The background of the entire page is a repeating pattern of stylized speech bubbles. Each bubble is light blue with a darker blue outline and a small dark blue dot in the center. The bubbles are arranged in a grid-like pattern, overlapping slightly.

LINGUISTICS & ENGLISH LANGUAGE

POSTGRADUATE CONFERENCE

2017

BOOK OF ABSTRACTS

Dear delegates,

Welcome to the 2017 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

*Mirjam Eiswirth (Chair) • Wenjia Cai • Jon Carr • Adam Scott Clark
Ruth Corps • Toby Dathan • Victoria Dickson • Andres Karjus
Tian Li • Maddie Long • Christine Lugrine • Ernisa Marzuki
Rachel Moyer • Eva Schnelten • Miranda Stocks • Betül Seda Usta
Tom Wood • Yifei Yang*

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BREAKS will include refreshments outside LG.09. LUNCH will be in the common room on the 7th floor of Dugald Stewart Building.

There is lift access to all floors.

12.00-13.00

'Language contains society':

Hong Kong's Umbrella Movement interpreted through Benveniste's *Last Lectures* (and vice-versa)

Prof John E. Joseph • University of Edinburgh

In the autumn of 2014 a protest movement was launched in Hong Kong against the government's plan to constrain the electoral process for the Chief Executive. Through a complex chain of linguistic and semiotic associations the protests quickly came to be called the Umbrella Movement, in Hong Kong Cantonese 遮打 *ze¹ daa²* "Chater", literally "cover hit/beat": Chater Road having been the location of early protests, and its first character, 遮 *ze¹*, being also the word for umbrella. Protesters had used their umbrellas to cover themselves from the tear gas and baton attacks launched at them by police, hence the significance of the literal meaning of *ze¹ daa²*, which is opaque to speakers of Putonghua. Even mainland Cantonese cannot fully decode the significance of the movement's name.

Émile Benveniste (1902-1976) gave his last series of lectures in the Collège de France in 1968-1969. These *Dernières leçons* remained unpublished until 2012, and future historians might be forgiven for imagining that the Umbrella Movement of 2014 was directly inspired by them. It was not, of course, and yet the movement's semiology provides evidence for Benveniste's key ideas. Benveniste laid out a semiological theory extending Peirce's idea of the 'interpretant' – which maintains that any sign is meaningful only through the intermediary of another sign – to include the language system as conceived by Saussure. For Benveniste, other sign systems depend on language to act as their interpretant, and these systems include society itself.

The interpreting system furnishes the base of the relations that permit what is interpreted to develop into a system. The base is furnished by the language: for example, the pronoun system, *I/you* versus *he/she/it*. Without this linguistic distinction that introduces the relationship of dialogue and that of otherness, no society is possible.

Between the two systems, linguistic and social, there is no structural correlation. The relation can only be semiological, namely a relation of interpretant to interpreted, excluding any genetic relation.

Language contains society.

The language can be studied on its own, as a formal system, without taking account of society. The inverse is not the case. Society and the representations that govern it cannot be described outside linguistic realisations.

Only what language denotes is social. (Benveniste 2012: 79, my translation)

How the umbrella took on the symbolism it did in Hong Kong in 2014 is nebulous as any social creation of meaning. But deeply involved in it, as interpretants, were the languages Putonghua and Cantonese – on the level of their words for umbrella (Putonghua 伞 *sǎn*, Hong Kong Cantonese 遮 *ze¹*), but also on that of the whole existence of Cantonese and Putonghua as language systems, rather than as dialects of one Chinese language, or Putonghua as the

language and Cantonese as a dialect. The status of the languages reproduces, and allows speakers to perform, the political status of Hong Kong vis-à-vis the People's Republic of China. Also considered will be Benveniste's views on the role of writing in the 'auto-semiotisation' of language, and its ability to 'short-circuit' spoken language, as well as his insistence that society is, not reflected, but contained, in language.

SESSION 1

MONDAY 29TH MAY, 14.00-15.40

14.00-14.25

A closer look at syntax of clausal complements of factive verbs in Jordanian Arabic

Marwan Jarrah • Newcastle University

There are two possible accounts of impossibility of (subject) extraction out of clausal complements of factive verbs. On the one hand, factive complements have been assumed to be CPs headed by a null D⁰, something that turns such clauses into strong islands (cf. Kiparsky & Kiparsky 1970, Manahlot 1977, and Ouhalla 2005). On the other, the left periphery of factive complements obtains an operator which blocks movement out of these clauses (cf. Melvold 1991, Hegarty 1992, Zubizaretta 2001, and Haegeman 2012). In this paper, I present these two accounts and argue that the DP approach is superior to the operator approach in Jordanian Arabic (JA).

Firstly, according to the operator approach, A-bar movement to the left periphery of factive complements is not permitted (Grimshaw 1990, Maki et al 1999, and Zubizaretta 2001) or severely restricted; only Discourse-linked elements can be extracted (Haegeman 2012). As such, focalization, among other things, would not be permitted within JA factive complements, contrary to fact. Consider the following sentence:

- (1) ʔabuu-I hizin/ʔistaʔrab/ nasa/ʔirif ʔinn-ha BINIT
 father-my regretted/got surprised of/forgot/knew that-3SF girl
 ʔaxoo-i sarag
 brother-my stole.3SM

'My father regretted/ got surprised of /forgot/knew that it that it was a girl that my brother hit at the market.'

Grammaticality of (1) is ample evidence that fronting to the left periphery of factive complements is not disallowed in JA. (1) is hard to account for assuming that there is an operator (in the left periphery of factive clauses in JA) blocking A'-movement instances to the left periphery, as all A-bar movements are permitted. Now, consider the following ill-formed example that shows that no extraction (of arguments or adjuncts) is allowed to the matrix clause:

- (2) *miin z-zalamih/ween ʔabuu-I hizin/ʔistaʔrab/ nasa/ʔirif
 which man/ when father-my regretted/got surprised of/forgot/knew
 ʔinn-ha sarag-t ʔis-siyaarah

that-3SF stole-3SF DEF-car

Ungrammaticality of sentence (3) gives substance to the Kiparskian stance that the structural difference between factive and non-factive complement lies in subcategorization of the matrix verb as far as JA is concerned. With the assumption that complements of factive verbs are, with update terminology, DPs with a silent noun and determiner (Schueler 2016), the two facts of factive complements are straightforwardly accounted for. With the fact that DPs are absolute islands in Arabic grammar (Mohammad 1999; Soltan 2007), the observation that no extraction whatsoever is allowed from factive complements which are embedded under DP follows. Furthermore, a DP layer that dominates CP factive complements has no syntactic effects on A'-movement within these clauses, something that gives rise to the possibility of fronting (and even CLLD) inside such complements.

As for obligatory use of the complementizer ?*inn*, (the observation that has been considered a problem to the DP approach as the complementizer is said to be a realization to the potential operator; cf. Zubizarreta 2001) I appeal here to a promising line of research by Schueler (2016) who assumes that it is the complementizer but not the lexical verb that is responsible for triggering the presuppositions associated with factive predicates.

14.25-14.50

Calling Finnish speakers: Evidence for speaker and hearer syntax from discourse particles

Anna Hollingsworth • University of Cambridge

Discourse particles are often dismissed into the fringes of linguistics. However, recent work on discourse-related elements has revived the idea attributed to Ross (1970) of representing the notions of speaker and hearer syntactically, based on imperatives (Alcázar and Saltarelli, 2014), temporal relations (Giorgi, 2010), and evidentiality and logophoricity (Speas, 2004), among other phenomena. This talk contributes to this growing body of evidence through the analysis of Finnish discourse particles. My aims are twofold: I will show that discourse particles occupy an important role in syntactic theory in general, and argue that the current view of the Finnish left periphery has to be refined to include a discourse-related layer.

I will focus on the particles -*hAn* (a marker of familiar information), -*kO* (the obligatory interrogative marker) and -*pA* (marking emphasis or exclamative force), as well as -*s* (a marker of informal register). The particles -*hAn*, -*pA*, and -*kO*, but not -*s*, are second-position clitics, always triggering movement to the edge of C.

The Finnish left periphery has typically been assumed to be rather sparse in terms of projections. Standard analyses posit *spec,CP* as the host for a broad range of elements, including second-position clitics, *wh*-phrases, and contrastive topics and foci (Vilkuna, 1995). Huhmarniemi (2012) elaborates this picture by arguing for two different types of movement triggers in *spec,CP*: the obligatory feature [force] for phrases hosting particles and the optional feature [focus] for contrastive elements. However, considerations pertaining to co-occurrence restrictions of the particles and their appearance in embedded contexts show that a more refined left periphery is needed to account for the data.

First, the particles may co-occur on the same element, but two co-occurrence restrictions can be observed: the particles –kO and –pA, on the one hand, and –hAn and –s, on the other, cannot co-occur. Huhmarniemi (2012) argues that these restrictions arise from –kO and –pA expressing different values of the feature [force], and similarly –hAn and –s encoding different values of the same feature. This suggests that the standardly postulated unitary CP must be split further to allow different categories of particles to co-occur.

This picture has to be elaborated further based on the behaviour of the particles in embedded contexts. I will adopt Haegeman's (2006) typology of embedded contexts, where different types of clauses are differentiated by whether they encode Speaker Deixis (SD), a functional layer anchoring a proposition to a speaker. While peripheral adverbial clauses mirror root clauses in their structure in projecting SD, central adverbial clauses and clauses embedded under factive verbs differ in manifesting a reduced structure without SD. Novel data show that the particles –hAn and –pA can occur in the former types of clauses, while they are excluded from the latter, reduced type, providing evidence for an SD layer in Finnish.

The data show i) that the Finnish left periphery is more refined than standardly assumed, encoding a speaker- and hearer-related layer, and ii) that the argument for discourse-related projections encoded in syntax is crosslinguistically corroborated.

14.50-15.15

The syntax of sentential negation in Abha Arabic dialect

Ali Alzayid • University of Edinburgh

In this paper, I investigate sentential negation in the Abha Arabic dialect (henceforth AAD). It is a dialectal variation of Arabic spoken in the southwest of Saudi Arabia in the Asi:r region. To the best of my knowledge, Al-Azragi (1998) was the first researcher to examine the syntax of the Abha dialect. It was a descriptive study in nature covering a wide variety of topics including negation phenomenon. Based on her data, I argue that AAD has four negation particles: 'maa', 'la', 'lim', 'lis' as well as negative constructions in copular contexts. Following many works adopting what is known as "Neg.P hypothesis", I assume that negative particles in AAD head their own functional projections. Moreover, the analyses of Benmamoun (2000) of Arabic functional categories have been adopted with slight modifications to account for the data in question.

15.15-15.40

Double topicalisation, syntax does constrain!

Sherry Yong Chen • University of Oxford

This paper presents new data to argue for syntactic constraints on the relative order of nominal topics in double topicalisation constructions in Mandarin Chinese (henceforth Chinese).

Chinese topics are derived via either base generation or movement (Badan & Del Gobbo, 2011; Huang, 1982; Li, 2000; Shyu, 1995), and they always appear in clause-initial position. Being a topic-prominent language, Chinese is a window into many typologically interesting constructions. Of particular interest

here is the so-called double topicalisation construction, where two nominal topics are found in clause-initial position. What kind of surface structure can capture the various internal organisations of double topicalisation construction?

To answer this question, I take the Minimalist Program as a broad theoretical framework, and adopt the Topic Phrase (TP) analysis (Gasde & Paul, 1996) which treats TP as a functional category with maximal projection above an IP or a recursive TP, with nominal topics occupying the specifier position of TP, and the Topic head can be either empty or occupied by topic markers. In my analysis, I first show that in double topicalisation construction, the base-generated topic must precede the moved topic:

- (1a) [Hua]_i, (meigui-hua)_i ta zui xihuan _____i
 Flower rose-flower 3SG most like
 'Flowers, roses he likes them the best.'
- (1b) *[Meigui-hua]_i, (hua)_i ta zui xihuan _____i
 rose-flower flower 3SG most like
 '*Roses, he likes flowers best.'

This constraint on the relative order of base-generated topics and moved topics may be explained by the locality constraint on movement, which follows the idea of minimal effort that places shortness requirement on movement operations (Li, 2000; Hornstein, Nunes, & Grohmann, 2005).

