

Keynote Abstracts

Bilingualism: what belongs to language, what belongs to general cognition, and why it matters

Prof. Antonella Sorace
University of Edinburgh

Recent research on bilingual language development has revealed some convergent developmental paths among different early and late bilingual groups, such as child bilinguals, advanced adult second language speakers, and native speakers affected by attrition due to long-term use of another language. All these bilingual groups show variability in linguistic intuitions and behavior that (a) appears to be restricted to the interfaces between syntax and pragmatics and (b) tends to asymmetrically concern one language, but not the other. I will illustrate these patterns of variability with experimental data from bilinguals speaking different language combinations, focusing in particular on the interpretation of anaphoric forms but also of other structures. I will argue that subtle interactions of linguistic constraints and specific executive functions is at the root of these phenomena, and that these interactions are sensitive to both the type of structure and the age of onset of bilingualism.

Antonella Sorace is Professor of Developmental Linguistics at the University of Edinburgh. She is a Fellow of the Royal Society of Edinburgh and a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce. She is an authority in the field of bilingual language development especially when it comes to "near-native" adult second language speakers, language attrition and the effects of bilingualism in non-linguistic domains. She is also known for her research on constrained variation at the lexicon-syntax interface and studies of gradience in natural language. Moreover, she has given an important contribution to experimental methods in linguistics by pioneering the use of Magnitude Estimation as a technique for the elicitation of linguistic acceptability judgments. She is the founder of the information and consultancy service *Bilingualism Matters* and was awarded a Beltane Fellowship for Public Engagement.

Pragmatics in the mind

Dr. Napoleon Katsos

Cambridge University

Pragmatic competence involves the ability to tailor one's message so that it is informative and relevant in a given context. What does this competence depend on? What is it that makes one a good interlocutor? In this presentation I will report the data from a set of on-going studies with typically or atypically developing monolingual and bilingual children. A number of hypotheses are put to the test, including whether pragmatic competence is predicted by core language skills (vocabulary and grammar), Theory of Mind, or executive functions (cognitive flexibility, working memory, inhibition).

Napoleon Katsos is a senior lecturer at the Department of Theoretical and Applied Linguistics, University of Cambridge. His main interest lies in how experimental research in language acquisition and processing can inform theoretical linguistic inquiry and vice versa. His particular focus is in the area of semantics and pragmatics, especially implicature, presupposition and quantification. Together with colleagues, he has been awarded grants by the AHRC, the British Academy, the ESRC, and other funding bodies to work on aspects of experimental pragmatics with typically- and atypically-developing children and adults. Katsos is also interested in bilingualism, and is a founder member of the *Cambridge Bilingualism Network*.

Forensic exercises in Standard Dutch: speaker identification from segments, prosody and filled pauses

Prof. Vincent J. van Heuven

Phonetics Laboratory, Leiden University Centre for Linguistics

When we listen to a sound recording, we can not only decide what the speaker is saying (if we know the language) but also who it is that is doing the talking (if we know the individual speaker). The speech signal therefore contains both information on the identity of (linguistically relevant) phonological categories and on (linguistically irrelevant) speaker characteristics. Linguistic phoneticians have made a major investment of time and effort on removing speaker-dependent variation from the acoustic realization of speech in order to get a better understanding of the essential properties that define the phonological

categories of a language. A by-product of this line of research has been that we now know a lot about systematic variation in speech sounds as a function of speaker identity. For instance, if a speaker has large supra-laryngeal cavities (throat, mouth, nose), all his vowels will have lower formant frequencies, and a habitually fast talker will have relatively short segment durations. Such speaker-dependent variability can be eliminated from the signal, to a large extent, by so-called normalization procedures (vowel normalization, time normalization).

Where speaker-dependent variation is a nuisance in linguistics, it is key in (automatic) speaker recognition for forensic purposes. A lot of crime is perpetrated through telephone communication (speaker and listener remain invisible, no physical contact possible). Voice prints (on the analogy of finger prints) are used to show that a recorded suspect did indeed make a threatening phone call (or ask for ransom money), or that a customer is authorized to enter a building or to make a financial transaction over the phone. Recently there has been a renewed interest in such forensic applications of phonetics, inspired by the successes of DNA-related methods of law enforcement.

In my talk I will offer a survey of work done in the none-too-distant past on speaker identification in The Netherlands. I will present three studies which together zoom in the question which aspects of the speech code are most sensitive to speaker differences. The first is based on Van den Heuvel (1996) who studied in detail which properties (spectral, temporal) of which vowels ([i, a, u]) and consonants ([m, n, s]) of Dutch differ most and most systematically between speakers (two groups of 10 speakers, isolated words in read speech only). The second study is based on Kraayeveld (1997), who asked which prosodic properties (intonation and temporal organization) of Dutch differentiate best between speakers of Dutch (25 men, 25 women, both read and spontaneous, continuous speech). A recent third study (Van Heuven et al. 2011) examined the speaker-specificity of so-called filled pauses, i.e. the schwa-like vowel sound that many speakers produce when they experience difficulties in speech planning while indicating to their interlocutor that they want to hold the floor (40 speakers sampled from the Corpus of Spoken Dutch CGN, lower class segment in the spontaneous speech subcorpus, Boves & Oostdijk 2003). Automatic speaker identification in these three studies was done through Linear Discriminant Analysis (LDA, a self-learning classification algorithm). The results indicate that speaker recognition is much better than chance in all three studies, but that none afforded perfect identification. Speaker identification from filled pauses proved superior, not so much in absolute performance but especially by its very good test-retest reliability.

References

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Vincent van Heuven is Professor of Experimental Linguistics and Phonetics and director of the Leiden University Phonetics Laboratory in the Arts Faculty. His research interests lie predominantly in experimental phonetics (production, acoustics and perception of speech), psycholinguistics (visual and auditory word recognitions, relation between orthography and reading), language engineering (relation between orthography and pronunciation, speech synthesis units, quality assessment of synthesis systems) and comparative linguistics (contrastive studies of pronunciation, intonation and temporal organisation Dutch/English, Dutch/Turkish, Austronesian languages).

Research on Minority Languages in Europe – Mining the past to meet the challenges of the future

Prof. Jeroen Darquennes
University of Namur

In this talk I will examine ways of bridging the gap between mind and brain in the context of language. I urge linguists interested in uncovering the biological foundations of language ("biolinguists") to distinguish between (bio-)linguistics and linguistics (philology by other, formal means), and to focus on a research program that David Poeppel dubbed "computational organology". After outlining what computational organology is, I will draw from my current research to illustrate how progress could be made along these lines.

Jeroen Darquennes is Professor of German and General Linguistics at the University of Namur (Belgium). In addition, he is an affiliated research fellow at the Fryske Akademy/Mercator European Research Center on Multilingualism and Language Learning in Leeuwarden (The Netherlands). He is also one of the general editors of *Sociolinguistica* - International Yearbook of Sociolinguistics, which is published by De Gruyter. Darquennes' research interests include European minority languages, language contact and conflict, multilingual education and language planning.

Accepted Abstracts

Parallel session 1 (day 1) 11:00-12:30

Language acquisition

L2 Development in a Migrant Context: First Generation Turks in the Netherlands

Gülşen Yılmaz and Monika S. Schmid
(University of Groningen)

This study investigates the impact and interdependency of linguistic, social and attitudinal parameters that affect adult Turkish immigrants' Dutch language development. It explores the extent to which L1 versus L2 use and attachments to native versus majority language and culture influence the proficiency in the L2. The community under investigation is of particular significance because it represents the largest non-Western ethnic group in the Netherlands and the community's Dutch language competence has long been a source of discontent both at public and policy level. It has often been discussed in a context of the group members' ethnic and linguistic attachments as opposed to their perceived unwillingness to incorporate the cultural norms and the values of the Dutch society. What makes this immigration setting interesting is that the shift from tolerance to startling levels of restrictiveness in policies of cultural and linguistic integration has nowhere been as fast as in the Netherlands, where successful second language (L2) acquisition is now regarded as the primary indicator of integration. Data are collected from first generation Turkish migrants (n=45) via a lexical naming and recognition task, a free speech task and a sociolinguistic background questionnaire. Overall, the findings indicate close connections between language use patterns, age and education on the one hand and L2 development on the other. However, cultural attitudes and motivations towards L2 learning and L2 society do not seem to be critical in L2 acquisition.

Teaching Culture through Dutch as a Foreign Language to Hungarian University Students

Eszter Zelenka
(Károli Protestant University, Budapest)

If we look at language course books for beginners we see that a lot of cultural aspects emerge even from these low-level texts. I have analysed two Dutch course books and tried to find the matches with Hofstede's five dimensions, with special attention to the elements of dimensions which can be related to education and foreign language teaching. I found that three dimensions which are typical of Dutch society and which are different in

Hungarian society, may influence foreign language learners' perception of the target language and culture. These are:

1. Small power distance (especially at school and at home) which can foster or impede creativity; it also has far-reaching consequences for the degree of directness/indirectness in communication in teacher-learner interaction and also on societal level; and its effect on dealing with guests and privacy.
2. Individualism: influences our contacts in the family, but also our rights to freedom of opinion and expression in social interaction, and it also influences the space, the houses where we live and how we deal with guests.
3. Femininity: this dimension plays an important role in negotiations and discussions. Working on reaching mutual understanding and the willingness to listen to each other's opinion are also characteristic features of femininity. This dimension influences also our ideas about the past, the history of our country and how important this national history is for our country at present.

