LINGUISTICS & ENGLISH LANGUAGE

POSTGRADUATE CONFERENCE

2016

BOOK OF ABSTRACTS

Dear delegates,

Welcome to the 2016 University of Edinburgh Linguistics and English Language Postgraduate Conference!

Running continuously since 1994, the LEL PGC is a place for postgraduate researchers within Edinburgh and beyond to showcase their research and get useful feedback. We hope that you enjoy the diverse programme of work that we have put together from the many high quality abstracts that we received this year.

If you have any questions during the conference, please do not hesitate to contact a member of the Committee – we will be present around the conference each day to keep things running smoothly.

Enjoy!

Best wishes,

The conference committee

Elizabeth Adeolu • Angelica Balia • Michela Bonfieni • Zac Boyd • Jon Carr • Adam Clark • Elyse Jamieson • Maki Kubota • Vanessa Kuek • Deedee Lu • Marieke Woensdregt

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All talks will take place in **3.10/3.11** of the Dugald Stewart Building
(see map on page 40).

LUNCH and **COFFEE BREAKS** will include refreshments provided in the common room on the 7th floor. **BREAKS** will not have catering provided, but you are welcome to make use of the 7th floor common room during these times.

There is lift access to all floors.

14.00-14.25

Monolingual & bilingual: Putative impact of infants' language experience on disambiguation of novel word-object mappings and their retention

Kate Repnik • University of Edinburgh

Word learning is an inductive problem due to the vast possibility of meanings and referents. When children's ability to infer meanings in underspecified contexts improves, they rapidly acquire new words (Byers-Heinlein & Werker, 2009). To break down the complexity of word learning children might use certain language constraints, such as 'disambiguation' (e.g. Markman, 1991; Halberda, 2003; Byers-Heinlein & Werker, 2009), which has been regarded as canonical for monolingual children. Hereby, acquisition of new words is said to be guided by the assumption that new words tend to refer to new referents. This means that children assume that each concept or object only have one label. This strategy allows them to build up a vocabulary without overlapping meanings in the beginning.

Looking at bilingual children could help to disentangle the complexity of how children build up their lexical network, as they must have a basic-level name for each object in both of their languages (Byers-Heinlein & Werker, 2009). Eventually they will know almost all of their words in both languages. Early simultaneous bilinguals, who have been exposed to both languages form birth on to a balanced degree, encounter different words for one object much earlier than their monolingual peers. Studies have shown that the use of disambiguation in children is influenced by the number of languages spoken (ibid.), i.e. that bilingual children make use of disambiguation to a smaller extent when building up their lexical network. It is sensible for bilingual children to be able to violate disambiguation when learning translation equivalents. However, previous studies do not account for a possible distinction between 'within-language disambiguation' and 'between-language disambiguation'.

The aim of my research is conducting two studies with children that will contribute to the disentanglement of these two concepts should they exist. If bilinguals do make use of disambiguation in different contexts, this would have two major implications for understanding child language acquisition: (1) that bilingual children differentiate words as belonging to two separate language systems, and (2) that "disambiguation stems from the knowledge of an appropriate noun for the familiar object rather than the novelty of the novel object" (ibid., p. 822). To investigate whether bilingual children make use of between-language disambiguation, they should be tested in a bilingual mode where trials are designed to keep both of the children's language active. To test for within-language disambiguation, children need to be exposed to a strictly monolingual lab environment, ideally with words for which they do not have translational equivalents in their other language. To ensure this, infants will be trained a novel word for which they do not have translational equivalent. The present study will test both mono- and bilingual infants, aged 18, 24 and 30 months, on their use of disambiguation and retention performance. Training infants on a new word, and having it juxtaposed to a novel word does not only tell us more about the use of disambiguation, but it also enriches our understanding of whether a bilingual child might have an advantage over a monolingual child with regards to retention.

As this is work in progress, the presentation aims to outline relevant theories, previous research, and preliminary results from adults and possibly some infants.

14.25-14.50
The cultural co-evolution of language and mindreading
Marieke Woensdregt, Kenny Smith, Chris Cummins & Simon Kirby • University of Edinburgh

One of the defining features of language is that it relies on reasoning about the minds of others, which allows for the expression and recognition of communicative intentions (Scott-Phillips, 2014). This ability also plays an important role in language development on an ontogenetic time-scale, as evidenced by studies correlating mindreading skills and word learning (Parish-Morris, Hennon, HirshPasek, Golinkoff, & Tager-Flusberg, 2007).

This relationship between language and mindreading may be reciprocal; the acquisition of language has been shown to unlock further levels of mindreading development in the individual (Lohmann & Tomasello, 2003). Furthermore, Heyes and Frith have argued that mindreading is a skill that has developed (partly) through cumulative cultural evolution - just like language (Kirby, Tamariz, Cornish, & Smith, 2015).

In this paper we present a computational model that investigates the implications of such a bidirectional interaction between the capacities of language and mindreading. This new agent-based model builds on previous models of crosssituational word learning (Siskind, 1996), but extends this framework by allowing agents to learn a way of inferring an interlocutor's communicative intentions, simultaneously with learning the lexicon.

In the model, agents communicate (probabilistically) about objects that are proximate to them. The learner's task is to establish the relations between the words and the objects (i.e. the lexicon), and the perspective of the speaker, which may be the same as the learner's own or may differ. The communicative intentions of the speaker are a product of the context that the agents find themselves in and the speaker's perspective (which renders some objects more salient than others). Utterances in turn are a product of a speaker's communicative intention and lexicon.

The data that a learner has access to in order to learn a speaker's lexicon and perspective consists of the speaker's word use in context. From these two observable variables the learner has to infer two unobservable variables simultaneously: the speaker's lexicon and their perspective. This learning happens through Bayesian inference, where accumulating evidence allows the learner to weigh different combinations of lexicon and perspective hypothesis against each other - based on the likelihood of the incoming data given the hypotheses.

Although a speaker's utterances are as much a product of their perspective as of their lexicon, simulations with this model show that given consistent input, a learner is able to infer both the correct lexicon and the correct perspective from scratch, by reciprocally bootstrapping the learning of the one variable with partial knowledge of the other. The resulting learning trajectory is one where acquiring a bit of the lexicon helps the learner infer the speaker's perspective, which in turn allows the learner to acquire the rest of the lexicon.

We will discuss the dynamics of this model on two different levels: exploring the emergence of language and mindreading capacities both within individual agents and across generations of a population. This model thus gives insight into the effects of an individual-level interaction of cognitive capacities on population-wide dynamics such as establishing and maintaining a stable signalling system; thereby connecting proximate and ultimate causes of language evolution.

14.50-15.15
Neutral models of language change
Kevin Stadler • University of Edinburgh

Much current research into the pressures that shape the evolution of languages over time emphasizes the adaptive nature and consequent selection of linguistic traits, whether such evidence is based on diachronic (Wedel, Kaplan, & Jackson, 2013), synchronic (Futrell, Mahowald, & Gibson, 2015), or experimental evidence (Fedzechkina, Jaeger, & Newport, 2012, inter alia). In this talk I will make a case for neutral models of language change: I will argue that, within an evolutionary framework (Croft, 2000), individual instances of language change should not be construed as replicator selection, i.e. we should not automatically assume any inherent asymmetry between competing linguistic variants to be responsible for their selection.

I will give a general overview and critique of both neutral and (replicator-) selection models of language change, and show how emergent trend-amplifying biases (such as Mitchener, 2011; Stadler, Blythe, Smith, & Kirby, 2016) can offer a better explanation for both the sporadic nature and arbitrary outcomes of language change events. In doing so I will also point to the next big challenges in understanding the dynamics of linguistic evolution, namely the complex interactions between the generation of (linguistic) variants and their consequent spread through large speech communities (Bickel, 2015).

15.35-16.00

From pantomime to systematic sign: The emergence of structure in artificial sign languages

Yasamin Motamedi • University of Edinburgh

Languages exhibit systematic structure. Parts of signals are re-used and recombined across meanings and the differences and similarities in these signals map onto differences and similarities in meanings. Systematic structure of this kind is prevalent cross-linguistically, and appears across all levels of language.

The growing body of research into emerging sign languages offers insight into how these structures might emerge, monitoring the grammatical forms that emerge in a languages initial stages and how they develop over early generations of the language. For example, lexical categories in Nicaraguan Sign Language and spatial grammar in Al-Sayyid Bedouin Sign Language emerge early, but take time to conventionalize and become systematized (Goldin-Meadow et al, 2014; Padden et al, 2010). Furthermore, the silent gesture laboratory experiments in which hearing participants are asked to communicate using gesture can be used to test the factors that shape languages, such as cross-linguistic word order preferences (Goldin-Meadow et al., 2008; Schouwstra and de Swart, 2014), while minimizing interference from participants' native languages.

We present a set of iterated learning experiments (Kirby, Griffiths and Smith, 2014) that use the silent gesture paradigm to investigate how the transmission of a set of signals and use of those signals through interaction drive the emergence of systematic structure. Participants in experiment 1 took part in a study that investigated the combined effect that transmission and interaction had on the signals participants produced. Experiment 2 addressed the effect of these processes in isolation; participants took part in either an interaction-only condition or a transmission-only condition.

Participants across these experiments had to communicate about a set of concepts that could be associated on a functional dimension (with categories of person, location, object and action), or a thematic dimension (based on professions). Participants in experiment 1 were first trained on gestures from a previous participant and then had to communicate with a partner about the same concepts. The gestures they produced were passed on as training to another participant, a process repeated for 5 pairs, or generations. In experiment 2, participants in the interaction-only condition communicated with a partner for 5 rounds, with no new learners introduced, assessing only interaction without transmission. Participants in the transmission-only condition learnt gestures from previous participants, and then had to produce their own gestures for the same concept, without a partner to interact with. Their gestures were transmitted to a new participant, a process repeated for 5 generations.

The gestures produced in experiment 1 showed increasingly language-like structure as they were used and transmitted. Gestures showed systematic marking on the functional dimension and showed decreased redundancy, becoming more efficient. Experiment 2 demonstrated that each process in isolation drives different properties of the signals. Gestures in the interaction-only condition became more efficient, but did not show widespread systematic structure, whereas gestures in the

transmission-only condition exhibited systematic structure, but lacked communicative efficiency.