Secondly, when both topics are derived via movement, they must be in a 'nested' dependency relation with their gaps in the comment clause:

- (2a) [zhejiang shi]_i, (lixiansheng)_j wo gaosu guo _____j _____i
 This-CL matter Mr Li I tell PERF
 'I have told Mr Li about this matter.'
- (2b) *[lixiansheng]_i, (zhejiang shi)_j wo gaosu guo _____i _____j
 Mr Li This-CL matter I tell PERF
 'I have told Mr Li about this matter.'

This may be explained by the Path Containment Constraint (Pesetsky, 1982), which requires the paths of movement to be in a containment relation.

These findings challenge the view that Chinese topics are merely constrained via a semantic "aboutness" relation with the comment clause (cf. Xu & Langendoen, 1985). They suggest that topicalisation is subject to syntactic constraints that govern the relative order of double topics in Chinese, which fall under the broad notion of minimal effort. Chinese has a rigid word order but little inflectional morphology, which sometimes makes it difficult to pin down the grammatical function of a constituent based on traditional diagnostic tests. Nevertheless, the kind of syntactic constraints described above allow Chinese speakers to interpret double topicalisation constructions in a relatively effortless manner. The grammar that underlies Chinese topicalisation is designed as such, so that minimal effort is required from the speaker to resolve potential ambiguities despite the lack of overt morphological cues.

15.50-16.15

Practiced language attitudes: A case of mother tongue education in Taiwan

Chia-Ying Yang • University of Edinburgh

Taiwan is a multilingual country where Taiwanese Mandarin is the national language, with Taiwanese (Daighi), Hakka, and 10 Austronesian languages as generational or regional languages throughout the country. Moreover, the global Lingua Franca: English (see Seidlhofer, 2005; Graddol, 2007; Abdullah and Chaudhary, 2012; Jenkins & Leung, 2013), also plays an important role in the Taiwanese linguistic repertoire, as it is one of the mainstream language subjects in the National Curriculum. Attitudes toward these languages constitute a welldefined linguistic hierarchy: English placed at the top, followed by Taiwanese Mandarin, then Daighi, Hakka and Austronesian languages (Hong, 2002). Such linguistic hierarchy has triggered a language shift: the younger generations (the under 30s) of whichever ethnic groups they belong to, have broadly switched to become monolingual in Taiwanese Mandarin (Census, 2010).

This study focuses on Daighi teachers, who are multilingual speakers of at least three languages: Daighi, Taiwanese Mandarin and English, and investigates the notion of Daighi teachers' use of language and translanguaging during the interview and in the classrooms. As interviews are my main data collection method, I interviewed 20 teachers: 10 teachers teaching in the capital city of Taiwan, Taipei, where based on the census 2010, intergenerational language shift from Daighi to Taiwanese Mandarin is shown to be at the fastest rate compared to the rest of the cities, as Taiwanese Mandarin is the predominant language (see Yeh, Chan & Chen); and another 10 teachers teaching in Changhua, where the 2010 census indicates over 96% of resident reported using Daighi at home. I also observed two classes per teacher as a supporting data collection means.

A rich set of translanguaging data was found. In this paper, I focus on discussing what may potentially contribute to the outcome of only 4 out of 10 Daighi teachers using Daighi as the code of interview. I also examine the function of different languages when used in interviews and classroom instructions. The results show that language choices are dependent on the interlocutor, such as teachers' perception of their interlocutor's ability in particular languages, as well as a form for the teachers to show their identity and professionalism. Translanguaging, on the other hand, is observed to be a form of communication, as pedagogy, as an action to promote language equality, and as language ability that teachers expect students to have to prepare them for the multilingual community. This paper will draw on the different translanguaging aspects in the form of conversation analysis to show detailed language exchange, it also discusses how such translanguaging practice achieves the purposes mentioned above.

16.15-16.40

Emerging self-identities and emotions: A qualitative case study of ten Saudi students in the UK

Oun Almesaar • University of Essex

This talk aims to uncover the processes of L2 identity construction and development among Saudi Arabian students in the United Kingdom. Guided by the theory of possible selves (Markus & Nurius, 1986), the theories of situated learning (Lave & Wenger, 1991) and imagined communities (Norton, 2000), this presentation will examine the participants' past and present learning experiences and emotions, and their effects on participants' orientation and self-perception to English writing. Dörnyei's (2005) notion of the Ideal L2 self is utilised to explore identity and Saudi students' views of themselves as writers over time and in various contexts. This exploratory case study employed various instruments to collect data including a survey, two semi-structured interviews, journals, think aloud protocols, and writing samples. Thematic and narrative analyses were utilised to analyse the data.

The preliminary findings show that all participants had a negative learning experience in Saudi Arabia; they were unmotivated and lacked chances to practice English particularly in written form. The learning experience had a little effect on some participants and no effect on others in the construction of possible selves. In the UK, all participants had a positive learning experience and their language skills improved significantly. Their L2 learning experience played a huge role in the construction of possible selves as well as in reactivating and creating desires in becoming better and more successful writers for most participants. It also helped in sustaining and reinforcing participants' L2 possible selves through creating chances for the participants to be active and autonomous learners. Furthermore, participants' future possible selves were perpetuated via joining various English language courses, master courses, and spending a long time in the UK. Their views of themselves kept on shifting and changing due to their academic circumstances and emotions which affected the way participants viewed themselves as language users and English writers.

16.40-17.05

Metadiscourse in the classroom: A comparative analysis of native and non-native EFL teachers

Xinxin Wu • University of Aberdeen

Metadiscourse, as a rhetorical and pragmatic strategy used to construct discourse and express the speaker's or writer's attitude, has great pedagogical implications for the classroom teaching of English as a foreign language (EFL) teachers, especially for the non-native EFL teachers whose classroom discourse forms the medium as well as the input for the EFL students. Research into metadiscourse, however, has been primarily focused on the field of written discourse such as discourse analysis, pragmatic studies and language education, while the spoken academic English, especially comparative studies in teachers' classroom discourse has remained largely unexplored. Based on two corpora of EFL teachers' English for general academic purposes (EGAP) classroom discourses: 5 EGAP classes from UK universities and 5 EGAP classes from Chinese universities, this exploratory study attempts to investigate the use

of metadiscourse in EGAP classes by EFL teachers across China and UK. In light of Hyland's (2005) interpersonal model and Adel's (2010) reflexive model of metadiscourse, a revised model is to be proposed, and the two corpora are compared to analyse the differences between their metadiscourse uses in general, and in different modes of classroom teaching activities based on Walsh (2006, 2011, 2013) in particular, and to explore the influence of pedagogical content and context on teachers' choice of metadiscourse in classrooms. This study also has further implication on EFL teachers' training and development program.

SESSION 3

MONDAY 29TH MAY, 17.15-18.30

17.15-17.40

A cross-linguistic approach to adpositions in third language acquisition

Sakine Çabuk • Middle East Technical University

This study explores the role of cross-linguistic influence in third language acquisition process by examining English adpositions. Comprehension, processing and production of English prepositions (*in, on, at, behind, over, to*) were examined through off-line and on-line data collection tasks to find out which of the two known languages (L1 or L2) is the major source of cross-linguistic influence on the acquisition of English (L3) adpositions given the fact that adpositions are morphologically and syntactically different in Turkish, Kurdish and English languages. The main reason behind the choice of these particular prepositions lies in their morpho-syntactic properties in Kurdish, Turkish and English. While some adpositions have similar representations in these languages (e.g., *behind, over* appear as prepositions in both Kurdish and English), some others have different representations (e.g., *in, on, at* appear as prepositions in English, case markers and/or postpositions in Turkish and preposition and/or circumpositions in Kurdish). Participants of the study were Turkish-Kurdish bilinguals who formed experimental group and L1-Turkish monolinguals who served as control group. Two off-line picture description tasks (picture description task with multiple choices and teddy bear picture description task) and an on-line self-paced reading task were employed to collect data. The finding of the study revealed that Turkish-Kurdish bilinguals were better in comprehending, producing and processing target prepositions than L1-Turkish control group, particularly when they have structural overlaps between the adpositional systems of L1-Kurdish and L3-English. The findings are suggestive of typology as an overriding factor in cross-linguistic influence in the acquisition of L3 English. Structural overlaps between Kurdish and English facilitated the acquisition of English preposition for Turkish-Kurdish bilinguals

17.40-18.05

Think aloud protocols: A window into the minds of how English as a foreign language students process feedback

Sharifa Al Harrasi • University of Stirling

There has long been a debate on whether written corrective feedback

(WCF) facilitates learners' development in a second language (L2), and, if so, whether more or less explicit types of WCF are more effective. Researchers are keen to discover how learners process WCF and to understand how, why and when different strategies of WCF facilitate L2 development.

The research project described in this talk investigates the effectiveness of two types of WCF (direct and indirect) in improving grammatical accuracy of 77 Omani EFL students on two linguistic structures (comparatives and prepositions of space) by means of pre- test, immediate post test and delayed post test.

Think aloud protocols were also used with 6 students from each group to investigate how students process the feedback given (direct vs. indirect) while doing revisions and new tasks. This presentation will focus on the think aloud protocols. Drawing on data from the study, I will show that both cognitive factors and my own scaffolding approach influenced the way that learners processed the WCF. Furthermore, students' reports revealed interesting findings relating to how different individuals processed the WCF.

Findings show that greater accuracy on post-tests resulted when WCF was negotiated. This result chimes with Nassaji's study (2012) which found that negotiated feedback led to greater accuracy on post tests than non- negotiated and minimally negotiated feedback for the use of articles.

18.05-18.30

The influence of oral reading on Korean language proficiency: A case study
Jihye Eo • Yonsei University

This study was designed to investigate the effect of oral reading on 26 college students of Korean as a foreign language. Traditionally, oral reading has been known teaching methods to teach a foreign language, especially for developing reading fluency. These days, oral reading that went unnoticed in the previous researches is now being revalued as a significant skill to improve foreign language learners' communicative competence. Along with this change to new awareness and evaluation of oral reading, there have been several researches that study the relationship between oral reading and other language skills.

The study was conducted from two different Korean language courses at a private university in the United States in 2014 and 2015. In these language courses, where heritage and non-heritage learners of Korean learned the target language together, total 14 students enrolled in "Intermediate Korean" and 12 students enrolled in another "Intermediate Korean". The researcher itself was the instructor of these two classes, which consisted of four 50-minute meetings for the duration of a 15-weeks semester. The students were asked to read aloud 26 passages and record themselves over a 13 week period. Each recoding was reviewed and commented by the researcher who then rated each recording on a numerical scale. Five perspectives were used to reviewed and commented for the participants; (1) accuracy of the word pronunciation, (2) expression and volume, (3) phrasing, (4) pace and (5) prosody, and all performance were graded on a 1 to 4 scale with 4 being the highest. And the test of reading and speaking test was carried out one week after the performance of oral reading was conducted.

The results in this study showed that oral reading effects on not only

learner's proficiency and but also reading proficiency. Findings first indicated that participants with lower reading fluency improved their reading comprehension through this experiment. Second, it showed that oral reading is effective in promoting automatic phonological coding and accelerating the speed of vocal speech. The results support a pedagogical implication that oral reading has an instructional value to improve learners' speaking and pronunciation fluency as well as reading fluency.

SESSION 4

TUESDAY 30TH MAY, 09.00-10.15

9.00-9.25

Scary statistics and historical linguistics

Daisy Smith • University of Edinburgh

The availability of large-scale diachronic corpora has made it possible to investigate historical linguistic phenomena using sophisticated statistical methodology. Gries (2015, 97) describes corpus data in general as "observational and, thus, usually unbalanced and messy/noisy". He points out that techniques frequently employed in other areas of linguistics, particularly those which use experimental methods, can be usefully applied to corpus linguistics. More than that, he suggests that these methods are actively necessitated by the very nature of corpus data.

Historical corpus data is no exception to this generalisation, but Historical Linguistics is a field in which the scope for 'big data' analysis has been understandably smaller than in others. Compare, for example, the following corpora:

1. *The Edinburgh Twitter Corpus* (Petrović, Osborne, & Lavrenko, 2010): a corpus of social media interactions containing 97 million tweets with a combined total of over 2 billion words.
2. *A Linguistic Atlas of Early Middle English* (LAEME) (Laing, 2013): a corpus of Middle English (ME) texts containing approximately 300 transcribed Medieval manuscripts with a combined total of approximately 650,000 words.

