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SCHEDULE

	Thursday June 10th
8:45 – 9:00	[BB collaborate] **OPENING OUR VIRTUAL DOORS**
9:00 – 9:15	[BB collaborate] **WELCOME**
9:15 –10:15	[BB collaborate] **KEYNOTE 1 (Hedwig te Molder)**
10:15 –10:45	**BREAK (30 min)** To get some coffee and move to gather.town
10:45 – 12:15	[gather.town] **POSTER SESSION A**
12:15 – 12:30	[gather.town] **SPONSOR SESSION**
12:30 - 13:15	**LUNCH (45 min)**
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14:45 – 15:00	**BREAK (15 min)** To move to BB collaborate
15:00 – 16:00	[BB collaborate] **KEYNOTE 2 (Benjamin Munson)**
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16:15 –	[gather.town] **VIRTUAL DRINKS**

	Friday June 11th
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14:45 – 15:00	**BREAK (15 min)** To move to BB collaborate
15:00 – 16:00	[BB collaborate] **KEYNOTE 4 (Greg Poarch)**
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16:15 –	[gather.town] **VIRTUAL DRINKS**

KEYNOTE ABSTRACTS

Shots at Stake. 'Don't trust blindly' as the cornerstone of modern parenting

Prof. dr. Hedwig te Molder[a]
[a]*VU Amsterdam*

The COVID-19 pandemic highlighted the reason why vaccine hesitancy is considered a major threat to global health (WHO, 2019). In the case of childhood vaccinations, there are few empirical studies that investigate how vaccination consultations can be improved to address hesitant parents best. Existing conversation-analytic studies in this domain focus exclusively on the United States and conclude that presuming parental acceptance of vaccines (e.g. "Well, we have to do some shots") is an easy and effective strategy to increase immunization rates (Opel et al., 2018). On the other hand, a participatory initiation format (e.g. "What do you want to do about shots?") has been found potentially beneficial for a trusting doctor – patient relationship (Opel et al., 2015).

To understand if and how this dilemma plays out in a country without mandatory vaccination legislation such as the Netherlands, we develop a large corpus of video-taped real-life vaccination consultations between Dutch healthcare providers (HCPs) and parents. In a pilot study of 20 recordings (Prettner, 2017), we found that Dutch HCPs frequently introduce the topic with "Have you already thought about vaccination?". This initiation format gives parents the freedom to respond to the literal query (e.g. "We haven't heard we need to think about this") or the inferred purpose (Pomerantz et al., 2017) of the query (e.g. "Yes, I believe we should vaccinate"). I will show that HCPs and parents exploit this ambiguity to follow one of two different trajectories. Both trajectories show parents orienting to the norm of a responsible, 'not blindly trusting or following' parent (cf. Hobson-West, 2007), but in different ways, and with different interactional consequences.The implications of these findings will be discussed in light of maintaining high immunization rates as well as fostering a trusting relationship between HCPs and parents.

Bio
Hedwig te Molder is full professor Language and Communication at VU Amsterdam and guest professor Science Communication at Wageningen University, the Netherlands. Until 2018 she was also affiliated with the Philosophy department of the University of Twente. She has a special interest in the role of experts and expertise in an alleged 'post-truth' society. More generally, she looks at how people manage their knowledge rights and responsibilities and the hidden moralities in doing so. She studies these phenomena in 'natural' settings such as online forums on nutrition, professional-parent interactions on vaccination, and public debates on climate change or gene editing. Her main resources for analysis are Discursive Psychology and Conversation Analysis. Analysis of online interaction runs through her work as a continuous thread. Another concern has been the development of a discourse-based reflection method for practitioners, called the Discursive Action Method.

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The Sociophonetics of Gender: Acquisition and Processing across the Lifespan

Dr. Benjamin Munson[a]
[a]*University of Minnesota*

Phonetic differences between adult men and women are so robust that a person's gender can be discerned from even very short samples of content-neutral speech, like a few dozen milliseconds of a single vowel. These differences are the combined result of sex dimorphism in the vocal tract and larynx, and learned, linguistically and culturally specific gendered phonetic habits. The research in this talk is part of a research program that seeks to understand when, why, and how gendered speech styles are acquired, and how they interact with other aspects of speech and language development. I focus on three specific projects on this topic. The first project examines how gendered speech develops longitudinally. In this work, I show that children assigned male at birth and children assigned female at birth produce speech that is perceptibly different from as young as 30 months of age, and that these differences grow over the preschool years. The second project shows that boys' adherence to adult male and female speech norms differs as a function of their emerging gender identity. The third project examines how social stereotypes about gender and sexuality in speech have changed over the past 20 years. Together, these studies set the stage for a deeper evaluation of the cognitive-linguistic, perceptual-motor, and social variables that shape the development of gendered speech in individuals and in speech communities.

Bio
Benjamin Munson is Professor and Chair of the Department of Speech-Language-Hearing Sciences at University of Minnesota, Minneapolis, US. He received his BA in linguistics from University at Buffalo, his MA in Speech-Language Pathology, and his PhD in Speech and Hearing Science, both from Ohio State University. His research examines how people with and without communication disorders perceive and produce socially meaningful phonetic variation, such as the variation that conveys race, ethnicity, gender, and sexuality. He is especially interested in how children's language learning shapes and is shaped by their concomitant learning of gendered speech patterns.

For a truly semantic AI

Dr. Aurélie Herbelot[a]
[a]*University of Trento*

Deep learning paradigms have been criticised from various perspectives. One aspect of this critique concerns the inability of current AI systems to account for core semantic competences, in particular reference phenomena. In this talk, I will argue in favour of computational models that take meaning seriously and account for its truth-theoretical aspects. I will first show how a mapping can be automatically learned between corpus data and some underspecified set-theoretic representation of the world. Having identified the limits of this approach, I will then propose a more complete formalisation of set theory in terms of a vector space, amenable to computational treatment. Finally, I will show that such a formalisation can be automatically learned from very small data, providing high levels of performance on core semantic tasks.

Bio
Aurelie Herbelot is assistant professor at the Center for Mind/Brain Sciences, University of Trento (Italy). Her research is situated at the junction of computational semantics, cognitive science and AI. She leads the Computational Approaches to Language and Meaning (CALM) group, focusing on investigating the link between language and worlds (the real world and others). She is particularly interested in models of semantics that bridge across formal and distributional representations of meaning.

Multilingualism and cognition: Where do we go from here?

Dr. Greg Poarch[a]
[a]*University of Groningen*

The cognitive effects of bilingualism and multilingualism have become increasingly debated in the past decade. Of particular interest has been the so-called 'bilingual advantage' – the notion that the regular use of multiple languages enhances domain-general executive function compared to the use of only one language. Such effects on cognition have been attributed to the more or less constant need in multilinguals to control and monitor their competing languages. In my talk, I will highlight some of the past research findings, the role of executive function in verbal and non-verbal processing, and how executive function has been tested in the past. Furthermore, I will discuss how multilingual speakers' language backgrounds and experiences can be characterized, how these factors may differ across populations, and the implications of such differences on the development of executive function. Finally, I will present recent recommendations for future research directions in the field of multilingualism and cognition (Poarch & Krott, 2019).

Bio
Greg Poarch recently joined the English department at the University of Groningen as an assistant professor of English Linguistics. His research interests cover psycholinguistic, cognitive, and social aspects of multilingualism. In particular, he is interested in cross-language lexical and syntactic interaction, (multilingual) language acquisition, the cognitive effects of multilingualism, as well as the learning and teaching of English as a second/third language and the implications of societal multilingualism for language education. Greg Poarch also serves on the executive committee of the International Association of Multilingualism.

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Poarch, G.J., & Krott, A. (2019). A bilingual advantage? An appeal for a change in perspective and recommendations for future research. *Behavioral Sciences, 9*, 95. https://doi.org/10.3390/bs9090095

POSTER ABSTRACTS

Session A

Alignment in L1-L2 task-based teletandem interactions: Morphosyntactic alignment across speakers and languages

Saioa Cipitria[a]
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Telecollaboration meetings allow for interactions among learners at different geographical locations. Any interaction, whether among native speakers or involving an L2 speaker, induces alignment, described as the tendency to reuse linguistic structures that have recently been used (Costa, Pickering & Sorace, 2008). Alignment is claimed to be essential for successful communication (Pickering & Garrod, 2004, 2006, 2021). This study aims to examine morphosyntactic alignment in L1-L2 interactions, considering speaker status (L1 vs. L2), within and between pair alignment as well as within and across language alignment with a specific focus on most frequent morphosyntactic structures (e.g., prepositional phrases). Eighteen language learners with a B2 level (CEFR) in their L2, namely English and Spanish, participated in a series of spot-the-difference tasks. The interactions were analyzed in terms of relevant morphosyntactic trigrams (Michel, Appel & Cipitria, in prep; Michel & O'Rourke, 2019). Results yielded a non-significant result for speaker status. An enhanced alignment was revealed for speakers of the same pair, across language as well as in more frequent and less complex morphosyntactic structures. The non-relevance of speaker status and the predominance of within pair alignment may result from the speakers aligning to each other. In addition, cross-language alignment might be the tendency in bilingual interactions. Finally, the use of various morphosyntactic structures may differ across languages. Implications of alignment on L1-L2 interaction are further discussed.

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Does hormone replacement therapy alter the vowel space in transgender men?

Remco Knooihuizen[a], Max Reuvers[a]
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It is well-known that transgender men experience voice change resulting from hormone replacement therapy (HRT). Most notably, their pitch drops to the level of cisgender men (Zimman, 2017). But there are other gendered differences in pronunciation, and to what extent these are influenced by HRT is not always clear.

One such difference is the size of the vowel space, indicated by the formant frequencies of vowels. Women's formant frequencies are roughly 15% higher than those of men (Hillenbrand & Clark, 2009). Also after normalisation, women have a larger vowel space than men, the difference being predominantly in the height dimension (Henton, 1995). It is believed that the higher formant frequencies allow women to make better use of the more widely spaced harmonic frequencies of their fundamental frequency (pitch). Formant frequencies contribute to speaker gender recognition, including in transgender — in this case transfemale — speakers (Menezes et al., 2019).

While there is a clear physiological cause for the pitch drop in transgender men during HRT, there is less evidence that a similarly automatic change will happen in formant frequencies. Vowel height (F1) and frontness (F2) are related to vocal tract shape and size, which remain stable with the administration of testosterone. However, a lower pitch does allow transgender men to reduce the size of their vowel space.

In this paper, we present results of a longitudinal study into voice change in two transgender men during the first two years of HRT (cf. Knooihuizen & Reuvers, 2019). We analyse change in vowel formant frequencies in both Dutch and English using different measures: raw values, formant dispersion (Df), and formant position (Pf) (Puts et al., 2012). By comparing the different measures in both languages, we aim to understand better how formant frequencies may contribute to expressing an authentic (trans)masculine voice.

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Lexical bundles in legal texts: a corpus-based analysis of documents from European Court of Human Rights

Xiao Xu[a]
[a]*University of Groningen*

Legal language has long been drawing attention from linguists. In 1987, Vijay Bhatia first mentioned that legal English has become a research objects of different disciplines of linguistics (Bhatia 1987). Since legal language is known by its convoluted and abstruse nature, there have been movements that aim to make the languages used in court and legal documents plainer and closer to our daily usage (Wydick 1978). To achieve that, it would be important to figure out features that makes legal language special.

Lexical bundles are sequences of words which commonly go together in corpus. Biber & Conrad (1999) defined them to consist of 3 or more words and occur together at least 20 times per million words. Therefore, they are identified empirically and may not correspond to structural units, with software such as WordSmith Tools (Scout 2016). The study of lexical bundles have been applied to texts of specialized languages and produced some promising results, e.g. Cortes (2004) found patterns of 4-word bundles among the language used by biologists and historians. In the field of legal text, Breeze (2013) investigated text genres of legal texts from the area of commercial law in English.

Based on the approaches developed by Biber (2006), we conduct the present study on lexical bundles that are frequently used in the legal language of European Court of Human Rights (ECHR). Although legal language has the fame of being convoluted and formulaic, how this works out in actual data remains to be verified. We also make comparison with the results from Breeze (2013), which is obtained from corpus of commercial law, to find if the language used in ECHR distinguishes itself with its own features. Possible explanations for these result would be offered as the conclusions.

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Gender agreement and mismatches: the syntactic structure of quantified and superlative partitives

Thom Westveer[a], Petra Sleeman[a] and Enoch O. Aboh[a]
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Partitive constructions can present gender mismatches in languages with overt gender marking, such as German or French. In the superlative partitive in (1), the set noun *Student* is masculine plural and refers to a mixed group of females and males. If the superlative refers to a female, it could in principle take either the masculine form *der*, showing grammatical agreement with the set noun's grammatical gender, or the feminine form *die* when agreeing with the subset's biological sex, an instance of semantic agreement resulting in a gender mismatch between subset and set.

(1)   *Der/Die*   *intelligenteste*   *der*   *Student*   *ist*   *Irene.*

        the.M/.F   most.intelligent   of.the   student.M.PL   is   Irene

The results of a grammaticality judgement task show that native speakers generally prefer semantic agreement in these cases. In a quantified partitive, in contrast, the differences in acceptability between grammatical and semantic agreement are less pronounced (2).

(2)   *??/Einer/??/Eine*   *der*   *Studenten*   *ist*   *Irene.*

        one.M/.F   of.the   student.M.PL   is   Irene

Interestingly, in French, semantic agreement, while possible in superlative partitives with most animate nouns, is not accepted in quantified partitives (3).

(3)   *Un/*Une*   *des*   *nouveaux*   *étudiants*   *est*   *Irene.*

        one.M/.F   of.the   new.M.PL   student.M.PL   is   Irene

The difference in acceptability of semantic and grammatical agreement between the two partitive types in French and German calls for further explanation. In this talk, we discuss implications of the aforementioned agreement differences for the syntactic structure of partitive constructions, specifically focussing on the difference between quantified and superlative partitives. Whereas the structural analysis of quantified partitives inspired multiple studies (see Falco & Zamparelli 2019 for an overview), superlative partitives received surprisingly little attention, apart from a study by Sleeman & Ihsane (2016) on both partitive types in French. As an alternative and including German, we propose a novel, unified analysis of partitive constructions, inspired by Sleeman & Kester (2002), adopting a small clause analysis and involving a silent nominal

classifier. As we will show, the analysis we develop covers the agreement differences between quantified and superlative partitives.

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Gender Bias in BERT: On the use of Real-World Statistics and Counterfactual Data

Marion Bartl[a]
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Just like traditional word embeddings (Mikolov et al., 2013; Pennington et al., 2014), contextualized word embeddings (Devlin et al., 2018; Peters et al., 2018) capture social biases such as gender bias (Kurita et al., 2019; Zhao et al., 2019). Even though the quick adaptation of contextualized embeddings led to improvements in many NLP tasks, previous techniques for quantifying or mitigating gender bias cannot be adapted as smoothly. Therefore, this work aims to find a reliable method of quantifying gender bias in BERT and to test the findings against real-world labor statistics. Subsequently, it is examined whether applying Counterfactual Data Substitution (CDS, Maudslay et al., 2019) to fine-tuning data can mitigate bias. I additionally adopt a cross-lingual perspective by testing whether bias measuring and mitigation methods, which were originally developed for English, are portable to German, a gender-marking language.

The method for measuring gender bias follows the approach of Kurita et al., 2019. Using the BERT language model, I measure the association between gender-denoting words (targets) and professions (attributes) with either low, equal or high female participation (Bureau of Labor Statistics, 2021) within a sentence context. It is assumed that in a non-biased setting, the target probability should not be influenced by the profession in the sentence. Inspired by the Equity Evaluation Corpus (EEC) (Kiritchenko & Mohammad, 2018), the sentence contexts were created through a template-based method and combined into the Bias Evaluation Corpus with Professions (BEC-Pro), which is made publicly available. Moreover, gender bias in the English BERT model is mitigated by using CDS, which manipulates text by switching the gender of pronouns and person words (Lu et al., 2018, Maudslay et al., 2019). After fine-tuning on a dataset to which CDS was applied a decrease in the intensity of bias is observed. Since BERT models have been widely and readily adopted by the NLP community, it is important to assess their potential shortcomings. This research aims to first visualize, then reduce bias in BERT. This also supports the establishment of a standardized measure of social biases using BERT's language model.

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Errors in the use of connectives in writing by Chinese learners of Spanish

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A connective is a linking element that highlights the relationship between sentences and plays an essential role in writing as cohesive ties. How to use connectives correctly in Spanish writing is undoubtedly one of the most difficult to learn and master by Chinese students of Spanish. This is due not only to the different values and uses that each connective epitomizes but also to other factors that are directly related to the mother tongue of the learner. Therefore, this paper aims at exploring the acquisition of Spanish connectives of Spanish learners that are native Chinese speakers in writing by carrying out error analysis (Corder, 1967) and contrastive interlanguage analysis (Selinker, 1972). The definition and the classification of Spanish connectives are based on "los marcadores y los connectores" (Calsamiglia & Tusón, 1999). A total of 71 Chinese college students of Spanish in third grade aged 20-22 participated in this study. They were required to take a writing test including two tasks (write at least 150 words in each part) in 90 minutes. The participants did not know the titles in advance and had enough time to complete it, which ensured that we would acquire "errors" instead of "mistakes" (Corder, 1967) from their Spanish compositions. The data collection was completed in March 2020. This research illustrates that Chinese learners of Spanish overuse connectives of time and cause, meanwhile under-use connectives of condition, concession, and addition. The misuse of these connectives by Chinese learners of Spanish results from language transfer, overgeneralization, and avoidance.