We also witness some kind of shift towards masculinity in the Netherlands in the past years which again lets us think further how we can incorporate teaching culture in our language curriculum, without being stereotypical. In my paper I discuss the different possible ways of drawing beginners' attention to cultural values, hidden in texts; and the choices that a foreign language teacher has to make in this process.

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Comprehension of distributive quantification by typically developing children and children with Grammatical-SLI

Ken Drozd

(University of Groningen)

Julien Musolino

(Rutgers University)

Heather K.J. van der Lely

(Harvard University)

One puzzle in developmental linguistics is why children judge sentences with the distributive universal quantifiers *every* and *each* incorrectly as true descriptions of collective/non-distributive or non-symmetrical contexts^{1,2,3} e.g. when children judge *Three children are holding each balloon* as true descriptions of contexts depicting only 2 of 3 children holding the same balloons.⁴ Some propose that such judgments arise when relatively simpler non-relational semantic representations and processes associated with weak quantifiers (*two*, *many*) are invoked to process essentially relational distributive universal quantifiers.^{2,3,4} Here we explore children's comprehension of relational quantification by comparing the judgments of sentences with *every* and weak cardinal quantifiers by typically-developing children and children with SLI.

We compared the judgments of adults, teenagers with Grammatical-SLI (G-SLI, 11;9-18;8) and three control groups of typically-developing children (4;7-9;6) of *3/2*, *Every/2*, and *3/Every* sentences (A-C below) with respect to pictures depicting distributive and cumulative (non-distributive) relations (Figs. 1&2). The main findings (Table 1) revealed that all participants matched *Every/2* and *3/2* sentences with distributive pictures but also matched *3/Every* sentences with cumulative pictures, supporting previous findings that adults and children do not always analyze *every* as a distributive quantifier.^{4,6} The children matched *Every/2* sentences with cumulative pictures and exhibited a correlational tendency to judge *Every/2*, *3/2*, and *3/Every* sentences similarly across conditions, supporting the hypothesis that children analyzed *every* and the weak cardinal quantifiers similarly. No significant differences were found between typically-developing children and children with SLI, indicating that relational semantic representations and processes are relatively unimpaired in children with G-SLI.⁷

We propose a two-step processing model of universal quantifier interpretation⁵ which claims that the child and adult parser always processes the set denotation of *every*-NPs, but relaxes the distributive meaning requirement when distributivity is perceived as pragmatically insignificant. We compare our model to recent developmental models of quantifier scope and scalar implicature.



Fig. 1. Distributive context

- | | |
|----------------------------|----------------------------------|
| A. <i>3/2</i> sentence | 3 pirates are waving 2 swords |
| B. <i>Every/2</i> sentence | Every pirate is waving 2 swords |
| C. <i>3/Every</i> sentence | 3 pirates are waving every sword |

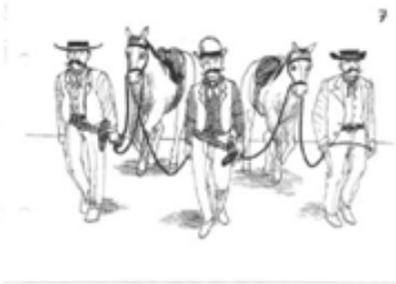


Fig. 2. Cumulative context

- | | |
|----------------------------|------------------------------------|
| A. <i>3/2</i> sentence | 3 cowboys are pulling 2 horses. |
| B. <i>Every/2</i> sentence | Every cowboy is pulling 2 horses. |
| C. <i>3/Every</i> sentence | 3 cowboys are pulling every horse. |

Table 1. Mean Yes Response and Standard Deviations (in parentheses) for *3/2*, *Every/2*, and *3-Every* Conditions for All Groups.

Sentence Type and Context Type	Group				
	LA1	LA2	LA3	SLI	Adult
<i>3/2</i>					
Cumulative	.58 (.32)	.57 (.34)	.59 (.45)	.69 (.31)	.68 (.31)
Distributive	.93 (.11)	.94 (.08)	.91 (.25)	.99 (.05)	.53 (.35)
<i>Every/2</i>					
Cumulative	.51 (.25)	.35 (.33)	.38 (.38)	.58 (.34)	.13 (.20)
Distributive	.93 (.17)	.93 (.11)	.95 (.15)	.95 (.18)	.99 (.05)
<i>3-Every</i>					
Cumulative	.57 (.29)	.46 (.37)	.70 (.39)	.63 (.35)	.43 (.27)
Distributive	.66 (.36)	.43 (.37)	.48 (.41)	.74(.41)	.37 (.33)

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Syntax-Semantics 1/Phonetics

Wolof Predicative Constructions: a typological and constructional approach

Maximilien Guérin

(Université Sorbonne Nouvelle - Paris 3)

Although there is a lot of works about Wolof Predicative Constructions (WPC), typological and syntactic aspects of these constructions remain understudied. The aim of my presentation is to show that a typological and constructional approach (Croft, 2001) provide new perspectives to analyze these constructions.

WPC can be analyzed as a specific type of "complex predicates", *i.e.* multi-headed predicates composed of more than one grammatical element, each of which contributes part of the information ordinarily associated with a head (Alsina & *al.*, 1997). Indeed, WPC display a split predicate structure, where a grammatical word - called predicative marker (PM) - carries the subject affix and the most part of TAM and information structure informations, and the lexical verb almost exclusively contributes lexical semantic content to the predication (1a-d).

- | | | | | |
|-----|----|---|----|---|
| (1) | a. | <i>Omar a lekk ceeb</i>
Omar PM.SFOC eat rice
'it is Omar who ate rice' | c. | <i>dafa lekk ceeb</i>
PM.VFOC.3SG eat rice
'he did eat rice' |
| | b. | <i>lekk na-ñu ceeb</i>
eat PM.PRF-3PL rice
'they have eaten rice' | d. | <i>dina-a lekk ceeb</i>
PM.FUT-1SG eat rice
'I will eat rice' |

More precisely, WPC belong to the Auxiliary Verb Constructions category, because they involve an element equatable with an auxiliary (the PM) and a lexical verb (Anderson, 2006). So, WPC (2a) are similar to predicative constructions which exist in a lot of languages in the West African Sprachbund (Zima, 2006) as Bambara (2b).

- | | | | | |
|-----|----|---|----|---|
| (2) | a. | <i>moodu dina nelaw</i>
Modou PM.FUT sleep
'Modou will sleep' | b. | <i>mādù bènà sùnɔgɔ</i>
Modou PM.FUT sleep
'Modou will sleep' |
|-----|----|---|----|---|

But, unlike most of the Sprachbund's Auxiliary Verb Constructions (Anderson, 2011), WPC exhibit a split inflection pattern, *i.e.* inflectional features split among lexical verb and PM. Indeed, most of grammatical information is carried by the lexical verb (1a-d), but past and negation are carried by the PM (3a-b).

- | | | | | |
|-----|----|--|----|---|
| (3) | a. | <i>dafa lekk-oon ceeb</i>
PM.VFOC.3SG eat-PST rice
'he had eaten rice' | b. | <i>dafa lekk-ul ceeb</i>
PM.VFOC.3SG eat-NEG rice
'he did not eat rice' |
|-----|----|--|----|---|

This kind of analysis allow to show the division of grammatical information between PM and lexical verb. Basing on this analysis and the works on Wolof verbal system (Church, 1981; Robert, 1991), it is possible to organize WPC in a structured network (Goldberg, 1995; Kuzar, 2012). For example, the sentence 'dafa dul nelaw' (he did not sleep) is an instance of the constructions Negation, Imperfective and Verb Focus. This last one is an instance of a more schematic Focus Construction (Figure 1).

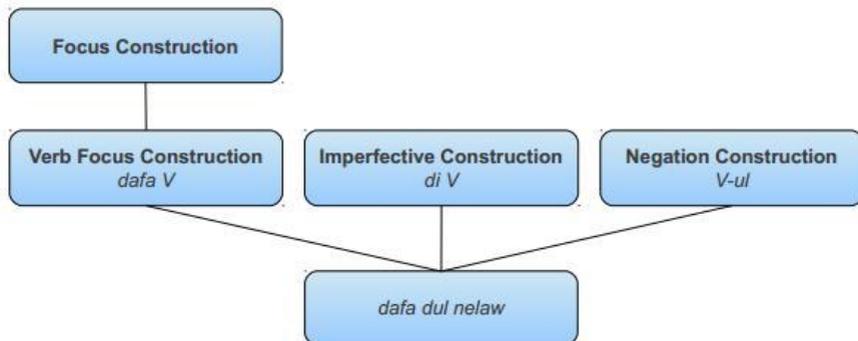


Figure 1. Multiple inheritance of the instance 'dafa dul nelaw'

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Between Latin and Romance. Some observations on the perfect

Laura Migliori
(Leiden University Centre for Linguistics)

For the formation of the perfect, Latin shows a morphological split: while the active conjugation has synthetic forms (e.g. *laudavi* "I praised/have been praised"), the passive paradigm exhibits analytic forms (e.g. *laudatus sum* "I was praised/I have been praised"). Deponents are not passive, but always show an analytic form in the *perfectum* paradigm (e.g. *meditatus sum* "I reflected/I have reflected") and lack an active counterpart (e.g. **meditavi*). Moreover, some deponents (e.g. *vereor*, "to fear") select an Accusative argument, which confirms that they are not passive.