Petrović et al.'s corpus was extracted automatically over a period of two months using Twitter's streaming API. By contrast, LAEME was compiled manually over the course of 20 years by the manual sourcing, reading, deciphering and transcribing of manuscripts (Laing, 2013). Even considering the relative length of the LAEME texts compared with 140-character-maximum tweets, these two corpora are clearly on vastly different scales. Where the electronic data from Twitter can be extracted automatically, the LAEME data, and all similar historical corpus data, must be painstakingly transcribed and digitised.

How, then, in a field where hand-drawn isoglosses are for many a not-so-distant memory, should a researcher embarking on a complex statistical analysis present their results to the historical linguistic community?

In this paper, I present an analysis of data from *A Linguistic Atlas of Older Scots* (LAOS), firstly considering what information can be gleaned from

some basic descriptive statistics. Secondly, I present the results of a generalised linear model (GLM) fit to the data, showing how this can provide further insight into trends compared with basic statistical methods. Lastly, I present a generalised additive model (GAM) fit to the same dataset, again showing how this method improves insight into the data.

9.25-9.50

Language, identity and community: The use of third-person neuter possessives of early modern preachers

Hiroshi Yadomi • University of Glasgow

This paper examines the use of third-person neuter singular possessive pronouns (*its*, *his*, *of it*, and *thereof*) of 20 Early Modern preachers. In the period explored, the new form *its* was newly introduced and other variants were also available to express the same meaning (Nevalainen & Raumolin-Brunberg 1994; Barber 1997; and Lass 1999). I will show that there is a huge variation in the choice of third-person neuter possessives in preachers' language and discuss possible factors conditioning the variation between individuals. In addition to linguistic and micro sociolinguistic factors (sex, age and class), I will shed light on more micro sociolinguistic parameter of sermon writers, namely their religious identity. This is a part of my PhD project analysing the correlation between Early Modern preachers' religious identity and their language practices. The project aims to describe how individuals and communities interact with ongoing language changes.

The data used in this study is retrieved from the Corpus of Sermons in Early Modern England, which has been compiled to analyse linguistic variation between individual speakers in the sole genre of sermons (Yadomi 2016). The corpus contains one millions words, with 50,000 words from sermons ascribed to each of the 20 preachers. The sermons included in the corpus were published between 1588 and 1660, during which the third-person neuter possessive pronouns experienced a huge, rapid shift.

The study will focus on the relationship between preachers' language use and their religious identity, to which a community is deeply related. Early Modern preachers form a *discourse community* which shares "common goals" and "linguistic practices" (cf. Swales 1990) as well as professional identity. However, the community is by no means homogenous in that there was a rather clear divide among members in terms of their religious identity, which lies subordinate to the professional identity (Kiesling 2013). In any sort of community, there arises voluntary or compulsory social force which accommodates its members to the community norm. The confessional status of Early Modern England can be classified to Anglican conformist, moderate Puritanism and radical Puritanism (Lake 1988: 7).

In the presentation, I will discuss how ideologically conflicting parties within the discourse community had different preference in language choice. Pilot studies show that Puritan preachers tend to retain

older forms for third-person singular possessive (particularly *thereof*). The linguistic evidence may illustrate the strong conformity of Puritans to the Words of God, the tradition of English vernacular Bibles which retain archaic forms of language. The same correlation has been observed in the use of third-person singular inflection (-*th* vs. -*s*) which have been reported in previous conference presentations; thus, I will attempt to generalize the overall relationship between religious identity and language practice.

9.50-10.15

Discourse and topicalization in old English subordination

Sergio López Martínez • University of Oviedo

The close relation between discourse and syntax in Old English has been a favourite topic for research over the last few years, as seen, for example, in Kemenade and Los (2006), Kemenade (2009), or Kemenade & Milicev (2011). However, most of the existent work on the interplay between information structure and syntax in Old English focuses on main sentences, and the instances in which subordinate sentences are studied, it is in relation to the discourse-related particles *þa* and *þonne*.

In previous work (López Martínez 2016), I provided data supporting the claim that embedded topicalization is possible in Old English subordinate sentences, and it was suggested that this phenomenon could be related to discourse factors, in connection to van Bergen (2015). Thus, the aim of the present paper is to study how discourse factors may influence topicalization in subordinate clauses. In order to do so, a large corpus of prose texts from the OE period will be analysed, examining not only the instances of embedded topicalization in subordinate sentences, but also how discourse affects those topicalized elements. This study will pay attention to whether those elements are thematic (i.e. given information) or rhematic (new information), analysing the discourse preceding the relevant subordinate clauses in relation to the current theories on Information Structure.

SESSION 5

TUESDAY 30TH MAY, 10.25-12.05

10.25-10.50

Mechanisms of cognitive control in bilinguals: The empirical generalizability of the 'bilingual advantage'

Michela Bonfieni • University of Edinburgh

The relation between the bilingual linguistic experience and cognitive control is hotly contested. Several studies have examined whether the bilingual linguistic experience is beneficial to Executive Functions (EF), with different experimental paradigms and inconclusive results. The majority of those studies tended to focus on cognitive control as a single mechanism rather than as a multitude of processes dynamically related to each other (Braver 2012; Green and Abutalebi, 2013), and used tasks that yielded divergent measures of EF (Paap and Sawi, 2014). Moreover, small sample sizes and non-conservative analytical methods put into question the generalizability of such results.

In this study, we administered the AX-Continuous Performance Task (AX- CPT) to 201 participants to evaluate the existence of a bilingual advantage. Originally developed to measure cognitive control processes in EF dynamically (Braver et al., 2009), this task was recently adopted in a study that compared bilingual and monolingual performance (Morales et al., 2013). Here, we tested Italian-Sardinian bilinguals (46), Italian-English bilinguals (54), Italian-Sardinian Passive bilinguals (43) and Italian monolinguals (58). When we compared accuracy as individually aggregated proportions (i.e. each participant has a single score for each type of trial), across groups (controlling for differences in age and years of education), we replicated the results of Morales et al. (2013): there was a significant interaction between condition and group, with Italian-Sardinian participants performing better than the Italian monolinguals in the AY condition, which has been claimed to engage inhibitory control ($p = .012$). The Behavioural Shift Index, a compounded score originally proposed by Braver et al. (2009), also showed better performance in the bilingual participants than in the monolinguals ($p = .032$).

However, when we analysed the accuracy data using binomial mixed-model regression, which allows for a more accurate random effects specification, we found no evidence for a bilingual advantage: pairwise comparison between groups and conditions did not reach significance. These results show how studies investigating the bilingual advantage in EF are limited in their generalizability. Critically, our study demonstrates the importance of factoring in individual variability when studying bilingualism, and it highlights three fundamental problems in current research on the relation between language and attention – namely, a theory-driven selection of experimental tasks, the choice of analytical strategies as well as limited sample sizes.

10.50-11.15

Effects of conceptual accessibility and similarity in simple sentence production in Mandarin

Yangzi Zhou, Holly Branigan, & Martin Pickering • University of Edinburgh

Mandarin has three ways to produce a simple sentence:

- a) Canonical active: (Helen)da-le (Johnny) '*(Helen) hit (Johnny)*'
- b) BA-active: (Helen) BA Johnny da-le '*(Helen) hit Johnny*'
- c) BEI-passive: (Johnny) BEI (Helen) de-le '*Johnny was hit by Helen*'

Bock & Warren (1985) proposed that language production can be affected by entities' *conceptual accessibility*, referring to the ease to retrieve an entity's concept from long-term memory. Prat-Sala & Branigan (2000) categorized conceptual accessibility into inherent (intrinsic semantic characteristics such as animacy) and derived accessibility (temporary accessibility gained by contextual manipulation such as saliency). Effects of animacy received convergent results (e.g. McDonald, Bock & Kelly 1993), however, conflicting evidence was found regarding the effects of saliency (e.g. Osgood 1971; Bock & Irwin 1980). In addition, *conceptual similarity* between the elements could also constrain language production (e.g. Gennari, Mirkovic & MacDonald 2012).

Limited studies examined the accessibility and/or the similarity effects in Mandarin. As a pro-drop language, in Mandarin, word order, grammatical function order and thematic role order can all be varied. Therefore, it is interesting to examine the determinants of language production in Mandarin, given all these variations. Hsiao, Gao & MacDonald (2014) reported a similarity effect in Mandarin simple sentence production such that more subject omission occurred when the entities were semantically similar than when they were dissimilar. However, these findings were questionable because first, the materials design was biased (inconsistent introductory pictures before the target picture). Second, only patient's animacy, but not agent's animacy was manipulated. Thus, whether subject omission is due to similarity or the animate property of the omitted elements cannot be distinguished. Also, some confounding factors, e.g. entities' similarity, were not controlled well.

Our on-going study investigates the effects of conceptual accessibility (saliency and animacy) and similarity in Mandarin. Hsiao et al., (2014) and Prat-Sala & Branigan (2000) were adapted by including a larger set of carefully controlled materials. Agents' and patients' animacy were manipulated, and patient was made salient. A picture-description task was used. It is predicted that if there is a saliency effect, more passive and BA-structure sentences than the canonical ones. If there is an animacy effect, then speakers will tend to give syntactic prominence to animate entities. Different patterns will also be shown regarding whether subject omission is due to similarity between the entities or animacy. Based on the results of the pilot, discourse saliency exerted a relatively weaker effect than animacy in Mandarin. This is incompatible with Prat-Sala and Branigan (2000) but agrees with Sridhar (1988). Similarity effect needs further investigation due to limited instances of argument omissions. A full-scale study will be conducted in April and will be able to present at the conference.

11.15-11.40

Syntactic priming and animacy effects in Russian-speaking children

Alina Konradt • University College London

Syntactic Priming is a phenomenon characterized by speakers' tendency to produce recently experienced sentence structures. For example, upon hearing a passive voice construction (e.g. A cat was chased by a dog), speakers themselves are likely to produce a passive rather than an active sentence (e.g. A dog chased a cat). A large body of evidence supports the claim that exposure to specific syntactic constructions (primes) subsequently facilitates parsing or production of similar or identical syntactic structures (targets) (Pickering & Ferreira, 2008).

Recent experimental work within the syntactic priming paradigm suggests that the effects of priming are not purely syntactic, but are also observable on the level of information structure, and that both, adults and children, are susceptible to these effects (Fleischer, Pickering, & McLean, 2012; Vasilyeva & Waterfall, 2012). For example, it is claimed that passives emphasize the patient of the action, and that hearing a passive sentence would promote production of non-passive constructions which have the same

discourse function of emphasizing the patient. At the same time, Titov (2017) proposed that the linear order of arguments in a sentence is licensed by their relative interpretive prominence; and that animacy is one of the features that determines such prominence. To illustrate, all else being equal, speakers would be more likely to use structures where an animate entity precedes an inanimate than vice versa (e.g. The mouse was splashed by the hose rather than The hose splashed the mouse). It is therefore possible that at least some of the effects that have been interpreted as information structure priming were in fact driven by uneven distribution of animacy in targets.

The current experiment had two aims. First, to evaluate the information structure priming hypothesis, namely the proposal that in scrambling languages, hearing passive primes would facilitate production of structures that are syntactically unrelated to the passive, but which have a similar discourse function (Fleischer et al., 2012; Vasilyeva & Waterfall, 2012). Second, to investigate the impact of animacy distribution in target events on the choice of structure selected by speakers. In order to draw a direct parallel with Vasilyeva and Waterfall's study, Russian-speaking children aged 4 to 7 were tested. There were three conditions: passive, where prior to describing target events the participants heard passive primes; active, where active sentences were primed; and baseline, where no primes were presented. The animacy in the target events was manipulated: the arguments were either equally prominent (both inanimate) or had an unequal prominence (inanimate instrument/cause an animate patient/theme).

The results provided no support for the information structure priming hypothesis: utterances produced by the children were not affected by the discourse function of emphasizing the patient which passives were claimed to carry. An effect of animacy manipulation was found in the baseline condition, providing direct support for Titov's (2017) proposal that relative animacy features of arguments predict the choice of word order. The discussion highlights potential implications of these findings for the future experimental work within the syntactic priming paradigm.

