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Book of Abstracts

Department of Historical and Applied Linguistics
Department of Theoretical Linguistics
Institute of English Studies
John Paul II Catholic University of Lublin, Poland

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Contents

CONTENTS	3
KEYNOTE SPEAKERS	10
ŠTEFAN BEŇUŠ <i>Aspects of Entrainment in Spoken Interactions</i>	10
GRÉTE DALMI <i>Ad Hoc Properties and Locations: The Connection</i>	10
GAIL TAILLEFER <i>Quality Issues in Bilingual Education</i>	11
BOGUSŁAW MAREK <i>Touching English: Representation and Interpretation of Visual and Spatial Concepts by Congenitally Blind Learners</i>	11
HENRYK KARDELA <i>Cognitive Grammar as a Maximalist Theory of Language</i>	12
ORAL AND POSTER PRESENTATIONS	14
ABDULLAH ALGHAMDI <i>The Importance of Root Indices: Evidence From Arabic Nouns</i>	14
RAFAL AUGUSTYN <i>Beyond Linguistics, Within Cognition: Problems with Message Re-Conceptualisation in Non-Literary Translation</i>	15
VITA BALAMA <i>Cultural Environment Characterized by the Means of Language Used</i>	16
JURIS BALDUNČIKS <i>A New Trend in Translation of Polysemous English Words Into Latvian: Semantic Hypertrophy of the Basic Equivalent</i>	16
ALEKSANDRA BARTCZAK-MESZYŃSKA <i>A Minimalist Approach to Double Object Construction in German – Syntactic Representation and Passivisation Possibilities</i>	17
VIOLA BAUMANN <i>The Role of Analogy at Conjugation and Declension in Language Acquisition – A Hungarian Sample</i>	18
YVONNE BELCZYK-KOHL <i>Talk or Show? Ethnomethods of Arguing in Polish Political Talk Shows – A Discourse Analytical Approach</i>	19
DARIA BĘBENIEC <i>Anterior/Posterior Temporal Relations as Encoded by Polish Spatial Prepositions: A Corpus Analysis</i>	20

MAGDALENA BIEGAJŁO	
<i>What Accounts for Successful Humorous Communication? On Finding Relevance-Theoretic Tools Which Explain Humorous Effects in Jokes.....</i>	21
ANNA BLOCH-ROZMEJ	
<i>Cross-Morphemic Contexts and the Status of Phonological Primes</i>	22
MARIA BLOCH-TROJNAR	
<i>Grammatical Aspect and the Lexical Representation of Polish Verbs.....</i>	23
ANITA BUCZEK-ZAWILA	
<i>Extending Foreign Presence in English Phonetics Classes/Courses.....</i>	24
ANNA BUNCLER	
<i>Are Polish and Finnish Typologically Similar? The Case of Word Order.....</i>	25
KAMILA BURZYŃSKA, JAROSŁAW KRAJKA	
<i>Learning Strategies in Technology-Enhanced University Training – Towards New Taxonomies, Tools and Techniques</i>	26
DURDICA ZELJKA CARUSO	
<i>The Nominal Left Periphery in Slavic: Evidence From Croatian.....</i>	27
WILLELMIRA CASTILLEJOS LÓPEZ	
<i>The Study of Linguistic Insecurity Under a Psychological Approach</i>	28
BOŻENA CETNAROWSKA	
<i>The Linearization of Adjectives in Polish Noun Phrases: Semantic and Pragmatic Factors</i>	29
MAGDALENA CHARZYŃSKA-WÓJCIK	
<i>Reality Is the Limit – An Intergrated Account of Semantic Change.....</i>	30
PAWEŁ TOMASZ CZERNIAK	
<i>Government Phonology Perspective on Welsh Epenthesis.....</i>	31
KATEŘINA DANIELOVÁ	
<i>The Style of News in On-Line Journalism</i>	32
BARTOSZ DONDELEWSKI	
<i>Linguistic Perceptions of and Attitudes Towards a “Different Way of Speaking”.....</i>	33
KAROLINA DRABIKOWSKA	
<i>Language Change Within the Theory of Government Phonology – A Case Study.....</i>	34
TAMÁS EITLER	
<i>A Multimodal Analysis of Compositional Meanings in Promotional Videos</i>	36
RADOSŁAW FENC	
<i>A GP Approach to Licensing Strength in Spanish and English.....</i>	36
ANDREA FISCHER	
<i>Reflections on Developing Reflective Competence in Teacher Education.....</i>	37
CRISTINA GARCÍA GONZÁLEZ	
<i>Linguistic Functionalism and Its Varieties. A Research Study of Spanish Functionalism Viewed Through Hispanic University Manuals and Dictionaries.....</i>	37

OSKAR GAWLIK	
<i>Shifting Complementation Patterns in Contemporary Spoken American English: A Corpus-Driven Study</i>	38
ADAM GLAZ	
<i>Not All Dads are Conceptualized the Same (Even If All are Created Equal)</i>	39
WIKTOR GONET	
<i>The Use of Corpora in Individual Speaker Characterisation</i>	40
RENÁTA GREGOVÁ	
<i>On the Possibility of the English and the Slovak Consonant Clusters to Form Complex Segments</i>	40
DOMINIK GRYNIUK	
<i>On Institutionalization and De-Institutionalization of Late 1990s Neologisms</i>	41
WOJCIECH GUZ	
<i>English VP-Final Adverbs in the Preverbal Position</i>	42
IDREES HASN	
<i>Conversational Code-Switching Between Arabic and Kurdish in Duhok City</i>	42
MARIIA ISAEVA	
<i>Pragmatic Functions of Code-Switches in Russian and English Magazines</i>	43
JOANNA JABŁOŃSKA-HOOD	
<i>Mental Spaces Within Humour and Beyond</i>	44
MARTA OLGA JANIK	
<i>Errors in Adjective Inflection in L2 Norwegian Made by Native Speakers of English, German and Polish</i>	45
LENKA JANOVCOVÁ	
<i>The Role of the Field of Education in Meaning Predictability</i>	45
KRZYSZTOF JASKUŁA	
<i>How Celtic Was Old Spanish?</i>	46
AMBREEN JAVED (CO-AUTHOR: SARWET RASUL)	
<i>The Discourse of Socialization in Pakistan – An Analysis of Visiting Cards</i>	47
ELŻBIETA JENDRYCH	
<i>The Role of Pragmatics in Business English Courses</i>	47
MARIA JODŁOWIEC	
<i>Verbal Communication and Intentionality</i>	48
SYLWIA KACZMAREK	
<i>The Expression of Referential Relations in English and in Polish</i>	49
ALLA KALYTA	
<i>Energetic Approach to Phonetic Studies</i>	50
NATALIYA KASHCHYSHYN (CO-AUTHOR: TETIANA HOLOVACH)	
<i>The Role of Terms in the Process of Diplomatic Discourse Formation</i>	51
MALGORZATA KASZAK	
<i>A Corpus-Assisted Study of Non-Canonical Nature of Copular Bake in Progressive Aspect</i>	52

SAIRA ASGHAR KHAN	
<i>Humour and Breaking of Maxims: A Comparative Study of Flouting of Maxims in Two Popular Pakistani Sitcoms</i>	53
DAVID KIRKHAM	
<i>Extending the Research Agenda on Written Corrective Feedback and Second Language Grammar Acquisition: Methodological Obstacles and Opportunities</i>	54
HALYNA KOLPAKOVA	
<i>Telicity of Light Verb Constructions in Modern English: Controversial Aspects</i>	55
LÍVIA KÖRTVÉLYESSY	
<i>Evaluative Morphology From Cognitive Perspective – A New Model</i>	56
ANNA KUZIO	
<i>The Role of Disfluencies and Discourse Markers in Shaping Deceptive Communication: A Case Study of Polish and English Conversation</i>	57
MAN KI THEODORA LEE	
<i>Dual Interpretations of Object Neg-wh-Quantifiers (Neg-whQ) in Cantonese: A Feature-Based Approach</i>	58
KAROLINA LOTOTSKA	
<i>Speech Etiquette as a Cultural Marker in K. Ishiguro’s “An Artist of the Floating World”</i>	59
SVITLANA LUKYANENKO, LARYSA LEMESCHUK	
<i>Some Practical Aspects of Teaching English as L3 at Ukrainian Universities</i>	60
PRZEMYSŁAW ŁOZOWSKI	
<i>Reading Dictionary Definitions – Beyond Linguistic Systems and Within Experiential Symbols</i>	61
MALGORZATA ŁUSZCZ	
<i>A Corpus-Based Approach Toward Teaching English Collocations</i>	61
LARYSA MAKARUK	
<i>Linguistic Approaches to the Study of Creolized Texts</i>	62
WOJCIECH MALEC	
<i>Combining Traditional and Web-Based Language Testing: A Case for Blended Assessment</i>	63
ANNA MALICKA-KLEPARSKA	
<i>Structure-Dependent Causatives in Polish</i>	64
SVITLANA MARKELOVA, OKSANA ANDRUSHCHAK, IGOR DEVLYSH, TETIANA FITO	
<i>Academic Literacy Development at the PhD Level – Problems and Solutions</i>	65
TORAL MEHTA	
<i>The Study of Phonological and Lexical Similarity Between Some of the Indic Dialect Words and Their Counterpart (Synonymous) English Words</i>	66
MARUSZKA MEINARD	
<i>Two Kinds of Onomatopoeias</i>	67

SUSANNA MELKONIAN	
<i>Concepts - Is There a Role for Artefacts?</i>	69
AGNIESZKA MIERZWIŃSKA-HAJNOS	
<i>Towards the Analyzability/Compositionality Parameter: The Semantics of Polish and English Common Plant Names</i>	69
ANNA MILANOWSKA	
<i>Cognitive Linguistics in Use: Application of Superschematic Metasystem and Blending Theory in Teaching</i>	70
EWA MIODUSZEWSKA	
<i>Ad Hoc Concepts, Linguistically Encoded Meaning and Explicit Content. Some Remarks on Relevance Theoretic Perspective</i>	71
IBRAHIM YABAGI MOHAMMED	
<i>Storybooks: Tool for Language Learning and Competence</i>	72
EWELINA MOKROSZ	
<i>How Relative are Cleft Clauses in English It-Clefts?</i>	73
ZUZANA NADOVA	
<i>Distribution of Non-finite Clauses in Acts of Parliament vs. Appellate Judgments</i>	73
KATHARINA NIMZ	
<i>Differences and Similarities in the Perception of German vowels: The Case of Turkish and Polish Learners of German as a Foreign Language</i>	74
JOANNA PAKUŁA-BOROWIEC	
<i>On the Safe Side in a Conversational Exchange – A Corpus-Based Analysis of Discourse-Marking Expressions ‘znaczy’, ‘jakby’, ‘nie wiem’ and ‘tak’ in Spoken Polish</i>	76
KRZYSZTOF PANCERZ	
<i>Lexical Relationships in Reasoning From Data Based on Rough Sets Methods</i>	77
ULYANA POTYATYNYK	
<i>Socio-Pragmatic Interpretation of Linguistic Behaviour Generated by the Main Protagonist of the TV Series Keeping Up Appearances</i>	77
CLAUS POVLSEN	
<i>Corpus Study in Gesta Danorum. Language Technology: A Shortcut to Linguistic Evidence</i>	78
ANNA PROKHOROVA, MARIA VASILYEVA	
<i>Sociocultural and Sociocognitive Approaches to English Language Training for Adults in the Frames of International Business Communication</i>	79
WIKTOR PSKIT	
<i>English and Polish NPN Forms in Comparison</i>	80
ISSA RAZAQ	
<i>Equatives and Left-Dislocation in Arabic</i>	81
MARLIES RIJBROEK, LEX STOMP	
<i>Teaching Chinese in the Netherlands</i>	81
AGATA ROZUMKO	
<i>English Modal Particles and Their Polish Equivalents: The Case of surely and for sure</i>	82

MARIETTA RUSINEK	
<i>Men's Talk Versus Women's Talk in the Metaphorical Representation of 'boil', 'cook' and 'simmer' in English: A BNC-Based Study</i>	83
AGNIESZKA RZEPKOWSKA	
<i>Profile of Interdisciplinary Professional Dictionaries Published Between 2007 and 2012</i>	84
JOLANTA SAK-WERNICKA	
<i>Are Blind People "Mind-Blind"? Experimental Investigations Into the Effect of Visual Impairment on Mind-Reading Abilities</i>	88
JACOPO SATURNO	
<i>Effects of Implicit and Explicit Input on Case Ending Recognition in Initial Polish L2</i>	90
AGNIESZKA SCHÖNHOF-WILKANS	
<i>Comparing Two Distinct Diathetic Realities: The Case of Polish and Swahili</i>	91
DANIELA SCHRÖDER	
<i>Spilling Some Linguistic Beans: On the Syntactic Flexibility of Idioms</i>	93
VIRGINIA SCHULTE	
<i>Heinrich Heine's 'Lore-Ley' (1824) – A Culturological and Translation-Related Analysis of Means of Expressivity</i>	95
PIOTR STEINBRICH	
<i>Conversational Convergence in an L2 Exam Setting</i>	96
PAVOL STEKAUER	
<i>Word-Formation Productivity – A Broader Perspective</i>	97
ARTUR STĘPNIAK	
<i>Learning Through CLIL – A Good Start for XXI Century Pupils</i>	98
IDA STRIA	
<i>Structural and Cognitive Features in the Studies of the Linguistic Picture of the World</i>	99
WILLIAM SULLIVAN	
<i>If It's a Good Idea, Somebody Else Probably Already Had It</i>	100
SYLWIA SZEWC-KORYSZKO	
<i>Tendencies in the Formation of Nouns in Tabloids: A Corpus-Based Analysis</i>	101
MALGORZATA SZYMAŃSKA	
<i>'Let's Talk Strine' – Cockney and Rhyming Slang in Australian English</i>	102
LARYSA TARANENKO	
<i>Prosodic Actualization of a Moral Admonition in Small Folklore Texts</i>	104
ALINA-MIHAELA TIGĂU	
<i>Some Consideration on the Correlation Between Syntactic Configuration and Semantic Interpretation – The View from Romanian</i> ...	104
ENIKÓ TÓTH, PÉTER CSATÁR	
<i>Proximal and Distal Demonstratives in Hungarian: An Experiment</i>	105
JEKATERINA TRAINIS	
<i>New View to Estonian Literary Language: Cluster Analysis and Its Application</i>	107

GERGŐ TURI (CO-AUTHOR: BALAZS SURANYI)	
<i>Subject Islands in Hungarian: Base Positions and Freezing</i>	108
IAN UPCHURCH	
<i>In Search of Connections Between Intelligence Type and Preference for Story Archetype</i>	110
MATEUSZ URBAN, SŁAWOMIR ZDZIEBKO	
<i>The Phonetics and Phonology of the Scottish Laterals</i>	111
WOJCIECH WACHOWSKI	
<i>Aremetonymic PART FOR WHOLE Relations a Mere Illusion?</i>	112
JERZY WARAKOMSKI	
<i>Beyond Our Dreams, Within Our Means: Saving the Objects of Our Study</i>	114
MALGORZATA WIETRZYK	
<i>The DP Analysis of Polish Clausal Subjects</i>	115
JAROSŁAW WILIŃSKI	
<i>Metaphor-Based Structure in a Dictionary of Idioms</i>	115
ALEXANDER YEMETS	
<i>The Semantic and Pragmatic Functions of Introducing Poeticalness Into Prose</i>	116
GABRIELA ZAPLETALOVA	
<i>Reconstructing the Story of Science in Conference Presentations: “...So From This Position I Was First Interested in the Public’s Reaction...”</i>	117
DOROTA ZIELIŃSKA	
<i>Corpus-Driven Analysis of Code Glosses in Non-Native Students’ Written Discourse</i>	118
KATARZYNA ZIELONY	
<i>Intercultural Analysis – An Attempt to Define a New Perspective</i>	119
DOMINIKA ŻABIŃSKA	
<i>The Influence of Physical Attractiveness on Foreign Accent Rating</i>	120
KONRAD ŻYŚKO AND ANGELINA RUSINEK	
<i>Cognitive Aspects of Meaning Construction: Historical Semantics of English ‘Joy’ Vocabulary</i>	121

Keynote Speakers

Štefan Beňuš

Aspects of Entrainment in Spoken Interactions

Constantine the Philosopher University, Nitra, Slovakia

Speech entrainment is the tendency of interlocutors to become similar to each other in terms of their acoustic and prosodic production as well as many other linguistic (syntactic, lexical) levels. Entrainment relates to cognitive and social aspects of communication and information transfer. Some aspects of speech entrainment appear to be almost automatic, employing lower levels of the cognitive communication systems, while other aspects tend to require higher cognitive functions. Moreover, entrainment observable in spoken modality may be linked in non-trivial ways to entrainment in gestures, body postures, and other aspects of visual modality.

Social aspects of spoken entrainment include the findings that humans perceive conversational partners who entrain to their speaking style as more socially attractive and likeable, more competent and intimate, and conversations with such partners as more successful. It has also been shown that humans may consciously decrease their similarity to others in order to increase their social distance to the interlocutor or to show a negative attitude toward the interlocutor. Importantly, not only do humans entrain to other humans, but studies have shown that they also entrain to computer systems and that subjects do adapt to machines as well as to human conversational partners. In addition to the overview of recent research in the area of spoken entrainment, I will discuss my own research relating to entrainment in the use of conversational fillers and affirmative cue words.

Gréte Dalmi

Ad Hoc Properties and Locations: The Connection

Eszterházy College, Eger, Hungary/Jan Kochanowski University, Kielce, Poland

In multiple BE-system languages, adjectival and nominal predicates expressing *ad hoc* properties on the one hand, and locations, on the other hand, often appear with the same kind of copula. Spanish and Irish use *estar* 'be' and *tá/bhí* 'be', respectively, with *ad hoc* properties as well as with locations. In Maltese, Arabic, Hebrew and Russian, the zero copula alternates with the verbal copula in the present indicative, to express the contrast between *ad hoc* properties and locations, on the one hand, and permanent properties, on the other.

The paper derives this correlation from the fact that *ad hoc* properties and locations entail alternatives, while permanent properties do not. The “choice function” approach to alternatives (Rooth 1992, Beck 2007) insufficiently covers the intensional and modal contexts in which copular sentences expressing *ad hoc* properties and locations appear (see Fox & Katzir 2010 on scalar alternatives). An intensional *OPalt* operator, ranging over possible worlds (see Kratzer 1991), can adequately capture this correlation.

Gail Taillefer

Quality Issues in Bilingual Education

Toulouse 1 Capitole University, Toulouse, France

With the increasing internationalisation of higher education in Europe, bilingual education, starting even from nursery school, is gaining more and more momentum. True to the nature of research in applied linguistics, addressing real-live problems, more and more work is thus being done on the question. Models of effective practice show how implementing quality bilingual education programmes is a challenge everywhere, filtered through national contexts and raising questions of language policy and change management. In any country and at any level of education (primary, secondary, university), quality bilingual education involves three key stakeholders: committed institutions, content (classroom) and language teachers, students. Thoughtfully orchestrated collaboration among them, including on intercultural questions, leads to a virtuous circle where content knowledge and understanding are constructed and evaluated by means of the target language, and at the same time where the language is learned by using it in an authentic and relevant context. On the contrary, lack of awareness of possible pitfalls and stakeholders’ acting in isolation are seen to result in a vicious circle, with stressed students and teachers, counterproductive frustration and missed opportunities. In the “can do” spirit of “my next language learning target” from the European language portfolio, we will propose guidelines for teachers, researchers and educational decision-makers across all levels to work towards effective bilingual education.

Bogusław Marek

Touching English: Representation and Interpretation of Visual and Spatial Concepts by Congenitally Blind Learners

John Paul II Catholic University of Lublin, Poland

What colour is the wind?

I know how a fish swims. But how does a fish walk?

How can you see a big mountain through a small window?

I can hear that I have lost my way.

Such questions and comments made by children born blind and the assumptions which these questions involve demonstrate only some of the gaps in the knowledge of the world which may affect communication between congenitally blind and sighted persons.

Given that eyesight provides around 80% of information about the environment it is not surprising that concepts related to visual experience and spatial relations are particularly difficult to understand for children born blind. This (and the problems which blind persons have with understanding sighted conventions used in two-dimensional representations of objects) explains while drawing – a highly visual activity – has for a long time been unnoticed as a possible medium of communication with and by congenitally blind individuals.

The paper investigates possible benefits of using tactile graphics and sound in foreign language teaching for discovering various gaps in understanding and for explaining concepts related to shape, size, direction, distance and movement. Drawing a circle to represent a tree may not make much sense to a sighted person but is perfectly acceptable for a blind child for whom the circle reflects the shape made by the arms exploring the tree (which suggests that there may be more than one meaningful manifestation of a particular concept). At the same time the paper will demonstrate how, with training and careful step-by-step introduction to tactile graphics a totally blind individual may achieve a high level of understanding of visual concepts. Examples of tactile graphics and tactile audiographics which can be used in teaching English to totally blind learners conclude the presentation.

Henryk Kardela

Cognitive Grammar as a Maximalist Theory of Language

Maria Curie-Skłodowska University, Lublin, Poland

The task of any adequate linguistic theory, including the theory of cognitive grammar (cf. Langacker 1987, 1991, 2000, 2008), is to account for the relation between meaning, [S], and form, [p], of linguistic structure, [S]/[p]. However, in contrast to the generative, modular theories of language, which assume the autonomy of language and syntax, cognitive linguistic theories reject the modularity thesis, claiming that, because language is grounded in human cognitive abilities such as imagery, *gestalt-sehen*, the figure-ground organization of categories, and others, no adequate linguistic description can choose to ignore these aspects of language function and use. Assuming that categorization in cognitive grammar is based on the *theory of prototypes* as proposed by Eleanor Rosch (1977), the *family resemblance principle* in the sense of Ludwig Wittgenstein (1953), and that the meaning-form relation involves a continuum of linguistic units (c.f. Dirvén and Verspoor 2004), it is claimed that the linguistic continuum [S]/[p] is organized around *parametrized dimensions and hierarchies*.

This presentation discusses four such dimensions and hierarchies involving English morphostructure:

- (i) the *Semasiology-Onomasiology* dimension, which accounts for the derivational morphological processes involving metaphoric and metonymic extensions;
- (ii) the *Subjectification* dimension, which accounts, among other things, for the finite-non-finite distinctions in clause structure;
- (iii) the *Action Chain* and the A/D Asymmetry (*Autonomy/Dependence*) hierarchy, which account, among other things, for the event structure of the clause;
- (iv) the *Reference-Point* dimension, which accounts, among other things, for the reflexive-antecedent relationship.

