no known hearing loss and that they be either L1 or fluent L2 speakers of English. The questionnaire asked participants to listen to single word audios of multiple Scottish children and offer a transcription, a 1-5 intelligibility rating and asked whether they believed the child to have CLP.

Using a basis of a control group, I used prior research by Flipsen (2006) which gave a percentage for the expected intelligibility of typically developing children at age 4 (which is the beginning of the age range of the child speakers in the audios presented). I then compared this to a study by Gordon-Brannan & Hodson (2000) which suggested a percentage intelligibility which, if a child fell below this, indicated the presence of a speech development disorder. Overall, I discovered that the idea that a child will have developed good quality and intelligible speech by the age of 5-6 years after SLT intervention is not entirely accurate as the CLP childrens' average intelligibility still indicated a lag in speech development.

From a social perspective, I also discovered that much of the general public has a relatively poor understanding of cleft lip and palate. This suggests that further education is required. Though CLP is a physical defect which can be seen to the eye and so treatment often begins quickly, these findings also suggest that there is little understanding of speech development disorders as a whole. If this is the case, adults may not be able to identify when a child requires SLT intervention in cases of less prominent speech issues.

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19. The deprivative: Evidence from Australian languages

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Within Australian languages, nominal modification is widely found (e. g. Dench & Evans, 1988; Dixon, 2002; Nordlinger, 1998; Simpson, in press). We contend a crosslinguistic criteria for an underlooked nominal modifier, the DEPRIVATIVE, based on evidence from five Australian languages. These are

Yankunytjatjara (Goddard, 1983), Gooniyandi (McGregor, 1990), Wanyjirra (Senge, 2015), Yuwaalaraay and Gamilaraay (Giacon, 2014).

Despite being identified in at least these individual languages, the deprivative has received little recognition in existing studies of negation strategies in Australian languages (e. g. Dixon, 2002, p. 81; Phillips, in press). Nose (2006) offers some recognition of the deprivative in a broader discussion of case, but there is a paucity of dedicated study in comparison to other established types of nominal negation. Hence, our study is the first to comparatively analyse the DEPRIVATIVE. From our initial analysis, we propose the following formal criteria -

Minimal syntactic criteria:

a) A nominal modifier (i.e. a morpheme that can modify nominals). Not to the exclusion of modifying items other than nominals.

Minimal semantic criteria:

a) Has the function LACK - denotes absence the nominal referent it is modifying (for example: [food-DEPRIV] encodes the absence of food) and;

b) Has the function REASON - indicates that LACK motivates the actions denoted by the main verb (for example: [food-DEPRIV] in a construction in which the main verb is [die] encodes death due to the absence of food).

Similar nominal modifiers encoding LACK exist and have been subject to some study: the privative (Phillips, in press; Saulwick, 1996), caritive (Kozhanov, 2019; Oskolskaya et al., 2020; Rudnitskaya, 2020) and absessive (Hamari, 2011; Miestamo et al., 2015). However, the DEPRIVATIVE is unique in also encoding REASON, and has received little to no comparative attention.

Drawing our data primarily from reference grammars, we seek to semantically and syntactically distinguish the deprivative from other established linguistic categories, particularly those in nominal negation. After establishing a robust comparative definition, we will conduct a survey, including languages within and outside of Australia, with a focus on language families that are known to have caritive, absessive, privative or related nominal categories, in order to compare and contrast those categories. We aim for this work to facilitate future comparative study of this under-examined linguistic category, and inform the broader typological understanding of nominal negation.

Keywords: deprivative, negation, Australia, morphosyntax, typology

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20. Indecisiveness: The Acceptability of It depends as a Response to Or-questions

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Conversation between even the most effective interlocutors can contain points of uncertainty and indecisiveness, but we propose there are some situations in which this indecisiveness can be unacceptable. An example of this is shown in (1), an adjustment to a common conversation between a store cashier and a paying customer:

(1) a. Do you want to use either cash or credit?
b. ? It depends.

In this paper, we defend the use of 'it depends' as a sign of indecisiveness and explore how and when speaker B's response in (1) can be semantically anomalous. We standardise ineffectiveness as conversational moves that lead to the disobedience of conventions regarding talk exchanges. The conventions in our discussion will primarily include the Gricean maxims of quantity and quality. Through this discussion, we will investigate and identify specific contexts during which 'it depends' is acceptable and unacceptable.

We reason that when an interlocutor responds with it depends, they are expressing an uncertainty caused by the variation of their answer depending on the situation. To better understand the meaning conveyed when an interlocutor responds with it depends, we can look at the entailments of the response. Entailments will be defended through conducted cancellation tests.

We can draw an example of the meaning from the conversation introduced in (1) with no creed to the acceptability or otherwise of the response. Statements (2) and (3), show below, are generated entailments of Speaker B's response:

(1) a. Do you want to use either cash or credit?
b. It depends.
(2) There are situations where I want to use cash.
(3) There are situations where I want to use credit.

To conduct the cancelation test, we generated sentences (2a) and (3a), which are conjunctions of Speaker B's response and the negation of the entailments in (2) and (3), respectively:

(2) There are situations where I want to use cash.
(2a) # It depends and there are no situations where I want to use cash.
(3) There are situations where I want to use credit.
(3a) # It depends and there are no situations where I want to use credit.

We claim that (2a) and (3a) are contradictions. For (2a), if there are no situations where Speaker B wants to use cash, saying it depends would be untruthful and extraneous information. An accurate response would be to say they want to use credit as there are no cases where they want to use cash. Similarly, for (2b), if there are no situations where Speaker B wants to use credit, saying it depends would create a contradiction. Speaker B's response depends on nothing if they only want one of the two options, so saying it depends would be nonsensical.

From these cancelation tests, we can conclude that 'it depends' entails that there are situations in which both given options are possible. We consider this a reflection of what we loosely define as uncertainty and indecisiveness, and will use these entailments as a formalisation of this property for the paper.