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Affective Language Choice in Psychotherapy of Multilingual Clients: Multilingual Therapist's Perspective

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Language is an essential part of psychotherapeutic work. In psychotherapy involving more than one language and/or culture, achieving the most beneficial therapeutic process and outcome can only be done through acknowledging the impact of therapist's and client's language(s). This qualitative study investigates the role of multilingualism in emotion expression and perception in psychotherapy offered by multilingual/multicultural therapists. Previous research mainly focused on investigating multilingualism from two separate domains – psychology (e.g., client's language choice when talking about trauma) and linguistics (e.g., mechanisms underlying language switching). This research aims to bridge the gap between these fields by investigating the role of multilingualism in emotion expression and interpretation in psychotherapy offered by multilingual/multicultural therapists. Ten individual semi-structured interviews with therapists practicing in the Netherlands focused on therapists' experience of working as a multilingual/multicultural therapist with culturally and linguistically diverse clients. Based on thematic analysis, the results showed that language choice influences the therapeutic process and outcome in terms of discussing emotional topics, establishing and maintaining rapport with the client, and managing linguistic and cultural differences. The findings demonstrate the importance of raising awareness among multilingual/multicultural therapists of the role of language in emotion communication in their practice. It is recommended to increase therapists' linguistic awareness in order to use their languages more beneficially for both parties (e.g., during trauma treatment), and to manage the linguistic and cultural biases that become salient in the multilingual setting more efficiently.

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Constructional Schemas in Yoruba compounds: Focus on personal names

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Compounds are words formed by combining at least two lexemes of the same or different word classes. Compounding is a very common word-formation process in the languages of the world (Booij 2002; Dressler 2006; Aikhenvald 2007; Lieber and Štekauer 2009), and its various aspects have been studied across various languages. In Yoruba (Kwa, Niger-Congo), there are significant aspects of compounding that have not been studied elaborately, leaving important questions still unanswered. Thus, using the framework of construction morphology (Booij 2010, 2013), this paper will examine the complexity of Yoruba compounds focusing on a data of Yoruba personal names, since they exhibit varying structures of compound forms. I will show that Yoruba names are a unique construction involving semantic, syntactic and phonological properties and reflecting a form-meaning based schemas. These compound forms reflect the pattern $<[[a]X_i [b]Y_j]N_i \leftrightarrow [[SEM]_i$ with a relation R to $[SEM]_j]_k>$ where variables X and Y stand for lexical categories (i.e nouns, verbs, adjective) and variables a and b reflect phonological segments. While that PHON properties may include word initial vowel elision, syllable elision, vowel and consonant elongation, SYN features include processes of lexicalization of sentential forms. It is argued that several compound patterns may occur in Yoruba names including N-N, N-V, V-N, N-Adj, and N-Adv and some of these patterns are unique to the process of name construction.

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Word Segmentation: TP or OCP? A re-analysis of Batterink & Paller (2017)

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Research on statistical learning suggests that to segment speech into words, infants keep track of transitional probabilities (TPs) between syllables: the likelihood that syllable X occurs given syllable Y. TPs between neighboring syllables within words are higher than TPs at word boundaries (Saffran, 2003). Batterink and Paller (2017) measured EEG during statistical learning, quantifying the process of statistical learning through the phase-locking of neural oscillations. In the study of Batterink and Paller (2017), participants listened to a structured stream, consisting of four trisyllabic words (TPs within words: 1.0, between: 0.33), and a random stream (TPs 0.09). Exposure to the structured stream but not the random stream led to an increase of neural phase-locking to the word frequency (1.1 Hz), compared to the syllable frequency (3.3 Hz).

However, some participants segmented the random stream into tri-syllabic units as well. The current study provides an alternative explanation for the findings of Batterink and Paller (2017) through the Obligatory Contour Principle (OCP) with a constraint on place of articulation (OCP-PLACE). Boll-Avetisyan and Kager (2014) showed that OCP-PLACE can influence word segmentation in Dutch. We performed a data re-analysis of Batterink and Paller (2017) with Linear Mixed Modelling (LMM) and investigated whether the OCP-PLACE constraint is a possible alternative explanation of the data, including participants' triplet segmentation in the random stream (Wulp, 2021).

We found a significant effect of OCP parallel to the effect of condition found by Batterink and Paller (2017), because OCP-adherence was higher in the structured than in the random speech streams. Further research should investigate the independent effects of OCP-PLACE on word segmentation and consider OCP-PLACE as a possible confounder that should be controlled for in further statistical language learning experiments.

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Dataset Generation and Curation towards Causal Relation Extraction and Societal Event Forecasting

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Causal reasoning is at the forefront of research in artificial intelligence. Even though the idea of learning patterns from data to create an "intelligent system" has already gained a lot of attention and progress, it is thought that true intelligent agents of the future would utilize "causal reasoning" or be able to formulate understanding over chains of cause-consequence pairs to model real world phenomenon in some way or form. For building these maps of causality, many different kinds of cause effect extraction / causal relation extraction methods may exist and to this end, we hope to create benchmarks and other supporting datasets which would cater to the causal relation extraction and event forecasting systems of tomorrow, building not only on past ideas but also introducing new ones, all while necessitating a certain level of complexity and difficulty so that simple rule based systems are not able to perform well with ease. To actually realize these datasets we use methods ranging from pattern matching to question answering using neural language models to even web data mining, utilizing sources such as Wikinews, Wikipedia and others. So far we've already published multiple datasets on zenodo, two concerning the extraction of cause and effect pairs from a given context (which have already been used in work done by IBM) and one supporting the creation of a dataset which models event consequence determination over news articles as a multi choice question answering task.

Acoustics Signatures of Derhotacized Rhotics in Inverness English

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Derhotacization is defined as "either, diachronically, the gradient phonetic lenition process from trill towards a complete loss of /r/, or, synchronically, productions of /r/ weakly exhibiting few or none of the correlates typically attributed to its rhotic status" (Stuart-Smith, Lawson, & Scobbie, 2014, p.2). One region known to undergo derhotacization is Scotland, where speakers use a range of different rhotics. Like most studies investigating derhotacization, the articles on Scottish rhoticity mostly apply auditory methods of analysis because of the limited knowledge linguists have of the acoustic behaviour of /r/. Unfortunately, auditory analysis requires skill and is often imperfect, rendering it not ideal for reliable academic research.

This study investigated the acoustics of different rhotics of speakers from the Scottish Highland city of Inverness, a region which has been roughly documented to witness derhotacization, in order to establish a more comprehensive acoustic description of Scottish rhotics, which could eventually assist in developing an acoustic approach to studying rhoticity.

Based on spectrogram behaviour, it was concluded that rhotics may display faintness above F2, especially approximants, and that, when F3 was discernible, it frequently lowered slightly. Taps often have similar signatures and can also exhibit occlusions. Yet, the principal conclusion is that the found signatures do not reliably occur and that these methods are unlikely to be useful for future studies into rhoticity. Creating a formalized methodology for studying rhoticity remains a challenging but worthwhile pursuit.

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Linguistic transfer between closely related languages in third language acquisition (L1/L2 German/English – L3 Dutch): Pilot study

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Language learners can use structures from their L1 or L2 when using their L3. Two powerful factors affecting transfer into L3 are psychotypological distance and L2 status, although it is unclear which factor is more relevant. Some researchers argue that the psychotypological distance is the more dominant factor and thus the language with the perceived smaller typological distance (L1 *or* L2) influences the L3 more strongly (Odlin, 1989; Kellerman, 1983). Other argue that the L2 status is the more dominant factor and thus the L2 always influences the L3 more than the L1 (Williams & Hammarberg, 1998). Our study tests these views by investigating morphological and syntactic transfer between German, English and Dutch. The typological distance between German and Dutch is smaller than between English and Dutch. Psychotypologically, German learners of Dutch (L3) also seem to perceive German and Dutch as more closely related than English and Dutch (Vismans & Wenzel, 2012). We hypothesise that the smaller (psycho)typological distance is the more dominant factor and that in language combinations where the (psycho)typological distance between L1 and L3 is smaller than between L2 and L3, transfer from the L1 predominates.

In our pilot study, acceptance of structures that allow both the German and the English structure in Dutch was tested: Formation of superlatives: belangrijkste/meest belangrijke (*importantest/most important) and order of verbs in verb clusters: geholpen heeft/heeft geholpen (*helped has/has helped). 12 German learners of Dutch (L3), who have English as L2, took part in an online experiment (self-paced reading & grammaticality judgement task). The test items were presented word-by-word or constituent-by-constituent. The aim was to test the online implementation of the study (E-Prime GO), the suitability of the test items and the different forms of presentation. Results show that that indeed L1 patterns were preferred in the L3 for both structures.

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Lexical Cross-Linguistic Transfer in a Longitudinal Learner Corpus

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The present study examines the phenomenon of lexical transfer in English as a foreign language. It seeks to compare the written production tasks of learners with a monolingual and bilingual background. The data were taken from the longitudinal research project *Mehrsprachigkeitsentwicklung im Zeitverlauf* (*MEZ*) that was carried out at the Universität Hamburg from 2014 to 2019 (Brandt et al., 2017). The research is based on the written production tasks of monolingual German students (n=20) as well as bilingual Russian-German (n=20) and Turkish-German (n=20) students. The schoolchildren who participated in the study had a time limit of 30 (MEZ 1, MEZ 2) or 20 (MEZ 3, MEZ 4) minutes to complete their written production task. In total 449 texts that were produced by 120 students were collected and analyzed.

The study shows that lexical transfer is a frequently occurring phenomenon in texts of bilingual and monolingual English language learners. The results for all cohorts demonstrate that German is the major source of transfer for all participants of the study. It can be explained by the L2-Status in TLA. Furthermore, typological similarity (see Rothman 2011) and psychotypological proximity (Kellerman, 1983; Ringbom, 1987) of the German and English languages might be also at play. Moreover, it can be argued that the surrounding environment and a dominant language (see Hopp, 2018) have a significant influence on the production tasks: The schoolchildren were tested in a German school environment.

Further background variables, such as gender, proficiency in German, English and heritage languages, motivation, socio-economic status, type of school are included in the analysis as well. Considerable differences are observed between the different school types ('Realschule' and 'Gymnasium') which the schoolchildren attend.

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Investigating the Subjective Salience of Ongoing Sound Changes in Dutch

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While there is consensus that salience contributes to the tendency of a linguistic feature to change (Kerswill & Williams, 2002; Trudgill, 1986), there is quite some debate about what exactly salience is. The concept is operationalized in the literature in a variety of ways, including awareness, attention, frequency of occurrence, surprisal, and more.

In this study, we investigate how such operationalizations are associated with ongoing sound changes. To this end, we conducted a rating task using semantic differentiation scales for which we translated various operationalizations of linguistic salience into traits such as noticeability, givenness, and naturalness. As such we investigate how these different traits shape the concept of salience.

To those ends, we compared attitudes towards changes above and below the level of conscious awareness. An example above the level of conscious awareness in Dutch is the retroflex bunched approximant pronunciation of /r/, more commonly known as 'Gooise r' (Bezooijen & van den Berg, 2004). This feature is said to be 'posh' or 'pompous' and reported to have 'relatively high sociolinguistic salience' (Sebregts, 2015). An example below the level of conscious awareness is the devoicing of word-initial fricatives in Dutch such as the change from /v/ to /f/, a change people are generally unaware of (cf. Pinget, 2015). These two types differ in the extent to which they carry social meaning, i.e. social information about the speaker.

A principal component analysis revealed that the scales associated with salience can be grouped into different clusters. Furthermore, an ordinal logistic regression revealed that changes above the level of conscious awareness were associated more with salient traits, whereas changes below the level of conscious awareness were not. These results shed light on the difficulty of defining and operationalizing salience and additionally reveal the importance of social meaning in the context of salience.

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Grammatical production patterns of Dutch 3- to 6-year-old children with DLD and their typically developing peers[1]

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Aim: The aim of the current study is to compare the grammatical repertoire of Dutch three- to six- year-old children with a developmental language disorder (DLD) and typically developing (TD) children matched on their grammatical developmental level, as measured with TARSP (Schlichting, 2017). TARSP is a method for analysing spontaneous language frequently used in clinical settings in the Netherlands. In TARSP, grammatical structures produced by a child with DLD are compared to norm scores based on the developmental trajectory of TD children.

Methods: Language samples of 59 children (29 children with DLD, 30 TD children) recorded in free- play situations were analysed on measures of grammatical complexity, diversity, and accuracy. All children had a TARSP level of 3, 4 or 5, and the groups of children with and without DLD were matched on their TARSP level. For all TARSP levels, the TD children (age range: 2;0 – 3;9, mean age: 2;9) were significantly younger than the children with DLD (age range: 2;7 – 5;4, mean age: 4;1), in line with the assumption of delay.

Results: For each grammatical dimension (i.e. complexity, diversity, and accuracy), multiple measures were analysed. The results show that children with DLD differed from TD children, especially in the complexity of their utterances. Additionally, on almost all measures, substantial interindividual variation was found.

Implications: The results indicate that children with matching grammatical levels can still show differences in their grammatical production patterns. Therefore, the results suggest that overall language level, as indicated by TARSP level, is not sufficient for selecting grammatical treatment goals. This also demonstrates the difficulty of validly measuring grammatical development. Furthermore, the results suggest that in addition to general measures of grammatical development, it is important to include the complexity of the utterances a child with DLD produces.

Notes
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Multiple sluicing in German: islands as evidence for a short source approach

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Multiple Sluicing (MS) is a kind of clausal elliptical question with two or more *wh*-remnants (Takahashi 1994; Abels & Dayal 2017) as in the example (1).

(1)   Every student read some book, but I don't know which student which book.

While the acceptability status of MS in English has caused discrepancies (Nishigauchi 1998; Merchant 2001; Kotek & Barros 2018) and amelioration factors have been discussed for this language (Richards 2010; Lasnik 2014; Cortés-Rodríguez submitted), German seems to ac- cept MS more readily (Merchant 2006; Winkler 2013), see (2). Therefore, I investigated in a series of studies in German the two generalizations outlined in Abels & Dayal (2017), namely:
i) MS remnants must be clausemates, and ii) MS remnants may originate inside an island.

(2)   Irgend jemand hat versucht irgendetwas zu klauen, aber ich weiß nicht wer was.
        Someone has tried something to steal but I know not who what

                                                                    (Winkler 2013: 476)

Figure 1 shows the acceptability judgments for Experiment 1 which examined the factors of WEIGHT (bare vs. explicit) and ISLANDHOOD (no-island vs. weil-island). The results of the *ordinal* model yielded no main effects, but a highly significant interaction. The material in Experiment 2 contained three MS constructions where the correlates originated from different clauses, namely, in a *complexNP*-island, *weil*-island, or non-island antecedent. Reading times of the *wh*-remnants were measured for their three antecedent sources. The results in Figure 2 show no RT differences neither in the critical region nor in the spill-over regions.
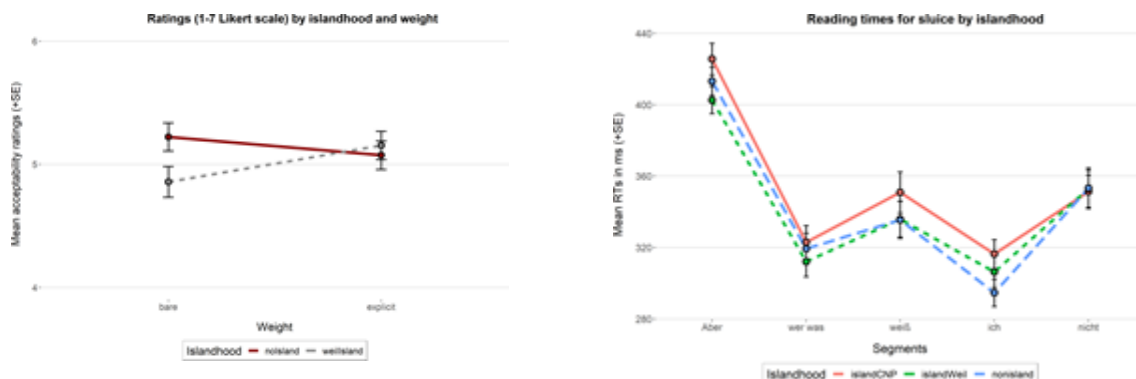
Figure 1: Results Experiment 1 (n=27)   Figure 2: Results Experiment 2 (n=32)

I interpret these results as partial evidence for Abels & Dayal's (2017) generalization in (ii), however, as the data from Experiment 1 shows this generalization might be too restrictive and other factors such as explicitness and island type might affect the processing of MS. I will discuss further implications against the background of results from previous studies that address additional factors affecting multiple sluicing.

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World Englishes in a Multilingual Teaching Context: Challenges and Innovative Teaching Models

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Recently, world Englishes research has become one of the most developing sub-branches of English linguistics. A considerable amount of studies (e.g. Rahal, 2019; Bongiorno and Herment, 2018; Belibi, 2013) have investigated the different varieties of English. Increased attention has also placed on the ways to incorporate world Englishes in education and the teaching curriculum because "it is not enough to simply say that ELF has implications for pedagogy" (Dewey, 2012, p. 143). The focal focus of this presentation revolves around the ways to integrate the new varieties of English and to develop multilingual competence. The current presentation mainly aims to tackle the issue of world Englishes within multilingualism which has a pedagogic orientation. It will try to show the new pedagogical models for teaching the new varieties of Englishes in the multilingual world. This study will start with giving an overview of the rise of Englishes. It will also present the concept of multilingualism. Samples of linguistic features of English as a lingua franca will be provided with a particular focus on phonological features. A big space of this presentation will be then devoted to the challenges that appear while incorporating varieties of English in a multilingual setting, including the problems of teaching world Englishes in an educational environment that still relies on English as a native language. The study is an opportunity to present and discuss the multilingual model of English language teaching and the innovative tools to teach these varieties.

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Beyond event results: The notion of affectedness and telicity in the lexical semantics of verbs

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The notion of event result (i.e. the transition of an entity form an initial state to a different one by the end of an event) has been at the core of theories on verb meaning (Beavers & Koontz-Garboden, 2012; Rappaport Hovav & Levin, 2010) and language typology (Slobin, 2006; Talmy, 2000). However, its intuitiveness has frequently spawned confusion in researchers and led them to consider that it involves the same construct in both types of theories. In fact, while the notion of result in verb meaning theories relates to affectedness and the lexicalization of state change regardless of the degree of change achieved (atelic change), it has been noted that in language typology theories it relates to telicity and the lexicalization of the endpoint of events. In this study we investigated the extent to which verbs in Spanish (a verb-framed language), and in Mandarin and Dutch (two satellite-framed language) lexicalize atelic and telic change of state in verbs (either single verbs, verb-satellite constructions or serial verbs). Rather than using conventional linguistic diagnostics to assess the lexicalized meaning of verbs (which are sensitive to context and personal intuitions), we developed an experimental approach to collect intuitions online from a large number of native speakers and assess the meaning that people, collectively, confer to verbs in each language. Through a questionnaire, we assessed the meaning of 126 Spanish verbs, 155 Mandarin verbs, and 180 Dutch verbs. We ask participants two questions per verb: one focused on assessing whether verbs lexicalize object state change or not and the other one on whether verbs lexicalize the endpoint of an event.

