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The 46th edition of

TABU DAG

11 – 12 June
 2026

TABU Dag 2026 - 46th International Linguistics Conference
 11-12 June, University of Groningen, Netherlands

BOOK OF ABSTRACTS

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Joeri Vinke, Nastaran Divani

Welcome to TABU Dag 2026!

Groningen is particularly charming this time of year. With long daylight hours, tree-lined streets, and the gentle hum of bikes rolling through cobbled lanes, the city invites you to slow down, take a deep breath, and enjoy the season. Perhaps even with a book in hand at the Noorderplantsoen—accompanied, as tradition goes, by one of our local seagulls. But if you've come here with language on your mind, there's an even better reason to be in town: **TABU Dag**.

We are thrilled to welcome you to the 46th edition of TABU Dag, the University of Groningen's annual international linguistics conference, taking place on **June 11th and 12th, 2026**. Over the past four decades, TABU Dag has grown into a thriving academic gathering, bringing together students, early-career researchers, and established scholars from across the globe. This year is no exception.

We were overwhelmed (in the best possible way!) by the number and quality of submissions we received. The selection process was rigorous, and the final programme reflects the intellectual richness and disciplinary diversity that TABU Dag is known for. From neurolinguistics to computational linguistics, from language acquisition to sociolinguistics and discourse analysis, the programme showcases innovative research that challenges and expands the boundaries of linguistic inquiry.

We are also honoured to host a lineup of four incredible keynote speakers, whose work continues to shape their field in exciting ways. Their presence is a reminder of the collaborative and international spirit that defines TABU Dag.

Of course, a conference is more than its presentations, poster sessions and workshops: **it's also about conversations, connections, and community**. We invite you to join us for the conference dinner on Thursday at 6:15pm and closing drinks on Friday 4:30pm, where scholarly exchange can continue in a more relaxed setting.

Should you need anything, **don't hesitate to approach one of our organizers**, we'll be the ones in bright red University of Groningen t-shirts, happy to help.

Thank you for being part of TABU Dag 2026. We're so glad you're here, and we hope these two days inspire you, challenge you, and remind you **why we all fell in love with language in the first place**.

— The TABU Dag 2026 Organizing Committee

Meet the Organizing Committee 2026

We are delighted to introduce the enthusiastic team behind this year's conference. Drawn from diverse fields across linguistics and cognitive science, our organizers are dedicated to creating an inclusive and dynamic event:

Prof. Dr. Mike Huiskes – **Staff Coordinator** (Professor of language and social interaction at CLCG; his work focuses on conversation analysis in a wide variety of settings)

Dr. Marjolein Talsma – **CLCG Coordinator** (Theoretical syntactician advancing research in argument structure within the frameworks of Minimalist syntax)

Merijn Benning – **Chair** (PhD student in Linguistic Diversity whose work focuses on the sociolinguistic dimension of caregiving in Latin-American migrant communities in the Kingdom of the Netherlands)

Francesca Padovani – **Website Lead** (PhD student in Computational Linguistics, investigating acquisition hypotheses that are difficult to test in human learners)

Elisa Gottardi – **Finances** (PhD student with IDEALAB, focusing on language impairments in children with posterior fossa tumors)

Yizhou Zhang – **Secretary** (PhD student in Semantics and Cognition, examining the meaning of address forms across languages)

Alison Henehan – **Communications** (PhD student in Applied Linguistics focusing on pre-service teachers' cognitions of multilingualism in the Netherlands and Australia)

Mahdi Mowlaei – **Communications** (PhD student in Linguistic Diversity, investigating digital discourses around migration and the semiotic repertoire of knowledge migrants)

Conference Programme Tabu Dag 2026

Thursday, 11 June 2026

8:30 – 9:30	[Academy Building, Entrance hall] CONFERENCE REGISTRATION	
9:30 – 9:40	[Academy Building, Offerhauszaal] WELCOME BY CLCG Director: Prof. dr. Petra Hendriks	
9:40 – 10:40	[Academy Building, Offerhauszaal] Keynote by Bernadette O'Rourke The New Speaker Phenomenon (Chair: Merijn Benning)	
10:40 – 11:00	[Academy building, Bruinszaal] BREAK (20 min) Coffee, tea	
11:00 – 12:00	[Academy Building, Zernikezaal] Parallel session 1 (Chair: Merijn Benning)	[Academy Building, Van der Leeuwzaal] Parallel session 2 (Chair: Mike Huiskes)
	Lineke Adema, Alexander Martin, Remco Knooihuizen <i>The perception of an overlooked merger: the case of hok and bok in the Northern Netherlands</i>	Athanasios Stoidis <i>Towards a CLMA Competency Model for Business Higher Education: An Initial Project Presentation</i>
	Carla Arnold <i>Cross-linguistic influence and language switching: Investigating Afrikaans and English word production in Afrikaans-English-Dutch trilinguals and Afrikaans-English bilinguals</i>	Sonia Balaban, Ninke Stukker <i>How Value Is Constructed for Companies Through Narrative Discourse Strategies by CEOs and Entrepreneurs</i>
		Tom Kraeft <i>Adjacency Pairs and Conditional Relevance: The Sequential Organization of Embodied Conduct in Non-verbal Negotiations</i>
12:00 – 13:00	[Academy building, Bruinszaal] LUNCH BREAK (60 min)	
13:00 – 14:00	[Academy Building, Offerhauszaal] Keynote by Francesca di Garbo The dynamics of human linguistic diversity: developments and challenges (Chair: Francesca Padovani)	

14:05 – 14:40	[Academy Building, Offerhauszaal] Workshop: Thesis design & lay-out by Gildeprint (Chair: Merijn Benning)	
14:40 – 15:00	[Academy building, Bruinszaal] BREAK (20 min) Coffee, tea	
15:00 – 16:40	[Academy Building, Zernikezaal] Parallel session 3 (Chair: Francesca Padovani)	[Academy Building, Van der Leeuwzaal] Parallel session 4 (Chair: Yizhuo Zhang)
	Pouran Seifi, Marit Westergaard, Natalia Mitrofanova (online) Selective cross-linguistic influence in L3 sentence processing: Eye- tracking and grammaticality judgment evidence from Turkish–Norwegian heritage speakers	Elba Benito Fernandez <i>Quoting the mind: How Spanish speakers store and vary their quotative constructions</i>
	Kyo Gerrits, Ana Guerberof Arenas, Rik van Noord <i>MT, PE, Burning Bright? Reception of MT-mediated texts across languages and genres</i>	Xiaoyue (Cecilia) Chen, Scott Barnes <i>Exploring manifold asymmetry in interaction-focused intervention for aphasia</i>
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	Nora de Beer, Jildou Kooke, Suzanne Dekker <i>Translanguaging and Attitudes in Vocational Classrooms in a Minority Context</i>	Stella Gryllia, Amalia Arvaniti <i>Individual traits in spontaneous speech intonation</i>
		Annuncy Vinoliya D <i>Childhood Apraxia of Speech as a Language Disorder: A Neurolinguistic Overview</i>
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11:30 – 12:30	[Academy Building, Zernikezaal] Parallel session 7 (Chair: Merijn Benning)	[Academy Building, Van der Leeuwzaal] Parallel session 8 (Chair: Marjolein Talsma)
	Weronika Polakowska <i>Attitudes towards accent variation in word-final nasal vowels in Polish</i>	Jakub Dotlacil <i>Gaps in verb clustering as a constraint on parsing</i>
	Lourens Visser <i>Ic banne kerecfrethe, stiurcfrethe, and tzerkfrede: The Frisian palatalisation and assibilation of *k re-examined</i>	Shumaila Ahmad <i>Argument Structure Asymmetries in Near-Synonym Verbs: A Constructional Analysis of Lexical Encoding</i>
	Sofia Axioti <i>Palatalization absorption in Standard and Peloponnese Greek: an interplay of morphology and phonology</i>	Iarina Albu, Elba Benito Fernández, Laia Colina Fortuny <i>Don't take it personally: The grammaticalization of 'you' in Catalan, Romanian, and Spanish</i>
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14:20 – 15:20	[Academy Building, Offerhauszaal] Keynote by Marina Cantarutti Practical Participant Problems and Multimodal Practices for the Coordination of Action in Interaction	

	(Chair: Marjolein Talsma)
15:30 – 16:30	<p style="text-align: center;">[Harmony Building, Marie Lokezaal]</p> <p style="text-align: center;">POSTER SESSION B</p> <p style="text-align: center;">Does Teacher Matching Matter for Warm Starts in On-Policy Distillation? Shaozhen Shi, Huiyuan Lai, Yevgen Matuevych, Malvina Nissim</p> <p style="text-align: center;">Collaboration in practice: fostering exchange and development through a multilingual educational RPP Martine Jansen, Suzanne Dekker</p> <p style="text-align: center;">Multimodal Pragmatics of Battle Rap: Constructing Interactional Authority in U.S. and Levant Freestyle Battles Dima Alkhateeb</p> <p style="text-align: center;">Merger or contrast: the distinction between /ɔ/ and /o/ in Paris and Marseille Eva van Kampen, Heather Burnett, Remco Knooihuizen, Alexander Martin</p> <p style="text-align: center;">A Syntactic Annotation Toolkit for Child–Adult InTeractions (CAIT) Francesca Padovani, Xiulin Yang, Bastian Bunzeck, Jaap Jumelet, Yevgen Matushevych, Nathan Schneider, Arianna Bisazza</p> <p style="text-align: center;">The position of new speakers of Low Saxon in the Netherlands: A qualitative study Hedwig Sekeres, Mariska van der Velde, Remco Knooihuizen, Martijn Wieling</p> <p style="text-align: center;">Habituality and Typological Distance in Code-Switching Comprehension Jiayan Li, Ahmed Zad, Joanne Ho Yan Chan, Irina Sekerina</p> <p style="text-align: center;">Switche, Harkje, Prate: Language identity, bilingual speech, and vitality in an A.I.-mediated future Dylan Rose, Matt Coler, Hans Van de Velde</p> <p style="text-align: center;">Accent Credibility in Academic Context Táňa Beluská</p> <p style="text-align: center;">The effect of divided attention on disfluency in restricted and unrestricted time courses of speech planning Bram De Keersmaecker, Robert J. Hartsuiker, Aurélie Pistono</p> <p style="text-align: center;">The effect of executive functions on the ability to adapt speech across age Lora Dimitrova, Katharina M. Polsterer, Stefanie Keulen, Defne Abur</p> <p style="text-align: center;">Syntactically Structured Preoperative Narrative Pauses and Their Lesion Correlates in Postoperative Speech Impairment in Children with Posterior Fossa Tumors Jiayan Li, Rida Ahmed, Jonathan Kjær Grønþæk, Ditte Boeg Thomsen, René Mathiasen, Christine Dahl, Barry Pizer, Colin Thorbinson, Kristian Aquilina, Vânia de Aguiar</p> <p style="text-align: center;">Object Doubling in Snaei-Kurdish: Prominence & Alignment Joeri Vinke, Nastaran Divani</p>
16:30 - 18.00	<p>[Harmony Building, Weberfoyer]</p> <p>CLOSING DRINKS</p>

Posters 1 to 15 will be on display during the Thursday session (June 11); Posters 16 to 28 will be presented during the Friday session (June 12).

For detailed information about each poster, please visit the official conference website:
<https://www.tabudag.nl/posters.php>

Let's keep the conversation going!

Tag us in your posts with your reflections, questions, or favorite moments of the conference:
#TABUDag2026

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TABU Dag would not be possible without the support of our dedicated sponsors. We are grateful to the following organizations for making this event a reality:

- **Center for Language and Cognition Groningen (CLCG)** – Our home base and ongoing academic partner.
- **BCN, Fryske Akademy, Instituut voor de Nederlandse Taal, VIOT, Globaltextware, Gildeprint, Anéla, AVT, GUF and LOT** – Our supporters whose contributions have facilitated this year's conference and previous editions.

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Keynotes

Keynote session 1

The New Speaker Phenomenon

Professor Dr. Bernadette O'Rourke - University of Glasgow

Abstract

While it is often accepted that globalization can be a factor in the dissolution and extinction of minority languages, this complex process does not result solely in language loss. Languages and linguistic varieties are often taken up and used by new speakers, for new purposes and in new spaces, initiating what I refer to here as a process of language gain. In this talk I will trace the early development of the new speaker phenomenon, particularly in the context of European minoritized languages, where we have seen a growing interest amongst researchers, practitioners, and policy makers over the past decade. As I will show, the term has not however been restricted to Europe's historically minoritized languages but has also included multilingual citizens more broadly in the context of migration and transnational working, who "engage in languages other than their 'native' or 'national' language(s) [. . .] and find themselves crossing existing social boundaries, re-evaluating their own levels of linguistic competence and having to creatively (re)structure their social practices to adapt to new and overlapping linguistic spaces" (O'Rourke et al. 2019: 10). Drawing on this broader definition, I will examine the potential of the term not simply to define a category of speaker but as a theoretical lens through which new speakerness can be used to interrogate three inter-related assumptions which have for long shaped the field of linguistics and related strands. These include (1) languages as bounded, discrete, and named entities; (2) territorialized notions of language within bounded communities of place; (3) the native speaker ideology. While making a case for the merits of the new speaker concept and new speakerness, I would also like to explore a number of challenges and dilemmas presented by these notions which I believe also require critical engagement. As I will show, these dilemmas can be very visible for scholars in the fields of minority language sociolinguistics and language revitalization studies, who often work closely with language advocates and policy makers to bring about positive change. I will reflect on how some of the critical thinking in which we as researchers engage around language, territory and nativeness, can sometimes be at odds with the social realities of speakers and communities on the ground, who may resist newer understandings of what a language is and what it means to be a speaker.

Bio

Bernadette O'Rourke is Professor of Sociolinguistics and Hispanic Studies in the School of Modern Languages and Cultures at the University of Glasgow. Her research sits within the broad area of sociolinguistics and the sociology of language and focuses on the political and social meanings of language and their influence on society. She is particularly interested in the dynamics of multilingual societies and language revitalization. She has examined these dynamics across a range of fieldwork sites and language contexts including Galician (northern Spain), Irish, Scottish Gaelic and Faroese. She was Chair of the EU COST Action IS1306 entitled *New Speakers in a Multilingual Europe: Opportunities and Challenges* (2013 – 2017). Co-authored publications include *New Speakers of Irish in the Global Context: New revival?* (Routledge 2020) and the *Palgrave Handbook of Minority Languages and Communities* (Palgrave 2019). She is Co-I on the Horizon

Europe MultiLX project and leads the Work Package on Linguaging in Europe. She also leads interdisciplinary collaborations which bring together language-based researchers, urban analysts, engineers and software developers to explore the geospatial dynamics of urban multilingualism and the integration of AI and geospatial technologies to support this.