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Oral and poster presentations

Abdullah Alghamdi

The Importance of Root Indices: Evidence From Arabic Nouns

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Within Distributed Morphology (DM) (Halle & Marantz, 1993; 1994), this paper provides evidence from Arabic nouns to support the view that roots are better identified by indices (Pfau, 2000; 2009; Harley, 2011) than compositional semantic features (CSF) (Marantz, 1995; 1998). In addition, it shows the necessity of establishing a line of communication between these indices and the Morphology. In DM, root morphemes are devoid of any phonological or semantic content, so they have no unique identity until they receive their appropriate phonological and semantic representations in the Vocabulary and Encyclopedia respectively. This raises a question about how these components determine the exact representations root morphemes should take. Marantz (1995; 1998) claims that CSFs, e.g. [\pm animate] and [\pm count], are the identifying features of root morphemes. This paper shows that CSFs are not the property of roots in the first place. Rather, they belong to the category assigning [n] morphemes that merge with the roots in the Syntax. Thus, every root morpheme should have a unique identity that is obtained from its index rather than CSFs. When a root morpheme is in the Vocabulary, the available root Vocabulary Items (VI), which are the phonological representations, will start competing. The VI that matches the index of the morpheme will be inserted. This guarantees the involvement of the Subset Principle (Halle, 1997), and eliminates any discrimination between root and functional morphemes. Moreover, this paper shows that root indices are triggers that activate special morphological rules that have the priority over the language-specific rules of the Morphology. This will account for a number of phenomena in Arabic nouns. For instance, it will explain the absence of the Arabic feminine suffix /-at/ in the so-called crypto-feminine nouns, and solve the mystery behind the formation of broken plural nouns.

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Rafal Augustyn

Beyond Linguistics, Within Cognition: Problems with Message Re-Conceptualisation in Non-Literary Translation

Maria Curie-Skłodowska University, Lublin, Poland

Cognitive Linguistics, being a relatively new linguistic paradigm, can nonetheless make a valuable contribution to Translation Studies by bringing into focus the semantic character of grammar and thus replacing algorithmic rules of the translation process with pragmatically conditioned principles (cf. Tabakowska 1993). Viewed from this perspective, the translation process should be seen as a cognitive discourse-pragmatic phenomenon involving the transfer of cognitive categories in both the interlingual and intercultural dimensions. Further, since the cognitive resources giving rise to similar meanings in distinct languages may be quite different due to the fact that distinct languages have developed different ways of prompting the required cognitive construction, the translation process involves, as Lewandowska-Tomaszczyk (2010) postulates, the *re-conceptualisation* of a source language message into a target language message, whereby the conceptualisations in both the source and target language must be equivalent for the translation to be recognised as successful.

With this in mind, the paper investigates, using the methodological apparatus developed within the framework of Cognitive Linguistics, and Cognitive Grammar in particular (e.g. Langacker 2008), certain problem areas relating to the re-conceptualisation of the source language message into a target language text, involving *inter alia* different scene construal through changing the prominence or profile of a given entity, concept replacement, axiological markedness, increasing or reducing the level of granularity etc., performed by a translator in the process of translating non-literary texts. Supplementary, the implications of this study for both the translation practice and didactics will be examined.

Vita Balama***Cultural Environment Characterized by the Means of Language Used***

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The language always helps to reveal the cultural background. Reading the books written by John Grisham the picture of American life style, the environment, the culture peculiarities are so vivid that it is obvious to be perfect target for investigation. What exactly are those methods, those linguistic and semantic features that capture the attention of the reader and the mind of the researcher? The answer could be very simple: true depiction of the cultural environment. The author of the given article has collected, studied, and analyzed the components that form the cultural environment and has depicted the examples that prove pure American environment shown in John Grisham's novels and stories. The main components depicted here are the following: the architecture and its elements, street mapping, national sports (baseball, American football) description, legal system description and analysis, lawyer's duties, work and life-style, educational background, religious background. Taking into account the political system of the United States, the power of President and people surrounding him are also presented as characteristic feature of cultural environment.

Referring to language studies the material analyzed proves to be interesting from different point of views: first of all - the use of legal language in description, in discourse, in summaries, and secondly – use of local dialects to prove the origin of people participating in discourse. Stressing these differences John Grisham creates natural environment for his heroes thus helping to create for the reader pure American cultural environment.

Juris Baldunčiks***A New Trend in Translation of Polysemous English Words Into Latvian: Semantic Hypertrophy of the Basic Equivalent***

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In recent years one can notice increased frequency and unusual valency of some Latvian words. Under closer observation it becomes evident that this new trend has originated in translations from English. The essence of the problem is seemingly simple: instead of considering the full entry of a polysemous word in an English-Latvian dictionary and analysing the given context, a translator (whether a professional or a layperson) chooses the first equivalent of an entry (usually the basic equivalent) and applies it in a translation. Such approach leads to controversial semantic extension and subsequent formation of ambiguous and

odd lexical constructions (verbal complementations) which do not comply with the linguistic conventions of Latvian. Sometimes even extra-linguistic conventions can be violated, e. g. in English a police lieutenant tells a sergeant to take two *officers* and make an arrest, but in Latvian the use of basic equivalent of *officer* (*virsnieks*) is highly illogical as Latvian *virsnieks* can be only a commissioned officer (lieutenant or a higher rank).

Some peculiarities of this process are similar to the problem of false friends of translator. However, in contrast to the latter, the former – semantic hypertrophy of the basic equivalent or SHBE – is still a rather unexplored phenomenon with no established term for it, although it is by no means limited only to English-Latvian relations. The paper gives an insight into this language contact induced problem and its consequences.

Aleksandra Bartczak-Meszyńska

A Minimalist Approach to Double Object Construction in German – Syntactic Representation and Passivisation Possibilities

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The aim of the paper is a presentation of the syntactic properties of the Double Object Construction (DOC) in German from the minimalist perspective, in accordance with most recent proposals of Chomsky (2007, 2008). However, we do not intend to characterize all possible object patterns in German DOC. The analysis here is limited to three types of structures, namely Dative-Accusative, Accusative-Dative and Accusative-Accusative. The starting point of this discussion is the underlying representation of each of the types of DOC, with presence or absence of an Applicative Phrase, as well as, the exact mechanism of Case and ϕ -features valuation (a modified version of Citko's (2011) account of the DOC in Polish is applied to German data).

The remainder of this presentation is the characteristics of the passivisation patterns German DOCs exhibit. The account of passive sentences with a Dative object is quite straightforward: the Dative is an inherent case and does not interfere with the structural Accusative case valuation. However, more challenging process to account here is the possibility to passivise either structural Accusative object (one at a time) in a double Accusative DOC without giving raise to Minimality or Locality violations.

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Viola Baumann

The Role of Analogy at Conjugation and Declension in Language Acquisition – A Hungarian Sample

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The research claims that analogy in early (preschool) phase of language acquisition determines the strategy in conjugation and declension. My experiment based on the Wug Test (Berko-Gleason, 1958) examined 21 children (age 4;9-6;11) and revealed that fictive nouns and verbs analogue with highly represented non-fictive verbs and nouns cause less errors in the created paradigm than those having a low represented pair or lacking an analogue pair in the real mental lexicon (see also Rung, 2011). The data also showed that without analogical knowledge of a non-existing word there is a wide scale of problem-solving strategies, but not an indefinite number of them, meaning there are returning patterns. The Wug Test I used (Lukács, 2001) is a free interpretation of the original English one, and it asks for 6 noun and 6 verb forms, some of them provoking a root alternation and some of them are not (control forms).

Although it was known for a while that the end of a word has analogically stronger effect (Pléh, 2006), the paper also claims that the analogical effect considerably decreases in complex words (eg. ló 'horse' – lovat 'horse+Acc', but viziló 'water horse = hippopotamus' – vizilót 'hippopotamus+Acc', instead of vizilovat 'hippopotamus+Acc').

The children were tested simultaneously on working memory tasks (repeating fictive words, repeating real words in groups standing of increasing number of words) and the results showed a correlation between the ability of creating the expected, so called irregular verbs and nouns and the repeating of the mentioned above.

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Yvonne Belczyk-Kohl

Talk or Show? Ethnomethods of Arguing in Polish Political Talk Shows – A Discourse Analytical Approach

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When Poles reject political talk shows, they do so for several reasons. A common argument is that politicians interact in a way that would be unacceptable in everyday conversation. Their manner of discussing seems to be characterised by conversational disorder, mutual attempts at domination, aggression and belligerence. As a result, viewers tend to take the behaviour of politicians in talk shows to be rather a sign of self-aggrandizement than to serve the aims of a theme-focused discussion. Discourse analysis seems to confirm this interpretation, insofar as it reveals indeed markers for ‘destructive’ talk, such as interruptions, longer sequences of simultaneous speech or confrontational interaction (face-threatening acts; Goffman). On the other hand, to perceive these elements as markers of ‘destructive’ talk would pre-suppose the existence of a discussion norm that knows only (verbal) winners or losers. It would then be necessary for politicians to adapt to that norm and to follow a double strategy, that is, to put themselves in the position of the winner, while putting the other interactant(s) in the role of the loser(s) by using verbal ethnomethods (Garfinkel; Sacks).

I will argue that, from a conversation analytical point of view, the participants’ behaviour is part of the local management processes and always involves a problem-solving approach. This assumption leads to a modified interpretation of politicians’ verbal inter-course in talk shows. Rather than understanding the features under review as elements of a disordered argument, I will conceptualize them as manifestations of a “high involvement style” (Tannen). It also should be taken into consideration that other factors have an impact on talk show inter-action – e.g. the knowledge of ethnomethods of political talk, to which politicians might feel obliged to adapt (so-called hate speech). The goal of my presentation is to analyze selected sequences of ‘arguing’ in talk shows from a discourse analytical perspective.

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Daria Bębeniec

Anterior/Posterior Temporal Relations as Encoded by Polish Spatial Prepositions: A Corpus Analysis

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In Polish, spatial anterior and posterior relations are respectively expressed by the prepositions *przed* and *za* (e.g., *Samochód stoi przed domem* "The car is in front of the house" and *Nie idź za mną* "Don't follow me"). What appears to be a strong cross-linguistic tendency, the two lexemes have also developed their anterior and posterior meanings in the domain of time (Haspelmath 1997, Moore 2006). However, while *przed* means both "in front" and "before", *za* has acquired a bundle of quite diverse temporal senses, and some of these do not clearly refer to temporal succession (for example, *rok za rokiem* "year after year", *za godzinę* "in an hour", *za pięć dwunasta* "(at) five to twelve", but: *za młodu* "in one's youth"). Thus, in purely temporal terms, it is rather the preposition *po* that is the more prototypical opposite of *przed* (e.g., *przed spotkaniem* "before the meeting" and *po spotkaniu* "after the meeting", cf. Przybylska 2002). Although such asymmetries are far from exceptional (Haspelmath 1997), they certainly offer a fertile ground for examining conceptual similarities and differences between the domains of space and time.

In view of that, the aim of the present paper is to provide a corpus linguistic analysis of the relationship between the spatial and temporal meanings of the three Polish prepositions, *przed*, *za* and *po*. Since anterior and posterior relations, no matter whether they are reflected in the spatial or temporal domain, are highly contingent on the selection of a particular frame of reference (FoR)

(Bender et al. 2005, Moore 2006), we will especially examine which elements of spatial FoRs are selectively mapped onto the domain of time in each case, including the important parameter of deictic and non-deictic anchoring (cf. *Najgorsze przed nami* “The worst is before us” and *Przyjechali przed północą* “They came before midnight”).

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Magdalena Biegajło

What Accounts for Successful Humorous Communication? On Finding Relevance-Theoretic Tools Which Explain Humorous Effects in Jokes

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The primary objective of the present paper is to discuss the aptness and validity of the conceptual tools devised by Sperber and Wilson (1986 [1995], 2004), in the theory of relevance, to the analysis of jokes. The secondary aim of this study is to present a model of joke comprehension in which three strategies of utterance interpretation, i.e. naïve optimism, cautious optimism and sophisticated understanding (Sperber 1994), constitute a point of departure.

The presentation addresses a number of relevance-theoretic tools conceptualised by the originators of relevance theory as well as its supporters. Special attention is given to the following concepts and notions: epistemic vigilance (Sperber et al. 2010), the guru effect (Sperber [2005] 2010), three patterns of inference, viz. naïve optimism, cautious optimism and sophisticated understanding (Sperber 1994, 2000) and the explicit/implicit distinction (Sperber and Wilson 1986 [1995], 2004; Wilson and Sperber 2002, 2012; Carston 1988, 2001, 2002, 2004, 2009ab, 2010).

In my earlier piece of research into the significance of three patterns of inference for the study of canned jokes, it has been argued that the hearer, while following the naïve optimism path of comprehension, cannot access humorous effects since he cannot properly ascribe the speaker's underlying intentions. Accepting the cautious optimism strategy and sophisticated understanding allows the audience to appreciate a joke humorously. During the presentation I would like

to show that the conflation of several conceptual tools enables a linguist to present a broad panorama of humour-generating strategies and to describe the path of comprehension favoured by the hearer who analyses the text of a joke.

Anna Bloch-Rozmej

Cross-Morphemic Contexts and the Status of Phonological Primes

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Segment structure constitutes one of the most intriguing problems of phonological investigation. The theory of Government Phonology, first formulated in 1985 in the work of Kaye, Lowenstamm and Vergnaud, advocates the existence of elements as primitive autonomous building blocks of melodic representation. The most recent research advances, however, have challenged the status of some of the elements postulated in the earliest version of the model.

The aim of this presentation is to focus on the status and role of two phonological primes: nasality and low tone. Their nature has been subject to plenty of research which, in certain cases, culminated in questioning their independent existence. We shall thus bring up some of the evidence documenting the uncertain status of the two elements. Interestingly, some light on this issue can be shed by the phenomena observable in cross-morphemic contexts. In more detail, it will be shown in what ways the phonology-morphology interaction influences language-specific interpretation and phonological status of primes encoding the properties of nasality and voicing.

The presentation is organized as follows. We start by pinpointing the phonological characteristics of the nature of low tone and nasality primes as proposed by Element Theory which is part of Government Phonology. Subsequently, the approach of the model to the phonology-morphology interface will be discussed. Next, our attention will be focused on the examples of phenomena that reveal a specific status of the two elements. Special emphasis will be put on the contexts of the developments that involve the phonology-morphology interaction. It will be demonstrated that the interplay of morphological and phonological factors determines both the phonological status and language-specific manifestation of the elements in question.

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Maria Bloch-Trojnar

Grammatical Aspect and the Lexical Representation of Polish Verbs

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The aspectual opposition is encoded morphologically at the verb level in Polish. However, it is not immediately evident, whether by word-formation or inflectional means. The imperfective–perfective contrast is predominantly expressed by prefixation, whereas its reverse, i.e. the perfective–imperfective distinction, by suffixation and morphophonological modifications. Traditionally, prefixed formations (e.g. *pisać* ‘write, imperf.’ – *na-pisać* ‘write, perf.’) have been regarded as products of word-formation, whereas suffixed forms (e.g. *kup-ić* ‘buy, perf.’ – *kup-owa-ć* ‘buy, imperf.’) as products of inflection (Czochrański 1975, Grzegorzczkova *et al.* 1984, Włodarczyk and Włodarczyk 2006). More recent approaches attempt to tip the scales in favour of a uniform process. For example, Perlin (2005), and Willim (2006: 193) argue in favour of an inflectional analysis of aspect, whereas Grzegorzczkova (1997), Wróbel (1999) and Młynarczyk (2004) take the opposite position. I will deploy the Lexeme Morpheme Base Morphology (LMBM) model formulated by Beard (1995) and argue for treating aspectual pair members as separate lexemes.

The controversy relating to the inflectional or derivational origins of aspectual pairs stems from the fact that we know relatively little of the so-called inherent inflectional categories (Booij 1994). In Bloch-Trojnar (2012) I tentatively suggest that inherent inflectional categories are, in fact, grammatical morpholexical features which map lexical-semantic functions onto syntactic ones. In English nouns, the grammatical morpholexical features [\pm Singular, \pm Plural], which are a non-isomorphic translation of semantic features [\pm bounded, \pm internal structure], are visible to syntactic agreement, and can be targeted by derivational operations in the lexicon. We will consider the implications of applying a similar line of reasoning to verbs and aspectual distinctions. We will consider the interaction of base verb semantics with the grammatical opposition imperfective–perfective, and establish the lexical representation of verb lexemes. In LMBM terms, this will mean that the semantic information pertaining to event structure [\pm dynamic, \pm durative,

±Consequent State] can be made available to syntax thanks to the mediation of the features [±Imperfective, ±Perfective] in the morpholexical representation of the verbal stem. The very same features can be altered to produce new lexemes.

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Anita Buczek-Zawiła

Extending Foreign Presence in English Phonetics Classes/Courses

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Whether believing in the idea of English as an International Language or not quite so, the essential questions facing, among others, English pronunciation teachers are those relating to diagnosing and prioritizing potential problems in pronunciation training. This concerns not only establishing problem areas in the prevailing English (foreign) – Polish (native) contrastive context, but it also needs to acknowledge the increasing presence of foreign students of English in practical phonetics and phonology classes. This presence is a direct consequence of the internationalization of university studies throughout Europe and also in

Poland. Therefore, we no longer have linguistically homogenous classes consisting of Polish Students of English (Philology), but more and more frequently we need to accommodate participants from other countries, with their tendencies to transfer their own sound systems onto English. Both Polish and foreign students will be somewhat inhibited by their native articulatory habits, yet to different degrees and, possibly, in different areas. This paper addresses these issues, trying to look for possible solutions or alternatives, basing on the author's experience with (mostly but not exclusively) Spanish, Turkish and Lithuanian students of English spending one or two semesters in Poland. Extending teachers' factual knowledge contrastively, resulting in the rising familiarity with the phonological systems of languages other than Polish or English, will consistently contribute to not so much changing the curriculum dramatically but rather to varying the components and shifts of focus to include the problem areas generated by foreign students' presence. The idea advocated here is, fundamentally, also that of using this foreign presence to increase the phonetic/phonological awareness of all students and to actually facilitate the acquisition of good pronunciation patterns.

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Anna Buncler

Are Polish and Finnish Typologically Similar? The Case of Word Order

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Polish language is considered as inflectional while Finnish, belonging to Finno-Ugrian language family, is said to be agglutinative. Typologically and genetically they represent two totally different groups and Finnish (together with

Estonian and Hungarian) is often said to be an isolated and exotic one amongst Indo-European languages. It may seem quite surprising if one would claim that Finnish and Polish are pretty similar from the typological point of view. That was stated however by Östen Dahl (2008). Using *The World Atlas of Language Structures* (WALS, 2005), he compared Finnish to 222 the most widely described languages and it turned out that Polish was ranked at the second place, overtaking such languages as Hungarian and Turkish. The aim of the paper is to examine those similarities as they are shown in WALS.

WALS (the latest version from 2011) contains 144 chapters, each one representing different (phonological, morphological, syntactic, lexical) feature. It provides information on 2678 languages, the data however is not equal – some languages are depicted more than the others. In case of Polish and Finnish, 78 chapters are in common. They cover mainly areas: Word Order (18 chapters in common), Phonology (17), Nominal Categories (15), Simple Clauses (14) and Verbal Categories (9). Out of the presented features, 50 have the same value both in Finnish and Polish and 28 have different. The highest similarity can be found in Word Order (14 features with the same value, 77,77% of the area), then Verbal Categories (6 features, 66,66%), Phonology (11 features, 64,7%), Simple Clauses (8 features, 57,14%) and Nominal Categories (7 features, 46,6%). In the paper, I will concentrate on Word Order as the one being the most similar area between Finnish and Polish according to WALS.

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Kamila Burzyńska, Jarosław Krajka ***Learning Strategies in Technology-Enhanced University Training*** ***– Towards New Taxonomies, Tools and Techniques***

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The contemporary learning environments, comprising the Internet, digital media, social networks, interactive whiteboards and mobile applications, to name just a few, allow a great number of activities which involve constant exposure to and use of the target language in its natural setting. Assuming that the aforementioned are the primary conditions of learning (Krashen, 1982), its great educational potential needs to be noticed and appreciated. Language learning is not the result of formal instruction only, but it also takes place beyond the classroom. Self-study and social networking allow for independent language use and internalisation. Meaningful web-based activities supplementing traditional instruction may appear to contribute to the learning success as well.

Therefore, there arises a need for a redefinition of the pedagogical framework of strategy training in contemporary multimedia environments. Language learning strategies, defined as "specific actions taken by the learner to make learning easier, faster,..." (Oxford, 1990) ought to be re-assessed as they may considerably differ from the ones used in a traditional learning environment. Since the tools and ways to learn a foreign language have changed, the methods to tackle learning problems must undergo a transformation, too.

The present study continues our previous research (Burzyńska, Krajka, in press), which attempted at investigating the effects of web-based inquiry-oriented activities on participants' learning strategies as regards the students' academic performance. The data collected during the research was the basis for launching a new taxonomy valid for contemporary digitised learning environments. In the present paper the SI-LLE (Strategy Inventory for Language Learning Environments) is going to be presented in greater detail. This revised taxonomy has been put into practice in a diagnostic questionnaire. The study will present findings from a correlative analysis of SI-CALL questionnaire results.

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Durdica Zeljka Caruso

The Nominal Left Periphery in Slavic: Evidence From Croatian

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According to the cartographic approach to syntactic structures (cf. Rizzi 1997, Cinque 1999, Belletti 2004) CPs and DPs are decomposable into the thematic and inflectional domain, and the clausal/nominal left periphery. The nominal left periphery includes the functional categories DP, TopP, FocP and DefP (cf. Ihsane & Puskás 2001, Aboh 2004, Laenzlinger 2010, Giusti 2005) and is associated with the features related to the D head: (in)definiteness, specificity and referentiality (Aboh 2004). These features are encoded by (in)definite articles in languages that have them (Abney 1987). Since Croatian does not have (in)definite articles, it poses a challenge as to how the notions of (in)definiteness and specificity are expressed in this language and what motivates the postulation of the nominal left periphery. Examples like (1) are very interesting in this respect:

- (1) a. JEDAN čovjek b. jedan čovjek
 one man one-INDEF. man

While in (1a) *jedan* ‘one’ is emphasized and refers to the number (*one man* as opposed to *two men*), in (1b) *jedan* ‘one’ is used to indicate the hearer’s (un)familiarity with the denoted referent. Hence, in (1b) *jedan* ‘one’ is used to indicate the indefiniteness of the noun *čovjek* ‘man’. Under the assumption that the semantic interpretation results from the underlying syntactic structure, these two expressions must have different syntactic structures. I propose that *jedan* ‘one’ as a numeral appears in a position specified for [+focus] feature (FocP), while *jedan* ‘one’ as an indefiniteness marker occupies a position where its [-def] feature is checked (DefP). Both FocP and DefP are constituent parts of the nominal left periphery. In general, the structural subdivision of a DP into three domains allows for the explanation of various syntactic phenomena (e.g. a relatively free DP-internal word order within the Croatian noun phrase, among others).