21. The Effects and Rates of Interpretive Listening in Time-compressed Speech in Audiobooks

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There have been prolific studies about audio speed and how it affects comprehension in an educational setting. However, with the rise of audiobook consumption, audiobook speeds and the aspects of language processing that go beyond comprehension and recall have yet to be explored. Would someone be as moved by Shakespeare's Hamlet if they listened to it at twice the speed? Would Orwell's Nineteen Eighty-Four be as harrowing to a listener if the audio had shorter pauses in between? The present study employs an experimental design to investigate the rates and effects of interpretive listening in time-compressed audiobooks, more specifically if increased speech rates affected the emotive response of audiobooks compared to the normal speed, by how much, and whether there is a threshold for time-compressed speech that is sustained before the rate of interpretive listening is at a decline. Participants (N=50) that were fluent English speakers and had no hearing impairments were asked to rate their emotive response (using emotions: happiness, sadness, anger, surprise, and fear) from a scale from 0 to 100 upon listening to twelve 30-second audiobook excerpt played at rates 1x, 1.5x, 2x, and a truncated condition. Participants also completed a multiple-choice comprehension question after each excerpt was played. The results found that there was a significant decrease in emotive response when the audiobook was played at 1.5x and 2x speed compared to the normal speed. The truncated condition did not have a significant difference in emotive response compared to the normal speed. The results presented also seem to suggest the existence of a threshold for the rate of interpretive listening. Furthermore, results stated that different time-compression rates did not have an effect on comprehension, although this could be due to the short length of each audiobook excerpt. With the ubiquitous audiobook and audio media content, more research is required to investigate individual emotions, develop a more systematic measure of interpretive listening and discover whether certain demographics have the same threshold for interpretive listening.

22. The recontextualisation of French gender-inclusive writing: brand activism and the loss of political meaning

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French gender-inclusive writing practices (écriture inclusive, hereafter EI), which emerged from anarchist groups in the early 2000s, have in recent years become a highly debated topic in French society. As a result, these practices have left the sphere of radical leftist groups, and have begun to be integrated into the mainstream of modern France: news outlets, politicians, corporates and brands have started using these practices in official communication, as a way of indexing a progressive, leftist identity and to promote their attachment to values such as diversity and inclusivity. Whilst this may be considered a legitimate effort towards achieving gender equality, however, the radical connotation initially associated with these practices has become watered down, EI now being seen as a mere tool for inclusivity whilst its radical origins slowly become forgotten. As part of my dissertation, I am making an argument for the loss of EI's radical social meanings, through a series of case studies both reviewing uses of EI in corporate advertisement and political marketing, as well as exploring similar phenomena in other languages and social contexts, to show how EI's integration into corporate and political branding has, whilst promoting gender equality, made it into a less politically threatening and more liberal practice.

23. A diachronic study of the pre- and postverbal distribution of prepositional phrases in Latin

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This study investigates the change from pre- to postverbal Prepositional Phrases (PPs) in Latin. This is part of the change from object-verb (OV) to verb-object (VO) order. To my knowledge, no previous

studies have investigated the change from pre- to postverbal PPs in languages changing from OV to VO. I collected data from three texts: Caesar's De Bello Gallico (c.50 BCE), Suetonius's Vitae Caesarum (c.120 CE) and Itinerarium Egeriae (c.385 CE). In my sample, the proportion of postverbal PPs increases from the earlier to the later texts. There is no evidence for the change in head-directionality in the earliest text (Caesar) but by Suetonius, VP is starting to allow head-initial structure.

A significant finding of my study is that PP-extraposition does not seem to be leading the change in head-directionality. This is contrary to what we might expect based on typological studies of OV and VO languages. OV languages range from rigid OV languages, such as Japanese, where all adjuncts and arguments precede the verb (Biberauer & Sheehan 2013: 32) to OVX languages, such as Kairiru, where only direct objects are preverbal and adjuncts and non-direct object complements obligatorily surface post-verbally (Hawkins 2008: 169- 170) (Biberauer & Sheehan 2013: 29-30). (The preverbal position of objects in OVX languages suggests that VP is head-final and thus the postverbal constituents, such as PPs, must have extraposed.) Crucially, OVX languages are more likely than rigid OV languages to show properties typical of VO languages (Hawkins 2008: 183). This could suggest that OVX languages represent an intermediate stage in the change from OV to VO. Therefore, we might expect that Latin goes through an OVX-like stage where VP is head-final but PPs frequently or obligatorily extrapose. However, contrary to this prediction, Latin does not seem to go through an OVX-like stage: the rate of PP-extraposition is still low in Suetonius although the change in head-directionality has started.

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24. Complexity and the phonological Turing machine

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Abstract. Any scientific theory, including within linguistics, requires a coherent philosophical basis in order to evaluate and decode the relations between data, phenomena, and theory. Chomsky's (1964, 1965) identification of explanatory adequacy as one of the ultimate goals of a theory of I-language was a seminal step in this regard. This paper explores this term and its implications with special reference to phonological theory. In particular, four different groups of theories are evaluated on the metric of explanatory adequacy: Chomsky & Halle's (1968) Rule-Based Phonology, Stampe's (1979) Natural Phonology, Optimality Theory (Prince & Smolensky, 1993; McCarthy & Prince, 1993), and Substance-Free Phonology (SFP; Hale & Reiss, 2008; Samuels, 2009). SFP is found to be the most promising from a minimalist, computational perspective. This theoretical foundation is subsequently adapted into Watumull's (2012, 2015) Turing programme for linguistic theory. From this perspective, the mind is viewed as equivalent to a Turing machine – the universal computational device. Framed as such, a novel approach emerges regarding computational complexity and economy in (phonological) derivations, which are issues otherwise often only nebulously invoked in the evaluation of theories. A method of analysis is introduced by adopting 'Big-O notation' as used for asymptotic analysis in computer science. This method is shown to highlight the importance of strongly defining the inventory of computational primitives and procedures within a theory. Specific suggestions regarding the nature of the most optimal theory under this analysis are made with respect to Samuels' (2009) explicitly Minimalist brand of SFP.

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25. /s/tylizin' the /s/elf: A First Look into the Concurrent Fluidity of Gender and Language

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Identity, especially gender, is understood to be constructed through a variety of semiotic processes (Gratton, 2016). Extensive research has been done on how women and men construct their genders through their language, both trans (e.g. Zimman, 2017) and cis (e.g. Podesva & van Hofwegen, 2016), while research is generally lacking on people of other gender identities (see Gratton, 2016, Rechsteiner & Sneller, 2021). I apply ethnolinguistic repertoire theory (Benor, 2010) and stylistic bricolage (Zimman, 2017) to investigate style-shifting in gender fluid speakers, focusing on two phonetic features associated with binary gender identities in American English: /s/-articulation and g-dropping.

Eight genderfluid speakers will be asked to record themselves speaking extemporaneously and reading a passage at various points while they are differently gendered. After each recording, they will fill out a survey that captures information on how they are feeling in that moment, both in regard to gender as well as aspects of their overall emotional state (Gratton, 2016). The speakers were recruited from a college in the Pacific Northwest.

Each recording will be transcribed and forced-aligned. The variables of interest are the centre of gravity (COG) of /s/ (see Calder, 2019, Campbell-Kibler, 2011, Podesva & van Hofwegen, 2016) and g-dropping in (ING) (see Gratton, 2016, Rechsteiner & Sneller, 2021). Because the label "genderfluid" can mean different things to different people, who may not have other aspects of their identity in common, both within- and across-speaker analyses will be used to see what ways, if any, a speakers' language changes as they experience, construct, and express their different genders.