These results point to the importance of both interaction and transmission in the emergence of linguistic structure. Although each mechanism drives the emergence of particular properties associated with language, neither process in isolation will allow the emergence of widespread structure that is suited both to learning and communication.

16.00-16.25
Using iterated learning to reveal biases for well-structured meanings in language
Jon W. Carr • University of Edinburgh

Our continuous sensory perception of the world is discretized into arbitrary categories. By aligning on a particular system of categorical meaning distinctions, members of a language population can rely on their shared understanding of the observable world to successfully communicate. For example, the items referred to by the English word cup form a conceptual category that has fuzzy, English-specific boundaries with neighbouring concepts, such as bowl, glass, and pitcher (Labov, 1973; Malt, Sloman, & Gennari, 2003). What is not well understood, however, is how such categorical meaning distinctions are shaped in conceptual space to optimize for language learning and language use.

Figure 1: Three kinds of categorization of a two-dimensional meaning space.

Fig. 1 shows three kinds of categorization of a two-dimensional meaning space. In the case of the random system, the category membership of every item must be learned independently. In the case of the connected system, each category forms a contiguous region of the space, allowing for a more economical cognitive representation. Finally, the convex system — consistent with prototype theory — offers the most economical representation; each category can be represented by Figure 1: Three kinds of categorization of a two-dimensional meaning space. a single point in the space. For this reason, Gardenfors (2000) has argued that ¨ categories should be expected to have convex structures; however, there has been little empirical work demonstrating this.

Kirby, Tamariz, Cornish, and Smith (2015) use the iterated learning framework to show that pressures for compressibility (i.e., the simplicity of the cognitive representation) and expressivity (i.e., the capacity of the system to convey a useful range of meanings) shape the kinds of structure we find in language. The pressure for compressibility is derived from repeated episodes of learning over generational time, while the pressure for expressivity is inherent to successful communication (cf. Regier, Kemp, & Kay, 2015). These competing pressures may provide an explanation for the kind of categorical structure that arises in language, and the

iterated learning paradigm provides a method for teasing apart the contributions of communication and language transmission.

I will present data from a previous study (Carr, Smith, Cornish, & Kirby, 2016) reanalysed in terms of convexity, and I will discuss ongoing experimental work to tease apart the effects of learning and communication on well-formed meaning structures in language. Our predictions are that communication acts as a pressure to move from a random system to a connected system, but that repeated episodes of learning are required to shift emergent languages towards convexity.

16.25-16.50
The cultural evolution of complexity in linguistic structure
Carmen Saldana, Simon Kirby & Kenny Smith • University of Edinburgh

Languages are culturally transmitted through a repeated cycle of learning and communicative interaction, a process known as iterated learning. Previous work has shown how different features of linguistic structure evolve from the trade-off between different competing pressures acting on language learning and communication such as compressibility and expressivity (Kirby, Cornish, & Smith, 2008; Perfors, Tenenbaum, & Regier, 2011; Lupyan & Dale, 2015; Regier, Kemp, & Kay, 2015; Kirby, Tamariz, Cornish, & Smith, 2015). In Kirby et al. (2015), compositional miniature artificial languages evolve as a result of their transmission across “generations”. Where both compressibility and expressivity pressures are in play, signals in later generations are composed of atomic units, each mapping to a specific dimension of the meaning to be conveyed. However, the complexity of the languages which evolve in these experiments is necessarily limited by the objects (meanings) people were learning labels for. In particular, the sets of objects to be labelled do not require a language which exhibits hierarchical constituency and syntactic categories. In this paper, we increase the complexity of the meanings to be conveyed by including motion events that comprise shape, number, motion and aspect. The events are composed by a focal object which performs the action and optionally, an anchor object which remains static. By increasing the complexity of the meaning space, we expect the same mechanisms involved in the evolution of simple compositionality to lead to richer syntactic structure more closely resembling that found in real languages.

We ran an Iterated Artificial Language Learning study and manipulated the expressivity pressure. We designed a monadic condition (N=32) with an artificial pressure for expressivity, and a dyadic condition (N=80) with communication as a natural pressure for expressivity. Following Kirby et al. (2015) we use the transmission chain paradigm. Participants were trained on a set of meaning-signal mappings, and then tested on their ability to recall that language. The first participants in a chain were trained on a non-compositional randomly generated language. Subsequent participants were trained on the language produced by the previous participants. The test phase of the monadic condition involved typing descriptions for motion event scenes using the language learned previously; participants were not allowed to reuse the same description for different meanings, introducing an artificial pressure for expressivity. The test phase in the dyadic condition required participants to communicate with their partner in the language that they previously learned; members of a dyad alternated between describing meanings for their partner, and interpreting descriptions provided by their partner.

In accordance with previous results, we found a significant increase in learning success and structure in both conditions along the evolution of compositional structure. Moreover, constituency was hinted at by the emergence of morphologically complex N-like and V-like syntactic lexical categories. These categories were used to form hierarchically compositional sentential structures with meaningful word order.

Despite the qualitative similarity of the results in the two conditions, we found that condition significantly affected the evolution of structure: languages in the dyadic condition became structured more rapidly and their level of structure was consistently higher. The levels of complexity in the emergent compositional systems were significantly different between conditions: the systems in the monadic condition showed higher system complexity on average and less transparent morphosyntactic structures (i.e. they exhibit functional elements such as category markers, and non-adjacent dependencies, not found in the dyadic condition).

Compositionality operating at the levels of morphology and syntax evolved through the trade off between compressibility and expressivity. Nevertheless, the difference in complexity found between the two conditions points to the need for further investigation into the nature of the pressure for expressivity in these experiments. In the dyadic condition, the need to maintain communication may lead to a conservative approach. If participants find a solution that works, they stick with it. In the monadic condition, the pressure for expressivity is quite different. The need to avoid reuse of the same description for different meanings leads to an anti-conservative approach through repair, with participants actively generating novel signals. Future work should investigate whether an analog of this tendency to innovate is at play in real languages, and consequently whether a pressure for novelty needs to take its place alongside compressibility and expressivity in the evolution of complex linguistic structure.

17.00-17.25

A corpus-based discoursal study of rhetorical questions in the framework of Relevance Theory

Zhixia Yang • Birmingham City University

This study aims to provide a pragmatic study of Rhetorical Questions in the theoretical framework of Relevance Theory (Sperber & Wilson, 1986). Two research questions are involved: in the first stage, our interest is in discovering: how the recipients manage to perceive the question as one not to be answered, so do not provide an unexpected answer, thereby causing an exchange dilemma or a totally failed communication, as always happens in different social contexts, e.g.

A: How high will taxes be when my kids are my age?
B: Well, that's a great question! Let me tell you, based on the current trajectory of income tax valuation along with the growing number of Americans on social security and Greenspan's waning confidence in the dollar, I'd say taxes are likely to increase drastically over the next thirty to thirty-five years.

(Example cited from Rohde, 2006:163)

We intend to show that code model is not sufficient in interpreting RQs, since lexical indicators (e.g. adverbial intensifiers) or semantic indicators (e.g. value loaded terms) cannot guarantee a question's rhetorical reading. It will be demonstrated that implicatures conveyed by a RQ can only be interpreted by an inferential model (Sperber & Wilson, 1986; Frank, 1990; Slot, 1993; Goto, 2011).

The second stage focuses on a qualitative corpus study of RQs in persuasive genres to answer our research question: how RQs are used in manipulating the addressee's thoughts in these genres in which the addresser does not explicitly state the proposition he wishes to communicate. The corpora consulted are BNC and FLOB, complemented by two self-compiled textual corpora. By taking into account the role of context, we illustrate, in the light of Relevance Theory, how linguistic and non-linguistic information allow inferences of different levels of implicatures indicated in a RQ and how the addresser manipulates the addressees by deliberately avoiding stating his opinion in a direct manner to establish more firmly the contextually available proposition in the audience's mind. Our study is not only theoretical argumentation but also an analysis of corpus data, an attempt to extend corpus study to rhetoric and pragmatics, beyond the current concentration (Sinclair, 1991; Biber et al.1999; Stubbs, 2001; etc.) on the semantic, lexical, and syntactic domains.

17.25-17.50

Chinese borrowings in the OED

Ai Zhong • University College London

Borrowing is the process by which a language takes new linguistic materials from another (Durkin, 2009). As a global lingua franca, English has been in contact with other languages for centuries, resulting in a gradual exchange of words between language varieties. Language contacts between Chinese and English have existed for a long time (Chan & Kwok, 1985). And the number of Chinese borrowings seems to be on the rise.

The data of my study are extracted from the online version of the Oxford English Dictionary (henceforth the OED), which is updated every three months. In the OED, the most authoritative and comprehensive corpus, hundreds of words with Chinese origin can be found. This corpus-based research aims at reexamining the previous studies in the field and solving the following questions: how to identify and categorize borrowings in English; what are the source languages and the 'real' origins; whether borrowings cause language changes in different aspects.

Some Chinese borrowings come into English via other languages, which are called 'indirect borrowing', such as *ramen* via Japanese, *hapkido* via Korean, and *sinseh* via Malay. These intermediate languages that play an important part in the language contact are called 'transmission languages'. In terms of Chinese itself, Chinese is a group of language varieties (or sometimes called 'dialects'). In the OED, the three primary Chinese dialects that contribute most words to the English language are Mandarin (*cha, pe-tsai*), Cantonese (*dim sum*, *char siu*) and Southern Min (*bohea*, *ketchup*). But at the same time, more words in the OED are only given an indication that they originate from Chinese, without telling from which specific dialect.

In addition, the study will also review the changes and predict the trends in Chinese borrowings. At the moment, loanwords are the dominant type of borrowings, but in the future a higher proportion of Chinese borrowings will be loan translations, which are mostly just sub-entries in the OED right now. What is more, although Chinese borrowings are not significant in number, they faithfully reflect the contacts between two languages and two cultures and are supposed to create more words to extend the English vocabulary. Last but not least, it is to be hoped that OED editors could continue their frequent updates of the corpus, pay more attention to the interesting Chinese borrowings, and provide more accurate and comprehensive information on the development of languages.