In the literature, the occurrence of analytic perfect forms has often been analyzed as a case of syntax-morphology mismatch (Baerman 2006, 2007, Embick 2000). In this study, I will show that such an approach encounters both theoretical and empirical problems. Differently, it will be proposed that the analytic perfect reflects a specific argumental configuration, whereby the sentential subject (S) carries a B/C-thematic role, characterized by the absence of agentivity (in the terms of Platzack 2008, Christenen 2008, Ramchand 2008 and related work). In this sense, the perfect morphological split reflects an active/inactive opposition (La Fauci 1997; Ledgeway 2012).

This analysis will also provide us with a satisfactory account at the diachronic level, as it will shed light on the rise of periphrastic perfects in Romance. In particular, I will illustrate that two facts have been crucial for this development: (i) the specific syntactic properties of deponent verbs; (ii) the active/inactive contrast. In this way, the rise of HABERE ("to have") and ESSE ("to be") as perfective auxiliaries in Romance will be explained more adequately than in the traditional grammaticalization account (Harris 1982; Vincent 1982). Moreover, it will also be possible to clarify the rise of diverse Romance outcomes as the result of different syntactic reanalyses concerning the *v*-field.

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Improving descriptive-phonetic techniques for South African English

Deon Du Plessis
(North-West University)

Boundaries between different sub-varieties of language are not discreet, but form continua; several authors have considered the problem of selecting appropriate parameters along which to 'segment' accent continua. This situation is especially prohibitive to the advancement of the accurate description of South African English phonetics because one cannot construct a clear picture of where one variety ends and the other starts. We are left with a lack of consistency in the available literature on South African English phonetics – largely because most work on this accent has been based on impressionistic or subjective accounts. Moreover, impressionistic work is not easily amenable to comparative study because different phoneticians inevitably use different transcriptions for the same speech sound. This situation poses challenges to both synchronic and diachronic research.

While acknowledging the groundbreaking and peremptory work that has been done on South African English, this paper argues that analytic progress *beyond* the current point requires the incorporation of newer techniques for linguistic inquiry. Preliminary findings of a study-in-progress, which investigates potential re-emergent regional variation in the accent, are presented. The study applies the Levenshtein metric, which has been used to great effect outside South Africa, to 'map' relations between different speakers' phonetic performance in a way that is empirical, verifiable, and replicable.

The improvement the Levenshtein metric offers the study of South African English is that it provides the researcher with data which remain robust when subjected to empirical scrutiny and which can be grouped together using mathematical techniques, over sheer intuition. Of course techniques presented here are not intended to constitute a solution 'in itself' to descriptive poverty; but are instead intended to move South African English toward a greater measure of analytic precision.

Computational linguistics

Three-verb clusters in Interference Frisian: a stochastic model

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(Fryske Akademy, Royal Netherlands Academy of Arts and Sciences)
Arjen Versloot
(University of Amsterdam)

Interference Frisian (IF) is a variety of Frisian, spoken by mostly younger speakers, which is heavily influenced by Dutch. IF exhibits all six logically possible word orders in a cluster of three verbs, but with differing frequencies:

Order	Score	Percentage
123	120	32,4%
321	105	28,4%
132	58	15,7%
312	58	15,7%
231	21	5,5%
213	8	2,2%

where 1 = tensed verb, 2 = untensed auxiliary, 3 = main verb

This phenomenon has been researched by Koeneman & Postma (2006) who argue for a parameter theory which leaves frequency differences between various orders unexplained. Rejecting K&P's parameter theory but accepting their conclusion that Dutch data are input for the grammar of IF (alongside data from Standard Frisian of course), we will argue that the word order preferences of speakers of IF are determined in part by the linear left-to-right similarity of 3-verb clusters to 2-verb clusters in Frisian and Dutch. IF is normally explained as the result of incomplete language learning: we make this idea exact by claiming that the order of 3-verb clusters in IF (which the new speakers have failed to master) is influenced by the linear order in 2-verb clusters in Standard Frisian and Dutch. This yields four factors responsible for the verb order in IF:

- the order of 3-verb clusters in Standard Frisian, in Standard Dutch
- the order of 2-verb clusters in Standard Frisian, in Standard Dutch

Incomplete language learning is modelled as a stochastic choice from 4 logical probabilities. The resulting model predicts 98% of the variance. More specifically, it explains why 123 and 321 occur twice as often as 132 and 312.

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Analogy vs. rules in Dutch past and perfect verb forms

Oscar Strik
Remco Knooihuizen
(University of Groningen)

Germanic languages have two general types of verbal inflection paradigms: weak verbs, which form past tense and participle forms by means of a dental suffix, and strong verbs, which employ vowel alternations but no dental suffix in these forms. It is generally stated that the weak forms are productive in language change and neologisms to the detriment of strong verbs (cf. Salverda 2006). However, changes from weak to strong forms have been attested in Dutch and other Germanic languages (van Haeringen 1940, among others).

We present a computational and experimental study of the role of analogy in changes in the verbal paradigms of Dutch, inspired by Albright & Hayes (2003). We first present the results of three experimental studies into the use of weak and strong forms:

- an elicitation task asking for past and perfect forms of nonce verbs (cf. van Santen 1997 for existing verbs)
- an acceptability judgment task with weak and strong forms of nonce verbs
- an elicitation task asking for forced strong forms of existing weak verbs

Although confirming the productivity of mainly weak inflections, the experimental results show that certain strong classes, in particular I, II and VI, appear to be relatively productive as well, as are patterns based on highly frequent idiosyncratic verbs.

Computational analogical modelling using the 500 most frequent verbs in Dutch (SUBTLEX-NL, Keuleers et al. 2010) with two different models (Minimal Generalization Learner, Albright & Hayes 2003, and Analogical Modeling, Skousen 1989) confirms the productivity patterns found in the experimental study, underlining once more the role of analogical vs. systematic rules in language variation and change.

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Factive presuppositions in discourse

Noortje Venhuizen
(University of Groningen)

Every linguist knows that the king of France is bald. This utterance not only asserts that all linguists have a certain belief about the king of France, it also states (among other things) that this belief is true. The latter implication is called a *factive presupposition*. Presuppositions have the special property of surviving as utterance implications from under the scope of entailment-cancelling operators; they *project*. In one of the most influential accounts of presupposition, projection is treated using a mechanism similar to anaphora resolution (van der Sandt, 1992). Like anaphora, presuppositions are taken to search for an accessible antecedent to bind to. In case no such antecedent is found, they are *accommodated*, i.e., moved to an accessible context.

Although van der Sandt's approach makes good predictions with respect to the behavior of referent-fixing presuppositions (e.g. definite descriptions and proper names), the treatment of factive presuppositions is not straightforward. It is not possible to just move the projected content of factive constructions away from the introduction site, since this content is also necessarily part of the assertion. However, simply copying the material results in redundant representations and unwanted binding issues.

We propose a treatment of factive presuppositions in Projective DRT, an extension of Discourse Representation Theory (Kamp and Reyle, 1993), in which all semantic content stays local, and projection is signaled by means of variables (*pointers*) that bind to the accommodation site (Venhuizen et al., 2013). By allowing content to associate with multiple pointers, we can account for the local effect of factive presuppositions on the lexical level without introducing complex machinery.

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Workshop "Minority Languages in a Multilingual Europe"

Language policy and nationalism in Republic of Macedonia

Milica Petrushevska
(University of Bucharest, University of Skopje)

When competing language groups seek to further their social, economic and political agendas in a multicultural society, language policies in their narrow definition as authorities' efforts to regulate the language practice by laws, plays an important role in the state's efforts to manage groups' conflict. One of the challenges that authorities face in the process is to develop rationales for or ideologies that will bring to public acceptance of those policies. In the analyses of those efforts, two wide assumptions should not be overlooked: 1) language policy conflict is conditioned by powerful discourses of equality and nationalism or national unity, and 2) it is important to recognize that ideologies of languages are influenced by other ideologies as well (ex. "melting pot" in American history, "cultural pluralism", etc.) (Tollefson, 2002: pg. 180).

Republic of Macedonia is a multicultural society rich in its language diversity that has been challenged by conflicts among its language groups in different periods of its existence since 1944. As such, it presents an excellent case to analyze how the shift in the language policies and accompanying discourses from equality to nationalism or national unity can contribute (among other things) to a major conflict among language groups, like the one in the country, between Macedonians and Albanians, in 2001. Furthermore, the language policies designed in the resolution of the conflict as well as ideologies developed to support those policies can be further analyzed in the same framework, given the fact that tensions still exist among the largest language groups in the country and the authorities still struggle to manage those tensions. In this paper, we will try to overview the period of the country's participation as a federal unit in Yugoslavia, through the proclamation of independence in 1991, the conflict it faced in 2001, till nowadays.

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Status of North Frisian Instruction on Föhr, Germany

Alison Eisel Hendricks
(*Pennsylvania State University*)

Fering, spoken on the island of Föhr in Northern Germany, is one of ten dialects of the severely endangered North Frisian language (Århammar, 2007; Walker, 2001). Fering itself remains comparatively strong, with 3,500 native speakers, including 29% of high school students (Roeloffs, 2012). Fering vitality is accompanied by strong support for Frisian language instruction. At the rural elementary schools, Frisian is taught in grades one through four, and high school students may continue studying Frisian from grade 11-13, where they may study Frisian as an emphasis subject (Roeloffs, 2012; Walker, 2001). Additionally, Frisian is taught in rural pre-schools and in adult community language courses.