Gender will be quantified on a variety of scales, most of which will be devised by the participants themselves through an initial interview. There will be Likert scales (0-6) for 12 different properties: masculine, feminine, and ten others, with each participant contributing two scales that accurately and affirmingly reflect the range of their gender.

Using the frameworks of ethnolinguistic repertoire theory (Benor, 2010) and stylistic bricolage (Zimman, 2017), I investigate how, if at all, genderfluid speakers use these variables in the construction of their own gender. Due to the limited amount of relevant research to this question, I have two hypotheses. In the first, I propose that genderfluid people use variables in ways that align with cis people and the hegemonic norms of gender, in that if they are feeling more masculine or feminine, they will use the variables associated with masculinity (increased g-dropping) or femininity (raised /s/ COG), respectively, making use of the semiotic process of highlighting (Bucholtz & Hall, 2004). My second hypothesis is that they will do the inverse to index their stance on and possible rejection of cisgender norms, making use of the semiotic process of distinction (Gal & Irvine, 1995, as cited in Bucholtz & Hall, 2004). I will also look for similar patterns between the participant-derived gender scales and the variables.

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26. The problematic distribution of the Irish past tense marker d': development of a case of phonologically conditioned allomorphy

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Irish, like other Insular Celtic languages, possesses an idiosyncratic system of initial consonant mutations, which has been the subject of a variety of competing phonological and morphological analyses. These initial mutations interact with the verbal system in an apparently paradoxical way for a small set of verbs with an initial fC- consonant cluster, such that there is no straightforward way to order the operation of mutation and the allomorphy of the initial past tense marker d' (Armstrong, 1975). A further complication is that, while the allomorphy of d' is phonologically 'optimising' in most cases (deleting before a consonant), its persistence before fC-initial verbs is phonologically 'non-optimising', presenting a challenge for Optimality-Theoretic models of phonologically-conditioned allomorphy (e.g., McCarthy & Prince, 1993).

In this study I present the paradox of fC-initial verbs and show that there is no simple rule ordering to account for them. I argue also that the pattern should be treated as a case of Phonologically-Conditioned Suppletive Allomorphy (PCSA), and moreover one which satisfies Paster (2006, 2009)'s four key conditions for an analysis in terms of subcategorisation, rather than constraint satisfaction. This leads to a consideration of Pyatt (1997)'s Distributed Morphology (DM) model of initial mutations, which I build upon in order to account for this pattern. Specifically, I make use of the DM principles of cyclicity and rewriting in Vocabulary Insertion (Bobaljik, 2000) to formulate an analysis in terms of staggered insertion, in which the elements of the verb complex are inserted cyclically from the root outwards in such a way that the phonological form of the root may subcategorise for the correct allomorph of the past tense marker. Looking beyond Irish, I also compare this pattern to a similarly paradoxical interaction of the mutation system and definite article allomorphy in Welsh (Hannahs & Tallerman, 2006), which may also be accounted for by staggered insertion.

In general, these phenomena suggest that the flexibility of DM in allowing for phonological subcategorisation may render it the best choice for modelling Celtic initial mutations. Furthermore, they add to existing literature arguing for the appropriateness of subcategorisation models over constraint-satisfaction models in cases of non-optimising PCSA. In this case, DM is a very powerful model of the former type, and this Irish data supports Bobaljik (2000) and others' predictions about the types of PCSA which DM is able to account for. However, the phonological unnaturalness of the Irish

pattern raises questions about its historical development, namely how an irregular rule could develop out of an apparently regular one. I tentatively suggest two historical explanations: one in terms of abductive reanalysis of a previous regular pattern, and another in which orthographic norms could have influenced the spoken language. Further investigation of historical spoken and written records may shed light on which analysis, if any, is more appropriate.

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27. National identity in the context of Brexit

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The United Kingdom is the first country to leave the European Union. Since the issue of Brexit has generated a great deal of debate and has been one of the most dominant topics in the British media, the aim of this paper is to investigate how the European Union and European identity are portrayed in the British news coverage about Brexit in comparison to the British national identity. Although the concept of identity has been regarded as stable, fixed, and coherent system, more recent approaches tend to emphasize the fact that 'identity' can be seen as "socially constituted, a reflexive, dynamic product of the social, historical and political contexts of an individual's lived experiences" (Hall, 2011, p. 31). Moreover, the concept of national identity can be seen as a highly complex and abstract concept (Smith, 1992, p. 60). Although the concept of identity should be observed as a "relational and sociocultural phenomenon" (Bucholtz & Hall, 2005, p. 585), we tend to consider our national identity as a "part of our essential natures" (Hall et al., 1996, p. 612). Furthermore, the concept of a modern nation is constructed through the use of different discursive strategies, Hall et al. (1996) highlight the following five aspects that should be taken into consideration in this context: narrative of the nation; origins, continuity, tradition and timelessness; the invention of tradition; foundational myth; pure, original people or 'folk'. Taking into account the aforementioned discursive strategies, the question of the plausibility of the idea of the unified European identity arises (Smith, 1992). Moreover, in the light of the revival of nationalism

and the presence of globalization, it is reasonable to question the possibility of creating a unified European identity. This problem is especially prominent in the United Kingdom since Britain can be regarded as "the home of the term Euroscepticism" (Spiering, 2004, p. 127). This is further exemplified in the media portrayal of EU and EU citizens. In the British print media, especially the tabloids, the aforementioned Eurosceptical narrative has been further encouraged and promoted (Daddow, 2012; Spiering, 2004; Walter, 2019).

Apart from the theoretical part, this paper is based on empirical research. In particular, discourse analysis is used to analyse six newspaper articles from British newspapers. Moreover, newspaper texts are analysed in terms of lexical analysis, that being the analysis of the meaning and choice of words. According to Richardson (2007), words "convey the imprint of society and of value judgments in particular" (p. 47).

After the research, two main observations can be made. Firstly, the European Union was deliberately depicted in a dehumanized and objectified way, by emphasizing its political and economic role. Secondly, authors of the analysed articles have intentionally underlined the 'us' versus 'them' dichotomy, thus creating a biased and partisan description of the issue. It can be argued that they have purposefully played on the 'nationalist card' through the use of various national symbols and concepts that are closely related to the British national identity.