17.50-18.15

A corpus linguistic approach to policy and the implications of Putonghua in job advertisements in Hong Kong

Adam Scott Clark • University of Edinburgh

Since the transfer of sovereignty on July 1st 1997, much has been made of the promotion and proliferation of Putonghua in Hong Kong. Hong Kong has long been a component of the Hong Kong curriculum, however it is not until relatively recently that the use of Putonghua within the curriculum has increased to the extent that it is now the medium of instruction (MOI) for the Chinese Language core subject in Hong Kong schools for some students in the region.

The enactment of the *biliterate and trilingual* policy, which proposes that the Cantonese, English and Putonghua serve as the three languages of Hong Kong has created a situation wherein Hong Kongese students are expected not only to develop competence in Chinese (spoken Cantonese and written Modern Standard Chinese) and English, but also in Putonghua. This has led to the creation of tensions between Cantonese and Putonghua, primarily in the domain of the Chinese Language Subject in which school students learn about their own language, formerly through the medium of Cantonese (the mother tongue), however increasingly through the medium of Putonghua. The rationale behind this change in MOI is an issue of great contention in Hong Kong, and one that is complicated further by the political ramifications of a change in MOI from Cantonese, the native language of the majority of the population of Hong Kong, to Putonghua, the official

language of The People's Republic of China, of which Hong Kong is a Special Administrative Region.

The greatest claim made in support of the proliferation of Putonghua in Hong Kong is the increasing economic worth of Putonghua, not only in Asia, but also as a global language. This paper therefore examines the policy responsible for the change in MOI policy for the Chinese Language Subject in Hong Kong, taking into consideration rhetoric published by the Hong Kong Legislative Council, and associated advisory bodies, and frames this rhetoric with an analysis of job advertisements in Hong Kong that make specific reference to Putonghua as a requirement for employment, and the level of competency in Putonghua required for the job listing. Should Putonghua, as is claimed, but of increasing economic value in Hong Kong, then it would serve to reason that job advertisements reflect this claim. Corpus linguistic methodologies are used to analyze several thousand job adverts in order to identify, if present, a discernable pattern with regards to Putonghua as a requirement for employment in various different industries in Hong Kong.

09.25-09.50

Sibilant variation and indexing "gayness" in L2 English speaking French and German gay men

Zac Boyd • University of Edinburgh

Previous work has shown /s/ variation to be a robust correlate indexing sexual orientation and non-normative masculinity in both production and perception. Much of this works' focus is on English (e.g., Munson et al. 2006; Levon 2006; Campbell-Kibler 2011), though it has also been seen in Danish (Pharao, et al. 2014), Spanish (Mack 2010), and Hungarian (Rácz & Schepácz 2013). This previous research relies on data from monolingual speakers, leaving open the question of how bilingual speakers index their gay identity in their native language (L1) compared to their non-native language (L2).

Drawing on speech data from French and German English-speaking gay and straight men, the current study explores variation of /s/ in speakers' L1 and L2 English as a potentially socially conditioned marker of gayness in French and German. Data was collected in France and Germany from gay and straight English-speaking French and German me n (n=19; age 21-30). The data was auto-aligned using the FAVE alignment suite (Rosenfelder et al. 2011) and a Praat script extracted all measures of the /s/ tokens. English proficiency was assessed by native English speakers utilising a methodology adapted from Sorace & Filliaci (2006).

Results show that, overall, gay speakers of this study produce /s/ with a higher centre of gravity, higher spectral peak, and more negative spectral skew in both the L1 and the L2. These results are consistent with previous research showing sibilant variation as a marker associated with a gay speech style in monolingual speech. However, there are clear phonetic differences between the L1 and L2 for these speakers which show no obvious patterns, even when taking into account sexual orientation, regional variation in France/Germany, or English proficiency. This lack of consistent patterning in the /s/ variation of these speakers may indicate that the differences between the L1 & L2 productions are not due to systemic language differences nor can they be explained by L1 transfer. Rather, these results point towards a wide range of individual variation, which may be partially attributed to this early evidence that sibilance is a socially conditioned feature for indexing gayness present for both L1 French and German speakers. Furthermore, these results show preliminary evidence of sibilance as a cross-linguistically salient index of gay identity.

09.50-10.15

What can reaction times tell us about L2 categories? Perception of the /ɑ–ʌ/ contrast by native speakers of Spanish

Fernanda Barrientos • University of Manchester

An important aspect of learning the phonology of an L2 is that speakers of an L1 with fewer phonemic categories in their inventory need to learn a contrast between two sounds that are originally mapped onto one L1 category. Difficulty in learning the contrast increases when these two new L2 sounds are initially perceived as equally prototypical exemplars of the common L1 category (Best 1995), and the representations of these two sounds in the grammar do not seem to be as equally robust as those in the L1 (Flege 1995). From an experimental point of view, the

nature of these perceptual representations can be tested by means of labelling tasks, discrimination tasks, and the relation between these and reaction times. In this respect, Pisoni & Tash (1974) found a correlation between reaction times and the perceived difference between sounds, with different RTs between and across phonemic boundaries: while RT of stimuli within the same category were shorter for identical stimuli (A-A) and larger for different stimuli (A-a), pairs of sounds that were considered to belong to different categories (A-B) triggered faster RTs for longer acoustic distances. Such differences are a result of using high and low level processing strategies in different ways.

The present study attempts to find out the robustness of these perceptual representations by looking at reaction times during a modified discrimination task. Subjects were 21 native speakers of Spanish, 13 of them with advanced knowledge of English (Postgraduates with over 6.5 IELTS scores studying in Manchester) and 9 of them with beginner-low intermediate knowledge (taking short-term English courses). A third group of 8 native speakers of English was included as a control group. Participants were asked to discriminate as either “same” or “different” between two stimuli along the synthesized 7-step continuum / – /. Each stimulus consisted of a CVC nonce word in which V was one token ɑ ʌ of the continuum, followed by a 1s ISI and then either one of the endpoints of the continuum.

Preliminary results show different trends in both discrimination and RTs per group. Native speakers of English showed an expected S-curve as the stimuli were more acoustically different, and were overall much faster along the entire continuum. Beginners showed a flat line when discriminating along the continuum (unable to discriminate) and showed little RT fluctuation. Advanced speakers showed a different pattern: while their discrimination showed an S-curve similar to that of native speakers, their endpoint-to-endpoint discrimination did not reach ceiling, achieving only around 70% of accuracy. Their RT, on the other hand, showed increasing values as the stimuli became more acoustically different. These results suggest that advanced L2 speakers, although they are able to discriminate nonnative sounds, do not store phonemic representations in their grammar in a native-like manner; rather, they store a long-term phonetic category that stores some acoustic data, but not with the robustness of a native-like phonemic perceptual category.

10.15-10.40

The potential for error: An effective method to measure the language learners’ errors

Ahmeda M Altoate • University of Birmingham

A long-standing strand of research in the field of Second Language Acquisition (SLA) has focused on the analysis of language learners’ errors. A large proportion of these studies are based on applying error counting methods which show the proportions of language learners’ errors so that the readers can view the frequency of each error type. Subsequently, the readers can see which types of language constituents (i.e. articles, auxiliaries, preposition…etc.) are more problematic than others to second/foreign language learners.

Recently, error counting methods have received considerable criticism for their deficiency to show the frequency of language learners’ errors accurately. As a result of this deficiency, the perceived image about the most problematic language constituents is questioned. This highlights the importance of developing an

alternative and effective error counting method that can best view the frequency of learners' errors. This led to the emergence of the *potential occasion analysis* error counting method (Thewissen, 2012) which I call it the *potential for error*.

In this study, I will compare between three methods of error count. The first two methods which are widely used for error count are: (a) error percentages (counting the percentage of one type of error out the total number of errors) and (b) error frequency (counting errors per the total number of words in a text). The third error count method which was developed by Thewissen (2012) is the *potential occasion analysis* (counting one type of error, i.e. *tense error*, within the same environment, i.e. *verb phrase*).

In this research, I will highlight the precautions, which were ignored recently by Thewissen and argue that while the potential for error is an effective error counting method, this method needs to be questioned. The empirical focus of the study is based on my research findings where I have compiled my learner corpus and identified 10296 spelling and grammatical language learners' errors produced by Libyan learners of English.

11.00-11.25

"This idea needs re-expressing": Linguistic variation in written feedback from EAP teachers on EASP postgraduate academic writing

Jill Haldane • University of Edinburgh

How are English for Academic Purpose (EAP) teachers responding to the perceived language-content dichotomy (Turner, 2004) in the current international education market? This question is increasingly relevant to English language tutors' practice when providing in-sessional English language support for postgraduate international students. In this climate, cross-disciplinary mediation of discourse and its communities of practice may present the English language tutor with the role of literacy practitioner for specific academic purposes (Johns, 1997).

While Swales (1990) views communicative purpose directing language activity in the task of academic writing, Hyland (2003), and Fathman and Whalley (2010) affirm that form and content are necessarily integrative to the writing-to-learn process; more recently, Coffin and Donahue (2014) argue for the centrality of language as a social semiotic in learning and teaching.

Applying Fairclough's (2014) framework of text relationships, this presentation aims to detail a critical discourse analysis (CDA) approach to EAP tutors' register of written feedback to students on English for Specific Academic Purpose (ESAP) postgraduate academic writing courses at the University of Edinburgh. Delivering the feedback in an online format is compared to face-to-face interaction, and CDA gives insight into the interpersonal significance of the linguistic variation observed. Focusing on exophoric reference, the data indicate a possible hypothesis that feedback discourse may vary linguistically depending on whether EAP tutors' are commenting on ESAP students' language or content and argumentation. A further finding is that these linguistic variations may be mediated by the social practice of giving feedback either in the classroom or at the computer.

11.25-11.50

Learning outside of the classroom in the digital age: The what, why and how of online informal language learning

Henriette Ardnt • University of Oxford

Online informal language learning (OILL) refers to independent acquisition of a second language through engagement with a variety of digital resources–such as online video, music, and social networks–which are not specifically designed to support learning. Recent studies (e.g. Sockett, 2014) indicate that, as a result of changes in technology and the concomitant emergence of a globalised culture, this type of learning is becoming more common. There is even some evidence to suggest that individuals who mainly engage in this type of learning outperform highlymotivated and well-educated classroom-trained learners in tasks measuring a range of linguistic knowledge and skills (Cole, 2015). Further research is needed to explore this phenomenon in more detail, for example concerning the affordances offered by different kinds of informal resources, or the relationship between various characteristics of informal online learners and their emerging language proficiency.