This talk describes the current status of Frisian education on Föhr using data from fieldwork gathered over six months living in the community, classroom observations, biographical questionnaires, and teacher and community interviews. I report on the levels at which Frisian instruction is offered, the goals of Frisian instruction as articulated by teachers, the types of learning activities, and the support for Frisian instruction. Extending my study beyond the classroom, I use biographical questionnaires and interviews to describe the diverse language backgrounds of students and their use of Frisian in their everyday lives. The results of a story telling task from elementary students (n = 35), high school students (n = 17), and parent and community members (n = 17), documents the vitality of Fering and assess the impact of Frisian instruction.

Finally, I discuss the future of Frisian instruction on Föhr, the challenges posed, and the limits of language instruction for maintaining minority language vitality (Nolan, 2008; Steensen, 2003; Gorter, 2008). While support for Frisian in the classroom on Föhr is strong, the locus of language vitality is more likely found in the conversations between students in the halls and after school (Nolan, 2008).

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The early bilingual acquisition of a minority and majority language

Jelske Dijkstra
(*Fryske Akademy*)

Bilingual language acquisition depends largely on the amount of language input in both languages (a.o. Bohman et al., 2010). This is also the case in contexts where one language is dominant over the other. In Wales, children as well as adults have strong command in the national language, English, regardless of their home language. In contrast, in the minority language, Welsh, they are sometimes lagged behind due to less Welsh input (Gathercole & Thomas, 2009). The question then arises if this trend holds for other minority contexts as well, for example for Frisian in the Netherlands.

Consequently, the research question of this paper is: What is the role of language input in the early acquisition of a Frisian and Dutch vocabulary? The current study assessed 91 participants in receptive and productive vocabulary in both Frisian and Dutch during three successive test rounds when they were aged 2;6-4;0 years. Information on home language and outside home language exposure was gathered with parental questionnaires. In line with the Gathercole and Thomas' study (2009), results showed that home language was a clear factor in the development of the minority language, Frisian. Regarding the majority language Dutch, home language was a factor in productive vocabulary, but not in receptive vocabulary. Outside home exposure was essential in receptive vocabulary in both languages. It is expected that in primary education the influence of home language on the acquisition of Dutch will be diminished. Based on our findings it can be concluded that, the acquisition of the minority language, Frisian, does not harm the acquisition of the majority language, Dutch.

Parallel Session 2 (day 1) 13:30-15:00

Syntax-Semantics 2

The presentation of linguistic examples in the 1950s

Charlotte Lindenberg
Jan-Wouter Zwart
(University of Groningen)

This paper contributes to the history of early generative linguistics by charting shifting conventions of presenting linguistic examples in academic publications. Whereas linguistic examples are now almost invariably presented in a consecutively numbered format, regardless of subdiscipline or theoretical persuasion, this was not always the case. Before 1950, the standard way of presenting examples was inline, but even examples presented on separate lines were rarely, and certainly not standardly, numbered. While the shift to numbering examples on separate lines may be traced back to Chomsky's influential 1957 Syntactic structures, the convention did not originate with Chomsky, nor with Harris or other representatives of the Bloomfieldian tradition. Our research shows that numbered examples make their entrance in linguistics journals around 1953 in articles on mathematical logic, a field where numbered examples had been the standard for at least half a century. The relevance of this is that it supports a modification of the official history of early generative grammar (as presented in Newmeyer 1980, Matthews 1993, and others), which takes the generative 'revolution' to be the result of just mixing American structuralist linguistic analysis with anti-behaviorist, mentalist philosophy, and which ascribes the concept of transformation to Harris, i.e. as belonging within the American structuralist tradition (e.g. Katz 1981). We believe this view ignores the essentially mathematical nature of the questions shaping early generative grammar, studying language as an infinite set of sentences generated by finite means, and suggest that our findings support the relevance of the mathematical tradition in the founding of generative linguistics. Our hypothesis is that presenting numbered examples was initially a sign of affiliation with a discipline outside contemporary linguistic traditions, and that key concepts of early generative grammar, such as 'transformation', must be understood as deriving from mathematics rather than linguistics.

Pupillary responses to pronoun manipulations in Dutch

Margreet Vogelzang
Petra Hendriks
Hedderik van Rijn
(University of Groningen)

A wealth of studies have investigated the interpretation and acquisition of object pronouns in languages such as Dutch and English (e.g. Chien & Wexler, 1990; Koster, 1993; Philip & Coopmans, 1996). Additionally, many other studies have investigated interpretation of subject pronouns (e.g. Arnold, Brown-Schmidt &

Trueswell, 2007; Garnham, 2001). However, very few studies have addressed the effects of the interpretation of a subject pronoun on the processing and interpretation of an object pronoun.

In this study, the effects of the form and interpretation of a subject pronoun on the interpretation of an object pronoun are investigated by means of eyetracking. Adult Dutch participants were auditorily presented with short stories consisting of two sentences while looking at a screen on which pictures of the referents in the story were displayed. The second sentence of each story differed per condition, and contained either a pronoun or a full NP as the subject, and either a pronoun or a reflexive as the object. The interpretation of the subjects and objects was assessed through comprehension questions following each story. Throughout each story and subsequent comprehension question, pupillary responses were measured as an indication of cognitive load (Just & Carpenter, 1993).

Our predictions are that an object pronoun is more difficult to resolve when following a subject pronoun than when following a subject NP. When a subject NP is given, less possible referents remain for the object pronoun, as it cannot refer back to the subject. A subject pronoun however, even if it is preliminarily resolved when encountered, leaves room for ambiguity, as its final interpretation can deviate from the initially preferred interpretation due to e.g. pragmatic plausibility (Carminati, 2002). Therefore, an object pronoun following a subject pronoun would have more possible referents and would thus cause a higher cognitive load.

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The Role of Aspect Markers in Shiwiar

Martin Kohlberger
(Leiden University)

Shiwiar is a so far undocumented Jivaroan language spoken by around 1,000 people in the Ecuadorean Amazon. Description and documentation of the language was started by the author in 2011. Shiwiar has rich verbal morphology which includes extensive marking for tense, aspect and mood, as well as indexing for arguments. Every verb has a number of aspectual stem types that can be used, including imperfective, perfective and durative. Each stem type is formed by the addition of an aspectual suffix to the root, as in (1) – (3).

- | | | | |
|-----|-----------|-------------|-------------|
| (1) | atji-a | (2) atji-ka | (3) atji-ma |
| | grab-IPFV | grab-PFV | grab-DUR |

The choice of stem type is mostly morphologically conditioned, i.e. different morphological environments require a particular stem type. Recent past tense, for example, requires a perfective stem type, as in (4).

- | | | |
|-----|-----------|-----------------------------|
| (4) | numi-na | atji-ka-ma-ha-i |
| | stick-ACC | grab-PFV-RECPST-1SG.SUB-DEC |

'I grabbed a stick.'

However, in certain morphological cases different aspectual stem types may be chosen depending on the intended meaning of the action.

- | | | |
|-----|-----------------------|----------------------|
| (5) | atji-a-wa-i | (6) atji-ka-wa-i |
| | grab-IPFV-3SG.SUB-DEC | grab-PFV-3SG.SUB-DEC |

'He's grabbing.'

'He has just grabbed.'

Most interestingly, in cases where an aspectual stem type can be chosen freely, the choice of a particular aspect may trigger significant semantic shifts in the meaning of the verb, as in

(7) and (8).

- | | |
|-----------------------|----------------------|
| (7) hapi-a-wa-i | (8) hapi-ma-wa-i |
| pull-IPFV-3SG.SUB-DEC | pull-DUR-3SG.SUB-DEC |

'She's pulling.'

'She's sweeping.'

This latter use of aspectual markers in Shiwiar will be the focus of this talk. Generalisations will be made about the kinds of semantic shifts that aspectual markers can trigger in Shiwiar verbs and it will be shown that in many cases aspectual suffixes can be used in Shiwiar as a productive lexicalisation strategy.

Parallel Session 3 (day 1) 15:30-17:00

Syntax-Semantics 3

Evidentiality oscillating between aspect and modality

Nadia Varley
(University of Wuppertal)

In this talk I argue that the overt evidential morphology as perceived in Bulgarian can provide us with a clue regarding the complexities of a universally underlying structure. In this respect, I supply both empirical and conceptual evidence in favour of an approach which utilises the interaction between T- and C-functional heads to yield the structural conditions from which the interpretive facts can arise. Drawing on evidence (mainly) from Bulgarian, I explore the formal aspects and (discourse-)syntactic representations of this phenomenon:

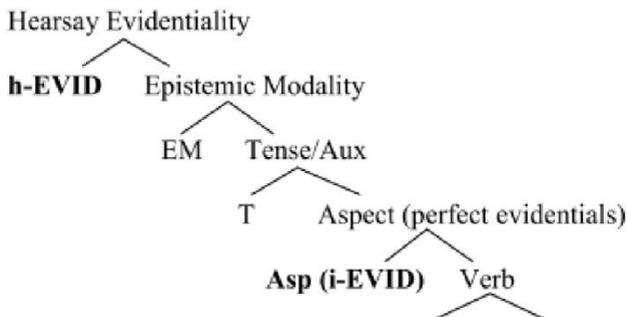
- (1) Direct evidence
Mitko oti-de na gosti. (Bulgarian)
Mitko went-2/3SG.AOR on guests
'Mitko went to visit someone [I saw him go/I believe that p].'
- (2) Indirect evidence (inferential)
Mitko e otiš-â/ na gosti.
Mitko be-3SG.PRS gone-SG.M.PRF on guests
'Apparently, Mitko has gone to visit someone [I infer].'
- (3) Indirect evidence (hearsay)
Mitko otiš-â/ na gosti.
Mitko gone-SG.M.PRF on guests
'Mitko had gone to visit someone [I was told/I doubt that p].'