11.40-12.05

Parsing *wh*-questions: Evidence from L1-Greek adults and implications for bilingual learning

Katerina Pantoula • University of Edinburgh

Crosslinguistic research shows that monolingual and bilingual speakers process ambiguous syntactic dependencies differently. Their differences have been attributed to parsing strategies (Clahsen & Felser, 2006). More recently, however, it has been demonstrated that they process syntactic filler-gap dependencies such as *wh*-questions using similar parsing routines (Pozzan & Trueswell, 2015). Crosslinguistic research also shows that object *wh*-questions are more difficult than subject *wh*-questions to comprehend in typical first language development (Sauerland et al. 2016; inter alia). To date, only one study has investigated how bilingual children comprehend *wh*-questions. Roesch and Chondrogianni (2016) studied 5-year-old French-German-speaking bilingual children. They found poorly comprehended sentence-final case-marked German object *wh*-questions in

bilingual children. These studies have shown that certain morphosyntactic cues can facilitate comprehension. Comprehension of *wh*-questions has only been studied in monolingual and bilingual first language acquisition using offline techniques. Offline research provides us with patterns; yet, it does not show the *processes* that underlie incremental interpretation.

In this project, we address the nature of parsing strategies involved in monolingual and bilingual child processing. We investigate bilingual (simultaneous and sequential L1 Greek-L2 English) children with L1-Greek as their community language residing in the UK and L1-Greek children growing up in Greece comparing the community with the L1-language. The aim is to investigate how bilingual L1 Greek-L2 English children process Greek *wh*-questions in the presence of overt case- and gender-marking by conducting a real-time experiment.

In this presentation, we report findings from a pilot study with ten L1-Greek monolingual adults. Participants were tested on a visual-world eye-tracking task examining Greek *which*-questions where distribution and number of cues was manipulated, adapted from Chondrogianni and Schwartz (2014). Experimental conditions were: (1) a double-cue condition, where nouns in both sentence-initial and sentence-final position were case-marked (e.g. object: *Pjon.MASC.ACC skiuro.MASC.ACC skepazi o.MASC.NOM lagos.MASC.NOM. to vradi?* "Which squirrel does the rabbit cover in the evening?"), (2) a *wh*-cue condition, where NP1 was case-marked (e.g. object: *Pjon kikno.MASC.ACC filai to elafi.NEUT dipla sto potami?* "Which swan does the deer kiss next to the river?"), (3) an NP-cue condition, where NP2 was case-marked (e.g. object: *Pjo liontari.NEUT pleni o ipopotamos.MASC.NOM mesa sto potami?* "Which lion does the hippo wash in the river?").

Results showed that the distribution and the number of the cue contingencies guided the interpretation of subject-extracted and object-extracted Greek referential *which*-questions. The L1-Greek adults had ceiling performance on the comprehension of *which*-questions. However, their RTs revealed an effect of cue and importantly, their looking patterns a tendency towards interpreting the first NP in cue-final *which*-questions with neuter nouns in sentence initial position as the patient. That is, in subject-extracted sentences like *Pjo liontari.NEUT pleni ton ipopotamo.MASC.NOM mesa sto potami?* ("Which lion washes the hippo in the river?") when the disambiguating case-marking and gender-marking cue arrived belatedly in the sentence the interpretation of Greek referential subject *which*-questions was compromised. We discuss these findings in relation to their significance for bilingual acquisition in the context of current sentence processing accounts.

POSTER SESSION

TUESDAY 30TH MAY 12.05-13.05

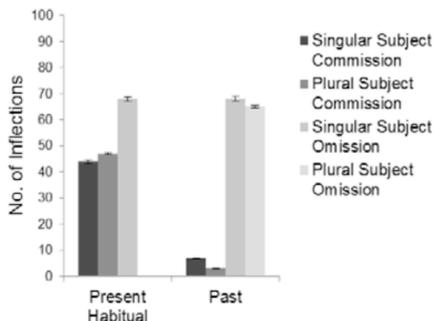
The influence of temporal context on the production of temporal morphology in L2 speakers of English

Qingyuan Gardner, Vicky Chondrogianni, & Holly Branigan • University of Edinburgh

Adult second language (L2) speakers exhibit variability in L2 language production, particularly inflectional morphology (Lardiere, 1998), especially when the L1 does not use inflectional marking. Alternative accounts of optional inflectional marking propose different sources of failure, including absence of a representation for tense, or difficulty in processing inflectional morphology (Hawkins & Chan, 1997; Prevost & White, 2000). The use of tense appropriate inflections in production has been assumed as an indicator of representational distinctions. The present study investigates whether temporal context on affects morphological accuracy during L2-English production by L1-Mandarin speakers (whose L1 does not overtly mark tense).

17 Advanced L2 and 17 native English speakers produced scene descriptions for transitive events. We manipulated both temporal context (Past, Present Habitual) via temporal adverbials (Yesterday, Everyday), and subject number (singular, plural), to elicit obligatory temporal morphology (past tense -ed (PED), 3SG -s (THS)). Temporal context was a significant predictor for both PED and THS inflectional markings ($p < .001$). That is, L2 speakers produced temporal-context-appropriate morphemes. Morphological accuracy was significantly higher in the Past than Present Habitual temporal context ($p < .001$). The L2 group showed persistent errors in omission and commission (i.e. incorrect use) of inflections, especially in the Present Habitual condition (Figure 1).

The results demonstrate that L2-English speakers whose L1 does not overtly mark tense are sensitive to temporal cues in their production of inflectional morphology. These results therefore provide evidence for these speakers' use of a tense category. As such they argue against the absence of a representation for tense (which would wrongly predict absolute omission). However, the high inflectional error rates indicate that these L2 speakers used temporal cues inconsistently. Moreover, the high number of THS omissions indicates an effect of featural composition, where the featurally complex THS inflection was especially problematic in production. These results support an account in which the production of morphological inflections is predicted to be highly influenced by its featural complexity.



Indirectness in the face of cultural competency

May Ouma • Meisei University

Zhao (2013) describes globalization as the “process and the consequence of shrinking distance”. With the rapid increase of migration in recent decades and thus the spread of globalisation, and the necessity of intercultural communication, there is an ever rising need for individuals to possess “global competency”. What does this actually entail? According to the US National Education Association, global competency is a way of being, of personhood. Hunter et al. shed some light on what this ‘way of being’ consists, surmising that global competency is a multitude of concepts embodying skills, knowledge, attitude and disposition; with self-awareness at its core.

In reading the works of researchers like Prue Holmes and my own experiences talking to friends who had lived abroad or travelled extensively, I discovered that they key was not global competency but rather cultural competency. In my paper I explore the notion of cultural competency; how it is acquired and ten key skills that it births. I also delve into the pitfalls of simply teaching language, and also language usage in different societies. Linguistic capability alone does not determine whether an individual can function and/or thrive in a foreign/global environment.

I collected my data through various methods including interviews, writing field notes and video recordings. These were spread over a period of 1 year and featured various demographics, businessmen, students, professors and foreigners living in Japan. The main area of my data that I would like to focus on in this presentation are conversations with my Japanese classmates and professors. I often heard that the Japanese “never said what they meant” and I wanted to find out how much truth was in this statement. What I found was fascinating and I believe provides a valuable insight into the topic of not only cultural competency, but also indirectness studies.

Phonetic preaspiration of word-final voiceless fricatives in North East Scotland

David A. J. Warren • University of Aberdeen

Phonological preaspiration of stops occurs in varieties of Scottish Gaelic (Lade-foged, Ladefoged, Turk, Hind, & Skilton, 1998), and phonetic (‘non-normative’ (Gordeeva & Scobbie, 2010, 167)) preaspiration of voiceless stops and fricatives has been attested to in Newcastle (Docherty & Foulkes, 1999) and Tyneside English more generally (Jones & Llamas, 2003). In Scots and Scottish Standard English (SSE), voiceless stops are frequently realised with glottal reinforcement (Scobbie, Gordeeva, & Matthews, 2006; Wells, 1982) and, indeed, ‘there have been no reports of wide and early glottal abduction before word-final stops in SSE that could result in preaspiration’ (Gordeeva & Scobbie, 2010, 169). Phonetic preaspiration before word-final voiceless fricatives, however, has been observed. Gordeeva and Scobbie (2010) report findings for speakers of SSE, all but one of whom was native to Scotland’s Central Belt. Voiceless fricatives were preaspirated 48% of the time, with women using preaspirated variants more frequently, although this

difference was not statistically significant. Preceding high vowels /i u/ were associated with lower rates of fricative preaspiration than lower vowels, with fricatives after /a/ being preaspirated most consistently. Phrasal position was also important, with tokens in phrase-final position being preaspirated more often than those in non-final position.

There is no existing literature on preaspiration in Scotland outside the Central Belt, and the status of the feature for speakers of any variety of Scots is not known. One of the subjects in Gordeeva and Scobbie's (2010) study was born in Aberdeen and used preaspirated variants approximately 85% of the time, the second-highest of their subjects. While this may be ideolectal, it raises the possibility that preaspirated variants occur more frequently in other regions of Scotland. This paper presents findings regarding the presence of phonetic preaspiration amongst speakers of Scots and Scottish English from the North East of Scotland, comparing the feature in both continuous speech and single-word lists. Preaspirated variants occur more frequently in word-list and phrase-final position in continuous speech than in the Central Belt, but the variant is dispreferred in non-final position. As per Gordeeva and Scobbie (2010), fricatives following the high vowels are somewhat resistant to preaspiration; however, in the single-word list the majority of these tokens were still preaspirated. I also briefly present findings for the presence of consistent phonetic preaspiration before voiceless stops for several speakers.

Exploring young learners' foreign language anxiety in China

Xiaoyi Hu • University of Edinburgh

FL anxiety has long been regarded as a major obstacle in language acquisition and many of the previous related research contends that FL anxiety exist among adult learners. However, to date, whether the same levels and patterns of FL anxiety are present among children and whether the same relationship with FL achievement is found is unknown. In addition, research studying the relation between FL anxiety and FL achievement does not differentiate between achievements tested under exam conditions vs more regular assessments. Also, there is little research exploring the interactive effect of FL anxiety, achievement and students characteristics (grade and gender) among children.

In this study, 631 pupils aged 9 to 12 from grade 4-6 in China participated. Participants' FL anxiety was assessed on an adapted child-friendly version of FLCAS (foreign language classroom anxiety scale) proposed by Horwitz, Horwitz and Cope (1986) and their FL proficiency was assessed through their standardized formal tests and regular unit paper exams. The role of FL anxiety as well as its four components is examined in relation to children's FL achievement, gender, and grade.

The finding revealed that (a) communication apprehension, fear of negative evaluation, test anxiety and attitude towards classroom consists of FL anxiety; (b) the level of FL anxiety increases as grade increases, but does not change with the effect of gender; (c) of the four components of FL anxiety, only communication apprehension and test anxiety differ across

grade and gender; (d) gender and grade have an impact on FL achievement, with girls achieving higher scores than boys and lower graders achieving higher scores; (e) a stronger negative relationship between FL anxiety and formal assessment are found compared with its relation with regular unit assessment; (f) FL anxiety result in poor FL performance and the influence of FL anxiety becomes stronger as their instructional level increase; (g) of four components of FL anxiety, communication apprehension appears to be the strongest predictor of FL achievement.

SESSION 6

TUESDAY 30TH MAY, 13.05-14.45

13.05-13.30

Iterated learning optimizes for simplicity

Jon W. Carr • University of Edinburgh

Language is shaped by the pressures of simplicity and informativeness: A language must be both simple (learnable) and informative (communicatively useful) if it is to be propagated (Kemp & Regier, 2012; Kirby, Tamariz, Cornish, & Smith, 2015). However, it can be difficult to tease these two pressures apart because the features that make a language learnable are often the same features that make a language informative. For example, Carstensen, Xu, Smith, and Regier (2015) conducted an iterated learning experiment in which participants learned labels for spatial relationships, and they found that over generations the languages tended to become more informative. But since this experiment included no communicative pressure, another explanation can be provided in terms of simplicity. In this talk I will present three experiments that aim to shed some light on this.

In Experiment 1, participants were asked to learn and recall a partition of a two-dimensional meaning space into four semantic categories; in the first condition, the partition only marked the angle dimension; in the second, the partition only marked the size dimension; and in the third, the partition marked both dimensions simultaneously (see top of Fig. 1). We found that partitions marking both dimensions were harder to learn than partitions marking only one dimension. One dimensional category systems are favoured by learning.

In Experiment 2, the test procedure was modified: Rather than produce labels for stimuli, participants were asked to select stimuli for labels. Together, these first two experiments provide data about the production and comprehension facets of communication, allowing us to simulate what would happen in a communicative scenario. We found that communicative accuracy was highest when participants used the partition that marked both dimensions. Two dimensional category systems are favoured by communication.