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28. A Diachronic Study of /p/ in Japanese Mimetics

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The Japanese language features an extensive range of mimetic, or sound symbolic, vocabulary. These are words whose sound shape in some way emulates the phenomenon they represent, for example, fuwa-fuwa describes something soft and fluffy, while pika-pika describes the appearance of something shiny or sparkling. These mimetic words are phonologically distinct with the modern Japanese lexicon, in part because they feature /p-/ in word-initial position, something which is otherwise restricted to loanwords. The sound changes affecting initial /p/ represent one of the key phonological changes to take place within the history of the language. It is generally agreed that Old Japanese (OJ) initial /p/ changed to Late Middle Japanese (LMJ) /f-/ and then to Modern Japanese (NJ) /h-/. However, among mimetic words /p-/ is still the most prevalent initial sound today, accounting for a sixth of all mimetics (Hamano, 1998a). Considering the history of /p-/ within Japanese, it would initially appear that mimetic initial /p/ is a direct and continuous reflex from OJ, and the sound symbolic value of the sound enabled it to resist the /p-/ > /f-/ > /h-/ sound change. However, LMJ sources written using the Roman alphabet, such as the 1603 Japanese-Portuguese dictionary known as Vocabulario, contains many f-initial mimetic words, suggesting mimetic words underwent the /p-/ >/f-/change in the same way as

non-mimetic words. Yet, this dictionary also lists several p-initial mimetic words which indicates this sound change was not total. Furthermore, many of these f-initial mimetic words have h- and/or p-initial reflexes in contemporary Japanese e.g., fica-fica > pika-pika. It is therefore unclear whether NJ mimetic /p-/ is a continuous reflex from OJ /p-/, or whether it has been readopted among mimetic words at some point during the language's history. Although there have been several diachronic accounts of mimetic words (Yamaguchi 1973, 2012, Suzuki 1965, 2007) they primarily concerned overarching changes in word shape and sound structure, with no study focused on the issue of initial /p/. Hamano (1998b) looks at the distribution of p- and f- initial mimetics in Vocabulario but her analysis is restricted to disyllabic mimetic roots. This paper examines the history of p-initial mimetics with a view to gaining a better understanding of the origins of mimetic initial /p/. The paper uses empirical analysis of the distribution of p- and f-initial mimetics in Vocabulario, and an examination of the distribution and history of p-initial mimetics words used in contemporary Japanese in order to investigate their historical phonology. This analysis leads to a new suggestion that the origins of mimetic initial /p/ differ between monosyllabic and disyllabic mimetics. It is proposed that monosyllabic mimetic roots, which are more iconic i.e., have greater sound symbolism, often retained initial /p/ even after the sound change to /f/, whereas in the more lexical disyllabic mimetic roots, initial /p/ was largely no longer productive after EMJ but remained in older mimetic words which had existed prior to the sound change. This would suggest that iconicity played a key role in the impact of ongoing phonological changes within the Japanese language on mimetic words and has significance for the diachronic phonology of Japanese as a whole.

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29. Passives in Extended Dynamic Antisymmetry

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This paper proposes a new derivation for English passives in accordance with Extended Dynamic Antisymmetry (EDA) (Moro & Roberts, forthcoming) and Problems of Projection (Chomsky, 2013; 2015). In these theories, movement is triggered by the labelling requirement in symmetric (XP YP or X Y) configurations. Such approaches to movement are arguably theoretically superior to traditional feature-driven approaches, but their empirical coverage is currently minimal. Extending their coverage is desirable to help develop an elegant and unified theory of movement. I apply EDA to passives, thus analysing passive constructions more elegantly, according to the minimalist goals of theoretical elegance and explanatory value. I argue that the passive construction derives from the same underlying structure as the active, but that they differ as to which constituent moves to resolve the symmetric structure. This derivation translates den Dikken's (2020) approach to actives and passives as canonical and reverse predication structures into an EDA framework, as predication structures are represented as symmetric

structures in EDA. To analyse passives in this way, it is necessary to consider the by-phrase an argument as in Collins (2005) or den Dikken (2020) as opposed to an adjunct, which is commonly assumed. After arguing for symmetry-based approaches to movement and discussing existing analyses of the passive construction, I examine data concerning the nature of the by-phrase with a focus on binding and control. I argue that the by-phrase is best analysed as an argument as opposed to an adjunct. Subsequently, I combine these insights on passives with the theory of EDA, suggesting two possible derivations for English passives. These make use of atomisation (Fowlie, 2013) – a process transforming an XP into a syntactic atom at Spellout – and smuggling (Collins, 2005) – an operation enabling a constituent to move over an intervener – respectively. I extend these two analyses to passives of ditransitives, i.e., the passive counterparts to IO and to constructions. The atomisation approach appears to fare better than the smuggling one, particularly in the case of ditransitives, though there are intervention issues as the IA must move over the EA. For this reason, I suggest considering approaches such as den Dikken (2020) or Bowers (2010), in which the EA is generated below the IA, in more depth, despite them not conforming to traditional assumptions about clause structure. Lastly, I believe that Fowlie's (2013) atomisation has promising further applications to EDA, as it effectively turns an XP into an X.

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30. The role of language in constructing transgender and non-binary identities

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Sociolinguistic research into language and gender has historically been shaped by the traditional view of gender as immutable, binary, and equivalent to a speaker's sex, solely with respect to cisgender speakers. By contrast, more recent studies have examined the language of individuals whose gender identities lie outside the cisgender binary - including those who identify as non-binary, genderqueer, transmasculine or transfeminine (Zimman, 2020). The view that such individuals use language to interactionally construct and perform identities allows for the forefronting of speaker agency (Bucholtz and Hall, 2004); when applied to non-normative gender identities, such a view can be used to interrogate cisnormative binary standards throughout society.

In this paper, I aim to review literature analysing language used by individuals with non- normative gender identities through a third-wave sociolinguistic lens, investigating language as a resource used by speakers to index and perform transgender and non-binary identities. Linguistic resources are used to index and perform fluid, socially constructed gender identities that may shift throughout time and space; these resources can broadly be summaries in terms of the embodied voice; discursive practises, and grammatical gender across multiple different languages (Zimman, 2014). Individuals manipulate

linguistic and semiotic resources to maintain, uphold, and resist the gender binary throughout various interactions, both online and through spoken interaction (Corwin, 2009). This data may be used to explain inter- and intrapersonal variation, as well as being integral to developing resources such as voice therapy for individuals wishing to transition. (Webster, 2009; Bradley and Schmid, 2019). Moving forward, it is necessary to highlight the importance of further study within this discipline; the body of work thus far is limited in generalisability, primarily as a result of low funding and limited sample sizes. Furthermore, it is essential to acknowledge that transgender identities are not a monolith; identities such as 'transmasculine', 'transfeminine', and 'non-binary' must be disambiguated in future research to provide further insight into the language used to construct each identity.

