

ULAB2018

Undergraduate Linguistics Association of Britain

8th Annual Conference | April
University of Edinburgh | 9-11



Edinburgh University
Linguistics and English
Language Society



THE UNIVERSITY OF EDINBURGH
School of Philosophy, Psychology
and Language Sciences



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Programme

Welcome to ULAB 2018!

We would like to thank our generous sponsors for supporting ULAB 2018.

Locations: This year's conference will be hosted in The University of Edinburgh's Medical School. The entrance to the quad is from Teviot Place and ULAB will be taking place in doorways 4 and 5, the entrances to the far right corner of the quad when you enter. The registration desk will be in room G.15 (doorway 4). Presentation sessions will take place in Teviot Lecture Theatre (G.152, doorway 5, capacity 200) and room G.16 (doorway 4, capacity 48). Poster sessions will take place in G.14 (doorway 4).

Accessibility:

Physical access	All rooms used for ULAB 2018 are wheelchair accessible (if you or your guest would be unable to evacuate in an emergency, please contact Amy Martin, s1408442@sms.ed.ac.uk so that we can put together a PEEP).
Visual impairments	Please ask for a programme in a larger font.
Hearing impairments	The two rooms used for presentations have induction loop systems.

Food: We have arranged each attendee of ULAB 2018 to be given one £5 gift voucher for David Hume Tower Café for each day that they have registered for the conference. For this you will be able to purchase food (from £2.10) and drinks (from £1.60) of your choice. The food selection includes: bagels, wraps, baguettes, sandwiches, soup and jacket potatoes. See <http://www.accom.ed.ac.uk/for-students/our-cafés/dht-café/> for a full menu as well as information about allergens and nutrition.

David Hume Tower also has a shop selling food and essentials. There are many other cafes in George square and off campus, please ask a Local Organising Committee Member for advice.

Book raffle: Each day, we will be running a book raffle at the registration desk. Please write your name next to one of the books on offer before 12:30pm each day to take part. Winners will be randomly chosen and announced in both presentation rooms at the beginning of the final presentation sessions on days 1-2 of the conference (sessions 3, 6) and at the end of the presentation sessions on the final day.

Conference competition: The winner of the best presentation prize at ULAB will be given the opportunity to present their research at an academic conference. The winner's attendance will be fully funded and they will have the opportunity to have some coaching and advice on their presentation style from a member of the LAGB committee in advance. This year's LAGB annual conference will be held at the University of Sheffield from the 11-14th September and features plenary talks from Heidi Harley (University of Arizona) (morphology) and Diane Lillo-Martin (University of Connecticut) (sign language), as well as a language tutorial on Auslan (Australian Sign Language) from Adam Schembri (University of Birmingham).

Attendees of ULAB are also invited to a full day student summer school on 11th September, with student-aimed masterclasses from Heidi Harley, Diane Lillo-Martin and Chris Montgomery (University of Sheffield) as well as a session on wellbeing in postgraduate study. While the summer school is primarily aimed at postgraduates, keen undergraduate attendees are welcome.

Two LAGB representatives, E Jamieson and Chris Cummins, will be present at ULAB for you to ask questions. Further information is available on their website (<http://www.lagb.org.uk/home2018>).

Book vouchers: As part of the conference competition, £250 Cambridge Scholars Publishing book vouchers are up for grabs! The winner of the best presentation prize will win £100 of vouchers. The best presentations on the other two days of the conference and the best poster at the conference will each win £50 of vouchers.

Make sure that you vote for your favorite presentations and poster! Please vote for one presentation each day and your favorite poster of the conference. Input your delegate number (the number on your name badge) and the talk/poster number (as found in the programme) when voting. You can find the survey here: www.tinyurl.com/ulab-voting. If you would rather vote on paper, please ask volunteers at the registration desk.