In Experiment 3, participants had to learn the partition inferred by the previous participant in an iterated learning chain (see bottom of Fig. 1). All chains fixated on highly simplified partitions that never marked both dimensions simultaneously.

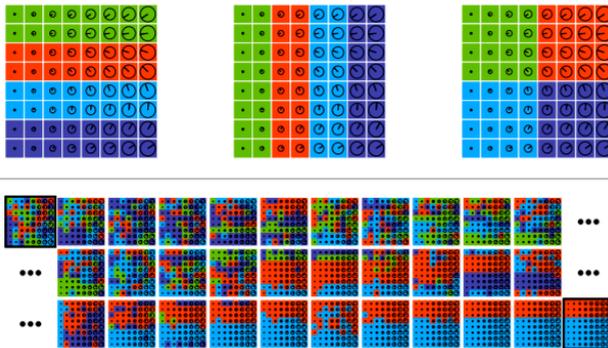


Figure 1: TOP The partitions learned by participants in Experiments 1 and 2: the meaning space is divided into four categories (indicated by colour) based on the angle dimension (left), the size dimension (middle), or both dimensions (right). BOTTOM An example chain from Experiment 3, which shows the randomly generated partition taught to the first participant (top left) through 30 generations of iterated learning to the partition that was eventually fixated on (bottom right).

Thus, while the languages usually became more informative over time, it is clear that the pressure that shaped them came only from learning. I will therefore argue that in these types of experiments it is important to consider the effects of both pressures, and that future work should look for test cases where the simplicity and informativeness pressures are not aligned.

13.30-13.55

Population dynamics effects on the evolution of communicative conventions

José Segovia Martín & Mónica Tamariz • University of Edinburgh

Linguistic conventions in a community spread widely, and lead to the gradual extinction of other conventions. Several factors affect the spread of conventions: some relate to the structure of the population (e.g. Lupyán & Dale 2010), while others relate to cognitive biases that affect the individual's likelihood of adopting a given variant (content-, frequency- and model-based biases; Boyd & Richerson 1985). In this study we investigate the effects on variant spread of the separate and joint action of population dynamics and cognitive biases.

We ran computer simulations in eight-agent microsocieties. At round 0, each agent produces its own unique variant signal; in successive rounds, agents interact in changing pairs, and each agent may produce their original variant or another variant produced by a partner. As some variants disappear while others spread to multiple agents, the entropy of the variant set always decreases. Our model shows that population structures have a significant impact both on the velocity of entropy decline and on the net variant production of each agent. Furthermore, population dynamics effects

on signal production generally emerge according to simple rules.

We systematically manipulated:

(a) Initial isolation of subpopulations: we describe 3 possible isolation levels depending on how fast agents could share the same sign system or a variant of the same system.

(b) Content bias: from no bias to strong preference for a variant.

(c) Coordination biases: from full (egocentric) preference for one's own variants to full (allocentric) preference for others' variants.

Linear models revealed significant main effects and interactions, e.g.:

We found differences between the means of net signal production from one level of isolation to another. We also show that, in high isolation populations, entropy decreases more slowly. Once the agents potentially share the same record, the differences generated by the isolation blocks tend to decrease.

Content bias slightly amplifies the differences between isolation population types. On the other hand, medium-low values of coordination bias increase the effects of the population structures.

This model provides a sophisticated understanding of how complex interactions between cognitive biases and population dynamics shape the evolution of communicative variants as they spread in a population.

13.55-14.20

Squaring a line: How similar are gradable adjectives to quantifiers?

Fausto Carcassi • University of Edinburgh

In this talk, I will show that there are deep similarities between quantificational expressions and gradable adjectives. Aristotle's square of oppositions is a graphical tool, central in medieval logics, to represent entailment relations between groups of terms. It consists of a square where four terms have been mapped onto the four edges. Each term in Aristotle's square is connected to any other term by one of four relations (called "contradictoriness", "contrariness", "subcontrariness" and "subalterance"). These four relations simply name certain entailment patterns, rather than explaining them.

Groups of quantifiers can be mapped on the square of oppositions, and it is easy to show that they validate the relevant entailment patterns. These apparently disparate connections can be further shown to follow from the logical form of quantifiers. When quantifiers are defined as applications of the semantic operations of external and internal negation on the universal quantifier, the relevant entailment relations can be derived. For example, "none" and "some" instantiate all the entailment patterns characteristic of contradictoriness because "some" is the external negation of "none".

While quantifiers have traditionally been mapped onto the square of oppositions, the relation between gradable adjectives and the square is much less understood. Gradable adjectives have two forms, a measure form – e.g. "Joe is 60 years old" – and a positive form – "Joe is old". Moreover, gradable adjectives come in systems of antonyms, e.g. "tall"/"short", "old"/"young" etc. I show a way of mapping systems of gradable adjectives in their positive forms onto the square of oppositions that validates the relevant entailment

patterns: Antonyms stand in a relation of contrariness, while their negations are related by contradictoriness. Moreover, gradable adjectives can be mapped onto a continuous version of the square of oppositions presented in Horn (2007). These deep analogies with quantifiers indicate that the adjectives in a system are connected by simple semantic operations, corresponding to the quantifiers' external and internal negations. I show that the semantic operation of complementation for adjectives plays the role that external negation has for quantifiers. The standard semantics for gradable adjectives (Kennedy & McNelly 2005) does not allow for a direct application of internal negation to gradable adjectives, so I define a semantic operation, called "rotation", which creates antonyms and produces at the logical level the patterns typical of contrariness. I sketch some constraints on the rotation operation.

Finally, I turn to lexicalization patterns. Horn (2007) proposes a general rule concerning the lexicalization of the edges on the square of oppositions: the contradictory of the fundamental form is never lexicalized, while every other form can be lexicalized. While gradable adjectives do not contradict this generalization, they seem to show a stricter pattern, since in systems of gradable adjectives the subaltern of the fundamental form is also never lexicalized. I present an objection to this observation and I answer it by using the previously defined rotation operation.

14.20-14.45

I see what you did there: The role of iconicity in the acquisition of signs.

Asha Stewart • University of Edinburgh

Recent theoretical syntheses offer a view of language in which iconicity – a perceived resemblance between form and meaning – is seen as a fundamental design feature alongside arbitrariness (Dingemanse et. al. 2015). Under this view, iconicity serves to bootstrap acquisition, and there is a large body of evidence from both spoken and gestural modalities confirming that iconic signs are easier to learn than arbitrary signs (for an overview, see Lockwood & Dingemanse, 2015; Perniss et. al. 2010). However, two recent studies suggest a more nuanced picture of iconicity's contribution to learning: In a longitudinal study of phonological development in British Sign Language (BSL) learners, Ortega & Morgan (2015) found that learners produce iconic signs with less articulatory accuracy than arbitrary signs of equal complexity. Similarly, in an artificial language learning experiment using a whistled language, Verhoef et. al. (2016) found whistles were produced less accurately in a condition where iconicity was possible compared to a condition where iconicity was disrupted by scrambling the correspondence between signals and meanings. These two results draw attention to the fact that most studies on the effect of iconicity on learning have focused on the learnability of the mapping between form and meaning, thus potentially obscuring subtleties relating to the acquisition of the form.

In this talk I will present the results of an experiment focusing on the formal properties of learners' productions of iconic and arbitrary signs from BSL, hypothesizing on the basis of the results of the aforementioned studies that whilst iconicity helps learners to acquire new mappings, it may also lead

to less precise encoding of the form. By manipulating the veridicality of the relationship between form and meaning, I compared learners' performance on a sign-repetition task for BSL signs paired with different English translations. I used the 3D skeletal-tracking capabilities of the Microsoft Kinect to quantify the trajectories of learners' wrists during sign production. Counter to the results of the aforementioned studies, I did not find support for the idea that iconic forms are encoded less precisely. I will discuss some possible reasons for this divergence in results, and possible approaches for future work.

SESSION 7

TUESDAY 30TH MAY, 14.55-15.45

14.55-15.20

Free adjuncts and discourse structure

James E. M. Reid • University of Edinburgh

It is an emerging consensus within the field of discourse coherence that coherence relations can hold not just between the content of sentences, but also between the content of their constituent parts (e.g. Rohde et al. 2011). This talk is concerned with gerund-participial free adjuncts, constructions which not only share a coherence relation with the content of their matrix clause, but are also syntactically subordinate to their matrix clause. Specifically, I will examine the interaction between discourse structure and syntactic structure in examples of this construction that express a Result coherence relation by means of a causative verb that takes the content of a clause as its first argument (e.g. *Mary lost her keys, forcing her to spend the night in the shed* ~ *Mary's losing her keys forced her to spend the night in the shed*). Accounts of discourse structure (e.g. Asher and Vieu 2005, Vieu and Prévot 2008) have singled out Result as a particularly unstable coherence relation in terms of whether it is coordinating or subordinating, such that it can be coerced into behaving in a manner suggestive of a subordinating coherence relation if there are sufficiently strong cues present in the context. I provide further evidence in support of this view, arguing that discourse segments introduced by free adjuncts are always discourse-subordinate to the segment introduced by their matrix clause. This, in combination with existing theoretical machinery within Segmented Discourse Representation Theory (Asher 1993) and observations made in relation to coordination, allows for an explanation to be put forward as to why (i) content introduced by coordinated free adjuncts must be interpreted as holding at the same 'level' of discourse (see (1-3)), and (ii) such constructions must share a common antecedent (see (4-6)):

- (1) Mary enjoyed an extremely expensive meal at the Balmoral (π_1), eating a decadent salmon fillet with a lemon and herb sauce (π_2).
- Elaboration(π_1, π_2)
- (2) Mary enjoyed an extremely expensive meal at the Balmoral

($\pi 1$), causing her father to rebuke her for spending her money so carelessly ($\pi 2$).
- Result($\pi 1$, $\pi 2$)

- (3) #Mary enjoyed an extremely expensive meal at the Balmoral ($\pi 1$), eating a decadent salmon fillet with a lemon and herb sauce ($\pi 2$) and causing her father to rebuke her for spending her money so carelessly ($\pi 3$).
- ??? Elaboration($\pi 1$, $\pi 2$) & Elaboration ($\pi 1$, $\pi 3$) & Result ($\pi 2$, $\pi 3$)
- (4) John behaved very badly at the birthday party, breaking all of the glasses on the table.
- breaker = John
- (5) John behaved very badly at the birthday party, causing his mother a great deal of embarrassment.
- breaker = John's behaving very badly at the birthday party
- (6) John behaved very badly at the birthday party, breaking all of the glasses on the table and causing his mother a great deal of embarrassment.
- breaker = John & causer = John

15.20-15.45

Construction grammar and lexical polysemy: A case study of the verb feed in two argument structure constructions

Ivana Králiková • Masaryk University

Much of work on lexical polysemy (Taylor, 2012; Cruse, 1995; Gibbs & Matlock, 1997) has stressed that the ultimate generation of meaning greatly depends on features of linguistic context, including collocation and the constructions words occur in. Exploring the emergence of metaphorical meaning¹ in different argument structure constructions, Sullivan (2013) argues that most verbs are not fully semantically specified: they rely on the arguments they take for the ultimate generation of meaning. She further points out that when an argument structure construction is interpreted as metaphoric, the target domain is evoked by one or more of the verb's arguments while the verb itself evokes the source domain, thus lacking the ability to prompt metaphoric interpretation on its own.

Following Sullivan's (2013) insights, this paper examines the English verb feed in two different argument structure construction (in sense of Goldberg, 1995): the transitive construction (e.g. feed the baby) and the transitive resultative construction (e.g. feed milk to the baby), analysing their role in the emergence of metaphorical meaning. Based on a corpus analysis of the verb in the two constructions, it focuses on cases where the thematic role of PATIENT is assumed by a word denoting a human entity, such as child, baby, family, people or population. The PATIENT role is attributed differently within the two constructions: it corresponds to the direct object of feed within

the transitive construction (e.g. feed the baby) and to the indirect object in the transitive resultative construction (e.g. feed milk to the baby).