Keynote session 2

The dynamics of human linguistic diversity: developments and challenges

Dr. Francesca di Garbo - Aix-Marseille University

Abstract

Over the past decades, the focus of Linguistic Typology, the comparative study of linguistic diversity, has shifted from attempting to establish what constitutes a possible human language to unraveling the factors that may help explain the distribution of linguistic features in space and time. By now, it is known that these explanatory factors lie at the intersection between general human cognitive abilities, learning and transmission biases, population history, and the broader ecology of speech communities. Yet a full grasp of the interplay between these grounding features of linguistic diversity is hard to achieve, both when working on individual languages and when comparing languages with one another.

Recent typological investigations have sought to understand the dynamics of linguistic variation by focusing on how languages change in contact situations, adapting (or not) to the broader contexts in which they are learned, used and transmitted. In this talk, I present two such studies, focusing on nominal morphosyntax and, more specifically, on number marking and grammatical gender marking. I illustrate contact-induced convergences and divergences in these domains based on a world-wide sample of contact scenarios, for number systems, and a sample of genealogically related languages (the Bantu languages of sub-Saharan Africa) for grammatical gender.

After discussing the challenges and advantages of researching language contact phenomena to gain insight into the general mechanisms behind human linguistic diversity, I conclude with a roadmap for the future of research on linguistic variation. This roadmap integrates large-scale comparative crosslinguistic research, in-depth studies of variability within speech communities, laboratory experiments and computational modelling. Together, these approaches promise to significantly deepen our understanding of human linguistic behavior, both at the individual and the community level.

Bio

Francesca Di Garbo (PhD in General Linguistics, Stockholm University 2014) is an Associate Professor at Aix-Marseille University and the Laboratoire Parole et Langage. She is a language typologist, investigating the distribution of linguistic diversity in space and time. Her research seeks to understand the synchronic distribution and evolutionary dynamics of morphosyntactic structures of the world's languages in light of the interplay between general human cognitive abilities and processes of cultural evolution. Francesca specializes in morphosyntactic typology, nominal classification systems, number systems, Bantu languages, and the comparative study of contact-induced language change. At the Department of Language Sciences at Aix-Marseille University, she teaches undergraduate and graduate level courses in morphosyntax, language

typology, research methods, and epistemology of linguistic research. She is the Director of the Master Program in the Language Sciences.

Keynote session 3

Early Neural Signatures of Language and Learning Impairment: Long-Term Developmental Trajectories and Impact of Early Training

Dr. Chiara Cantiani - IRCCS E. Medea

Abstract

In this presentation, I will report findings from a large Italian longitudinal study. Approximately 250 infants, with and without familial risk for language and learning impairment (defined as having a first-degree relative affected), were assessed between 6 and 12 months of age using a range of electrophysiological paradigms tapping auditory processing skills (Cantiani et al., 2016) and neural entrainment to speech and non-speech stimuli (Cantiani et al., 2022).

As part of the longitudinal design, participants underwent language assessments at 20, 24, and 36 months of age; a comprehensive neuropsychological evaluation (including pre-reading skills) at 4.5 and 5.5 years; and standardized measures of reading and writing at 8 years of age. A subgroup of typically developing infants ($n = 30$) also participated, between 7 and 9 months of age, in an early rhythmic training program involving exposure to and active synchronization with complex musical rhythms (Dondena et al., 2021).

The main findings of the study include: (1) the characterization of typical and atypical electrophysiological patterns and the identification of early risk markers for language and learning impairment; (2) the delineation of typical and atypical developmental trajectories, as well as the associations between early electrophysiological patterns and concurrent and later language and neuropsychological outcomes; and (3) a preliminary evaluation of the impact of early rhythmic training on electrophysiological patterns and early language skills.

These findings provide important theoretical insights into the mechanisms underlying typical and atypical language development and have potential clinical implications for the design of more targeted and effective early interventions.

Bio

Chiara Cantiani is a psychologist and researcher at the Child Psychopathology Unit of the IRCCS E. Medea – Associazione La Nostra Famiglia (Italy).

She obtained her PhD in *Experimental Psychology, Linguistics, and Cognitive Neuroscience* in 2011 at the University of Milano-Bicocca, under the supervision of Prof. Maria Teresa Guasti and Dr. Maria Luisa Lorusso. Her dissertation focused on ERP correlates of morphosyntactic processing in developmental dyslexia.

Following research experiences at the Max Planck Institute (Leipzig, Germany) and Rutgers University (New Jersey, USA), she is currently the principal scientist at the “BABYLAB” of IRCCS E. Medea, leading a decade-long project investigating very early neurocognitive markers of language

and learning disorders. The project aims to identify early neural markers that can predict language and learning difficulties, ultimately guiding the development of timely and effective interventions.

Keynote session 4

Practical Participant Problems and Multimodal Practices for the Coordination of Action in Interaction

Dr. Marina Cantarutti - University of York

Abstract

Talk-in-interaction is a coordinated achievement (Goodwin, 1981) between separate individuals who, in their singularity, are more often than not successfully seen to manage, concurrently, a number of generic practical problems (Schegloff, 2006). These “problems” include turn-taking and sequence organisation, the constant maintenance or repair of intersubjective understanding, the management of epistemic territories (Heritage, 2012) and (dis)alignment and (dis)affiliation (e.g. Stivers, 2008). These routine practical problems impact greatly on the local design of turns and sequences, which always unfold in real time and impose conditional restrictions on the timing and form of responses.

This is especially the case with collaborative turn practices (Lerner, 2002) where participants may associate through turn-sharing, temporarily building a collectivity (Lerner, 1993; Cantarutti, 2020). Such practices include choral productions (Lerner, 2002; Pfänder & Couper-Kuhlen, 2019), anticipatory completions (e.g. Lerner, 1996; Calabria, 2026), co-animation (Cantarutti, 2020, 2021, 2022; cfr. co-enactments, Andries, 2025), and joint laughter (Ogden, Cantarutti, & Trouvain, 2025). In these moments of association, interactional “success” -as confirmed endogenously by participants’ subsequent behaviour- relies on the possibility of *projection* of both linguistic and interactional trajectories, and of a timely entry into the interactional space and turn-transition for *coordination* purposes.

This presentation will provide an overview of recent Multimodal Interactional Linguistic and Conversation Analytic research on collaborative productions and joint laughter. It will articulate the practical problems that participants manage *before, during, and just after* these moments of coordination, that is, how they enter, maintain, and exit those moments of association. The talk will focus on both the structures and multimodal resources that enable these collaborative productions. It will showcase the role of phonetic detail, gesture, interactional semantics and syntax in the local creation of structures that enable projectability and entrainment (Ogden & Hawkins, 2015). It will also zoom in on participants’ orientation to the design of prior turns through recycling, continuing, upgrading and/or downgrading these multimodal linguistic features (e.g. Szczepek Reed, 2006; Ogden, 2006; Afshari Saleh, 2022). The presentation will provide empirical evidence collected from data in English and Spanish from interactional video- and audio-recorded corpora of everyday natural interaction between friends, co-workers, and family members.

Bio

Marina (she/her) is a Research and Innovation Associate on the AHRC-DFG funded project “Breathing behaviour and non-lexical vocalisations in talk-in-interaction” at the University of York. Marina is a multimodal and interactional linguist who combines the qualitative methods of

Conversation Analysis, the Phonetics of Talk-in-Interaction and Gesture Studies and conducts empirical video studies to research different social practices in interaction, including collaborative productions and co-animation, laughter, self-deprecation, and gossip.

Marina has been a lecturer in (Applied) Linguistics at York and Liverpool, a postdoctoral researcher and PhD supervisor at the Open University in the UK, and for over a decade also a teaching fellow in Applied Phonetics and Discourse Analysis for English Language Teaching at several HE institutions in Buenos Aires, Argentina.

Workshops

Workshop 1

Thesis Design and Layout

By Gildeprint

During this hands-on workshop, Gildeprint will guide you through the entire thesis printing process. You'll receive a step-by-step explanation of essential topics such as layout requirements, submitting print-ready files, material choices, and the production timeline.

Gildeprint shares practical examples, templates, and technical specifications such as bleed, margins, paper types, and binding options. Whether you're just starting to plan your thesis or are in the final stages, this workshop will give you the knowledge and tools to make informed decisions.

Workshop 2

Funding for Junior Researchers

By Funding Officer RUG

We will share tips and tricks for how to find research funding and build your academic career. We will discuss what actions you can take to find PhD, postdoc or other funding opportunities as well as how to approach these. Lastly, we will also share our best grant writing tips.

Parallel Sessions

Parallel session 1

The perception of an overlooked merger: the case of hok and bök in the Northern Netherlands

Lineke Adema, Alexander Martin, Remco Knooihuizen

University of Groningen

Abstract

Dutch used to distinguish between two short mid-back vowels: /ɔ/ as in hok 'cage' and /o/ as in bök 'male goat'. However, the distinction between both sounds had disappeared for most speakers already in the 20th century. Over the years, various studies have mentioned this shift (van Dantzig, 1940; van Loey, 1970; Gilbers & Koster, 2024). However, this development has largely proceeded without much explicit attention, and metalinguistic commentary on the phenomenon is scarce. Some scholars still report a distinction between the two sounds, especially in the northern and eastern regions of the Netherlands (Grune, 2022).

A previous stage of the present project investigated the production of these vowels in bilingual speakers of Gronings and Frisian (Prins & Knooihuizen, 2026). They found that roughly a third of participants still produced a reliable acoustic distinction between hok- and bök-sounds (following the methodology of Stanley & Sneller, 2023). Participants who were older, male, and grew up with Frisian or Gronings as their home language were more likely to maintain an acoustic distinction.

The current project investigates the flipside of the coin: perception. This will be

done using an online ABX discrimination task (following the methodology of Weng et al., 2023). In the task, participants will be presented with three auditory stimuli: A, B, which differ in the target vowels /ɔ/ and /o/, and X. They have to decide whether X matches A or B; response patterns will reveal whether the participants can reliably distinguish /ɔ/ from /o/. The stimuli are taken from the data collected during the production study. The results will be interpreted in relation to the participants' identity characteristics, such as age, regional background, and gender. With this experiment, we aim to determine whether this relatively unnoticed shift means that (some) speakers are actually producing a distinction they do not reliably perceive.

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Cross-linguistic influence and language switching: Investigating Afrikaans and English word production in Afrikaans-English-Dutch trilinguals and Afrikaans-English bilinguals

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Abstract

While word production in bilingual and cross-linguistic contexts has received much attention over the past decades (Green, 1998; Dijkstra et al., 2019), no framework has been able to fully capture the complexity of multilingual processing (see de Bot, 2024; Kroll et al., 2023) including the influences of proficiency, language context, and cross-linguistic similarity (Bailey et al., 2024). By investigating the processing of

cognates, words that share orthographic and semantic representation across languages, we can gain deeper insights in cross-linguistic influence. Cognates are often processed faster and more accurately than noncognates, inducing the so-called cognate facilitation effect (CFE; Otwinowska, 2024). Adding to this, language-switching paradigms show that restrictive contexts negatively impact language production as opposed to more fluid, switch-friendly contexts (Broersma et al., 2016).

The present study integrates these approaches in a forced-switching picture naming task to examine cross-linguistic similarity effects in a dynamic language environment. Twenty-one Afrikaans–English bilinguals with Dutch as a third language (L3) completed an Afrikaans–English switching task involving cognate and noncognate items. Testing initially took place in the Netherlands, with variable L3 Dutch proficiency across participants. It was expected that participants would show a robust CFE and increased costs on switch compared to non-switch trials. Preliminary results revealed a CFE in reaction times modulated by relative language proficiency. Higher self-rated L1 proficiency was associated with slower naming overall, whereas higher L2 proficiency facilitated faster responses. Critically, error analyses revealed that most errors occurred when switching into the dominant L1, with 66% of all errors produced when naming in the L1. These findings suggest interference rather than facilitation during Afrikaans naming, plausibly due to overlap with Dutch L3 knowledge (Gooskens & van Bezooijen, 2006). Ongoing data collection with Afrikaans–English bilinguals with no knowledge of Dutch will further test this interpretation.

Keywords: multilingualism, cross-linguistic influence, language typology, L3 acquisition

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Parallel session 2

Towards a CLMA Competency Model for Business Higher Education: An Initial Project Presentation

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Abstract

In business higher education, students must interpret and produce language and multimodal communication that shape professional identities, organisational values, and social realities. This makes Critical Language and Multimodal Awareness (CLMA) an important educational goal. Yet CLMA remains difficult to define in ways that are teachable, assessable, and developmentally structured. This challenge is especially relevant in business education, where language and multimodal awareness needs to extend beyond technical communication skills toward critical and reflective engagement with discourse and professional practice (Darics, 2019).

Against this background, the present study is situated within the wider CLAMAC project (<https://responsus.org/clamac/>) and focuses on the measurement and validation of

CLMA in business higher education. This presentation introduces the initial direction of an ongoing PhD project that aims to develop a CLMA competency model with interpretable levels and descriptors, alongside a future assessment approach that can capture students' development over time. In its first phase, the project concentrates on an integrative literature review, the conceptual drafting of a descriptor-based model, and the exploration of how this model can later be linked to observable evidence in educational settings.

The presentation outlines the project rationale, the conceptual challenges involved in translating CLMA into a developmental framework, and the methodological direction informed by Evidence-Centered Design. ECD is particularly relevant because it begins with defining the target proficiency, then specifies what counts as evidence, and finally supports the design of tasks that can elicit that evidence in a valid and interpretable way (Mislevy et al., 2003; Arieli-Attali et al., 2019). The presentation will also discuss how the model is being shaped for business higher education by focusing on students' ability to notice, interpret, critically analyse, and ethically redesign language and multimodal communication. Rather than presenting results, the session opens discussion on how CLMA can be conceptualised as a higher-education competency and how such a model might support future teaching and assessment practices.

Keywords

CLMA; business higher education; competency model; multimodality; assessment

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How Value Is Constructed for Companies Through Narrative Discourse Strategies by CEOs and Entrepreneurs

Sonia Balaban, Ninke Stukker

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Abstract

Storytelling plays an important role in leadership and corporate communication allowing leaders to give meaning to crises, organizational changes, and corporate value (Boje, 1991; Felix et al., 2023; Gabriel, 2000; Van De Mieroop et al., 2021). This practice is essential especially today, as organizations face uncertainty, reputational pressures, and a growing demand to prove their societal worth beyond just financial success (Andersson, 2025). Therefore, leaders can use storytelling to clarify their decisions, defend new strategic plans, and build necessary stakeholder support (Brown et al., 2009).

While previous studies have explored storytelling among entrepreneurs and CEOs, they generally treat these two groups as entirely separate research areas (Borghoff, 2018).

This study bridges that gap by comparing how entrepreneurs and corporate CEOs build crisis-to-opportunity narratives, and how they use them to create perceived value.

The study adopts a qualitative comparative discourse-analytic approach to examine how entrepreneurs and corporate CEOs construct crisis-to-opportunity stories in public TED Talks. Labov's (1972) and plot-oriented (cf. discussion in Porter Abbott, 2007) models of narrative structure are used as a supporting framework to identify the key stages of these stories, with particular focus on complicating action, evaluation, and coda). These stages are then analysed in terms of how the crisis is framed, how the speaker positions themselves, what message the story conveys, and how it contributes to positive perceptions of the organization.