The current presentation introduces my doctoral research, which seeks to investigate the following aspects of OILL:

• What motivates individuals to engage in OILL, and what are the resources most frequently used?
• What is the nature of learners' engagement with these resources, i.e. with regard to strategy use?
• What attitudinal and motivational factors influence this engagement?
• What is the nature of learning gains in OILL?
• What is the relationship between learners' motivation and attitudes, strategic learning behaviours, and learning outcomes?

11.50-12.15
Content, practice and direction-based lessons in middle-class American classrooms
Stephanie Demarco • University of Edinburgh

This talk outlines findings of a study looking at classroom differences in education stratification. The achievement gap between the rich and the poor, and between white children and children of color has been widely researched and observed (see e.g.: Ladson-Billings, 2006; Reardon, 2011, 2013; Howard, 2011 etc.). However, achievement gap research rarely focuses on the incremental steps in the middle that must be maintained to create the vast differences between the ends of the spectrum (Chetty et al., 2014; National Pupil Database, 2013; College Board, 2009; Barry, 2005).

In order to investigate these steps, ten classrooms in a middle-class county in Massachusetts was observed. These classes use a state mandated framework which allowed for direct comparisons of teacher language and lesson types among schools. In order to validity check these observations, reflexive interviews with the teachers discussing preliminary findings were conducted.

Reardon (2013) calls the achievement gap a "divergence in preparation", something that is easily observable at the ends of the spectrum. This project produced potential evidence of a "divergence in preparation" among even small socioeconomic differences.

This divergence was found in three lesson types:

1. **Content based lessons** rely on the students' preparedness for activities with the new information they are given and include a "large amount of valid academic information on a subject (Doyle, 1983)."
2. **Practice based lessons** focus on the learning process and introduction of skills and the application of these processes and skills.
3. **Direction based lessons** play the role of building a foundation that the other lesson types must build upon. They include basic skills, definitions and prepare students for future academic work.

The findings demonstrated that teachers, using the same curricular standards, made adjustments within the framework to suit the students' needs, while the reflexive interviews showed similar findings. This provides support for the idea that schools higher on the socioeconomic spectrum are likely to use content-based lessons more often, while the middle was likely to use practice-based lessons and the schools lower on the spectrum used direction-based lessons more often. Despite the spectrum only spanning incremental socioeconomic differences across schools, there was evidence of a clear stratification among classrooms.

Explorations of these lesson types revealed a hierarchy of preparation in which one can observe a semblance of the incremental differences among the middle classes within the achievement gap. The reminder that there are small-scale inequalities in educational achievement among the middle class serves as a springboard for more research on how these incremental differences may compound to create gross inequalities.

12.15-12.40
Viewpoints of Greek as a second language
Dimitrios Chaidas & Georgia Maniati • University of Edinburgh

The process of acquiring a second language (L2) is characterised by complexity, given that a number of factors, both learner-internal and learner-external, influence and contribute to the final outcome of the L2 acquisition itself. That is why the problem of second language acquisition has been investigated within three theoretical frameworks: the linguistic, the psychological and the social (Saville-Troike 2012: 25).

The primary goal of this research is to highlight the experiences of Modern Greek non-native speakers who are going through a second language acquisition process. More specifically, we aim to identify shared patterns among the attitudes and experiences of a diverse sample of L2 Greek speakers. Ultimately, we hope to be able to illustrate what brought about these differences in patterns through our analysis. Since our view at second language acquisition is grounded within the psychological theoretical framework, we conduct research and analysis adopting a qualitative methodological approach. The data (participants' narratives) was collected through semi-structured interviews that allow us to capture the perspective of the individuals and understand their L2 acquisition experience.

Our sample consists of eight subjects, balanced in gender, whose mother tongues include Chinese, Turkish, Bulgarian, Russian, Georgian, Polish, Italian, and American English. All subjects are or have been learning Greek as a second or foreign language. At the time of the interview, all subjects are living in Greece. The majority of the interviewees are undergoing a formal L2 acquisition process at the "Modern Greek Language Teaching Center" of the University of Athens.

Interviewers used a question guide to ensure a standardised conversational manner. All questions were semi-structured and the interviewers took special care to always adapt to the interviewees' responses, following a clinical type of interview. The analytic process required the transcription of all recorded conversations and the construction of four major codes (emerging themes) and several sub-codes and review panels according to which the transcribed material was grouped and analysed: L2 Acquisition (Causation, Course of instruction, Means/Methods), Attitudes (Emotional Component, Behavioral Component, Cognitive Component), Comparison with relevant experiences (Languages: L1 & L2, L2 & L2, Country of origin & Greece), Evaluation (Social Integration, Orientation).

The findings of our research indicate that a positive experience in language learning induces a positive attitude towards the culture and vice versa. We conclude that certain factors such as country of origin, reason of moving and time spent in Greece can alter the interviewees' view towards the language and the country.

13.40-14.05

Biliteracy and linguistic distances effect on executive function

Reham Al Rassi • University of Edinburgh

Among the main questions people ask after hearing that learning a new language may have a positive effect on executive functions is (Kovács & Mehler, 2009; Morales et al., 2013; Vega-mendoza et al., 2015); Does it matter which languages I learn? This research aims to answer that question. The study itself is divided into three different parts, all focusing on biliteracy and linguistic distance. The initial stages of the research investigate the effects of bilingualism on executive control, focusing on whether there is an effect of writing script and linguistic distance.

Using a longitudinal analysis study the first part looks at university students throughout their language studies and the effects linguistic distance and biliteracy have on the executive functions of late language learners. Executive function tasks, such as the Corsi Block Tapping test, The AX-CPT, and the Test of Everyday Attention (Robertson et al., 1994) are used to test the students from their first year to their fourth. The students themselves are split into 3 groups based on the subjects/languages they are learning; English monolinguals, complex languages, and Arabic. While the languages taught in the complex languages group are morphologically complex they, as is the case in English, all share the Latin script, in order to examine biliteracies effect on executive functions.

The second part of the study will look at early bilinguals and will compare English Monolinguals, English/Arabic bilinguals and English/Maltese bilinguals using the executive function tasks, concentrating on the fact that, like English, Maltese uses the Latin script, while Arabic uses its own. Maltese has the added advantage of sharing a wide range of vocabulary with Arabic and is the only Semitic language to be written in the Latin script. Comparing English/Arabic bilinguals and English/Maltese bilinguals will help show whether biliteracy has a distinct effect on executive functions.

The importance of the different scripts has been shown in a study by Ibrahim, Israeli & Eviatar, (2010) suggesting that sematic languages, such as Arabic and Hebrew, employ the use of both hemispheres of the brain in distinguishing morphological markers when reading. In contrast however English readers employ only the left hemisphere. Which leads to the final part of the research. In order to investigate whether the results found by Ibrahim (2010) are linked to the directionality of the script or the morphemes themselves we use a visual and an auditory lexical decision task on English Monolinguals, English/Arabic bilinguals and English/Maltese bilinguals to see if there are differences in hemispheric usage between the 3 groups when making linguistic judgments.

As testing is still ongoing, the data for all 3 parts of the research is incomplete.

14.05-14.30

I hadn't finished speaking! The role of content and length predictions during question answering

Ruth E. Corps, Abigail Crossley, Chiara Gambi & Martin J. Pickering • University of Edinburgh

During conversation, interlocutors repeatedly and regularly switch between listener and speaker roles and take turns at talk. These processes are so finely coordinated that there is often very little gap between utterances (around 2000ms; Stivers et al., 2009). To achieve such rapidity, listeners cannot wait until the end of the speaker's turn before they begin to prepare their own response: a single word takes around 600ms to produce from conceptualisation to articulation (Indefrey & Levelt, 2004). Instead, listeners must be predicting when the speaker will reach the end of their turn. This prediction not only allows the listener to prepare their response in advance, but also allows the listener to execute this response at the appropriate moment.

Previous research has assessed turn-end prediction using a button-press paradigm, where participants are instructed to press a button when they think the speaker has reached the end of their utterance. This research has demonstrated that listeners predict the end of the speaker's turn by predicting the forthcoming words (or content of the utterance (de Ruiter, Mitterer, & Enfield, 2006). However, this research has failed to consider the role of utterance length (Magyari & de Ruiter, 2012). There are various instances in conversation where listeners can predict what the speaker will say, but cannot predict how many words the speaker will use (e.g. did the Titanic sink after…crashing/hitting an iceberg/it hit an iceberg). In addition, the button-press paradigm is not necessarily representative of a natural conversational setting, where listeners not only have to predict the end of the speaker's turn, but also have to prepare their own verbal response in advance.

We address these issues in two Experiments, where we manipulate both the content and length predictability of utterances. In Experiment 1, we measure turn end prediction using the button-press paradigm. In Experiment 2, we use a question-answer paradigm and examine turn end prediction and response preparation in a more natural setting. We find no evidence to suggest participants are predicting the length of the speaker's utterance. However, our results suggest the role of content predictions depends on the response method. Our results suggest content predictability is important when preparing a verbal response, but not when predicting an interlocutor's turn end.

14.30-14.55

When do I speak the way you speak? Analysing accommodation in interaction

Mirjam Elisabeth Eiswirth • University of Edinburgh

The majority of sociolinguistic analyses of accommodation, which look at changes in the frequency of variables as conditioned by the interlocutor, only consider overall rates of features (Coupland, 1984; Giles, Coupland, & Coupland, 1991; Soliz & Giles, 2014). For example, Llamas, Watt, and Johnson (2009) analyse phonetic accommodation towards Scottish, English and a third European interviewer at the Scottish-English border, while Sharma and Rampton (2014) develop a Lectal Focusing Index tracking changes in feature density throughout an interaction. Even though they analyse style shifts with respect to discourse content and functions, they do not take an interactional perspective.