Preliminary results of the analysis suggest that the differences in thematic role distribution affect the ability of the verb feed to generate metaphorical meaning. In the transitive construction, the verb feed is interpreted literally each time it is combined with a human PATIENT. The source domain of NUTRITION is evoked by the verb itself while neither of its arguments evokes a different conceptual domain. The THEME is left unexpressed in the transitive construction but is assumed to be food, possibly in combination with water or other substances necessary for a human being to thrive.

In the transitive resultative construction, however, the direct object position is occupied by the THEME, which is thus explicitly expressed as opposed to just being assumed. Here, the THEME can be expressed by a noun evoking a conceptual domain other than NUTRITION, such as INFORMATION TRANSFER in They are feeding lies to the people. In such cases, the entire construction, including the verb feed is interpreted metaphorically, as referring to the transfer of information rather than sustenance. These results seem to indicate that the ability of the verb feed to interact with multiple argument-structure construction systematically contributes to its polysemous potential by allowing it to specify different thematic roles, some of which facilitate metaphorical extension into different conceptual domains.

SESSION 8

TUESDAY 30TH MAY 15.55-17.10

15.55-16.20

A scientific realist stance towards sociolinguistic metatheory

Johannes Woschitz • University of Edinburgh

Allegedly, sociolinguistics as a scientific discipline appeared on the academic scene in the 1960s. Focusing on the relationship between language and society, it sought to leave old linguistic paradigms behind while at the same time establishing its ground alongside the Chomskyan school of grammar. To do so, scholars from different backgrounds worked together interdisciplinarily, and out of this collaboration branches came into being that now show signs of incipient separatism, leaving sub-disciplines mainly concerned with their own study areas that are still commonly subsumed under the same term of sociolinguistics.

Within the scientific community, this separatism has been regarded as given, without any awareness of the possible magnitude and impact ongoing philosophical tensions below the surface might have on their methodology, modes of data interpretation and linguistic theorising as a whole. In the recent 2016 book *Sociolinguistics: Theoretical Debates* edited by Coupland, however, important scholars in the field (Silverstein, Gal, Bell, etc.) have started to address this issue by debunking trivialities in sociolinguistic findings, arguing that these can be traced back to a shaky common philosophical ground. Turning to the plurality of sociolinguistic disciplines, they weigh their suitability for the volume's newly postulated goal of sociolinguistics that should ultimately enable it to progress as a unified

scientific discipline: the contribution to social theory.

In this talk, I will engage in the metatheoretical discussion by rethinking this contribution to social theory from another perspective. First, I will philosophically reframe the three most prominent subdisciplines of sociolinguistics, namely linguistic variationism, linguistic anthropology and sociology of language. I will focus on the former two as these are considered to be antagonists in contemporary metatheoretical debate. Subsequently, I will show how sociolinguistic interests have changed recently by presenting a short content analysis of contemporary sociolinguistic scholarship, and will argue that the above-mentioned distinction of sociolinguistic subdisciplines no longer does justice to the complexity of sociolinguistic explananda. I will briefly summarise how the contributors to the Coupland (2016) volume reflect on this change, and will go on to argue that their rather programmatic stance can be underpinned by drawing from the scientific realism/meta-inductive pessimism debate within the philosophy of science (cf. Ladyman 2016). I propose that from the viewpoint of a scientific realist, the transition away from classical variationism towards an all-encompassing socio-semiotic theory of language is a sign of a maturing science. This maturation can be explained by the grade of self-awareness of value-laden presumptions and explanatory value, which both depend on the degree of ontological self-justification.

16.20-16.45

The United States of 'Merica: Indexicality and Twitter Hashtag Use

Rachel Moyer • University of Edinburgh

In a heated time in the United States, social media and microblogging platforms, like Twitter, have been used as forums to express political beliefs, social critiques and frustrations deriving from the cultural constructs in American society. Exploring the media platforms where people express their exasperation for the current social climate, can give insight into how people index the society in which they live. Recent sociolinguistic research (Shapp 2014; Page 2012; Papacharissi 2012; Chang 2010) has discussed how the social has manifested in Twitter hashtag use, finding that hashtags have developed past their original organizational function and now contribute additional meaning to the message. Hashtags can be used in many social processes like self-evaluation, image-building and self-presentation. New studies linking research between the sociolinguistics of microblogging sites to indexical theory are still called for.

Indexical research has discussed the importance of context in attributing meaning to a specific linguistic norm (Jaffe 2016; Eckert 1989, 2008; Gal 1978, Silverstein 2003). By introducing the idea of indexical orders (Silverstein 2003), macrosocial theories meet microsocial practice. Indexicality emphasizes that the relationship among indexes is a cyclical process of reinterpretation (Eckert 2008, 463). Explicating the network of indexes in an indexical field allows indexes to be interpreted in relation to one another. Using indexes to create a context for hashtags, indexicality meets social media in this paper.

The #Merica trend on Twitter is most exemplary of the political and social schisms in the US. This paper analyzes the indexical field of 'Merica' in

Twitter hashtag use and the rhematization process it undergoes. Using Twitter extracts as the primary data, this paper first looks at how hyper-American concepts index 'Merica,' then goes on to assert that 'Merica' has developed a natural relationship as an icon for the heightened, polarizing clichés of American society. With reflexivity being at the heart of indexical interpretation, the importance of context is reinforced in this paper. Lifestyle indexes provide the context needed for other 'Merica' indexes to take on a reflexive form. With such a complex, rich feature, this analysis emphasizes the scale of reflexivity seen among indexes. This paper suggests that speakers draw on 'Merica' when it supports their political or social critique in Twitter publications. With its emphasis on indexicality, this paper calls for further exploration into how other social meaning is linguistically given to 'Merica.'

16.45-17.10

The changing Swedish /i:/ vowel: Evidence from three Central Swedish cities

Fabienne Westerberg • University of Glasgow



Fig 1: Location of the studied cities in Sweden.

The Central Swedish /i:/ vowel is traditionally realised [i:], but to an increasing extent, speakers are beginning to use another variant known as Viby-i. This is a vowel with an unusual “thick”, “dark”, “buzzing” quality (Borgström, 1913) found in “several scattered dialects [across Sweden], both in rural areas and in the city dialects of Stockholm and ... Gothenburg” (Björsten & Engstrand, 1999). Viby-i has not been extensively studied, and there are many questions surrounding e.g. how its unusual vowel quality is created, whether it is produced differently in different locations, or even how far across Sweden it has spread.

This paper presents an acoustic apparent-time analysis of a small sample of speakers from Stockholm, Gothenburg and Uppsala in Central Sweden (Fig 1). Only the first two cities are known to have Viby-i. In Stockholm it seems to be a relatively new feature, which was first documented in the 1990s (Kotsinas, 1994), and then primarily used by young upper-class females. Since this group is often at the forefront of language change (Trudgill, 1974), it is likely that the feature has continued to spread within Stockholm, but that it is most common in young and middle-aged speakers. In Gothenburg, Viby-i is considerably older, with early records dating it back to

at least the 1950s (Björseth, 1958). It might therefore be expected to be present in older Gothenburg speech as well. In Uppsala, Viby-i has not been recorded, but it is still possible that it has found its way there from Stockholm, which is only an hour's drive away. Uppsala is however regarded as close to the national standard dialect (Källskog et al, 1993), which means that it might also provide a good reference point for standard [i:].

The aim of the paper is thus to investigate how far along the shift towards Viby-i has come, primarily by looking at age and location. However, I am also interested in the distribution of Viby-i across other social factors, such as gender and social class, since this might tell us both about its spread and its social value. In urban areas in particular, Viby-i is associated with high prestige (Bruce, 2010), which may make it more common in certain groups. It is also possible that speakers produce the vowel differently based on social or geographical factors.

The research is part of a larger project investigating the relationship between articulation, acoustics and sociophonetics in the production of Viby-i. The subsample presented here consists of 18 female speakers aged 20-25 and 50-80 producing phrase-list utterances, with approximately 50 /i:/ tokens per person. The remaining long Swedish vowels /y:, œ:, e:, ø:, ε:, α:, ɔ:, u:/ are included for context. The acoustic analysis is primarily based on formant values for F1-F3.

SESSION 9

WEDNESDAY 31ST MAY, 9.00-10.15

09.00-09.25

Linguistic niche or academic niche? The role of language-external biases in language evolution

Jonas Nölle • University of Edinburgh

Over the past decade, a number of major claims have been made about the fundamental nature of human language(s). For instance, from an evolutionary perspective, it has been argued that the structure of languages is not the outcome of a single biological adaptation, as some would argue (e.g., Berwick & Chomsky, 2017), but rather the result of biological-cultural interaction (e.g. Christiansen & Chater, 2008; Kirby 2016), which – over historical timescales – gave rise to structure and diversity (Evans & Levinson, 2009). On such a view, language is a complex adaptive system (CAS, see Beckner et al., 2009) that constantly evolves as it is learned and used within a population of agents. More recently, this view has been complemented by the idea of linguistic adaptation (hereafter LA, see Lupyan & Dale, 2016 for a review). The hypothesis is that languages as CAS tend to adapt to their physical, social or technological environment, similarly to organisms adapting to their local ecological niche. This has been supported by a number of correlations that have been found in recent years, e.g., the relationships between morphological complexity and population size (Lupyan & Dale, 2010), linguistic tone and humidity (Everett et al., 2015), lexicon and climate (Brown & Lindsey, 2004; Regier, Carstensen & Kemp, 2016) as well as anatomical and genetic biases (Dediu & Moisik, 2016; Dediu & Ladd, 2007).

Inspired by Gupta and colleagues' (2017) critique of niche

construction in evolutionary theory, this paper tries to critically assess to what extent such correlational claims can be meaningfully integrated in current accounts of language evolution and whether LA should be added as one of the major driving forces underlying linguistic structure. In line with Roberts & Winters (2013), I argue that correlational studies like the ones above can generate hypotheses, but should be viewed with caution, since they cannot provide causal explanations. In order to address the role of language-external pressures, I suggest to a) utilize such large-scale statistical/correlational studies to formulate questions about possible explanations for linguistic diversity and b) test these hypotheses in carefully controlled laboratory experiments. These allow isolating mechanisms resulting in structural patterns that resemble distributions we can observe among the languages of the world. As an example for how theories like LA can benefit from the integration of complementary empirical approaches, I will present data from two experiments. The first one had dyads solve a coordinative maze game, where manipulation of the shared-task environment could motivate different linguistic strategies based on different conceptualisations of the otherwise identical task. The second experiment, relying on the iterated learning paradigm (Kirby, Griffiths & Smith, 2014), investigated how usage context can influence the emergence and evolution of overspecification of a semantic marker in an artificial language (Tinits, Nölle & Hartmann, 2017, in press). In sum, these studies show how hypotheses concerning LA can be formulated and tested by integrating correlational and experimental work.

09.25-09.50

The cultural co-evolution of language and mindreading

Marieke Woensdregt, Simon Kirby, Chris Cummins, & Kenny Smith •
University of Edinburgh

Language use requires an understanding of communicative intentions, which in turn relies on the ability to represent other's minds (e.g. Moore, 2016). The development of such mindreading skills formed a crucial step in hominin evolution, because it allowed for the expression and recognition of communicative intentions, thereby paving the way for the cooperative information sharing we find in humans today. The ability to recognise and infer communicative intentions also plays an important role in language development, as evidenced by studies correlating mindreading skills and word learning (e.g. Parish-Morris, Hennon, Hirsh-Pasek, 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 (e.g. Lohmann & Tomasello, 2003; Pyers & Senghas, 2009). Furthermore, Heyes and Frith (2014) argue that the sophisticated mindreading skills of modern-day humans are in part a result of cumulative cultural evolution which was likely aided by language.

In this paper we present an agent-based model that investigates the implications of such a bidirectional interaction between language and mindreading. In this model, mental states are implemented as the product of an interaction between an agent's 'perspective' (their view on the world) and

the context (the state of the world itself). Perspective and context interact to produce the agent's mental state, which influences how likely they are to choose the different potential referents as their communicative intention. While the agent's perspective is fixed, the context is changeable; rendering a different mental state for each interaction. In addition to a perspective, each agent has a lexicon (mapping of signals to referents), which together with the communicative intention produces utterances.

During development, each new agent observes a set of contexts and corresponding utterances from their cultural parent. From these two observable variables the learner has to infer two unobservable variables simultaneously: the parent's lexicon and perspective, using Bayesian inference. The developmental results show that this joint inference task leads to co-development. A parent's lexicon can only be inferred correctly if the learner can represent the possibility of the parent having a different perspective from their own, and the perspective can only be inferred correctly if the parent uses an informative language. Thus, learning of lexicon and perspective are interdependent in this model.