Results suggest that while satellite markers are mainly used across languages to lexicalize the endpoint of events (not atelic change), single verbs are mostly used to lexicalize atelic change. Only few single verbs lexicalize the endpoint of events. We discuss the implications of these findings for theories on verb meaning and language typology, and for research in psycholinguistics.

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Session B

Dialects across time and space: Computational modeling of dialects in the Netherlandic language area

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The Netherlands is home to many speakers of Low Saxon dialects, although their numbers have dwindled over the past century. This study investigates to what degree these language varieties are (still) subject to language change by comparing two large phonetic transcription corpora, i.e. the *Goeman-Taeldeman-Van Reenen project* (GTRP; Taeldeman & Goeman, 1996) and the partially digitized *Reeks Nederlandse Dialectatlassen* (RND; Blancquaert & P´ee, 1930). These contain words that were translated from Dutch into local dialects, but their phonetic symbol inventories first had to be made phonetically comparable. This was done by reducing the inventories using a pointwise mutual information (Church & Hanks, 1990) approach pioneered by Wieling et al. (2009), so that a phonetically optimal alternative is chosen if a symbol occurs in one dataset but not the other.

A subset of words that occurred in both datasets (n = 58) was analyzed by computing a Levenshtein distance-based metric. The Levenshtein distance (Levenshtein, 1966; Kruskal, 1983) is a method to index dissimilarity of phonetic strings (see e.g. Kessler, 1995, Heeringa, 2004, and Wieling, 2012). Annual phonetic change (between the time of the RND and GTRP) for each locality was consequently modeled using Generalized Additive Modeling (GAM). This type of non-linear regression modeling uses thin plate regression splines to model its variables (Wood, 2003). This allowed for including geographical location as a predictor, which consequently provided fine-grained predictions of where dialects underwent most or least phonetic change and may possibly do so in the future. Lastly, alternative models were built to include uncertainty due to transcriber effects, as many different transcribers were involved in the original data collection. The (to be determined) results will yield valuable insights to applying such methodology for large-scale direct comparison of different sources of language data.

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Lexical acquisition in bilingual toddlers: Investigating the effect of cross-language form-similarity in translational equivalents and receptive vocabulary knowledge

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This study examined how form-similarity and language input relates to the acquisition of form-similar and form-dissimilar translational equivalents and receptive vocabulary in English-Dutch toddlers (N = 247). Bilingual children were considered bilinguals as they attended Dutch-English bilingual daycares in the Netherlands and often also were exposed to (an)other language(s) than the Dutch language. Translational equivalents (EN *dog* - DU *hond*) were analyzed in an expressive vocabulary task (CELF) and grouped into form-similar or form-dissimilar as measured by phonological overlap (e.g. Bosch & Ramon-Casas, 2014; Bosma et al., 2019). In the receptive vocabulary task (PPVT), translational equivalents could not be identified across the Dutch and English versions. Therefore items were grouped into form-similar and form-dissimilar on the basis of their translations in the other language. Results showed that in both the expressive and receptive vocabulary task English input was related to children's performance, while form-similarity was not. This may suggest that form-similarity does not necessarily facilitate lexical acquisition, contrary to previous findings (e.g. Bosch & Ramon-Casas, 2014; Schelleter, 2002) which have found a facilitative effect of form-similarity in word learning. Findings also support the expected link between L2 input and lexical acquisition (David & Wei, 2008; Legacy et al., 2016), yet input remains a complex variable to assess as Dutch input did not show a significant effect. Findings highlight the importance of using combined measures to adequately investigate lexical development and call for the need for more accurate measures tailored to assessing bilinguals' lexical acquisition in both languages (e.g. Gampe et al., 2017).

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How little is enough? The question of intensity and resting-state EEG changes in seniors through language learning interventions

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Investigating ways to promote healthy aging has never been more pressing than in our rapidly aging society. Language learning has been proposed to be a particularly effective training, as the activated brain regions overlap with areas often affected by age-related cognitive decline (Antoniou et al. 2013; Antoniou, & Wright, 2017). Although mixed behavioral results have been found concerning benefits of third-age language courses (Bak et al., 2016; Ramos et al., 2017; Ware et al., 2017), research suggests that language training can enhance cognitive functioning (Klimova, 2018), as well as increase executive function, communicative skills and well-being (Pfenninger, & Polz, 2018).

A factor that often varies between studies and might partially account for mixed findings is length and intensity of the language training. Apart from Bak et al.'s (2016) study, which suggests that an increase in attentional switching can be obtained through 5+ hours of language learning per week, no research has been done investigating the modulating factor of length and intensity of the training on cognition.

In this poster, we present the method and results of a study investigating the influence of length and intensity of a language course on neuroplasticity changes in elderly, measured using resting-state EEG. While resting-state EEG has been shown to be susceptible to training-related changes (Styliadis et al., 2015; Rossi et al., in prep.), such (language-induced) changes have yet to be investigated in seniors. Additionally, we included a comparison between two course formats: a short, intensive online course of 10 days and a three-months long blended-learning course. Different set-ups can shed light on the optimal format of third-age language learning as a function of the cognitive benefits that ensue from such an intervention. The findings seem to indicate that both interventions lead to cognitive maintenance and are therefore equally beneficial.

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En parlant du passé: Past reference in (semi-)spontaneous French aphasic speech

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It has been shown for several languages that reference to the past is selectively impaired in non-fluent aphasia types (Bastiaanse, 2013). The PAst DIscourse LInking Hypothesis (Bastiaanse et al., 2011) accounts for this past reference deficit by postulating that reference to the past requires discourse linking: the need to compute an extra-sentential link between the event-time and the utterance time. This is difficult for agrammatics as discourse linking is said to be subserved by Broca's area. However, initial evidence suggests that fluent aphasics, too, have more difficulty with the past as compared to the non-past despite the fact that their Broca's area is relatively spared (e.g. Dragoy & Bastiaanse, 2013). The present study used French to investigate the ability of both fluent (n=6) and non-fluent (n=4) aphasics on their ability to refer to the past as time reference in French has been unexplored up until now. Additionally, the study investigated whether the aphasic groups differed regarding the error types in past reference. 300 words of (semi-) spontaneous speech, taken from the AphasiaBank, was coded for verb-phrase type, tense, time reference, and grammaticality (MacWhinney et al., 2011). Ungrammatical utterances were further specified for error type.

A generalised linear mixed effects model shows that both aphasic groups make more mistakes in past reference as opposed to non-past references when compared to healthy controls, but the deficit is larger in the non-fluent group. A qualitative error analysis shows that substituting past for present tense dominates the error pattern of both fluent and non-fluent aphasics whereas other types of errors were rare. The results bear directly on current theorising on the past reference deficit and modifications to the PADILIH are proposed in order for the hypothesis to be able to account for the past reference deficit in both fluent and non-fluent aphasia.

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Conversational needs and the costly expression of manner of location : A case study of static locative events.

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Various cross-linguistic experiments have recently shown how languages differ in their lexicalization patterns for Motion events (Slobin, 2004; Talmy, 2007; Tutton, 2013). Verbalizing a same locative event, e.g. bottle on table, in Dutch, English and French requires the speaker to pay attention to different aspects of the scene (Lemmens, 2005). While these languages express path in a prepositional phrase, they differ on what is expressed in the verb. In French and English, mere existence is expressed with the copula *be|être: la bouteille est sur la table, the bottle is on the table*. By contrast, Dutch speakers have to specify the manner of location, i.e. grossly the orientation of the object, with a Cardinal Posture Verb (CPV): *de fles staat op the tafel* 'the bottle stands on the table'. Manner is therefore usually abstracted in French and English while idealised in Dutch. However, when the conversational or contextual situation requires it, or when the event is non-canonical (e.g. bottle LYING on table), French and English speakers can express Manner relying on costly linguistic strategies (Lemmens & Slobin, 2008). Dutch speakers can add further Manner specification outside the verb (Van Geenhoven & Warner, 1999). Our study aims at exploring these expected strategies through an interactive describing-matching task led on native speakers of French, English and Dutch (N=96 dyads). The experiment has been developed so as to create a conversational need for overt Manner expression, hence encouraging the participants to specify Manner of location. Our results confirm the expected typological preferences. We also show that (i) French and English participants preferably express both canonical and non-canonical Manner outside the locative sentence, (ii) Manner is unexpectedly also found in the verb. For Dutch, non-canonicity leads to redundancy of Manner expression. Our presentation also alludes to eye-tracking data recorded during the task and shows that the visual exploration of the locative events may well depend on the language and/or on the canonicity of the event.

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Syntactic Priming of Dutch Passives in French-Dutch Bilinguals: How L2 Proficiency differences Modulate Syntactic Priming Effects

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Studies investigating cross-linguistic syntactic priming suggest that proficient bilinguals have shared memory representations for similar structures between languages (Hartsuiker & Bernolet, 2017). But what happens if the L2 has syntactic alternatives of which only one structure is similar between the L1 and L2? Can L2 speakers produce the non-shared structure? Also, what is the role of L2 exposure, which is expected to be reflected in L2 proficiency differences, in developing representations for non-shared syntactic structures? We investigated this in two different forms of the Dutch passive: the PP-final ["*De man wordt gekust door de vrouw*"] and PP-medial passive ["*De man wordt door vrouw gekust*"] - ["*De man is being kissed by the woman*"] in a sentence-picture matching task between native speakers of Dutch (n = 48) and French-Dutch bilinguals (48 participants in Brussels and 48 participants in Louvain-la-Neuve in Belgium). Because French and Dutch *only* share the PP-final passive, we expect a production preference for this structure in both French-Dutch bilinguals. However, we anticipate that bilinguals in Brussels might also show PP-medial priming due to more L2 exposure than bilinguals in Louvain-la-Neuve. The Dutch group showed a production preference for the PP-final passive and only significant priming for the PP-medial passive because of the inverse preference effect. Surprisingly, the L2 speakers showed a production preference for the PP-*medial* instead of the PP-final passive, due to explicit teaching of the former alternative in class to avoid language interference, and significant priming for the PP-final structure. Interestingly, we found that PP-medial priming was modulated by L2 proficiency: the higher the L2 proficiency was, the larger the PP-medial priming effect. None of the effects interacted with differences between bilinguals in Brussels vs. Louvain-la-Neuve.
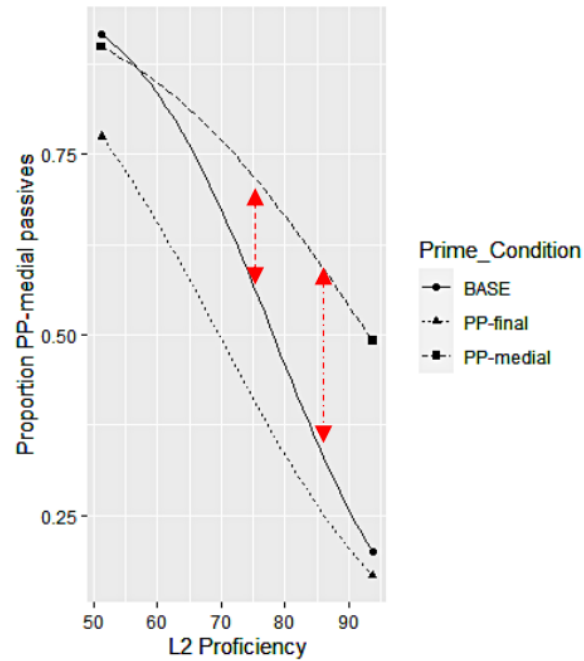
Fig 1. The interaction between *Prime Condition* and *L2 Proficiency*. The y-axis represents the PP-medial passive proportion and the x-axis represents the L2 proficiency scores. The three separate lines represent the three prime conditions, BASE, PP-final passive and PP-medial passive. The two red-dotted lines visualize the increasing PP-medial priming effect as L2 proficiency increases too.

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Two ways of metaphor comprehension in comparison: towards a bidimensional account of metaphor comprehension

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In this paper we will discuss the role of literal meaning and mental imagery in metaphor comprehension, showing their link and the problematic nature of these notions in pragmatics (Wilson & Carston, 2019). We will try to overcome these problems by putting in dialogue the typology of metaphors offered by Carston (2010, 2018), based on the parameter of literal meaning, and the typology offered by Green (2017) based on the parameter of mental imagery (cf. Davidson, 1978; Lepore & Stone, 2015).

Carston (2018) recognizes the existence of two kinds of metaphors: (1) local metaphors such as "Giulio is a professor" in which a single lexical item - PROFESSOR - is modulated pragmatically; (2) metaphors such as "The yellow fog that rubs its back upon the window-panes" in which it is necessary to resort to the literal meaning of the sentence, metarepresenting it and deriving the metaphorical meaning as implicatures. In this kind of metaphor, mental imagery can be activated, playing a role in the derivation of metaphorical meaning (cf. Sperber & Wilson, 2008; Carston & Wearing, 2011).

At the same time, Green (2017) distinguishes between (1) local metaphors such as "Giulio is a professor" that require local, pragmatic modulation and do not activate mental imagery (image-permitting metaphors), and (2) novel metaphors such as "the snow is a winter closet", understood through pragmatic modulation but in which the activation of a mental imagery is necessary for metaphorical comprehension (image-demanding metaphors).

We will analyse potentials and limits of these two typologies of metaphor comprehension and, combining the two accounts, we will recognize four kinds of metaphor and four ways to metaphor comprehension (instead of two ways to metaphor comprehension). Finally we will organize our proposal into a bidimensional account of metaphor, covering the full range of cases.

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Mapping the arcuate fasciculus with nTMS and action naming: the effect of transitivity

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Language mapping with navigated Transcranial Magnetic Stimulation (nTMS) is a non-invasive method used to causally identify cortical areas involved in language processing (Hauck et al., 2015; Ille et al., 2016; Krieg et al., 2017; Ohlerth et al., 2020; Picht et al., 2013; Tarapore et al., 2013). The combination of Diffusion Magnetic Resonance Imaging (dMRI) and nTMS promises to increase language mapping accuracy by allowing researchers to stimulate cortical terminations of white matter tracts (Reisch et al., in prep). The arcuate fasciculus (AF) is an associative tract with cortical terminations in the frontal, parietal and temporal lobes (Bernard et al., 2019; Catani et al., 2005; Catani & Mesulam, 2008; de Weijer et al., 2015). Cortical regions connected by the AF have been shown to be differentially involved in the processing of transitive and unergative verbs, with transitive verb processing eliciting higher BOLD activation (den Ouden et al., 2009; Shetreet et al., 2007; Thompson et al., 2007, 2010). In the present study, we combined dMRI and nTMS during an action naming task with finite verbs (Ohlerth et al., 2020) to investigate the neural underpinnings of transitive and unergative verbs. Frontal, parietal, and temporal cortical terminations of the left and right AF were identified and stimulated in ~6 German adult native speakers, according to common protocols for fiber tracking and nTMS language mapping (Fekonja et al., 2019; Krieg et al., 2017). Based on previous findings from fMRI studies, we predicted that if verb production is influenced by the number of arguments, nTMS will induce more errors during naming of transitive compared to intransitive verbs. NTMS-induced errors were quantified and analysed according to cortical terminations (frontal, temporal, parietal) and verb type (transitive/intransitive). For the left AF, preliminary results suggest that nTMS induced more error with transitive verbs compared to intransitive verbs when stimulating temporal terminations of the AF. Error rates between the two verb types did not differ during the stimulation of left frontal and parietal terminations. Moreover, no differences between verb types were found for the cortical terminations of the AF in the right hemisphere. Preliminary data will be presented and discussed in relation to neurolinguistic theories of argument structure and its implications for nTMS presurgical language mapping in people with brain tumors.

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Teaching Intercultural Communication in English Learning Classes: Examining Textbooks' Content

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As English is currently used as a lingua franca in several domains in multiple countries, scholarly accounts have called for renewed consideration of the intersection of language, interculturality and pedagogy (Baker, 2020). This means that most intercultural interactions are mediated through English. Therefore, developing linguistic or communicative competencies is not enough without an appropriate understanding of the different factors shaping intercultural encounters. With globalization and spatial movements, it has become necessary to engage English teaching classrooms in the process of preparing students for intercultural encounters (R'boul, 2020). This is not exclusively relevant in Teaching English for General Purposes, but also in Teaching English for Specific Purposes. That is why this proposed poster will examine the content of selected English teaching textbooks in Morocco and how they effectively seek to develop students' critical understanding of their own and foreign cultures. The aims are (a) to investigate the extent to which these textbooks provide representations that are informed by current scholarship on intercultural relations and the status of English as a lingua Franca, (b) to explore whether textbooks seek to develop students who are interculturally competent and able to ensure smooth functioning of intercultural relations, and (c) to determine these textbooks' general framework in addressing interculturality and relationships between Morocco and other countries.

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Merger or near-merger? Acoustic analyses of /e:/ and /ɛ:/ in spoken Standard German

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The merger of the phonemes /e:/ (as in *Beeren* 'berries') and /ɛ:/ (as in *Bären* 'bears') in spoken Standard German and especially in Northern Standard German is frequently discussed in the literature (Stiel, 2020). The hypothesis of a merger is largely based on impressionistic data or transcriptions of speech samples. However, the acoustic analyses that have been conducted up until now show differences in the pronunciation of the two vowels (for a summary cf. Frank, 2020). The commutation test conducted by Frank (2020) provides first evidence of a near-merger, i.e., a perceptual merger with simultaneous distinction in the vowel production (Labov, 1994). To investigate the hypothesis of a near-merger, we will conduct a behavioral and a neurophonetic perception experiment. Before conducting the perception experiments, an extensive acoustic analysis is required to investigate the acoustic properties of the two vowels. To this end, data from the corpus *German Today* (Kleiner, 2011ff.) will be analyzed.