This paper has several interrelated goals. From a generative perspective, it examines the place of evidentiality in a system which makes use of a rich array of functional heads (Rizzi 1997; Cinque 1999, and relevant work). In this respect, an attempt is made to decompose the notion of evidentiality and formalise it with respect to designated structural positions in split CP and TP domains. Second, emphasis is placed on the importance of

incorporating discourse features such as Speech Participants, which in turn invokes a necessity to theorise the highly debatable '1/2PRSN vs. 3PRSN' asymmetry.

Taking into account (part of) the large body of typological literature regarding the problem under investigation (Willett 1988; Aikhenvald 2004, a.o.), I argue for the necessity to split the very notion of evidentiality and to show that at least in Bulgarian, there is good reason to pursue an approach which investigates different (indirect) evidentials – hearsay (h-EVID) vs. inferential evidentials (i-EVID) –, as categories licensed by separate functional heads. Thus, whereas i-EVIDs (being Aspect-bound) are situated below epistemic modality (EM), h-EVIDs are generated higher than EM:

(4)



The discussion can contribute to a more thorough understanding of speaker deixis, person licensing, evidentiality, and modality in general.

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"Do what?" and other 'opaque requests for repair

Trevor Benjamin
(University of Groningen)

This talk examines "do what?" (final rising intonation) used as a request for repair/clarification. Contrary to what might be expected from its lexico-syntactic form, it is argued that "do what?" is more akin to "huh?", "what?" and "pardon?" than it is "my what?", "to what?", "did what?" and even "do what." (final falling intonation). Drawing on

recordings of telephone conversations, it is shown that "do what?" does not cohesively tie to the prior talk, and that the trouble is (or at least may be) with the entirety of what the prior speaker has just said. Critically, however, this 'opaque' (non-compositional, idiomatic, non-cohesive) usage appears to be restricted to some dialects of (southern) American English. For other speakers, "do what?" does 'transparently' delimit the source of trouble. Interestingly, neither this practice nor any of the other cases of 'opaque' repair requests considered have received any attention outside of amateur discussion forums on the internet. Yet, opaque repair requests are a phenomenon which lay at the intersection of many different areas of academic interest and expertise

Discourse and communication 1

Yes and No in Dutch

Jet Hoek
(Radboud Universiteit Nijmegen)

Yes and *no* are two of the most frequently uttered words in conversation. Their meanings might appear straightforward, but an examination of everyday discourse will reveal that quite the opposite is true. Although the different ways in which *yes* and *no* can be used have received some attention in recent years, most literature is limited to English. My research examines the uses of *ja* and *nee* in Dutch. By analyzing the ways in which *ja* and *nee* are used in the Corpus Gesproken Nederlands (Corpus of Spoken Dutch), different categories can be established. In addition to their basic meanings, *ja* and *nee* appear to have some 'special' meanings, especially when they are used as discourse markers.

Nee, for instance, turns out to be more often used as an affirmative answer than as a negation. Additionally, it can be used to return to a topic, whereas *ja* is used to indicate topic shift. Noteworthy is also that *ja* can be used to introduce quotes. *Ja* as a quotative marker is used frequently, but restricted to what it can introduce and which verbs it can follow.

Even though *ja* and *nee* have several different uses, all uses can be said to have certain common features. I explain the interpretation of *ja* or *nee* by hearers by means of Optimality Theory (OT). Through possibly conflicting constraints, it is determined which possible meaning of *ja* or *nee* is interpreted by the hearer.

The Use of Argumentative Particles in Attribute Framing

Emmy Stevens
Hielke Vriesendorp
Ronny Boogaart
(Leiden University)

Attribute framing is the process of profiling either the positive or the negative value of a two-valued variable, as in *the glass is half full* vs. *the glass is half empty*. These utterances may be used to refer to 'the same' reality, but they differ in argumentative orientation (Verhagen 2005; Holleman & Pander Maat 2009): they are supposed to trigger either positive or negative inferences on the part of the hearer.

In this talk, we will show that the examples used in the literature on attribute framing do not correspond to linguistic reality. More specifically, speakers typically combine attribute framing with the use of particles like, in Dutch, *al, nog, pas, maar, slechts* en *wel* that are lacking in most constructed examples. We address the role of these particles in attribute framing on the basis of data from the Corpus of Spoken Dutch. How does the argumentative orientation of the particles interact with that of the predicate?

Holleman and Pander Maat (2009) suggest that, in addition to argumentative orientation, the role of markedness is crucial to predict the argumentative force of attribute framing. In their experiments, they include 'unmarked' examples that may be interpreted by hearers as having an argumentative force in either a positive or a negative direction, for instance *my agenda is half full*. However, our corpus analysis shows that this unmarked type of attribute framing barely occurs in actual speech since precisely in these cases the lack of argumentative orientation in the predicate is made up for by the use of argumentative particles. This finding confirms Ducrot's (1996) claim that in fact *all* language is argumentative.

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Language contact in the city: the Romanian community in Madrid

Diego Munoz-Carrobles
(Universidad Complutense de Madrid)

The importance of cities is growing both politically and economically in our contemporary society. This has got an impact on linguistics, since they have become a very good place for observing a wide range of linguistic phenomena and language variation. Thus, new cases of language contact take place nowadays in urban settings, partly due to the arrival of migrants and the languages they speak. In fact, immigration is one of the major social issues in Western societies.

As a consequence of the fast economic growth that took place in Spain during the first years of the 21st century, a large number of migrants came from countries such as

Romania, Morocco, Peru, Ecuador or China. Romanians constitute indeed the largest migrant group in Madrid.

According to official statistics, the Romanian community in that city amounts to more than 200 thousand individuals, more than 3% of the total population. This would mean that Romanian is the second most widely spoken language in the city and its metropolitan area, after Spanish. Our aim is to describe the main cultural and linguistic features of this contact between these two Romance languages, which have come spatially closer thanks to immigration. First of all, we will deal with linguistic aspects related to the integration of Romanians in the mainstream Spanish society such as the use of Romanian and its transmission to the second generation or the lexical borrowings from Spanish. We will finally talk about the importance of hybridity in urban language contact and about the birth of new 'tags' that Romanian speakers use to refer to a cross-cultural reality, for instance the word '*rumaño*' which clearly follows the pattern of Spanglish and it is used to describe a linguistic and cultural perception that lies in between the country of origin and the host society.

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Parallel Session 4 (day 2) 11:00-12:30

Sociolinguistics

Chain shift in Austrian Standard German

Marjoleine Sloos
Mathea Neijmeijer
(University of Groningen)

Austrian Standard German (ASG) has four unrounded front vowels, as shown in the following example of Moosmüller (2007).

bieten	b _i :tɛn
bitten	b _i tɛn
beten	bɛ:tɛn
betten	bɛtɛn

A crucial difference with other varieties of Standard German is that usually no contrast is assumed between the long mid *low* unrounded vowel and the long mid-*high* unrounded vowels like Segen [zɛ:gn] 'blessing' - sägen [zɛ:gn] 'to saw'. A large scale investigation of the pronunciation of long [ɛ:] in Standard German confirms such a merger in ASG, but only in older speakers (Sloos 2013). Younger speakers tend to a contrast. On the basis of (1) and the distinction in other varieties of German, the logical assumption is that these speakers pronounce the SÄGEN vowel as [ɛ:] and the SEGEN vowel as [e:].

The acoustic measurements, however, unexpectedly show that the SÄGEN vowel is still pronounced as [e:]. It is the SEGEN vowel that makes the difference: being raised to [i:]. This raises the question as to whether the SEGEN vowel and the BIETEN vowel are currently merged. Moosmüller (2007) investigated six subjects on their pronunciation of ASG vowels and found that the youngest speaker indeed merged the SEGEN and the BIETEN vowels. Additionally, she found that four speakers merged the BIETEN and the BITTEN vowels. These results are preliminary (since only a small number of speakers is involved), but suggest an ongoing complex vowel change in ASG.

We will present an in-depth vowel analysis of the SÄGEN-SEGEN-BIETEN- BITTEN vowels in spontaneous speech in ASG. We compare younger and older speakers and we will show mergers and the contrasts between these vowels. The expected results show the following chain shift:

(2)	SÄGEN	[ɛ:]	→	[e:]	(historical change)
	SEGEN	[e:]	→	[i:]	(ongoing change)
	BIETEN	[i:]	→	[ɪ]	(ongoing change)

The shift thus involves raising of [ɛ:], subsequent raising of [e:], and laxing of [i:].

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Fostering language diversity to the top: the challenge of English as a global language in 'medium-sized' language community contexts

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The topic of the internationalization of higher education and the pressure of English as a global language have increasingly drawn the attention of researchers from several fields, including sociolinguistics, applied linguistics and anthropology. A considerable amount of research has been already conducted in contexts such as Scandinavia, and a growing number of publications are continuously appearing, analyzing such a pressing question in several other geographical contexts in Europe. Very simply put, the problem can be formulated as follows: is it possible to foster and maintain linguistic diversity in the field of higher education and academic research, or is it inevitable to move towards an English-only field?