This leads to the question of under which circumstances a population of such agents is able to establish a conventional language from scratch, i.e. if all agents in the first generation use a completely uninformative lexicon. The evolutionary results show that without any additional selective pressure, an informative language does not evolve. Selection for successful communication can provide the necessary pressure to lead populations towards convergence on an optimal language. Interestingly however, selection on perspective-taking can lead populations to the beginnings of an informative system as well; stopping at whichever point the language is informative enough to learn perspectives correctly given the number of observations that the learners receive from their cultural parent. 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.

09.50-10.15

Investigating effects of morphological types and their word formation patterns in SLA

Svenja Wagner • University of Edinburgh

Previous research in SLA has shown that knowledge of structures through the mother tongue can support the acquisition of similar structures in an L2 (Gass & Selinker, 2008). At the same time, factors such as semantic complexity and morphophonological regularity have been shown to impact acquisition ease also independent from the learner's mother tongue (Goldschneider & DeKeyser, 2001). My research combines both theoretical approaches and investigates to which extent morphological language types can predict learners' success, both in relation to and independent from the type of the learner's mother tongue. In two artificial language learning studies, I have modeled three morphological types, isolating, inflectional, and agglutinating, based on their mapping of grammatical meaning onto morphemes and the combination of morphemes to form complex words.

Dependent on type, languages could allow a fusion of grammatical meanings in single morphemes (semantic complexity), draw on free and bound morphemes (syntactic category) to various extents, and exhibit variants of morphemes based on their phonological environment (morphophonological regularity). Differing levels of these predictors in morphemes have had a statistically significant effect on the success of learning the morphemes in the studies.

In the first study, conducted with native speakers of three different languages, the mother tongue of the learner showed an effect, but is likely to be correlated with cultural factors. The language type of the L2, in contrast, proved to be a reliable predictor of learning difficulty, even independent of the learner's mother tongue. Further, the isolating artificial language, exhibiting a large amount of free morphemes, which were also non-complex in their structure, was learned significantly better than the other two types. At an early stage of learning, semantic complexity appeared to inhibit success of acquisition less than multimorphemic words with an underlying less complex structure. These findings emphasize the role of visually salient free morphemes and they allow for the careful assumption that facilitated word segmentation due to a low level of semantic complexity did not contribute much to ease of learning.

In the second study, conducted with English native speakers, however, low semantic complexity did facilitate ease of learning in comparison to a condition with semantically more complex words. Due to a difference in word length between both studies, the findings suggest the existence of a threshold at which clarity of word structure does no longer counterbalance the difficulty resulting from word length. Overall, the findings from both studies show that certain word structures are easier to acquire than others, independent of the learner's mother tongue, and consequently support typologically based accounts of learning difficulty.

SESSION 10

WEDNESDAY 31ST MAY, 10.25-11.15

10.25-10.50

The development of tense morphology by Welsh-English bilingual children with and without Specific Language Impairment (SLI)

Hyowon Kwon & Vicky Chondrogianni • University of Edinburgh

To date, much research concerning the acquisition of English tense-marking morphology as a clinical marker has focused on comparing monolingual children with SLI to their TD peers (Leonard, 1998; Rice et al., 2000; Rice & Wexler, 2001; Bishop et al., 2006). Studies contrasting children with and without SLI acquiring English as a second language (L2) have shown that L2 children have more difficulties with tense morphology in production than monolinguals, and English L2 children with SLI show exceptional deficits in tense morphology compared to their L2-TD peers (Chondrogianni & Marinis, 2011; Paradis, 2005; Paradis et al., 2008). Therefore, looking at accuracy and error types of tense morphology by L2 children with and without SLI could function as the potential clinical marker that distinguishes TD from SLI in English L2 children (Blom & Paradis, 2013; Paradis, 2008). To our knowledge, research tapping into bilingual children with and without SLI

has mainly been limited to investigating groups of either younger or older children, or specifically their early and late years of L2 exposure. However, comparing accuracy and error types in tense-marking morphology produced by both younger and older groups of L2-TD children is essential for revealing age effects in their developmental patterns of tense morphology. Hence, our aim is to provide a cross-sectional study, which investigates how tense morphology develops among three different profiles of bilingual children acquiring English as L2 across a wide range of ages, and whether the developmental trajectories of their 3SG -s and past tense acquisition profiles are in line with previous studies that support the prediction of Bybee's (1995, 2001) usage-based network model (Blom & Paradis, 2013; Paradis et al, 2012). A group of Welsh-English TD bilingual children from 7-9-years of age, a younger group of L2-TD children from 4-6-years and an age-matched group of L2-SLI peers were administered the tense probe from the Test of Early Grammatical Impairment (Rice & Wexler, 2001). Responses that had been transcribed and scored on the TEGI were selected and coded in order to analyze individual tense morphology elicitation probes. Our analysis includes 1) age effects of L2-TD children on their accuracy and error type changes over time and 2) mixed linear regression to assess whether phonological sensitivity, word frequency, and L1 transfer have an influence on performance of L2-TD children in the early or later stages of development, or across developmental stages. Based on findings of how development patterns vary between younger and older L2-TD children, a sub study will compare the L2 children with SLI to see how they develop tense morphology compared to their age-matched TD controls. Results predict that tense morphology use could potentially reveal developmental stages as a key to understanding age effects and profile differences across groups of bilingual children with and without SLI.

10.50-11.15

Instructed vs. uninstructed bilinguals: The role played by metalinguistic awareness in third language acquisition

Francesca D'Angelo • University of Edinburgh

The present work explores the relatively new field of research investigating Third Language Acquisition (TLA), which connects two domains that have traditionally overlooked one another: second language acquisition and bilingualism.

The expansion of research into multilingualism in the past decade has been the result of a growing awareness that acquiring a third language (L3) is a different, more complex, and multifaceted process compared to the acquisition of a second language (L2). Numerous studies on the positive effects of bilingualism on TLA relate the advantages evident in bilingual learners to the influence of bilingualism on cognitive development and, specifically, to metalinguistic awareness (MLA) and communicative skills (Cummins, 1978; Thomas 1988; Cenoz & Genesee, 1998; Jessner, 1999; Jessner, 2006; Jaensch, 2009). This has been considered as an indirect effect of bilingualism, that is, "bilingualism affects cognition, MLA and communicative skills and these factors, in turn, affect TLA" (Cenoz, 2003).

Although it has been widely acknowledged that MLA is strongly

affected by literacy and grammar related activities, only a few studies have attended to the context and method of acquisition of the bilingual learners' L2. Indeed, it is not clear whether the higher level of metalinguistic awareness responsible for bilinguals' better performance in TLA is mainly due to the previous instructed, formal learning process in their L2 or if it is the result of the accumulated experience in a naturalistic bilingual setting. The current research aims to investigate the bilingualism specific variables affecting the process and outcomes of TLA, with a particular focus on the relationship between the context and method of acquisition of bilinguals' L2 (i.e. instructed/uninstructed; formal/informal) and the degree of metalinguistic awareness developed. It is worth looking at how the level of explicit and implicit metalinguistic awareness of "primary" and "secondary" bilinguals (Hoffman, 1991) correlates with a higher level of proficiency attained in a third (or additional) language. In other words, is it the level of bilingualism or the level linguistic knowledge in an L2 that plays a fundamental role to succeed in TLA? (Bialystok & Barac, 2014)

The proposed question will be assessed through the comparison of the general proficiency attained in L3 by bilinguals whose L2 has been added in a naturalistic setting and bilinguals whose L2 is the result of a formal learning process. First, a bio-data questionnaire will report the learners' previous linguistic history, motivation, and aptitude towards languages as well as their socio-economic background. Second, two cloze tests in their L2 and L3 will be administered in order to assess their degree of bilingualism (i.e. balanced/unbalanced) and their level of proficiency attained in L3. Third, a Self-Paced Reading Task consisting of two parts, i.e. a linear non-cumulative processing of semantically ambiguous sentences and a post-experiment questionnaire focusing on the grammatical acceptability of the sentences, will be used in order to provide independent measures of implicit and explicit metalinguistic skills developed in their L2 and information about the participants' cognitive abilities (Blom & Unsworth, 2010) and anticipation skills (Bonifacci et al, 2011).

SESSION 11

WEDNESDAY 31ST MAY, 11.25-12.40

11.25-11.50

On the structure of possessive *ħagg* in free state nominals in Haili Arabic

Eisa Alrasheedi • Newcastle University

Possession in Haili Arabic (HA) can be analytically formed by the use of the possessive preposition, *ħagg*, which intervenes between the possessum and possessor, as in (1).

(1) ?al-bait	ħagg	?ar-radʒaal	(HA)
Def-house	POSS	Def-man	
‘The man’s house’			

The element *ħagg* is similar to the preposition *li* in the Modern Standard Arabic (MSA), compare the example in (1) with (2), below.

(2) λ al-bait-u	li-r-rad ζ ul- i	(MSA)
Def-house-NOM	of-Def-man-Gen	
'The man's house'		

Said this, *hagg* differs from the latter in that it agrees in number and gender with the preceding DP, the possessum (3a-b).

(3) a. λ as-sijjarah	<i>hagg</i> -at	Mohammed	(HA)
Def-car.SG.F		POSS-SG.F	Mohammed
'Mohammed's car'			
b. λ as-sijjaraat	<i>hagg</i> -aat	Mohammed	
Def-cars.PL.F	POSS-PL.F	Mohammed	
'Mohammed's cars'			

What seems interesting about *hagg* is that it has shifted from being lexically used as a noun, meaning 'right', 'righteousness' or 'truth', to a grammaticalised functional item (a possessive preposition) denoting possession. Moreover, the presence of analytic genitives, like *hagg*, in Arabic dialects has been widely taken as a 'dialectal innovation' (Harning 1980).

As for the syntactic derivation, I argue, following Den Dikken (2006), that *hagg* can be structurally derived via head movement of a null preposition (Ro) heading the Relator Phrase (RP) to Fo of the upper c-commanding Linker Phrase (FP) forming a complex head, where *hagg* is assumed to be a PF form of the amalgamated head (Ro+Fo). The derivation requires further movement to the Classifier Phrase (ClFP), situated immediately above the FP. This movement is necessitated by the involvement of the genitive preposition in predicate inversion and in order to restore the original word order (Den Dikken and Singhapreecha 2004). Additionally, the movement to classifier phrase is said to have an additional advantage of deriving preposition-possessum agreement by placing the genitive preposition in a Spec-head relation with the possessum (Den Dikken 2006). Said this, I argue further in favor of Ouhalla's (2011) simplified version of the above in which the Linker+Classifier conflates into a single functional head, F[Agr] which parallels T[Agr] in clauses and corresponds to Num in DP domain. For Ouhalla (2011), contra Den Dikken (2006), preposition-possessum agreement is assumed under Agree relation between F[Agr] and the possessum it closely c-commands resulting in the valuation of φ -features of F[Agr] based on those of the possessum. In the next step of the derivation, the P is raised to F[Agr] to get an inflected form of the preposition, i.e., *hagg*, which agrees with the possessum in φ -features. The final step comprises the possessum raising to Spec, F[Agr], yielding the right word order.

11.50-12.15

The noun phrase in central Kurdish: A projection of D (DP) not Num (NumP)

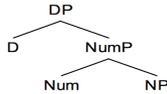
Rebwar Tahir • Newcastle University

This paper proposes that the noun phrase in Central Kurdish (CK, henceforth) is in fact a projection of the functional category (D), rather than number (Num). Although the surface form suggests that the functional

projection of number (NumP) is above DP in the structure, I argue that the noun phrase proper still has a DP projection above it.

Based on typological data from a wide range of languages, Rijkhoff (2002) claims that referentiality elements such as the definite marker (D) takes scope over, hence is structurally higher than quantity elements such as number (Num), as in (1).

(1)



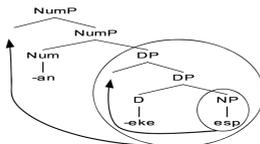
Likewise, the standard structural relation between NumP and DP is that the former falls within the scope of the latter, i.e. DP is higher than NumP (see Ritter 1991, among many others). Also, according to the current generative approach, DP is structurally parallel to CP where D corresponds to C, and NumP is parallel to TP. Thus, if it is true that CP is cross-linguistically located above TP in the clausal domain, DP should be above NumP in the nominal domain, not the other way round.