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31. Vowel reduction and deletion in Palauan

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This study investigates vowel reduction, as in (1) and vowel deletion, as in (2) in the Palauan language. These have been observed and discussed in several previous studies, but there are limited examinations in the framework of the Optimality Theory (OT). A comprehensive examination of such phenomena in the generative phonology framework occurs in Flora (1984), while an attempt using OT is observed in Zuraw (2003). In Zuraw's analysis, unstressed vowels delete unless the deletion would create a word-initial triconsonantal cluster, whilst vowel reduction is explained with high-ranking constraints that disprefer sonorous unstressed vowels. However, there are other cases of vowel reduction and deletion that Zuraw fails to account for. Thus, the goal of this study is to further the discussion of Palauan vowel reduction and deletion building on Zuraw's analysis. All data analysed in this study are taken from Flora (1984).

(1) /mada/ 'eyes' [mədál] 'his eyes' [mədák] 'my eyes' [mədəcám] 'our eyes'
(2) /mada/ - [mád] 'eyes' /keri/ - [kér] 'questions'

Both vowel reduction and deletion are closely related to the stress pattern in Palauan. If a word is unsuffixed, the stress is found on the penultimate stem vowel, whereas if a word is suffixed, the stress is on the rightmost vowel. The stress pattern is accounted for using three markedness constraints: ALIGN (Suffix, R, PrWd, R), NonFinality and GrWd=PrWd.

In general, vowels reduce to schwa when unstressed. Five markedness constraints are thereby proposed corresponding to the five full vowels in Palauan: *Unstressed i, *Unstressed u, *Unstressed e, *Unstressed o, and *Unstressed a. However, there are some cases where unstressed full vowels remain unchanged rather than reducing to schwa, as in (3). One additional markedness constraint *Prefix Stress and a faithfulness constraint Ident-Prefix are helpful in such instances.

(3) /o-lamk/ - [olámk] 'razor' /o-lamk-e-k/ - [oləmkék] 'my razor'

Vowel deletion is observed in two circumstances. First, vowels are deleted word-finally in some cases, as in (2), while in other cases word-final vowels fail to delete, as in (5). Such discrepancies can be justified by proposing five more constraints: *V]#, Align (Stem, R, Foot, L), *Unstressed ə, Max-IO (a/o/e) and Ident-IO. Second, unstressed high vowels are deleted, as in (6), with some exceptions shown in (7). Three more constraints are proposed in this case: Max-u, Max-i, and *Complex Onset.

(5) /m-dobaʔ-a/ - [mədəbəʔá] 'to halve' Perfect Middle Inchoative

(6) /o-rusu-e-k/ - [orsúk] 'my needle'

/m-tamik-a/ - [mətəmká] 'to shave' Perfect Middle Inchoative

(7) /ʔilt-e-k/ - [ʔilték] 'my ointment'

This study improves upon Zuraw's work and accounts for cases such as unstressed vowels remaining unchanged, unstressed vowels reducing to schwa even if its deletion would not have produced consonantal clusters, and the deletion of word-final stem vowels. This study serves as a preliminary step for an in-depth investigation of the vowel patterns in Palauan. Furthermore, since the synchronic vowel changes discussed in this study appear to be strikingly similar to the historical vowel changes observed in Blust (2009), this study suggests that the relationship between synchronic and diachronic changes in Palauan warrants further investigation.

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32. Does the pressure to communicate effectively explain differences in iconic strategy between signers and gesturers?

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In sign languages, it is common for words to be highly iconic, with the form of a word having some non-arbitrary resemblance to the real life thing it refers to (Sandler & Lillo-Martin, 2006). For example, in American Sign Language, the word for 'bird' features the opening and closing of the hand in front of the mouth, mimicking a bird's beak. Iconic forms in sign language can often be categorised in terms of iconic strategies — distinct methods of conveying something iconically. For words involving handheld objects, prominent iconic strategies are handling, where the signer's hand mimics the shape of a hand using the object, and instrument, where the signer's hand mimics the shape of the object itself (Padden et al., 2013).

Across different sign languages, the usage of these different strategies varies drastically (Nyst et al., 2021). In general though, an unexplained pattern has been noticed, where sign languages will use the instrument strategy significantly more than silent gesturers (non-signers prompted to convey a meaning through gesture). In contrast to the mix of instrument and handling signs typical of sign languages, silent gesturers overwhelmingly prefer the handling strategy (Padden et al., 2015). To explain this, I hypothesise that the instrument strategy tends to be more communicatively effective, and

as a result is selected for over time, becoming more frequent over sign languages' evolution. Specifically, I hypothesise that because handshapes while holding different object are often very similar, the handling strategy would lead to higher rates of homophony, and tend to be less effective at communicating a specific intended meaning.
To test this hypothesis, I will run two experiments. The first involves showing a large number of participants videos of gestures using one of the two iconic strategies, and asking them what they think the intended meaning of the gesture was. In support of the hypothesis that the instrument strategy will be more effective at communicating a narrow meaning, I predict that videos of instrument gestures will receive a narrower range of proposed meanings. The second experiment will show participants two videos — one instrument and one handling gesture for the same object — and ask them which they prefer for the intended meaning. Participants will be in one of two conditions, one with and one without a communication pressure. Hypothesising that more effective strategies will be more common when a communication pressure is present, I predict that the instrument video will be favoured more often when there is a communication pressure.
If these hypotheses are supported, it will add choice of iconic strategy in sign language to a growing list of linguistic features that may be explained by the pressures involved in language acquisition and communication (c.f. Slobin, 1977; Smith, Tamariz & Kirby, 2012).

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33. How does the frequency and type of gesture usage differ during descriptive tasks between bilingual German-English speakers, relative to their home country?