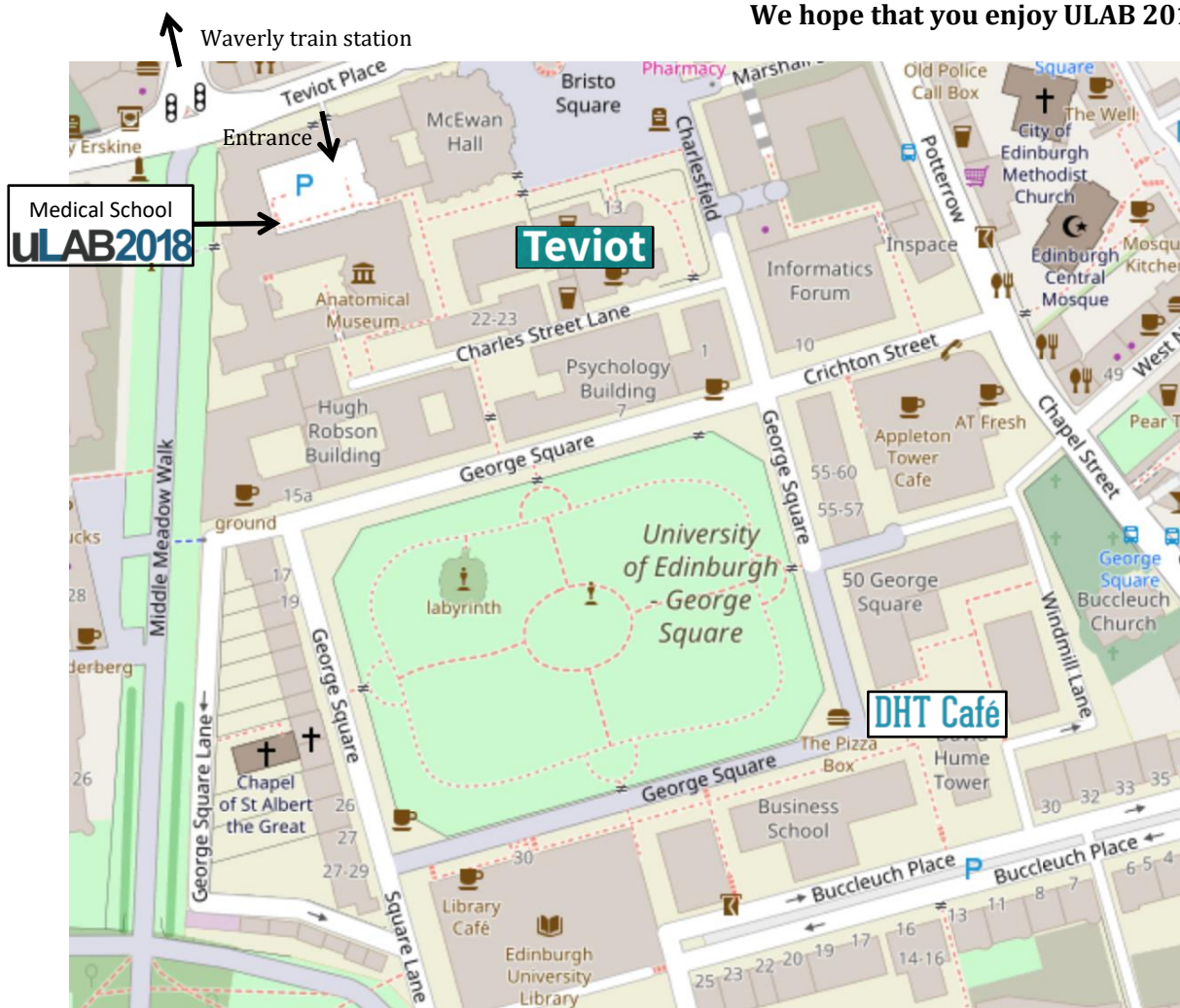
British Study Centres: British Study Centres is one of the UK's leading training organisations for teachers of English for speakers of other languages (TESOL), with training centres in London, Oxford, Manchester, York and Edinburgh.

BSC are hosting a careers panel with linguistics professionals, for attendees who would like to use skills from their degree outside academia, and an introduction into language teaching during a lunch break. They have also funded scholarships to help presenters to attend ULAB. A BSC representative, Rob Tesh, will be present at the conference for you to ask any questions.