On the face of these proposals, the hierarchical structure in the CK noun phrase seems to be a counterexample where DP falls within the scope of Num. The number marking is realized by the enclitic *-an* attaching to the definite marker *-eke* which, in turn, attaches to the nominal projection (NP).

(2) *esp-eke-an*
 horse-DEF-PL
 'the horses'

This study adopts Chomsky's (1995) Minimalist bottom-up derivational theory. Thus, observing the example (2), I take the nominal projection (NP) *esp* 'horse' to merge first with the category D realized by the definite article *-eke* (see 3), before moving to Spec DP. The DP is then merged with Num realized by *-an*, and moves in a pied-piping fashion to Spec NumP, as shown below.

(3)

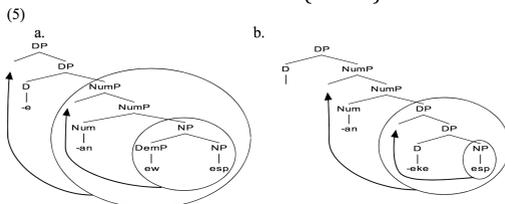


Given this structure, the category D where *-eke* is realized is structurally lower than the functional projection of number (Num), suggesting that the CK noun phrase is hierarchically represented as NumP, not as DP. This contention militates against all the standard assumptions raised above. However, I argue that the NumP in (3) still falls under another DP projection where the D category is null in constructions such as (2), but morphologically realized by the definite marker *-e* when demonstratives are present. I provide empirical evidence that the morpheme *-e*, which co-occurs with

demonstratives (4), is the syntactic realization of definiteness, serving a similar function to the main definite marker *-eke* in (2).

(4) ew esp-an-e
 that horse-PL-DEF
 'those horses'

As expected, the plural number marker *-an* occurs inside the definite marker, indicating that the D where *-e* is realized is above the category of number (see 5a). Comparing (5a) to (3) where the noun phrase is a projection of number (NumP) with DP below it, I argue that NumP in (3) still has a second DP layer above it where the D is not realized (see 5b).



This unpronounced D category above NumP (5b) provides double definiteness to the noun phrase, a phenomenon which is common in CK and several other languages including Hebrew, Norwegian and Swedish (see Danon 2008; Julien 2003).

12.15-12.50

Variational models of language acquisition: The best is still not good enough

Callum Hackett • Newcastle University

The Variational Model of language acquisition developed in Yang (2002) is a Principles & Parameters system which describes acquisition as a period of competition between all and only possible adult grammars. If we accept that a grammar can be roughly characterised as the combination of a universal base (UG), a suite of specified parameter settings, and a lexicon of language-specific sound-meaning correspondences, grammar competition can easily become an intractable learning task if it follows that children are meant to select between fully-specified parameter sets (Roberts & Holmberg, 2005). The Variational Model's solution to this is to recast *grammar* competition as competition between *parameter enumerations*.

Rather than each possible adult grammar being fully represented in a child's mind, children have access only to some small number of individual parameters, each of which has an associated probability of being enumerated [+] or [-]. Each time a child hears or produces an utterance, they 'hypothesise' an adult grammar by compiling a list of valued parameters, thereafter rewarding or punishing parameter probabilities until they have all converged on a value of 0 or 1 (thus ensuring that all parameter settings in an adult are fixed as [+] or [-]).

Legate & Yang (2007) showed that Variational Models can be rigorously applied to cross-linguistic corpus analyses of 'Root Infinitives' (verbs that children produce in non-finite form in contexts where finiteness is obligatory in their target languages). This ability to establish a direct connection

between a child's input language and their production of Root Infinitives gives such models more explanatory potential than other prominent accounts of the phenomenon (*e.g.*, Rizzi, 1994 and Wexler, 1998). I will show that these models can be refined even further by using more nuanced sets of parameters, so that the syntactic processes underlying Root Infinitives, as well as important cross-linguistic differences, can be even more robustly captured.

Nonetheless, a core difficulty faced by Variational Models – and by the Principles & Parameters approach to generative linguistics as a whole – is that putative parameters that are derived from comparative data (like 'null subject' or 'head position') tend to encode descriptive facts in a technical system that *looks* explanatory without actually adding any theoretical insight. The source of this difficulty is simply that there is an infinite variety of binary parameters that can be posited to account for cross-linguistic variation and no underlying theory to constrain them. In a similar vein to Boeckx (2011), I will suggest that there *cannot* be any such constraining theory and that even the most attractive parameter-based models of acquisition and adult grammars must necessarily fall short.

SESSION 12

WEDNESDAY 31ST MAY, 13.30-14.45

13.30-13.55

A corpus-lexicographical discourse analysis of the verb 'destroy'

Emma Franklin • Lancaster University

This paper presents a working analysis of the verb 'destroy' as used in modern British English, taking Hanks' (2004, 2013) Corpus Pattern Analysis (CPA) approach as a methodological basis. To date, CPA has only been applied in corpus lexicography and similar Natural Language Processing tasks, but it has the potential to extend current discourse analysis methods. As such, this paper demonstrates an early attempt at a CPA-assisted, corpus-lexicographical discourse analysis, using evidence from both a general corpus of English (the British National Corpus) and a specific, animal-themed corpus constructed by researchers on the '*People*', '*Products*', '*Pests*' and '*Pets*' (PPPP) project (Sealey and Pak, forthcoming). The study is part of a larger project – my PhD – which seeks to establish what a CPA analysis can reveal about attitudes to animals by examining their positions within 'killing' verb constructions.

CPA is underpinned by Hanks' (2013) Theory of Norms and Exploitations (TNE), a practical and empirical theory of language in the Neo-Firthian tradition, which posits that meaning is context-dependent and is inextricably linked to form (cf. Sinclair (1991)). CPA involves manually analysing the co-texts of words (especially verbs), and from these concordances identifying syntagmatic patterns associated with senses of meaning. This process is similar to the approach taken in the COBUILD project (Francis et al., 1996; Sinclair, 1987), and subsequently Pattern Grammar (Hunston and Francis, 2000), but it places a greater emphasis on the semantic values of arguments than previous corpus-driven approaches to language patterns. This makes it an ideal method for empirically demonstrating the types of entities – or *semantic types* – portrayed as participants in particular events. In the case of my PhD, these are the humans, animals and other entities that constitute 'killers' and

'killees' in contemporary British English.

Informed by the observation that the verb 'destroy' is used differently for humans and animals, namely as a 'killing' term when applied to dogs and horses, for example, but not humans, a CPA analysis was carried out on random samples of concordance lines of 'destroy' from the BNC and the PPPP corpus. The preliminary results indicate that there are four senses of the verb 'destroy', as marked by their patterns: two pertaining to damage as inflicted upon physical objects and abstract entities, respectively; one for referring to the defeat of a human group (e.g. in battle, sport, etc.); and one for denoting the killing of unwanted or dangerous animals. The patterns were found to be stable across the two corpora, but the PPPP corpus sample featured more examples of animal-related destruction (e.g. of animal homes rather than human ones) and raised questions about the distinction between humans and 'nature'. More importantly, it was found that by delimiting verb patterns using CPA, it is possible to empirically show when, and in what contexts, an entity is conceptualised as belonging to another category. In this case, it was found that some animals – particularly wild animals – are subtly objectified by their roles in 'destroy' constructions, as demonstrated using precise demarcation of verb patterns and their arguments.

13.55-14.20

Master's students' language use of their first and second languages in class: A small-scale case study

Ming Ni • University of Sterling

With the development of internalization and globalization, there is an increasing number of students choosing to further their study abroad (Ilieva et al., 2004). For instance, the UK hosts the second largest number of international students in the world (UK Council for International Student Affairs, 2015), with 438,010 international students during the academic year of 2015/16, accounting for 19.2% of the total number of students studying in the UK (Higher Education Statistics Agency, 2017). And within these overseas students, the largest proportion of them comes from China (Higher Education Statistics Agency, 2016). For these Chinese students, English is the classroom language but not their first language. So how is their use of languages in class?

In the presentation, I will report on an ongoing pilot for my PhD project, which looks at Chinese Master's students' language use of their first and second languages (i.e. Chinese and English) in class in the UK. These international students' language use inside classroom has drawn to my attention because I have noticed some interesting phenomena on some non-native students' use of their first and second languages in and after class (one example could be they tend to speak Chinese with another Chinese, even if there is a non-Chinese around), and would like to further investigate it. The research questions of this study include:

1. Under what circumstances do Chinese students use each language in class?
2. How do Chinese students explain their choice of language?
3. How the process and methods of data collection and my participation can be improved for my PhD project?

Ethnography has its root in anthropology (Fiona & Creese, 2015). In this research, linguistics ethnography will be adopted, where I observed and participate in a module in a Master's programme at a UK university from in the Spring Semester of the academic year 2016/17. Four of the Chinese students in this module were the key participants, and what they said in class was audio recorded as the primary source of data in this research. And follow-up interviews will be carried out in the end with each key participant to figure out the reasons why they use Chinese/English in class. The data collection for classroom conversation has already finished, and it is possible that part of the interviews can be carried out before the end of May; therefore, I will be able to present some of the data in the presentation.

14.20-14.45

Strategies of persuasion and argumentation in political rhetoric on example of the inaugural addresses of American, British, Byelorussian, German, and Russian

Elena Afromeeva • Friedrich-Schiller University Jena & Bournemouth University

The research pertains to Gerry Philipsen's ethnographic study of cultural communication (1981), especially on its' proposition that one of the major function of communication is to construct a sense of shared identity. Thus, it is postulated that every ethnic group possesses a distinct "code" which is defined as "historically transmitted, socially constructed system of symbols and meanings, primes and rules, pertaining to communicative conduct" (Philipsen 1992:124, Philipsen 2010). The study investigates the development of political rhetoric in the abovementioned countries in the light of their "code", i.e. in connection with their unique historical background and cultural peculiarities which create an exclusive political context. For instance, the research assumes that even identical rhetorical means will attain a wide range of connotations depending on cultural, historical and political development of the society. The study proves the dependence of linguistic and stylistic devices, which embellish presidential oratory, on cultural and historical components of the "codes" which they pertain to. The research investigates the connection of language and linguo-stylistic devices which politicians use to manipulate public opinion and construct a sense of shared identity with cultural, historical, and political background they rely on, in order to approach an ideal image of a politician. The study analyses variations of rhetorical patterns across cultures and their reliance on a unique "code" of a specific community. The central idea of the study is rooted in the proposition that in order to be more persuasive and eloquent, presidents appeal to the features of their "codes" and apply identical linguistic and stylistic means in different connotations.

Central are the notions of persuasion and argumentation in political communication with special focus on the inaugural addresses delivered by American, British, Byelorussian, German, and Russian political leaders.

The objectives of the study can be practically demonstrated in the corpus of the political speeches which is aimed to be created for the public usage. The practical analysis is made by means of GraphAnno programme for

creating graph-based annotations, where all meaningful parts of speech are divided into categories, for instance, “state”, “religion”, “values”, etc. The analysis is made in the context of the “codes” of the given countries (in the light of historical, cultural, and political experience of the society).

PLENARY 2

WEDNESDAY 31ST MAY, 15.00-16.00

15.00-16.00

**The acquisition of case-marking and word order in heritage speakers:
Greek heritage children in New York City**

Vicky Chondrogianni • University of Edinburgh

Heritage speakers are bilingual speakers who acquire the minority heritage language from birth at home and the majority language of the society through schooling and the wider community (e.g. Montrul, 2016; Polinsky & Kagan, 2007). Heritage speakers from immigrant communities, in particular, typically have weaker abilities in their heritage language and have been shown to perform differently from monolingual speakers of the same language who grow up in the country of origin. Areas of language that are usually vulnerable are those where crosslinguistic differences between the minority and the majority languages occur. Much research on heritage speakers has focused on adults with fewer studies examining the factors that affect heritage bilingual children’s development of their heritage language.

In this talk, I present a series of production, online and offline comprehension experiments examining the linguistic (case ambiguity, word order) and extralinguistic (heritage language proficiency and use) factors that affect heritage children’s ability to integrate word order and case-marking cues in sentence production and comprehension when the dominant language (English) offers evidence for word order cues but the heritage language (Greek) utilises case-marking cues or conflicting word order cues. The results are discussed within current theories of heritage language acquisition and bilingual development.