We hypothesize that the formant differences will be significant for all speakers. However, we expect larger differences for speakers from southern Germany and smaller differences for speakers from northern Germany. For gender and age, we do not expect any specific differences, however, we still want to include these sociolinguistic variables as they might turn out to be relevant factors for the phenomenon. When the vowels are elicited in minimal pair context the distance between the two vowels is expected to be greater than in other elicitation contexts. If the vowels occur in the context before /r/ they are expected to be more similar than in other phonetic contexts. The results from this study will offer a comprehensive account of the phonetic variation of the two vowels. Based on the results, we will design the perception experiments to address the hypothesis of a near-merger.

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A Morphosyntactic Analysis of Causatives in Arabic

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Arabic presents an interesting morphology-syntax mismatch, in which the language deploys three distinct morphological strategies to realize morphologically-derived causatives. These strategies are morphological gemination (1), the prefixation of the morpheme {ʔa-} (2), and ablaut (3).

(1) Gemination

daras-a	darras-a	'study'
fahim-a	fahham-a	'understand'
katab-a	kattab-a	'write'

(2) The prefixation of {ʔa-}

ʒalas-a	ʔa-ʒlas-a	'sit down'
waqaf-a	ʔa-wqaf-a	'stand up'
daxal-a	ʔa-dxal-a	'enter'

(3) Ablaut

ħazin-a	ħazan-a	'sad'
hadim-a	hadam-a	'ruin'
karib-a	karab-a	'worry'

Using the precepts of Distributed Morphology (Halle & Marantz, 1993, 1994), the main hypothesis defended here is that these processes are regulated through Contextual Allomorphy. In particular, I argue that *Contextual Allomorphy* is governed by an ordered set of context-sensitive rules that apply at the stage of Vocabulary Insertion and the *Elsewhere Condition*, adducing further support to the Common-base Approach (Marantz, 1997; Alexiadou et al. 2006, 2015; Borer, 2005; Ramchand, 2008; Lohndal, 2014, amongst others). This is coupled with adopting a two-layered VP structure, in which Voice and little v are projected as separate heads (Pylkkanen, 2008; Alexiadou et al., 2015, amongst others), and the role of lexical items/roots reduce to their idiosyncratic encyclopedic content (Alexiadou et al. 2006).

To substantiate the main claim suggested herein, I also argue that periphrastic and lexical causatives lend further empirical support to the syntactic approach to word formation. In this regard, I show how lexicalist analyses are challenged by complex morphological marking, baseless derived forms, and unpredictable phonological changes. This paper concludes by suggesting that the rule ordering suggested might predicate why the current Arabic dialects use exclusively gemination as the main process to realize morphologically-derived causatives. I then

explore the hypothesis that modern Arabic dialects favoring the least specified process, gemination, is a typological tendency attested in natural languages due to independently motivated factors.

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Krabbel, krap-krap. Verbal diminutives in Dutch and Afrikaans

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In Germanic, there are two verbal diminutive suffixes, namely *-el* and *-er*, which indicate that an event is iterative or attenuative, as illustrated for Dutch in respectively (1)-(2) and (3)-(4).

(1) hupp-*el*-en 'to skip (repeatedly)'   (3) krabb-*el*-en 'to scratch lightly'
(2) stuit-*er*-en 'to bounce (repeatedly)'   (4) dobb-*er*-en 'to float while rocking lightly'

In (1) and (2), the *-el* and *-er* suffix bring about an iterative interpretation of the event; in (3) and (4) these same suffixes bring about an attenuative interpretation.

So far, studies on verbal diminutives in Germanic have only focused on the -el morpheme (Weidhaas & Schmid, 2015; Audring et al., 2017), not considering the clear parallel function of the two morphemes. Furthermore, these studies do not systematically investigate the fact that these morphemes can indicate both lower (i.e. attenuation) and higher intensity. Our study not only investigates this two-way direction of intensity of the two verbal diminutive suffixes in Dutch, but furthermore extends the investigation to Afrikaans. In Afrikaans, some verbal diminutives are formed with the *-el*/*-er* suffix, but the same function can also be fulfilled by verbal reduplication, e.g. *krap-krap* 'to scratch lightly/repeatedly'.

We present the results of a dictionary- and questionnaire study into -el/-er verbs in both languages, and verbal reduplication in Afrikaans. On the semantic side, we analyze the fact that these verbal diminutives can both signal high and low intensity. The main claim of our analysis is that the *-el* and *-er* suffixes in both languages, and the reduplicative morpheme in Afrikaans, are to be viewed as differential amount markers (cf. Kennedy & Levin, 2008; Morzycki, 2007). We argue that these morphemes only mark a difference, rather than the orientation of the intensity. We provide evidence for this claim from both diachronic and synchronic behavior of these morphemes across categories.

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"*Sickening, no?*" How to talk like a drag queen in your L2

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The performed drag queen identity combines features associated with both female and gay male identities, as well as features specific to drag queens (Barrett, 2017). Drag queens construct this gender-bending identity using linguistic and visual means (Calder, 2019). Nonetheless, much of the academic work on drag queen speech focuses on L1 speakers of English, overlooking what it means to speak like a drag queen for non-native English speakers. This linguistic-ethnographic study observed the speech of seven Dutch drag queens in online group discussions in English, supplemented by individual interviews. The group made extensive use of vocabulary related to the notion of sisterhood, the drag makeup process and result, the type of queen, and catchphrases from RuPaul's Drag Race (RPDR). The linguistic impact of RPDR has created fixed vocabulary and catchphrases that are also established in a non-English speaking community such as the Dutch one. Participants of this study were comfortable using this specific English vocabulary, which shows that they strongly index their drag queen identity in their L2, even when they are out of drag. This study demonstrates how the members of this community express their drag queen identity through their lexical choices, but it also shows how certain discursive practices in their L2 contribute to understanding how the individual and the collective drag queen identity is constructed.

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The development of syntactic representations in beginning L2 learners of Dutch

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Introduction: Sentence production in second language learners can be investigated using structural priming (processing a structure facilitates re-using that structure). Based upon proficiency effects in previous structural priming studies, the developmental model of Hartsuiker & Bernolet (2017) outlines five possible stages through which second language learners go during the acquisition of syntactic structures. In a longitudinal study, we test the predictions of this model in beginning learners of Dutch with transitive sentences. We hypothesize that priming effects are initially only found for the more frequent active structure and only later for the less frequent passive. We expect that priming effects increase over time.

Method: 17 students in a Dutch language course participate 5 times in a structural priming experiment. Participants listen to 24 prime sentences with an active "de bakker roept de dokter" [the baker calls the doctor] or a passive "de dokter wordt geroepen door de bakker" [the doctor is called by the baker] structure. They then describe a picture with a transitive.

Results: We coded their responses as Active (50.1%), Passive (29.2%) or Other (20.7%). The results of the first four sessions show that the proportion of passives linearly increases over the course of time ($p < .01$) (Session 1: 14.1%, Session 2: 19.7%, Session 3: 42.4%, Session 4: 40.9%). The proportion of passives increases faster after an active prime ($p < .01$) than after a baseline. During Session 4, they tend to produce more passives after a passive prime than after a baseline (i.e., passive priming) ($p < .1$).
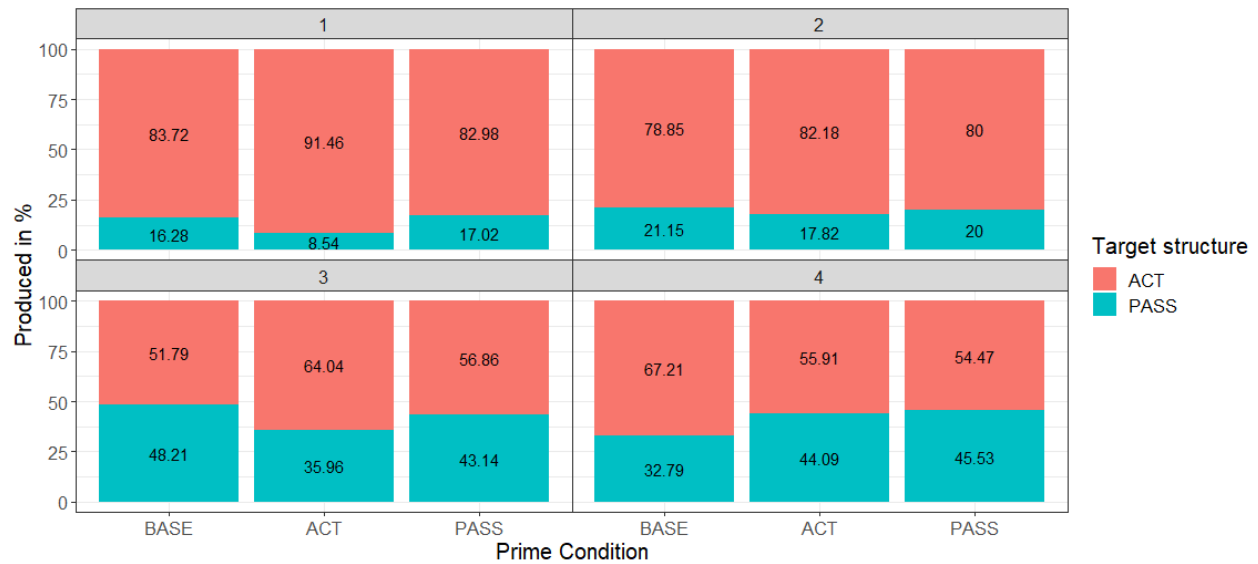
Figure 1. Priming effects per session.

Discussion/Conclusion: The stronger increase in the proportion of passives after an active prime indicates that active priming reduces over time and that learners gradually develop more native-like production patterns: in native speakers, we usually find priming for passives, but not for actives. The results show that the development of the passive structure takes place in two stages: priming of the passive structure is found only after a period of time in which participants start to use the structure more frequently. The final session will take place between 1 and 13 June.

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Event clustering and Automated Cumulative Key Indicator Analysis using Semantic Ranking for Risk Informed Situational Awareness (RISA)

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Being cognizant of ongoing events in the world is of prime importance to Intelligent Analysts, especially in scenario planning applications where they need to be aware of any interesting and notable events in the world that hold value towards their end task, not only that but in case of a presence of a large number of events, as is the norm, a numerical determination of importance of events could in fact prove *crucial*. Typical approaches for awareness components focus in a very simple, sometimes rule based manner, solely towards the collection side of things, with a human being deciding on what an "important" event is, or even requiring extensive manual configuration or curation to "attach" to a given domain (towards determination of importance of events), with certain aspects of these configurations sometimes hardcoded into the system (e.g. key entities like people, organizations etc.). There's nothing wrong with such an approach, after all, sense-making does require end human engagement. But what one does seek to do though in such a proposed Risk Informed Situational Awareness (RISA) system, is to augment the aforementioned end human engagement through better *extraction* and more *robust organization* before one hands off the end result to a human being for reasoning and hypothesizing over, with a numerical score of *importance* found (for any given event) and *domain propinquity* (to the analyst's use-case) decided automatically through a set of risk drivers (instead of any manually curated or hard coded configurations). Early results suggest that improvements on capturing "risk content" of key indicators could be made by accounting for aspects like causality (than just semantics) and this, along with incorporation of SOCINT in the form of twitter, facebook and other social media platforms are now being currently worked on.

Serial verbs in Mandarin Chinese

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It is well-known that serial verbs are attested in many languages in Asia, Africa, Oceania, and Americas, as well as some creole languages. Although there are a few works on serial verbs in Mandarin Chinese, different ranges of expressions are included in different studies (also see Paul, 2008). In this study, assuming with the definition of serial verbs in Aikhenvald (2018), we attempt to provide a systematic analysis on Mandarin serial verbs and contribute to the understanding of this cross-linguistic phenomenon.

Symmetrical and asymmetrical, multi-verb and one-verb serial verbs are all attested in Mandarin. Mandarin serial verbs can express consecutive, causative, resultative, comitative, comparative, directional, instrumental, aspectual, modal and argument-introducing meanings, which are also attested in one or another serializing language.

Cross-linguistically, it is evident that serial verbs often arise from other multi-verb structures. We further contribute to this cross-linguistic observation by showing that Mandarin resultative compounds, which can be considered as serial verbs, were expressed by coordinate clauses in Old Chinese but later underwent serialization driven by the drop of the coordinate marker 而 *er*. Furthermore, the cross-linguistically observed grammaticalization and lexicalization processes are also attested in Mandarin.

We attribute the high productivity of serial verbs in Mandarin to several reasons: 1) in general, juxtaposition is a preferred means to link verbal constituents, 2) even though grammatical markers may occur, they are mostly grammaticalized verbs and may still be considered serial verbs from a dynamic perspective.

We posit that serial verbs reflect a language universal strategy of expressing new and complex meanings by juxtaposition. However, this strategy may seem untransparent in some languages due to grammaticalization. Had there been sufficient diachronic data showing how the current grammatical markers come from in each language, we might discover an even wider range of expressions to be included in serial verbs cross-linguistically.

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Top-down or bottom-up generalization of L2 accented speech: An experimental study on lexically-guided phonetic retuning of a Dutch vowel contrast

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Many studies have demonstrated that listeners can recalibrate the boundaries of phoneme categories when talkers produce ambiguous speech sounds in their L1 (Norris et al., 2003), but also when non-native speakers produce L2 accented speech (Bradlow & Bent, 2008). This study aims to gain further insight into how listeners generalize vowel contrasts across L2 speakers, as this could shed light on how long-term phonological representations of speech sounds are stored (Idemaru & Holt, 2020).

The traditional experimental paradigm to study phonetic retuning is used. In a lexical decision task, 100 participants are exposed to 40 Dutch words, which have either /ɪ/ or /i/ as syllable-nucleus, 60 fillers and 100 non-words. All stimuli were produced by a female native speaker of Italian who is highly proficient in Dutch, but has a clearly noticeable Italian accent. Stimuli are presented in two conditions: the /ɪ/ sound is replaced by an ambiguous sound between [ɪ]-[i] (/ɪ/-ambiguous) or vice versa (/i/-ambiguous).

To assess if perceptual learning has occurred, a phoneme categorization task is set up in which participants need to identify the vowel in five Dutch /ɪ/-/i/ minimal word pairs across two conditions: listeners either heard stimuli from the exposure female speaker or stimuli modified using the *Change-Gender* function in Praat. This alternation controls for comparable spectral and duration cues, but the change in pitch and formants leads the listeners to perceive a male voice.

We hypothesize that if cross-speaker generalization can be identified, this might indicate that listeners rely predominantly on spectral and temporal cues, regardless of the perceptually noticeable gender-change. Alternatively, top-down inference based on the altered gender may lead the listener to block generalization. This study will ultimately contribute to our understanding of how native listeners process L2 accented speech, and inform us on the flexibility of L1 listeners' phonological representations.

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Overlapping contexts in the phonological repair of early French minimally-rising syllable-contact clusters

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The Gallo-Romance (GR) reflexes of Late Latin syncope (Pope, 1952; Dumas, 1993; Hartkemeyer, 2000) provide a unique perspective into the interaction of sonority and phonotactic constraints with faithfulness within the phonology. In Francien (standard French's progenitor), minimally-rising clusters (obstruent-nasal, sibilant-liquid, nasal-liquid) brought into contact by syncope, unharmonic as both syllable-contact clusters due to rising sonority and as complex onsets due to insufficiently-rising sonority, undergo diverse repairs including assibilation (pla**ta**nu > pla**s**ne 'plane tree'), rhotacization (*ordine > ordre* 'order') and epenthesis (*cisera > cisdre* 'cider'; *cumulum > comble* 'peak'; *camera > chambre* 'room'; *molere > moldre* 'grind.INF' (Martínez-Gil, 2004; Montaño, 2017). Syncope-induced manner change is also attested to avoid phonotactic violations (*[tl]/[dl]: *titulum > titre*), and in /t^s/ affricate simplification, sensitive to both phonotactics (gra[*t*^{s}]ile > graisle, *[tl] 'skinny') and sonority (vin[*t*^{s}]ere > veintre, *[sr] 'conquer.INF') (Lahrouchi, 2019).

My analysis not only formalizes how Francien conspires to adapt minimally-rising clusters to harmonic patterns but also explains superficial gaps in the application of certain repairs. For example, /sl/ should exhibit repair since its sonority rise is intermediate to /sr/ and /ml/, which do epenthesize (using Baertsch & Davis' (2003) split-margin approach, $*R_1S_2]_\omega$ » $*L_1S_2]_\omega$ » $*L_1N_2]_\omega$), yet /sl/ is tolerated (cf. Old French *isle* [iz.lə] 'island'). But analyzing epenthesis alongside manner change (fortition, rhotacization, assibilation) shows that any repair of /sl/ only makes matters worse: rhotacization ([s.r]) exacerbates sonority, fortition and epenthesis ([(s)t.l]) violates phonotactics, and epenthesis plus rhotacization infringes too egregiously on faithfulness. The toleration of /sl/ thus falls out from the proposed constraint interaction (see tableau below), without stipulating any special exceptions for sibilant-liquid clusters (*contra* Lahrouchi, 2019). The final outcome of my analysis is an informative schematization of Francien cluster licensing that captures the facts and interaction between seemingly disparate phenomena.

GR /isola/ > [iz.lə]

/isola/	Syncope	Dep(Place)	$*[S_1L_2]_o$	O-Contig-V	Max	Dep-V	$*[Tl]/[Dl]$	Id(Manner)	$*[R_1S_2]_\omega$	$*[L_1S_2]_\omega$	Dep-C	$*[N_1S_2]_\omega$	$*[O_1S_2]_\omega$
a. i.zo.lə	*!												
b. i.zlə			*!		*								
c. iz.blə		*!			*						*		*
☞ d. iz.lə					*					*			
e. iz.drə					*			*!			*		*
f. iz.dlə					*		*!				*		*
g. id.lə					*		*!	*					
h. iz.rə					*			*!	*				
i. i.drə					*			**!					
j. iz.nə					*			**!				*	
k. i.lə					**!								
l. i.zə.lə	(*!)			*!	*	*							

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Quality Check and Expansion of Small Treebanks

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The Universal Dependencies (UD) initiative, currently involving 183 treebanks (Zeman et al., 2020), has prompted numerous multilingual studies (Croft et al., 2017; Zeman et al., 2018) thanks to the large number of gold resources annotated at the morpho- syntactic level under a shared annotation schema. While such studies provide useful linguistic evidence for use in NLP tools (Ponti et al., 2019), only large gold-standards provide enough examples to allow generalisation of linguistic phenomena. Enlargement of small treebanks, constituting ≈60% of UD treebanks[1], is a crucial challenge second only to treebank quality check, which guarantees that similar constructions share the same annotation.