In this presentation, I would like to provide some specific contextualization of such questions by presenting the situation in two different, albeit comparable, cases: Estonia and Catalonia. Against the backdrop of the universities' language policies, I will present the evolution of the language choice of Ph.D. dissertations in both territories' main R&D institutions in the last ten years. A cursory outlook of the situation at the University of Tartu leads to the perception that the preference for English as the language to write one's dissertation in is quite strong, even in areas where one could predict at least a more balanced presence of Estonian and English (e.g. faculties such as Social Sciences and Education, or Exercise and Sport Sciences). By contrast, the situation at the University of Barcelona seems quite different, with a more balanced presence of Catalan and Spanish, the two languages more present in the most immediate background.

Such a comparative exercise can be useful in order to see to what extent the analyzed dynamics are truly international or trans-national, or conversely, what aspects

from the most immediate surrounding are important in order to produce significant different outcomes.

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"But Thessaloniki sings no more:" A current survey of Judeo-Spanish as spoken in Thessaloniki today

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The following research addresses the status of the Judeo-Spanish language as currently spoken among the dwindling Jewish community members of Thessaloniki, Greece. This culturally pervasive group and its language holds a central role within the history of Thessaloniki - a city crucial to the cultural intersections and influences felt between the Greek people and their long-time Jewish countrymen. Thus, the measurement of the

modern Judeo-Spanish linguistic presence in Thessaloniki stands as a diachronic metric for the extent to which the Jewish culture has diminished within Greece over the past 70 years. Hence, this research examines three facets of this language's vitality in terms of 1) the number and demographic of Judeo-Spanish speakers in Thessaloniki, 2) the circumstances under which the language is utilized today, and 3) the conventions through which the language is transmitted from generation to generation today. 17 subjects in Thessaloniki were interviewed and recording in May 2012 by means of ethnographic interview (15 of whom were speakers of the language) in order to ascertain data for the metric addressing the above questions. These interviews revealed a community of an estimated 50-70 active speakers in the Thessaloniki area, with an average age of 40 and above. These speakers were observed to use the language in only familial and interpersonal communication with close friends. Similarly, the language was found to have minimal transmission activity and potential and was judged by many of its speakers to be approaching its final years of even low frequency utilization. Revitalization efforts, while prevalent within the community, seemed to be undermined by the continued emigration of speakers from Thessaloniki and dissimilation from Sephardic culture as well as linguistic heritage. Assimilation was also observed within subjects' immediate extended families with Greek linguistic, cultural, and religious ethos. Linguistic variation was also observed within each subject's phonological, semantic, lexical, and morphological characteristics, indicative of strong cross-linguistic influences from multi-lingual backgrounds, which, although this multi-lingual background can be historically corroborated, but also stand as indicators of language death. Ultimately, this study substantiates the assertions of many of the Judeo-Spanish speakers own assertions that Judeo-Spanish is a dwindling language with a plethora of context to modern Greek-Christian identity as a prevalent force in post Ottoman/WWII era Greece as well as the process of language death as a byproduct thereof.

Psycholinguistics

A Time and Place for Language Comprehension: Mapping the N400 and the P600 to a Minimal Cortical Network

Harm Brouwer
John Hoeks
(University of Groningen)

We propose a new functional-anatomical mapping for language comprehension. Our work is an example of a recent research strategy in cognitive neuroscience, where researchers attempt to align data regarding the nature and time-course of cognitive processing (from ERPs) with data on the cortical organization underlying it (from fMRI). The success of this 'alignment' approach critically depends on the functional interpretation of relevant ERP components. Models of language processing that have been proposed thus far do not agree on these interpretations, and present a variety of complicated functional architectures. We put forward a very basic functional-anatomical mapping based on the recently developed Retrieval-Integration account of language

comprehension (Brouwer et al., 2012). In this mapping, the left posterior part of the Medial Temporal Gyrus (BA 21) serves as an *epicenter* for the retrieval of word meaning, the ease of which is reflected in N400 amplitude. In the left Inferior Frontal Gyrus (BA 44/45/47), this retrieved meaning is integrated with the word's preceding context, into a mental representation of what is being communicated; these semantic and pragmatic integrative processes are reflected in P600 amplitude. We propose that our mapping describes the core of the language comprehension system, a view that is parsimonious, has broad empirical coverage, and can serve as the starting point for a more focused investigation into the coupling of brain anatomy and electrophysiology.

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Are syntactic L1 features accessed and integrated in L2 listening? – An ERP study

Frauke Hellwig

(Heinrich Heine University Düsseldorf)

The current study is a follow-up study of FitzPatrick (2011) who showed that L1 semantic features are accessed and integrated in L2 speech by employing Dutch (L1) English (L2) near homophones as critical words like e.g. **pet** meaning 'cap' in Dutch. When the L1 reading of such a homophone was congruent with the sentence context, an N400 could be observed that had a significantly earlier offset than the N400 for such a noun in a context where neither the L2 nor the L1 meaning was appropriate. The modulated N400 can be taken as evidence of L1 semantic access and integration in L2 listening. We investigated whether also L1 syntactic access and integration in L2 speech takes place by embedding German (L1) English (L2) near homophones in English sentences. The L2 reading of the homophone belonged to a different word class than the L1 reading like e.g. the word **belt** is an English noun while the German near homophone **belte** is a verb form meaning 'barks'. Preceding sentence contexts were created with high syntactic and low semantic constraints as measured in a cloze task. Following the setup of the ERP study by FitzPatrick (2011) the critical word was (a) syntactically congruent with the its L2 reading ('The man had a nice **belt** which he had got as a birthday gift from his wife.') or (b) syntactically congruent with its L1 reading ('If the animal **belte** it should have dark brown feathers.') or (c) syntactically incongruent with both the L2 and the L1 reading ('It was a quite **belt** day when I lost my watch about a year ago.'). Did the homophones modulate the ERP component(s)? - The results will be presented in this paper.

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Subject-Verb Agreement in Dutch and the Role of Semantic Context

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Agreement processes can be influenced by semantic and syntactic factors. Semantic integration (the relatedness of two nouns in a subject-phrase) facilitates agreement, whereas attraction (a number mismatch between the head and local noun) hinders agreement. Both factors work independently, as shown by Veenstra, Acheson, Bock, and Meyer (submitted). The items in their sentence completion experiment contained 200 unique nouns in a rich lexical context (e.g., "The bowl with the red stripe(s)/wooden spoon(s)").

The initial aim of our study was to develop a simplified tool to assess grammatical encoding skills. Experiment 1 used a sentence completion paradigm with items that were semantically stripped down to only four unique nouns. The integration manipulation was simplified as well: integrated items contained "with"; unintegrated items contained "next to" (e.g., "The circle with/next to the star(s)"). Results showed an attraction effect, but no effect of integration. In order to focus participants' attention to the spatial configuration (i.e., integratedness) of the subject- phrases, Experiment 2 used the same items with additional picture verification trials.

Results revealed an attraction effect, and a *disruptive* effect of integration

We argue that attraction—the syntactic influence on agreement—is robust to our context manipulation because (mismatching) number features are present regardless of semantic context. The semantic integration effect, however, depends on the interpretation of the preposition "with", which is in turn highly dependent on semantic context. If the context is not sufficient for the integrated interpretation, speakers may rely on a "good enough" approach (Experiment 1), or may get confused about the possible interpretations (Experiment 2). Although our present tasks may not be suitable for quick assessment of semantic skills, robust measurements of syntactic skills remain possible within this paradigm. Critically, the results provide converging evidence for the claim that semantic and syntactic influences on subject-verb agreement are independent from each other.

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Discourse and communication 2.

Complex messages in health communication: how processing time relates to message effectiveness

Lennie Donné
John Hoeks
Patty Huijbers
Carel Jansen
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The use of complex messages such as metaphors and puns has become more and more custom in health campaigns (e.g. Kernan & Domzal, 1997). Complex messages can be seen as riddles, the solving of which might provide the audience with feelings of 'pleasure of text' (Tanaka, 1992; Hoeken, Swanepoel, Saal, & Jansen, 2009). Using complex messages in a health campaign is a risky strategy, however. Even though complex messages might evoke pleasurable feelings, they might also cause difficulties understanding the message (Lubinga, Schulze, Jansen, & Maes, 2010).

The time it takes people to understand a complex health message may be crucial for the valence and intensity of the emotions that are elicited by this message. If people immediately think they understand the message, no specific emotions may be evoked. Negative emotions may ensue if it takes people a long time before they think they understand the message, or if they think they do not understand the message at all. In the case of a mere 'delay' in perceived understanding, however, positive emotions may occur. The emotions that are evoked are expected to influence the appreciation of the message and the tendency to discuss the message with others.

To test this assumption, an experiment is conducted using health messages ranging in complexity. Each participant is shown a set of complex and non-complex health messages about a variety of health topics. Using *E-Prime*, it is measured how long it takes the participants to *think* they understood each message. After each message, the participants are asked to report the emotions they experienced when processing the message. Furthermore, questions are asked into the effectiveness of the message in terms of actual comprehension, appreciation, and willingness to get involved in conversations about the topic the message addresses.