This study hypothesizes that both entrepreneurs and CEOs use crisis-to-opportunity narratives, but in different ways. Entrepreneurs tend to emphasize personal agency, innovation, and future possibility, whereas CEOs are more likely to stress institutional responsibility, trust, and continuity. Overall, the study contributes to understanding how leadership roles shape story design and how storytelling functions as a strategic resource in corporate communication.

Keywords: discourse, storytelling, narrative strategies, entrepreneur, CEO, perceived

value, leadership, corporate communication

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Adjacency Pairs and Conditional Relevance: The Sequential Organization of Embodied Conduct in Non-verbal Negotiations

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Abstract

Conversation Analysis (CA) has traditionally largely explored human interaction with a primary focus on the use of language. More recently, CA has undergone a shift towards multimodality, further acknowledging the importance of embodied interactional resources such as gaze, gestures, facial expressions, or the positioning of the body. This presentation aims to contribute to this development by showing how embodied conduct can serve as an independent and sufficient medium for social action. Focusing on video recordings of chess players that negotiate draws at professional tournaments, it offers a systematic analysis of

how abstract and complex interactional goals can be achieved non-verbally while maintaining intersubjectivity. Hereby, the presentation explores the various steps involved in draw offers and outlines how players achieve mutual orientation and a range of social actions such as offering, accepting and evaluating solely through embodied means. A specific focus lays on the sequential organization of embodied actions: the data provides evidence that fundamental concepts of CA - such as adjacency pairs and conditional relevance - also apply to non-verbal sequences. For instance, it is shown how a Palm-Up-Open-Hand (PUOH) gesture can interactionally be treated as an offer, making a silent nod a type-fitting, accepting response. In addition, strikingly, a case is displayed in which interactants even prioritize embodied conduct over verbal content when completing an activity. As such, the presentation invites an increased awareness of multimodal resources when studying social interaction and further develops insights into their sequential organization.

References

Parallel session 3

Selective cross-linguistic influence in L3 sentence processing: Eye-tracking and grammaticality judgment evidence from Turkish–Norwegian heritage speakers

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Abstract

This study investigates how cross-linguistic influence (CLI) can be detected in real-time sentence processing in a third language (L3) and how its source and effects depend on structural overlap between previously acquired languages. It asks (i) whether CLI affects incremental sentence processing, (ii) whether it originates from the heritage language (Turkish), the societal language (Norwegian), or both, and (iii) whether its effects vary across grammatical properties.

Eighty-four children (aged 9–13) participated: Turkish monolinguals (Tur), Turkish–

Norwegian heritage bilinguals (HT), and Norwegian monolinguals (NO). Participants completed an eye-tracking reading experiment combined with a grammaticality judgment task (GJT), with the combination of judgment accuracy and Signal Detection Theory analyses, targeting four morphosyntactic properties, adverb placement (AP), topicalization (TOP), definite articles (DA), and quantifier–noun agreement (QN), each presented in grammatical and ungrammatical versions.

Eye-tracking results show that CLI modulates incremental sentence processing in a property-specific manner. AP violations triggered early disruption (first fixation duration, gaze duration) and later integration costs (regression path duration, total reading time), consistent with shallow parsing and cue-based competition accounts [1,2]. TOP violations showed limited early effects but increased later processing costs, in line with interface-based accounts [3]. DA and QN violations elicited early sensitivity with minimal downstream effects, consistent with prediction-based processing [4]. In the GJT, heritage speakers were less accurate than monolinguals for AP and TOP but performed more target-like for DA and QN. Signal Detection Theory analyses indicate that these differences reflect both reduced sensitivity and a more liberal response bias, showing the contribution of representational and decision-level factors.

Crucially, the source and direction of CLI shift across properties as a function of structural overlap, producing facilitation or interference. This pattern aligns with property-based transfer models such as the Linguistic Proximity Model [6]. Overall, findings show that CLI in L3 sentence processing is selective, property-specific, and dynamically shaped by prior languages, providing a detailed empirical benchmark for models of multilingual comprehension.

Keywords: cross-linguistic influence (CLI), L3 sentence processing, eye-tracking, grammaticality judgment, heritage bilingualism, structural overlap

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MT, PE, Burning Bright? Reception of MT-mediated texts across languages and genres

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Abstract

Who has never used machine translation (MT)? For that website in an unknown language, online reviews, or a menu abroad? MT has become part of our lives, and publishing companies are now implementing it even for literary translations. However, we still know little about its impact on readers, especially for literary texts: how does it affect one's experience of reading?

My research focuses on the reception of literary MT-mediated texts, examining the effect of creativity across technology. How does direct or post-edited MT influence reader experiences compared to professional translations? How is creativity manifested across these texts, and does its effect change for readers?

Our previous pilot analysed reader reception of an English-to-Dutch literary sci-fi story and found that readers experience lower engagement and immersion with MT and post-editing (PE) compared to human translation (HT), particularly in creative and style-heavy segments (Gerrits & Guerberof-Arenas, 2025). Our current study builds on these findings and explores how readers engage with MT-mediated texts across language combinations and genres. Previous research shows that MT quality differs significantly by language pair (Jiao et al., 2023; Hendy et al., 2023), and it has been hypothesised that genre matters too: action-driven genre fiction may be less affected by MT than 'high' literature, which relies more on stylistic nuance (Guerberof-Arenas & Toral, 2022). We use four language combinations (Russian and English as source languages, Dutch and Catalan as target languages) across three genres: poems, literary short stories, and thrillers. In an online

survey, participants are presented with all three translations of a text and select which they prefer and why.

By examining reader engagement across technologies, languages and genres, this study offers new insights into an underexplored area, with valuable insights helping to assess if, where and how MT can be implemented and where improvements are still needed.

Keywords: machine translation, reader reception, creativity, LLMs, post-editing, online survey

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Processing Temporarily Ambiguous PPs in Dutch: Evidence from Self-Paced Reading

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Abstract

This study investigates the offline and online interpretation of temporarily ambiguous sentences such as *Sam laadde de dozen op de kar in de bestelwagen* ('Sam loaded the boxes on the cart onto the van') (Shoghi et al., 2022; 2025). Upon encountering the PP *op de kar* ('on the cart'), the parser faces a choice between VP-attachment and NP-attachment. The Garden-path Model proposes that initial parsing relies primarily on syntactic principles and favors VP-attachment (Ferreira & Clifton, 1986), whereas the Referential Theory claims that contextual information can supersede syntactic preferences, making NP-attachment readily available (Crain & Steedman, 1985). The two accounts make different predictions for the resolution of PP ambiguities. In particular, the Garden Path theory predicts that NP attachment results from re-analysis, whereas the

Referential Theory claims that NP attachment is the first interpretation entertained by the parser when contextual information is available.

An experiment was conducted using a self-paced reading task combined with comprehension questions. Twenty-seven participants read sentences containing temporarily ambiguous PP-constructions in informative contexts (designed to favor NP-attachment) and uninformative contexts (designed to favor VP-attachment).

The results of the offline component of the experiment show that comprehension questions in the NP-attachment condition were answered less accurately [$t(26)=-4.88$, $p<.001$] than those in the VP-attachment condition. Online processing was investigated by comparing reading times in the disambiguating region (i.e., the PP in *de bestelwagen* ('onto the van')). The results show lower (log) reaction times for the VP-attachment condition ($M=-0.25$, $SD=0.44$) than for the NP-attachment condition ($M=0.01$, $SD=0.55$) [$t(26)=2.68$, $p=.04$].

Taken together, the results show that contextual information does not prevent the parser from initially adopting a VP-attachment interpretation in Dutch. These findings indicate that syntactic parsing preferences guide the processing of temporarily ambiguous PP constructions, in line with the Garden-path Model.

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Lexical alignment in the story continuation writing task: Insights from eye-tracking

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Abstract

Lexical alignment, the tendency to adopt an interlocutor's lexical choices, also occurs in learner-text interaction during story continuation writing tasks. In this integrated reading– writing task, learners read an incomplete text and extend it coherently, creating opportunities for linguistic alignment. Despite its pedagogical significance, alignment in L2 learner-text interaction, which may involve more conscious and strategic processes than in L1 conversation, remains underexplored. Another relevant concept is recursivity, defined as writers' repeated shifts between reading the source text and producing their own text. Although recursivity has been proposed to facilitate alignment in continuation tasks, little empirical research has been conducted.

This study investigates lexical alignment in continuation tasks and its relationship with visual attention, awareness and recursivity. Sixty-one Chinese EFL undergraduates completed a continuation task and a recall task. Four data sources were analyzed. Lexical alignment was operationalized as lemmatized n-gram overlap between participants' continuations and the source text. Aligned n-grams (2–6) were defined as areas of interest (AOIs), and fixation duration and fixation count within these AOIs served as indicators of attention. Participants' recall of aligned lexical items was used to measure alignment awareness. The source text and two paragraph prompts were also designated as AOIs, with fixation duration and visit count within these AOIs during writing used as indices of recursivity.

Results show that learners exhibited lexical alignment with the source text. Aligned n-grams received significantly longer fixation durations and higher fixation counts than non-aligned n-grams. Recall data suggest that alignment occurred both with and without conscious awareness. In addition, recursive behaviors selectively predicted lexical alignment. These findings are discussed in light of earlier work on continuation tasks and alignment in L2 writing.

Keywords: lexical alignment; recursivity; eye-tracking; continuation task

References

[Negotiating Teacher Agency in AI-Assisted EFL Writing Instruction](#)

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Abstract

The integration of AI in language education necessitates re-examining teachers' agency in technology-enhanced instruction. While existing research focuses on students' AI use, how teachers negotiate their agency in AI-assisted instruction and how critical AI literacy shapes this process remain under-explored. This gap is notable given AI's generative capabilities, challenging traditional writing pedagogies by reshaping teacher-technology roles.

Grounded in teacher agency (Priestley et al., 2015) and critical AI literacy (Long & Magerko, 2020; Wang & Wang, 2025) theories, this qualitative study addresses two research questions: 1) How do Chinese high school EFL teachers negotiate their agency in AI- assisted writing instruction? 2) How does their AI literacy inform their agentic practices?

Over four months, data were collected from teacher-AI chatlogs, teaching materials, classroom observations, and interviews with three teachers. Content analysis traced agentic decision-making across planning and implementation stages, while thematic analysis explored the role of AI literacy in pedagogical decision-making.

Findings identified three interrelated dimensions of teacher agency in AI-assisted writing instruction. First, teachers exhibited constructive agency by integrating their own pedagogical intentions and topic-related perspectives into their prompts. Second, they exercised critical agency by selectively incorporating AI outputs while upholding their professional judgment. Third, teachers demonstrated adaptive agency by strategically modifying AI-generated materials to align with curriculum standards and the students' needs. These dimensions correspond to Priestley et al.'s (2015) ecological model of teacher agency, reflecting how teachers draw on past experiences, make context-sensitive decisions, and project professional goals in their engagement with AI. Interview data further confirmed participants' sophisticated critical AI literacy, positioning themselves as mediators between AI and student learning. Moreover, results revealed a reciprocal relationship: teachers' AI literacy enables targeted agentic practices, while agentic engagement with AI refines their AI literacy. These findings offer actionable implications for developing teachers' AI literacy and enhancing AI-assisted writing education.

Keywords: teacher agency, critical AI literacy, artificial intelligence, writing instruction, EFL

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Parallel session 4

Quoting the mind: How Spanish speakers store and vary their quotative constructions

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Abstract

Quotative constructions, such as (1), have attracted considerable attention as a privileged site for examining grammar in use since they are variable, rapidly changing, and situated at a meeting point of morpho-syntax, phonology, and pragmatics [1, 2, 3]. This study presents

a corpus analysis of quotative constructions in Spanish from a cognitive grammar and usage-based perspective. While previous work on Spanish quotatives has examined only a limited number of introducers, and typically within a single variety, the present study takes a broader view. Using the VIOLIN Corpus¹, that contains over 50 interviews with speakers from 13 Spanish-speaking countries, we analyse approximately 1,700 manually annotated quotative instances.

(1) Me estaba regañando y yo en plan: ‘¡Para!’

“She was scolding me and I was like: ‘Stop!’”

By examining how different quotative introducers – such as *decir* ‘say’, *en plan* ‘like’, and *ser como* ‘be like’ – behave in naturally occurring speech, we can gain insight into how linguistic information is mentally stored and organized. A cognitive approach predicts that the more frequent a form is, the more grammaticalized it is and the more idiosyncratic its stored representation will be [4]. This is illustrated by *decir*, the most frequent quotative, which has been shown to display unique patterns that set it apart from other *verba dicendi* and from general tendencies of the language [3]. Crucially, the behaviour and degree of grammaticalization of some quotative introducers differ across varieties [3, 5], suggesting that grammatical information is stored not just idiosyncratically, but also in variety-specific ways. Our aim is therefore twofold, to examine the grammaticalization of different quotative markers across syntactic and distributional dimensions, and to examine the nature and extent of cross-varietal differences. Together, these lines of inquiry aim to contribute to a fuller picture of how grammatical knowledge is encoded in the mind.

Keywords: quotatives, language variation, Spanish, grammaticalization, usage-based

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Exploring manifold asymmetry in interaction-focused intervention for aphasia

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Abstract

Aphasia is a language disorder caused by acquired brain injury that impairs language processing. People with aphasia face challenges in communication that may be induced by the manifold asymmetries inherent to social interaction. Interaction-focused intervention for aphasia aims to address the consequences of aphasia (e.g., Barnes & Nickels, 2018). Speech pathologists provide this intervention, working with people with aphasia and their familiar conversation partners to adjust their communicative behaviours. However, the forms of institutional interaction and activities undertaken during this intervention create a tendency for asymmetry to manifest. Guided by Enfield (2011/2013)'s conceptual approach to asymmetry – encompassing enchrony, status, knowledge, and agency – this study employs conversation analysis to explore how these multiple elements of asymmetry manifest in the organisation of triadic conversations in interaction-focused intervention. Three dyads (i.e., three people with aphasia and their spouses) and a speech pathologist participated in this study and were video recorded during intervention sessions for an eight-week interaction-focused intervention program. Data analysis focused on “reflection” activities in this intervention, which included moments where participants reflected on their own and others' communicative behaviours. Conversation-analytic single episode analysis was used to analyse 35 topicalised sequences where conversation partners intervened in the response of a person with aphasia during “reflection” activities. I will present one example episode with analyses of three interactional phenomena: (i) non-minimal post-expansion of base sequence (Schegloff, 2007); (ii) eliciting response from the participant with aphasia; and (iii) speaking on behalf of the participant with aphasia. I will demonstrate

how different dimensions of asymmetry both shape and are shaped by these three interactional phenomena. Findings provide insight into social and interactional factors influencing the effectiveness of interaction-focused intervention for aphasia, and how identities of people with aphasia are socially and interactionally constructed.