The present contribution reports part of a study aimed at tackling the two tasks, i.e., treebank *expansion* and *quality check*, in a single workflow. The study exploits LISCA (Dell'Orletta et al., 2013), an algorithm proven effective for both tasks (Alzetta et al., 2017; Alzetta et al., 2020), integrated into a novel workflow. We use LISCA to obtain a statistical model containing information about the distribution of linguistic phenomena of languages; then, we use the model to identify incorrect analyses from gold treebanks (quality check) and to automatically add examples of under-represented constructions (expansion).

To validate our methodology, we perform experiments on both medium-sized treebanks and small PUD treebanks (Zeman et al., 2018). In the latter scenario, we utilise the method proposed by Aggarwal (2020, Chapter 6). The results are used to *(i)* check the inter and intra-treebank homogeneity of PUDs, and *(ii)* automatically enlarge small treebanks to create richer and more robust sets of examples of language behaviour.

Our experiments suggest that the LISCA-based method can be extended to the case of small treebanks for both quality check and expansion. We believe that such languages would highly benefit from our approach considering that quality control is crucial when dealing with a small amount of data and automatically enlarging resources is valuable for improving their representativeness.

Notes
[1] Word count < 100,000

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Taking the perspective of narrative characters: a mouse-tracking study on the processing of ambiguous referential expressions in narrative discourse

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There is an ongoing debate about how listeners use perspective information during online referential processing. In a web-based mouse-tracking experiment in Dutch, we investigated whether listeners automatically take a narrative character's perspective when resolving ambiguous referential expressions. In addition, we ask how different narrative perspective shifting devices affect the degree of perspective shifting, comparing neutral narrative discourse (*The big aeroplane was expensive*), free indirect discourse (*Ai! The big aeroplane was expensive!*), and direct discourse (*She thought: 'Ai! The big aeroplane is expensive!'*). The narratives were accompanied by visual scenes, in which we manipulated which objects were visible to the character, and participants were instructed to click on the object they thought the story was about. Our results for the object selections showed that in the majority of cases, people did not interpret the referential expressions from the character's perspective at all, even in the presence of linguistic perspective-shifting cues. However, in the cases where the listener did shift to the character's perspective, direct discourse cues facilitated them in their decision process while the absence of cues in neutral discourse interfered with it. The mouse tracking measures additionally showed that there was more uncertainty in the condition where perspective was not shared between character and observer. Still, the mouse trajectories were quite complex to interpret, opening up the possibility for eye-tracking to further explore what mouse-tracking has to offer for research into complex cognitive processes such as perspective taking in discourse.

'This text is called an abstract' – An empirical investigation of referring uses of nouns in name-informing quotation

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Name-informing constructions (NIC) like in (1a/a') are a subtype of quotation which is used to mention – i.e., point to – the linguistic shape of a concept's conventionalized name (Saka, 1998; Härtl, 2020). The nouns mentioned in NICs can occur with and without an article. An open question is whether those two uses display distinct referential properties, such that a noun with an article is referentially more salient than a noun without an article. To tackle this question, we report on data from two self-paced reading studies. In the first one, the experiment followed a 2×2 design: independent variables were CONSTRUCTION TYPE: *name informing* and *activity*, and REFERENTIALITY: expressions following the NIC were either *metalinguistic* (- article) or referring (+ article), cf. (1a/a'). We hypothesized reading times for the demonstrative to be affected by the referential salience of the name introduced in the NIC.

(1)
a.   /Man /nennt /die Erfindung / **Eierbecher**. [NIC, Metalinguistic]
a'.   /Man /nennt /die Erfindung / **einen Eierbecher**. [NIC, Referring]
         'One calls this invention (an) egg cup.'
b.   /Mittlerweile /verwandelt /sich /**dieser** /jedoch /in /einen Staubfänger. [Target]
         'By now however, it [demonstrative pronoun] is transformed into a dust collector.'

The results yielded a significant main effect for CONSTRUCTION TYPE, but no significant effect for the predicted difference in REFERENTIALITY. Therefore, a follow-up study with an improved design was implemented. In this case, the original design was manipulated for ANAPHORA TYPE: *demonstrative* and *p-pronoun*, and REFERENTIALITY (as above), thus allowing for a systematic comparison with respect to the referential properties of the level of noun referentiality in NICs comparing the reading times of the anaphoric resolution. We will present the results and discuss them in light of the debate about compositional hybrids occurring in quotational constructions as well as the type of quotation at work here.

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The effect of feedback perturbations on speech production in Childhood Apraxia of Speech: An acoustic and kinematic analysis

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Childhood Apraxia of Speech (CAS) is a developmental speech motor disorder affecting planning and programming of articulatory movements and their sequence. Clinically, CAS is characterized by inconsistent errors in articulation and prosody alongside disrupted coarticulatory transitions (ASHA, 2007). These deficits have been associated with impaired development of feedforward commands (i.e., motoric plans for target sounds) leading to increased reliance on auditory and somatosensory feedback (Terband & Maassen, 2010).

Our study investigates deviations in articulatory patterns of children with CAS as compared to typically developing (TD) peers using 3D electromagnetic articulography (EMA) and acoustic recordings. 3 children with CAS and 3 TD peers matched for age and non-verbal IQ performed a syllable repetition task and a sentence production task. For the latter, the children produced non-words, which were controlled for complexity, within the same carrier phrase: "Ik heb de xxx gezegd". This task included three conditions: no feedback disruption, auditory feedback disruption using pink noise, and somatosensory feedback disruption by means of a bite stick.

Prior data analysis found that in the DDK task, children with CAS demonstrated slower rates of complex sequential syllable repetition and more variability in several articulatory parameters than TD peers (Dobson, 2019). In the current kinematic and acoustic analysis, we focus on the production of plosive consonants /p/ and /b/ in non-words. We expect to find more deviant articulatory patterns in CAS children when feedback is disrupted and syllable complexity increases. A comparison between feedback interruption conditions will allow us to see whether one condition hampers compensation more than the other.

Children with CAS frequently face difficulties in educational (Lewis et al., 2004) and social aspects (Rusiewicz et al., 2018) of their daily lives. This project aims at a deeper understanding of articulatory patterns and feedback mechanisms in CAS, which is particularly relevant for therapeutic approaches.

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There is More to the Morphology of –š/ –iš: the Comparative in Ukrainian

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The comparative suffix in Ukrainian has four allomorphs: the most productive *–iš*, the non-productive *–š*, *–č*, and *–šč*, as presented below:

POS	CMPR	gloss
sviž-yj	sviž**iš**-yj	'fresh'
dešev-yj	dešev**š**-yj	'cheap'
doroh-yj	doro**žč**-yj	'expensive'
vys-ok-yj	vy**šč**-yj	'tall'

In this talk I argue that these four allomorphs can be reduced to *–š* and *–iš*, and their distribution is not phonological, but rather morphologically conditioned.

In particular, following Plušč (2010) I analyse *–č* and *–šč* as phonological variants of *–š*, brought about by processes of assimilation and dissimilation, as in:

(1) doroh-š-yj -> dorož-š-yj -> dorož-č-yj   'more expensive';
(2) vys-š-yj -> vyš-š-yj -> vy-šč-yj   'taller'.

When we are left with the two allomorphs, the picture is comparable to other Slavic languages, such as Polish *–sz/-iejsz*, Slovak and Czech *–š/-ejš*.

The distribution of the two allomorphs is phonologically conditioned in Slovak and Polish (Wyngaerd et al 2020). Following Caha et al (2019) I aim to show that just like in Czech, such distribution in Ukrainian is regulated not by phonology, but by morphosyntax. As an example, the stems of both *solod-š-yj* and *blid-iš-yj* end in alveolar *-d*, but have different suffixes. The study by Bobaljik (2012) serves as a starting point, but is taken further by Caha, where CMPR is represented in syntax not by one but by two functional heads. To be more precise, I propose that *–iš* is decomposed into two morphemes *-i* and *-š*, where *-i* is a spellout of C1 and *-š* is a spellout of C2. The roots that take the *-š* allomorph are bigger than the ones taking *-iš*. As a result, it helps to explain the mechanism behind allomorphy in Ukrainian.

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Session C

Nominal pluralization in Sign Language of the Netherlands: Phonological constraints on simple and sideward reduplication

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The present study is the first to thoroughly investigate plural reduplication of nouns in Sign Language of the Netherlands (NGT). Previous research has shown that reduplication is a common pluralization strategy across sign languages (SLs). For nouns, two types have been identified: simple (1a) and sideward (1b) reduplication. Importantly, phonological features of the base noun, i.e., place of articulation and movement type, may constrain reduplication. These constraints differ from SL to SL (e.g., Pfau & Steinbach, 2005; Sutton-Spence & Woll, 1999; Valli & Lucas, 1992).

(1)
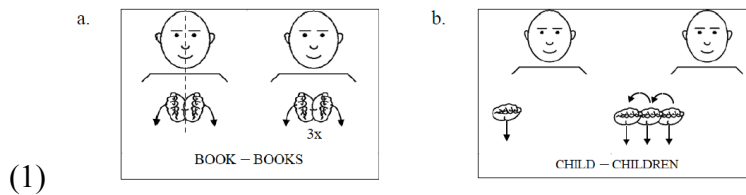
(images from Pfau & Steinbach, 2005: 121–122).

To investigate plural reduplication in NGT, in particular the possible role of phonological restrictions, both naturalistic corpus data and elicited data were analyzed. First, 297 plural nouns were extracted from the Corpus NGT (Crasborn et al., 2008). Moreover, we designed and conducted a novel gap-filling task to elicit plural forms of nouns with various phonological specifications; 189 plural nouns were elicited from five deaf, native signers.

Analysis of both data sets suggests that both simple and sideward reduplication are common pluralization strategies in NGT. Interestingly, phonological properties of the base noun do not block reduplication; however, they influence the reduplication type. Nouns articulated in lateral space (1b) undergo sideward reduplication, while body-anchored nouns and nouns with complex movement undergo simple reduplication. Finally, nouns that are articulated in front of the signer can undergo both simple (as in (1a)) and sideward reduplication. Zero marking also occurs, i.e., reduplication is not obligatory.

Thus, plural reduplication in NGT is less constrained than reported for other SLs: all phonological noun types can undergo at least one type of reduplication – in contrast to, e.g., German SL and British SL, where reduplication is blocked for body-anchored nouns (Pfau & Steinbach, 2005; Sutton-Spence & Woll, 1999). The present study is thus an important

contribution to the typology of reduplication in SLs. Clearly, reduplication, despite being iconically motivated, is subject to language-specific grammatical constraints.

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Anaphoric reference in a German-Polish bilingual child: Evidence for cross-linguistic influence

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In this study we examine the use of referring expressions in anaphoric contexts in a German-Polish bilingual child between age 2;0 to 4;0. Our longitudinal corpus consists of 160 video recordings of spontaneous speech in both languages.

With respect to anaphoric expressions the adult grammars in German and Polish differ dramatically. Basically, speakers of German refer to discourse-given referents either with a definite NP, a personal or a demonstrative pronoun, whereas speakers of Polish – a pro drop language without articles – mostly use bare nouns or null pronouns. Only under specific information-structural conditions, overt pronouns and determiners are appropriate in Polish.

In German anaphoric expressions are not only used in every obligatory context but, more important, they are marked overtly and reliable. We assume therefore that their acquisition leads to an overuse of overt pronouns and determiners in Polish. To validate this issue, the bilingual data were compared with data of a monolingual child of the same age.

Our results show that the bilingual child uses overt pronouns in its Polish up to four times as often as the monolingual child. Regarding the use of determiners in Polish, there was no significant difference between both children.

The role of lexical stress in the Spanish word recognition process

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If a word starts with a /p/ in Spanish (for example), that can be argued to eliminate all options that do not start with that phoneme. But studies on word recognition in Spanish, English and Dutch (e.g. Cutler 2005; Soto-Faraco, Sebastián-Gallés & Cutler 2001; Van Donselaar, Koster & Cutler 2005) suggest that in addition to segmental information, the position of stress eliminates word candidates too. For instance, in Spanish, the word-initially stressed fragment **prín***ci*– could result in **prín***cipe* 'prince', not in *principio* 'beginning' (Soto-Faraco et al. 2001).

Empirical evidence from these studies shows that stress information from the first two syllables of a word facilitates word recognition, and one might reason that the hearer needs to hear at least two syllables in order to hear a prosodic distinction, but two studies show that in Dutch and English, stress information from only the first syllable facilitates word recognition as well. Cooper, Cutler and Wales (2002) show that word-initial stressed monosyllabic fragment **mus**–, for example, primes the recognition of the English word **mu***sic*, and not the word *museum*. Similar results were found for Dutch by Van Heuven (1988).

Quite surprisingly, however, there has been no analogous experiment for Spanish as yet. Therefore, we are carrying out a replication of the priming experiment in Soto-Faraco et al. (2001), in which the disyllabic primes (e.g. **prín***ci*– and *princi*–) are replaced by monosyllabic ones (e.g. **prín**– and *prin*–). We suspect our experiment will yield the same results as in English and Dutch.

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Not all disfluencies are related to word preparation difficulties: evidence from eye-tracking

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To reveal the underlying cause of disfluency, several authors attempted to relate the pattern of disfluencies to difficulties at specific levels of production, using a Network Task paradigm (Fig.1). However, there is a consensus that disfluencies are multi-factorial (Clark & Fox Tree, 2002). To disentangle disfluency related to word preparation from others, we combined this paradigm with eye-tracking. We replicated a previous study (Hartsuiker & Notebaert, 2010), by manipulating name agreement, to cause difficulty in the initial stage of lexical access.
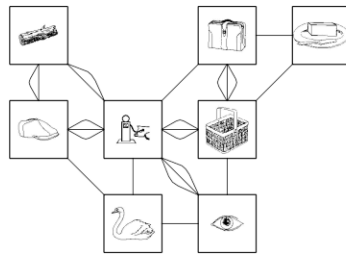

Figure 1: Example of a network

We analyzed disfluency and eye-movements (i.e. fixation durations before name onset; number of fixations; anticipatory and late gazes) related to each picture. Disfluencies were tested with name agreement (low/high) and network configuration (short/long line preceding a picture) as fixed effects. Eye-movements were analyzed with name agreement, network configuration and disfluency as fixed effects.

In Experiment 1, 20 native Dutch speakers performed 20 networks. Low name agreement induced longer fixation duration before name onset, more silent pauses and self-corrections. Some disfluencies (e.g. filled pauses) were associated with late gazes, indicating increased late gazes towards a picture that induced hesitation. Finally, participants spent less time gazing at pictures preceded by a long line, while producing more pauses, which implies that they used this configuration to inspect other areas than the upcoming picture. In Experiment 2, 20 native Dutch speakers performed 20 networks that were controlled to only have short lines. The use of a constant configuration led to clearer findings.

We replicated the finding that lexical access difficulties elicit self-corrections and pauses (Hartsuiker & Notebaert, 2010). We also showed that, similarly to picture naming (Meyer, Sleiderink, & Levelt, 1998), viewing times vary with word preparation difficulties during connected-speech production. Additionally, eye-tracking could bring information about the underlying mechanisms of disfluency, beyond difficulties related to speech encoding (i.e. self-monitoring, or stalling).

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Compensatory Reading Training for People with Homonymous Visual Field Defects – a Randomised Controlled Trial Protocol

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Homonymous visual field defects (HVFDs) are among the most common consequences of damage to postchiasmatic brain areas. As many as 80% of the people with HVFDs may suffer from reading difficulties, which can have a severe negative impact on patients' daily life. These reading difficulties include reduced reading speed, making more errors, skipping words or lines, reduced reading endurance, and having problems understanding the information that is read.

In the Netherlands, rehabilitation centres currently do not offer evidence-based training to improve reading difficulties in people with HFVDs. There is a need for community-based clinical research with strong methodology to investigate the effects of reading training for people with HVFDs, as well as to provide recommendations for rehabilitation practice. We describe a novel project that aims to establish the effectiveness of two in-practice developed compensatory reading trainings for people with reading difficulties due to HVFDs. Collaborating with two leading centres of expertise for visually impaired people, a single-blind randomised controlled trial is being developed, comparing saccadic reading training ('Vistra'), rotated reading training and a waiting list control group. The goal of Vistra is that people with reading difficulties compensate for the HVFD by adapting their eye movements whilst reading. Rotated reading training aims to reduce the effects of the HVFD by learning people to read in a different, individually tailored direction such as diagonally.

Participants with HVFDs will receive initial assessment of visual functions, reading performance and neuropsychological screening. At fixed moments, pre- and post-training assessments will take place. Participants in the waiting list control group will receive no training in between pre- and post-assessments. Outcome measures will focus on reading performance, vision-related quality of life, social participation and reading-related activities.

Read-it: An academic reading intervention at pre-university level schools in the Netherlands: adding depth and content to the subject of English

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In this paper we will report on an intervention study that focusses on teaching English academic reading strategies in a Dutch vwo (pre-university high-school) context. Despite the relatively high proficiency in their second language (L2) English, many Dutch university students struggle with reading academic texts. The specific features of scientific texts such as nominalization, intertextuality, writer's stance and modal verbs are often new to students and limits their understanding (Charles & Pecorari, 2016). In addition, many pre-academic high-schools do not provide instruction on how to read critically. This is a crucial strategy at university that allows students to evaluate an authors' message. Without the knowledge and skills to apply successful reading strategies, students might not obtain optimal study results, which potentially affects students' self-efficacy and may trigger demotivation (McNamara, 2007). It is therefore important for students to learn how to read academic texts before entering university.