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Willelmira Castillejos López

The Study of Linguistic Insecurity Under a Psychological Approach

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The prevailing methods to study linguistic attitudes have shown the sociolinguistic nature of beliefs and opinions, positive and negative behaviors, and prejudices and values to a certain linguistic variety. However, linguistic attitudes can also be observed by considering not only a social but also a psychological approach in the interpretation of speakers’ behaviors towards language varieties. This works deepens on the psychological side of the linguistic attitude known as *linguistic insecurity* (Labov 1966, 1972) and explains its origin in terms of the negative feelings and insecure reactions experienced by speakers when they know their language variety is not considered as prestigious.

So, although traditionally tackled as a sociolinguistic phenomenon consisting in the discrepancy between speakers’ own assessment of their variety and their actual performance (Labov 1972, Trudgill 1974, Francard 1993, Carrera-Sabaté 2005), linguistic insecurity can also be the object of an introspective approach on

the grounds of social psychology methods. In this way, stereotypes, representations and attitudes in general become the main source of data.

An illustration of this approach is presented in the form of a study¹ carried out to explore the linguistic insecurity of university students in Mexico. The *Universidad Autónoma Chapingo*, scenario of the study, accepts students from different cultural and linguistic national backgrounds, mostly indigenous. The gathering of accents, dialects and languages in one same place offered the opportunity to observe the display of attitudes during linguistic interactions.

The forms of elicitation already consolidated in social psychology constituted the methodological basis of this study, and the instruments used were intended to search both an objective and a subjective position of the subjects under study. The ultimate objective of the work consisted in setting out linguistic insecurity not only as a sociolinguistic phenomenon which influences language variability, but also as a psychological condition which affects the linguistic behavior of speakers.

Bożena Cetnarowska

The Linearization of Adjectives in Polish Noun Phrases: Semantic and Pragmatic Factors

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The present paper investigates the pre-head and post-head position of attributive adjectives in Polish within the framework of the representational theory postulated in Bouchard (2002, 2009) and applied to Russian in Trugman (2010). It presents supporting evidence for Bouchard's claim that the temporal ordering of the head and the dependent is meaningful within a noun phrase. It describes various modes of semantic composition of adjectival modifiers with their head nouns.

While the previous research on Polish adjectival modifiers emphasizes the link between the prenominal or postnominal position of the adjectives and their classifying or qualifying function, as in *linia krzywa* (N+ClassAdj) 'a curve' vs. *krzywa linia* (QualAdj+N) 'a line which happens to be curved' (cf. Willim 2000, Szymańska 2000, Rutkowski and Progovac 2005), I will focus here on prenominal modifiers with the classifying function. Subtle distinction between the semantic interpretation of preN and postN classifying adjectives will be discussed. Moreover, I will exemplify the influence of pragmatic factors, such as the contrastive marking or the anaphoric usage of the adjectival modifier, on its pre-head placement, as in the phrase *ten dokumentalny film* 'this documentary (film)'. Finally, it is shown (on the basis of examples taken from newspaper articles or websites, such as *fantastyczna animacja* 'superb animation' vs. 'animated fantasy film') that the speaker/writer can consciously exploit the ambiguity between the classifying and qualifying interpretation of the prenominal adjective.

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Magdalena Charzyńska-Wójcik***Reality Is the Limit – An Intergrated Account of Semantic Change***

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The objective of the paper is to examine a specific case of semantic change recorded in the Middle English language. It will be shown that the accounts of the change that have been offered so far do not take enough notice of the relevant extralinguistic factors. It will be argued that more place in the accounts of past semantic changes should be allocated to investigating those aspects of medieval reality which are crucially different from the world we live in. Another important aspect of an analysis of medieval semantic change should take into account the widespread medieval multilingualism. Any attempt at interpreting semantic change which does not take into account these facts is bound to suffer from the fallacy of presentism.

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Paweł Tomasz Czerniak

Government Phonology Perspective on Welsh Epenthesis

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Government Phonology assigns the syllabic structure to consonant clusters in a non-arbitrary way – according to the complexity slope. First, the two consonants form a branching Onset if the complexity slope is downward; second, the consonants form a Coda-Onset sequence if the slope is upward; third, the consonants are a ‘bogus cluster’ separated by an empty nucleus and the complexity seems to be irrelevant. Word-finally, however, the ‘bogus cluster’

option is unacceptable and, on top of that, branching Onsets are highly marked. Thus, the least marked cluster a language might have in this position is Coda-Onset.

Welsh clusters are composed of up to three consonants word-initially and word-medially, and of up to two consonants word-finally. Most final consonant pairs are rising complexity clusters. There is a handful of level complexity groups, others undergo simplification. For example, in words like *fffenest(r)* ‘window’ or *ana(d)l* ‘breath’ one member is dropped in order to save the structure but in the great majority of cases the cluster is split by an epenthetic vowel. Interestingly, although Welsh has the central vowel schwa in its inventory, it is never that vowel that splits the ‘illegal’ clusters.

Moreover, the character of Welsh of epenthesis sheds light on the vowel length. The epenthetic vowel, instead of being a neutral schwa, assumes the melody of the nucleus immediately to its left. It is only reasonable to assume that long vowels are two consecutive nuclei separated by an empty onset – the later nucleus acts like an epenthetic vowel copying the melody from the neighbour. In sum, consonant groups other than conspicuous Coda-Onset clusters are prone to epenthesis. The melody of the epenthetic vowel is a copy of the vocalic melody directly to its left. Moreover, the only structural difference between an epenthetic and a long vowel is that the onset between the copying and the copied vowels is empty in long vowels and filled before epenthetic ones.

Kateřina Danielov

The Style of News in On-Line Journalism

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The paper will address stylistics in contemporary Czech on-line journalism as exemplified on the webpage of *Novinky.cz*. The goal of the paper is to analyse objective stylistic phenomena and to spot new tendencies constituting the style of an on-line branch of a quality Czech newspaper (The Prvo Daily).

The concept of style is understood as a general principle of text organization according to which the text producer (or “the author” is able to choose appropriate language means and /clearly/ structure his/her message to make it as informative as required for the genre of news. It should be explicitly stated that text clarity belongs to the stylistic requirements of (not only) journalistic news.

The analysis focuses on syntactically deviant structures which may cause misunderstandings and/or diminish the news’ reliability with the readership. At the same time the analysis shows recent changes in the discourse of journalism. The paper deals with the role of information neutrality and information balance as inevitable features of objective news. Objective and balanced news are considered stylistically neutral. Jrgen Westerstahl’s concept will be applied. The attested data suggest that objectivity and neutrality must be struggled for on

the part of the authors, it may thus be easily lost in the process of quick stylization of on line news.

The analysis aims to answer the question which of the attested structures may enter the discourse of journalism as a stylistic means of defamiliarization and which are a result of merely a formulation struggle. Special attention is paid to the structural and lexical interdependence of original Czech news and those adopted from abroad. The influence of original language is attestable for both Slovak (representing a very close language) and English.

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Bartosz Dondalewski

Linguistic Perceptions of and Attitudes Towards a “Different Way of Speaking”

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A fala de Xálima is a geolect spoken within the borderland regions of Spain and Portugal (Cáceres province, Spain). *A fala* still demonstrates high levels of usage and prestige. It maintains its dialectal features and doesn't demonstrate evidence of the linguistic convergence with the majority varieties, unlike the other border Spanish-Portuguese varieties. This paper attempts to discuss new methodological approach to *a fala*.

In order to explain the current vitality of *a fala*, besides the traditionally mentioned geographical isolation, the author defends the relevance of the perceptual dialectology methods – created in the 90s by D. Preston, developed and extrapolated into the hispanic geolectal areas (I. Navarro, C. Montgomery, C. Ferreira) – studying the psychosocial and phonetic processes and its correspondance (attitudes and linguistic perceptions of speakers without academic studies in linguistics) and giving a hypothesis that *a fala* was maintained thanks to its exceptional phonetic characteristics. In the opinion of the author, the so-called “speaking different” factor in Xálima can play an essential role in the process of creation of local ethnic identity. In this sense, *a*

fala may be the origin and the effect of existence of a “non belonging identity” in the analysed community. Consequently, the author proposes inscribing the “speaking different” factor into the Identity Process Theory of G. Breakwell.

To this end, after presenting some proves that people are able to distinguish and identify different geolects through the phonetic features which they perceive as salient, the author discuss some proposals of features which constitute the “different” way of speaking of Xálima. Further, some most promising methods of its obtention and of the study of the attitudes towards other geolects are commented, for instance, C. Montgomery’s starburst charts or the study of the effect of the social information on the perception of sociolinguistic variables by N. Niedzielski.

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Karolina Drabikowska

Language Change Within the Theory of Government Phonology – A Case Study

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The present paper is concerned with the Early Middle English development traditionally referred to as the elimination of front rounded vowels in four dialects of Middle English, that is, the East Midland, the Northern, the West Midland and the South Western dialects. The model adopted in this study is that of Government Theory – non-derivational, non-linear and hierarchical model of phonological representation, as defined by Kaye et al. (1985, 1990), Harris (1994), Cyran (1997, 2010), Sheer (1998, 2004), Gussmann (2002) and Bloch-Rozmej (2008) among others.

The phenomenon of front rounded vowel disposal reveals one of the major changes that altered the direction in which the phonological system of the English language developed. According to general accounts of the English language history, such as Jordan (1974), Welna (1978), Lass (1992b), in the course of this change, [ö] and [y] as well as their long equivalents were eliminated in the process which in traditional terms is called unrounding. As far as historical data is concerned, the change from [ö] to [e] seems to be straightforward. The parallel process (or processes) disposing of [y] deserves closer attention since it is characterised by a greater complexity. In the majority of cases the high front rounded vowel was simply unrounded regardless of the context. In this case we might argue that palatal element was retained, while roundness was removed. However, especially crucial for the analysis is the change which shows up in two Middle English dialects, namely [y] → [u] in a palatalised environment in the West Midlands and the South West. What is particularly interesting is the fact that the palatal element I in [y] is not preserved in a palatalised context. Conversely, this time it is roundness that is preserved rather than the palatal element. A closer scrutiny of historical data allows us to determine the role of Tier Conflation and Obligatory Contour Principle in these developments as well as to discover the limitations imposed on both of the abovementioned processes by the headedness and constituency.

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Tamás Eitler

A Multimodal Analysis of Compositional Meanings in Promotional Videos

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The paper investigates how compositional meanings (related to coherence and cohesion) are constructed multimodally in promotional university videos from the United Kingdom. The multimodal analysis more specifically seeks to identify the various ways in which linguistic and visual semiosis reinforce, complement or challenge each other with regards to effective compositional meaning-making in order to create promotional messages.

For the purpose of the present case study, from the promotional university video corpus five approximately equal-length videos have been selected for a more detailed analysis. The multimodal analysis looks at the co-deployment of two semiotic resources which are first analysed separately, and then their combined use and effects are scrutinised. The analysed aspects of the linguistic semiotic resource include the use of cohesive devices (e.g., keyword repetition, hyponyms, pronominalisation), whereas the analysed aspects of visual semiosis include vertical arrangements (top versus bottom parts for the expression of ideal and real), horizontal arrangements (left versus right for given and new information), horizontal angle (frontal, demand versus profile offer), visual salience (size, colour, etc.), repetition, and framing (continuities versus discontinuities for the degree of integration).

The results of the case study show that compositional meanings are created synergically due to the multimodal co-deployment of linguistic and visual semiotic devices. The most prominent finding is that the semiotic devices of the various semiotic systems enhance rather than merely complement each other.

Radosław Fenc

A GP Approach to Licensing Strength in Spanish and English

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This paper aims to apply the theory of phonological complexity of segments into the real-life data from English and Spanish to show the differences in the licensing capabilities, limitations, and preferences of their nuclei. It is suggested that the complexity of segments and the complexity scales, which show the (de)gradation of sounds upon changes, are a natural, comprehensible, and a preferable choice when tackling the problems of the licensor's strength capabilities, and, what follows – syllabification. Also, the paper comprises a brief discussion on the supremacy of the complexity theory found in GP over some traditional approaches. The paper ends with an open question to spur the readers' minds to ponder over the nature and complexity of a language.

Andrea Fischer***Reflections on Developing Reflective Competence in Teacher Education***

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One of the most frequently debated areas of teacher education is the role of *reflection* in professional competence development. How can pre-service trainees be best supported to engage in reflective practice? In what ways can reflective practice enhance the conscious development of certain ‘teacherly’ competences? In this paper two empirical frameworks (Furlong and Maynard, 1995; Taylor, 2007) will be compared and contrasted in order to answer these questions. Furthermore, I shall present and analyze *a new learning model* which might lead to the development of ‘*reflective competence*’ in the process of pre-service teacher education. This new spiral model combines the four original stages of *conscious competence learning* in a non-linear way. However, there is an additional fifth element which is the target competence itself. Apart from discussing the process and stages of this learning model, I shall also show its practical value both for day-to-day mentoring and the lifelong process of professional self-development.

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Cristina García González***Linguistic Functionalism and Its Varieties. A Research Study of Spanish Functionalism Viewed Through Hispanic University Manuals and Dictionaries***

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Functionalism as a linguistic tendency is one of the most relevant trends in recent times. It could be argued that its beginnings coincide with the eve of Linguistics as a science: the conception of communication as the essential function of language is key to Functionalism, as well as to Linguistics as a whole.

Nevertheless, “Functionalism” is a label used to denominate many theoretical trends. The basic references allude to the School of Prague and the Glosematics of the Linguistic Circle of Copenhagen. *Syntax and Semantics. Current*

Approaches to Syntax, published in 1980, mentions thirteen subtrends, among which we can find Tagmemics, Dik's Functional Grammar, Kuno's Functional Syntax and Van Valin and Foley's Role and Reference Grammar.

Spain also holds its own linguistic Functionalism, being Emilio Alarcos the trend's main exponent. Alarcos' theories are inspired both by French Functionalism as represented by Martinet and by Hjelmslev's Glosematics, as well as by other Spanish authors such as Amado Alonso and Andrés Bello.

This current is, certainly, quite diverse. Taking Spanish Functionalism as an example, this variability can be easily observed when consulting Linguistics dictionaries and university manuals whose treatment of this current is definitely uneven. Therefore, while some of these works consider Spanish Functionalism as part of a broader Funcionalism, other treat it as a different trend altogether. Some manuals do not even mention Spanish Functionalism.

This paper aims to analyse the presence of Spanish Linguistic Funcionalism in a corpus of works formed by some of the most relevant dictionaries and manuals in the Spanish tradition. Examining the different descriptions of this current and comparing the proposed theories are the first objectives leading to a final purpose: giving this linguistic trend the relevance it deserves in the history of Spanish grammar.

Oskar Gawlik

Shifting Complementation Patterns in Contemporary Spoken American English: A Corpus-Driven Study

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The goal of the paper is to present the results of a corpus-driven investigation into the non-finite complementation of verbs, i.e. by means of gerunds and to-infinitives, with a view to, inter alia, discovering any departures from the typical complementation patterns, thus tracing any potential linguistic change in spoken American English in the COCA corpus. The underlying assumption was one whereby verbal complementation is in a state of flux, also known as Great Complement Shift (Rohdenburg, 2006). A paradigm of this constitutes the category of verbs typically complemented by to-infinitives, such as *attempt*, which, as the corpus evidence indicates, are increasingly frequently complemented by the gerund form of the verb, thus giving rise to hitherto unattested complementation patterns. Consequently, the verbs were taxonomised in respect of their semantics and syntax, particularly in the spirit of the lexically-driven grammar of English, which, in turn, was followed by accounting for the shift in complementation, with the framework of pattern grammar (Hunston and Francis, 1996) and Hoey's (2005) theory of lexical priming constituting points of departure for discovering the possible mechanisms governing the changes in complementation in contemporary spoken American English.

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Adam Glaz

Not All Dads are Conceptualized the Same (Even If All are Created Equal)

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In *The Brooklyn Paper*'s column "The Dad", Scott Sager discusses the joys and worries of parenting ("This week, the Dad explains why he taught his two daughters how to play poker", July 2013). In *The Sun* of Jan 12, 2011, Antonella Lazzeri reports on a DNA testing that helped establish the identity of a teenage father ("He insisted: 'I'm the only boyfriend Chantelle's had and we've been together two years. I must be the dad'"). In China Miéville's (2011) sf novel *Embassytown*, children are raised by shiftparents, hence: "I told the story more than once, describing the man we had followed carefully and confusedly, asking the dad about him" (i.e. the dad on duty that night, Miéville 2011: 11).

What connects all three uses is that the occurrence of *the* with *dad* is far from commonplace and requires special context and/or conceptualization of the situation being described. The study deals with the latter parameter and, while taking context into consideration, focuses on the *mode of conceptualization* produced by the speaker/writer (an extension of MacLaury's (1997/2011) Vantage Theory) and the plane of its application: real, actual, virtual, fictive or other (cf. Langacker's (2009) Cognitive Grammar).

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Wiktor Gonet

The Use of Corpora in Individual Speaker Characterisation

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Since corpora were introduced into linguistic study, the questions that prevailed in this field of research concerned organization and methods of collection of large bodies of data. In phonetic sciences, the answers to these questions depended upon the purpose of creating such corpora. First phonetic corpora were created to characterize the phonetic/phonological systems of individual languages, mostly for the purposes of automatic speech recognition. Within particular language communities, corpora were to characterize important accents and dialects. However, there is a lacuna of theoretical principles and experimental data pertaining to the characterization of intra-speaker and inter-speaker variability. The paper presents an analysis of these questions and suggests their solutions.

Renáta Gregová

On the Possibility of the English and the Slovak Consonant Clusters to Form Complex Segments

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The surface representation of some consonant clusters as complex segments is based on Feature Geometry (see e.g. Marlo 2004 or Scheer 2012 for further details). A complex segment is a segment with multiple articulation that has a phonetic duration of a single segment (Sagey 1986: 79, Newman 1997: 8) and that phonemically occupies only one X-slot, i.e. one timing unit in an autosegmental sense (Scheer 2012: 868), and thus behaves like a simple sound (Newman 1997: 9). However, there is no general agreement on the possibility of languages to form complex sounds. For example, Sagey (1986) speaks about complex-segment languages (like Ewe) and simple-segment languages (like English). On the other hand, Duanmu's CVX theory of syllable implies a language-universal nature of this item (Duanmu 2009). In order to find out the argument for the support of the former or the latter a research has been carried out. First, the attention has been paid to the phonological analysis of consonant clusters of two typologically different languages, English and Slovak. The preliminary results of this analysis – following Duanmu's criteria for distinguishing between consonant clusters vs. complex segments – indicate that most of the English consonant clusters can be represented as complex sounds, but Slovak consonant clusters are much more heterogeneous and only a few of them can be simplified to complex segments (Gregová 2012). This finding weakens the supposed universal character of complex segments. The goal of this paper is to supplement the phonological analysis of the English and the Slovak

sequences of consonants with a phonetic investigation whose aim is to measure the duration of all consonant clusters and complex segments from both languages in various sound environments so as to get a comprehensive phonetic/phonological picture of the differences between these two categories of sounds.

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Dominik Gryniuk

On Institutionalization and De-Institutionalization of Late 1990s Neologisms

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A language may act as a mirror of history, reflecting back the culture as it changes and new words or neologisms can be useful means of understanding and tracking cultural change. The aim of this paper is to examine to what extent the vocabulary which appeared near the turn of the century and has been chosen here for case study, has been assimilated by the speech community and finally lexicalized. The paper focuses on the notions of institutionalization and de-institutionalization and aims to provide the definitions for these concepts. In the paper many examples are examined and a number of different aspects involved in the processes of institutionalization and de-institutionalization are scrutinized. As there is no consensus in the literature as to what should be viewed as a novel formation and when the word is deprived of its novelty. The paper shows that the study of neologisms is a much appreciated tool for discovering a cultural shift. Secondly, new vocabulary and disappearance of the old one, along with de-institutionalization, must be accounted for as processes which have to include onomasiology, and the coining and loss of vocabulary items. The speaker may signal the newness of a word and this word may be lexicalized and institutionalized to some extent in a language user’s mind or in a speech community. This might be called ‘individual’ and ‘social institutionalization’,

respectively. The results of the analysis confirm that institutionalization and de-institutionalization are undoubtedly innovative concepts and the representation of some aspects of adaptation is open to debate.

Wojciech Guz

English VP-Final Adverbs in the Preverbal Position

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English adverbs are often classified according to the range of positions that are available to them. One such group includes items which allegedly can only occupy the VP-final position. These are typically non-*ly* adverbs such as *hard*, *well* and *fast*. However, although counterexamples to this claim can be found in corpora, few attempts have been made to reconsider the distributional characteristics of these adverbs. This article therefore offers a corpus-based analysis of the adverbs *fast* and *well*, whose preverbal occurrence has so far been largely ignored. The analysis seeks to establish the extent – expressed quantitatively – to which the adverbs are found in this position. We also explore the typical contexts of their preverbal occurrence and investigate factors which may be responsible for the variation between preverbal and postverbal positions. We show that the nature of these factors may be stylistic, lexical, syntactic, or pragmatic/semantic, and that adverb position may be determined by a combination of these factors.

Idrees Hasn

Conversational Code-Switching Between Arabic and Kurdish in Duhok City

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This study provides a sociolinguistic analysis of the phenomenon of code-switching (henceforth CS) between Kurdish and Arabic language. Particularly, this study focuses on CS patterns between Kurdish and Arabic speakers as employed by Kurds in Duhok city in Iraq from a functional perspective.

Since the publication of Weinreich's (1953) milestone "Language in Contact" a great deal of attention has been paid to the various factors behind this interaction between languages. This seminal work motivated numerous linguists to embark on descriptive accounts of societies characterized by the use of more than one language.

CS, the use of two languages or more by bilinguals in the same discourse, has attracted the attention of researchers for the past three decades in various disciplines, including general linguistics (Milroy and Muysken, 1995), sociolinguistics (Blom and Gumperz, 1972), psycholinguistics (Myers-Scotton,

1993), and anthropology (Heller, 1988), to mention just few. The focus of recent studies has tended to revolve around either syntactic structure of CS or the social norms of society in CS. CS has often been discussed and described in sociolinguistic studies, focusing on bilingual and multilingual speech communities because of the coexistence of two languages or two varieties of one language, each having its own social functions.

Blom and Gumperz (1972) introduced two patterns of CS, namely situational and metaphorical CS in which the speaker switches languages to achieve a special communicative effect. They developed this concept and introduced another term “conversational CS” (1982) including functions such as quotations, addressee specification, interjections, reiteration, message qualification, and personalization vs. objectivization. Auer (1988) developed Gumperz’s work using a conversation analysis (CA) approach.

Mariia Isaeva

Pragmatic Functions of Code-Switches in Russian and English Magazines¹

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Code-switches are an essential part of modern Russian and English magazines.