Keywords: conversation analysis, social interaction, asymmetry, institutional interaction, healthcare communication

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3- to 7-year-olds' understanding of exhaustivity in French clefts

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Abstract

This study focuses on the L1 acquisition of French *c'est*-clefts (1), constructions in which an exhaustive implicature (“and no one/nothing else”) can be added to the truth-conditional meaning.

1) C'est le vélo qu'il a cassé.

'It's the bike that he broke.'

Exhaustivity acquisition has been widely studied in *wh*-questions (Schulz 2015), with implicit exhaustivity harder than explicit exhaustivity marked by particles such as 'only' (Schulz & Roeper 2011). However, clefts remain understudied (Yamakoshi et al. 2019; Tieu & Kriz 2017). Additionally, it has been shown that object clefts are harder to acquire than subject clefts (Lobo et al. 2019), but the effect of this asymmetry on exhaustivity comprehension is unknown.

We investigate which linguistic (subject/object; presence/absence of explicit

exhaustivity markers) and developmental factors (morphosyntactic ability; task-specific vocabulary; memory) predict children's comprehension of exhaustivity.

80 French-speaking participants (33-84 months, mean=60) watched videos depicting a child and three animals/objects, one or two involved in an event. The child asked a wh-question, and a puppet responded with a cleft (1) that was:

- (i) truth-conditionally incorrect, naming uninvolved referent(s),
- (ii) implicitly non-exhaustive, mentioning one of two involved referents, or
- (iii) explicitly non-exhaustive (que 'only').

Two analyses were conducted. First, focusing on the truth-conditional accuracy of children's responses, mixed-effect models reveal higher accuracy for subject than object clefts, and positive effects of morphosyntactic ability and task-specific vocabulary.

Second, for items requiring an exhaustive correction, responses were categorized along four levels ranging from truth-conditionally incorrect to fully exhaustive. Ordinal regression shows significant differences between levels, justifying their interpretation as a difficulty cline: providing an exhaustive answer poses a greater challenge than providing a truth-conditionally accurate one, and rejecting a non-exhaustive cleft is more difficult than accepting one. Morphosyntactic ability and task-specific vocabulary predict performance. Children performed better on explicit than implicit exhaustivity. Subject/object had no effect.

Keywords: L1 acquisition, comprehension, French, cleft sentences, exhaustivity

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[A link between complex words’ parsability and constructions’ productivity: A study on Dutch, nêhiyawewin and Mapudungun](#)

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Abstract

This study investigates the relationship between complex words’ parsability and overall morphological schemas’ productivity, within a Relational Morphology (RM) framework (Jackendoff & Audring, 2020). We survey whether the RM concept of “motivation” which we interpret as parsability (operationalised as collocational strength and structural coherence) relates to morphological productivity (Schneider 2020, Baayen 2009). We look at Mapudungun and Plains Cree for their morphological typology as polysynthetic languages, and Dutch as a more analytic language.

In Dutch we look at three affixal schemas: -baar, -lijk and be-X-en. For Plains Cree and Mapudungun, we include lexical affixes (-âskw- ‘wood/stick.like’), incorporated nouns (-âwaso- ‘child’) (Mazzoli et al. accepted) and serial verbs (-tukun ‘put’). For Dutch, data come from SketchEngine (nlTenTen20 Discussion subcorpus, 138 million tokens). For Plains Cree, we used a corpus of 240,000 tokens of both historical and contemporary sources. For Mapudungun, a corpus similar in size of spoken language (Duan et al. 2020). Corpus-based data have been complemented with native speakers’ coding for the three languages.

The findings for Dutch confirm the hypothesis that parsability is a predictor of morphological productivity (Naeem et al. in progress). The three Dutch constructions exhibit distinct profiles in terms of motivation, and parsability measures are associated with measures of productivity at the constructions’ level. Preliminary results on Plains Cree and Mapudungun show that measures of motivation say a lot about the different schemas’

parsability, but hapax-based measures fall short in assessing the constructions' productivity, due to the smaller size of the corpora available. Nonetheless, the connection between parsability and productivity seems confirmed. Proper insights into the schemas' productivity may require further tests. The findings support a relational view of morphology where productivity is not an intrinsic property of rules but an emergent feature motivated by the highly diversified structural patterns in the lexicon.

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The Gallo-Italic dialects of Sicily and the influence of Sicilian: a morphosyntactic analysis

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Abstract

The Gallo-Italic dialects of Sicily, which originated from medieval immigration from northern Italy, form a linguistic island within Sicily, surrounded by Sicilian varieties belonging to the Extreme Southern Italo-Romance group (Trovato 1998). The result of these migrations remains evident in these varieties, which, although considered endangered, are still spoken in the region today. Strikingly, they have remained highly conservative at the

phonetic/phonological level, while their morphosyntax has undergone significant changes (De Angelis 2023), an aspect that has received only limited scholarly attention.

This study aims to explore the extent to which six morphosyntactic features, chosen based on previous studies and considered typical of Sicilian, are present in the Gallo-Italic dialects of Sicily and to investigate whether the observed similarities can be attributed to changes caused by contact with Sicilian. The features examined are the periphrasis to have + preposition + infinitive, the periphrasis want + past participle, the almost exclusive use of the absolute past, the prepositional accusative, the adverbial use of adjectives, and noun reduplication to express spatial motion. The data were collected mainly through a questionnaire in which speakers were asked to translate sentences into their variety. To examine the role of language contact, a theoretical approach was adopted that focuses on the study of microvariation and, based on specific methodological guidelines, seeks to distinguish between internal developments and contact-induced changes (D'Alessandro et al., in press).

The findings support previous observations that these dialects closely resemble neighboring Sicilian varieties in their morphosyntax. This, however, cannot be taken as sufficient evidence to assert that contact-induced change has occurred. I will further discuss my hypotheses regarding whether these shared features are more likely the result of internal developments (potentially reinforced or accelerated by contact with Sicilian) or a direct outcome of language contact itself.

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Mapudungun Nemülkawe Project: Motivation and Needs of Indigenous Language Learners and Teachers

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Abstract

This paper presents the results of in-depth interviews conducted with students and teachers of Mapudungun to understand their experiences regarding language learning and the use of digital resources. The interviews were conducted within the framework of the Mapudungun Nemülkawe project, a collaboration between the grassroots language association Fiw-fiw ñi Dungun in Chile and a team from the University of Groningen, funded by the Dutch Research Council (NWO). This project integrated the creation of a digital platform for Mapudungun learning/teaching and the implementation of an A2/B1 course, essential elements to counter the endangered status of Mapudungun (Chávez & Vergara, 2023).

Interview data from 14 participants were analysed using ATLAS.ti. The coding was inductive, allowing themes to emerge from the participants' experiences in dialogue with the research questions:

1. What is the students'/teachers' motivation for learning Mapudungun?
2. What was the students'/teachers' experience in the A2/B1 course?
3. What was the students'/teachers' experience using the digital platform, and their perspectives towards the use of AI?

Preliminary results show that the motivation for learning/teaching is not coming from a recreational interest, but is connected to a life-long project with a deep community commitment. Students learn in order to teach, and teachers teach to be able to learn more. Both see this effort within the larger plan of supporting the revitalisation of Mapudungun. The perspective from the teachers breaks with a traditional approach, and positions the teacher as a perpetual learner who thrives on classroom interactions. These results are relevant to theories of language learning and motivation in Indigenous contexts. There is a need for adult-focused empirical studies understanding how language learning and teaching work for these communities, at the underdeveloped intersection between language revitalisation and applied linguistics (Daniels & Sterzuk 2022; McIvor 2015, 2020).

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Translanguaging and Attitudes in Vocational Classrooms in a Minority Context

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Abstract

Although attitudes towards linguistic diversity and instructional practices in education have been widely studied, the vocational classroom setting in a minority context is underrepresented in the field. This creates a gap between students' multilingual repertoires and the language practices adopted in these schools. To mitigate this gap, translanguaging is proposed as a way of using learners' full linguistic repertoires as pedagogical resources, yet students' own perspectives on such practices remain understudied (García & Lin, 2017; Haukås et al., 2024).

Therefore, the current study investigates vocational students' attitudes towards translanguaging in the classroom within the Netherlands. This project uses a mixed-methods (Kircher & Zipp, 2022) within-subject design in order to combine measurable indicators of attitudes with students' qualitative reflections on their experiences. First, students completed a questionnaire, based on research by Fang and Liu (2020), measuring explicit attitudes towards translanguaging. The questionnaire was split into three aspects: attitudes towards teacher use of translanguaging, attitudes towards student use of translanguaging, and general attitudes towards translanguaging. They then participated in two comparable lessons, one monolingual and one multilingual, with the latter encouraging the use of languages other than the school language, after which some of the participants were asked to take part in a stimulated recall interview.

This research examines the explicit attitudes towards translanguaging held by vocational students in minority language contexts. This was done through quantitative analysis of the explicit attitudes elicited by the questionnaire and supplemented with the stimulated recall interviews. The qualitative data formed part of an ongoing thematic analysis (Braun & Clarke, 2006) to identify patterns in students' experience, framing, attitudes, and participation (Byrne,

2022), from which several preliminary findings emerged. With this, we attempted to go beyond abstract translanguaging attitudes and analyse how they relate to classroom experience and participation.

Keywords: translanguaging; vocational education; multilingualism; attitudes; language contexts

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Parallel session 6

Acoustic filtering to best approximate self-voice perception

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Abstract

During speech production, humans perceive their own voice from sound that is transmitted to the cochlea via two different pathways: air conduction (AC) and bone conduction (BC)^{1,2}. This renders the perception of self-speech different from the perception of external voices and other sounds that are conducted only through air. Specifically, BC is assumed to filter out higher frequencies inducing the impression of a lower voice³ and hence the common experience of one’s voice sounding unfamiliar on a recording^{3,4}.

Despite the distinct role BC has in self-speech perception, most research in the field has been done solely taking into account the AC component. However, some studies have used acoustic filters to simulate the combination of the AC and BC components in self-speech^{5–9}. Most participants in these studies found the filtered version of their voice to sound most like themselves^{5–9}.

The current study consists of two parts. First, five different filters from previous work will be used to simulate the AC and BC combination to determine which filter best approximates self-speech perception. Second, the acoustic filter that is most preferred in the first experiment will be used in an acuity task (where participants have to discriminate changes to the sound of their own speech). We will test the hypothesis that self-speech acuity is improved when self-speech stimuli sound more like the participants' voices sound to themselves. We have started piloting already and plan to present findings in 15 participants at TABU Dag.

To our knowledge, this will be the first study to examine if acoustic filtering of self-speech stimuli can be used to enhance the ecological validity of self-speech acuity studies. If that is found to be the case, we will expand the methodology to studies of speech motor control in the future.

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Individual traits in spontaneous speech intonation

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Abstract

While group demographics such as gender are known to affect the choice and frequency of tunes in speech production (e.g., Pon-Barry 2008, Arvaniti & Atkins 2016), the role of individual traits in shaping individual variability remains underexplored. Here we ask whether individual traits affect the production of intonation in spontaneous speech.

Twenty-six functionally monolingual Greek speakers (15F, 18-33 y.o.a.) completed questionnaires measuring Autism Quotient (AQ; Baron-Cohen et al., 2001), Empathy Quotient (EQ; Baron-Cohen & Wheelwright, 2004) and Agreeableness (IPIP; Goldberg et al., 2006). They were recorded in groups of four in a game task (“Guess What + Who”); the main player asked polar questions, the other players replied with yes or no. We analyzed 2163 tokens of ‘oçi (“no”) responses using Functional Principle Component Analysis (FPCA), a data driven technique that reduces the variability in a sample of curves to principal components (PCs), (Arvaniti et al., 2024). PC1 (65% variance) reflected falling vs. rising edge tones; PC2 (20% variance) captured accentual height, see Figure 1. We next ran linear mixed-effects models with AQ, EQ, Agreeableness, and gender as predictors, and the PC1/PC2 coefficients as dependent variables.

Results revealed significant gender effects: women predominantly produced high flat tunes (low PC1/PC2 scores), while men favoured rises (high PC1, low PC2 scores). EQ significantly interacted with gender: higher EQ predicted higher PC1 scores for both genders—for women, this meant high flat tunes; for men, rises. No effects emerged for AQ or Agreeableness.

Our findings confirm gender-based variation in intonation. EQ modulated the phonetic implementation of contours in gender-specific ways, suggesting that socio-affective traits may influence speaker strategies. We hypothesize that women's flat tunes may represent a less face-threatening response strategy— even if potentially less helpful to the main player. This interpretation, however, requires validation through ongoing pragmatic annotation of the data. Keywords: intonation, individual traits, gender, FPCA, empathy, Greek, spontaneous speech,

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Childhood Apraxia of Speech as a Language Disorder: A Neurolinguistic Overview Annuncy Vinoliya D.

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Abstract

Childhood Apraxia of Speech (CAS) is a neurodevelopmental language disorder characterized by impaired planning and programming of speech movements, resulting in inconsistent phonological errors, deficient coarticulatory transitions, and disrupted

prosody. Though historically classified as a motor speech disorder, converging evidence from cognitive linguistics, neuroimaging, and molecular genetics firmly repositions CAS within the broader domain of language disorders, with significant implications for neurolinguistic theory and clinical intervention.

From a cognitive-linguistic standpoint, CAS extends beyond articulatory dysfunction. Affected children demonstrate morphosyntactic errors, phonological memory deficits, impaired prosodic encoding, and delayed metalinguistic and literacy development hallmarks of a systemic language disorder. Deficits in non-word repetition reflect breakdowns at the transcoding and phonological encoding interface, implicating the core systems of spoken language production rather than peripheral motor execution alone.

Neuroimaging studies reveal structural and functional abnormalities across the classical language network, including reduced grey matter in the left inferior frontal gyrus, superior temporal gyrus, and supplementary motor area, alongside decreased fractional anisotropy in corticobulbar white matter tracts. Disrupted cerebellar-cortical connectivity further impairs the forward modeling mechanisms essential for phonological prediction and sensorimotor integration in speech.

Genetically, over 17 genes have been implicated in CAS, including FOXP2, FOXP1, and CNTNAP2 all expressed within language-critical neural circuits and shared with broader developmental language disorder phenotypes. CAS is additionally documented as a secondary language phenotype across metabolic, epileptic, syndromic, and traumatic neurological conditions, underscoring its status as a core feature of neurolinguistic disruption rather than an isolated motoric anomaly.

This review argues that a neurolinguistic framing of CAS advances both theoretical understanding and clinical practice, and calls for integrated linguistic, neurological, and genomic approaches in future research.