Photography: ULAB National and Local Organising Committee members will be taking photos of the conference, including presenters, posters and socials! If you would not like photos of you to be published on our website or Facebook page, please talk to the Committee members on the registration desk.

The schedule is subject to change. If you have any questions, queries, or concerns about the conference or your stay in Edinburgh, any of the committee members will be happy to help. See daily updates on our Facebook (<https://www.facebook.com/ULAoB/>) and website (www.lingstudents.co.uk).

We hope that you enjoy ULAB 2018!



Schedule Monday 9th April		
9:00-17:00	Registration: G.15 Medical School (doorway 4) <i>Pick up your conference pack, sign for your daily café voucher and sign up to the daily book raffle (see page 2).</i>	
9:00-10:20	PLENARY 1. Adult bilingualism: what does the big picture tell us? Professor Antonella Sorace (<i>University of Edinburgh</i>)	
10:25-10:55	Poster Session 1 Room: G.14 <i>See pages 28-30 for information about the posters on display.</i>	
	Presentation session 1A Topic: <i>Phonetics and Phonology</i> Room: G.152 (<i>Teviot Lecture Theatre, doorway 5</i>)	Presentation session 1B Topic: <i>Conversation analysis</i> Room: G.16 (<i>Doorway 4</i>)
11:00-11:20	1. The Voice of Reason: an exploration of the calming effects of the voice Katie Dodsworth <i>Lancaster University</i>	/
11:25-11:45	2. Speaking Our Language, 2018 Seumas MacDonald <i>University of Aberdeen</i>	3. An Analysis of the Interruptions Made by Donald Trump and Hilary Clinton in the First 2016 Presidential Debate. Charlotte Manning <i>University College London (UCL)</i>
11:50-12:10	4. 2x2: Dialectology of Scottish Gaelic Laterals Jakub Musil <i>University of Edinburgh</i>	5. Doing Responding to Self-Deprecation: A Conversation Analytic Account Jake Piper <i>York St John University</i>
12:10-13:10	LUNCH David Hume Tower Café <i>Collect your voucher from the registration desk before walking to the café.</i>	
12:40-13:10	Poster Session 1 (continued) Room: G.14	
	Presentation session 2A Topic: <i>Morphology and Syntax</i> Room: G.152 (<i>Teviot Lecture Theatre, doorway 5</i>)	Presentation session 2B Topic: <i>Sociolinguistics</i> Room: G.16 (<i>Doorway 4</i>)
13:15-13:35	6. Alignment system in Dolakha Newar Chenming Gao <i>University of Manchester</i>	7. I'm with her: The linguistic landscape of the women's march through the movement frame and alignment task distributions David Ellis <i>Lancaster University</i>

13:40-14:00	8. Tenseless languages and the concept of time: the case of Taiwanese Julia Skrobol <i>Queen Mary University of London</i>	9. Doing moving on: A conversation-analytic investigation of chairing the agenda in local council meetings Amy Saunders <i>York St John University</i>
14:05-14:25	10. Verb-Copying Resultatives in Colloquial Singapore English Tamisha Tan <i>University of Cambridge</i>	11. Austrian Standard German: A national variety of German? Nina Markl <i>The University of Edinburgh</i>
14:30-14:50	12. Optimality Theory - Lexical Functional Grammar: filtering PP ambiguities in PDE Claudia Gaele <i>University of Manchester</i>	13. 'Doing being knowledgeable': a conversation analytic account of student self-deprecation Holly Dobrzycki <i>York St John University</i>
14:50-15:20	Poster Session 1 (continued) Room: G.14	
	Presentation session 3A Topic: Psycholinguistics and conversation analysis Room: G.152 (Teviot Lecture Theatre, doorway 5)	Presentation session 3B Topic: Historical linguistics Room: G.16 (Doorway 4)
15:25-15:45	14. Reduplication facilitates segmentation in early language development: myth or reality? Anna Zhigareva <i>University of Edinburgh</i>	15. Why can't we just say no? An analysis of Early Modern English negation and its implications for the development of Jespersen's Cycle. José María Oliver <i>Universidad Nacional de La Plata</i>
15:50-16:10	16. Word learning in dyslexic adults Griffith Tai <i>University of Edinburgh</i>	17. The lack of distinction of Middle Chinese initials *dz, *z in Modern Hakka and Gan dialects Matthew Sung <i>University of Edinburgh</i>
16:15-16:35	18. The use of 'oh' as a change in voice marker in reported speech. Sharmin Choudhury <i>York St John University</i>	
16:45-18:00	ARTHUR'S SEAT WALK Meet in the Medical School Quad <i>Please make sure that you are wearing suitable shoes and warm clothing</i>	
19:30-22:30	CEILIDH <i>This is a free event and everyone is welcome!</i> The ceilidh will take place in Teviot Debating Hall (4 th floor of Teviot, the University of Edinburgh's student union building). Food and drinks can be purchased in Teviot.	