The focus of our study is to evaluate the outcomes of a lesson series (Read it) targeting academic reading (e.g. reading progress, meta-cognitive reading strategies, self-efficacy) by means of quantitative data-analysis methods (questionnaires and reading tests). The academic course was implemented at pre-university level in the final year of Dutch secondary schools. Three classes (N ≈ 20 each) at three schools participated in the study. They received ten lessons of reading instruction specifically targeting understanding through means of reading strategies and annotating academic texts that centre around linguistic topics (e.g. language acquisition, language processing in the brain).

The pre-post test design allowed us to measure the effectiveness of the reading intervention in light of results from a comparison group of students. The discussion will highlight how the specific training material of the intervention may have supported students' academic reading skills development in their L2 English.

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Bilingual transfer in language contact contexts: Allophonic variation in Finland-Swedish

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This study is part of a larger project that explores the phonetic and lexical consequences of increased bilingualism in the Finland-Swedish community. Finland-Swedish is a variety of Swedish spoken in Finland by approximately 290,000 native speakers. In the past Finnish and Swedish were largely spoken in different regions and culturally distinct communities, but the urbanisation of southern Finland has resulted in regions that were historically monolingually Swedish becoming increasingly bilingual or majority Finnish-speaking (Tandefelt, 1996; Finnäs, 2015).

Expanding on previous research (see Strandberg 2018, 2019; Strandberg & Gooskens, forthcoming), the study discusses societal bilingualism in Finland and examines cross-linguistic transfer in the production of the phonetic variants of /ø/ in simultaneous Finland-Swedish individuals. In Swedish, the phoneme /ø/ is indicated by the grapheme <ö>, and it traditionally occurs either as the close-mid front rounded vowel [ø] or as the open-mid front rounded vowel [œ]. In Finnish, the corresponding phoneme occurs only as [ø]. The data for the current study were obtained from 115 sociolinguistic interviews with simultaneous bilingual and native monolingual Finland-Swedish speakers. Acoustic analysis is used to compare the height and fronting of long allophones [øː] and [œː] produced by participants in three different speech styles. The statistical analysis indicates increased overlap of [øː] and [œː] in the vowel spaces of bilingual speakers, particularly in spontaneous, informal speech. The results suggest evidence of Finnish phonetic transfer in the production of Finland-Swedish allophones by simultaneous bilinguals, and demonstrate the importance of taking into account speech style in bilingual transfer research.

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Information Structure and Mandarin Existential Constructions

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In this paper, I propose that there are two types of *you*-existential construction [ExC] in Mandarin Chinese. In the literature, existential construction has been argued to convey new information cross-linguistically. However, Liu (2011) argues that Chinese ExC has a topic-comment structure which conveys old information. To reconcile this dilemma, I propose that both kinds of ExC exist in Chinese. These two types can be distinguished by their acceptances in an out-of-the blue context or as an answer to a global type question. Note that old information in ExC only requires speaker-oldness of the following *you*-NP. It does not matter whether the hearer knows the information or not. In addition, I propose that the existential marker *you* ('have') in the old information ExC functions as a specificity-related determiner and forms a constituent with the following *you*-NP. (cf. Tsai 2003). As a specific determiner, *you* turns the following indefinite NP into a specific indefinite one and can convey the speaker-old information of the *you*-NP (cf. Hsin 2002). This proposal then explains various Chinese sentence where *you* and the *you*-NP forms a constituent and seems to function as a topic (i.e. Shi 2000). Or why *you* and the following *you*-NP can be preposed and higher than a speaker-oriented evaluative adverb *juran* ('surprisingly') in a sentence (i.e. Fang and Lin 2008). Moreover, this proposal also implies that the specific determiner *you* is compatible with definite NPs. Examples are indeed available in the Academia Sinica Balanced Corpus of Modern Chinese as pointed out by Chang (2004). Finally, the existence of old information ExC in Chinese can explain not only why Chinese ExC does not have definiteness restriction, but also why Chinese ExC allows individual-level predicate, which are not allowed in most of ExCs in other languages.

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Investigating the Relationship between Cognitive Control and Second Language Inhibition

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The bilingual advantage hypothesis posits that bilinguals boast superior cognitive control due to a training effect caused by their life long inhibition of inactive languages (e.g., Abutalebi & Green, 2007, Bialystok & Martin, 2004, Bialystok et al., 2004). Evidence for this hypothesis is mixed, with many findings not replicating. Criticism has also been levered at the method of investigations, namely, directly comparing the performance of bilinguals and monolinguals in cognitive tasks (e.g., Van den Noort et al., 2019, Paap et al., 2016). We propose a method that investigates the fundamental assumptions of bilingual advantage hypothesis. The hypothesized training effect necessitates a connection between general cognitive control and language related inhibitory control (Declerck et al., 2021). We investigated this connection by presenting bilinguals with German and Dutch interlingual homophones, i.e., false-friends (e.g., Dutch: *bellen – calling*, German: *bellen – barking*). These homophones were presented in a semantically incorrect context within the speaker's L2, while being semantically correct when interpreted in their L1. Utilizing EEG, the observed N400 component was then used as a measure for the success of L1 inhibition and correlated with cognitive task performance. To investigate the plausibility of such a design, we explored two research questions:

1. Do 'false-friends' reliably elicit a smaller N400 effect compared to both classic semantic violations and the Dutch controls?

2. Is it possible to reliably connect the magnitude of the N400 effect to response inhibition performance scores?

To answer these questions, we recorded event-related potentials of three German-Dutch bilinguals and seven Dutch controls while they completed cognitive tasks and read sentences ending in either a false-friend semantic violation, an unrelated semantic violation, or a semantically correct target. We hypothesized that the conflicting semantic nature of the interlingual homophones would reflect the success and extent of inhibitory control in the observed N400 response. Additionally, we predicted a correlation between the measured N400 and conducted cognitive tasks, due to their hypothesized connection in cognitive control. We found the responses to the homophones to be highly variable within the experimental group in terms of N400 magnitude. We also found N400 magnitude to correlate with cognitive task performance. No effects were found for N400 latency. With our observations, while severely limited due to the small cope of the study, we can cautiously confirm the validity of the proposed method.

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BRANEN and BRANES: Two New Learner Corpora

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The *Brazilian Learners of Anaphora in English* (BRANEN) and the *Aprendices Brasileños de Anáfora en Español* (BRANES) corpora contain texts written by undergraduate language students during a short online course on anaphora, offered in 2020 at a Brazilian university (Bruscato & Baptista, 2021a, 2021b). The main purpose of this study was to investigate the learning of anaphora in different learning environments. Thus, 30 English and 15 Spanish learners with an intermediate-to-advanced level of proficiency in the foreign language were randomly divided into three groups: one that had two *synchronous* lessons through videoconference, another that had two *asynchronous* lessons, and a control group that did not take any lessons. Participants wrote a text with 100 to 150 words as a conclusion for a short story. This was done in four moments: before the course started (week 1), after the first lesson (week 2), after the second lesson (week 3), and a month after the course ended (week 6). The compiled texts are available on Sketch Engine (Kilgarriff *et al*., 2014) and contain information about the participants' groups and testing moments. The BRANEN corpus was automatically tagged with the Modified English TreeTagger part-of-speech tagset and has 120 documents, 1,069 sentences, 1,678 lemmas, and 17,454 words. The BRANES corpus was automatically tagged with the Spanish FreeLing part-of-speech tagset and has 60 documents, 543 sentences, 1,299 lemmas, and 9,021 words. The Concordance tool was used to retrieve sentences with nominal, pronominal, and zero anaphora, which were then manually annotated. In coordinate clauses, Spanish learners already used zero anaphora predominantly in the pretest, while English learners from the asynchronous group learnt to use it more often during the course.

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Can a trucker be a woman? On the effects of bilingualism, gender identity and personal attitudes on implicit gender stereotypes

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This online study investigated whether personal attitudes with respect to gender equality and sexism, own gender identity, and upbringing influence the emergence of implicit occupational gender stereotypes (i.e. the association between a specific occupation and a sex; e.g. a trucker is a man) in sequential and simultaneous bilinguals by using the automatic stereotyping paradigm based on studies by Banaji and Hardin (1996) and Siyanova-Chanturia et al. (2012).

A focus of this study was to look at simultaneous bilingualism as a distinct way of upbringing that will lead to higher flexibility and openness to new social contexts as it has been shown that various demographic and attitudinal factors influence gender stereotyping, such as the upbringing by parents (Turner & Gervai, 1995), and the score on ambivalent sexism (Grant et al., 2020). Indeed, research has shown that simultaneous bilingual infants showed reduced racial stereotype bias in comparison to their monolingual peers (Singh et al., 2019).

So far, 123 subjects (mean age = 21.99) were tested out of which 51 grew up as simultaneous bilinguals with different language constellations. As the influence of the gender identity was part of the investigation, 43 of the subjects were transgender, and 46 subjects were non-binary (note: some identified as both). A preliminary analysis revealed that simultaneous bilingualism did not influence the reaction times in the automatic stereotyping task. However, a linear mixed effects analysis revealed a significant three-way interaction ($p = .03$) between stereotype condition, the gender identity, and the scoring on a sub-scale of the *Social Dominance Orientation* scale, suggesting that subjects who identify as cis-gender with preferences for hierarchies in society engage also in gender stereotyping.

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Does concreteness speed up the acquisition of semantic competences?

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How children learn their native language must be one of the most debated topics studied and discussed by linguists, psychologists, and cognitive scientists. This paper investigates the hypothesis that the speed of language acquisition depends on certain linguistic features of the data a child is exposed to. We focus on a particular feature, concreteness, and ask whether the use of concrete language in child-directed speech is beneficial to the acquisition of semantic competences. In particular we examine relatedness and similarity judgements. To test this hypothesis, we build a computational model of acquisition, which we expose to various environments composed of corpora with different measurable and controllable types of inputs. In choosing our input data, our goal is to simulate the child's linguistic environment as closely as possible. Then using different methods, we adjust the concreteness level in the data, both increasing and decreasing the number of concrete words received by the models as input. We then conduct tests to examine and quantify the correlation of concreteness to the semantic competence of the language learner. Our results from multiple experiments demonstrate a positive correlation. We see that the more concrete the corpus the higher the competence test scores will be.

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The acquisition of Spanish alternating structures by English-Spanish bilingual children

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The present proposal aims at shedding further light on the status of two types of complex predicates in Spanish, as examined in the spontaneous production of heritage Spanish bilingual children when compared to non-heritage Spanish bilingual children's data. In particular, it examines the dative alternation (DA) between *a/para*-datives (1a), and dative clitic doubled (DCLD) structures (1b).

(1) a.   Entregué   las   llaves   al   conserje   [*a*-dative]
        give.1sg.past   the   keys   to+the   janitor
        'I gave the keys to the janitor'

    b.   Le   entregué   las   llaves   al   conserje   [DCLD]
        him.cl.dat.   give.1sg.past   the   keys   to+the   janitor
        'I gave the janitor the keys'
        [Demonte 1995: 6]

There are two opposing views on the grammatical relationship that exists between the two DA structures. Demonte (1995) argues for the derivation of DCLDs from *a/para*-datives, as marked by the presence-absence of a dative clitic, while Cuervo (2007, 2003) proposes two syntactically and semantically different structures. The present study tests these formal accounts by using acquisition data.

Previous works on Spanish monolingual (L1) acquisition have reported the early emergence of DCLDs (Torrens and Wexler 2000) which suggests they are the base structure. To date, no works on Spanish bilingual acquisition have addressed this issue. In order to fill this gap, Spanish DA structures are examined in the spontaneous longitudinal production of 7 English-Spanish bilinguals and in the corresponding child-directed speech, as available in CHILDES (MacWhinney 2000). The English-Spanish bilingual children's social and home contexts are also taken into account: 2 of the children live in a Spanish social context and Spanish is their L1 (1;01-3;01); the other 5 live in an English social context and, thus, Spanish is restricted to the home context and is their heritage language (1;03-3;03). Results show a fairly concurrent emergence of DA structures and a similar incidence throughout development; this suggests DCLDs and *a/para*-datives are not derivationally related, in line with Cuervo (2007, 2003). Besides, no differences between the two language groups appear and child output pattern seems to correlate with their corresponding adult input one.

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It just so happens that this is not an imperative construction: *Laat* V1 constructions in Dutch and Afrikaans

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Both Dutch and Afrikaans feature V1 constructions that have the form of *let*-imperatives, but don't exhibit the distinguishing features of imperatives. Consider the following example from Dutch:

(1) *Mijn   baas zei   dat hij me een loonsverhoging zou   geven als ik een boek*
     my   boss said that he me a   raise   would give if I a   book
     *zou schrijven en   **laat ik nou net mijn boek afgemaakt hebben!***
     would write and let I   now just my   book finished   have
     'My boss said that he would give me a raise if I wrote a book and **it just so happens that I finished my book**.'

Contrary to what we find in true imperatives, this type of construction typically occurs with first and third person subjects instead of second person, the subject should always be overtly realized, the construction has no declarative counterpart, and the modal particles *nou* and/or *net* are obligatorily present.

To account for these properties, I propose, firstly, that *laat* has grammaticalized into a C-element (see Quirk et al. 1985 on English *let*). This claim is supported by the fact that Afrikaans *laat* alternates with the insubordination use of the complementizer *dat* 'that'. Secondly, I propose that the modal particles *nou* and *net* mark speaker/hearer-perspective at the edge of *v*P, and that there exists an Agree relation between the clausal and the clause-internal phase head, i.e. between C and *v* (Biberauer 2018). (1) now becomes a special case of narrative V1 (compare (1) to (2) below), featuring a specialized base-generated element, *laat,* which precludes the need for independent verb-raising to C.

(2) *Heb   ik nu   toch niet net mijn boek afgemaakt*
     have   I now   prt not just my   book finished
     'It   just so happens that I finished my book.'

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Meet the Fashion Victims: The Role of Perspective and Identification in Stories on Fast Fashion

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The fashion industry has a stark negative impact on our world. It causes substantial greenhouse gas emissions and irreversible water pollution. Forced labor is common, and millions of children are working in overcrowded factories. Animals are fashion victims too, as they suffer to provide cheap leather and fur. Fast Fashion is a special case of bad. Not only do the external costs far outweigh the price that consumers pay, these clothing items are also discarded within a year due to their poor quality or simply because fashion has changed.

To inform consumers of these facts, and to try and convince them to cut back on fast fashion, two stories were designed, one about a little girl working in a sweatshop, and one with a non-human main character, a rabbit, that is kept for Angora wool. Participants (N=53) were asked to read one of these stories - written either in the first-person ("I am 13 years old") or third-person ("She is 13 years old") perspective. After reading, participants (11-15 per condition) were asked about the extent to which they identified with the main character and about their attitude and intention regarding fair fashion.

Based on the research literature on narrative persuasion (e.g., De Graaf et al., 2012), we expected to find an interaction between Perspective (first- versus third-person) and Character (human versus non-human): A little girl would be more convincing if she told the story from her own perspective, while a rabbit telling her own story might seem odd. We did not find main or interaction effects on attitude or intention concerning fast-fashion reduction. Notably, the first-person story of the rabbit had the numerically highest means. We found a main effect of Perspective on identification: first-person perspectives engendered more identification. Apparently, our participants identified with the victim regardless of species.

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Teachers' downgraded epistemic stances in discussion frameworks

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In whole-class discussions, teachers show various types of conduct that can facilitate a discussion framework where students and teacher collaboratively construct knowledge (Willemsen, 2019). Our data from whole-class discussions in upper primary school show that teachers occasionally take downgraded epistemic stances (e.g. 'I don't know'), which contrasts with their institutionally assigned epistemic authority and is therefore possibly another type of facilitating conduct.

In the current study, we have collected utterances in which these downgraded epistemic stances occur, and analysed them using conversation analysis. In our analyses, we focused on different types of utterances downgraded epistemic stances can occur in, and the varying ways they can be used to influence the participation framework (Goffman, 1981).

We have found that teachers' downgraded epistemic stances can occur in both initiating, as well as responsive utterances. The initiating utterances that they occur in, contain questions or statements that elicit student responses. When they occur in responsive utterances, the teacher moves away from explicitly responding to a student's statement or question, by claiming a lack of knowledge. The responsive utterances can occur in alignment or in disalignment with the student contribution, which can result in either topic elaboration or topic closure. The different types of utterances with downgraded epistemic stances thus vary in the ways they affect the course of interaction and the participation framework along with that.

Previously, Houen et al. (2019) studied teachers' 'I wonder...' formulations and found that such downgraded epistemic stance utterances can stimulate student participation. Our analyses of utterances with a slightly stronger downgraded epistemic stances nuance these findings, as our instances also occur in responsive utterances, of which some then hinder further student contributions. However, both types of utterances appear to be used to manage participation frameworks and moderate whole-class discussions.

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Out of sight, out of mind? A cognitive geographic approach to dialectology

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In dialectology, the central relationship under investigation is often that between dialect distance and geographic distance (Heeringa & Nerbonne, 2013). Other approaches to geographic distance that are more representative of contact situations, such as (historical) travel distance (Gooskens, 2004) or 'rice paddy distance' (Stanford, 2012) have successfully been used to explain dialect variation. In this study, theories and methods from cognitive geography are used to explain dialect variation and strength. Cognitive geography, a branch of human geography, is based on the assumption that the mental representation of an environment has more effect on a person's behaviour than the actual environment (Montello, 2018).

The explanatory power of cognitive geography for dialectological research is assessed through two experiments. For the first experiment, public transport data containing 'perceived travel times' from the Netherlands Institute for Transport Policy Analysis are used to explain dialect variation and strength in the Netherlands (Bakker & Warffemius, 2017). These data contain travel distances that are enriched with information about waiting times, transfers and other aspects that increase travel reluctance. The goal of this experiment is to find out whether these perceived travel distances are a better explanation of dialect variation and strength than geographic distances.