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Efron, D (1942) studied how assimilated groups of bilingual Italian-English and Yiddish-English speakers exhibited similar gesture usage [frequency; space] to each other despite their dissimilar heritages, where immigrant groups showed a contrasting difference in gesture. This presented foundational evidence in cross-cultural and cross-linguistic studies that the language you are predominantly immersed in affects unverbalised communication - regardless of heritage. Furthermore, Nicoladis et al. (2019) proposes the idea of a 'hybrid gesturer:' a bilingual person who blends two cultures' unverbalised communication styles together in both languages. It was suggested that the transfer of gesture from one language to another depended on the culture's typical use and frequency. This data suggests there could be a different style of gesture and rate between those whose predominant language growing up is German and English respectively. However, it is possible that gesture frequency in English will be lower as it is typically observed as a low-frequency gesture language (Ann Graham and Argyle, 1975). In addition Nicoladis et al. (2018) established that European bilinguals produce slightly more gestures in their native language than in English, reinforcing a potential contrast in outcome of gesture rate during this investigation.
This paper explores the hypothesis that cross-cultural use of spontaneous gesture differs between bilingual German-English speakers, relative to the country they grew up in. The objective is to observe

how distinct experiences of two cultures, where either one is surrounded by that country's dominant language, affects non-verbal communication whilst speaking either language. Two different image-only comic strips were provided as prompts for descriptive discussion in English and another in German.
The results demonstrate a link between speech and gesture use, though a difference in this link between participants. Participant A gestured once during the English conversation (metaphoric) and 5 times in German (regulators). Participant A displayed more referential gesture types than participant B, directly relating to the topic during conversation. Participant B used one iconic gesture in English (depicting a woman's short hair), 3 deictic gestures in English and 2 in German (pointing to the prop or pulling at clothing). This reinforces previous evidence that European bilinguals use more iconic and deictic gestures in their second language, which Azar, Backus and Özyürek (2019) explains as a method of organising discourse and reduce 'cognitive load associated with being bilingual.' Aziz and Nicoladis (2019) suggest that bilingual people gestured more in the language they are not predominantly surrounded by; a form of trying to compensate for verbal communication as the language is not commonly spoken in English communities. This claim is supported as participant B used a higher frequency of metaphoric gestures in German when explaining concepts.
Efron's (1942) example with assimilated groups gesturing more similarly than their immigrant counterparts is reflected in this investigation, whereby participant B gestured more similarly than A. The outcome demonstrates a contrast between the gesture usage in each language and suggests that a bilingual speaker's predominant culture influences how similarly or dissimilarly they gesture in each language they speak.

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34. How specific lexical terms have evolved to be associated with different groups, predominantly with reference to Alan Ross's 'Linguistic class indicators in Present Day English' study

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Society as a whole makes assumptions about an individual's intelligence, economic status, and social class based on their speech characteristics. This leads to both conscious and unconscious efforts from a speaker to alter the way they are perceived through language. This process is highlighted in Alan C. Ross's paper (Ross, A.C., 1953) on linguistic class indicators in the 1950's, with an emphasis on the language of the Middle and Upper Classes. My study aims to assess whether features indicated to be prevalent by Ross have maintained their strong socioeconomic connotations, or whether in the present day these terms and their subsequent significance has become redundant.
Ross stated that the Upper Classes were only really differentiated from the Middle Classes linguistically, therefore, language was the most important factor to consider when assessing someone's socioeconomic status at the time, at least in Ross's mind. He focused on assessing which specific linguistic features belonged to the authentically prestigious - 'The U'- and which were associated with those within the Middle Classes attempting to climb their way up the social ladder via language, namely the 'Non-U'.
My study has three predominant objectives, the first being to evaluate whether Ross's observations of lexical features specific to the Upper Classes remain, or whether they have lost all associated class

related connotations. The second aim is to discern whether there are new linguistic features that have emerged that enable individuals to convey specific class alignment. The final objective is to assess why it is that people do alter their speech style, both knowingly and unintentionally, and to look at this in the context of linguistic accommodation. If this study enables me to discover that class related linguistic boundaries are dissolving, then I want to evaluate why this is the case.
To gather data to fulfil the above objectives, I will source adult speakers of English over the age of 18 to take part in two surveys, one of which will exhibit images of various objects most of which were referred to by Ross, and will ask participants to select which of the given descriptions they would apply to said object, with an option to type their own answer. The second survey will present a series of sentences and ask participants to select one of the multiple-choice options to assume the speaker's age, gender and socioeconomic status. I will have collected demographic data about participants such as their own social status, and their geographical location, so that the two studies will convey varied ways in which linguistic judgements are made in relation to the socioeconomic status of both the participant and the assumed characteristics of the speaker.

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35. On the meaning of the preposition 'of': an investigation of its relation with the French preposition 'de'

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This research investigates the meaning of the English preposition of in order to understand its relationship with the French preposition de. Old English of had the meaning that is retained in the adverb off: 'away from'. The Oxford English Dictionary (OED) notes that multiple senses of of could have been influenced by French in the aftermath of the Norman invasion. This research examines the present-day situation, through parallel corpora built for the purpose of this research. The corpora consist of written data with articles relating to Rugby, the fishing row conflict and climate change as such articles can be found in both French and English. These will be analysed by examining the frequency and patterns of use of the two prepositions in their various dictionary senses from the OED and LeRobert. This should allow conclusion on whether French de and English of have converged or diverged in function and meaning. Moreover, the genitive case is also looked into, as French for instance has come 'to be used as a marker of several metaphorical meanings deriving its original 'source' meaning' (Carlier, 20. P. 153). This could also be the case for English of, Haspelmath and Michaelis explained that the genitive objects are 'an argument of the verb that is lexically specified as marked by a case or adposition' (Haspelmath and Michaelis, 2008, p.150), which is also found with French de. Their study on the genitive objects is relevant to this research since they make the assumption that 'English has probably been influenced by French' and 'French, Italian and English have been influenced by Latin, as speakers (and writers) equated the genitive preposition de/di/of with the Latin morphological genitive' (Haspelmath and Michaelis, 2008. p.162). Using corpora and the research cited above, I aim to achieve a view on the relatedness of present-day French de and English of.

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36. The Graded Co-Salience Hypothesis for Polysemous Ambiguity

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It is well established in the theoretical (see Weinreich, 1964) and empirical study (see Jastrzembski, 1981; Williams, 1992) of polysemy that its comprehension in context can lead to ambiguities arising. The present paper (Williamson, 2021) aims, by reviewing current literature and employing corpus methods, to determine whether the pragmatic theory of the Graded Salience Hypothesis (Giora, 1997; 2003) may be used outside of the original scope of its application to determine precisely why polysemes in context can be ambiguous. Using data from the ARCHER 3.2 (2013) corpus to analyse frequency as an input factor to mental lexica structure (see Bybee, 2006; 2010), 2,761 token instances of 9 polysemes – ‘hand’, ‘head’, ‘door’, ‘once’, ‘book’, ‘run’, ‘cut’, ‘stop’, and ‘court’ – are manually tagged in a semantic decision task (from Glynn, 2016) as being either of a particular sense, or ambiguous (based on the biasing/priming effects of their context). It is found that significant incidences of polysemous ambiguity can be explained as a function of the plurality of salient senses per lexical item, among other observable characteristics. The hypothesis this paper brings is that polysemous ambiguity might be explained, following further research, with reference to the Graded Salience Hypothesis; that it may be the result of the co-activation of co-salient senses: the Graded Co-Salience Hypothesis.