A code-switch is a structural unit (a morpheme, a word, a phrase, a simple or complex sentence, a part of a complex sentence, a set of sentences) of the Embedded Language in the utterance in the Matrix Language; this structural unit always carries out pragmatic functions and is capable of being a stylistic means.

The code-switches into English, French, German, Spanish and Italian that journalists use in the articles and headlines of the magazines under research vary in pragmatic functions a lot. The evidence is taken from 69 magazines, both in Russian and English - 'Elle', 'Cosmopolitan', 'Vogue', 'Study and Training Abroad', 'Иностранные языки и учеба за рубежом', 'GEO', 'MINI', 'Yes!', 'Glamour', 'Harper’s Bazaar', 'Marie Claire' dated 1999-2013.

For the pragmatic analysis of code-switches in written discourse we worked out the classification that includes 10 pragmatic functions, such as participant-related, topic-related, metalinguistic, citing, humorous, poetic, emotional, emphatic, functions of self-identification and of language economy. The topic-related function is multifold and suggests 7 reasons for code-switching: topic of discourse, lack of full lexical equivalents in the Matrix Language, short casual remark, flashbacks into the past, change of discourse topic, indirect speech, idiomatic code-switches (proper and geographical nouns).

The pragmatic functions enumerated above may be primary and secondary.

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The predominant primary pragmatic functions in the magazines under consideration are topic-related and emphatic. The pragmatic analysis of the code-switches in printed texts of mass-media resulted in forming 2 hypotheses: 1. Pragmatic function determines structural characteristics of code-switches: morphologically unassimilated code-switches carry out topic and participant-related, citing and emphatic functions; morphologically assimilated code-switches carry out emotional, humorous and topic-related functions. 2. Pragmatic and stylistic functions of code-switches are interrelated.

Joanna Jabłońska-Hood

Mental Spaces Within Humour and Beyond

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Cognitive linguistics, aka blending, is one of the innovative approaches to language and its study, which appears to be gaining popularity in relation to an interpretation of meaning. Numerous applications of this theory have been presented in recent years, a number of them pertaining to humour. My interest centres around meaning in humour, more specifically with reference to British humour, as explained via the perspective of blending. A close examination of data reveals modern trends on the stage of British Humour, i.e. the informality and the tell it how it really is no matter what, or the painful participation within the game of errors, and the total disrespect for any rules or limitations, no matter how deviant, provocative or indecent the contents may be. All this can be explicated by blending. It is, therefore, fascinating to relate the humorous to the ones that are thus humoured, revealing in this manner the progression that Anglo-Saxon society has made in this respect. To this means, I have prepared an overview based on a series of comedy fragments and other humorous discourse from British movies. A case in point may be *Miranda*, *Sherlock* or *The Office*, to name just a few. I would like to display my analyses with the hope of proving that blending may be treated as a useful tool in meaning derivation in humour discourse, as compared with other pragmatic realms of decoding sense.

In my paper, I aim to display that the modern British humour trends aspire to deject all rules and possible predictable outcomes, to shock and thus amuse, and above all to cater for what appears to be the insatiable, ever so cool appetite for the quirky & the sexy. This I shall strive to display with the assistance of cognitive integration theory.

Marta Olga Janik***Errors in Adjective Inflection in L2 Norwegian Made by Native Speakers of English, German and Polish***

Adam Mickiewicz University, Poznań, Poland

It is a transfer study based on data taken from ASK, a language learner corpus of Norwegian as a second language, which contains texts written by speakers of 10 different L1s on 2 proficiency levels. The ASK has been developed at the University of Bergen.

The presentation will deal with how native speakers of English, German and Polish perform in the adjective inflection (in the presentation the term *adjective inflection* is used only to *adjective agreement* and *adverbial inflection*, not *gradation*) in L2 Norwegian. I will argue that the different kinds of errors in inflection, which the three groups make, are caused by crosslinguistic influence. The methodology used here is taken from Jarvis & Pavlenko (2008) and Jarvis (2010). The three groups of native speakers I have chosen to the study are especially interesting since the three languages: English, German and Polish show different patterns in adjective inflection, so the variance which the speakers of the three L1s show in their performance in L2 Norwegian, can be an argument speaking for transfer. Among the languages Polish is most similar to Norwegian as far as adjective inflection is concerned, so it is to expect positive transfer from Polish to Norwegian. Since English does not have adjective agreement, as the only language among the four languages in question, it is to expect that the English speaking group will make most errors in agreement among all the three L1 groups (and it does make most errors). In German, there is adjective agreement, but only in attributive position, not in predicative, so it is to expect that the German informants make significant more errors in predicative than in attributive adjectives in Norwegian (which has been proved).

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Lenka Janovcová***The Role of the Field of Education in Meaning Predictability***

University of Pavol Jozef Šafárik in Košice, Slovakia

This poster discusses meaning predictability of context-free novel compounds in English. The concept of meaning predictability (Štekauer, 2005) is studied from

the perspective of language users' field of education. It compares students of natural sciences with students of humanities in terms of meaning predictability. The experimental data consist of ten English non-existing noun-noun compounds. For the purpose of comparing the meaning predictability of different readings (interpretations) of these new naming units, tools designed by Šteakuer (2005) called Predictability Rate (PR) and Objectified Predictability Rate (OPR) are used. The results of the experiment based on the studied sample of novel compounds indicate that the field of education of language users belongs to extra-linguistic factors influencing meaning prediction of novel naming units. Differences between natural science students and humanities students observed on the studied sample are both of quantitative and qualitative nature.

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Krzysztof Jaskuła

How Celtic Was Old Spanish?

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Lenitions or weakening processes affecting consonants in both Modern Irish/Welsh and Modern Spanish are very well-known. It is also common knowledge that in Irish and Welsh word-initial mutations are morpho-syntactic and not phonological from the synchronic viewpoint. As for Spanish, the situation is more complicated, since there word-initial mutations are usually considered as contemporary and synchronic, i.e. phonological. This is partly true. However, given that both the primary Celtic lenitions (Proto-Celtic > Insular Celtic) and the earliest Spanish (Proto-Romance > Old Spanish) weakening processes took place in the first centuries AD and that both these geographical areas were inhabited by Celtic tribes to a greater or lesser extent dominated by the Roman Empire, some scholars (e.g. Martinet 1952; Kortlandt 1981; Lloyd 1987) are inclined to think that those historical developments are more or less closely related. Interestingly, the early Spanish lenitions of the original Proto-Romance stops were almost parallel to those which affected the same plosives on the British Isles where Proto-Irish and Proto-Welsh were in use. In this paper it will be argued that the consonant weakening phenomena taking place in the earliest days AD both on the Iberian Peninsula and on the British Isles are both phonologically and socio-linguistically interconnected.

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Ambreen Javed (co-author: Sarwet Rasul)

The Discourse of Socialization in Pakistan – An Analysis of Visiting Cards

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Human beings have always been socializing in different ways using various linguistic and extra linguistic channels of communication. One of the ways of socialization that is common in various societies is the use of visiting cards or business cards. These cards are used for multiple purposes as they construct the individual as well as group identity of those who use them. The current study investigates the patterns of socialization, advertisement and identity construction through visiting cards in Pakistani context. It examines the similarities and differences in visiting cards of individuals and groups related to different domains of life. It also investigates the significant aspects of advertisement and socialization carried out through the linguistic as well as semiotic choices on the visiting cards. Data consists of 45 cards which include 15 cards from each of the selected domains. Diverse domains are selected which are the domains of medical practitioners, automobile repairing and maintenance and beauty industry. These visiting cards are collected only from the selected areas of Rawalpindi that is one of the important cities of Pakistan. The analysis and findings reveal that the linguistic choices used on the visiting cards are significant as they create the desired group as well as individual identity. These linguistic choices play an important role in the advertisement as well. Similarly the symbols used on the visiting cards are a way of creating the desired social and institutional identity. These symbols have particular meaning in the Pakistani social context.

Elżbieta Jendrych

The Role of Pragmatics in Business English Courses

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In the 21st century needs analysis in business English courses for university students needs to be revised and approached in a more complex way. Improved linguistic competence may prove not to be the only determinant of successful communication in business. An increasing demand from big multinational corporations for excellent communicators has to be met with such language courses that allow students to acquire not only linguistic and sociolinguistic competence, but also pragmatic competence. Pragmatic competence in a foreign language is always difficult to acquire since it is culture-dependent and sometimes also language-dependent. Moreover, some students seem not to pay enough attention to essential pragmatic skills they need to acquire in order to communicate effectively in typical business situations they are going to

encounter in the future. Underestimating the role of pragmatic competence in business communication may lead to language courses ignoring the pragmatic component and that may ultimately result in poorer quality of the learning outcomes. In the fiercely competitive tertiary education services market of today high quality of language courses offered at universities is a priority. The paper discusses the rationale for teaching pragmatic skills in business English courses at the tertiary level of education, with a particular focus on the pragmatics of business writing. It presents the basic rules of proper structure and layout that should be used in the most popular forms of business writing i.e. business letters and reports. It analyses why these pragmatic rules apply and how inclusion of pragmatic competence can improve the effectiveness of business English courses. Finally, it discusses the impact the pragmatic competence of business writing has on students' overall language competence and their preparation for performing real-life professional tasks.

Maria Jodłowiec

Verbal Communication and Intentionality

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The cornerstone of the Gricean (1968, 1969, 1989) model of meaning is the assumption that understanding what is being communicated by an utterance necessarily involves recognizing the speaker's intentions in producing it. This kind of "intentional theory of communication" (Roberts 2004) seems to underlie many modern pragmalinguistic analyses. However, while it is postulated in a number of pragmatic frameworks that identifying the speaker intention in an important way constrains the interpretation process, they usually neither define the mechanisms involved nor explicate how intention identification proceeds. The relevance-theoretic model is a notable exception in this respect. Sperber and Wilson's (1986/95, 1987, 1997, Wilson & Sperber 2002, 2004) model postulates that conveying meaning in ostensive communication involves two types of intention: the informative intention and the communicative intention. The informative intention is simply "the intention to inform the audience of something" (Wilson & Sperber 2004: 611), while the communicative intention is defined as the intention to inform the audience that the communicator has the intention to inform them about something, so it is by definition a second order intention. This means that on this model it is an intrinsic characteristic of an utterance that, as Wedgwood (2007: 650) puts it, it "conveys the fact that the speaker intends to communicate thereby." The verbal comprehension heuristics that Wilson and Sperber (2004) have developed involves intention recognition as an in-built procedure. What is the nature of the process of intention recognition as postulated on the relevance-theoretic model? How does it contribute to identifying the speaker meaning? What is the role of the linguistic input as recovered by the hearer in utterance processing for intention recognition? The

major goal of the paper is to explore these issues and argue that a psychologically adequate pragmatic model necessarily needs to account for intention identification.

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Sylwia Kaczmarek

The Expression of Referential Relations in English and in Polish

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The area of my PhD thesis is From-Focused Instruction. More precisely, my intention is to address the question of its possible application while teaching the English article system to Polish students in a lower secondary school.

The articles in English have mainly a referential function and make it possible for language users to distinguish between new/given information in the discourse. For speakers of Polish the article system is one of the most confusing areas of English grammar to master. However, the problem seems not to be the inability to distinguish between new/given information, as Polish speakers have little difficulty in understanding and communicating this phenomenon. The source of the complication is that they use slightly different linguistic mechanisms (such as word stress and word order) to organise the message and distribute new/given information in the sentence.

During the conference, my aim would be to present and extensively discuss the way Polish and English speakers express referential relations. I intend to investigate this phenomenon as a part of a more complex issue -the organisation of the message in the sentence as the distribution of new and given information. I will describe the notion of reference itself and continue with the description of articles, word order and sentence stress as the main tools for the expression of thereof in both languages. The theoretical framework of my presentation will be provided by the concept of the Functional Sentence Perspective as proposed by Mathesius and developed by his followers as it goes beyond the mere sentence structure and enables the discussion of the reference from the discourse perspective. Additionally, I will discuss the findings of prof. Szwedek who is one of the most eminent contributors in Poland to the investigation of the referential relations in Polish and English.

Alla Kalyta

Energetic Approach to Phonetic Studies

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The undertaken attempts to prognosticate approaches of phonetic knowledge development have shown the objective necessity of its results integration into energetic approach, sufficient to let phoneticians describe mechanisms and sources, generating and developing the language sound system.

Being engaged into the problems of emotions for over thirty years and into the problem of speech energy for the last ten years, we view it rational to realize our further studies on the basis of conceptual and paradigmatic model of the mechanisms of speech generation and decoding in the psychological sphere of an individual, introduced by a Ukrainian philosopher A. Klymenyuk [4:213-234].

The use of these ideas as well as the theoretical principle of conserving the utterance emotional-and-pragmatic potential [1] allowed us to formulate the quintessence of energetic approach. It consists in the attempt to describe phonetic phenomena as a result of the stochastic speech generation, whose motive force is in psycho-physiological energy with its inherent ability to be redistributed between an individual’s consciousness and spheres of his/her sub- and unconsciousness, responsible for the speaker’s choice of linguistic and paralinguistic means of communication.

On the basis of main principles of speech energetic theory we have advanced a conceptual-and-synergetic paradigm constituting the methodology of research and description of phonoconcept generation [2]. Besides, we have theoretically substantiated and practically approved the quantitative criterion that enables one to define the level of the utterance emotional-and-pragmatic potential. With its help we have formed the energygrammes of speech segments actualization [3].

As to the technical means of experimental verification of the results of energetic approach further application, there are numerous devices able to satisfy

the basic requirements of this approach, like: tomographic scanners (positron-emission tomography, Magnetic Resonance Imaging), encephalographs, indicators of blood pressure, pulse and pupillary dilatation and other known instruments registering the speakers' psychological and physiological states.

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Nataliya Kashchyshyn (co-author: Tetiana Holovach)

The Role of Terms in the Process of Diplomatic Discourse Formation

Ivan Franko National University of Lviv, Ukraine

This paper focuses on conventional functional aspects of using terms in English diplomatic discourse, paying special attention to the role of terminology in the process of communication in the sphere of diplomacy. Research on diplomatic language and terminology (Burhanudeen 2003; Cohen 1997) suggests that the essence of diplomatic language is the correct use of proper terms to promote cooperation and dialogue among nations.

English diplomatic discourse is investigated as an environment within which diplomatic terms function. This discourse is viewed as a special type of communication verbalized through several text types and numerous speech genres. The discourse-forming potential of diplomatic terms is demonstrated using the example of diplomatic speeches as one of the key genres of diplomatic

communication. The study of the consistent means used in realizing the communicative strategies within diplomatic speeches shows that terms play a crucial role in the process, possessing discourse-forming functions. The research of the pragmatic capacity of diplomatic terminology makes it possible to single out three strata of terms related to diplomatic discourse (intrabranched, extrabranched and interbranched) and to demonstrate their inherent interdependence as well as their constant interaction within the given terminological system.

The structural peculiarities of diplomatic terms are defined and a set of bases and word-forming elements are identified. The data obtained lead to the conclusion that the basic types of structural terms (monolexeme, polylexeme and shortenings) contribute to the special style which comes to characterize diplomatic texts; on another level, it may be considered that it also ultimately facilitates the dialogue between nations.

The research reflects the complexity of modern diplomatic communication, likewise pointing to the special role of terms in the formation of diplomatic discourse.

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Malgorzata Kaszak

A Corpus-Assisted Study of Non-Canonical Nature of Copular Bake in Progressive Aspect

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The proper issue of the present paper is the behaviour of the verb *bake*, which, determined by a particular grammatical construction, appears in sentence of the patterns SVC² and SVA³ types in its peripheral, non-canonical and non-literal meaning and assumes a copular character. Originally, mono- or di-transitive *bake*, among the verbs such as *boil, cook, fry, roast, steam* and many more, belongs to the class of the so-called cooking verbs (Atkins, Kegl & Levin 1988). According to Atkins et al. (1988), cooking verbs demonstrate a surprising set of properties when a verb's behaviour is determined by meaning. They differentiate three alternations of the verb *bake*: causative, benefactive and unspecified object alternation. ÅshildNæss (2007: 135) points out that 'the verb *bake* in English is ambiguous between an affected-object (*bake potatoes*, where the potatoes already existed prior to the action and are only affected, not effected by the act of baking) and an effected-object reading (*bake pastries*, where the act of baking

² SVC stands for the Subject – Verb – Complement pattern

³ SVA stands for the Subject – Verb – Adverbial pattern

brings the pastries into existence)'. The current paper does not look into the issues of the transitivity of the verb *bake*. Neither Atkin's description of the above alternations nor the ambiguity of objects taken by *bake* is needed to be look further into the present study.

The two overriding goals of this paper are:

- the analysis of the verb *bake* in the copular constructions in the patterns SVC and SVA;
- the attempt to demonstrate that linking functions of some lexical verbs, such as *bake* may lead to their grammaticalisation in the process of attenuation (Langacker 1999b: 6).

The empirical data had been culled from the British National Corpus (the BNC) (<http://corpus.byu.edu/bnc/>).

Saira Asghar Khan

Humour and Breaking of Maxims: A Comparative Study of Flouting of Maxims in Two Popular Pakistani Sitcoms

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This study analyzes verbal humour in two popular Pakistani sitcoms from the perspective of the pragmatic theory of humour. A qualitative approach is applied for the analysis using the cooperative maxims as the main tool of analysis. Two Pakistani sitcoms popular among audiences are chosen to check for the breaking of maxims and also observe what role the non observance of these maxims plays in the generation of verbal humour. The sitcoms are 'Bulbalay' and 'Nadaniyan' both air on the commercial entertainment channels. A comparison is carried out on both the sitcoms to see which of them records a high level of flouting or violation of maxims. Also it was checked which maxims are the most violated. The results of the study show that the breaking of maxims of relevance and manner are most important to the script of these sitcoms as they are responsible for generating verbal humour, while quality and quantity are not so important for the sitcoms as they are more useful in creating drama. Further the study reveals that flouting is more prevalent in sitcoms than violation as the latter is needed to show deceit or mystery both of which are not required of the comic sitcoms. In the comparison of the two sitcoms it is noted that the sitcom 'Bulbalay' is more fast paced as compared to the sitcom 'Nadaniyan' because there is a comparatively high ratio of breaking of maxims while no need of foregrounding background knowledge for each episode is required. This lack of pace, sometimes makes the sitcom 'Nadaniyan' a bit slower than 'Bulbalay'. Over all, the comparison shows similar result for both the sitcoms as far as the pragmatic elements of script writing are concerned.

David Kirkham***Extending the Research Agenda on Written Corrective Feedback and Second Language Grammar Acquisition: Methodological Obstacles and Opportunities***

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Since the publication of Truscott's (1996) 'The Case Against Grammar Correction in L2 Writing Classes', a number of papers (e.g. Chandler 2003; Ellis *et al.* 2008; Sheen 2010) have appeared with the aim of refuting his claims that '[g]rammar correction has no place in writing classes' (Truscott 1996:361) and that 'the evidence points strongly to the ineffectiveness of correction' (Truscott 2007:255).

The argument remains unresolved. One reason among several for this is that the case *for* grammar correction has investigated the effect of written corrective feedback (WCF) on only a limited number of grammatical phenomena (past tenses, the copula, prepositions, and articles) all of which may be termed 'discrete' grammatical phenomena in the sense of Bitchener & Ferris (2012:63) and Truscott (2007:258), a term which overlaps to some degree with Ferris' (e.g. 2002) term 'treatable'.

After a brief overview of an ongoing research project which for the first time in the published literature extends the research agenda into 'non-discrete' (in this case comparative) structures, the thrust of the presentation will discuss the methodological opportunities afforded and obstacles posed by this extension, some novel, some familiar. In doing this it not only justifies and legitimises the researcher's current extension into non-discrete grammar, but also critiques previous work in the field and the discrete ~ non-discrete / treatable ~ untreatable dichotomies themselves.

This is primarily a methodologically-oriented presentation, the thrust of which is motivated by the novel, 'non-discrete' extension of the ongoing research agenda into the relationship between grammar acquisition and WCF. It will appeal to those with interests in written corrective feedback, the integration of grammar into the writing curriculum, measurement and quantification of student progress in the domain of writing, and methodological legitimacy in SLA.

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Halyna Kolpakova

***Telicity of Light Verb Constructions in Modern English:
Controversial Aspects***

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The paper is a corpus-based study of telicity as a semantic property of predicates in Modern English. The research has been carried out on the basis of light verb constructions of the type *make a suggestion, take a walk, give a cry, do a dance* (V + vN, V + N types). The aim of the paper is twofold: firstly, it aims to investigate the interdependence between the argument structure of LVCs and their ability to form telic or atelic expressions; secondly, it aims to outline the controversial cases when the aspectual difference between a LVC and its monolexemic verbal correlate is hardly traced and the telicity of a LVC depends on the indirect object of the light verb. (E.g. The noun *chimney* serves as the incremental theme of the construction *give the chimney a sweep*. Likewise it is an incremental theme in the construction *to sweep a chimney* where the verb *to sweep* is a monolexemic verbal correlate of the LVC *to give a sweep*.)

Special attention is paid to such expressions as *to take a walk :: to have a walk :: to walk, to take a run :: to have a run :: to run*. Corpus contextual analysis shows that constructions with *take + the noun of motion* are valent to goal phrases with "to" (*to a store, to school*) and head telic phrases whereas constructions with *have* mainly form atelic phrases (*have a walk around a park*). This tendency can be explained by the broad semantics of the light verbs *take* and *have*. Correlating verbs head both telic and atelic constructions, they are more frequent in the telic type though. The analysis of their semantic structure accounts for it.

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Lívía Körtvélyessy

Evaluative Morphology From Cognitive Perspective – A New Model

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Since the introduction of the evaluative morphology by Scalise (1984) its position within morphology has been disputed (inflection vs. derivation); its scope has been discussed (e.g. Bauer 2004) and its existence was doubted (Stump 1993). Attention has also been paid to evaluative morphology in individual languages. However, with the exception of Grandi (2005, 2011) and Jurafsky (1993, 1996) little attention has been paid to the semantics of evaluative morphology. The aim of the paper is to look at evaluative morphology from a new perspective and to present a new theoretical model resting on an onomasiological approach to word-formation and on cognitive categories. By implication, semantics has a central position in the proposed approach. The discussed model, including different stages in the process of evaluation, is based on extensive cross-linguistic research, and distinguishes between quantitative and qualitative aspects of evaluation. The evaluation process is instigated by a specific need of language speakers to evaluate an object of extra-linguistic reality. The process of evaluation starts with quantification in terms of the basic cognitive categories (SUBSTANCE, ACTION, QUALITY and CIRCUMSTANCE). If there is a need for qualitative evaluation, this is accomplished via iconic semantic shifts that can be captured by the metaphors SMALL IS CUTE and BIG IS NASTY. For illustration, Slovak *kocúrisko* not only refers to the quantity of SUBSTANCE (a big tomcat) but can also have qualitative meaning ‘high-age playboy’. At the level of the language system cognitive categories are represented by semantic categories like diminutive, augmentative, pejorative, ameliorative, plurality, attenuation, intensification, frequentativeness, distributiveness, etc. The paper justifies this broad approach

to evaluative morphology, accounts for the fuzzy nature of the boundaries between the quantitative and the qualitative spheres of evaluative morphology, and supports individual assumption by examples from various languages of the world.