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Crisis communication in letters and on websites: a comparative study

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After the occurrence of a crisis, such as the fire at Chemie-Pack Moerdijk or the shooting in Alphen a/d Rijn, one of the tasks of governmental organizations is to communicate and interact with its citizens. According to the so-called relational approach of crisis communication this task consists of three subtasks: (i) provide a sufficient amount of data satisfying the information needs of citizens; (ii) give unequivocal instructions to restrict damage; (iii) recognize and express the feelings and emotions of citizens affected by the crisis (for this view, see Regtvoort and Siepel, 2011). As crises usually involve a lot of uncertainty and equivocality, and the information available should be communicated quickly, not all channels of communication are equally fit to perform all of these subtasks (see Pieterse, 2009, for an overview of channel use and choice theories).

The question examined here is how organizations actually perform the task of crisis communication on different media. We answer this question via an analysis of textual messages in letters and on news websites intended to inform citizens about a crisis. Focus is put on content, text structure and some aspects of language use, such as comprehensibility. A combination of analytical methods is used: statistical analysis, expert analysis and reader feedback.

Based on this analysis, we characterize the two media examined, show the different utilization patterns discovered, and discuss the core implications of the study for governmental organizations and for theories on channel choice.

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"In the beginning there was conversation": Direct speech for non-reports in the Hebrew Bible

Sergeiy Sandler
Esther Pascual
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Modern public discourse and the speech of contemporary youth appear to be particularly 'conversational', regularly using interactional structures such as the *like* construction ("It was like *Why not?*") (Fairclough 1994; Streeck 2002). While acknowledging that some specific conversational constructions may be novel or occur more

frequently in certain contexts, we suggest that the use of the basic frame of the conversation in order to structure language and discourse is overarching and widespread across genres and sociolinguistic groups (Pascual 2006, under review).

To explore this, we study an ancient and extremely influential religious text, the Hebrew bible. The Hebrew bible shows a highly conversational structure, in the vast occurrence of: non-information seeking questions; the verbal root 'רמא' (*amar*), 'to say' (Green 1997); and direct rather than indirect speech (Rendsburg 1990; Miller 2003). We will discuss examples of such frequent structures as: (i) 'conversations' with one's mind or parts of one's body (e.g. "the LORD said to his heart,..."); and (ii) the presentation of non-reported speech –ascribed to God, a person or group, and even an action– in order to introduce actual or putative intentions, hopes, motives, or states of affairs (e.g. "Saul blew the trumpet throughout all the land, saying *let the Hebrews hear*", 1Sam 13:3). Special emphasis will be laid on the grammaticalized form of the complementizer 'רמאל' (*lemor*), from the infinitive of the speaking verb 'רמא' (*amar*) (Miller 2003). This complementizer introduces the reason or significance of a particular action, presented through direct speech (e.g. "And the officers [...] were beaten saying [*lemor*] *Wherefore have ye not...?*", Exod 5:14). By looking at Biblical Hebrew, we hope to shed some light on the hypothesis that structuring language and discourse through the conversation frame is a non-trivial overarching phenomenon, which we suggest emerges from the primacy of conversation (Clark 1996).

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Parallel Session 5 (day 2) 13:30-15:00

Applied linguistics

How does reality influence performance on false belief tasks?

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Theory of Mind (ToM) is described as the human ability to assign mental states to oneself and others. Possession of ToM is traditionally shown by passing false belief tasks in which a (false) belief is contrasted with reality (see Wimmer & Perner's (1983) *Sally-Anne* test). Previous research has shown the dominance of reality in these tasks. Some failers on these tasks show signs of ToM in spontaneous speech (Bartsch & Wellman, 1995; Dunn, 1988). Reality seems to pull the child away from adult performance (Wimmer & Perner, 1983). This paper investigates whether strengthening of the reality indeed decreases the performance on a false belief task. We therefore designed the *balletje-balletje* task. In this task participants had to keep track of a small ball which was rapidly moved from under one to other cups.

Thirty-nine Dutch children (aged 4;2 - 5;11, mean age 5;0) watched six short non-verbal videos. First, three classic false belief tasks were presented. One task was based on the principle of change of content and two were based on the principle of change of location. Subsequently, the children were tested on three trials of the new test. This so-called *balletje-balletje* test emphasized the appearance of reality. At the end of each video the children were asked about the protagonist's belief and their own belief. The results show that nine children who passed the classic false belief task, did not pass the *balletje-balletje* false belief task. This means that strengthening of reality indeed lowers the performance on false belief tasks. To conclude we raise serious doubt on the equal balance between reality and belief even in the "classical" ToM tasks.

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The Role of Orthography in Cognate Recognition (Evidence From an English Lexical Decision Task with Serbian Prime Words)

Maja Curcic
Lela Ivaz
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Cognates normally overlap at 3 different levels: semantics, phonology and orthography. As a result, they are recognized much faster than non-cognate words, which overlap at just one or none of these levels. The present study aims to separate the effects of orthographic overlap from the effects of phonological and semantic overlap, and see how significant the role of orthography per se is in the facilitated cognate recognition. This is achieved in a more effective and reliable way than done by the previous studies (which always used different languages for the comparison), namely, by using Serbian – English cognates in an English lexical decision task with Serbian primes, whose script is systematically changed between the 2 scripts of Serbian, i.e. Latin (thereby creating an experimental condition in which Serbian cognate primes and English targets share orthography) and Cyrillic (thereby creating an experimental condition in which Serbian cognate primes and English targets do not share orthography).

The results of the study confirmed the already observed existence of cognate facilitation effects in priming (i.e. target Serbian – English cognates were recognized significantly faster and more accurately when preceded by a cognate than non-cognate prime).

However, the change of script did not cause any decrease in cognate priming effects (i.e. equal cognate priming effects were obtained both when the Serbian - English cognates shared script and when they did not share script). This finding points to two possible conclusions: that orthography plays no role in the facilitated recognition of cognates, or (even if it plays some role) its role is far smaller than the role of shared phonology and semantics.

Learning-to-write during writing: A methodology to unravel the learning process

Melanie Hof
(University of Groningen)
Martine Braaksma
Gert Rijlaarsdam
(University of Amsterdam)

To successfully produce a text, writers need to have considerable knowledge about the text topic and genre (McCutchen, 2000) and need to be able to employ the different activities involved in writing (e.g., generating content, transcribing, and revising) at the right moments during the text production (Rijlaarsdam & Van den Bergh, 2006). In schools, student writers are generally given writing tasks to acquire these kinds of knowledge and skills (Rijlaarsdam & Couzijn, 2000). Yet, they do often not "fully profit from [that] learning environment" (Rijlaarsdam & Couzijn, 2000, p.167), since they rather focus on the successful accomplishment of a task (i.e., produce a highly graded text) than

on its learning goals (e.g., learn genre characteristics). To be able to stimulate students' learning during the performance of such learning-to-write tasks, we need to know which activities occur during the performance, and which ones lead to learning gains. However, except for the acquisition of content knowledge during writing (e.g., Klein 2000, 2004), research into processes underlying the acquisition of writing skills while writing is lacking.

By means of think-aloud protocols, keystroke logging, and video films of the execution of (pre)writing tasks, we have been able to register and code the learning activities of two weak and two strong tenth grade student writers (senior general secondary education) following a lesson series in argumentative writing. In this presentation, we will demonstrate how this methodology can reveal learning processes. For example, the students who were selective in reading sources to generate arguments from, generated more and more appropriate arguments, and acquired sufficient related topic knowledge to easily produce a whole paragraph substantiating an argument. Moreover, the students who reflected more on the genre requirements during the evaluation of peers' texts were better able to meet them when writing their own text.

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Corpus linguistics

Finding your way through the woods with GrETEL

Liesbeth Augustinus
Vincent Vandeghinste
Ineke Schuurman
Frank Van Eynde
(CCL, KU Leuven)

GrETEL (**G**reedy **E**xtraction of **T**rees for **E**mperical **L**inguistics [Augustinus et al., 2012] is a linguistic search engine enabling linguists to consult a syntactically annotated corpus (or treebank) in a very easy way (<http://nederbooms.ccl.kuleuven.be/eng/gretel>). As a starting point for searching the treebank, GrETEL takes a natural language example (e.g. a short sentence) instead of a complex search instruction. Therefore, limited or no knowledge

about tree representations and formal query languages is needed. By allowing linguists to search for constructions which are similar to the example they provide, GrETEL allows user-friendly access to resources without spending time on technical details.

Making use of a treebank instead of a 'flat' corpus is especially recommended when looking for possibly discontinuous constructions, e.g. verbs with a fixed preposition such as *kijken naar* 'look at' in (1). In a flat corpus, unwanted constructions as (2) will pop up in the results while looking for sentences with a combination of *kijken* and *naar*, but in a treebank, they will not.

- (1) Hij **keek** met een bang hartje **naar** de heks.
He looked with a scared little heart at the witch
'He was looking at the witch with a heavy heart.'

- (2) Hij keek op zijn horloge terwijl hij naar de bushalte stapte.
He looked at his watch while he to the bus stop walks
'He looked at his watch while he was walking to the bus stop.'

If one would query the treebank for constructions as (1) with a formal query language, one would have to construct an expression as in (3). But for GrETEL, the Dutch sentence in (1) is sufficient.

- (3) `//node[@cat="smain" and node[@rel="hd" and @pos="verb" and @root="kijk"] and node[@rel="ld" and @cat="pp" and node[@rel="hd" and @pos="prep" and @root="naar"]]]`

In our presentation we will show how several types of discontinuous constructions can easily be extracted from the Dutch LASSY -1- [van Noord et al., 2013] and CGN -2- [Hoekstra et al., 2003] treebanks in order to use them for research in linguistics.