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37. "Looks like we've got a problem": A Corpus-based Analysis of Discourse Markers

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First suggested by Lakoff (1973) and often known as "vague language", hedges refer to words and phrases that signal cautiousness or politeness by intentionally creating ambiguity and weakening the argument. In the case of the phrasal verb "look like," dictionaries describe its meaning of showing resemblance (Cambridge Dictionary, n.d., Merriam-Webster, n.d.), but disregard its growing role as a hedging device, especially in informal discourse. In this regard, this study aims to discuss the semantic and syntactic properties of the phrase "look like" when used to add uncertainty to the given statement. The hedge is distinguished from its normal usage by appearing in the sentence-initial position either with the impersonal pronoun "it" (i.e., "It looks like") or without a subject (i.e., "Looks like"). In addition, unlike its usual function as a verb, it is not required for the completion of a sentence, as it can be substituted with adverbs.
A comparison of subsets of the Corpus of Contemporary American English (COCA) revealed that the number of "looks like" entries was 2.24 times bigger in blog posts than in the newspaper, and a follow-up comparison in the British National Corpus (BNC) yielded similar results, as the form was 2.68 times more frequent in spoken corpora. Because blog posts are considered as a form of social media, such stark contrast in numbers highlights the importance of its role as a hedge in informal conversational settings. By focusing on blog corpora, this study intends to shed light on the characteristics of "look like" that differentiate it from other uses and help convey the speaker's intentions. In doing so, it will be also possible to address the importance and prevalence of a previously overlooked pragmatic tool.

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38. Sources of listening anxiety in learners of German as a foreign language

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Anxiety in language learning is an important factor in the process of studying a foreign language. While much of the research up to date has focused on learners of English (Zhai, 2015; Elaldi, 2016) and specifically on anxiety in the skill of speaking (Woodrow, 2006; Gkonou, 2011), little is known about learners of German and their listening anxiety in relation to the foreign language. This project explores the sources of foreign language listening anxiety (FLLA) in learners of German from various proficiency levels. The study design implemented in this research project is qualitative. For the data collection, fourteen language learners from three proficiency levels were interviewed about their FLLA and their anxiety-reducing strategies. The interview questions were based on those developed by Otair and Aziz (2017), and the interviews were semi-structured. The sessions were audio-recorded and transcribed, and the data was analysed through thematic coding. The main sources of FLLA were divided into four categories: (1) general factors, (2) factors related to the setting, (3) language-specific factors, and (4) factors related to the topic. The results show that the sources of FLLA did not differ significantly among learners from the three proficiency levels except in the setting- specific type. Finally, while numerous listening strategies were discovered through this study, the main ones, which students claimed to use in

order to lower their anxiety, were found to be focusing on the familiar words and the topic and paying close attention to the conversation.

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39. What's so hard about that? Cross-Linguistic Interaction in Demonstratives

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Three criteria have been established for determining whether a faculty or aspect of language is a locus for cross-linguistic interaction (CLI) in bilinguals: intragroup homogeneity, intergroup heterogeneity, and crosslinguistic performance congruity (Jarvis and Pavlenko, 2008:41). This study aims to address all three in order to whether demonstratives - which are both linguistic universals and also subject to great cross-linguistic variation – are a possible locus for CLI (Diessel, 1999). Accordingly, we investigated whether speakers' usage of demonstratives in their L2 is dictated by differences in, or similarities to, the demonstrative inventory of their L1, by asking L2 speakers of six languages – three with 2-term systems (English, Italian, and Chinese) and three with 3-term systems (Thai, Japanese, and Spanish determine) to categorise various objects in their personal and peri- personal space differently. We then compared the results to the behaviour of the L1 control groups for the same languages. We discovered that (INSERT RESULTS HERE), indicating that demonstratives are/are not a locus of CLI.

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Poster Presentation Abstracts

1. Alphabet

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''The layered lexicon is a fact about English that leads to a number of generalisations. But speakers are not consciously aware of the history of their language, leading to a tension between the historical record, the formal analysis, and the speakers' explicit knowledge.''
This poster features a story centred around four main characters – Tuba, Truba, Truban and Trubano who use a common, yet complicated term like 'alphabet' in a variety of different, and often, 'incorrect' ways. Tuba cannot distinguish and comprehend the morphological and syntactic qualities of the term, leading them to use it as an adjective and form unlikely compounds such as:

i) *I alphawill betnot.

Truba speaks in an established accent of British English and is therefore given opportunities to learn and flourish, despite not understanding the semantics of 'alphabet' and using it in unconventional contexts. Truban is blindly unaware of the historical context of modern English, of the fact that it is a Germanic language, and so is convinced by the impact of the Greeks (mainly because it is so obvious that 'alphabet' is formed from the morphemes of 'alpha' and 'beta', which are the first letters of the Greek alphabet). This perplexes those around Truban, as it is clear they've lost the plot, but also poses questions about the actual historical record of modern English. Trubano, meanwhile, has acquired an unusual way of pronouncing 'alphabet', sticking in a glottal stop in the middle of it, breaking the phonological rule of the glottal stop in standard English. They are not explicitly aware of the fact that this pronunciation is unconventional and is thus frowned upon. They observe how others react to them pronouncing it and thus infer that it must be a swear word.

At the end, they all question a figure with the 'perfect' way of speaking, who accepts the prescriptive qualities of standard English (as they were fortunate enough to acquire them all without trying). As Tuba, Truba, Truban and Trubano begin to question this figure, tensions are raised – as it is clear the prescriptive way of speaking English is just a generalisation, and not necessarily the 'right' way, exploring the idea that the way Tuba, Truba, Truban and Trubano speak is perfectly right for them. Alphabet soup in this context stands as a symbol for our knowledge of English and awareness of it, how we practise it and to what extent it's explicit. Since each character consumes alphabet soup in an individual way, that becomes analogous to how they 'consume' English, yet there is also an alphabet soup company that makes it, mirroring the generalisation and tension factor of English.

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2. What are the current attitudes surrounding sign names in online Deaf spaces?

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York St John University

Sign names are used in sign languages as a way of identifying someone in one smooth sign without having to finger-spell their name (Wilbur, 1979). Sign names are not a direct translation of the spoken name, instead the sign can be descriptive of a physical feature or mannerism of a person, or use an initial from their spoken name; however initialised sign names are not always considered a bona-fide sign name (Day and Sutton-Spence, 2010).

The online discussions around sign names show a wide variety of conflicting attitudes, from who can give sign names, to what counts as a sign name and what having a sign name can signify. Some of the conflicting views could be down to a mixing of Deaf cultures, for instance descriptive sign names are seen as 'childish' in ASL (Supalla, 1992) whereas they are the norm in many European sign languages. Previous research has touched on other similar areas, finding that although 45% of sign names have negative connotations, there was a push to use them to support Deaf pride and group identification (Meadow, 1977). However data on current attitudes is lacking, especially regarding online discourse regarding sign names as a 'right of passage' or an 'honour'.