Schedule	
Tuesday 10th April	
9:00-17:00	Registration: G.15 Medical School (doorway 4) <i>Pick up your conference pack, sign for your daily café voucher and sign up to the daily book raffle (see page 2)</i>
9:00-10:20	PLENARY 2. Relative chronology. Professor Frederik Kortlandt (<i>University of Leiden</i>)
10:25-10:55	Poster Session 2 Room: G.14 <i>See page 30-32 for information about the posters on display.</i>
	Presentation session 4A Topic: Sociolinguistics Room: G.152 (<i>Teviot Lecture Theatre, doorway 5</i>)
	Presentation session 4B Topic: Morphology and syntax Room: G.16 (<i>Doorway 4</i>)
11:00-11:20	19. "English 'that's gone through some weird Google Translate'": how do we (poorly) convince people Scots exists, decide which Scots is Scots (with much difficulty), and make the language-question (more) (ir)relevant for everyone involved? James Puchowski <i>University of Edinburgh</i>
	20. Licensing of wh-phrases in Mandarin: evidence from ambiguous structures Daniel Hu <i>University of Oxford</i>
11:25-11:45	21. "You have been put into groups": Doing Team-Talk Emma Hollings <i>York St John</i>
	22. Narrative Structures in Colloquial English Jamie Bailey <i>University of Cambridge</i>
11:50-12:10	23. 'Autistic' as figure of speech in Austrian newspapers Lorena Ciutacu <i>University of Vienna, Austria</i>
	24. Diachronic study of the typology of motion verbs in the Romance languages Catherine Arnett <i>University of Edinburgh</i>
12:10-13:10	Lunch
12:40 -13:10	Poster Session 2 (continued) Room: G.14
	Presentation session 5A Topic: Other Room: G.152 (<i>Teviot Lecture Theatre, doorway 5</i>)
	Presentation session 5B Topic: Computational linguistics Room: G.16 (<i>Doorway 4</i>)
13:15-13:35	25. One Fun Tool in a Large Toolkit: Facebook as a tool for revitalisation of endangered First Nations languages in British Columbia Alice Bromfield <i>The University of Edinburgh</i>
	26. An Evaluation of Part-of-speech Features as Predictors in Native Language Identification Tasks Using Mixed Effects Logistic Regression Model Shilin Gao <i>The University of Manchester</i>
13:40-14:00	27. Iconic: The Effect of Iconicity on L2 Acquisition of BSL Shauna Caskie <i>University of Edinburgh</i>
	28. Project Wit: Humanoid Robots, Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder Macarena Chiclana <i>Queen Mary University of London</i>