Keywords: Childhood Apraxia of Speech (CAS), Neural Substrate, Genetic Etiology

References

Attitudes towards accent variation in word-final nasal vowels in Polish

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Abstract

Polish is one of the last Slavic languages with nasal vowels (Sussex & Cubberley, 2006). They occur word-medially and word-finally, with the latter exhibiting regional variation. There are three commonly attested variants for the word-final nasal vowels. Nasalised diphthongs [ɔ̃w̃/ɛ̃w̃] are the Standard Polish pronunciation (Gussmann, 2007), considered the most ‘correct’ in prescriptive literature (Dunaj, 2006). The other variants include non-standard realisations such as denasalisation (i.e. [ɔ/ɛ]) and nasal stopping (i.e. [ɔm/ɛn]). These are viewed as non-standard and thus heavily stigmatised and avoided by speakers (Baranowska & Kaźmierski, 2020; Johnson, 1984). This paper investigates the empirical support for these observations from the literature by means of a speaker-evaluation experiment. It does this by examining attitudes towards accent variation using Polish nasal vowels and comparing the judgements towards standard and non-standard variants. Eighteen native Polish participants took part in an online matched-guise experiment where they were asked to evaluate speakers based on their suitability to work as a newscaster (cf. Levon & Fox, 2014). The three guises—nasalised diphthongs, denasalisation, and nasal stopping—were each measured along three dimensions: status, solidarity, and pretentiousness (Grondelaers, van Hout & Steegs, 2010; Tamminga, 2017). Linear mixed-effects regression shows that the standard variant (i.e. nasalised diphthong) was judged the most favourably and elicited significantly higher ratings for status and pretentiousness than the non-standard variants. There was no significant difference between denasalisation and nasal stopping. Additionally, although the participants were all from Podlasie, a region characterised by non-standard speech, they notably favoured the standard. The findings highlight the high status and, contrastively, the perceived pretentiousness of the standard language. They also showcase the stigmatisation of non-standard varieties in the face of the standard, in line with previous research.

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Ic banne kerecfrethe, stiurcfrethe, and tzerkfrede: The Frisian palatalisation and assibilation of *k re-examined

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Abstract

The present study investigates the palatalisation and subsequent assibilation of *k > *[c] > tz in (Old) Frisian. Both developments are considered to have been completed during the Proto-Frisian period (e.g. Bremmer 2009: 30–32), and similar developments occurred in the prehistory of English, although the exact conditions differ between them. A typical example is English cheese and West Frisian tsiis, while Dutch and German have kaas and Käse respectively. However, spellings with <k> for expected tz that thus imply a lack of assibilation are common in Old Frisian (ca. 1275–1500), but their distribution has never been systematically studied, and they are typically dismissed as interference from Middle Low German or Middle Dutch orthographic conventions (e.g. Siebs 1901: 1291, Loopstra 1935: 6–13, Boutkan & Siebinga 2005, s.v. sthital). This study attempts to reconcile the conditions of palatalisation and the chronology of relevant sound changes with Old English, and it investigates assibilation using corpus data supplemented with Modern Frisian forms. The data show that initial k-spellings

systematically predominate in the earliest layers of Old Frisian. Manuscript comparison additionally reveals that k-spellings are more common in earlier recensions of a text than in later ones (e.g. the Elder Skeltenariucht) and that scribes were wont to replace instances of <k> to variants of <tz> during the copying process. The evidence shows that k-spellings are reflective of an earlier stage of the language and not a result of incidental language interference. Assibilation therefore occurred later than is typically assumed, and medial assibilation is found to predate initial assibilation.

Keywords: historical phonology, Anglo-Frisian, Germanic linguistics, corpus linguistics, textual criticism

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Palatalization absorption in Standard and Peloponnese Greek: an interplay of morphology and phonology

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Abstract

Palatalization occurs in many of the world's languages, including Standard Modern Greek (SMG). Previous work addressing palatalization in SMG has revealed an interplay of palatalization and morphology, with morphologically underived forms having a bigger degree of palatalization absorption than derived forms (Baltazani & Topintzi, 2012). However, the comparison between underived and derived forms was done for different lexical items, a choice necessitated by the nature of SMG. The design of the current study addressed this limitation but the results presented a complicated picture concerning the degree of palatalization absorption relating to morphology. Specifically, the current study sought to compare the effects

of palatalization absorption in two Greek varieties: SMG and Peloponnese Greek (PEL). PEL possesses an additional form of palatalization which enables direct comparison between the derived and underived forms of the same lexical item. Hence, two conditions were created where derived forms were always palatalized but their underived counterparts either were not palatalized (SMG) or were palatalized (PEL). The degree of absorption, indexed by duration and variability of transition point, was expected to be lesser for SMG than for PEL, given that PEL speakers always palatalize, whereas SMG speakers only palatalize derived forms. Overall, 40 relevant occurrences were identified through the Vocalect database (Vocalect, 2025) and further analyzed. The results showed a significant effect of language variety for transition point duration, but no significant effect for transition point variability. Additionally, half of the relevant items had a different type of palatalization present in the first syllable of the lexical items for both language varieties, further complicating the picture. Overall, there was limited support for the claim that speakers who palatalize underived forms show a greater degree of palatalization absorption (PEL) compared to speakers who do not palatalize the corresponding underived forms (SMG).

Keywords: palatalization, phonetics, morphology, Modern Greek, Peloponnese Greek

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Parallel session 8

Gaps in verb clustering as a constraint on parsing

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Abstract

Dutch and German famously show verb clustering at embedded clauses:

- (1) Ik weet dat Jan moet kunnen zwemmen.

Verb clustering allows for various orderings, but two orders, *kunnen moet zwemmen* and *kunnen zwemmen moet* (2-1-3 and 2-3-1 orders) are hardly attested [Barbiers08] and receive very low acceptability ratings [Dros18]. I propose a novel processing explanation of these gaps in the framework of dependency parsing ([Aho72]), building on [Medeiros24].

Dependency parsing: The parser processes clauses by constructing dependency arcs. It operates with a parse stack on which arcs are built, and a word buffer. It has three operations:

SHIFT: move the word from the buffer to the top of Parse Stack.

LEFT-ARC: Build a head-dependent arc between the stack top and the element below, remove the latter.

RIGHT-ARC: Build a head-dependent arc between the second element and the stack top, remove the latter.

An example is in Fig 1. The parser cannot deal with non-projective constructions, limiting orderings. Unfortunately, this is not right for clusters: we fail to parse 2-1-3, but also 3-1-2, and we can wrongly parse 2-3-1. Non-projective extensions [Nivre09] can parse anything.

Proposal: Modified parsing: (I) To allow for some non-projectivity, I suggest the parse stack is pre-sorted using the sort stack with standard pop/push (see also [Madeiros24]).

(II) Pre-sorted like categories (verb clusters) use only one arc type. Fig. 2 shows an example of parsing *zwemmen moet kunnen*. As proved in [Knuth73], stack-sorting permutes 3 elements only into 5 orders. Relevant for us, 2-1-3 isn't linearized to be parsed (if we allow only LEFT-ARC for point II) and similarly for 2-3-1 (if only RIGHT-ARC allowed). In the presentation, I connect why only one operation (LEFT-ARC or RIGHT-ARC) is possible to production/comprehension divide. The analysis provides the first (afaik) formalized parsing analysis that accounts for verb cluster gaps.

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Argument Structure Asymmetries in Near-Synonym Verbs: A Constructional Analysis of Lexical Encoding

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Abstract

This paper examines whether near-synonym verbs share argument structure properties or encode distinct constraints on syntactic realization, arguing for the latter. While verbs with overlapping semantic content are often assumed to be interchangeable at the level of argument structure, the analysis shows that such equivalence breaks down in systematic ways that point to construction-specific lexical encoding.

The discussion focuses on verbs such as *make* and *produce*, which both express causation but differ sharply in their distribution across argument structure constructions. The verb *make* productively occurs in causative and resultative configurations (*She made him leave*, *The news made her anxious*), whereas *produce* is largely restricted to theme-oriented transitive uses (*The factory produced new materials*) and resists constructions involving secondary predication (**She produced him leave**). These contrasts indicate that shared semantic features do not determine syntactic behaviour; instead, verbs exhibit selective compatibility with particular constructional schemas.

Adopting a constructionist view of grammar, the paper treats lexical items as conventionalized pairings of form and meaning linked to specific argument structure constructions (Goldberg, 1995; Croft, 2001). On this account, argument structure is not uniformly projected from lexical semantics nor independently generated by syntax, but emerges from the interaction between lexical entries and stored constructions.

Distributional asymmetries observed in usage are thus interpreted as evidence of structured differences in lexical encoding rather than incidental frequency effects.

The analysis supports a model in which the lexicon–syntax interface forms a continuum of constructions, and in which near-synonymy does not entail uniform grammatical behaviour. By demonstrating that argument structure alternations are lexically constrained in a construction-specific manner, the paper contributes to ongoing debates on argument realization and the organization of the grammatical system.

Keywords: Argument structure, Construction Grammar, Lexicon–syntax interface, Near-

synonymy

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Don't take it personally: The grammaticalization of you in Catalan, Romanian, and Spanish

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Abstract

Prototypically, personal pronouns are deictic expressions that identify an individual and their role in a speech act, directly mapping it to the corresponding grammatical person. However, recent literature has paid increasing attention to non-prototypical uses [1]. These are instances of form-meaning mismatches where the grammatical person diverges from its referent (e.g., ‘You only live once.’).

We will present an underexplored non-prototypical use of the second-person singular pronoun, which has adopted a stance-taking nuance in some languages. Our analysis focuses on three Romance languages – Catalan, Romanian, and Spanish – in which this pronoun exhibits said subjective meaning. As can be seen in (1), you cannot be replaced by another pronoun because its referential meaning has been partially or completely lost. Instead, it works as a pragmatic marker [2] that conveys information on the speaker’s communicative intention [3]. For example, the use of tu/tú in (1) can strengthen the speaker’s expression of surprise.

(1) a. Què malament, tu/*vosaltres! (Catalan)

b. Ce rău, tu/*voi! (Romanian)

c. ¡Qué mal, tú/*vosotros! (Spanish)

‘Oh, that’s bad!’ Lit: ‘How bad, you(sg.)/*you(pl.)!’

We propose that, in this context, the pronoun is undergoing a process of grammaticalization [4]. Although this has been examined in Catalan by Bladas and Nogué (2022), it has largely

been overlooked in Spanish and Romanian. Our study provides a novel cross-linguistic comparison, arguing that tu/tú is at different stages of grammaticalization in the three languages. Given that similar patterns have been observed in German [5] and Chinese [6], we believe this analysis has the potential to be expanded further, revealing universal insights about the nature of second person singular pronouns and their plasticity. Moreover, a clearer view of how grammaticalization processes develop can expand our comprehension of the organization of language and therefore, of cognition.

Keywords: Romance languages, personal pronouns, non-prototypical use, grammaticalization, pragmatics

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Poster Sessions

Poster Session A

[Modeling modals: A computational study of modal verb acquisition](#)

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Abstract

Modal verbs, which express concepts like possibility and necessity, are both ubiquitous in natural language and seem notoriously complex for children to acquire due to their context-dependency and lack of physical grounding (Cournane & Pérez-Leroux, 2020; van Dooren et al., 2022). This study investigates whether neural language models (LMs) trained on text input alone can learn the distinction between epistemic and non-epistemic modal meanings in English modal verbs. We conduct two computational experiments using seven LMs of varying sizes and training data types. Alongside models pre-trained on large amounts of web data, we also include smaller models pre-trained on child-directed language (CDL) to provide a more cognitively plausible reference point. For evaluation, we adapt two existing datasets from acquisition literature (van Dooren et al., 2017; Tulling et al., 2020). Due to the lack of adequately sized benchmarks, we also employ Large LMs to generate labelled datasets of English sentence pairs that contrast modal senses. In the first experiment, we probe vector representations of modal verbs to investigate if and how modal meaning disambiguation can be achieved, and to what extent model architecture or training data

type influences model representations. In the second experiment, we use surprisal measures to assess whether models assign different probabilities to modal verbs based on disambiguating contexts, and whether different models show a preference for one modal meaning over another. We find that models capture some essential distinctions between modal senses, although those that are smaller and trained on CDL struggle to identify all modal meaning contrasts. We discuss implications for theories of modal acquisition and provide a methodological framework for using LMs as models of child language acquisition.

Keywords: language acquisition; modals; modal sense disambiguation; language models; benchmarking; child-directed language

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Semantic and Phonological White Matter Correlates of Animal Fluency Task in Older Adults with Coronary Artery Calcification

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Abstract

Semantic memory is preserved in healthy aging, whereas in Alzheimer's disease it becomes progressively impaired (Venneri et al., 2018). The integrity of semantic memory can be examined through the semantic similarity of responses on the semantic fluency task (Pakhomov et al., 2012). Additionally, phonological similarity between produced words can indicate reliance on lexical-phonological search strategies during the task (Lundin et al., 2022). This study investigates how the lexical-semantic and lexical-phonological organization of responses in the animal fluency task relates to white matter integrity in older adults (N=276; Mage=68) with high coronary artery calcification (CAC), a marker of subclinical atherosclerosis associated with increased risk of cognitive decline (Bos et al., 2015). Mean cosine semantic similarity between each participant's

responses was computed using Dutch FastText (Grave et al., 2018). Phonological similarity was calculated using the normalized phonological Levenshtein distance between sequentially produced words (Lundin et al., 2022). Linear regression analyses showed that producing more words was associated with lower mean semantic similarity ($\beta = -0.248$, $p < .001$), but not with CAC status. There was a significant interaction between the number of words and CAC status ($\beta = -0.250$, $p = .025$), meaning that the decrease in semantic similarity with increasing word count was greater in the high CAC group. For phonological similarity, the number of produced words was a significant predictor ($\beta = 0.254$, $p = .002$), whereas CAC status was not. Therefore, although CAC status was not predictive of the semantic and phonological organization of fluency responses, it affected the dynamics of semantic search. High CAC is associated with reduced white matter integrity (Bos et al., 2012). Fixel-based analysis will be used to examine whether semantic and phonological measures relate to the integrity of relevant ventral and dorsal white matter pathways, while accounting for the CAC burden.

Keywords: semantic similarity, phonological similarity, semantic fluency, coronary artery calcification, healthy aging

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Metacognitive Regulation in Action: Eye-Tracking Evidence from Academic Reading in EMI Contexts

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Abstract

Academic reading in English-medium instruction (EMI) contexts requires students to process complex disciplinary texts while regulating comprehension in a second language. These demands place substantial cognitive and metacognitive pressure on learners (Grabe & Zhang, 2013; Hyland, 2023). Although metacognitive regulation—planning, monitoring, and evaluation—is widely recognised as central to successful reading (Flavell, 1979; Baker, 2008), most research relies on self-report instruments, offering limited insight into how these processes unfold during real-time reading (Veenman et al., 2006; Csíkos, 2022). This study investigates the relationship between metacognitive regulation and observable reading behaviour among international university students in EMI programmes in Hungary. A quasi-experimental eye-tracking design was employed with 36 participants, who completed reading tasks before and after a ten-session metacognitive strategy instruction programme (10 × 90 minutes). Eye-movement measures (e.g., fixation duration, regressions, and visit counts) were used as process-tracing indicators of online reading regulation (Rayner, 2009; Godfroid, 2019). The findings reveal a clear discrepancy between self-reported strategy awareness and baseline reading behaviour, suggesting that declarative knowledge of strategies does not necessarily translate into effective regulatory processing. Following the intervention, participants demonstrated significant improvements in reading comprehension alongside measurable changes in eye-movement patterns, including reduced fixation durations and more targeted rereading behaviour. Qualitative analyses of heat maps and scan paths further indicate a shift from linear reading patterns toward more goal-directed navigation of texts.