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Anna Kuzio

The Role of Disfluencies and Discourse Markers in Shaping Deceptive Communication: A Case Study of Polish and English Conversation

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Language is considered to be the key device for accomplishing deception, and there is a growing number of methods exploited to analyze the linguistic aspects of deception. In the present study meta-communicative language is to be examined, an example of content-free speech as well as its relation to deception and its detection. Meta-communicative speech is considered to be language that does not supply semantic content to discourse, but concerns the discourse as the matter of each speech act. Two significant forms of meta-communication are disfluencies, or filled pauses, and discourse markers, which also denote the

ritualized speech (Fox Tree & Schrock 2002). Meta-communicative acts, such as disfluencies and discourse markers, tend to aid the listener's participation in and comprehension of the discourse by explaining a speaker's intentions or current cognitive state (Clark 1996). This case study includes twenty samples, including an arbitrarily dispersed sender and a receiver, involved in three topics of conversation. Senders deceived the receiver on half the topics and told the truth on the other half. The preliminary results showed that disfluencies did not amplify during deceptive communication. *You know (ang)/Wiesz (pol)*, which serves to amplify mutuality and engagement between interlocutors, was employed more by senders than by receivers. In contrast, *I mean (ang.)/Rozumiem (pol.)*, which signals caution or distances the speaker from imminent propositions, was exploited more frequently during deception than during truth telling.

The results seem to maintain a functional view of discourse markers, and the pattern of outcome appears to be in agreement with the Interpersonal Deception Theory, which states that liars in the process of communication are involved in strategic behaviors to 1) manage their image as a convincing communicator and 2) control their flow of information. The aspect of motivation was also taken into account, but the aforementioned factor failed to influence the production of disfluencies or discourse markers.

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Man Ki Theodora Lee

Dual Interpretations of Object Neg-wh-Quantifiers (Neg-whQ) in Cantonese: A Feature-Based Approach

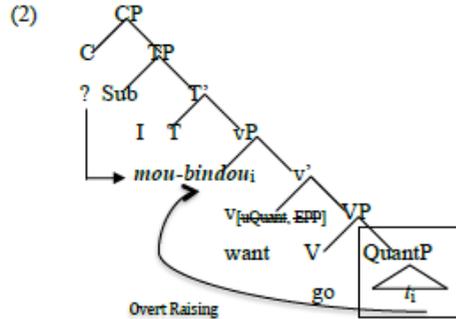
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This paper reports the overt raising phenomenon of object negative wh-quantifiers (Neg-whQ) in Cantonese in the combination of a negator *mou* and any wh-phrase, for example *mou-bingo* (no-who), *mou-matje* (no-what) and *mou-bindou* (no-where). It looks at the ambiguous interpretations as a result of overt movements of Neg-whQs in a feature-based approach. An interpretable and strong [Quant] feature and an uninterpretable [Neg] feature are proposed to account for the exceptional SOV word order and selection from the two possible interpretations.

Unlike any negative quantifiers (e.g. *mouje* 'nothing', *moujan* 'nobody') that give only a non-existential reading, Neg-whQs give either negative or existential 'only a few' readings depending on different licensing contexts. In certain contexts, (1) can sometimes be ambiguous and either be interpreted as the non-existential interpretation as in (a) and possibly the existential presupposition

interpretation as in (b). The overt raising of Neg-whQ to a preverbal position is driven by the unvalued [uQuant] and EPP features in the head of vP as in (2).

- (1) Ngo mou-bindou soeng heoi.
 I no-where want go
 a. 'I want to go to nowhere.'
 b. 'I want to go to only a few places.'



On the one hand, the sentence final particles (e.g. zaa⁴) or a rhetorical rising tone push the existential reading, in contexts where exaggeration or emphasis is made. On the other hand, the negative reading is surely embedded in Neg-whQ with an affirmed lowering tone or in cases where the existential reading is derived from double negated contexts. This study unifies an account for unique dual interpretations of Neg-whQs in Cantonese under a feature-based approach.

Karolina Lototska

Speech Etiquette as a Cultural Marker in K. Ishiguro’s “An Artist of the Floating World”

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This paper examines the linguocultural peculiarities of Kazuo Ishiguro’s novel “An Artist of the Floating World”. For the purposes of their investigation five major positions of speech etiquette in the personages’ discourse (namely, direct address, apology, request, gratitude, and compliment) have been singled out and analyzed in terms of the use of the English linguistic means of various levels to reflect and convey the realia of the Japanese communicative culture and social behavioral norms. The characteristics of the original style of the novel dictate different approaches to its analysis, among which there are at least two with a tangible linguocultural bias. The first one is based on the postulate that the content and perception of any fictional text suggest various intertextual and extra-textual connections, which are represented in the author’s specific world view: Ishiguro’s writing manner seems to imitate the style of Japanese traditional painting. The second possible approach focuses attention on the narrator’s and other personages’ stylized discourse, i.e. on the language and speech distinctive features underlying the novel’s stylistics with its conspicuous national-cultural markedness. In this case the English text proves to be alien/

⁴ The sentence particle zaa (‘only’) (Tang 1998, Law 2002) indicates a restrictive focus ‘only’.

foreign to an English reader in some aspects, and as any foreign text won't be fully understood and/or appreciated without the corresponding social-cultural background knowledge. The analysis of the narrative structure of the novel shows that Kazuo Ishiguro has managed to create an amazing illusion of immersion into the Japanese speech culture by means of English – a language that does not have the sophisticated system of functional-communicative variations typical of Japanese. It also reveals that the stylistically marked entrusted narrative of the novel is responsible for its most original national-cultural and social-historical coloring.

Svitlana Lukyanenko, Larysa Lemeschuk
Some Practical Aspects of Teaching English as L3 at Ukrainian Universities

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Ukrainian students usually start learning L3 either at secondary schools or universities consecutively after L1 and L2. Simultaneous acquisition of L2 and L3 after learning the L1 is practiced mainly in specialized or private schools though simultaneous acquisition of L1 and L2 before learning the L3 is frequent as the majority of population in Ukraine speaks both Ukrainian and Russian. Typically in Ukrainian school system students learn German, French or Spanish after English but rural schools cannot boast of that variety and can offer only one foreign language (in many cases German). When at the university these students start learning English as their second foreign language and face a lot of challengers.

It is supported by various studies (Hoffmann 1985, Cenoz 2005, Jessner 2006) that bilingualism or the knowledge of any foreign language has a positive effect on the third language acquisition. It means that the pace of the L3 learning process is much quicker, that grammar structures do not require much attention and that vocabulary is of the main concern. Teachers should also take into consideration students' previous experience in the foreign language learning process as well as cross-linguistic influence (interference) as students usually choose as L3 the language which belongs to the same language family.

In this article we will deal with some practical aspects of teaching English as L3 at Ukrainian universities. Students' intrinsic motivation, the role of the teacher as the sample, the ways to improve phonetics at the initial stage will be investigated. Although the main emphasis will be on the development of the dialogical thinking of the students learning English as L3.

Przemysław Łozowski

Reading Dictionary Definitions – Beyond Linguistic Systems and Within Experiential Symbols

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In the presentation, we sketch the theoretical possibility of and exemplify the practical differences between what seems to be the two broadest approaches to **presenting semantic content in dictionary entries**. One is **systemic** (also: intra-linguistic, denotative, defining, scientific, objective) and has to do with giving the central characteristics of a lexeme, each being a reflection of some systemic relation the lexeme contracts with the remaining relevant lexemes. The other one is **symbolic** (also: extra-linguistic, cultural, connotative, descriptive, axiological, naïve), and provides a description of the speaker's conceptualization behind the lexeme. The former shows what the lexeme means **beyond** the speaker's experience and **within** the system of a given language, whereas the latter places the lexeme **beyond** that system and **within** the speaker's experiential values. For example, the way *monk* and *nun* are presented in *LDCE* (3rd edition),

- monk* – ‘a member of an all-male religious group that lives apart from other people in a monastery’
- nun* – ‘member of an all-female religious group who live together in a convent’,

is systemic in the first half of the two definitions and symbolic in the other half. For the first part of the two, *monk* and *nun* function as elements mutually-related within the autonomous linguistic system, which is where monk is a feminine version of nun, and nun is a masculine counterpart of monk. However, the remaining wording of the two definitions escape systemic oppositions and give two different experiential pictures of being a nun and being a monk, respectively. While monks „live apart”, nuns „live together”, which invites making interesting inferences about how monks and nuns are conceptualized in the English culture and what experiential associations the two bring about.

Małgorzata Łuszcz

A Corpus-Based Approach Toward Teaching English Collocations

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Teaching English collocations is connected with putting words into actual use. It is insufficient to know the meaning of a given word. Thus, we have to take into consideration the context in which a word is used, which includes, for instance, the items preceding and following the word in sentences.

The aim of the article is to investigate the use of the corpus-based approach in teaching English collocations. Therefore, empirical research consisting of comparing the effects of the corpus-based approach with the effects of the traditional approach to learning English collocations was conducted. The study involved two groups of L2 learners from the third form of a secondary school in Poland. The first group, referred to as the experimental group, studied English collocations through the corpus-based approach, while the second group, referred to here as the traditional group, studied using the traditional approach. Participants in both groups represented a similar overall level of L2 proficiency and, in particular, linguistic competence concerning collocations. The instruments used for data collection comprised a pretest and a posttest. The results of the study revealed a difference between the two approaches related to their respective effects on the comprehension and production of English collocations. This article discusses some basic implications for learning and teaching English collocations resulting from the conducted study.

Larysa Makaruk

Linguistic Approaches to the Study of Creolized Texts

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In the last decade, thanks to the extremely rapid development of information technology, the generally accepted typology of written communication has been transformed because of the fact that in our modern communication-oriented society, types of social interaction (Skype, ICQ, and text messaging) and certain typographical devices (smiley faces and acronyms) have appeared which did not exist before.

However, both the new and old patterns of graphic representation (photos, pictures, and charts) are continuing to be improved and changed, and both are frequently employed. Although they are of a non-language character, they perform a variety of functions on various language levels.

Paralinguistic elements of this kind are referred to as being visual or iconic, and they form a part of visual or iconic communication (Mealing 2000) which definitely cannot be called a totally new field of study. Its roots can be seen in the pictographic and ideographic writing (Abdullah and Hübner 2007) which long ago were developed successfully, and now they are providing new dimensions for research. One of these is the study of ‘combined’ texts which include both verbal and non-verbal components, and which are described as creolized texts.

The most promising approach to the study of texts of this kind is the cognitive approach, which focuses on information processing. Three other aspects which open up especially interesting fields for linguistic study are the pragmatic, the syntactic and the grammatical aspects. When these approaches are used, it brings up several questions, such as whether there is a special set of

rules which is used when creating creolized texts; which of the elements of such texts are nouns, verbs or other types of elements; whether a picture helps to reveal the main idea of a text; and whether a picture may be ambiguous.

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Wojciech Malec

Combining Traditional and Web-Based Language Testing: A Case for Blended Assessment

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The purpose of this presentation is to discuss the theoretical underpinnings and classroom practices of language testing in a blended learning environment in which face-to-face instruction is supported by online technology. This technology is represented here by WebClass, a web-based learning management system, whose extensive testing component can assist teachers in developing high-quality language tests.

The way in which some of those tests are developed (constructed, administered, analysed) is a strong case for using the term blended testing rather than simply web-based testing. To start with, although the tests are delivered via the World Wide Web, they are actually taken in the classroom with the instructor monitoring the entire assessment procedure. Moreover, even though the scoring is largely automated, human judgment may be necessary, e.g. in the case of limited-production items: at WebClass testers can easily override the computer's automatic marking, either for individual test takers or for all those who have submitted a particular word or phrase that is different from the keyed response(s). Finally, WebClass accommodates itself easily to the requirements of assessment *for learning*, in the sense that it facilitates the provision of constructive feedback, both individual and collective, either online (using the system's input fields) or by addressing the test takers face to face (their names are automatically grouped by the type of incorrect response).

This presentation will focus on two concrete examples of blended testing conducted with the aid of web-based technology: assessments of writing (administered online but marked by the teacher, using an HTML editor) and assessments of phonetics (combining online transcription quizzes with traditional teacher-marked pronunciation tests).

Anna Malicka-Kleparska

Structure-Dependent Causatives in Polish

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The Root Based Distributed Morphology Model allows researchers to represent hitherto inaccessible regularities within morphological systems of languages. This aim can be attained because lexical items are not derived from lexical items in this approach, but all words are supported by structures resting on the ultimate minimal lexical unit - the root. Syntactic principles govern the development of the structures based on these roots. Such a system, when adopted for Polish valency phenomena, brings about interesting results: Morpho-syntactic causativisation can be reduced to a semantic property read off a specific structural configuration, independent from the addition of the external argument – contributed by general syntactic rules operative on a much more extensive class of structures. The class of roots on which causatives are based can be described with a consistent linguistic description. In the case of *roz-* prefixation, where the morpheme *roz-* constitutes a significant voice head element in Polish morphology, the class of roots can be described as good predicates of events, while the differentiation within the class of causatives formed with this prefix is due to other features of the root morphemes: for instance some of them are also good predicates of states. Possibly the roots may share some common semantic features, which would constitute the underpinnings of the major differentiation into predicates of states and events. In a lexicalist model causatives would have to be derived from anti-causatives (or the other way round), and such correspondences are random, or at best irregular in the Polish language. A different approach allows us to bring existing regularities to the foreground, without proposing unnecessary and ill defined linguistic notions like lexical redundancy rules, analogy, or poorly justified theoretical concepts like separate causative projections, causative heads, etc.

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**Svitlana Markelova, Oksana Andrushchak, Igor Devlysh,
Tetiana Fito**

Academic Literacy Development at the PhD Level – Problems and Solutions

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The issues of academic writing and literacy development in higher education are currently raising keen interest in Eastern Europe. However, the role of reading and writing in education and learning are sometimes still underestimated. Therefore, there is a need for theoretical grounding and practicing the teaching of academic writing and developing literacy in Eastern European educational contexts. Seminars held at the Ivan Franko National University of L'viv constitute one of the possible ways of developing literacy skills for writing a PhD dissertation. The seminars were inspired by the joint Swiss, Romanian, Macedonian and Ukrainian project LIDHUM, which sees encouraging the teaching of writing as one of its aims.

A genre-based approach practiced at the seminars is the position going in line with understanding of writing as a sociocognitive activity, so that the issues mostly focused upon include raising metacognitive awareness and 'genre consciousness' of PhD students. The practice is gaining popularity in Ukraine currently, though certain factors may hinder the process: prevalence of oral genres in educational practices, mostly implicit teaching of writing, and seeing writing as a product or writer-focused activity.

The presenters will talk about the results of the seminar functioning in terms of developing the understanding of the essence of academic writing and genre requirements, and the immediate written output enhanced by participating in the seminar. They will discuss the results of questionnaires and follow-up interviews with the seminar participants. Based on the gathered data, an in-depth analysis of the problems in writing a PhD dissertation will be made and the ways of solving them practiced at the seminar will be described. Finally, the attempt at generalizing the generated data will be made and the possible implications for the wider Eastern European contexts will be discussed.

Toral Mehta

The Study of Phonological and Lexical Similarity Between Some of the Indic Dialect Words and Their Counterpart (Synonymous) English Words

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Relevance: The study of these words when published would act as a catalyst to further researches, to enrich studies and will be a rich source and reference material for Linguists, Grammarians, Historians, Research Scholars and Research students.

Objective of the Thesis: To collect a huge list of words with Phonetic and Lexical commonalities to further Research study on the Etymology of Words and their Origins.

Description of results (My Contribution): A comparative study

English /European dialects words	Indic dialects words (Phonetic cues)- with their meanings in English	Phonological comparative study Having the same meanings as well
1 Man 2 Mind.	‘ma:nâv’ - man ‘mân’ - mind	the word is similar to the Hindi meaning humans - the descendants of ‘Ma:nu’ the great philosopher of the Indian vedic age, who has written the epic literature on sociological references ‘Ma:nusmrutĪ’ which understands the Human mind and Psychology). word Interestingly hindi word– in hindi(the Indian Dialect) means ‘mind’ and is again very similar to the English word - Mind
3 Better	‘bâhtâr’- better	cognates with the hindi word pronounced much the same and means improved.
4 Tank	‘ta:nki:’ – Tank	words cognate phonological and lexically
5 Capabilities	‘ka:bâliyât’- capabilities	has phonetical likeness to the hindi word, which again means having capabilities
6 Sense	‘Sa:n’ – sense	Old Sanskrit word ‘Sa:a:n’ means smartness, alert
7 Circle	‘Châkrâ’ – circle	Phonetically similar words.
8 Song	‘Sôngi:t’ – music	‘Sôngi:t’ has a uncanny similarity with song and both mean much the same
9 Romance	‘Ru:mani’- romance	‘Ru:mani’-is a old pharasi word belonging to the Persian/arabic dialect

Conclusion: There are more words to this list that are not recorded or acknowledged as of now, sharing an interesting and uncanny phonetic and lexical likeness being synonymous as well.

Maruszka Meinard

Two Kinds of Onomatopoeias

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In this presentation, we will distinguish two kinds of onomatopoeias and base our categorization on semiotic, semantic, phonological, acoustical and neurological grounds. All those fields of research contribute to separate what we call *imitative* onomatopoeias from *echoic* onomatopoeias.

First, the semantic distinction: Imitative onomatopoeias are words that imitate sounds produced by a vocal apparatus, human or not, while echoic onomatopoeias imitate everything else.

Second, the semiotic distinction: imitative and echoic onomatopoeias have a different topic of imitation: the former imitate the production of the sound, while the latter only imitate the sound.

Third, the phonetic distinction: those two kinds of onomatopoeias show different phonetic features. Echoic onomatopoeias often begin with an obstruent - stops, affricates, fricatives – as opposed to imitative onomatopoeias, which often begin with a resonant - nasals [m][n] [ŋ]; liquids: [r] ; glides: [w], [y].

Fourth, the acoustic distinction: there are major acoustic differences between vocalizations and sounds produced by inanimate things. Precisely, vocal sounds have large degree of harmonic content - mammal vocalizations are periodic sounds, have a more tonal quality and a greater pitch salience - as opposed to non-vocal sounds which have a low Harmonics-to-Noise Ratio.

Fifth, the neurological distinction: in an experiment aimed at determining whether tool sounds and mammal vocalisations were processed in distinct areas of the brain, Lewis and al fund evidence that several cortical regions were differentially activated by those two categories of sounds. Animal sounds stimuli activate the left and right hemisphere along middle portions of the superior temporal gyrus STG (mSTG). Tool sounds stimuli activate the left hemisphere, and especially the middle portion of the left inferior frontal sulcus (mIFS). And even in case of miscategorization, the bilateral mSTG foci are always activated by animal sounds, even animal sounds judged to be tool sounds.

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Susanna Melkonian

Concepts - Is There a Role for Artefacts?

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Some classical theories of artefacts (e. g. Oswald 1973, Beck 1980) regard *productive action* as being essential. The crucial idea is a manipulation of natural objects. *Structuring* seems being a primitive kind of object manipulation. ‘Structuring’ stands for basic actions like putting objects together, splitting an

object to parts, composing an object, etc. Here, the idea is that our ancestors' *observations* of natural objects' altered states shaped our ancestors' concepts. Proponents of embodied cognition (e. g. Gallese & Lakhoff 2005) claim that we mentally simulate actions during *thinking* about actions, and that action concepts like *grasping* therefore must be grounded in sensory-motor representations. Analogical to this thesis one could say that *structuring concepts* such as *composing*, *splitting*, etc. must make use of such sensory-motor representations as important in making objects. Whereas the content of general action concepts is, according to the neuro-scientific embodiment literature, 'simulative', a rather philosophical explanation of the content of structuring concepts could be given by arguing for the *perception of structures*. Linguistically, *cultural concepts* are linked to structuring concepts. French nouns like *composition* ('composition' as the piece of music) are developed from Latin verbs like *componere*, that is, prefixed verbs denoting basic structuring. According to historical dictionaries as *Le Robert historique*, the object readings of the nouns are temporally posterior to the process readings of the nouns. Such a kind of semantic change is explainable via a *metonymical shift* (cf. Kimm & al. 2012). First, the process of composing was expressed by the noun and then the result of the process, that is, the composed thing. Philosophically, the link between structuring concepts and cultural concepts could be explained by postulating *cognitive mappings*. Cultural concepts reflect structures which have been observed by our ancestors when acting on natural objects.

Agnieszka Mierzwińska-Hajnos
***Towards the Analyzability/Compositionality Parameter:
The Semantics of Polish and English Common Plant Names***

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When analyzing the meaning of plant names, it is important to distinguish between common plant names and "purely botanical" or Latin terms, a distinction that underlies the opposition between *expert vs. folk (or natural) categories*. The latter, as Taylor observes, are „structured around prototypical instances and (...) [are] grounded in the way people normally perceive and interact with the things in their environment“ (Taylor 1989: 75). The importance of common plant names is emphasized in the statement that „people name many things in the course of ordinary life“ (Carroll 1985: 43) Because, as Lakoff and Johnson note, metaphors create realities (cf. Lakoff and Johnson 1980), it comes as no surprise that many common plant names should derive from metaphor, metonymy, or simply become a symbolic interpretation of the literal expression.

It is the symbolic interpretation and the semantics of common plant terms that becomes the objective of the present study. In particular, we shall claim that the meaning of plant names can be systematically analysed using the methodological tools of cognitive linguistics. Assuming that meanings of lexical

items are decomposable to a certain degree, our claim can essentially be rephrased in the form of the question of how to measure the degree of an item's decomposability, and by the same token, the degree of its semantic transparency.

This article aims at accounting for the phenomenon of common plant names in the comparative study of English and Polish plants in the light of two closely related notions of analyzability and compositionality as proposed by Langacker (cf. Langacker 1987, 2005). For this reason, the presentation of the A/C parameter as well as thorough analysis of a collected material concerning Polish and English common plant names will be proposed. The article also raises the question to what extent Polish and English common plant names are liable to gain the status of idiomatic expressions in the light of A/C parameter.