In the second experiment, cognitive (geographic) distances are used to explain perceptual dialect distances in Groningen and the northern part of Drenthe. Cognitive distances are mental representations of distances that are too large to perceive from one point (Montello, 1991). Participants in the experiment will first provide estimations of distances in kilometres to several locations in the aforementioned area. They will then listen to dialect speakers form these locations and rate the similarity of these dialects to their own dialect, following Goosken's method (2005). The goal of this experiment is to find out whether cognitive distances can explain differences in perceptual dialect distance.

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Subjectivity of forward causal connectives in Russian: an experimental approach

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Causal relations vary in their degree of subjectivity: while objective relations report connections between events in the real world, subjective relations involve reasoning of some conscious mind. In several languages, specified causal connectives are prototypically used to mark subjective versus objective relations. This evidence mostly comes from empirical studies using corpus analysis of occurrences of several causal connectives in a language. This traditional method of corpus analysis has several disadvantages, such as possible underrepresentedness of different types of causal relations in the selection and a laborious and time-consuming process of manual selection and annotation of relations, involving multiple annotators. The goal of the present study was to explore the applicability and reliability of an alternative method, namely an online crowdsourcing experiment with a connective insertion task, for the investigation of the subjectivity profiles of causal connectives in a language. The study also aimed at defining the subjectivity profiles of the two Russian forward causal connectives, *poetomu* and *tak chto*, by combining the experimental approach with a small-scale corpus analysis.

A total of 43 participants took part in the online connective insertion experiment. The stimuli were 40 Russian sentences expressing prototypically subjective and prototypically objective causal relations, and 40 fillers with contrastive/concessive relations. The analysis revealed a main effect of subjectivity on the connective choice, suggesting that the Russian forward connectives are clearly specialized in terms of subjectivity: *tak chto* was preferred in subjective relations, while *poetomu* was preferred in objective relations. This result converged with the result of the small-scale corpus analysis of 25 occurrences of each connective in two corpora (spoken and newspaper). The present study on Russian adds to the literature on the specialization of causal connectives in terms of subjectivity. It also proves the validity of the alternative experimental approach, which is easier in administration.

Session D

Distributional learning of novel visual object categories in children with and without developmental language disorder

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It has been proposed that a deficit in statistical learning underlies the problematic language acquisition in children with developmental language disorder (DLD; Arciuli & Conway, 2018). However, the relationship between statistical learning and the development of lexical(-semantic) knowledge remains unclear. In this study we aimed to investigate visual distributional learning of novel object categories in children with and without DLD and its relation to vocabulary knowledge. Distributional learning is a form of statistical learning which entails the learning of categories based on the frequency distribution of variants in the environment (Maye et al., 2002). 50 children (25 DLD, 25 TD) were tested on a visual distributional learning task (Junge et al. 2018; Chládkova et al. 2020). In this task, the children saw different tokens from a continuum that morphed from one novel object to another in equal steps. There were two familiarization conditions which differed in the frequency distribution of tokens from the continuum. Afterwards we tested whether the familiarization condition had influenced the children's categorization of the tokens. Results show that children in one condition were more likely to categorize certain tokens together than children in the other condition, indicating that the distributional properties during the familiarization phase triggered object categorization. However, we did not find a significant group difference in this learning effect, meaning we cannot infer whether children with DLD have difficulty with visual distributional learning compared to TD children. To investigate whether distributional learning ability is related to vocabulary knowledge in children with DLD, the children were tested on different measures of vocabulary (passive/active vocabulary size, word categories and word associations). Phonological processing ability and non-verbal intelligence were taken into account as control variables. Multiple linear regression analyses did not show evidence for a relationship between distributional learning and measures of vocabulary.

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Variation in Voiced Velar Realization: Oryol area

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This work is devoted to language variation in voiced velar realization in Orel, Russia. In an online poll, Oryol citizens mentioned voiced velar sound [ɣ] as the main local dialect feature. The aim of my sociolinguistic research was to find correlation between presence of voiced velar [ɣ] in Oryol inhabitants' speech and two sociolinguistic factors: *place of birth* and *level of education*. The research data was provided by 66 female respondents of senior age (52-77), born in Oryol. Respondents were divided into three groups according to their education level (school/secondary education/university) and into two groups according to their place of birth (city/village). During the first part of the experiment informants were asked to read a text that contained words with [ɣ] in two different positions: at the end of word (where it turns to [χ]) and before a vowel (САПОГ-САПОГА, ПИРОГ-ПИРОГА, etc.). During the second part of the experiment respondents were naming pictured objects which names contained [ɣ] in two mentioned positions. This examination of reading skills and pictures naming provided us with clear data that later was analyzed with R coding. R coding revealed that the main sociolinguistic factor that has an influence on voiced velar [ɣ] in informants' speech is their *place of birth*. Neither *level of education*, nor *combination of two sociolinguistic factors* do not have any influence on presence of [ɣ]. Moreover, the study revealed that secondary-education informants only preserve the dialect feature [ɣ] at the end of words as [χ]. In this group we see a half-dialect phenomenon – main dialect feature (voiced [ɣ]) is gone, but less bright ones are still preserved.

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A Non-templatic Approach to Word Formation in Moroccan Arabic

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The main goal of this work is to describe and account for the templatic morphology of Moroccan Arabic. To this end, the templatic shapes of morphological causatives, agent nouns, and instrument nouns and past participles are scrutinized. In accounting for these templatic shapes, we assume that templates have no morphological status whatsoever. Rather, we entertain the idea that templates are emergent structures that follow from independently motivated morphological and phonological demands. Under this view, templatic shapes are not regarded as primitive morphological constituents that are specific to Semitic morphology, but only as structures that are constructed and shaped to satisfy the phonological and morphological well-formedness of the languages in question (McCarthy and Prince, 1994; Ussishkin, 1999, 2000, 2005; Kramer, 2007; Tucker, 2010, 2011).

In Addition, we examine the status of the root as a base of derivation in Moroccan Arabic morphology. In particular, we provide a set of empirical arguments that motivate the morphological function of the root. Evidence for the morphological status of the root is drawn from the formation of morphological causatives and comparatives in Moroccan Arabic. On the other hand, the inadequacy of the word as a base of derivation is justified by problems related to correspondence between the designated word forms and their corresponding derived causatives and comparatives. In addition, unlike the traditional view which views roots as purely consonantal in Arabic, we argue for the existence of roots that can also involve vocalic material.

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Asking for help: recruitment of assistance in the third-age language learning classroom – a pilot study

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In this presentation, we discuss the findings of a third-age second language classroom interaction study. With average life expectancy increasing, healthy ageing is placed high on the agenda. Recent studies have looked at potential cognitive benefits of late onset language training for seniors (Bak, Long, Vega-Mendoza, & Sorace, 2016; Pfenninger & Polz, 2018; Ramos, García, Antón, Casaponsa, & Dunabeitia, 2017), resulting in mixed findings. This is partly due to differences in methods and because seniors' language learning needs remain unclear (Ramírez-Gómez, 2016). Additionally, what happens within the third-age classroom has never been investigated.

To overcome this gap in knowledge, healthy, functionally monolingual Dutch seniors (*n*=7) were exposed to a communicative-based four-week English course with one in-person class per week and additional homework exercises. In this study, we zoom in on one of the video-recorded lessons to provide an insight into of the third-age language classroom with a focus on learner-teacher interactions and so-called *recruitments of assistance*. This describes the various strategies someone uses to actively ask for or indirectly seek help from another person (Kendrick & Drew, 2016). Calls for assistance appear on a verbal and non-verbal level and arise concerning various topics, including words, pronunciation and grammar.

Taking a conversation analytical approach allowed us a detailed look at the classroom interactions and tactics seniors employ specifically to recruit assistance. Through this analysis, it became apparent that seniors differ from younger L2 students in the quantity of questions asked and in the types of questions, namely production questions, understanding questions and wonderment questions, used. Seniors appear to take ownership of their learning process (Brookfield, 1994). Examples and the relevance of these findings will be explained in greater detail during the presentation.

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Ambiguity and vagueness: the case of Catalan's reflexivity and reciprocity

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Some languages express reflexivity (REF) and reciprocity (REC) with the same form. Romance languages use 'se' when the subject is plural.

(1) *Catalan*

En Joan i   la María s'agraeïxen i   es renten
The John and the Mary SE thank   and SE wash
'John and Mary thank each other/ themselves and wash them-
selves/ each other'

This leads to a reading where the agents can do the action either to each other or to themselves. Some approaches suggest that constructions expressing both reflexivity and reciprocity are vague (Cable, 2014; Murray, 2008, 2015), implying that REF/REC are only two instances of the same meaning. Others argue in favor of ambiguity (Gast &Haas, 2008; Heine & Miyashita, 2008; Palmieri, 2020), implying a distinction between these two meanings.

Ambiguity and vagueness are central notions in linguistic investigations. To differentiate between them we can apply the identity tests (Lakoff, 1970; Tuggy, 1993; Zwicky & Sadock,1975): if two judgements of the same item are accessible when applied to a conjoined argument, the item is vague, else is ambiguous. The identity test has been used in the literature to determine the vague or ambiguous nature of constructions that express REF/REC (Cable, 2014; Murray, 2008, 2015; Palmieri, 2020). It has been proposed that if such constructions allow a so-called 'mixed reading' (some individuals do the action to each other and others to themselves), then such constructions are vague, otherwise are ambiguous. Romance 'se' constructions are claimed to be vague in the literature (Cable, 2014; Murray, 2008, 2015). Previously, Palmieri(2020) proposed that Italian *si*-constructions are ambiguous between REF/REC, because REF/REC do not concurrently occur; however, they only emerge with lexical reflexive verbs, due to their intrinsic meaning. Our goal is to investigate whether 'se' constructions in Catalan are vague or ambiguous between REF/REC. Following Palmieri (2020), we performed a 2X2 survey including transitive and lexical reflexives in scenarios with mixed interpretations. In Catalan, generally 'se' constructions do not allow a mixed reading. Results show that while transitive verbs are marginally rejected, lexical reflexives are highly accepted; therefore, providing support for an ambiguity account.

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Revisiting the Chronological Development of Linguistic Theories: From De Saussure's Theory back to Ibn Khaldun's Theorization

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Ferdinand De Saussure identifies three stages through which the study of language had developed before finding its way as a recognized scientific discipline. The first stage, which was characterized by the lack of "scientificity" focused on prescribing normative rules intended to distinguish between grammatical and ungrammatical forms. In the second stage, language studies were dominated by philologists whose main concern was comparing texts of different periods, or decoding and explaining inscriptions relevant to ancient or unintelligible languages. In the third stage, the focus shifted to comparative philology in that languages could be compared to one another. However, the examination of Ibn Khaldun's Muqadima written in the 14th century demonstrates that this sociologist (1332-1406) was the first scholar who provided a progressive model of analysis for studying the synchronic aspects of language more developed than any theory relevant to modern structuralism , generative grammar, or sociolinguistics has provided. According to Ibn Khaldun, language can be defined as a conventional system of signs by which speakers can express the intended meaning of their speech with respect to a given situation. In his explanation of how language acquisition/learning can take place, the author delineates two actual competencies: competence of grammar and competence of speech. The former encompasses the participants' actual knowledge of the rules of grammar: morphology, lexicography, artistic style, and literature, and the latter refers to the capacity of expressing the intended meaning by combining words to form discourse that is conforming to the intentions of participants, and the requirements of the situation. Ibn Khaldun emphasizes that these competencies are not interdependent in that one can dispense with the other. This can be comparable to the theoretical knowledge of a given craft and the actual practice of the craft itself. For example, we can find outstanding linguists or grammarians who have comprehensive knowledge about the rules of language, but when they are challenged to write a letter of complaint, or send some lines to a friend they might fail to do so. The main aim of this paper is to shed light on Ibn Khaldun's views on the process of language acquisition, which suggest that the expression and reception of intended meaning builds upon three interacting constituents: the actual (as opposed to ideal) knowledge of the rules of grammar, the conditions and intentions participants, as well as of the requirements of the social context.

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Sponsorships on YouTube: An argumentation-theoretical perspective

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YouTube is an internet video platform that allows virtually anyone to upload videos and garner an online following. Many video makers—known as 'creators'—rely on YouTube as a source of income, often leading to financial insecurity (Duffy & Pooley, 2019). One way for YouTube creators to secure extra income is doing a 'sponsorship', meaning they get paid to promote a third-party brand to their audience. This generates a fundamental discursive tension between the creator's relationship with their viewers on the one hand, which is built upon 'parasocial' perceptions of authenticity and community, and the commercial interests of the third-party brand on the other, which seeks to commodify those perceived and performed attributes (Cunningham & Craig, 2017; Hou, 2018).

This presentation presents an argumentation-theoretical study into the communicative practice of sponsorships on YouTube (Bogaards, in press)—specifically from the perspective of extended pragma-dialectics (van Eemeren, 2010; van Eemeren & Wu, 2017). The central question is how YouTube creators resolve tensions between viewer and sponsor demands by way of their argumentative moves. Conceptualizing sponsorships as an *argumentative* practice in pragma-dialectical terms offers valuable analytical tools for addressing this question.

I analyze YouTube sponsorships as a mixed multiple difference of opinion centering around two propositions: one commercial ('I recommend this product'), the other parasocial ('our relationship is authentic'). Then I argue that they fall under two distinct 'domains of communicative activity' (van Eemeren, 2010:143*ff.*), namely *promotion* and *communion*, respectively, which provide contextual opportunities and constraints for creators' strategic maneuvers. Drawing on three case studies (Ellis, 2018; Kjellberg, 2019; MacLeod, 2017), I show how YouTube creators operate within these activity types: by engaging in metadiscourse on the sponsorship itself, by ironicizing ostensibly commercial arguments to undercut commitment to the commercial proposition, and by invoking local tropes that affirm a sense of authenticity and community.

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The impact of face masks on the recall of spoken sentences

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With the COVID-19 pandemic, face-to-face communication has become more challenging, as face masks obstruct visual speech information which contributes to speech perception. Visual cues, such as lip and jaw movements, contain important linguistic information about speech sounds. Masking these cues can create adverse listening conditions, in which processing is more demanding, which in turn could affect higher-level cognitive processes like memory encoding (Ernestus, Baayen & Schreuder, 2002; Witteman, Weber & McQueen, 2014). Worse performance at recognizing previously heard words and at recalling them has been found before in noisy conditions, for conversational speaking styles, and for unfamiliar accents (Gilbert, Chandrasekaran, & Smiljanić, 2014; Grohe & Weber, 2018; Keerstock & Smiljanić, 2019).

We tested the effect of face masks on memory for spoken language using a cross-modal cued-recall task. In this online experiment, thirty-two German native listeners watched video recordings of a German native speaker producing 48 sentences with and without a face mask. All sentences were presented in quiet and were clearly understandable; they had the same simple syntactic structure and were not highly predictable. After a block of sentences, participants completed a cued-recall task. For the self-paced cued-recall task, sentences were presented up to the adverb orthographically on the screen (e.g., *Die Köchin hilft montags*, "the cook helps on Mondays"), and participants then typed in the missing two final words (e.g., *armen Kindern*, "poor children"). The analysis showed that listeners recalled significantly fewer words when the sentences had been spoken with a face mask (b = -0.29, SE = 0.12, p = .017). This suggests that face masks can increase processing demands, which in turn leaves fewer resources for encoding speech in memory. The result is informative for policy-makers, regarding the impact of face masks on communication in various situations, like in classrooms and doctor's offices.

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Perceptual learning styles and productive vocabulary of bilingual EFL learners

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The present research investigated the perceptual learning styles and productive vocabulary of bilingual EFL learners. Studies on perceptual learning styles did not coincide with their bilinguals' use of these styles (Aslaksen et al., 2020; Natividad & Batang, 2018; Van Vu and Tran, 2020). Similarly, their productive vocabulary varied from around 640 words (Canga Alonso & Arribas García, 2014; Moreno Espinosa, 2010) to around 1,000 words (Castro García, 2017). No research has been found that correlated learning styles with productive vocabulary. Nevertheless, results showed that there were not statistically significant differences between learning styles and vocabulary incidental acquisition and depth (Akbarian et al., 2019; Hatami, 2018).

Therefore, the goals of this study were (1) to identify the perceptual learning styles of bilingual EFL learners, (2) to ascertain their productive vocabulary, and (3) to determine whether there was a statistically significant relationship between perceptual learning styles and productive vocabulary. A sample of 47 Spanish EFL learners in the 12th grade was selected. The *Learning Style Survey* (Cohen et al., 2009), and the 2,000-word parallel version (A+C) of the *Productive Vocabulary Levels Test* (PVLT) (Laufer & Nation, 1995, 1999) were the instruments implemented to measure the bilinguals' perceptual learning styles and their productive vocabulary, respectively.

Results showed that 17 bilingual learners (36.17 per cent) preferred the visual style, 17 learners were multimodal (36.17 per cent), 11 learners (23.40 per cent) favoured the tactile/kinaesthetic style, and two learners (4.25 per cent) the auditory style. Findings also indicated that bilingual EFL learners had a productive vocabulary of 987 words. However, the ANOVA test revealed that there was not a statistically significant relationship between perceptual learning styles and productive vocabulary. This research has implications for foreign language education because it proves that perceptual learning styles do not influence the amount of productive vocabulary knowledge.

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Writing products and processes in Dutch and English: text production by secondary school pupils on the brink of university

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In the last decennia, English-taught programmes have gained a lot of ground in Dutch tertiary education. Recent numbers indicate that 47 per cent of the bachelor's programmes and 86 per cent of the master's programmes are entirely taught in English or have an English track (VSNU, 2020). Although English-taught programmes might have benefits for international students, it is still unclear what the effects of teaching and learning in a second language are on local students' academic performance. One of the areas that might be affected by language of instruction is writing, which has been found to differ between a first and a second language (e.g., Staples & Reppen, 2016; Spelman Miller, 2006).

This study investigates Dutch and English text production by Dutch pupils in their final years of secondary education. This group of participants is expected to resemble first-year students at the beginning of their studies in terms of writing skills and English language proficiency. All participants wrote a short, argumentative text in Dutch and in English. Using keystroke logging (e.g., Leijten & Van Waes, 2013) and manual coding, product-based (syntactic and lexical complexity) and process-based (fluency, pausing behaviour and revision behaviour) features of the participants' writing were analysed to determine how writing in L2 English resembles or differs from writing in L1 Dutch. The writing data were complemented with data about the participants' language proficiency and typing scores to investigate the role of proficiency and typing skills in writing. The results of this study contribute to ongoing discussions about the use of English as language of instruction in Dutch tertiary education.