These findings demonstrate that metacognitive development in academic reading involves not only increased awareness but also a reorganisation of attentional control during real-time processing. By integrating self-report and eye-tracking data, this study provides a process-oriented account of metacognitive regulation and highlights the potential of explicit strategy instruction to support academic literacy in EMI higher education.

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Representation of the Ethnographism “Syrğa Salu” in the Linguistic Consciousness of Kazakh Youth*

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Abstract

“Syrğa salu” (earring-placing engagement ritual) is a marriage tradition preserved in Kazakh society. It refers to the custom in which representatives of the groom’s side attach earrings to the bride’s ears and set the date for taking the bride to the groom’s family (Qazcorpus, n.d.). The term is a linguistic unit with symbolic value reflecting national worldview and family values (Sozdikqor, n.d.). It belongs to ethnographic vocabulary actively used in Kazakh and generally understood by speakers. This ethnocultural unit served as a stimulus word in an associative experiment based on responses from 1,268 participants. The study involved Kazakh youth aged 17–25 from Kazakhstan and abroad (Mongolia, Uzbekistan, China); 634 were male and 634 female. The survey was conducted online and offline. The aim was to compare gender-specific linguistic representations of “syrğa salu” in the ethnocultural consciousness of youth in their homeland and in foreign cultural-linguistic environments, identifying cognitive structures shaped by different sociocultural contexts. The experiment revealed 132 associative images among Kazakhstan respondents and 123 among diaspora participants. In Kazakhstan, males often produced *toi* (wedding celebration), *dästür* (tradition), *kelin* (bride/daughter-in-law), *quda tüsü* (matchmaking), and *üilenu* (marriage). Female responses included *qyz* (girl), *qyz uzatu* (bride’s farewell ceremony), *qalyñdyq* (bride), *altyn* (gold), *syrğa* (earring), and *boizhetken* (young woman of marriageable age). Among diaspora males, dominant reactions were *toi* (wedding celebration), *quda tüsü* (matchmaking), *üilenu* (marriage), and *qyz alu* (taking a bride), while females more often produced *qyz* (girl), *salt-dästür* (customs and traditions), *belgi qoiu* (symbolic marking), and *atastyru* (betrothal). Results indicate that males perceive “syrğa salu” mainly as a sociocultural process, whereas females associate it with women’s life stages and material-symbolic values. Kazakhstan respondents showed some modern elements, while diaspora participants preserved stronger traditional meanings. Overall, linguistic consciousness reflects stable representations of interfamily agreement, ritual performance, and importance of premarital stage.

Keywords: Kazakh language, ethnographism, syrğa salu, linguistic consciousness, representation

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Digital Discourses of Migration on Social Media: Chronotopic Representation and Commodification of Educational Migration on Instagram

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Abstract

Digital media have provided significant spaces for the construction and dissemination of debates, discussions and information around migration in the global south countries like Iran. Given the wide use of social media and rising trends of educational migration in these countries, media discourses around migration can play major roles in shaping the mindsets and decisions of the international students. One of the key actors in these spaces are the for-profit study abroad institutions that draw on the multimodal affordances of social media to reach to large audiences of potential international students. The current study focuses on the multimodal discourses constructed by these institutions in Iran on Instagram. Drawing on multimodal discourse analysis and the concept of chronotope, the study explores the representations of imagined time, space and identity by these institutions. The data was collected from the Instagram pages of 11 major institutions active in different cities of Iran. A total of 140 posts including videos, pictures and accompanying texts were collected and annotated. Data was analyzed through multimodal discourse analysis focusing on the chorotopic representations. Early findings show that these institutions combine different layers of modality in their Instagram post to construct and represent an idealized image of future success and well-being after migration. On the other hand, they aim representing themselves as objective information sources by sharing practical information and occasional reference to chorotopes such as missing home and emotional cost of migration. The findings are discussed in the light of the socioeducational landscape of Iran and wider theoretical perspective of research on digital media and educational migration.

Diagnosing self-intensifiers in Dutch

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Abstract

Self-intensifiers (henceforth intensifiers) have often been classified based on their distribution, leading to a tripartite distinction between adnominal, inclusive and exclusive intensifiers (Gast, 2008). Adnominal intensifiers are adjacent to their associate; inclusive and exclusive intensifiers can occupy an adverbial position where the former precede quantificational adverbs and the latter follow them.

(1) a. Marie₁ zelf₁ heeft de auto gerepareerd. ADNOMINAL INTENSIFIER

‘Mary herself has repaired the car’

b. Jan₁ heeft zelf₁ nooit de auto gerepareerd. INCLUSIVE INTENSIFIER

‘John has himself never repaired the car’

c. Jan₁ heeft nooit zelf₁ de auto gerepareerd. EXCLUSIVE INTENSIFIER

‘John has never repaired the car on his own’

A central discussion within the literature on adverbial intensifiers concerns the question whether they are adverbs (Eckardt, 2001) or stranded adnominal modifiers (Gast, 2008). Alongside developing semantico-pragmatic tests strengthening the validity of the distributional tests, evidence for the claim that adverbial intensifiers are stranded adnominal material is reviewed for Dutch. It is argued that evidence for the stranding-hypothesis is stronger in the case of the inclusive intensifiers than for the exclusive intensifiers. Specific attention will be put to (i) inclusive intensifiers associating with experiencer objects, in which precedence to quantificational adverbs turns out to be dependent on movement from a lower position in the clause (2a) as exemplified by the object forming a constituent with the VP under VP-topicalization (2b) and (ii) exclusive intensifiers in impersonal passives where the tests indicate that exclusive intensifier can occur without (overt) associates (3).

(2) a. [Mij]

1 i hebben die zaken [ti zelf₁] j nooit tj ontmoedigt.

‘As to me those cases have never discouraged me.’

b. [VP Mij₁ <zelf₁> ontmoedigt]i hebben die zaken < *zelf₁> nooit t

i. ‘As to discouraging me myself, those cases never have.’

So what did the children do on the first day of the theme week?

(3) Er werd overal zelf geknutseld vandaag.

‘Everywhere children were tinkering on their own’

Keywords: self-intensifiers, syntax, stranding, diagnostics, Dutch

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EXCALIBUR Semi-automatic Glossing service

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Abstract

Linguists have to add a gloss and translation to each (non-English) example that they use in an article. A gloss is a word-by-word translation of the example sentence, often with an indication of the grammatical properties of the words or parts of them. (1) contains a Dutch example with gloss and translation:

1. Dit is een voorbeeld-je

This is an example-DIM

‘This is a small example’

Automating the process of adding a gloss and a translation is very convenient for linguists. To this end we have created an application that automatically produces glosses and translations for Dutch example sentences, including grammatical properties. It adheres to the Leipzig Glossing Rules (LGR, Anonymous (2015)) as much as possible, and it provides the glosses with the correct Formatting. The system uses a simple N-gram based word-by-word translation engine for creating the glosses, and we use existing open source dictionaries as a fallback. The data to train the system are existing glossed examples that we collected from the existing literature. Some of these data were well-structured text (e.g. the data from Taalportaal <https://taalportaal.org/taalportaal/topic/>) some of them are extracted glossed examples from PDF-documents. The grammatical properties are provided on the basis of the Alpino-parser (van Noord 2006), but they are adapted to adhere to the LGR. Glossing can also be done by prediction through transformer models (Ginn et al., 2024), but these models need a large training sample as well as a lot of computing power to run. Our glossing approach is rules-based, thus it does not need training data and is much more computationally efficient. We aim to present our application through a poster(with demo), so that researchers can use the glosser and provide us with expert feedback on how to improve the underlying system.

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Investigating sex differences in the spoken discourse of autistic and non-autistic adults: a microstructure analysis of personal narrative and persuasive tasks

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Abstract

Introduction. Sex differences in autism are increasingly recognised but remain understudied in spoken language, particularly in adulthood. This is important given that socio-communicative difficulties constitute a core diagnostic feature of autism (American Psychiatric Association, 2023) and that emerging evidence suggests that autistic women may present subtler communication difficulties than autistic men (e.g., a more typical-sounding disfluency pattern, pragmatic strengths; Parish-Morris et al., 2017; Sturrock et al., 2020, 2022).

Methods. We examined the effect of sex and diagnostic status on microstructural features in the spoken discourse of autistic (n=67) and non-autistic (n=57) adults across two different tasks (personal narrative, persuasive). Measures included word length, lexical diversity, rare words, discourse-structuring devices, and disfluencies. In addition to linguistic measures of discourse production, subjective measures of discourse production (task appreciation and difficulty) were also collected.

Results. Linguistic outputs were largely comparable across groups and sexes. Diagnostic differences emerged only in the personal narrative task, with autistic participants producing more rare words and fewer discourse markers. No group differences were observed in the persuasive task. Regarding the effect of sex, we found that participants assigned male at birth (AMAB) produced more self-interruptions than participants assigned female at birth (AFAB). Autistic and AFAB participants

reported higher state anxiety before both tasks, and autistic participants reported greater task difficulty after completing each.

Conclusions. These findings reveal a dissociation between objective linguistic output and subjective production cost: while the microstructure of spoken discourse appeared relatively similar across groups and sexes, autistic individuals report markedly different experiences in producing discourse. This pattern underscores the importance of integrating both subjective and objective measures when studying autistic communication.

Keywords: Autism, women, microstructure, discourse analysis, adults

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Coronary Artery Calcification and Semantic Fluency Performance in Cognitively Healthy Older Adults

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Abstract

Introduction: Coronary artery calcification (CAC) is an imaging biomarker of cardiac atherosclerosis that has been associated with increased dementia risk (Bos et al., 2015). Greater CAC has been linked to poorer performance across several neuropsychological tests, however the evidence regarding its association with semantic fluency (SF) is inconsistent (Suemoto et al., 2017). SF tasks are widely used measures of language and executive functioning (Rofes et al., 2023). Beyond total word production, the number of switches and mean cluster size can provide insights into underlying cognitive processes sensitive to cognitive decline (Wright et al., 2023). Clusters refer to sequences of consecutive words within the same subcategory, whereas switching is the transition between subcategories (Troyer et al., 1997).

Aims: This study investigates whether number of switches and mean cluster size differ between cognitively unimpaired adults with absent and high CAC.

Methods: Participants included 278 older adults from the Memolife study (Marcolini et al., 2026). CAC was assessed using Computerized Tomography. Participants were classified into an absent (Agatston score = 0; n = 151) and a high (≥ 300 ; n = 127) CAC group. SF was assessed using a one-minute animal fluency task. Clusters and switches were extracted using the Semantic Network and Fluency Utility (SNAFU) by Zemla et al. (2020).

Results: ANCOVA analyses controlling for demographic variables showed no significant CAC group differences in total words, number of switches, and mean cluster size. Among the covariates, age was significantly associated with number of switches ($F(1,215)=8.83$, $p=.003$) and total words ($F(1,212)=4.74$, $p=.031$), while education was associated with total words ($F(1,212)=5.80$, $p=.017$). The significant effects of age and education highlight the importance of demographic factors in semantic fluency. Subsequent analyses will examine white-matter correlates of semantic fluency metrics.

Keywords: semantic fluency, coronary artery calcification, cognitive decline, number of switches, mean cluster size.

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A: 'The boy didn't eat the sandwich.' B: 'What do you mean? Not even a bite or...?'

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Abstract

Telic predicates denote events with inherent endpoints [1-3]. When combined with a perfective aspect, a completion requirement is introduced. Thus, 'the girl ate the sandwich' is expected to describe only events in which the sandwich was completely eaten. This property is known as culmination entailment. Nevertheless, cross-linguistic research has shown that many languages allow telic-perfective sentences (TPSs) to describe incomplete events, a phenomenon known as non-culmination [4]. In a previous study, we showed that in Italian, TPSs are accepted as descriptions of non-culminating events, with acceptance rates varying across predicates. These findings suggest that culmination is not uniformly required by all telic predicates, challenging analyses that treat it as a semantic entailment and instead supporting the view that it is pragmatically derived, since it can be cancelled [5]. In this study, we investigated the interpretation of TPSs by testing how negation interacts with culmination. We propose that testing the interpretation of negative TPSs will shed light on whether culmination is an entailment or arises via pragmatic implicature. 148 adults (20-69 years; F=82, M=66; Mean Age=35.01, SD=11.84) were administered a TVJT presenting a 3×2 within-subjects design manipulating cluster (predicates divided into 3 Clusters, Table 1) and sentence polarity (positive vs. negative). Participants completed 54 trials: 36 experimental items depicting incomplete events and 18 controls showing complete or no-result events. Sentences were divided into two blocks (positive vs. negative), with order counterbalanced. Our findings reveal that, in all clusters, participants accepted, above chance level, positive TPSs in incomplete contexts, while rejecting, above chance level, their negative counterparts in the same context (Figure 1). Moreover, the predominant pattern was mismatch_T_F (Table 1, Figure 2), indicating that culmination behaves more like a defeasible inference. Finally, acceptance of non-culminating readings increased gradually from Cluster 2 to Cluster 4, supporting the idea that telic predicates do not form a

homogeneous class.

Keywords: telicity, perfectivity, telic-perfective sentences (TPSs), negation, entailment, implicature

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Preserved Semantic Processing under Early Syntactic Violations in Chinese: ERP Evidence from Contextually Manipulated Sentences

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Abstract

Whether language processing by the human parser is serial or parallel remains an open question. The present study investigated this issue by manipulating the sentential context preceding the target verb. Specifically, by inserting the Mandarin possessive marker *de* ‘的’ into canonical Chinese SVO sentences, we created well-formed sentences as well as sentences containing a syntactic category violation, a semantic violation, or both, based on the template <NP1 (subject) + target verb + *le* (perfective aspect marker) + numeral + classifier + NP2 (object)>. Sentences with a syntactic category violation were generated by inserting *de* ‘的’ between NP1 (subject) and the monosyllabic target verb. Sentences with a semantic anomaly were constructed by creating mismatches in animacy or world knowledge between NP1 (subject) and the target verb. These two manipulations were combined to yield sentences containing both syntactic and semantic violations. In the study, the sentences violating syntactic category elicited an attenuated early negativity, an enhanced N400, and an enhanced P600, whereas the sentences violating semantics elicited only an enhanced N400. These results suggest that syntactic category information

(syntax) is processed at an early stage; however, the failed processing of syntactic category information does not prevent subsequent semantic processing. Taken together, Mandarin sentence processing is hierarchical, but not strictly serial (i.e., the completion of syntactic category processing is not a necessary prerequisite for the initiation of subsequent semantic integration). Additionally, our results replicated those of Lau et al. (2006), showing an attenuated early negativity associated with violations of syntactic predictions. This suggests that syntactic category prediction functions as a rapid syntactic diagnostic during initial sentence processing.