Anna Milanowska

Cognitive Linguistics in Use: Application of Superschematic Metasystem and Blending Theory in Teaching

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One of the greatest misconceptions of cognitive linguistics is that it is a scholarly discipline with no practical applications. Unfortunately, not only university novices believe that it is a purely theoretical subject of study. Many experienced scholars also belittle the role of cognitive linguistics as a tool for second language development. The objective of this presentation is to demonstrate how cognitive linguistics can be utilized in teaching foreign languages at different stages of students' education from the earliest stages to the university level. The focal point is the application of the superschematic metasystem and blending theory in teaching English in Poland. Based on the observations of students' performance, it is posited that implementation of the above elements shall improve not only students' communication in English, but also their translation skills.

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Ewa Mioduszevska

Ad Hoc Concepts, Linguistically Encoded Meaning and Explicit Content. Some Remarks on Relevance Theoretic Perspective

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Relevance based lexical pragmatics (Wilson 2003, Wilson & Carston 2007 and others), well grounded in the underdeterminacy thesis (Carston 2002) and assuming the continuity view of utterance (literal, approximation, hyperbole, metaphor, ...) interpretation, uses 'ad hoc concepts' (*) as one of its important explanatory tools (Carston 2002a, Wilson & Carston 2008, Carston 2010 and others).

The remarks, strictly theory internal, concern their nature and functioning, with special focus on:

- a) The possibility of eliminating the logical information potentially accessed through the use of a word in the expression uttered:
 1. X is a princess/X is royal family
 - 1a. X is a princess*/X is not (necessarily) royal family;
- b) The related possibility of narrowing, broadening or replacement of the denotation potentially accessed and the denotation of the constructed 'ad hoc concept':
 2. X is a princess/denotation: princesses
 - 2a. X is a princess*/denotation: 'spoilt' females;
- c) The resulting possibility of truth conditions change in the two situations (potentially making them contradictory, cf. examples 1/1a);
- d) The relation between the linguistically encoded meaning and explicit content in utterances the interpretation of which requires 'ad hoc concepts' construction, that is in all utterances since even the most 'literal' ones involve this process in relevance based lexical pragmatics (Carston 2002b, 2009, 2010, Sperber & Wilson 1997/1998 and others).

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Ibrahim Yabagi Mohammed

Storybooks: Tool for Language Learning and Competence

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When learners learn a new language, they are actively involved in making their own sense of the language input and their own world that surrounds them, through social interaction. If language is seen as a product of human interaction that thrives in a socio-linguistic environment, it is only ideal that language learners are exposed to real life situation. Storybooks are fictional depiction of a real society. They bring to the classroom, a somewhat real socio-cultural context that allows the learner to survive and imbibe language naturally.

This presentation creates a model mnemonically tagged GRAWRISLIST. It proposes a more practical approach that allows the basic components of language: grammar, writing, speaking and listening to be generated from storybooks and be taught independently with grammar as the leitmotif that determines what is to be taught in the other components.

Theories and practical life experience have shown that language has three main functions. It is used for communication, identification and expression of culture. Storybooks expose readers to cultural identity and create real life communicative environment. This presentation, through the model, further shows how teachers can maximize the use of storybooks to create avenues for their learners to be more effective in communicating with others and identify themselves culturally with English language. It also suggests ways teachers can be facilitators and guides of the learning process.

The presentation is concluded by sharing other teachers’ experiences with the use of storybooks in their classrooms.

Ewelina Mokrosz

How Relative are Cleft Clauses in English It-Clefts?

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The aim of this paper is to determine the extent to which cleft clauses and either of the two most popular types of relative clauses, i.e., restrictive relative clauses and appositive relative clauses, can be considered equivalent. The three types of clauses are presented below.

- | | |
|-------------------------------------------------------------|--------------------|
| (1) (It is the lecturers) who failed the test on didactics. | <i>Cleft</i> |
| (2) (the lecturers) that failed the test on didactics. | <i>Restrictive</i> |
| (3) (the lecturers,) who failed the test on didactics. | <i>Appositive</i> |

The comparison concerns (i) surface appearance, (ii) semantic interpretation and (iii) sentential behaviour. We show that the similarity of cleft clauses to either type of a relative clause is comparable with a slight preference towards the restrictives. The second part of our comparison shows whether any of the structural accounts usually assigned to relative clauses can also be applied to *it*-clefts. The accounts in question are the *raising* analysis (*inter alia* Schachter 1973) and the *matching* analysis (*inter alia* Lees 1961). The former features a raising movement of a nominal head to the left periphery of the relative clause. In the latter there is a relative DP inside the clause and another identical to the head DP outside the CP. The relative DP is then replaced by a relative pronoun which moves to the front. The analysis that we propose for cleft clauses under the premises of the Minimalist Program (Chomsky 2008) resembles more the raising analysis. The raising analysis fares better than the matching analysis as it resorts to a reconstruction. We also show that it is able to account for the phenomena usually considered its weak points in comparison to the matching analysis: these are Case mismatch, the licensing of negative polarity items and the lack of Principle C effects.

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Zuzana Nadova

Distribution of Non-finite Clauses in Acts of Parliament vs. Appellate Judgments

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The submitted paper deals with syntactic analysis of non-finite clauses in two genres of British legal English, namely in Acts of Parliament and Appellate Judgments. The term non-finite clause in the present paper is conceived as a broad category, corresponding to the notion of semi-clause constructions as defined by the linguists from the Prague syntactic tradition and comprising all semi-clause constructions headed by nominal forms of the verb (infinitives, gerunds, present participles and past participles). These structures convey the syntactic functions of various clause elements in a sentence and function as sentence condensers. The defining characteristics of the analysed semi-clauses is their predicative character. The main objective of the analysis was to discover which genre of legal English is more nominal. The material under analysis comprises two Acts of Parliament and three Appellate Judgments, each corpus

comprising approximately 36 000 words. The analysis revealed that Acts of Parliament contain more semi-clauses per sentence and consequently this genre is more condensed. The main finding of analysis is that the more nominal character of Acts of Parliament derives predominantly from differences in the syntactic functions conveyed by the respective types of semi-clauses and does not necessarily stem from the anticipated quantitative differences in the occurrence of the respective types of semi-clauses across the two corpora. The analysis of selected aspects of semi-clauses, such as compliance with the attachment rule and differences in the occurrences of supplementive clauses across the two corpora revealed that the employment of semi-clauses in legal English contributes to the characteristic qualities of the analysed genres, such as higher degree of precision in Acts of Parliament and less formal character of Appellate Judgments.

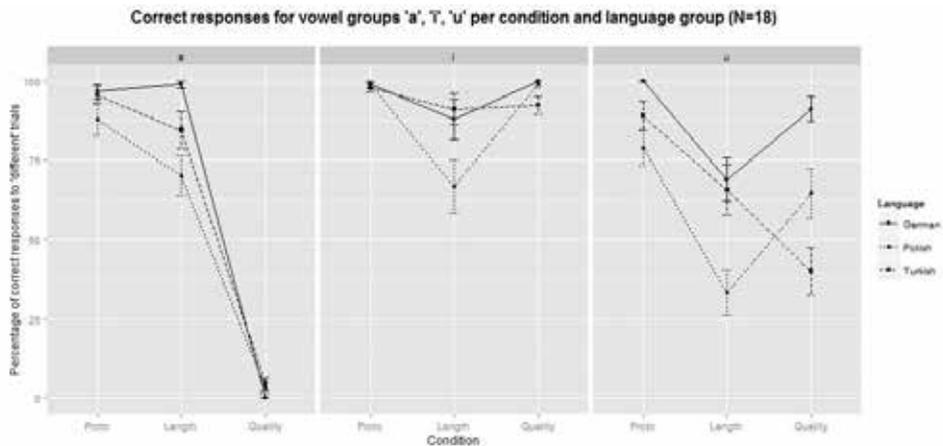
Katharina Nimz

***Differences and Similarities in the Perception of German vowels:
The Case of Turkish and Polish Learners of German as a Foreign
Language***

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The following experiment was conducted to test how quantity (duration) and quality (spectral properties) of German vowels are perceived by Turkish and Polish learners of German as a Foreign Language (GFL) and a German native speaker control group. It was expected that differences in discrimination abilities would arise due to the native language backgrounds of the learners. While Polish speakers/hearers do not have experience with long vowels in their native language (Tworek 2012), Turkish has long vowels on a surface phonetic level (Kabak 2004). German is, both on a phonetic and phonological level, described as a language that makes use of contrastive vowel length (Pompino-Marschall 2009, Ternes 2012).

Because both durational and spectral features play a role in the discrimination of German long/short vowel pairs (Kohler 1995), a simple discrimination experiment for the critical pairs would not yield information as to which feature may be problematic for Polish and Turkish GFL learners. For this reason, the German long vowels /i:/, /u:/, /a:/ and the German short vowels /ɪ/, /ʊ/, /a/ were manipulated in reminiscence of a design used by Sendlmeier (1981).



With the help of PRAAT, a prototypical long vowel was shortened to the average length of its corresponding short counterpart, whereas a prototypical short vowel was lengthened to the average length of its corresponding long counterpart. For the discrimination task, nonsense word pairs were then matched for the three conditions: “proto” (differences in length and quality), “length” (differences in length), and “quality” (differences in quality).

The results for 54 participants (average age: 17 years; 18 participants per group) indicate that Polish learners have significantly more problems perceiving differences in length than the age-matched German native speakers as well as the age- and German-level-matched Turkish participants. This has implications for the teaching of German vowels to learners of GFL.

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Joanna Pakuła-Borowiec

On the Safe Side in a Conversational Exchange – A Corpus-Based Analysis of Discourse-Marking Expressions ‘znaczy’, ‘jakby’, ‘nie wiem’ and ‘tak’ in Spoken Polish

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Speakers of any language employ certain discourse strategies to formulate opinions, express views, persuade, etc. A spontaneous conversation is likely to abound with words and expressions which do not contribute significantly to the overall propositional or ideational content of a message but only modify it slightly, fulfilling mainly what can be called pragmatic functions. Such words are commonly referred to as discourse particles or discourse markers.

This paper provides an analysis of certain discourse-marking expressions used in contemporary spoken Polish as represented in the Polish National Corpus. A corpus-linguistic approach enables the study of actual performance and provides the opportunity to receive reliable qualitative and quantitative results.

The analysed discourse-marking expressions, i.e. (to) *znaczy* (się), *jakby*, *nie wiem* and *tak* (as a sentence-final tag) are characteristic of spoken language and were chosen because of their perceived high frequency in everyday conversation. In fact, the overuse of some of the markers has been stigmatized by prominent Polish linguists. The collected data containing instances of the discourse markers in question have been analysed to define their pragmatic functions, based on Brinton's inventory (1996) and to investigate the motivation behind their use in a conversational exchange. The semantic analysis of the data has been aimed to identify meanings of the discourse-marking expressions, apart from their prototypical core meanings and core functions within an utterance. Another purpose has been to examine whether the different pragmatic functions of the discourse markers are related to their core semantic meanings. Still, the study has been aimed to analyse the instances of different discourse markers occurring in clusters and to examine the influence of such collocations on their pragmatic meanings and functions.

The following study is hoped to be useful to those interested in recent linguistic phenomena in contemporary Polish.

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Krzysztof Pancerz***Lexical Relationships in Reasoning From Data Based on Rough Sets Methods***

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Rough set theory [1] delivers a useful framework for reasoning from data. Currently, a plenty of data collected by humans is of linguistic character. In general, reasoning become problematic in many cases if data are symbolical (e.g., words, terms, linguistic concepts, etc.). On the other hand, such a situation is natural in human cognition and description of the real world. In the paper we show how to apply information about lexical semantics of data in rough set methods to make them possible to use directly for data in the form of words or concepts. Research in knowledge engineering, linguistics, logic, cognitive psychology has recognized a variety of semantic relations. One of taxonomies of different types of lexical (semantic) relations is given in [2]. In our approach, we focused on main lexical relationships between words (terms, linguistic concepts), namely, synonymy, hyponymy/hyperonymy, meronymy/holonymy. The paper shows how the type of a lexical relationship influences the reasoning process, especially increases its accuracy and efficiency. The presented approach will support creating data mining tools sensitive to data semantics, which can be used in different areas, e.g., medicine, biology, economy, sociology, etc. In these areas, we often deal with symbolical data. Covering data semantics seems to be especially important in medicine, because the data gathered are characterized relatively often by ambiguity, vagueness and uncertainty. The presented approach refers to as well extends a general trend in computations proposed by L. Zadeh and called “computing with words” [3].

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Ulyana Potyatynyk***Socio-Pragmatic Interpretation of Linguistic Behaviour Generated by the Main Protagonist of the TV Series Keeping Up Appearances***

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As the title suggests, the paper undertakes to explore language choices made by the main character in the British sitcom *Keeping up Appearances* (KUA),

Hyacinth Bucket, an abnormally snobbish and self-righteous middle-class housewife driven by an overwhelming desire to be part of the upper-class social circles. Quite predictably, her linguistic choices reflect her social aspirations. The paper begins by looking at the theoretical frameworks that make sociolinguistic and pragmatic analysis of KUA's main character's speech possible: Communication Accommodation Theory (CAT), Grice's Cooperative Principle (CP) and Leech's Politeness Principle (PP), as well as several approaches to impoliteness (J.Culpeper, D.Bousfield). A selection of verbal exchanges (involving the main character of the series) culled from 5 episodes (Season 1) constitute the corpus of the present study. Within the framework of CAT, which seeks to show the reasons why individuals choose to either emphasize or downplay social differences between themselves and their interlocutors through both verbal and non-verbal communication, the paper examines Hyacinth's accommodative (convergent and divergent) communicative strategies. The focus then moves to the flouting of Grice's maxims with implicatures arising from it and positive and negative *face-work* (E.Goffman) that Hyacinth generates. The study's findings tend to suggest that variation in all of the above elements is a function of social factors (participants) and dimensions (social status) of communication. For example, the main character of the series tends to diverge linguistically from people who she believes are lower in status or whom she dominates 'relationship-wise'. By contrast, one observes consistent positive accommodation on her part – in many instances, *over-accommodation* – vis-à-vis individuals she deems socially superior, i.e. she converges only 'upwards', almost never 'downwards'. In addition, the paper attempts to determine how exactly Grice's CP and Leech's PP interact with respect to Hyacinth's linguistic behavior.

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Claus Povlsen

Corpus Study in Gesta Danorum. Language Technology: A Shortcut to Linguistic Evidence

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Gesta Danorum (GD) from about 1210 is written in High Latin and describes in 16 books the period of time from King Dan to Canute VI of Denmark.

Traditionally, the work is divided into two main sections, one consisting of books 1-9 which deals with Norse mythology and a historical second part of the books 10-16 describing the introduction of Christianity in Denmark. In 1969, a competing thesis was launched. In this approach, the composition of GD is split up into books 1-8 and books 9-16. To sum up, is it book 9 or book 10 that represents the transition from the heathen to the Christian period in GD?

The method was to annotate structurally a digital version of a translation of Saxo's GD. Then the translation automatically was enriched with POS (part of speech) using a redesigned tagset and with lemma information. Finally, the result was loaded into the IMS Open Corpus Workbench.

This platform made it possible to make queries that exploit both the linguistic information and the CQP search facilities in IMS in order to identify subject area specific elements in the various books of GD and to display the search results in a manageable way, cf. Corpus search in GD.

The search results clearly reveal that the change - in terms of Christian language usage - lies between book 8 and 9. The frequency per thousand of Christian elements for book 8 is significantly less occurring compared to book 9 and 10. Assuming that use of words from a register - in this context Christianity - is closely related to the topic described, the survey results thus speak in favor of book 9 as the constituting element that introduces the Christian main section of GD, i.e., supporting the thesis from 1969.

Anna Prokhorova, Maria Vasilyeva
Sociocultural and Sociocognitive Approaches to English
Language Training for Adults in the Frames of International
Business Communication

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The presentation is devoted to the psychological and methodological issues of adult LSP learners' foreign language training. As Russia has moved into the next century, the language barrier and communicational failures are becoming a more and more formidable problem than ever. At present English is considered to be the international global language. Nowadays, it is English which is the language of medicine, Mass Media, art and sports, aviation and diplomacy and other forms of international communication. Thus, the Russian government is currently in the mode of supporting the effective and affordable foreign language training not only for school and university students, but for top managers and executives especially. Multilingualism has always been a complex problem for the Russian administration due to the historical and ethnic peculiarities of the country. Traditionally the citizens of the former USSR had a good command of two and more languages including Russian, their native language and a foreign language such as English, German or French. The following multilingual situation has always been of linguistic interest and resulted in numerous

scientific investigations since multilingualism poses special challenges to the human brain. Working in the Russian technical university the authors came across the special category of second language learners who occupy high posts in big companies and city administration. The majority of them have a complicated set of psychological traits being an obstacle towards the successful language acquisition despite the fact of having a good language background. All the above mentioned problems the authors faced up with made them work out a number of appropriate methods and techniques which contribute in to the process of second language (L2) improvement in the course of short-term intensive language training in the frames of “The Programme on Training Managers and Executives for the Enterprises of National Economy of The Russian Federation.

Wiktor Pskit

English and Polish NPN Forms in Comparison

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This paper attempts to compare the structure and grammatical properties of NPN forms in English (e.g. *day by day*) and Polish (e.g. *dzień po dniu*). While English and Polish NPNs appear to represent the same type of linguistic entity, they demonstrate a number of differences too.

The paper discusses Jackendoff’s (2008) arguments for a construction-based analysis of the structures in question. Jackendoff (2008) stresses the idiosyncratic nature of English NPNs and proposes that such expressions be treated as stored form-meaning pairings. Importantly, Jackendoff (2008) focuses on English NPNs only, whereas Polish data exhibit properties (e.g. Rosalska 2011) that require a different approach. In particular, the two nouns in Polish NPNs as a rule differ in their case form, which cannot be observed, at least superficially, in English.

Based on the mechanism of reduplication proposed in earlier generativist studies (Pi 1995; Travis 2001, 2003) and the current trends in the minimalist framework, including the concepts such as nP-shells (Radford 2000) and layered top-down derivations (Zwart 2009, 2011), this paper seeks to explore a generativist account of the properties of NPNs in English and Polish.

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Issa Razaq

Equatives and Left-Dislocation in Arabic

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Left-Dislocation (LD) in Arabic has often been investigated in the context of verbal predications. For instance, Aoun and Benmamoun (1998) show that object left-dislocation is common in Lebanese Arabic while Soltan (2007) investigates properties of SVO constructions and argues that, like objects, subjects in SVO constructions are left-dislocated topics. However, the question whether nominal predication employs LD on a par with verbal predication remains largely unanswered. In this paper, I show that not only is LD possible in nominal predications but it also provides sound solutions for the problems associated with equative constructions, especially the problem of identity of the so-called *copula pronoun* that appears between the two DPs in equatives. I propose that equatives are LD constructions that derive from basic subjectpredicate clauses. I also argue that the copula pronoun is simply a subject pronoun and functions as such. The analysis I suggest is based on the PredP framework (Bowers 1993) whereby the subject pronoun and the second DP constitute the inner predicational shell, while the first DP occupies the outer Spec,TP position, and is related to the subject pronoun via syntactic binding. Overall, the analysis has crucial implications for the syntax of copular constructions in general and the study of copular (wh-)constructions in Arabic and similar languages in particular.

Marlies Rijbroek, Lex Stomp

Teaching Chinese in the Netherlands

Windesheim University of Applied Sciences, Zwolle, the Netherlands

Currently we experience a shift in interests for languages. Chinese is introduced as a new subject in Dutch schools. We will present how we introduce Chinese language in our faculty of Teacher Education to support schools. Chinese is a challenging language. In the beginning much attention is needed for acquiring the tones and sounds. A specific didactic approach responds to these difficulties. To communicate adequately in Chinese much practice is needed. New

technology helps the learner to practice in various ways. Windesheim is establishing a Teacher Education Department for Chinese language and culture. Schools have difficulties in finding qualified teachers. Chinese people are filling the gap, some have qualifications, however not adequate for teaching in The Netherlands; teaching Chinese requires effective didactics. The common methods used for learning languages are not sufficient for Chinese. Windesheim invests in an innovative teaching design. The design aims at acquiring communicative skills. The pronunciation is practiced through interactive tools and in second life learners speak with other learners and native Chinese people. The methodology uses sound bites, video clips, interactive tools, apps and second life. The learning platform is leading, a text book is used as reference. The learners guide themselves. The teacher monitors the productive tasks in which the learner gives proof of the acquired skills. In The Netherlands Chinese was introduced in a pilot project in secondary education and as an enrichment subject for talented pupils. Windesheim scaffolds the introduction of Chinese. Firstly, we invested in this innovative design. Secondly, this design is part of the various language modules for a minor in Chinese (30 EC). Thirdly, this programme leads to our 4-years Teacher Education Programme. The introduction of Chinese at Windesheim is accompanied by research. The results will be a guideline for the development of our Chinese language and culture programme.

Agata Rozumko

English Modal Particles and Their Polish Equivalents: The Case of surely and for sure

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The aim of this paper is to outline the uses of the English modal particles *surely* and *for sure*, and to identify their Polish equivalents. While the functions of the two modal particles are quite distinct, Polish learners of English often use them interchangeably, and have problems identifying the contexts in which they are used by native speakers. It, thus, seems useful to look at them together and contrast their uses. The functions of *surely* have been studied extensively by Downing (e.g. 2001, 2006) and other scholars. *For sure* has received less scholarly attention, but aspects of its use have been discussed in most publications on epistemic modality (e.g. Nuyts 2001). Polish epistemic expressions have recently been studied by Tutak (2003) and Danielewiczowa (e.g. 2012), however, English-Polish contrastive studies in the area of epistemic modality have so far been rather fragmentary. This paper will attempt to both identify the Polish counterparts of *surely* and *for sure*, and outline the problems which Polish learners of English have with their use. Observations on the use of *surely* and *for sure* by Polish learners will mostly be made with reference to PICLE (the Polish section of the International Corpus of Learner English), while

examples from English and Polish will be taken from electronic corpora of the two languages: the British National Corpus and Narodowy Korpus Języka Polskiego.

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Marietta Rusinek

Men's Talk Versus Women's Talk in the Metaphorical Representation of 'boil', 'cook' and 'simmer' in English: A BNC-Based Study

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Social conditioning of language variation, the role of gender in particular, remains the focus of linguistic and sociolinguistic research since the early 1970s. Lakoff's (1975) *Language and Woman's Place* is often conceived of as a starting point for research on the interaction of language and gender. Although different lexical, syntactic and pragmatic aspects of language have been comprehensively discussed in order to identify features that distinguish women's speech from men's speech, the study of gender differences in the figurative language has been somewhat neglected in current sociolinguistic and cognitive linguistics publications.