The lack of research into the interactional functions of convergence, divergence or maintenance on a turn-by-turn level is surprising, given that Giles et al. (1991) noted the importance of taking this interactional perspective and analysing accommodation from a Conversation Analytic point of view early on. Furthermore, convergence on an interactional level has been found by scholars working towards a phonetics of talk-in-interaction (Gorisch, Wells, & Brown, 2012; Richard Ogden, 2006; R. Ogden, 2012) and within the interactional sociolinguistic paradigm (Barth-Weingarten, Reber, & Selting, 2010; Couper-Kuhlen & Selting, 1996). This work indicates that convergence plays a role not only on a macro level (i.e. feature rates as averaged out across a conversation) but also on an interactional, turn-by-turn level. To date, only one study I am aware of has combined the micro and macro perspectives, and only with respect to one interactional feature (Nilsson, 2015).

In this talk I present a pilot study looking at accommodation in terms of log-adjusted vowel length and rate of speech between five different female speakers in seven interviews. Three speakers are interviewees from Buckie, in Northeast Scotland; the other two are the interviewers (one from Buckie, one from Hastings, in Southwest England). Each interviewer interviews each interviewee, and the seventh interaction is a conversation between the two interviewers.

I trace the participants' accommodative behaviour both at a macro level and at the interactional level. I first analyse how speakers change their vowel length and rate of speech in dependence of the interlocutor in the conversation as a whole. I then analyse how the difference in vowel length and rate of speech between the two interactants changes dynamically throughout the interaction. I take this data as the basis of my qualitative analysis of what speakers do interactionally when they diverge, converge, or maintain their vowel length and rate of speech.

As this is work in progress, I discuss possible avenues for further research and would greatly appreciate feedback on the methodology and thoughts on how to take this project forward.

15.15-15.40

Cross-linguistic influences on the acquisition of metaphorical expressions

Mengying Xia • University of Cambridge

This study aims to explore possible cross-linguistic influences on the acquisition of conventionally used metaphorical expressions by Chinese learners of English at different levels of proficiency. In this study, "metaphorical expressions" refer to the lexical items that are used to deliver conventional meanings that depart from their literal, core meanings, such as sentence (b) in the following examples:

(1) a. He attacked a passenger with a stick. (literal)
b. He attacked my theory. (metaphorical)

In the view of lexical semantics (e.g. Sweetser, 1990), the word "attack", together with other metaphorical expressions, should be regarded as polysemous, because it has two different but closely related meanings.

Previous literature on cross-linguistic influences (Jordens & Kellerman, 1981) and bilingual lexicon (De Groot, 1992) makes different predictions regarding the transferability of metaphorical meanings of a lexical item comparing with the literal meaning. In particular, it is not clear whether learners have acquired the conventionally used metaphorical meanings that are different from their L1, and whether they are able to derive and/or acquire the metaphorical meaning in a non-guided way when they already acquired the literal meaning of the same lexical item.

Three different conditions are examined in the study: (1) metaphorical expressions shared between the L1 and the L2 of learners, (2) metaphorical expressions available in the L1 but not in the L2, and (3) metaphorical expressions available in the L2 but not in the L1. An acceptability judgement task with sentence correction components was used to examine whether the learners accept different types of metaphorical expressions, and how they correct the incorrect use of metaphorical expressions. An additional survey of psychotypology was also included in the study to discover whether the distance between English and Chinese as perceived by the participants would influence learners' judgement of transferability of metaphorical expressions.

Preliminary results show that the acquisition of metaphorical expressions resides in between the acquisition of literal meanings of lexical items and that of idioms that are semantically opaque. While the participants generally perceive that English is a remote language from Chinese, they are able to discriminate expressions available in different languages, demonstrate various types of cross-linguistic influence, and select different strategies when correcting the given expressions. While participants' general proficiency is an important factor for cross-linguistic influence, it influences the acquisition of metaphorical expressions in an imbalanced way when learners encounter language-specific metaphorical expressions. An asymmetry between the acquisition of literal meaning and metaphorical meaning of a lexical item is also observed, which is shown by the lower acceptability of metaphorical expressions that are available in both the L1 and the L2 in comparison to the literal counterparts.

15.40-16.05

Language attrition at the syntax-discourse interface: A longitudinal study of Chinese-English bilinguals

Wenjia Cai • University of Edinburgh

It has been well established that extensive exposure to a second language (L2) accompanied by long-term disuse of a first language (L1) might induce some kind of restructuring in the syntactic module of the L1 grammar, albeit slowly and selectively. The selective nature of L2-induced changes in the L1 syntactic module has been one of the primary concerns in L1 attrition studies, and various theories (*Markedness Theory, Subset Principle*, and *Interface Hypothesis*) are developed with the purpose of describing and predicting the syntactic forms that are likely to be transferred from L2 to L1.

Language attrition is generally observed in immigrants who use the dominant language of that society, but have limited or no contact with their mother tongue. However, language attrition does not necessarily happen uniformly among all immigrants or bilinguals. The possible determinants of L1 attrition may involve the onset age of acquisition/emigration, frequency of L1 contact and use, attitude and acculturation, and the linguistic distance between L1 and L2.

By manipulating the contact/use frequency of Chinese/English bilinguals, the current study taps onto the linguistic and extra-linguistic characteristics of language attrition by investigating the L1 attrition effects of Chinese long-distance reflexive *ziji* 'self' as well as Chinese wh-topicalization, among first generation Chinese immigrants with advanced L2 proficiency. The two structures under investigation were assumed to be more susceptible to language attrition, because the processing of which involves both syntactic and discourse information, thus being cognitive demanding and less robust against language attrition. Speeded acceptability judgment task will be used to measure the syntactic knowledge as well as processing ability of the potential attriters regarding wh-topicalization, and speeded comprehension task will be used to investigate the interpretation of anaphora binding. It's been predicted that Chinese immigrants with limited contact/use of their L1 will be more susceptible to language attrition, and those with frequent contact/use of their L1 will demonstrate less or no attrition effects.

16.05-16.30

Attrition of referential choice in bilingual children: Investigating the role of input

Maki Kubota • University of Edinburgh

Over the past two decades, Japanese returnees—children of Japanese expatriates who take part of their education abroad—have increased in number to more than 11,000 per year (Ministry of Education, 2013). These returnees undergo a drastic change in their linguistic environment after returning from an English-speaking country: their majority language (English) becomes the minority while their minority language (Japanese) becomes the majority. The Japanese returnees' absence of contact with English consequently makes them prone to second language attrition, which has been observed in studies from Tomiyama (2000; 2008), Reetz-Kurashige (1999). However, these studies investigated the attrition of global knowledge (i.e., fluency, accuracy, lexicon) and thus, very few studies have looked at the second language attrition of syntax in children. This study particularly examines the Japanese-English bilingual children's subject expression; namely the choice of noun expression (i.e., proper name; common noun; null pronoun; overt pronoun) in both

Japanese (i.e., null argument language) and English (i.e., overt argument language). The selection of appropriate subject expression is dependent on the focus of attention in various contexts such as the introduction of a new character (e.g., *A boy* entered the store), maintenance of a known character (e.g., *He* bought a chocolate.), introduction of a second character (e.g., *A woman* came into the store.), and reintroduction of the first character (e.g., the woman talked to *the boy*). Several studies have found children to produce ambiguous or inappropriate subject expressions in narrative discourse in Japanese (Clancy 1992; Guerriero, Oshima-Takane, & Kuriyama 2006), Chinese (Wong & Johnston 2004), and Dutch (Hendriks, Koster, & Hoeks 2014). However, the scope of these studies is limited to monolingual children and thus very little research has been conducted on the development of referential choice in bilingual children. This study aims to fill in this gap by first investigating the referential strategies in bilingual children's first (Japanese) and second (English) languages. Secondly, it attempts to examine the role of input by tracking their referential knowledge overtime, upon their return to Japan from an English speaking country. Story telling task adapted from Hendriks, Koster, and Hoeks (2014), which is designed to have different characters as the topic of the discourse, will be utilized in the study. We predict that children will generally be overinformative in Japanese (i.e., underuse null pronouns) whereas they will be under-informative in English (i.e., overuse overt pronouns). However, this behavior is predicted to change after receiving significant Japanese input— the over-informative behavior in Japanese is predicted to diminish and they will start using null pronouns in appropriate referential context.

16.40-17.05
The categorical perception of the /æ/-/ɛ/ continuum in British and North American English speakers
Chad Hall • University of Oxford

In this study, the categorical perception of the /æ/-/ɛ/ continuum between British and North American English speakers was measured by participants performing a perception task. Because of the presence of /æ/-tensing in many dialects of North American English (Labov et al., 2006), it was found that the North American speakers' boundary occurred later than British speakers due to their wider acoustic acceptance of /æ/. This is the first study to test the categorical perception of the /æ/-/ɛ/ continuum between British and North American speakers and the results are significant. The results also challenge the proposal that vowels are perceived continuously (Fry et al., 1962).

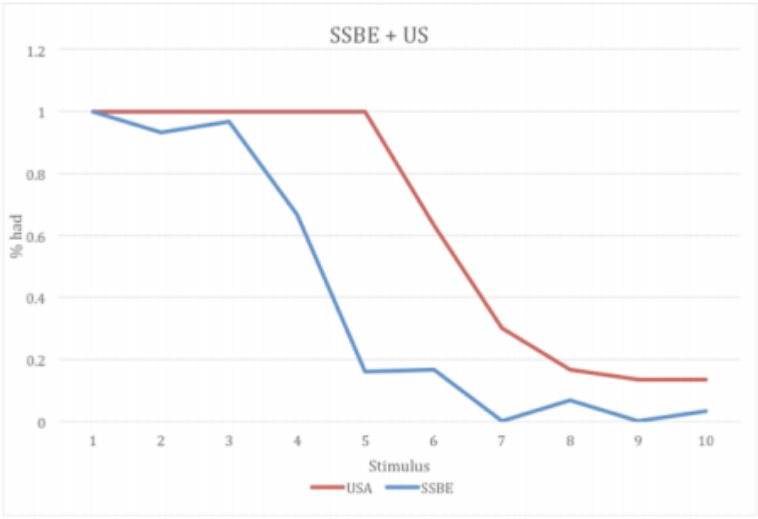


Figure 1: The results of the identification task

17.05-17.30
Resistance to phonetic change in York, Northern England
Daniel Lawrence • University of Edinburgh

This study reports on a sound change in progress in York, Northern England: the fronting of the back vowels /o/ and /u/. It is particularly concerned with the role of dynamic properties of vocalic variation in constraining established principles of vowel- shifting. Previous research (e.g. Labov, 1994) suggests that the fronting of /u/ typically precedes the fronting of /o/ temporally, and that realizations of /u/ are usually found to be further advanced in the vowel space than those of /o/ in varieties where both vowels are undergoing fronting. This pattern is widely reported across varieties of English; however, in northern varieties of British English, both of these vowels may be involved in socially-stratified patterns of diphthongization. In light of this, the present study assesses evidence for the co-fronting of /o/ and /u/ in York, Northern England, and explores the possible role of dynamic properties of vowel production in constraining this change. Data are presented from word list recordings

from 50 York speakers born between 1935 and 2000. Following previous accounts of this change, the following predictions are tested:

i. Both /u/ and /o/ are undergoing fronting in York speech
ii. A speaker's degree of /o/ fronting will be predictive of their degree of /u/ fronting.
iii. The nucleus of a speaker's /u/ target will be more advanced in the vowel space than their /o/ target.