This paper examines current attitudes around sign names in online Deaf spaces, with a focus on sign names as a right of passage and the gatekeeping that this enforces. Twenty online posts from Reddit, public blogs and articles were analysed, using an altered form of Braun and Clarke's (2006) six steps approach to thematic analysis. This was done by splitting the sample in half to analyse one half at a time to then compare initial themes before defining the final themes.

The analysis found three themes; sign names as a symbol of community, sign names as a form of communication, and self-defensive gatekeeping of sign names. Each theme was heavily interlinked, with name signs having important social implication in Deaf communities which resulted in a sense of ownership and therefore a desire for gatekeeping in order to protect culture. In contrast, this was the view of sign names as a language tool, disregarding any cultural importance but placing communication above all else. This resulted in terms such as 'unofficial name sign' and 'home sign' being used to accommodate gatekeeping while prioritising communication.
The proposed themes allow for a better understanding of the interaction of attitudes around sign names. Although sample size, differences between Deaf cultures, and different sign languages should be kept in mind before generalising.

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3. Relative Clauses in Reading Schemes: How does Children's Comprehension Align?

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Previous work concerning children's reading schemes has often focused on their vocabulary (Wan-a-rom, 2008; Stuart et al, 2003; Nation & Wang Ming-tzu, 1999), as opposed to their grammar. The aim of this proposed study is to investigate the frequency of four types of relative clause within a reading scheme, before comparing this to children's comprehension of such clauses.
There is conflicting research into the roles of embeddedness (the position of the relative clause within the sentence) and focus ("the role that the head noun plays in the relative clause" (de Villiers et al, 1979:500)) in children's comprehension of relative clauses. Some studies have found children understand right-branching clauses more easily (Gaer, 1969; Sicuro-Corrêa, 1995), whereas others, such as Lahey (2019) have found the opposite. Although there is less research into the effect of focus, general consensus is that subject focus is easier to comprehend than object focus (Brown, 1971; de Villiers et al, 1979). There is very little evidence of children's comprehension when both factors are controlled simultaneously. Therefore, the four types of relative clause I aim to investigate are: subject embedded, subject focus (SS); subject embedded, object focus (SO); object embedded, subject focus (OS); and object embedded, object focus (OO).
Some children do not have a language-rich environment outside of school, and in these cases a reading scheme is their primary exposure to reading. It is therefore important that these schemes are as supportive as possible for children's grammatical development. If children are able to comprehend relative clause types that are not particularly frequent within the reading scheme, this may suggest that the scheme could be developed to include greater grammatical complexity. Alternatively, the schemes may already be reflective of children's comprehension abilities, which would not suggest the need for any development on these grounds.
My proposed method consists of two parts. Part one will involve the analysis of books from three adjacent levels of the reading scheme. Relative clauses will be identified and coded according to their

embeddedness and focus. In part two, I will be conducting an experiment with children aged 6-7. Participants will be equally split between the three levels of the reading scheme that I analysed. They will be read a selection of sentences including the four relative clause types and asked to act these out with animal toys, such as "The cat that bit the dog jumped over the rat". If they correctly act out the sentence, it will be assumed that they have understood it. I will consequently be able to see whether children can comprehend each relative clause type, and if there are any differences between them. This can then be compared to how frequent each relative clause type is in the corresponding reading scheme level, which will determine if the complexity of the clauses in the books is reflective of children's comprehension of them.

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Student Poster Presentation Abstracts

3. EduLang - BiLingual Library

Subhadra Vadlamannati

The EduLang app will allow youth who speak low-resource languages from the grades of K-5 to learn English through interactive books translated into their native language. The app allows users to set their grade level and suggests age-appropriate books which have English and their native translation side by side generated by a computer, accompanied by pictures.

4. To what extent does your accent affect your prospects?

Ellie Grimshawe

I will present my research findings on this title which is also the title of my EPQ. I have looked specifically at educational prospects , career prospects , social prospects and your ability to access services. Also, I have evaluated the idea of accent and identity and stereotypes within society.

5. '😃' Am I happy? Or am I angry?

Aaron Luke Venter

A review of the generational differences in the interpretation, meaning and use of emojis in effective digital communication.

Annex: Campus Map

44 Adam House
38 Alison House
31 Appleton Tower
67 Argyle House
72 Bayes Centre
7 Bedlam Theatre
71 The Boilerhouse
24 14–16 Buccleuch Place
22 17–25 Buccleuch Place
26 30–34 Buccleuch Place
54 Centre for Sport and Exercise
43 Charles Stewart House
62 Charteris Land
49 Chisholm House
17 Chrystal Macmillan Building
60 Dalhousie Land
34 Dugald Stewart Building
2 ECA Main Building
48 ECCI
5 Edinburgh Dental Institute
1 Evolution House
6 5 Forrest Hill
14 1 George Square
15 7 George Square
18 16–22 George Square
19 27–29 George Square
27 40 George Square
28 40 George Square Lecture Theatres
29 50 George Square
30 55–60 George Square
21 Gordon Aikman Lecture Theatre
35 Health and Wellbeing Centre
70 High School Yards Teaching Centre
25 Hope Park Square
16 Hugh Robson Building
4 Hunter Building
46 9 Infirmary Street
47 13 Infirmary Street
32 Informatics Forum
66 Institute for Academic Development
68 Lauriston Fire Station
40 Lister Learning and Teaching Centre
20 Main Library; Careers Service; Student Counselling Service; Student Disability Service
39 MacKenzie House (34 West Richmond Street)
9 McEwan Hall
42 Minto House
69 Moray House Lodge
3 N-E Studio Building
65 New College
41 Old College and Talbot Rice Gallery
51 Old Infirmary Building (1 Drummond Street)
63 Old Kirk
8 Old Medical School
58 Old Moray House
73 Old Nursery School
50 Old Surgeons' Hall
64 Outreach Centre
56 Paterson's Land
53 Pleasance
37 The Potterrow Student Centre: Edinburgh University Students' Association; Chaplaincy Centre
11 Reid Concert Hall
74 Richard Verney Health Centre
52 1–7 Roxburgh Street
61 Simon Laurie House
45 St Cecilia's Hall
59 St John's Land
55 St Leonard's Land
13 Teviot Row House Student Union
57 Thomson's Land
23 University of Edinburgh Business School
36 University Pharmacy
33 University Visitor Centre: information, exhibition and shop
12 Wilkie Building
10 William Robertson Wing

DP Disabled permit parking

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