Keywords: sentence processing; serial or parallel; syntactic category prediction; early negativity; N400; P600

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Multidimensional Social Indexicality: Attributes of the T/V Distinction in Mandarin Address Forms

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Abstract

Research on address-form indexicality has primarily been a sociolinguistic concern. Within the power-solidarity opposition proposed by Brown and Gilman (1960), associated meanings across languages have been used to account for the use of (non)reciprocal T/V address forms (i.e., the so-called ‘informal’ and ‘formal’ second-person pronouns) in conversation. Silverstein (1993; 2003)’s notion of nth-order indexicality and Eckert (2019)’s incline of interiority allow the mapping of these meanings into an indexical field according to their degree of conventionality, a concept that connects to use-conditional semantics that sees address forms as expressives holding conventional pragmatic enrichment (Gutzmann, 2019; Potts, 2007). Building on this, Sinnott (2010, 2013) proposed a pragmatic approach that maps the sociolinguistic meanings of Spanish T/V forms into an indexical field organized by Kaplanian inference and Gricean conventionality.

The present study extends Sinnott's pragmatic approach to examine the use of T/V forms in Mandarin Chinese, a language that maintains an etymologically and typologically special T/V distinction. The methodology consists of a two-phase experiment. The first phase is an elicitation task designed to identify possible social meanings associated with Mandarin T/V variation. Following Hilton and Jeong's (2019) notion of contextual enrichment, the experiment used address forms as the sole linguistic cue to elicit interpretations based purely on linguistic stimuli. The elicited meanings were coded within a three-dimensional framework of power, solidarity, and formality, extending Brown and Gilman's model in response to critiques emphasizing the role of social context (e.g., Clyne et al., 2009). Results showed that occupational significance (McCready, 2019), acquaintance, social institution, and publicness emerged as the most prominent social attributes across the three dimensions (see Fig. 1). The second experiment will model speakers' choices of T/V forms using ratings of these attributes and examine the interaction among the three dimensions.

Keywords: address forms, indexicality, Mandarin Chinese, expressivity, conventional implicatures

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Perceptual distance and intelligibility of Low Saxon variants in the Netherlands and Germany

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Abstract

Low Saxon is a minority language based on both sides of the Dutch-German border, with approximately 183.000 speakers in the Netherlands and 2 million speakers in Northern Germany (Niederdeutschsekretariat und Bunnsraat für Nedderdüütsch, 2018; Buurke et al., 2024). While most speakers still assume it to be a dialect, Low Saxon has officially received the status of a regional language by the European Charter for Regional or Minority Languages (Buurke et al., 2024; ECRML, 1998).

While dialectometric research on both sides of the border has already measured the effect of the border on acoustic distance (Heeringa et al., 2000), we are curious about the level of perceptual distance and intelligibility between speakers of different Low Saxon dialects in the Netherlands and Germany.

We created a questionnaire which included recordings from different dialects of Low Saxon as spoken in Germany, the Netherlands and emigrant varieties abroad. For background information, we asked the participants – self-reported speakers of Low Saxon varieties in the Netherlands and Germany – about their age, gender, and their self-assessed listening and speaking proficiency of the dialect spoken in the area of their origin, as well as of Dutch and German. For each dialect, there was a set of five questions. On a Likert scale, the participants had to rate the dialect's intelligibility and its similarity to their own variant and its intelligibility. Furthermore, two questions about each audio file showed whether the participants understood its content. Finally, they had to indicate on a map where they suspected the speaker originated.

This research project is in progress. We hypothesise that results will show the Dutch-German national border to affect both perceived similarity and intelligibility as well as correct geographical placement.

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Analyzing language learning patterns in Hotel School learners of French: From error diagnosis to emerging technologies remediation

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Abstract

This study examines linguistic challenges encountered by 57 Dutch and 6 international students learning French at a Dutch Hotel Management School. Drawing on a corpus of more than 5000 words, 125 written and 165 oral productions across multiple tasks, the analysis distinguishes between non-recurring correctable mistakes and systematic errors, revealing learners' evolving interlanguage (Corder, 1974; Gass & Selinker, 2008). The objective is to better understand the types of errors produced by learners and to explore how these insights can inform targeted pedagogical remediation supported by emerging technologies. The results show that the most frequent errors are morphosyntactic, particularly those involving gender and number agreement in French. These are followed by lexical inaccuracies and phonological deviations. Such patterns confirm the complexity of acquiring French grammatical structures and align with previous findings on the cognitive demands of second-language grammar learning (DeKeyser, 2005). Evidence of interlingual transfer from Dutch and English, as well as developmental errors, highlights how learners' first languages shape their acquisition of French structures

(Odlin, 1989). Building on these findings, the study also shows how technology-enhanced language learning (TELL) tools can be implemented to remediate these mistakes. According to Hwang et al., (2023) applications of technologies such as artificial intelligence, adaptive learning platforms, the use of social media, and speech recognition tools enable a personalized language learning process with customized learning paths and pronunciation modeling tailored to individual error profiles. Such technologies thus enhance metalinguistic awareness, reduce fossilized errors, and strengthen communicative competences (Ellis, 1990). The study argues that integrating digital tools into classroom practice offers promising opportunities for learner-centered language teaching in professional education contexts such as hotel management programs.

Keywords: error analysis; French L2; interlanguage; adaptive learning; Technology-enhanced language learning (TELL)

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Poster Session B

Does Teacher Matching Matter for Warm Starts in On-Policy Distillation?

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Abstract

In natural language processing, knowledge distillation is a setup where a smaller language model learns from a larger one, making it cheaper and faster while retaining part of the larger model's ability. In standard distillation, the student learns from fixed examples prepared in advance. On-policy distillation (OPD) is different: the student generates its own responses, and the teacher provides guidance on those responses. At every point, the student has to continue from what it has already generated, not from ideal examples prepared in advance. Using the student's own responses makes learning closer to actual use but also creates a problem: if the student starts from weak responses, the teacher's guidance may be less useful. We therefore ask whether basic reasoning support before OPD is enough, or whether a better warm start is needed, to first make the student closer to the teacher (Agarwal et al., 2024; Gu et al., 2024; Yang et al., 2025).

We study this question in mathematical reasoning using a Qwen3-8B teacher and a Qwen3-0.6B student. We compare three ways of preparing the student before OPD: no extra preparation, preparation on filtered OpenThoughts-3 step-by-step math solutions, and fresh step-by-step solutions written by our own teacher for the same prompts. For the two data-based settings, we use either supervised fine-tuning or knowledge distillation. All students are then trained with OPD under matched settings and are evaluated on three commonly used data sets, AIME24/25 and GSM8K.

Our preliminary results suggest that OPD depends not only on how well a warm start performs before OPD, but also on how closely it aligns the student with the teacher in terms of their token-level predictions on student-generated responses. In particular, warm starts based on solutions written by our own teacher seem to work better than warm starts based on public solutions.

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Collaboration in practice: fostering exchange and development through a multilingual educational RPP

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Abstract

While educational research on language teaching and learning is practice-oriented by nature, underlying differences in practitioners' and researchers' perspectives, daily practice, and desired outputs can greatly hamper practical uptake of research findings. In light of this challenge, this study examines how collaborative research projects can have a more sustainable impact in language teaching settings.

Research-Practice Partnerships (RPPs) are long-term collaborations aimed at educational improvement (Farrell et al., 2021) in which researchers and practitioners work together to bring about meaningful change. While the conceptualisation of RPPs has changed since the first wave of scholarship (Coburn et al., 2013) and is flexible by nature, these partnerships can broadly be understood as a type of citizen science or collaborative education research (Weddle et al., 2025). Importantly, the partnerships differ from routine educational research and are informed by problems from practice, rather than by questions from researchers.

The current study explores how the innovative RPP structure functions within a local educational context. The partnership in question is composed of Early Childhood Education and Care (ECEC) practitioners and researchers from a university of applied sciences in Fryslân, functioning within an Erasmus+ project geared towards promoting interactive multilingual reading. The partnership has worked on developing

and testing teaching materials and activities for superdiverse classrooms based on the practitioners' individual needs.

Based on 3 post-meeting surveys from 2024 and 2025 (total n=31) and interviews (forthcoming), this study sets out to map the participants' experience of the collaborative RPP structure. This permeates the spheres of local education, one-on-one collaboration between researchers and practitioners, exchange between all partners, and the larger Erasmus+ project. Understanding how roles are navigated within the group and what strategies aid or hinder in bridging the gap between research and practice will allow for more readily applicable and meaningful interventions in multilingual educational settings.

Keywords

RPP; multilingual education; language teaching; collaboration; ECEC

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Multimodal Pragmatics of Battle Rap: Constructing Interactional Authority in U.S. and Levant Freestyle Battles

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Abstract

Freestyle battle rap is a competitive performance in which two emcees engage in improvised lyrical exchanges to out-perform each other through insults, boasts, and wordplay (Mavima, 2016). While most studies have focused on lyrical creativity, the interactional dynamics of rap battles extend beyond the verbal modality. This paper asks: What linguistic and multimodal resources do rappers use to assert dominance and

gain audience support in rap battles?

Research on hip-hop discourse and Black expressive cultures highlights the importance of both verbal and embodied communicative practices in performance (Alim, 2009; Mavima, 2016). Linguistic strategies such as signifying, metaphor, and wordplay combine with embodied practices - including gesture, gaze, body positioning, and facial expression - to construct meaning, index credibility, and negotiate power between performers (Yao & Jia, 2025). The audience also plays an active role by signaling approval or disapproval through laughter, silence, and vocalizations (Diallo, 2019). However, little research has examined these linguistic, embodied, and audience resources as an integrated communicative system within rap battles.

This study addresses this gap through a comparative multimodal discourse analysis of freestyle battles in the United States and the Levant. Drawing on the embodied turn in interaction studies (Mondada, 2016; Streeck et al., 2011), the analysis treats speech, embodied action, and audience response as coordinated resources through which interactional authority is constructed moment by moment. The dataset consists of four battles from the United States and the Levant, transcribed and annotated in ELAN to enable time-aligned analysis of lyrics, gesture, gaze, posture, and audience reactions.

Preliminary findings show that linguistic strategies such as signifying combine with embodied cues - particularly silence, gaze, and gesture - to generate stronger audience responses and interactional asymmetries. Comparative analysis further reveals how these strategies are adapted to local contexts, including political critique, authenticity, and code-switching.

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Merger or contrast: the distinction between /ɔ/ and /o/ in Paris and Marseille

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Abstract

French distinguishes between the mid vowels /ɔ/ and /o/, e.g., pomme ‘apple’ /ɔ/ vs. paume ‘palm of the hand’ /o/. However, there is variability between speakers at the regional and individual levels in whether these are distinct categories: Avanzi reported regional differences (2017), and various scholars have argued that these vowels are merging (e.g., Cecelewski et al., 2014; Hansen, 2011). Weng and Martin (in prep.) argue for intra-regional variation and propose that focus should be placed at the level of the individual. As such, the objective of the current study is to map the extent of individual-level variation in the production of these vowels as a first step towards further research.

Specifically, this project aims to map the differences between speakers in two

regions of France in order to assess vowel variation in major French cities: Paris in the north and Marseille in the south. For this purpose, we are using the CaFé corpus (Cartographie linguistique des féminismes, Abbou & Burnett, 2024), which contains sociolinguistic interviews with 40 speakers from Paris and 20 speakers from Marseille. We have created an automated analysis pipeline using the tools Pyannote (Plaquet & Bredin, 2023), Whisper (Radford et al., 2022) and the Montreal Forced Aligner (McAuliffe et al., 2017), which processes audio files to identify, extract and analyse target vowels. This method allows us to analyse data from a corpus of natural speech (approximately 90 hours) without manual intervention.

Our analysis focuses on the frequencies of the first and second formants (F1 and F2, following Storme, 2017), which allows us to determine whether a speaker produces an acoustic contrast between the two vowels using the Pillai score (following Stanley & Sneller, 2023). During the conference, we will go into detail on the variability between individual speakers as well as on the geographical dimension.

Keywords: phonetics, sociolinguistics, vowel production, vowel mergers, speech corpus

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A Syntactic Annotation Toolkit for Child–Adult InTeractions (CAIT)

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Abstract

Child Speech (CS) and Child-Directed Speech (CDS) are central domains for language acquisition research, yet computational tools for their analysis remain limited.

Non-canonical constructions, disfluencies, and fragmentary utterances cause standard Natural Language Processing pipelines to fail, and most dependency parsers trained on adult-directed written text perform poorly on spoken interactional data. Despite the centrality of CHILDES (MacWhinney, 2000) as the primary repository of transcribed CS and CDS, no dependency parser for English CHILDES has been released until now.

To address this gap, we present CAIT, a Syntactic Annotation Toolkit for Child-Adult InTeractions. Leveraging the recently released UD-English-CHILDES treebank (Yang et al., 2025), the first officially validated UD v2 resource for English child-adult interactions, we train and evaluate several dependency parsers under multiple architectures and training configurations. CAIT bundles three components: (i) a state-of-the-art dependency parser, trained using SuPar (Zhang et al., 2020) with RoBERTa-large embeddings, that substantially outperforms widely-used off-the-shelf parsers such as Stanza (Qi et al., 2020) and spaCy (Honnibal, 2017); (ii) a POS tagger trained using Stanza (Qi et al., 2020); and (iii) an utterance-level construction tagger, which classifies utterances into categories such as imperatives, questions, and subject-predicate constructions.

Through a detailed error analysis, we show that CAIT accurately captures phenomena specific to child-adult interaction, including vocatives, parataxis, reparanda, and repetition structures, while also revealing previously undetected annotation

inconsistencies in the gold data.

Finally, a case study tracking syntactic construction frequencies across development demonstrates CAIT's practical utility for large-scale, reproducible acquisition research. Crucially, unlike previous studies (Bunzeck et al., 2025), our POS tagger enables analysis of both CDS and CS, previously excluded due to parsing unreliability. CAIT is released as an open-source resource for the language acquisition community, offering a robust, standardized foundation for computational and empirical studies of child language development.

Keywords: dependency parsing, child-adult interaction, syntactic annotation, toolkit, ud

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The position of new speakers of Low Saxon in the Netherlands: A qualitative study **Hedwig Sekeres¹, Mariska van der Velde¹, Remco Knooihuizen¹, Martijn Wieling^{1&2}** 1 Rijksuniversiteit Groningen; 2 Vrije Universiteit Brussel

Abstract

New speakers are increasingly seen as vital to language revitalisation efforts for minoritised languages (e.g., Hornsby, 2015). In this study, we offer a qualitative investigation of the position of (potential) new speakers of Low Saxon in the Netherlands within the broader speaker community. In the Netherlands, Low Saxon is a minoritised language recognised under part II of the ECRML (ECRML, 1998) which has seen a substantial decline in speaker numbers and intergenerational transmission (Buurke et al., 2024; Versloot, 2020).