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French Food Loanwords used as Terminology for Real-Life Situations in Greek Discourse: Studying three Food Metaphors and their Semantic Change

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The present study focuses on the semantic analysis of three French loanwords in Modern Greek on the field of food and nutrition (*i.e. γαρνιτούρα* (garnish), *κονσέρβα* (canned food), *σούπα* (soup)) and their metaphorical use in Greek media discourse. Our data consist of three Greek corpora and a French one. The first holds three monolingual Greek dictionaries, the second consists of searching these words in the national "*Corpus of Greek Texts*" (*ΣΕΚ[1]*) and the third is a corpus of 60 texts retrieved from the Greek online press (20 texts per word). Once these corpora examined, the meanings found are compared to these of three French monolingual dictionaries. Our analysis is based on the theory of lexical borrowing (Winford, 2010) and on the semantic analysis of these terms (see Panaretou, 2002). Our purpose is to find their literal and metaphorical meanings through Lakof's *conceptual metaphor* (1993) and identify their semantic prosody (Partington, 1998) and semantic change (Traugott, 1985) in each context.

According to our results, these texts show high metaphorical use of these words and their semantic prosody is mostly negative. Indeed, the metaphorical meaning of *γαρνιτούρα* turns out as an "ornament" in discourse, of *κονσέρβα* as a term for a scripted, non-real-time television program and of *σούπα* as of something boring or in some contexts of someone falling on the ground. As for the use of these metaphors in French, we did not find such use; it is, therefore, suggested that semantic change has occurred after their integration into Greek. Furthermore, some lexical structures function as *fixed multiword expressions* or form *shell nouns* with negative connotations. Finally, their use in headlines and often in quotation marks indicates that this discourse strategy may succeed to fossilize their metaphorical meaning and eventually imply social factors that point out this symbolic use.

Notes
[1] http://www.sek.edu.gr

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The way of politics: exploring POLITICS IS JOURNEY metaphor in Croatian election campaigns

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Politicians often use metaphors to convey their intentions and goals. Musolff (2004) emphasizes the use of metaphors in political discourse because they are a part of the social domain which is perceived metaphorically.

The aim of this study is to provide a qualitative analysis of the POLITICS IS JOURNEY metaphor in political discourse. Politicians find the journey schema rhetorically attractive because they can create a scenario and "represent themselves as guides, their policies as maps and their supporters as fellow traveling companions" (Charteris-Black, 2011, p. 47).

This study observes the JOURNEY metaphor in the Croatian parliamentary elections campaigns in 2016 and 2020 in thematically coherent online articles. The research questions include whether the exploitation of POLITICS IS JOURNEY and its submetaphors has changed between the two elections, if there are any different mappings used in 2020 elections, and the possible effects of this metaphor and its submetaphors. The study applies Conceptual Metaphor Theory on restricted data set. The stages of analysis are: identification of metaphorical expressions using MIP method (Pragglejaz Group, 2007) and grouping these metaphorical expressions across their specific submetaphors of POLITICS IS JOURNEY metaphor.

The analysis of the data from 2016 and 2020 indicates the use of various means of transport in conceptualizing specific concept in the domain of POLITICS as JOURNEY (e.g., ELECTION IS TRAIN JOURNEY in 2016, POLITICAL STABILITY IS TRAVELING BY SEA/SHIP in 2020), and common use of submetaphor ELECTION IS JOURNEY in two specifications of source and target domain: ELECTION SUCCESS IS UP/FORWARD and ELECTION FAILURE IS DOWN/STOPPING. The analyzed data indicate that the general effect of the JOURNEY metaphor is expressing opinion of the sender (i.e., journalist) about the political situation, where all desired effects lead to a singular goal – to convince the recipient in the existence of certain political reality.

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The interaction of language and music: a psycholinguistic approach for a shared pitch mechanism (?)

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Over the last decades there is an increasing interest in the comparative research between language and music. A significant amount of studies has focused on the shared underlying processes in both domains (e.g. Patel et al., 1998; Patel, 2003; Slevc et al., 2009; Fedorenko et al., 2009, Jiang et al., 2010). While evidence is contradictory (e.g. Peretz, 1993; 2008; Peretz et al., 1994; Peretz & Coltheart 2003; Chen et al., 2018), no prior research denies the apparent similarities of language and music with respect to the structural rules and principles required for the linguistic and musical adequacy. Following previous claims that intonation shapes the word boundaries eliminating sentence ambiguities (Papangeli & Marinis, 2010), the present research thesis proposes a self-paced reading-listening experiment to investigate whether musical pitch can substitute the use of intonation in ambiguous contexts. As a result, it would indicate that non-linguistic acoustic cues, such as music pitch, may contribute to language comprehension, specifically to disambiguation. This is expected to become evident through the comparison of reading times across ambiguous and non ambiguous (control) conditions, under high, neutral and low musical pitch exposure. If high musical pitch exposure does not reveal facilitation processing of the ambiguous sentences, as intonation does so, the null hypothesis is confirmed. In contrast, if high musical pitch facilitates processing of the ambiguous sentences and there is no distraction from low pitch, the null hypothesis is rejected. Thus, the big picture of the proposal would be that language and music might share a common pitch mechanism. Such findings, could further contribute to our understanding of the brain organization and the underlying shared general cognitive mechanisms. Lastly, it could also be departure for treatment approaches from unimpaired domains to impaired ones in clinical cases such as, aphasia and amusia.

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The predictability of second language learning rate in seniors based on resting-state EEG

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Resting-state EEG research is a relatively new paradigm in neurolinguistics. Some neurolinguistic studies using this technique have investigated the power of frequency bands in resting-state EEG recordings and stated that the variance in second language learning rate of college-aged individuals can be predicted based on this power spectrum (e.g. Prat et al., 2016). Resting-state EEG research has mainly focussed on this younger age group. Because of the growing senior population in our world and the premise that second language learning may support healthy ageing, it is important to include seniors in this type of research. We therefore decided to extend the existing studies to an older population to answer the question whether second language learning rate in this age group may also be predicted based on a resting-state EEG paradigm. In this exploratory study, seven healthy and functionally monolingual Dutch seniors (mean age: 66.1) completed a four-week English as a second language course. Resting-state EEG data were recorded prior to the language training and examined in relation to their language proficiency gains. We found that resting-state EEG indices at an electrode and at the brain level partially predicted how fast seniors were able to learn a second language. These findings were partly in line with the results in young adult research, but also deviate from it regarding the frequency bands and electrode sites involved.

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Media representation of 'Made in China' in Chinese English-language newspapers: A corpus-based critical discourse analysis

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In the current world economy, China is neither the lowest-cost labor market nor the strongest partner in the high-tech arena (Li, 2018). Despite an increasing scholarly interest on 'made in China' (MIC), most research has focused on the brand image as constructed in Western media (e.g. Pan and Liu, 2013; Zhang et al., 2016; Zhang, 2019; Zhou, 2019), with little work dedicated to the coverage in Chinese media.

This study combines the discourse-historical approach from Critical Discourse Analysis and corpus linguistic techniques (word lists and collocations) to investigate the representation of MIC, by examining a 4.5-million-word corpus compiled from six Chinese English-language newspapers represented by *China Daily* and *South China Morning Post* from 2006 and 2018. We address the following questions: (1) What are the topics that tend to be related to MIC? (2) What are the semantic prosodies underlying the description of 'made in China' brand(s)/label(s)/product(s) and how do they vary across time?

We identified seven topics in the discourse of Chinese newspapers on MIC: *Geography, Production, Economy, Development and changes, Politics, Society and culture,* and *Time*. The texts referring to 'made in China' brand(s)/label(s)/product(s) show a shift from negative to positive prosodies across time, and they are significantly influenced by the Chinese government's successive 5-year plans and by specific socio-political events. For example, "from fake milk and toxic toys to toxic milk, it's hard for consumers to regain their confidence in the 'made in China' brand", and "the 'made in China' products are winning substantial recognition and praises from their users worldwide". The changes in topics and semantic prosody closely follow China's move from a 'world factory' with production problems to an innovative pursuer of industrial upgrading. This pattern will (later) be compared to the treatment of MIC in U.S. newspapers in the same period.

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"The most deafening silence you can hear": How to capture the richness of linguistic expressions in international comparative landscape value mapping research

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Understanding the ways in which people value natural landscapes is essential for well-informed decision-making in both landscape management and spatial planning (Kühne, 2019; Sijtsma et al. 2017; Zube et al. 1982). Generally, both qualitative (Davis et al. 2016) and quantitative research methods (Sijtsma et al. 2019; Daams et al. 2016, 2019) can support such understanding, but qualitative research is particularly strong in identifying depth in the meaning and value that people attribute to landscapes (Davis et al. 2016; Sijtsma et al. 2012). However, in an international context qualitative methods are hampered by language barriers, preventing easy as well as in-depth comparisons. In this study, our objective is to develop a series of conceptual and empirical steps to analyze the richness and depth of linguistic expressions of value from an open-ended landscape valuation question (Jørgenson 1998; Wartman and Purves, 2018; Wartman et al 2018). In particular we analyze answers to the question posed in the landscape survey (Bijker and Sijtsma, 2017): 'please indicate in your own words what makes this specific nature-related place attractive, valuable or important to you.'
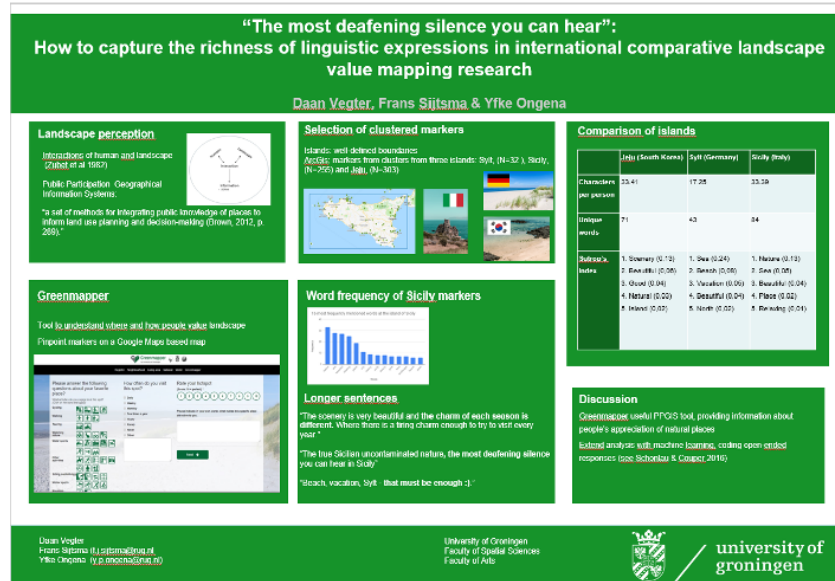

Figure 1: Overview of the research

The paper develops a series of different methods to analyze the attractiveness of three different islands in different countries as international comparative case studies: the islands of Jeju (South-Korea), Sylt (Germany) and Sicily (Italy). Seven linguistic, quantitative and qualitative indicators have been developed which together represent a basic protocol for comparative

linguistic analysis including the Sutrop index (Sutrop 2001). We developed a protocol consisting of both quantitative and qualitative indicators grasping the information richness present in the open question of the Greenmapper Survey, an online tool requesting people about their most attractive natural areas.

From our analyses we conclude that counting frequently used words is effective for revealing the basic value components, while the qualitative indicator coping with the three longest respondents' sentences per island is the most successful in revealing information with deep richness from the data.

We conclude that a carefully designed series of quantitative and qualitative indicators can be effective in capturing linguistic expressions in landscape value mapping.

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L2 structural priming before L1-L2 structural priming? A cross-linguistic structural priming experiment in late Dutch-Spanish Bilinguals

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Hartsuiker and Bernolet (2017) suggest that abstract syntactic representations will emerge earlier for more frequent structures than for less frequent ones, first within languages and then across languages. However, if the more frequent structure in the L2 is not similar to its equivalent in the L1, we might see a different pattern. That is, structural priming for the more frequent, but dissimilar, structure might occur *later* than priming for the less frequent structure that is similar between languages.

To test this, late Dutch-Spanish bilinguals (planned sample size N = 40, 26 have already participated) perform a within and between language priming experiment in which we investigate abstract structural priming of transitives in spoken language production. Active sentences in Spanish differ from Dutch actives when the subject and direct object concern animate objects (AA items) (e.g., El obrero ayuda <u>a la</u> médica – De bouwvakker helpt de dokter [*The construction worker helps the doctor*]) but are similar when the subject and direct object concern inanimate objects (II items) (e.g., El camion persigue el coche – De vrachtwagen volgt de auto [*The truck chases the car*]). The passive structure (the less frequent structure) is similar between both languages. So, passive priming within Spanish and between Spanish and Dutch might be stronger and might occur earlier than active priming within Spanish.

The present study not only contributes to the theoretical understanding of L2 syntax acquisition in late learners (especially because late learners have already established a full-fledged L1 syntactic-network), but it also adds to the current discussion on L2 structural priming and L1-L2 structural priming.

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Metalinguistic awareness and bilingualism: A study involving Italian primary school pupils

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Metalinguistic awareness is the ability to reflect about the nature of language and to monitor the utterances that we hear and produce (Pratt et al. 1984). As highlighted by Bialystok et al. (2014), bilingual children seem to display an advantage in the growth of metalinguistic awareness.

Based on these results, this study aims at further investigating the development of metalinguistic awareness of monolingual and bilingual children aged between 7 and 9, who attend second and third grade of primary school. We developed a Sentence Judgement Task in Italian, similar to that proposed by Bialystok (1986; Bialystok et al., 2014). Participants were asked to judge 48 sentences which were subdivided into four categories: grammatical and semantically meaningful (GM); grammatical, but semantically anomalous (Gm); ungrammatical, but semantically meaningful (gM); and ungrammatical and semantically anomalous (gm).

A total of 90 participants took part in this study. They attended two different primary schools, both located in urban multi-ethnic neighbourhoods. There were 40 monolingual children and 50 bilingual children. Most of the bilingual participants were second generation immigrants with heterogeneous L1 and Italian as L2. They displayed good communication skills in their mother tongue, but low levels of L1 literacy.

In the Gm condition, a marked difference is reported between monolingual and bilingual children, with bilinguals being significantly more accurate (58%) than monolingual (40%). The majority of monolingual children rejected these sentences as ill-formed, indicating that they struggle in separating the content of an utterance from its grammatical form. Moreover, despite showing anyway a quite high accuracy (81%), bilingual children were less skilled than their peers (94%) in detecting grammatical violations.

These results corroborate the previous findings (Bialystok, 1986) that, despite a low level of literacy in their L1, bilingual children display enhanced metalinguistic awareness abilities during tasks which require higher levels of cognitive control.

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Differences in Vowel Duration Between Congenitally Blind and Sighted Speakers in Three Germanic Languages

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When listening to speech, people do not only pay attention to what is heard but also to visual cues, such as lip and jaw movement. Congenitally blind speakers, however, do not have access to these visual cues. This has been found to impact their speech production causing it to differ from that of sighted speakers. The lack of visual cues can, for example, lead to a smaller average vowel space in congenitally blind compared to sighted speakers (Ménard et al., 2009; Janić et al., 2020) but also to potential differences in the duration of produced vowels. Ménard and colleagues (2016, 2017) have found that, on average, blind speakers produce longer vowels than sighted speakers. Contrarily, Trudeau-Fissette and colleagues (2013) did not find a difference in vowel duration between the two groups.

To contribute to these findings, the present study will analyse three sets of existing data in terms of vowel duration using PRAAT (Boersma & Weenink, 2020). Previously collected data of Australian English native speakers as well as Dutch native speakers will be reviewed. Additionally, the study will examine new data from a pair of dizygotic twins, of which one is congenitally blind and the other sighted. The latter dataset is unique since it not only approaches vowel production in the participants' first language, German, but also in their second language, English. To the best of our knowledge, this is also the first time that speech production of a congenitally blind speaker in German has been examined.

The aim of this study is to gain new insights into the vowel production of congenitally blind speakers. Based on the contrasting previous findings there is no clear hypothesis about the expected difference in vowel duration.

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Rapid syllable repetition rate in individuals with Parkinson's disease

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Parkinson's disease (PD) is one of the most common neurodegenerative diseases globally, with tremor, rigidity, and slowness of movement as some of the most common motor symptoms (Jankovic, 2008). However, individuals with PD also appear to suffer from speech problems during the early and late stages of the disease (Arnold et al., 2013; Skodda et al., 2013). Some common speech symptoms include imprecise articulation, monoloudness and monopitch, reduced stress and pitch fluctuations (Klobusiakova et al., 2021).

The current study examines speech impairment in individuals with PD by conducting an acoustic analysis of an oral diadochokinesis task (DDK) carried out within a prior project on the effect of levodopa on speech in PD (Jacobi et al., 2019). DDK has long been used in clinical assessment of oral motor function in clinical neurology and speech-language pathology (Yang et al., 2011). During the task, speakers have to repeat words or syllables at a certain syllable rate (e.g., "as fast as possible" or "as many times as possible in a single breath"), until they reach their limit.

We will look at the data of five individuals with PD and three adult control speakers, at two moments in time (one hour before and two hours after the administration of antiparkinson medication). To test the hypothesis that individuals with PD have a mild or severe speech impairment that can be detected through rapid syllable repetition, we will conduct an acoustic analysis of the DDK rate using PRAAT (Boersma & Weenink, 2021). We will furthermore use four different measures, specifically the mean duration to produce one syllable (e.g. Ackermann et al., 1995), the number of syllables per breath, the number of syllables produced in five seconds following the count-by-time method (Cohen et al., 1998) and the duration of time it takes to produce 20 monosyllabic sequences and 10 multisyllabic sequences following the time-by-count method (Fletcher, 1972) to determine whether the analysis method plays a role in the outcome.

We expect to find a decreased DDK rate as well as large variation among individuals with PD and hope to contribute to current knowledge on speech impairment in PD.

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