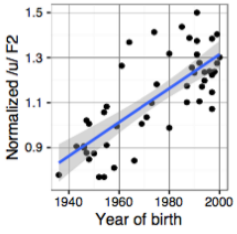
Figure 1 presents the key production findings. Datapoints represent mean normalized formant measures taken at 65% of the vowel for each speaker. Where letters are used, they represent the speaker's age group, with 'O' speakers born 1935-1959, 'M' speakers born 1960-1979, and 'Y' speakers born 1980-2000.

Panels (a) and (b) plot F2 values as a function of speaker year of birth for /u/ and /o/ respectively, providing clear apparent-time evidence of the ongoing fronting of these vowels, and satisfying the first prediction.

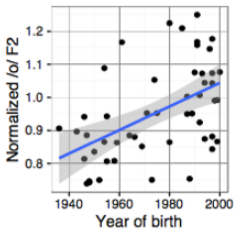
Figure 1(c) compares the degree of fronting in /u/ and /o/ for each speaker, demonstrating a strong linear relationship between the two values, which satisfies prediction (ii). Speakers in blue are those whose /u/ target is more advanced than their /o/ target, while those in red are those who have an /o/ target equal to or more advanced than their /u/ target. It can be seen that the vast majority of cases (86%) support prediction (iii) above. These findings are consistent with Labov's (1994) generalizations, suggesting that there is an internal bias toward the co-fronting of /u/ and /o/ in this variety.

Figure 1(d) demonstrated how dynamic properties of variation in /o/ constrain this pattern. The figure plots the relationship between speakers' mean F2 values and mean Euclidean distances for /o/. A density-based clustering method (Ester et al., 1996) identifies three groups in the data, represented by the colored clusters in panel (d). The red cluster represents speakers with back /o/ realizations and middle/high Euclidean distances, the blue cluster represents those speakers with back /o/ realizations and low Euclidean distances, and the green cluster represents those with fronted /o/ realizations and high Euclidean distances. The absence of data points in the bottom, right-hand area of the plot reflects an absence of speakers who produce fronted, monophthongal variants – it seems that speakers with monophthongal productions resist the internal bias toward the fronting of /o/.

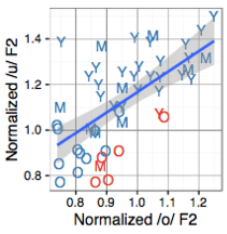
In addition to presenting these production data, this talk will explore potential social and linguistic explanations for younger speakers' apparent resistance to /o/ fronting, and present results from a perceptual experiment which may help tease those explanations apart.



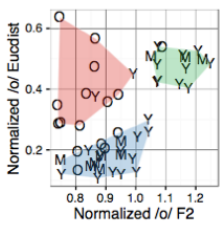
(a) Normalized /u/ F2 as a function of year of birth.



(b) Normalized /o/ F2 as a function of year of birth.



(c) Relationship between /u/ and /o/ fronting.



(d) Relationship between /o/ fronting and diphthongization.

17.30-17.55

How do we deal with vowel articulation?

Fabienne Westerburg • University of Glasgow

Vowels are usually studied using acoustic data, and a common procedure is to use the first and second formants to gauge a vowel's position in the vowel space. This space is conceptualised as a quadrilateral, where F1 determines vowel height, and F2 determines vowel backness. The height and backness parameters are said to correspond roughly to the position of the highest point of the tongue (Jones, 1917). However, early X-ray data and later articulatory methods have suggested that this view is oversimplified (Ladefoged, 1967), and that the "relationship be- tween acoustics and articulation is not linear" (Stevens, 1972). For instance, it is possible to produce the same acoustic output using different articulatory gestures (e.g. Lawson, Mills, and Stuart-Smith (2015)). Articulatory data can thus make a valuable contribution to vowel research, and it is now made possible by a range of methods, such as MRI (magnetic resonance imaging), EMA (electromagnetic articulography), and UTI (ultrasound tongue imaging). But once this articulatory data have obtained, what do we do with it?

In this talk, I want to outline some of the benefits and challenges of different articulatory methods, focusing particularly on ultrasound tongue imaging, and referring mainly to a vowel known as Viby-i. This is a Swedish /i:/ vowel with an unusual, thick, buzzing quality, the cause of which is still undetermined. A series of small studies, conducted as part of my research degree, has shown that Viby-i is produced with a backed and lowered tongue, sometimes with a 'dip' in the tongue surface, but there are still many challenges in dealing with this kind of data: How do we quantify the position and shape of the tongue? How do we standardise data between speakers? How do we account for three-dimensional behaviour such as tongue bracing or grooving? And how do we combine information from different articulators to create a full account of vowel articulation?

The talk does not aim to answer these questions, but rather to discuss and evaluate the different options available, hopefully with some audience participation. The talk will also demonstrate the complicated relationship between acoustics and articulation, as well as the different possible reasons why individuals might vary in their vowel production. Overall, I will argue for the combination of acoustic and articulatory methods in order to form a fuller understanding of how vowels are produced.

09.00-09.25
Tag questions and exclamatives in Glasgow Scots
Elyse Jamieson • University of Edinburgh

In standard English, tag questions and interrogative exclamatives are formed with *–n't* – the same form of negation found in declaratives, interrogatives and imperatives e.g. *he likes it, does**n't** he?* and *is**n't** it a lovely day!*

In Glasgow Scots, a particle *–int* is used in tag questions and exclamatives only. *–int* combines with the syllable onset of a raised auxiliary e.g. *he likes it, d**int** he?*. When there is no onset (e.g. when the auxiliary is *is/are*) *int* appears by itself e.g. ***Int** it a lovely day!. –int* is not available in matrix interrogatives (Thoms et al. 2013); all matrix interrogatives with negation (including biased questions) are auxiliary-subject-negation constructions, e.g. ***are** ye **no** comin? (*Int ye comin?)*

I suggest that in Glasgow Scots, the "negation" we see in tag questions and exclamatives is not negation. Instead, I suggest *–int* is an instance of a Resp(onse)P discourse marker (Wiltschko and Heim, to appear). RespP markers indicate that the speaker wants the addressee to respond, and are situated above ForceP in the left periphery. RespP in English is generally signalled by rising intonation. This extends Wiltschko and Heim's proposal in two ways: firstly, by giving an example of an overt "Unit of Language" in an English RespP; secondly, showing that there can be verb movement to the "conversation clause" above the CP.

By analyzing *–int* as a RespP marker, we can account for a number of facts about its distribution, including its failure to license negative polarity items, its exclusively left-peripheral distribution, its inability to co-occur with rising intonation (Gary Thoms p.c.) and most importantly, its ability to combine with low (propositional) negation in tag questions. e.g. *He doesnae like him, d**int** he **no**?* ("He doesn't like him, does he?").

This analysis is also able to account the distribution of *–int* in exclamatives, but not rhetorical questions. I analyse interrogative exclamatives as being produced for discourse purposes only, adding no new information to the Common Ground and simply establishing a rapport between the speaker and addressee. I thus look towards establishing an analysis of interrogative exclamatives independent of rhetorical questions.

09.25-09.50
Focus on contrast: discourse features in Finnish
Anna Hollingsworth • University of Cambridge

The interaction between the different aspects of the syntactic component of grammar is central to much current research in the Chomskyan framework and to the understanding of the architecture of the human language faculty. In this talk, the question of how the narrow syntax and the interfaces interact will be approached through a study of discourse-configurationality in Finnish.

Horvath (2010) proposes The Strong Modularity Hypothesis for Discourse Features, according to which no purely discourse-related notions can be encoded as formal

features and are available only outside the narrow syntax. This relates to the bigger question of whether semantic interpretation is driven by fixed syntactic positions, as argued in the cartographic enterprise (Rizzi, 1997; Aboh, 2010), or whether the connection between syntax and semantics is looser, following interface-based approaches (Horvath, 2010; Neeleman and Vermeulen, 2012).

Finnish provides an interesting test case for the debate about how discourse-related notions such as topic, focus, and contrast can be related to these competing frameworks as it would seem to manifest characteristics of both. More specifically, the notion of contrast would seem to pose a potential problem to Horvath's hypothesis as contrastive topics and contrastive foci would seem to, at least in their most strict interpretation, target the same unique position in the left periphery.

The data show that while contrastive interpretation can be achieved with the contrastive phrase in situ, this interpretation is only unambiguous if the relevant phrase undergoes A'- movement, as predicted by an interface-based approach. However, in Finnish, such movement eliminates ambiguity only if it targets a specific position in the left periphery, spec,CP supporting a cartographic analysis, as in apparent from (1):

(1) Q: Kuka torui Sagan kollegoita?
who told off Saga's colleagues
"Who told off Saga's colleagues?"
a. Sagan nuorinta kollegaa sitä torui MARTIN.
Saga's youngest colleague EXPL told off Martin
b. Toruikohan Sagan nuorinta kollegaa MARTIN?
tell off-Q-CL Saga's youngest colleague Martin
"I wonder if Martin told off Saga's youngest colleague?"
(key: contrastive topic, FOCUS)

Here, the contrastive interpretation is obligatory only in (1a) where the contrastive phrase has moved to spec,CP; it is optional in (1b) where it has been A'-moved to a lower position, spec,FP.