A wide range of personal, integrative and instrumental motivations on the side of the (potential) new speaker has been reported to play a role in learning minoritised languages (e.g., Belmar et al., 2019). Interactions with traditional speakers also differ widely, with (potential) new speakers reporting both negative (e.g., Sallabank & Marquis, 2018) and positive (e.g., Kircher et al., 2024) reactions, both of which affect their willingness to speak the language.

In this study, 36 (potential) new speakers of Low Saxon as spoken in the Netherlands were interviewed about their experiences. The interviews were semi-structured one-on-one interviews of approximately one hour in duration and were conducted either in Low Saxon or Dutch.

Preliminary analyses of the interviews show that our participants' motivations to learn Low Saxon are often personal in nature, pertaining for example to a desire to express regional identity or a newly developed sense of loss (e.g., a death in the family or homesickness). Participants reported different interactions with traditional speakers,

with some reporting mostly positive experiences (especially those who requested to be interviewed in Low Saxon) and others expressing that they felt demotivated by negative feedback they received. In our presentation, we will elaborate on the pathways our participants take towards becoming new speakers and position our findings within the broader new speaker framework.

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Habituality and Typological Distance in Code-Switching Comprehension

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Abstract

Background: Code-switching (CS) involves complex cognitive control, with processing costs heavily modulated by both bottom-up linguistic constraints and top-down individual experiences (Green & Abutalebi, 2013). Bottom-up factors, such as typological distance, systematically impact CS cognitive load. Switching between structurally divergent languages incurs higher processing costs, which may be due to the need to re-generate

distinct morphosyntactic frames (Deibel, 2020). Conversely, top-down factors like CS habituality can mitigate these costs, as habitual switchers develop adaptive control mechanisms that facilitate fluid language transitions (Beatty-Martínez & Dussias, 2017). Habitual Cantonese-English code-switches also show no significant comprehension costs, suggesting that frequent community use may make them highly familiar and easily integrated in bilingual processing (Hui et al., 2022). However, how this experience-based habituality interacts with structural distance remains underexplored.

Methods: This study extends Chan and Kroll's (2025) naturalness judgment paradigm to three language pairs that differ in typological distance, including Cantonese-English, Arabic-French, and French-English. We will recruit bilingual participants from Hong Kong, Algeria, and Canada, where habitual code-switching is common. Using Hui et al.'s (2022) sentence template, each stimulus consists of an L1 sentence frame with one critical target word appearing in either L1 or L2, depending on the condition. The experiment uses a 2×2 within-subjects design crossing switch type (code-switching vs. non-code-switching) and habituality (habitual vs. non-habitual). Participants listen to each sentence, make a naturalness judgment, and their response times are recorded.

Predictions: Based on our design, we hypothesize two main outcomes. First, we predict a main effect of habituality, where non-habitual code-switching (CS) will yield lower naturalness ratings and longer latencies than habitual CS across all language pairs. Second, we expect a distance effect in which typological distance positively correlates with cognitive load. Consequently, processing penalties will be highest for the Cantonese-English pair, intermediate for Arabic-French, and lowest for French-English.

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Switche, Harkje, Prate: Language identity, bilingual speech, and vitality in an A.I.-mediated future

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Abstract

The sociolinguistic landscape of Fryslân offers an opportunity to examine how language dominance (hereafter LD) and language identity (hereafter LI; Joseph, 2006) shape cognition, social evaluation, and communication across human and A.I. contexts. Despite extensive work on language processing and code-switching, no research has investigated how Frisian–Dutch LD and LI influence production, perception, and interaction, and how this connects to digital language vitality. This PhD project addresses this gap through a three-part, human-centric investigation of how LD and LI operate across a spectrum of bilingualism – from cognition to perception to human-machine interaction:

- Study 1: Switche – examines how LD and LI shape cognition, testing Frisian-Dutch speakers in a language switching picture naming task (PNT) with cognate and non-cognate words (cf. Kirk et al., 2018; 2022).
- Study 2: Harkje – investigates how LD and LI shape perception. Frisian speakers will evaluate stimuli – human baseline and matched synthetic Frisian and Dutch voices – using sociolinguistic measures including authenticity, comprehensibility, sociability, trustworthiness, and competence (Hendriks et al., 2023). Harkje assesses how LD and LI influence speakers’ perceptions and their willingness to use Frisian-language A.I. tools.
- Study 3: Prate – explores how LD and LI shape real-time interaction, communicative accommodation, and trust (cf. Bailey et al., 2022; Dong & Zhou,

2023) across human-robot interaction (HRI) conditions. These include a distinctly "Frisian" robot (e.g., one that produces local speech/dialectal patterns), a monolingual Dutch robot, and a Frisian–Dutch code-switching robot. Together, these studies seek to establish how LD and LI function as complementary yet distinct cognitive and social filters that modulate how speakers activate languages, evaluate voices, and engage with interlocutors – whether human or artificial. Ultimately, understanding these mechanisms is essential in developing A.I. and language technologies that resonate with a diverse array of speakers, providing a framework to enhance language vitality in the digital era

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Accent Credibility in Academic Context

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Abstract

This study investigates accent credibility in the Dutch academic context, focusing on the interaction of both L1 and FL accents in English as well as one's academic status on the perception of their accent. Previous research has shown that foreign English accents are generally perceived as less credible than L1 accents (Lev-Ari & Keysar, 2010; Hanzlíková & Skarnitzl, 2017). In academia, the British accent is often rated as the most credible (Shokhrukh, 2024), but no research has examined foreign accents such as Dutch or Italian in English-language academic settings. Additionally, the status of a speaker affects their perceived credibility, with higher status being rated as more credible (Sarani et al., 2020; Chavalala, 2025).

The main research question asks: Does a lecturer's accent and/or their status impact their perceived credibility? Subsequently, the study addresses multiple hypotheses, prominently; it is expected that the higher the academic position of the lecturer, the more accepting the audience will be to their accent.

The method involves a Qualtrics questionnaire where participants rate the credibility of trivia statements delivered by six speakers with different accents in English (Dutch, British, Italian). Each speaker represents a perceived academic position (a teacher assistant, a PhD candidate or a professor) depending on one of three questionnaire versions. In each version, only one type of these roles is introduced. In the questionnaire, participants evaluate the truthfulness of statements and the perceived competence of the speakers, followed by questions about their linguistic background.

This research is significant given the multicultural context of Dutch universities, where 50% of lecturers and 131,000 international students interact daily based on Rathenau Instituut and Nuffic.nl. Findings will contribute to understanding accent bias in academia. Notably, this research is an ongoing MA thesis, and it is planned to be concluded by the time of the conference.

Keywords: accent perception, accent credibility, accentism, crosslinguistic influence

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The effect of divided attention on disfluency in restricted and unrestricted time courses of speech planning

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Abstract

This study investigates how attentional resources influence disfluency production in typical speakers, testing predictions from different accounts. The Covert Repair Hypothesis

(CRH)¹, framed within the Perceptual Loop Theory (PLT)², predicts decreased disfluency under divided attention as a consequence of decreased monitor accuracy. The EXPLAN model³ predicts increased disfluency under divided attention, unless speakers adapt their speech rate to preserve fluency.

Two dual-task experiments were conducted using a description task⁴

. Participants

described a network of pictures while simultaneously performing a tactile perception task that required counting intermittent vibrations from a wearable wrist strap. Experiment 1 allowed for unrestricted, self-paced speech planning, while Experiment 2 employed a restricted planning time course. Speech rate, speech rate variability, speech errors, and disfluencies (e.g., filled pauses, repairs, and repetitions) were analysed using linear mixed-effects models.

Across experiments, performance on the secondary task was impaired when combined with speaking, indicating a shared pool of attentional resources. However, speech production itself remained largely unaffected. Across experiments, no significant effects of attention were found on any of the speech measures. In Experiment 2, despite restricted planning time, omission errors actually decreased under divided attention.

This one-way interference can be interpreted in two ways. First, it could mean that speakers can, and prefer to, prioritize speaking over a passive secondary task.

Alternatively, these findings challenge the idea from PLT that speech monitoring requires central attention, instead supporting more automatic, production-based monitoring mechanisms. Additionally, the stability of speech rate and its variability in Experiment 1, and the stability of fluency in Experiment 2, contrast EXPLAN predictions. One speculation is that typical speakers maintain a robust planning-execution buffer that helps preserve fluency and speech rate in divided attention. Further research should aim to rule out the speech priority interpretation by using a more consequential version of a continuous perception-based task.

Keywords: Speech production, disfluencies, dual-task paradigm, attention, speech errors

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The effect of executive functions on the ability to adapt speech across age

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Abstract

Purpose

The purpose of this study is to examine how cognitive function relates to speech in people across age (young vs. older adults). This will be done by quantifying cognitive function with three executive function tasks (one for shifting, inhibition, and updating) and relating this to performance on a speech task.

Method

A group of younger (N = 14) and older adults (N = 14) have completed the executive function and speech tasks. The three executive function tasks used were the Wisconsin Card Sorting Task (shifting), the Flanker task (inhibition), and the n-back cost task (updating). The speech task is a reading passage in two conditions. In the first condition, participants read a passage out loud at their typical speed ('Typical condition'). In the second condition, participants will read the same passage at a rate that is 30% faster than their typical speed ('Fast condition'). The speech task will examine participants' ability to adapt to the increased rate. Using both cognitive and speech tasks, the overall aim is to investigate how cognitive abilities on the three executive function tasks relate to adaptation to speech rate changes.

Expected results

The hypothesis in the current work is that (1) younger adults will perform better in executive function, leading to better adaptation to reading speed compared to older adults, and (2) cognitive function will be related to the degree of speech adaptation in both groups. The results will further our understanding of how shifting, inhibition, and updating relate to speech control. This can serve as a baseline for assessing possible deviations in speech control and guiding intervention strategies.

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Syntactically Structured Preoperative Narrative Pauses and Their Lesion Correlates in Postoperative Speech Impairment in Children with Posterior Fossa Tumors

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Abstract

Background: Posterior fossa tumours are among the most prevalent paediatric brain tumours, for which surgical resection remains the primary therapeutic approach (Scanlon et al., 2025). Approximately 24% of children may suffer from transient complete mutism or severely reduced spontaneous speech, collectively termed Posterior Fossa Syndrome (PFS) (Pollack, 1997; Robertson et al., 2006). This syndrome may last from two weeks to eighteen months, with many patients continuing to exhibit long-term language and speech impairments (Doxey et al., 1999). However, the early identification of at-risk patients remains challenging, as traditional psycholinguistic measures lack the sensitivity to detect preoperative vulnerabilities (Reinders et al., 2026). This study investigates whether syntactically structured narrative pauses can serve as a sensitive preoperative marker of PFS and aims to identify the specific cerebellar lesion locations associated with these early adynamic speech abnormalities.

Methods: Thirty-six English-speaking participants from the European CMS Study were categorized into three groups based on postoperative outcomes, including Complete Mutism, Severely Reduced Speech, and Habitual Speech. Preoperative narrative samples were time-aligned and annotated for pauses and syntactic boundaries (utterance-initial, intra-clausal, and pre-embedded). Preliminary group comparisons will employ linear models, specifying each preoperative pause metric as the dependent variable and postoperative

outcome groups as the independent variables. Primary inferential analyses will employ multinomial logistic regression to model postoperative outcomes using preoperative pause metrics, covarying for age and tumour characteristics. To identify neurobiological correlates, Voxel-based Lesion-Symptom Mapping (VLSM) will be employed to associate preoperative pause abnormalities with preoperative cerebellar lesion locations.

Predictions: (Pending data analysis). We hypothesize that children who subsequently develop PFS will exhibit significantly higher preoperative pause rates and durations at complex syntactic boundaries, including utterance-initial and pre-embedded positions, reflecting impaired speech initiation and planning. VLSM is expected to reveal that these adynamic speech patterns correlate with lesions involving the efferent dentato-thalamo-cortical pathways.

Keywords: Posterior fossa tumours, Posterior Fossa Syndrome, Narrative pause structure, Voxel-based lesion–symptom mapping (VLSM)

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Object-doubling in Snaei-Kurdish: prominence & alignment

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Abstract

We report on descriptive work done on Snaei, a Central Kurdish language spoken in the Kurdistan region of Iran (glottocode: sana1277). Specifically, we isolate the triggers for object-doubling (OD) of the object in this language.

While we find that object prominence (animacy (1b), specificity (1c), dislocation (2)) acts as a necessary trigger consistent with phenomena like clitic doubling/left dislocation (Anagnostopoulou, 2017; Alexiadou, 2017), we also show that alignment acts as a structural filter, leading to less contexts licensing OD in the ergative environment (3).

(1) a. [DO pizza], [SBJ pro] aslan drus n-a-ka-m. BARE INANIMATE
pizza at.all make NEG-PROG-do.PRS-1SG

“Pizza, I don’t make at all.”

b. [DO ktk], [SBJ mn] aslan naz=j n-a-ka-m BARE ANIMATE
cat, I never pet=3SG.CL NEG-PROG-do.PRS-1SG

“Cat, I never pet.”

c. [DO am pizza], [SBJ pro] aslan drus=j n-a-ka-m. DEM-INANIMATE
DEM pizza, at.all make(=3SG.CL) NEG-PROG-do.PRS-1SG

“This pizza, I don’t make at all.”

(2) a. [SBJ mn] harche sbh-a [DO am shir-a] a-xwa-m. S-O-V
I every morning-AFF DEM milk-AFF PROG-drink.PRS-1SG

“I drink milk every day.”

b. [DO am shir-a], [SBJ pro] harche sbh-a a=j- xwa-m. O-S-V
DEM milk-AFF, every morning-AFF PROG=3SG.CL drink.PRS-1SG

“This milk, I drink it every day.”

(3) a. [DO am shira [RC wa Hana sand=j]], [SBJ pro] a=j- xwa-m. NOM-ACC

DEM milk C Hana buy.PST=3SG.CL PROG=3SG.CL drink.PRS-1SG

“This milk that Hana bought, I drink every day.”

b. [DO am shira [RC wa Hana sand=j]], a=m- xward. ERG-ABS

DEM milk C Hana buy.PST=3SG.CL PROG=1SG.CL drink.PST

“This milk that Hana bought, I drink.”

Additionally, we consider diagnostics for determining whether this phenomenon constitutes clitic doubling or a dislocation related kind of doubling along the lines proposed by Krapova & Cinque (2008). We show that OD in Snaei is characterized by mixed results to the diagnostics, raising questions as to the respective cross-linguistic validity of the tests. This factor and the alignment data fundamentally conditioning OD (3), requires a re-evaluation of how we categorize OD in split-ergative systems.

Keywords: Snaei, Central Kurdish, object doubling, alignment, clitics, syntax

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