-1- <http://odur.let.rug.nl/~van Noord/Lassy>

-2- http://tst-centrale.org/images/stories/producten/documentatie/cgn_website/doc_English/start.htm

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Subject deletion in Dutch text messages

Fleur van der Houwen & Daphne van Kessel
(VU University Amsterdam)

Subject deletion is generally found in pro-drop languages like Spanish. It is commonly thought that the rich verb morphology is the main factor responsible for subject deletion but other factors have been identified such as the contextual retrievability of the referent. This might explain why we also see subject deletion in a non-pro-drop language like Dutch. A common context in which subjects are omitted in Dutch, for instance, is when two finite verbs in the same sentence or utterance have the same subject, as in the following text message from our corpus: *Gert, ik lig nog half op bed en ben half op* (Gert, I am lying half in bed and am half getting up). The subject is expressed with the first finite verb (*lig*) but not with the second (*ben*). Both verb morphology and context make the second subject easily identifiable. We also see subject deletion in other Germanic and non-pro-drop languages like English (Weir 2012; Nariyama 2004) and German (Androutsopoulos & Schmidt 2001). Subject deletion in these languages is generally found in informal text types such as casual conversations, text messages or diaries. In this explorative study we examine one of these text types, namely, text messages. Our corpus consists of 256 text messages which we analyze quantitatively and qualitatively. In the 256 text messages, 478 verb phrases were identified. We find that in almost one out of four VP's writers omit the subject. In this paper we show in what linguistic contexts the subject is more likely to be omitted or expressed as well as account for those cases that appear to deviate from the general patterns.

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Poster Session

Phrasal structures in advertising imagery

Dominik Baumgarten
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Linguistic research has been traditionally dedicated to the analysis of oral, orthographic or even gestural realization of language. The intended poster, however, focuses on the interpretation of pictorial implementation of narratives (in the same way as narratives would be represented in spoken or written speech). Using the example of a variety of print advertisements basic phrasal structures shall be pointed out – including a particular focus on the possibility of a linguistic kind of image grammar (as opposed to the one often used in art history or visual studies). In a brief case study the already classified types of advertising images (see e.g. Janich: 2010) are reviewed with regard to their “grammatical” position within the whole composition of an advert. Therefore, the common combinations and formations of advertising images and their interrelation shall be explored.

In a second step the dynamic interaction between text and imagery can provide further awareness of the importance of imagery for what Ulla Fix calls “supertext” (Fix: 2000). According to current research these supertexts contain both text and images and nevertheless can be treated as a coherent text. This dualism demonstrates the possibility of transferring the code system of orthographic language on another medium, in this case on images. Special attention must be paid to hybrid forms that contain contents of text and image which cannot be allocated to either of both uniquely without compromising. In fact they are melted in a way that makes a division into text and image almost impossible. These media-mixtures provide various possibilities to approach the advertising supertext from either the textual or the visual point of view (Baumgarten: 2012). This option is to be the access for analyzing advertising visuals using classic grammatical methods and for demonstrating that those can serve for more than just oral or orthographic language.

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Prototypical lexis in the Slovak motherese

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This poster presentation deals with top twenty most frequently used words in the verbal interaction of three Slovak speaking mothers to their pre-linguistic infants obtained in the longitudinal study carried out in the course of 8 months up to the appearance of the first one word utterances of the child. Mother-infant dyads were videotaped in 1 hour sessions once a month and were transcribed via CHAT in CHILDES. The corpus of approximately 66 thousand words was organized according to the frequency of the word occurrence in the speech and a frequency lexicon for each mother was created (containing 1222, 1817 and 1900 lexemes) to point out the prototypical lexemes. Most frequently occurring words in the speech of the mothers show high level of similarity and we consider them to be prototypical constants of the motherese. Verbs are the most frequently used part of speech and the first five are identical (be, go, give, have, look) denoting basic archetypal states, processes and activities of the human beings, such as existence (be), motion (go), possessing (have), manipulation (give) and visual perception (look). The tendency to control the infant (Wodak, Schultz, 1986) is highlighted in the most frequently used pronoun you and imperative form of the verbs look, go and give. Emotional function of the motherese is seen in the most frequent nouns which are the proper names of the children in diminutive form and appellative mummy 'mamka' also in diminutive form and by which the emotional and existential connection of mother with her infant is emphasized. Positive character of the motherese is pointed out by the fact that affirmative yes and discourse markers (Andersen, 2000) well 'no' and right 'tak', with positive pragmatic function shown in intonation, are among four most frequently used lexemes of the frequency lexicons.

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Creating a Third Space with a Language Mind Map

Noemi Ramila Diaz (Université Paris Diderot)

Globalization has changed the value of global actors' linguistic resources, modifying at the same time the linguistic market [Bourdieu, 1982]. Some of the consequences are that multilingual actors have benefited from globalization or how languages have become commodities [Heller, 2003]. In Europe in general and in France in particular, the same movements and effects have occurred. France knew a wave of immigration over the sixties, and recently cultural and linguistic

diversity has become a reality in certain schools. As a result, the linguistic landscape in these schools would render obsolete the rule stating that no other language but French could be used as language of education.

In this presentation, I would like to show the results of one collaborative experience in a multicultural and plurilingual class of quatrième (14 years old), in a "collège" placed in one of the conflicted outskirts of Paris. The project was organized by a non-lucrative association and their objective was to bring "Scientific Knowledge", in this case "Linguistics", to disadvantaged students. The project consisted on eight courses of two hours plus two cultural excursions, always connected to the main theme of linguistics. The final project for the students was to make a language mind map [Blommaert et al., 2006] that they presented in front of their classmates. The whole project (courses, excursions and language mind maps) was considered as a success by teachers and students. In fact, through an enquiry involving a participant observation and interviews to teachers, my analysis would show how students considered the project as a collective experience where every student could express their multilingual self.

Thus, the class became a third space of inclusion and multicultural communication. Actually, not only the students experienced this inspiring transformation, but the teachers as well.

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Learning and teaching opportunities and practice in Sami for the North Sami minority in Norway

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Nowadays, it is possible in Norway to study in Sami on all educational levels. The now existent linguistic rights developed gradually from the 1950s, after a period of hard Norwegianisation.

With the appropriate actions and institutions the opportunity has arisen to the full-scale education in Sami in the central Sami region (so-called administrative territory for Sami language). Outside this region, however, the resources for this are not adequate or are lacking and they can be difficultly created. The situation of the Samis living outside the administrative territory for Sami language, in addition, is more difficult because of their smaller number and spread position. By the study of this topic we should distinguish

between Samis living within and outside the administrative region, same as between the three Sami languages in Norway: the North, Lule and South Sámi.

2009-2010 I did research on the usage of Sami and attitude to the language among North Sami people living in Tromsø and its area. In this research –with a questionnaire, interviews, informal conversations and observation– I studied also the participation of my informants and their children in the Sami education and the function of the education in the revitalisation of Sami.

According to the results the majority of the respondents have learnt Sami in the family and not in the kindergarten or in the school. Among their children much more went or go to a Sami educational institution. My paper will present the reasons for these and the detailed results of the research.

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Sociolinguistic value of the dialect of the Albanian minority in Europe

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Through this research paper we intend to bring some interesting data about the development and the values of the Albanian minority dialects in Europe, such as: the dialect of Arberesh in Italy, the dialect of the Greek Arvanites, dialect of Arberesh of Zara and some other dialects like the Cham, which brings with dialects in question for the preservation and evolution that characterizes.

In developing these dialects lead weight factors such as: frequent mechanical movements of these populations; outer linguistic factors, the most important of which is the way these communities are integrated into host communities; the psychological factor of displacement; dialectical and sociolinguistic values these dialects have.

These dialects are characterized by strength of preservation, strength of self conservation, as an expression of the strong character these Albanian residents have; but on the other hand, these are dialects that evolved in host communities where they are located. As such, they provide numerous opportunities to approach with each other but also with the earliest documented Albanian language as that of the Missal of John Buzuku (first written document in Albanian).

These dialects give up enough to see the performance of all phases of Albanian language. Through them we can prove once again today affinity between the two top dialects of Albanian language; Through them we can see features of Albanian language of the second half of the sixteenth century; can build a tradition of the preBuzuku Albanian language; may find other compelling arguments for the Illyrian-Albanian continuity.

The application of bilingual acquisition strategies in Brazilian/ British families: two case studies

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Two study cases based on empirical data were carried out in Brazilian Portuguese-British bilingual families to determine how bilingual acquisition strategies are applied in real-life conversations. In the literature of language choice patterns in families (e.g Lanza, 1997; Leopold, 1939-1949; Ronjat, 1913; among others), most of the study cases are based on reports written by linguists about their own children bilingual development, implying a strong possibility that the parents' scientific and theoretical knowledge as linguists might have influenced in the child's bilingual acquisition. In contrast, this study takes the refreshing perspective of studying families where the parents are linguistically naive. By using the concepts of conversation analysis and monolingual and bilingual mediums (Gafaranga & Torres, 2000, 2001; Garafanga, 2008), the interactions within the members of two families were analyzed to test the effectiveness of the language strategies adopted, namely OPOL and Non-dominant home language strategies. The data collected show that none of the families strictly applies the respective policy. The effectiveness of such practice is therefore to be questioned. However, the children from both families have managed to acquire both languages.

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