The major preoccupation of the present paper is to demonstrate gender differences with respect to the process of metaphorization of terms related to COOKING TECHNIQUES by offering an analysis of conceptual metaphors that employ basic-level concepts *boil*, *cook* and *simmer* as their source concepts to conceptualize abstract notions such as anger or communication. Since the data analysis demonstrates that women are more likely to employ *boil*, *cook* and *simmer* in the non-metaphorical context and, what is more, men tend to use them in the metaphorical meaning, the present study provides a strong support for one of the well-established beliefs in the sociolinguistic research, namely, that women's vocabulary reflects those aspects of life which are traditionally considered to be exclusively female (Lakoff, 1975, 2004). What is more, the

difference in the frequency of metaphorization of terms for COOKING TECHNIQUES by men and women appears to prove that metaphor is not only believed to be driven by human experience, but it is also supposed to reveal male and female divergent experiences related to source domains.

Pearson's Chi-Square test will be performed in order to examine whether the dissimilarities in the male and female metaphorical and non-metaphorical uses are statistically significant and, consequently, gender-specific. The present study is based on the theoretical framework of Conceptual Metaphor Theory, as proposed by Lakoff and Johnson (1980, 2003) and Kövecses (2010). The analysis will be based on authentic data drawn from the British National Corpus (BNC).

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Agnieszka Rzepkowska

Profile of Interdisciplinary Professional Dictionaries Published Between 2007 and 2012

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The speech aims at presenting the analysis of interdisciplinary professional dictionaries published between 2007 and 2012. The main source of information about the dictionaries is the catalogue of the National Library in Warsaw. Dictionaries deemed to be interdisciplinary are professional dictionaries the titles and terminographic cards of which indicate that more than one scientific discipline is discussed in them as the main subject. The group of dictionaries under analysis excludes general-scientific dictionaries. The total number of dictionaries subject to analysis exceeds 70 (see: List of dictionaries subject to analysis).

The analysis of interdisciplinary professional dictionaries comprises a short statistical analysis of terminographic information presented in them, regarding both macro-structure and micro-structure. The statistics constitute the grounds for evaluating the dictionaries by indicating their advantages and disadvantages from the point of view of terminographic work and taking into account their target groups.

The conclusions of the statistical analysis are to be included in the doctoral dissertation prepared by the author and compared to the model of interdisciplinary dictionary proposed by her.

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Are Blind People “Mind-Blind”? Experimental Investigations Into the Effect of Visual Impairment on Mind-Reading Abilities

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The ability to attribute mental states, beliefs, desires, feelings and intentions to other people (also known as ‘mind-reading’) constitutes a fundamental part of pragmatic interpretation (Sperber & Wilson, 2002) and plays an essential role in

successful communication. This ability has been quite closely examined in different age groups of sighted children. The studies revealed that children younger than 4 years, compared to older children, could not yet attribute mental states to other people (Bezuidenhout & Sroda, 1998; Happé, 1993). This indicates that the ability to infer other people's states of mind depends on the age of children and progresses as they grow up.

A handful of studies performed on congenitally blind children have demonstrated that mentalising about thoughts and feelings of other people poses serious problems to the individuals and that, compared to sighted children, they are significantly delayed in acquiring mind-reading abilities (Landau & Gleitman, 1985; McAlpine & Moore, 1995). This may suggest that blindness somehow affects acquisition of the 'theory of mind' module. Because similar difficulties in understanding the mental states of others, known as 'mind-blindness' (Baron-Cohen, 1997), are considered a core feature of autistic spectrum disorders, blind children and autistic children are often argued to display similar patterns of behaviour (Fraiberg 1977, Gense & Gense 1994). Also, it is speculated that their poor mind-reading reflects significant pragmatic deficits.

Although a number of studies show that mind-reading abilities progress with age, it remains unknown if the initial difficulties of blind children are successfully overcome in later stages of their lives. Therefore the main objective of this presentation is to report an experimental study performed on a group of congenitally blind adults with the intention of exploring the impact of visual impairment on their mind-reading abilities.

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Jacopo Saturno***Effects of Implicit and Explicit Input on Case Ending Recognition in Initial Polish L2***

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This contribution compares the effects of implicit and explicit input on the accuracy of case ending perception. Analysis is conducted on a highly inflected L2 (Polish) as produced by ab initio learners (Gullberg et alii 2012) whose L1 (Italian) lacks case opposition (Rast et alii forthcoming).

Within the VILLA project (Dimroth et alii forthcoming), two groups of participants took a 14- hour Polish course. The first group was exposed to implicit instruction only, in which no particular feature of Polish grammar was drawn attention to. The second group was provided with explicit instruction, based on Powerpoint slides in which case endings were highlighted and presented in context. All lessons were recorded and transcribed, so as to accurately measure item frequency in the input.

This study focusses on the nominal endings /a/ NOM and /e/ ACC, which were observed twice during the course through a Sentence Imitation test: it was hypothesised that the parameters ending (/a/ vs. less frequent /e/), target sentence word order (SVO vs. less frequent OVS) and target item lexical transparency would affect learners' accuracy in producing the correct target ending.

As hypothesised, the implicit input group proved sensitive to ending, word order and lexical transparency; the explicit input group, on the other hand, only showed an effect for ending, the other parameters not reaching statistical significance. It is suggested that explicit grammatical instruction reduces learners' sensitivity to the actual phonic stimulus, prompting them to rely more heavily on metalinguistic information. Conversely, learners who were never provided with explicit grammatical information can only rely on linguistic input to develop hypotheses as to the target grammar. Thus, they tend to pay greater attention to the acoustic details of the target items and to be more sensitive to deviations from the most frequent structures of the input.

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Agnieszka Schönhof-Wilkans***Comparing Two Distinct Diathetic Realities: The Case of Polish and Swahili***

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The aim of this paper is to present an ongoing research project entitled “Comparative analysis of oral descriptions of events in Swahili and Polish. A semantic and morphosyntactic perspective” funded by the Polish National Science Centre (NCN). The project includes applying the conceptual apparatus that enables comparison of genetically and typologically diverse languages within the scope of one of the most complex linguistic categories, that of diathesis. The material for analysis will be collected by means of interviews with Polish and Swahili native speakers. Interviews will be conducted using audiovisual prompts in order to elicit a set of event descriptions which are diversified in terms of the number of diathetic meanings (transitivity, transmittivity, causativity, stativity, reflexivity, reciprocity, and others). The analysis will make use of the concepts of Jerzy Bańczerowski’s general theory of diathesis (1993, 2001, 2006), which has been hitherto applied to several languages, although it has not yet been applied to any African language. Also, contrastive analysis of Polish and Swahili with respect to the category of diathesis has not so far been undertaken. Within the project it is assumed that there exist common, and relatively comparable, categorical semantic schemata for Polish and Swahili that are determined by diathetic meanings. Every categorical semantic schema is realized by a number of categorical morphosyntactic schemata which are specific to each language. It is expected that both languages will display relevant differences in the coding of information concerning the same events, primarily at the level of representation of the semantic category of voice and case.

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Daniela Schröder

Spilling Some Linguistic Beans: On the Syntactic Flexibility of Idioms

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What exactly is an idiom and how, if at all, can we determine its syntactic flexibility? These are the two leading questions of the current investigation. It is

argued that mainly two factors will have to be considered when trying to define the syntactic mobility of any idiom. First, there seem to be idiom-specific features that favor certain syntactic transformations, like the passive or adjectival modification while others do not allow them. Second, speakers' motivations must be taken into account more rigorously because even if the idiom allows for syntactic mobility, it does not necessarily occur in these when the modification is not needed for the communicational process. The current study starts off with appropriately defining the term idiom. Second, a brief overview over the last decades of idiom research is summarized which serves as background information for the present corpus study. Nine verbal idioms are investigated against the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). Mainly nine syntactic operations, adjectival or adverbial modification, passivation, determiner variation, cleft and pseudocleft sentences, raising constructions, *tough*-movements, pronominalization, questions and relative clauses are examined. The results advocate that idioms show syntactic flexibility, although certainly to an extent that describes a noticeable difference. Also, idioms do not occur in all constructions equally frequently and some constructions are generally ruled out for idiomatic constructions. In conclusion, the outcomes suggest that speakers do not have clear-cut patterns about the syntactic mobility of idioms. Instead, idioms are best arranged on a gradual continuum.

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Virginia Schulte

Heinrich Heine's 'Lore-Ley' (1824) – A Culturological and Translation-Related Analysis of Means of Expressivity

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In this paper I aim to concentrate on the means of expressivity.

The means of expressivity will be examined with reference to the siren myth in which the mechanisms of the demonization of women is particularly visible. This article is also meant as a linguistic contribution to the analysis of a literary text.

The demonization of women is supposed to be presented in the study of the linguistic means of expressivity and emotionality. The effects of use of "expressive means" will be examined as well as the way the reader understands author's intentions: what he was trying to say or wanted the reader to understand. Next, it will be examined whether the given means of expressivity can be transferred in translation. More precisely, two Polish translations will be compared to see whether the idea of a *si ren* in the German text read by German audience, is the same as the idea presented in the Polish translation to Polish recipients. Does it lie in enticement in German as well as in Polish text? If so, what are the means of expressivity which enable women to fulfil their water mistress role? What means are used to create the siren myth? Or is it nothing but a message conveying highly suggestive meaning?

The goal of this article is to show the means of expressivity on the basis of a selected corpus. The analysis will be based on excerpts of the original text that are expressive, presented with a minimal context of the myth and their equivalents in Polish. The excerpt will be shortly commented and compared.

Since expressiveness of the language is considered by many authors as only a stylistic principle (see Fiehler or Bally), a new question arises: is it possible to translate the means of expressivity? This issue will be discussed.

Finally, one should attempt to define the expressiveness and emotionality.

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Piotr Steinbrich

Conversational Convergence in an L2 Exam Setting

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Recent research into conversational and discourse analysis reveals a growing interest in the way in which speakers employ various strategies to construct and sustain interpersonal relations and to build dialogic relationships. The following paper reports on a research into conversational analysis by presenting the data collected from conversations performed by advanced learners of English as a Foreign Language in the exam context. The central goal of the analysis is to gauge whether FL advanced speakers use the strategies typically employed by

native speaker users (NSs) to create and maintain conversational convergence. I take it as a working hypothesis that in spite of near-native competence, advanced non-native speakers (NNSs) fail to utilize those discourse and lexicogrammatical features typically employed by L1 users that contribute to the interactiveness of conversation. In analyzing the use of repetition, backchannelling, tailing, vagueness and hedging, I conclude that conversation as performed by advanced NNSs in the exam setting resembles a series of parallel monologues with speakers making no effort to acknowledge the contributions of their co-conversationalists.

Pavol Stekauer

Word-Formation Productivity – A Broader Perspective

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Productivity as one of the central issues of word-formation has been extensively studied within the mainstream generative word-formation. A vast majority of the approaches to productivity and its computation take formal characteristics of complex words (usually affixes) as their point of departure. A semantically, or better, cognitively founded approach is, in fact, mostly ignored (with important exceptions, e.g. Szymanek 1998), which can be accounted for by, *inter alia*, the lack of relevant research into onomasiological description of word-formation systems in various languages and by relative simplicity of the form-oriented computation of productivity by means of large corpora. Furthermore, while there have been hints indicating that productivity is not a purely linguistic matter (e.g., Plag 1999, Bauer 2001) little attention has been paid to extra-linguistic factors that can significantly affect the way how new complex words are coined, and, by implication, the productivity of competing word-formation rules and processes. This paper proposes an onomasiological method of productivity computation and points out the influence of sociolinguistic factors (age, education, profession, gender, language background) on naming strategies. It is demonstrated that these factors manifest themselves, *inter alia*, by preferences of individual groups of complex word ‘coiners’ against the background of a universal opposition between the economy of expression and the clarity of expression. In addition, the paper indicates an important role of onomasiological structure rules in restricting the range of options in structuring new complex words, and emphasizes the idea of creativity within productivity constraints which affects the productivity of various word-formation strategies.

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Artur Stępnia

Learning Through CLIL – A Good Start for XXI Century Pupils

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Content Language Integrated Learning (CLIL) as one of the approaches to modern methodology of teaching both the foreign language and the specific content has been growing rapidly in European educational environment since 1960's. This attitude is related to European Commission document on education „Teaching and learning: towards the learning society”⁵ from which it can be learnt that proficiency in three Community languages is a prior objective, and which declares, in a scope of methods, teaching content in a foreign language as a means that can contribute to achieving this objective.

Bearing in mind the validity of teaching language through content and teaching content through language it can be observed in the Polish system of education that no, or at least too little importance is given to the methodology of CLIL. Although secondary level of education has been formally granted the bilingual path of learning⁶ there are no formal regulations regarding the primary level of education in Poland.

Gaining from the theoretical and practical experience in the field of CLIL and having observed the process of CLIL oriented teaching and learning styles that have been introduced in the Bilingual Primary School Smart School in Zamość, Poland, in this paper I am to study the advantages and possible hurdles of bilingual education in Polish primary schools. The pedagogical innovation entitled “English is everywhere – edukacja dwujęzyczna w kształceniu zintegrowanym” of my authorship introduced in the above mentioned school and authorized by the Polish Board of Education will serve as the basis for the assumptions. Therefore, the questions to be answered during my presentation will center on whether the CLIL trained teacher can create a better learning environment for the pupils in grades 1-3 of primary school in comparison with the standard system in many countries of having separate teachers for English and the integrated subjects.

⁵ European Commission (EC) (1996) Teaching and Learning : towards the learning society. (White Paper on Education and Training) Brussels: EC.

⁶ ustawa z dn. 7 września 1991 o systemie oświaty (Dz. U. z 2004r. nr 256, poz. 2572 z późn., zmianami), art. 58 ust. 6, 7

Rozporządzenie MEN z dn. 21 maja 2001r. (ramowe statuty)(Dz. U. z 2001, nr 61, poz. 624)

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Rozp. MENiS z dn. 31 stycznia 2005 (Dz. U. z 2005r. nr 22, poz. 181)

Ida Stria***Structural and Cognitive Features in the Studies of the Linguistic Picture of the World***

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The linguistic picture of the world as a notion developed by the Polish Ethnolinguistic School is a part of the cognitive linguistics paradigm. Its basic concepts widely described by the main creator of the school Jerzy Bartmiński (i.e., *point of view*, *perspective*, *cognitive definition*, *stereotype* etc.) largely correspond to similar ones developed by E. Rosch, R. Langacker and Ch. Fillmore. This scientific affiliation is widely accepted.

Interestingly, however, in many studies recognised as mainstream one can find methods and descriptions that (perhaps against the authors' intents) might be regarded as a reflection of structural linguistics. It happens often that the researcher's intuition in the uncovering of categorizations is overestimated and binary oppositions are used instead of fuzzy categories. Despite the fact that Bartmiński (2006) emphasizes the role of the subject and their perspective in the research, frequently the subject is not identified (at least explicitly). The question of panchrony is also problematic – it seems that etymological studies, when not pertaining to the current state of the language, are a manifestation of the separation between diachrony and synchrony postulated by the structural linguists.

This presentation aims to identify the elements of the analysis of the linguistic picture of the world that bear the markings of structural linguistics as contrasted to the theory and methods proposed in Anusiewicz 2000, Bartmiński 2006 or Grzegorzczkova 1999.

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William Sullivan

If It's a Good Idea, Somebody Else Probably Already Had It

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How new is cognitive neuroscience? Even though the origins of serious study on the brain and language go back to Paul Broca and Carl Wernicke in the 1860s, the focus of linguistic studies during the first half of the 20th century was on external behaviors. The mind seemed to be beyond the reach of science and the brain was left to the surgeons.

There were signs of slow change during the 1950s. Cognitive science is dated to George Miller's talk on the number $7 + 2$ in 1956. Cognitive psychology took off with the efforts of Eleanor Rosch in the 1970s, and Michel Paradis' studies of the bilingual brain beginning in the same decade provided a major impetus to neurolinguistics. But the story is that the term cognitive neuroscience wasn't coined until Michael Gazzaniga and George Miller shared a taxi in around 1980. Improved instrumentation permitted rapid strides in the study of the physical brain, culminating in the brilliant synthesis in Lamb (1999).

The work of these people and their colleagues and students has led to a significant understanding of how the mind and the brain store and use language. The main points are easily summarized:

- Brain**
- networks of connections between neurons and cortical columns
 - networks are localized into different portions of the brain, depending on similarity of function
 - networks may include hidden (later emergent) knowledge
 - frequent use strengthens connections, contributing to memory
 - lack of use lets connections decay and atrophy
 - little-used connections may be recruited to allow for the storage of new information
- Mind**
- there are limits to the mind's storage capacity
 - the acquisition of knowledge depends on an individual's experience
 - careful observation provides practice at recognizing patterns
 - the last two lead to the acquisition of procedural knowledge (memorize and classify exemplars, identify patterns, and generalize on the patterns)

This understanding is completely up-to-date. Though forgotten by Behaviorism after 1900, all these points were also well understood in 1886. I demonstrate this by quotations from popular literature of the time and suggest the source of the information.

In short: forgetting what we know leads to the reinvention of the wheel.

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Sylwia Szewc-Koryszko

Tendencies in the Formation of Nouns in Tabloids: A Corpus-Based Analysis

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This paper analyses tendencies in the formation of nouns used in the popular press, both in English and Polish. Our study focuses merely on the process of suffixation in derived nouns in view of the fact that nominal derivatives involve a wider variety of suffixes than verbal, adjectival and adverbial ones.

The presentation is based on the corpus of 100 articles, taken from four tabloids – *The Sun*, *Daily Mirror*, *Fakt* and *Super Express* (the issues chosen randomly are dated from June to September 2004 – the British dailies, and from December 2006 to March 2007 – the Polish ones). Each tabloid is represented with 25 articles containing approximately 6,000 words altogether, which gave us a total corpus of 24,000 words from the English and Polish sources.

We put forward a hypothesis that the popular press which makes use of natural language and real human stories will include more agentive, personal and instrumental suffixes in (such as *-er* in English, or *-ek*, *-ka* in Polish) rather than formatives which are used to coin non-human objects, states and abstract concepts.

We shall start our research from selecting the nominal suffixes and counting them. Accordingly, we will attempt to indicate the most and the least common formatives. This will enable us to reach conclusions as to which of them seem to be the most productive and which are rarely found both in the British and Polish tabloids under analysis.

Our examination conducted within the framework of corpus linguistics is intended to define the preferences in the selection of nominal suffixes in tabloids and their degree of productivity. Additionally, we shall achieve a general portrait of tendencies in the formation of nouns in the British and Polish popular press.

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Malgorzata Szymańska

‘Let’s Talk Strine’ – Cockney and Rhyming Slang in Australian English

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The phenomenon of Cockney rhyming slang and its significant influence on the development of early Australian English has been widely discussed among sociolinguists. Beginning with the *Memoirs of James Hardy Vaux*, many works have been devoted to describing the meaning and origins of certain words and phrases which are representative of Australian English. However, very few of these works (Moore, 2008) have tried to investigate which Cockney phrases are still in use within Australian English corpus and whether their meaning remained the same. Furthermore, none of them tried to compare Cockney rhyming slang with the Australian version of rhyming slang. Therefore, this paper addresses the issue of Cockney and rhyming slang with special attention to the choice of vocabulary required to form rhyming slang phrases. I argue that the vocabulary required to form rhyming slang phrases that substitute the same word in both Englishes differ – Australian rhyming slang phrases are likely to be composed of vocabulary typical for Australian English. Therefore, the material under examination consists mainly of corpus research. This project sheds new light on the research of Cockney rhyming slang within the scope of Australian variation of English.

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Larysa Taranenko***Prosodic Actualization of a Moral Admonition in Small Folklore Texts***

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In linguistics the notion “a small folklore text” implies, as a rule, a prosaic folk composition that is characterized by its lapidary style (i.e. compactness of expressive means, absence of redundant information, simplicity of composition) and renders a high concentration of pragmatic loading, i.e. performs an educational function.

The small folklore texts that possess a purely didactic value are fables and parables. These genres are characterized by a high degree of abstraction of the inherent in them ethical ideas; they convey in the allegorical way spiritual and practical life experience as well as present the generalized patterns of behavior, explicitly expressed in their moral admonitions.

In oral speech the main loading of the actualization of the moral admonition is carried out by prosodic means, which, in their turn, directly depend on emotions and feelings experienced by the speaker. In other words, while actualizing the moral admonition the speaker apprehends and reflects in his consciousness the didactic value of the text ethical idea: praising and encouraging (positive idea) or blaming and ridiculing (negative idea) virtues or faults intrinsic to the fable or parable characters. In view of this, it is expedient to trace the correlation between pragmatic loading of the moral admonition and regularities of its prosodic organisation.

The results of the auditory analysis have shown that distinctive prosodic features of a moral aimed at praising and encouraging human virtues are: its realization a narrow voice range, a slowed down tempo and a large number of brief pauses. Typical prosodic features of a moral admonition that blames or ridicules faults are: increased loudness at its beginning, actualization within a widened voice range, mixed rhythmic structures as well as fluctuations of its melodic contour. The common prosodic means is the use of a falling terminal tone, which marks the semantic center of a moral admonition.

Alina-Mihaela Tigău***Some Consideration on the Correlation Between Syntactic Configuration and Semantic Interpretation – The View from Romanian***

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Diesing (1992, 1996) link specific interpretation to a certain position inside the syntactic tree. In line with Milsark (1974), she distinguishes between strong and

weak indefinites. Weak indefinites remain within the VP and get bound by the QP being mapped into the nuclear scope and receiving a weak interpretation.

Strong indefinites raise out of VP creating a Heimian structure: the restrictor is presuppositional thus the indefinite is interpreted as specific. Diesing puts forth the Mapping Hypothesis according to which logical representation is derived from syntactic representation. Material from VP is mapped into the nuclear scope whereas material from IP is mapped into a restrictive clause.

Evidence from German verifies this hypothesis: a subject to the right of *ja doch* (inside VP) has a weak reading, whereas when it appears to its left (SpecIP) it has a strong reading.

We argue against such a rigid mapping proposing that the correlation between the syntactic position of the indefinite and the possibility of specific interpretation is not direct.

This hypothesis is substantiated by the behavior of Romanian indefinites: *pe*-marked indefinites get scrambled out of VP but do not necessarily have a strong reading.

The conclusion is that movement is not triggered by interpretive reasons but by some case reasons: the positions occupied by the two types of DPs are the reflex of two mechanisms of case assignment. Unmarked DOs, have a smaller structure: #P and get case within vP incorporating into V which incorporates into v.

Pe-marked DOs have an extra functional head hosting *pe* > KPs and move for reasons of case: KP cannot incorporate into V and cannot receive case from v. Consequently, they move out of VP to a position where they can be probed by v and granted case.

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Enikő Tóth, Péter Csatár

Proximal and Distal Demonstratives in Hungarian: An Experiment

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The starting point of our analysis is that the received view that deictic expressions encode basic semantic notions of relative distance from the speaker

has been challenged. It has been assumed that other cognitive factors also play an essential role in the choice of indexical demonstratives. Recently, Piwek et al.'s work on Dutch (Piwek et al. 2008) proposes accessibility as a basic factor. (cf. also Ariel 2004, Strauss 2002). However, Luz and van der Sluis (Luz & van der Sluis 2011) found that in Dutch, English and Portuguese distance is a decisive factor.