Yet, contrastive elements would seem to share this position with non-contrastive elements, such as wh-phrases and complementizers, problematizing a strictly cartographic approach where a one-to-one correspondence is assumed between interpretations and fixed positions.

What emerges is a system that does have specific positional requirements for the discourse-related notion of contrast; however, the position that contrastive phrases target is not unique for contrastive phrases alone, and contrastive interpretation can be achieved in other positions as well, although only optionally. There is thus no evidence for a richly articulated discourse-related structure as has been argued for the related Hungarian (É. Kiss, 2002).

09.50-10.15
Clausal structure and re-projective head movement
Aristeidis Palamaras • University of Edinburgh

The extent to which clausal structure is universal, or, conversely, subject to variation, is a topic of lively debate in syntactic research. On one end of the spectrum we find a rigid universalist view (Cinque 1999, amongst many others)

which maintains that the entire universal inventory of functional projections is always instantiated in the syntactic representation of any clause across any language. On the other end of the spectrum we find the variationist alternative (Thráinsson 1996, amongst others) which argues for variation in the number of functional projections that are instantiated in the syntactic representations of different clauses across different languages.

Within the variationist literature there is a specific strand of research (Ackema, Neeleman and Weerman (1993), Koeneman (2000), Bury (2003), amongst others) that focuses their attention on the intersection of two areas: the properties of clausal structure and the properties of head-movement. These works have highlighted possible correlations between variation of functional structure and cross-linguistic variation in verb-movement, and have explored various ways of formalizing head-movement so as to derive the projection of functional structure from the application of verb-movement operations. I will refer to this view of head-movement as Re-projective Head-movement. However, this approach is obviously limited in that structures which involve head-movement are only a subset of the structures which, under a variationist view of clausal structure, should display a rich functional structure. One answer to this problem is that null functional heads can be acquired under very specific circumstances, so that not all functional structure needs to be linked to Re-projective Head-movement (Koeneman (2000)). Another (not mutually exclusive) answer is that the projection of functional structure is subject to the same set of constraints whether it is achieved by Re-projective Head-movement or other structure building operations (Bury 2003)).

There is however an alternative that has not received enough attention. Instead of treating head-movement as a fundamental syntactic operation from which we can derive properties of functional structure, I will argue that it is possible to derive head-movement from a more fundamental structure-building operation that I will call Feature-Scattering (an extension of an operation by the same name originally proposed by Giorgi and Pianesi (1997)). Therefore, the observation that head-movement is a sufficient, but in fact not a necessary condition for rich functional structure, can be directly build into the syntactic system.

In this talk I will present an overview of the proposed system, and I will briefly discuss certain implications that can provide a testing ground for this hypothesis (amongst other things, this analysis suggests a complete separation of Head-movement from XP-movement (cf. Chomsky (2001) and it imposes a stronger constraint on Long-Head-Movement compared to other Re-projective Head-movement analyses). Finally, the study of the relation between head movement and functional structure within the Re-projective Head-movement literature has to offer some interesting and novel insights on both areas. One such idea is a proposal by Bury (2003, 2005), suggesting that the extension of functional structure is intrinsically linked to the creation of specifier positions. Time permitting, I will discuss the strengths and weaknesses of this suggestion, and I will show how it is incorporated in my own analysis.

10.35-11.00

No negation is not ambiguous: negative raising

Nico Sommerbauer • University of Vienna/University of Edinburgh

My BA thesis in English and American Studies at the University of Vienna discusses the topic of negative raising (neg-raising). Neg-raising refers to a linguistic phenomenon in which a negation is "raised" from the embedded clause to the main clause (i.e. the meaning expressed is that of the embedded clause being negated, but in the surface form, the main clause carries the negative particle). (1) shall serve as a simple example.

(1) I do not think that I will be able to make it in time.

What the speaker in (1) is actually trying to express, of course, is that they think they will not be able to make it in time. After giving a definition of the term negation in general and neg-raising in particular, the paper discusses the various approaches towards this phenomenon proposed in the literature, including Fillmore's (1963) syntactic approach and the non-transformational approach based on it proposed more recently by Collins and Postal (2012), as well as the semantic-pragmatic approach proposed by researchers such as Jackendoff (1971), Horn (1978) and Gajewski (2005). The thesis then goes on to present a corpus study carried out by the author across several online corpora, including COCA, COHA, BNC, GloWbE and ICE-GB, with the goal of identifying both syntagmatic and paradigmatic patterns (or lack thereof). As it is practically impossible to search for the phenomenon of neg-raising as such in a corpus, I searched for two neg-raised phrases that appear to be prototypical judging from the literature: I don't/do not think and not supposed to. The results of this study suggest that neg-raising is more common in spoken than in written English, has consistently increased in usage since the 1800s at least in American English (data from COHA), and that it is more commonly used in American than in British English. Finally, the thesis discusses possible reasons as to why neg-raising is used, including politeness (see for example Napoli 2006), as well as fronting of vital information and computational considerations (Tovena 2001: 339-340).

In my current Erasmus stay at the University of Edinburgh (as part of my MA programme English Language and Linguistics at the University of Vienna), I attended Graeme Trousdale's course on Construction Grammar. In his course, I wrote an essay on neg-raising from a Construction Grammar point of view, supported by the BA thesis outlined above. Referring to the idea of the "Excluded Middle" in Bartsch's (1973) presuppositional approach to neg-raising, the idea of constructional grammaticalisation proposed by Van Bogaert (2011), Traugott (2007), and more, is introduced and applied to neg-raising: the basic idea being that a construction can be grammaticalised in the mind just like a lexical item can, and that neg-raising simply came about (for one or several of the reasons mentioned above) at some point and over time has become so
entrenched in the language and speakers' minds that it is used and perceived as a whole.

11.00-11.25

Multiple source constructions in language change: A case study

Daniel McColm • University of Edinburgh

The possibility of multiple source constructions in language change has been underexplored in prior literature (Van De Velde, De Smet & Ghesquière, 2013:473), despite examples of multiple source constructions abounding in phonology, lexical semantics, and syntax (Van De Velde, De Smet & Ghesquière, 2013). This paper examines the role of multiple sources in the host-class expansion of postverbal arguments in the way-construction. Data from a number of corpora (OED, CLMETEV, COHA and COCA) were used in this investigation. The data were coded for a number of features including verb type, choice of post-verbal argument and choice of subject. The present study supports Traugott & Trousdale's (2013) conclusion that the *way*-construction originated from multiple sources that were distinct in their argument structure: a transitive construction involving way as the head of the direct object NP, and an unergative construction. This paper also builds on Traugott & Trousdale's (2013) findings, showing that the changes affecting the *way*-construction today are also the product of multiple source constructions. Novel sentences such as *He drank his way to death* arise as a result of a blend of way-construction and semantically similar fake reflexive resultative construction (*He drank himself to death*). This finding builds on Traugott & Trousdale (2013), who focused primarily on the inception of the way-construction and its diachronic precursors. This paper shows that multiple source constructions are a salient phenomenon in language change, and provide a convincing account of the development of the *way*-construction from its inception to the present day.

11.25-11.50

Split intransitivity in English in cross-linguistic perspective

James Baker • University of Cambridge

Introduction: Perlmutter (1978) divides intransitive predicates into two classes: unergatives and unaccusatives. Sorace (2000) places intransitive verbs in an Auxiliary Selection Hierarchy (ASH). In Western European languages, perfect auxiliary HAVE is associated with verbs towards the top of the hierarchy ('unergatives') and auxiliary BE with verbs toward the bottom ('unaccusatives'), though the 'cut-off point' varies between languages. It is predicted that other diagnostics of split intransitivity (that is, unaccusativity), crosslinguistically, will also identify verbs from categories that are (a) contiguous on the hierarchy, and (b) clustered toward one end of the hierarchy or the other. This paper considers this in relation to English.

Findings: Consideration of split intransitivity diagnostics for English mentioned in the literature in relation to a representative sample of around 40 verbs finds good correspondence with the ASH in many cases (Table 1). These results are supported by experimental findings. Thus, for example, it can be seen from the table that diagnostics like suffix *-er* are consistently accepted only with the top three categories of the hierarchy:

(1) a. *worker, swimmer, cougher* b. **beer, *stayer, *dier, *goer*

Prenominal past participles, on the other hand, only occur with (a subset of) verbs in the lowest two categories:

(2) a. *the fallen leaves, a grown man*
b. **the lasted/been/coughed/swam/worked man*

Locative inversion and there-insertion show little correspondence with the hierarchy; this is in line with Levin and Rappaport Hovav's (1995) suggestion that these may not be true diagnostics of unaccusativity in English.

		Unergatives (I)	Unergatives (II)	*for hours*	PPP	R/C	LI/TI
Contr. non-mot. process	*work, play*	Y	Y	Y	N	N	Y
Contr. motional process	*swim, run*	Y	Y	Y	N	N	Y
Uncontrolled processes	*cough, skid*	Y	Y/N	Y	N	N	Y/N
Existence of state	*be, sit*	N	N	Y	N	N	Y/N
Continuation of state	*stay, last*	Y/N	Y/N	Y	N	N	Y/N
Change of state	*grow, die*	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Change of location	*go, fall*	N	N	N	Y/N	N	Y/N

Table 1: key—Y = generally accepted; N = generally rejected; Y/N = mixed or uncertain judgements. Unergatives (I) = V *one's way into*, V *away*, suffix *-er*; unergatives (II) = cognate object, prefix *out-*; PPP = prenominal past participle; R/C = resultative/causative; LI/TI = locative inversion/*there*-insertion.

Consequences: These results add to existing evidence that the ASH has wider cross-linguistic applicability. The data also suggest the division of intransitive predicates into just two classes is oversimplistic, as the results of the diagnostics are often contradictory. I instead suggest that multiple classes should be identified, which nevertheless have a semantic basis (cf. Van Valin 1990).