The aim of the present paper is to contribute to current international debate with valuable experimental results based on data from Hungarian. To investigate the factors mentioned above we carried out a pilot study based on Luz and Van der Sluis's (2011). Participants received an imaginary script of a dialogue between the seller and a buyer in a furniture shop scenario, and their task was to choose from given demonstrative forms to fill in open slots. The results were analysed by quantitative means (using chi-square statistics), testing the hypotheses below:

Accessibility Hypothesis: Indexical proximal demonstratives are selected by speakers to refer to entities that are associated with low accessibility; distal demonstratives are selected to refer to entities associated with high accessibility.

Distance Hypothesis: Indexical proximal demonstratives are selected by speakers to refer to entities that are near to the speaker; indexical distal demonstratives are preferred by speakers to refer to entities that are further away.

Preliminary results support both hypotheses, hence both factors seem to be important in determining the choice of indexical demonstratives in Hungarian. Hence, debate about the factors influencing the choice of indexical demonstratives should be amended by the question of the competition of the factors.

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The dialogue of the pilot study is available at the link below:

https://docs.google.com/forms/d/1J8q3wCWR5wyF3inrE2rLDX4EDapB2vI3ol_4IvteETw/viewform

Jekaterina Trainis

New View to Estonian Literary Language: Cluster Analysis and Its Application

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It is a productive trend in corpus linguistics to combine quantitative and qualitative approaches to get multidimensional results. Professor Douglas Biber goes deeper and says that *multi-dimensional analysis, originally developed to analyze written and spoken registers of language*, comprises different statistical methods – factor analysis and cluster analysis (Biber 2004: 15).

The aim of this paper is to describe the usage patterns of Estonian literary language from the second half of the 20th century which show how language users prefer to use written Estonian.

Corpus-driven analysis of The Corpus of Estonian Literary Language (1890-1990) (TÜ) with the statistical program named Cluster Catcher (designed by Sander Ots, 2012) brings out the characteristic morphosyntactic patterns of literary language according to frequency. It were analysed constructions which appeared in corpus two or more times, the constructions consist of three components.

General patterns of the language usage are given according to the part of speech of the first component of the classes, for example class which begins with adverb etc. Such hierarchy helps to recognize and analyze the general tendency, concrete morphological and syntactical limitations or variations. It has been detected that there is like a magnetic field between the structures and the words: certain structures drag certain words. The most frequent syntactic pattern of literary language is *_D_//@ADV_L _A_pos sg nom//@AN>_S_com sg nom//@SUBJ* (for instance *üksnes maskuliinne seltskond, väga tähtis jutt*), which begins with adverb in the role of adverbial, second component is adjective and last component is substantive in the role of subject.

The usage-based analysis of (literary) language has practical output: frequent constructions should be taken under closer study at school. Teachers of language should take under consideration concrete vocabulary and morphosyntactic patterns to explain the preference of native speakers.

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Gergő Turi (co-author: Balazs Suranyi)

Subject Islands in Hungarian: Base Positions and Freezing

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Background: There is striking cross-linguistic and intra-linguistic variation with regard to the islandhood of subjects, recently also explored using methods of experimental syntax (e.g., Jurka 2010, Sturgeon et al. 2011, Polinsky et al. 2013). In current transformational grammar, the cornerstone for several accounts of different aspects of this variation is a *Freezing* effect attributed to overt syntactic

movements (e.g., Stepanov 2007, Rizzi and Shlonsky 2007), or to an agreement dependency involved in (overt or covert) movements (Boeckx 2008, Londhal 2011). Chomsky (2008), on the other hand, revives earlier trends of research (esp. Huang 1982, Chomsky 1986, Uriagereka 1999) in pointing out that even when the subject itself gets moved, its *base position* does matter for sub-extraction.

The rating experiment: We performed an acceptability rating study to investigate the extent to which each of these factors (viz. overt movement, agreement, and base position) affects the relative opacity of subjects. In a 3×2 experimental design, we investigated subjects of unaccusative and transitive predicates (SubjUA and SubjTR) in comparison to objects as the baseline, in a post-verbal as well as in a fronted (topic) position.

Results and discussion: First, sub-extraction from SubjUA is significantly less degraded than from SubjTR. This confirms the effect of the base position (assuming that, unlike SubjTR, SubjUA is base-generated in a position governed by the verb). Second, subextraction from objects is significantly better than from either SubjUA or SubjTR, suggesting that (subject) agreement (with the verbal inflection) exacerbates sub-extraction. Third, fronting had no significant effect, a surprising result challenging the conception that overt movements lead to freezing. We speculate on the possible explanation of this last result, comparing fronting to the pre-verbal (topic) position in Hungarian to analogous fronting movements in Czech and Russian.

Conclusion: We conclude by identifying the possible implications of our results for the main competing theories of subject islands. Some experimental and statistical details:

Sample stimuli

- (1) Pre-verbal, transitive subject, external argument
Melyik gyerekről szeretnéd, hogy [némi gondoskodás __]
 Chich childDELAT. wantCOND-SG2-PRES, that [some careNOM __]
megalapozza a bizalmat?
 PREgroundSUBJ-SG3 the confidenceACC
 ‘Which child do you want [some care of __] to inspire confidence?’
- (2) Pre-verbal, unaccusative subject, internal argument
Melyik gyerekről szeretnéd, hogy [némi gondoskodás __]
 which childDELAT. wantCOND-SG2-PRES, that [some careNOM__]
fontosnak látsszon?
 importantDAT seemSUBJ-SG3
 ‘Which child do you want that [some care of __] should seem important?’
- (3) Pre-verbal object, internal argument
Melyik gyerekről szeretnéd, hogy [némi gondoskodást __]
 Which childDELAT. wantCOND-SG2-PRES, that some careACC
átvállaljon az iskola?
 PREundertakeSUBJ-SG3 the school?
 ‘Which child do you want the school to take over [some care of __]?’

Material:

5 different lexicalizations of each condition resulting in 30 target sentences, presented in three different pseudorandomized orders, together with 60 fillers.

Task:

Acceptability rating on a 7-point Likert scale.

Some statistical details:

Repeated measure Friedman ANOVA: significant main effect on the means of scores (Friedman $\chi^2 = 45.738$, $df = 2$, $p < 0.001$). Wilcoxon signed-rank test: pairwise comparisons are significant (UnS–TrS ($Z = -2.246$, $p < 0.05$), TrO–UnS ($Z = -4.862$, $p < 0.001$), TrO–TrS ($Z = -4.937$, $p < 0.001$)).

	N	Mean	Standard deviation	Minimum	Maximum
TrS	33	3.33	0.93	1.80	5.53
UnS	33	3.74	0.93	2.27	6.00
TrO	33	4.94	0.96	3.13	6.60

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Ian Upchurch***In Search of Connections Between Intelligence Type and Preference for Story Archetype***

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The theory of multiple intelligences (Gardner 1993) has opened up new ways of understanding the differences between individual foreign language students. The paper seeks to explore these differences by testing a hypothesis that particular intelligence types (ITs) may correlate with an interest in and enjoyment of particular types of stories.

To test the hypothesis, students of English at Master's level were asked to complete a questionnaire, yielding 49 usable questionnaires in a pilot and, so far, 73 in the main study, with a modified questionnaire. The questionnaires measured nine ITs, together with preferences for eight types of story (based on the archetypes described by Booker, 2004) and four types of party activity. Four of the ITs (Intrapersonal, Interpersonal, Logical and Existential) are hypothesised to correlate with two each of the story types. These were to be compared with measurements of correlation between a further four ITs

(kinaesthetic, musical, linguistic, naturalistic) and party activities (dancing, singing, talking, cooking) which were to act as a control against which to measure the other four correlations.

Of the four main correlations under test, the preliminary results show all of them tending towards the direction hypothesised and two already reaching statistical significance. There is a positive relationship ($r=0.267$) between logical intelligence and interest in both *monster* and *detective* type stories. There is also a positive relationship ($r=0.278$) between existential intelligence and interest in *voyage and return* type stories.

Further results may provide evidence for a connection between IT and type of story that individuals tend to prefer and understand. Practical applications of this knowledge include suggesting students try types of literature to which their IT seems to predispose them and arranging groups of students with different ITs to analyse, from their respective points of view, stories that use several archetypes.

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Mateusz Urban, Sławomir Zdziebko

The Phonetics and Phonology of the Scottish Laterals

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Backley (2011) proposes that the clear /l/ and the dark /l/ should be represented as a combination of {I.A} and {U.A}, respectively. The presence of A element in the representations is meant to reflect the observation that the laterals and the rhotics form a natural class.

The aim of our presentation is to discuss some problems related to the representations proposed by Backley and to suggest an alternative representation of the laterals for the accent of Standard Scottish English spoken in Ayrshire.

The laterals in Ayrshire Scottish English (ASE) are realised in two ways: prevocally as a velarised /l/ and non-prevocally as a vocoid /w/. We will show that the claim whereby all instances of the dark /l/ are represented as {U.A} is against phonetic facts. Specifically, we will show that the difference in formant frequency between /l/ and the neighbouring vowels /i/ and /u/ is impossible to explain if one assumes {U.A} to be the only representation of /l/.

We will also argue that there is little reason to claim that the laterals and the rhotics form a natural class in ASE. They do not participate in alternations and their phonotactics does not indicate that they share an element. Specifically, whereas it is true that both rhotics and laterals are the only segments in ASE found both as second members of branching onsets and in codas, the set of

branching onsets in which the rhotic is found is different from the set in which /ʌ/ is attested.

We claim that the representation of the dark /ʌ/ in the neighbourhood of /i/ and /u/ is {U.I} due to the spreading of I element from the vowels. We will show how this Assumption explains phonetic facts and the phonotactics of onsets in ASE.

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Wojciech Wachowski

Aremetonymic PART FOR WHOLE Relations a Mere Illusion?

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Metonymy is not, as it used to be, and still sometimes is, thought, a mere rhetorical device but a pervasive cognitive mechanism. One of most frequently used metonymic relations is the so called PARS PRO TOTO (PART FOR WHOLE) which consists in, as numerous linguists propose (cf. Koch (1999) or Dirven (2005)), a relationship between a conceptual structure “as a whole” and one of its parts. The author of the present paper argues that the *part for whole* label, although deeply rooted the linguistic tradition, is imprecise and misleading. The author argues that THE WHOLE should not be understood as *the whole* ICM as such, but merely as some more inclusive part of the ICM and suggests changing the infelicitous name PART FOR WHOLE for *metonymic extension*. The author also claims that the „real“ PART FOR WHOLE relation may only exist as an element of a double metonymic relation (as a source-in-target metonymy by necessity followed by a target-in-source metonymy).

The theoretical framework of the present paper is provided by the school of thought commonly known as Cognitive Linguistics⁷. Cognitive Linguistics grew out of the work of a number of scholars active in the 1970s and 1980s, who investigated the relation of language and mind. For a time cognitive linguists focused their attention almost entirely on metaphor whereas another equally, if not more, important cognitive mechanism – metonymy – went virtually unnoticed. This oversight is currently being redressed and metonymy is beginning to receive the scholarly attention it deserves. The present paper is part of the current trend which aims at helping metonymy shake off its “Cinderella-status”.

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Jerzy Warakomski

Beyond Our Dreams, Within Our Means: Saving the Objects of Our Study

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This poster presentation exploits the conference topic dichotomy to contrast the traditional theoretical approach to linguistics with a recent but overdue practical application of the discipline to the emergency of language endangerment. It then argues for a complementary coexistence of both perspectives, which affords a chance of rescue from extinction.

The contrast is postulated along several dimensions. Primarily perhaps linguistics is practised *within* the fold of a research institution, all too rarely moving *beyond* it into the field of everyday language experience. In this regard literal fieldwork is often required as a prerequisite of language documentation and description. While these two procedures ensure that a record is left of a disappearing phenomenon, an effort is called for to move *beyond* the reporting stage and return into the field with some strategy for revitalisation.

What often prevents one from leaving the fold is the distance of the field. After all, language death has tended to happen on the periphery of civilisation and thus often *beyond* the reach of the average linguist. But this is not always the case. An example can be found *within* a day's drive from where we are, and one that has been studied also under this roof.

On the temporal side, our research perspective tends to be limited to *within* our lifetime, and language diachrony, quite understandably, is skewed towards linguistic history. It is suggested that if our living linguistic heritage is to be preserved, lessons of the past should be taken *beyond* the present to inform and support language planning and policy. In an ecological sense, endangered

species should be supplemented by endangered speeches, just as natural a category.

In sum, academic analysis will further be legitimised by addressing urgent cases of threat to value and proposing practical procedures for tackling them.

Małgorzata Wietrzyk

The DP Analysis of Polish Clausal Subjects

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The presentation carried out within the minimalist framework aims at determining the categorial status of Polish clausal subjects intuitively recognized as CPs. However, the fact that the majority of Polish subjects is represented by NP/DP subjects coupled with the possibility of analysing numerals, adjectives, and prepositional phrases occupying the subject position as NPs/DPs suggests that clausal subjects might too have the NP/DP status.

First, a classification of the elements that can appear in the subject position in Polish is given, which is followed by an analysis of the subjecthood properties typical of the most widespread category of subjects, that is NP/DP subjects. The presented structures reflect both the descriptions of the discussed phenomenon found in Polish traditional grammars (e.g. Jodłowski (1976), Klemensiewicz (1969), Grzegorzczkowska (1996), Strutyński (2009), Polański and Nowak (2011), Nagórko (2012)) and the data from the National Corpus of Polish.

Subsequently, it is checked whether Polish clausal subjects display subjecthood properties typical of NP/DP subjects and whether they can be treated as DPs themselves. The answer to the latter question requires a prior presentation of the evidence that Polish, being an articleless language, in fact employs a DP layer, which has been argued e.g. by Rutkowski (2003) and Świdziński (1992). Reference is also made to present analyses of English clausal subjects developed, among others, by Davies and Dubinsky (2001), Pesetsky and Torrego (2001, 2004, 2007), and Alrenga (2005).

The DP analysis of clausal subjects would allow to derive a uniform theory of the category of subjects in Polish.

Jarosław Wiliński

Metaphor-Based Structure in a Dictionary of Idioms

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One of the most significant current discussions in pedagogical lexicography is the issue relating to the potential applications of the theoretical framework offered by cognitive lexical semantics in lexicographical practice. So far, however, far too little attention has been paid to the applicability of the

Conceptual Theory of Metaphor and Metonymy in the design of a dictionary of idioms. This paper puts forward a proposal of how to apply the tenets of the Conceptual Theory of Metaphor and Metonymy in the macro-and microstructure of a learner's dictionary of idioms. It is particularly concerned with the applications of metaphor and metonymy in the process of defining both the conceptual content and idiomatic expressions within the appropriate divisions and/or subdivisions of the classificatory scheme. The author invents a new term *metaphostructure* to refer to a metaphor-based macrostructure. The paper contributes to the widely-held belief in current pedagogical lexicography that providing linguistic motivation facilitates language learning. An approach to the classificatory schema design and the lexicographic descriptions of idioms proposed in this paper could be applied to the compilation of dictionaries of idiomatic expressions.

Alexander Yemets

The Semantic and Pragmatic Functions of Introducing Poeticalness Into Prose

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Prose poeticalness is defined as the introduction of poetical features into a prose text (Schmid 1987:210). These features can be realized explicitly and implicitly. Under explicit poeticalness I understand the insertion of intertextual poetical elements such as quotations or allusions from verses into a novel or a short story. Implicit features of poeticalness involve stylistic devices such as syntactical and phonetic repetitions, original metaphors.

In this paper I would like to dwell on explicit devices of poeticalness. One of the major functions of inserting poetry into prose is foregrounding of text elements, e.g. placing the poetical lines in strong positions - the title or, more seldom, the epigraph. This device is typical for the short stories of Ray Bradbury - "There Will Come Soft Rains" (the first line of Sara Teasdale's poem), "And the Moon Be Still as Bright" (the lines from G.Byron).

Moreover, the poems are also given in the text in full volume, thus creating cohesion. The poem of Teasdale functions as a philosophical background, a gloomy anticipation of the Earth's future. The poem of Byron helps to reveal the nostalgia of people for their planet, for the beauty of nature. At the same time the nursery rhyme in the title of Agatha Christie's novel "Ten Little Niggers" becomes the major and sinister element of the plot. The novels by S.Maugham, E.Hemingway, J. Steinbeck also have allusive poetical titles which symbolize the tragedy and/or heroism of human existence.

Another feature of poeticalness manifests itself when the authors insert the verses written by the main characters in the text of the novel as in "Doctor Zhivago" by Boris Pasternak and "The Glass Bead Play" by Herman Hesse or in the stories of Dylan Thomas "The Fight", "Where Tawe Flows". The poems

demonstrate the creative talent of the character but, primarily, constitute the philosophical and religious basis of the prose text. More deeply, the inclusion of poems recreates the primary form of fiction - the poetical form which was used for deep expression of the writer's ideas.

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Gabriela Zapletalova

Reconstructing the Story of Science in Conference Presentations: “...So From This Position I Was First Interested in the Public’s Reaction...”

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The paper focuses on the genre of conference presentations, a kind of a research process genre, which is viewed as a linguistically complex process whose specifics derive from mutual communication and interaction between the speaker and the audience in the genre and which opens space for investigating the role, nature and extent of the interpersonal exchange between the participants and for examining how these aspects are linguistically encoded in the particular lexico-grammatical choices. The paper treats conference presentations with respect to narrative structures employed in this genre which is expected to offer an objective and unbiased account of research results. The analysis attempts to reveal whether narrative structures are used for argumentative purposes: the leading hypothesis is that the genre itself to which a text belongs dictates a variety of linguistic structures. The research is based on the presupposition that conference presentations count among inherently argumentative types of discourse and as such are realized by argumentative types of texts. The research is rooted in Halliday’s systemic-functional framework dealing with the concept of language functions, the genre-based approach to discourse analysis (Bhatia, 1993, 2004, Swales, 1990, 2004, Martin, 1997, Martin & Rose, 2008) and elaborates on the narrative theory as elaborated by Labov (1972) and Toolan (1988, 2009) which attempts to explore various ways in which basic narrative structures are studied in connection with their functions. The results reveal that the narratives in the genre function as an argumentation-seeking strategy with strong interpersonal features. The corpus consists of 80 conference presentations by native English and non-native Czech-English speakers in applied linguistics.

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Dorota Zielińska

Corpus-Driven Analysis of Code Glosses in Non-Native Students' Written Discourse

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The aim of the present paper is to shed light on the use of code glosses in non-native students written discourse. The research was based on a learner corpus compiled from over 200 essays written by Polish students of English Philology. The paper seeks to determine the types of code glosses used by university students as well as their frequency of occurrence. The present article adopts Hyland's (2005, 2007) conception and list of code glosses, namely their subcategories and functions of particular discourse markers within this metadiscourse category.

The analysis of the corpus reveals the proportions of reformulation and exemplification markers used by university students. The findings have implications for academic teachers, writing teachers in particular, as well as students whose concern is to produce reader-friendly written discourse in order to facilitate the comprehension of the message conveyed, which, without interactive resources, such as code glosses, seems to be unfeasible. In the light of the above, although the results of all the studies investigating metadiscourse revealed its significant role within academic discourse, not many studies have explored, in detail, the functions of code glosses, which form a basis for the present study.

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Katarzyna Zielony***Intercultural Analysis – An Attempt to Define a New Perspective***

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Conducting research on Intercultural Communication, a relatively new area, provides methodological difficulties. Intercultural Communication is a complex and interdisciplinary subject based on modern approaches to culture, ethnicity and identity. A question arises: Is a change of paradigm in perceiving culture, identity and ethnicity indispensable for intercultural communication? When does intercultural communication become a cultural trap and what does intercultural paradigm (Haas 2009) stand for? What does being inbetween mean and what is its influence on more-than-one-world feeling (Bodrozić 2008). What is a patchwork identity (Beck-Gernsheim 2007)?

The author tries to show how a monoculture approach to identity endangers intercultural communication and contact linguistics, furthermore indicates one of the greatest threats, namely stigmatization and gives some examples of notions that should rather not be used in the migration context like e.g. illegal immigrants. Because of multiculturalism one has to realize that identity combines familiar categories with the unfamiliar and unknown ones (Erdheim 1997) as a result constructing a kind of network of identities' elements. Moreover the role of the so called unfamiliar and unknown with reference to identity development becomes crucial and can be perceived as its determining part (Bauman 2007).

One has to understand the various concepts of dealing with diversity to grasp the essence of Intercultural communication. What are the strategies to present intercultural approach and its dynamics. How one can discover the potential of diversity? When is it worth to take an intercultural perspective. What does the prefix "inter-" refers to? What does an intercultural analysis mean and how can it be done?

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The Influence of Physical Attractiveness on Foreign Accent Rating

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As many researches have shown, the influence of physical attractiveness on human life is substantial. People assume that attractive people possess other desirable qualities. If the magnitude of the influence of physical attractiveness is so great, it may be predicted that it will also influence accent ratings in non-native speech. In the current study, I wanted to check if physical attractiveness has any impact on Polish speakers' English accent rating. The aim was also to find out if the voice of the speaker can affect how his or her pronunciation is rated and whether the sex of the speaker or of a rater plays an important role. I used PowerPoint presentations that included photographs of 12 models, and – in the background – a recording of the model reading a short text in English. In one of the presentations models were stylized to look attractive and in the second to appear rather unappealing. These presentations were presented to advanced learners of English. I also provided them with a questionnaire in which they were asked to rate the model's pronunciation and to state if they liked the model's voice or not. The results were expected to reveal if high or low attractiveness would have an impact on accent ratings.

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***Cognitive Aspects of Meaning Construction: Historical Semantics
of English 'Joy' Vocabulary***

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According to the principles of cognitive linguistics, the world itself does not have meaning per se, but it acquires meaning through the processes of cognition which take place in the human mind. If we follow Radden, Köpke, Berg and Siemund (2007:3) and suggest that the process of meaning construction should be understood as an online mental activity in which meaning is created by speech participants on the basis of underspecified linguistic units, we come to a conclusion that meaning construction is creating any meaning. Since cognitive processes take into account cultural, social and psychological features of language users, one can maintain that the factors mentioned above have an important impact while creating new meaning(s) of (already existing) words.

The aim of the paper is to show the correlation between the cognitive notion of meaning construction and the study of historical semantics, i.e. to explain the rise of new meanings of words and the notion of semantic change with the cognitive aspects of meaning construction. The study is done on the basis of English 'joy' vocabulary, i.e. *bliss, cheer, delight, dream, gale, gladness, glee* and *mirth*.

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