12.00-12.15
Gerunds vs. present participles
Xin Chen • University of Edinburgh

It is unclear whether all the words with an *-ing* suffix are instances of the same lexical element or whether some or all of them are distinct elements only by accidental homophony. English gerunds appear superficially identical to present participles. The aim of this talk is to clarify the differences between them and to argue in favour of an approach whereby these two classes of words are treated separately in the grammar. Huddleston and Pullum (2002a, 2002b) argue that they can be conflated into a single category of 'gerund-participials'. However, despite the formal similarity, numerous differences in distribution and semantics exist (Bresnan, 2001: 267-301).

The apparent distinction is shown by the nominal use of gerunds (*Reading is my hobby*) and the adjectival and progressive use of participles (*an interesting story, I am reading*). A comparison of subtle differences and ambiguities are carried out by a list of tests: passivisation, topicalisation, *it*-clefting, tough-movement, question formation, '*-ing -ing'* constraints etc.

Among all forms of Verb-*ing*, there is a complex gradience between the pure nouns (*meetings, a building*) and the purely participial forms (*She was writing a book, I kept running*) (Quirk, Greenbaum, Leech, & Svartvik, 1985: 1290-1292). In this talk, I categorise these into two main groups: nominal function and participial function. The group of nominal function consists of: 1) gerunds as in *Her writing the book so rapidly surprised us*, 2) associated *–ing* nominalisations as in *Her rapid writing of the book surprised us*, 3) lexicalised nouns such as *meetings, findings, buildings.* Gerunds exhibit a peculiar conflict between the external distribution of NPs and the internal structure of clauses. Like NPs, gerunds can function as subject, object, subject complement, appositive and prepositional complement. Like verbs, gerunds use direct object, appear with adverbs rather than adjectives, and are negated with not, which cannot be used to negate nouns (Hudson, 2003: 198; Malouf, 1998, 2006; Poutsma, 1923:103). Comparing gerunds and associated *-ing* nominalisations, there are syntactic contrasts and differences in morphological properties and productivity (Blevins, 1994; Chomsky, 1970). The *-ing* participles – 'verbal adjectives' (Huddleston, 1984) hold an intermediate position between verbs in periphrastic verbal constructions (*She kept laughing, I heard the baby crying, Anyone living nearby will be evacuated*) and attributive adjectives in noun phrases (*a sleeping boy, 2 developing countries, a misleading statement*). Considering the criteria of adjectives, the formation of *-ing*-affixed adjectives is not entirely productive, with only some of them being regarded as central adjectives, e.g. *interesting, amazing, boring*. The verbs whose *–ing* participle form become adjective are analysed.

I also outline how this distinction feeds into my ongoing research into Verb-*ing*-Noun compounds in English. Whether the Verb-*ing* is a gerund or a participle is related to its attribution: associative versus ascriptive. Compare *drinking water* and *sparkling water* or the two interpretations of *dancing girl.*

12.25-12.50
Blend formation, from English to other languages
Ekhlas Ali Mohsin • Newcastle University

The present study aims at investigating the English blend formation principles and their applicability on blends from other languages. The question is: Are these principles available to blend formation in French and Arabic in a way that facilitates the predictability of their structure? Blending in English is a process of word formation whereby a new word is formed by joining parts of other two words, e.g. *brunch* and *smog*. English blends have been thought to be unpredictable and irregular (Bauer 1983: 225; Marchand 1969), but recent research (e.g. Bat-El & Cohen 2012; Bauer 2012) has shown the opposite, which means that there are principles that play a role in deciding the structure of the blend.

The present study analyzes some blends from French and Arabic on the basis of the English blend formation principles. Examples of French blends are *proème* < *prose* + *poème* > and *foultitude* < *foule* + *multitude*>, and of Arabic blends are */dˤibatˤr/* 'the strong man' < */dˤabatˤ/* 'regulate' + */dˤabar/* 'fasten' > and */zamakan/* < */zamaan/* 'time' + */makaan/* 'place' >.

The basic proposals about English blend formation principles discussed and adopted in this study are:

i. The proportion of contribution of the source words to the blend (Kaunisto 2000; Gries 2004);
ii. The syllabic structure of the source words and of the blend (Plag 2003 ; Arndt-Lappe & Plag 2013); and
iii. The stress pattern of the source words and of the blend (Bat-El & Cohen 2012; Bauer et al 2013).

After applying these principles on the data collected, it is basically concluded that: (i) in both French and Arabic, the longer source word is the bigger contributor to the blend, which is opposite to English; (ii) in all three languages, the prosodic structure facilitates the predictability of the breakpoint in the blend; and (iii) stress in the Arabic blend is decided by its syllabic structure, not by that of the source words; whereas in French the stress of the source words plays no role in deciding the stress of the blend because its assignment is fixed to the ultimate syllable.

12.50-13.15
Older Scots Atonic –e in word-final and covered inflectional positions
Daisy Smith • University of Edinburgh

This paper considers the unstressed vowels in Older Scots (OSc) in final position (*gude* 'good' "that which is good" and in covered inflectional position (*gudes* 'goods'). I suggest that the variable use of final <-e> in singular nouns in OSc creates ambiguity about the linguistic status of <e> in words like *gudes*. Consider the following forms of *times* (noun plural) taken from *A Linguistic Atlas of Older Scots* (*LAOS*; Williamson 2008):

(1) <tymes>
(2) <tymis>
(3) <tymees>
(4) <[t]yms>

In examples (2) and (4), the plural inflection ({-S}) appears to be represented by <-is> and <-s> respectively. In (3), the inflection is presumably <-es>, attached to a form with stem-final <-e>. In (1) however, it is not clear whether the inflection should be interpreted as <-s> attached to an e-final stem (in the pattern of (3)), or <-es> attached to a consonant-final stem (in the pattern of (2)). As a singular noun, 'time' is attested in *LAOS* with final <-e> in approximately half of all tokens, and is therefore unenlightening on the subject of where to place the boundary between the stem and the {-S} morpheme.

To investigate the relationship between final and covered inflectional <-e>, I focus on the 22 mono-morphemic, OE-derived nouns which are assumed to be consonant-final in OSc (Johnston 1997; Aitken & Macafee 2002) and are attested in *LAOS* in both singular and plural forms, including 'time' < OE *tīma*, 'name' < OE *nama*, 'house' < OE *hūs* and 'thing' < OE *þing*. I categorise each noun according to (i) the presence or absence of a final vowel in OE; and (ii) OE and OSc vowel quality (Aitken & Macafee 2002). I then perform two mixed-effects logistic regression analyses, with final <-e> and covered inflectional <e> as my dependent variables. I find that text date is significantly correlated with the presence of both types, suggesting varying scribal practice over time. The regression also reveals medial vowel quality to correlate significantly with covered inflectional <e>, although not at all with final <-e>.

Based on these analyses, I suggest that, whilst final <-e> and covered inflectional <e> are both subject to variation over time, the factors which affect their occurrence are different. I further elaborate on the factors which correlate with each type of <e> by analysing the relationship of individual lexical items with the independent variables over time, demonstrating that there is no correlation between the likelihood of final and the likelihood of covered inflectional <e> for any of the words I examine, but that factors such as stem-final *littera* may affect the realisation (or lack thereof) of a following vowel *littera*.

Finally, I speculate on what implications my analysis has for the interpretation of <e> in forms such as *tymes* and *gudes*, where <e> could be analysed as stem-final or as part of the {-S} morpheme.

13.15-13.40
Frege, politics and the "orthodox view" of language
Nicholas Carroll • University of Edinburgh

In his book, *Process and reality: An essay in cosmology*, Alfred North Whitehead wrote that Western philosophy consists of a series of footnotes to Plato. Although this comment should be taken with jest, Whitehead meant to draw attention to the extent to which Plato influenced the course of Western philosophy. A similar comment could, perhaps, be made about the German mathematician and logician, Gottlob Frege, in relation to the influence his works have exerted on the course of analytic philosophy of language. For, just like Plato, Frege's works on language— in particular, *Foundations of Arithmetic* (1884) and *Begriffsschrift* (1879)—have shaped almost everything that has been subsequently written about the nature and function of language within analytic philosophy.

In particular, Frege made two significant and very influential claims about language and meaning. The first claim, which can be referred to as (C1), is that a language is

simply an internally consistent system of signs, the function of which is to allow people to communicate with one another. The second claim, which can be referred to as (C2), is that words refer to objects or properties within a mind-independent world, and that the meaning of a word—even if it is just a matter of custom among the speakers of a language—is determined by its reference to such objects or properties. Together, these two claims form what can be called call the *orthodox view of language*. Virtually every contemporary analytic philosopher of language accepts the truth of the orthodox view of language as given.

There are, however, some types of language that prima facie operate in a way that challenges the truth of (C1) and (C2). Political language, I will argue, provides a particularly telling example of this. I will focus my discussion on the language that has been recently used by Australian politicians to refer to asylum seekers who have entered Australia's migration zone by boat. Here, we can think of utterances such as "illegal immigrants," "boat people," and "queue jumpers." With a focus on this discourse, I will develop the following two-fold argument against the orthodox view of language.

First, I will argue that the function of this language is not to communicate true facts about asylum seekers. This language is used by Australian politicians as a way of performing a specific illocutionary speech act that criminalizes asylum seekers. If correct, this will challenge (C1). Second, I will argue that the meaning of this language is not always determined by reference to true facts about the asylum seekers. For example, the utterance 'boat person' does not simply mean an asylum seeker who arrives in Australia's migration zone by boat. Rather, it is used by Australian politicians to mean an asylum seeker who, as a result of their arrival by boat, has taken the place of a 'legitimate' refugee, and who constitutes a direct threat to Australian national security and sovereignty. I will support this argument by drawing on Parliamentary Hansard; if correct, it will challenge (C2).

USEFUL INFORMATION

WiFi can be accessed through Eduroam.

If you need any help of any kind during the conference, please get in touch with a committee member (blue badges), or contact any of the people listed below.

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Although lunch will be provided for those who registered, there are also many great cafes in the area around the University.

1	Union of Genius	Soup cafe
2	Rudy's	Sandwiches
3	Peter's Yard	Swedish café with lunches, cakes and coffee
4	Sainsbury's	Supermarket
5	Nile Valley Café	Sudanese café, v.g. falafel wraps
6	Mosque Kitchen	Cheap and delicious curry
7	Potter Shop	Small shop with sandwiches, drinks and snacks