14:05-14:50	Academic Panel: postgraduate studies	Careers Panel: Linguistics outside Academia <i>Hosted by BSC</i>
14:50-15:20	Poster Session 2 (continued) Room: <i>G.14</i>	
	Presentation session 6A Topic: Sociolinguistics Room: <i>G.152 (Teviot Lecture Theatre, doorway 5)</i>	Presentation session 6B Topic: Phonetics and pausing Room: <i>G.16 (Doorway 4)</i>
15:25-15:45	29. Mothers' attitudes towards heritage language maintenance: A case study of Ukrainian Immigrants Emily Jacklin <i>University of Leeds</i>	30. Uhh... a cross-linguistic analysis of, erm, vowel quality in, um, filled pauses Emma Kouhi <i>University of Edinburgh</i>
15:50-16:10	31. Faking it first before making it real: How lesbians and gay people construct their identities in online Coming Out stories Alice Pennington <i>York St John University</i>	32. An Acoustic-Phonetic Analysis of a Ventriloquist's Speech Karolina Hes <i>University of Cambridge</i>
16:15-16:35	33. An examination of the phonological representation used in Scots dialect literature Sophie Bell <i>University of Edinburgh</i>	34. Realisation of /s/ and /ʃ/ in Disordered Speech Sarah Martin <i>York St. John University</i>
16:40-17:00	35. Becoming creators of comedy, not objects of humour: Subtle sexism in 2016 comedy films Amy Lighton <i>York St John University</i>	36. The effect of proficiency level on pause location in L2 English oral performance Emily Moss <i>University College London (UCL)</i>
17:15- 18:00	EDINBURGH WALKING TOUR Meet in the Medical School Quad, we will finish the tour at Vittoria Restaurant.	
18:00-21:30	CONFERENCE DINNER NB: you must have preregistered and prepaid via ePay to attend. Vittoria, 19 George IV Bridge, Edinburgh, EH1 1EN	

Schedule	
Wednesday 11th April	
9:00-17:00	Registration: G.15 Medical School (doorway 4)
9:00-10:20	PLENARY 3. If you lose your voice, how can you speak? Professor Simon King (<i>University of Edinburgh</i>)
10:25-10:55	Poster Session 3 Room: <i>G.14</i> <i>See page 32-34 for information about the posters on display.</i>
	Presentation session 7A Topic: <i>Sociolinguistics</i> Room: <i>G.152 (Teviot Lecture Theatre, doorway 5)</i>
	Presentation session 7B Topic: <i>Semantics</i> Room: <i>G.16 (Doorway 4)</i>
11:00-11:20	37. Across the pond: Comparing e-mails from students in Britain and America Helen Macdonald <i>York St John University</i>
	38. Compositionality of Complex Concepts Imogen Lemon <i>University of Cambridge</i>
11:25-11:45	39. Munto Te: the Creation of a Universal Auxiliary Language Allan John Sharples <i>University of Aberdeen</i>
	40. Valency in Morphological Constructions Dan North <i>University of Edinburgh</i>
11:50-12:10	41. "It's totally misunderstood really. They are black from going down the chimneys..." The discourse of denial in Facebook forums discussing Zwarte Piet. Amy Wearmouth <i>York St. John University</i>
12:10-13:10	Lunch
12:40-13:10	Poster Session 3 (continued) Room: <i>G.14</i>
13:10-14:40	Annual General Meeting Room: <i>G.152 (Teviot Lecture Theatre, doorway 5)</i>
14:45-15:05	Poster Session 3 (continued) Room: <i>G.14</i>
	Presentation session 8A Topic: <i>Conversation analysis</i> Room: <i>G.152 (Teviot Lecture Theatre, doorway 5)</i>
	Presentation session 8B Topic: <i>Other</i> Room: <i>G.16 (Doorway 4)</i>
15:10-15:30	42. 'Help Catalonia. Save Europe': A Critical Discourse Analysis Matthew McNally <i>Coventry University</i>
	43. Mistakes were made, Torture was used: How the agent- and patient-less constructions affect hearers' perceptions of blame in English. Jen Strenger <i>University of Edinburgh</i>
15:35-15:55	44. Analysing the interactional turn-taking function of word elongation at syntactic boundaries Lucy Woodcock <i>York St John University</i>
	45. Mutual exclusivity and synonymy avoidance: Two sides of the same coin Annie Holtz <i>University of Edinburgh</i>
16:00- 17:00	Annual General Meeting (if required)

Plenary abstracts

Adult bilingualism: what does the big picture tell us?

Professor Antonella Sorace

University of Edinburgh

Research group website: <http://www.bilingualism-matters.ppls.ed.ac.uk>

Research on adult bilingualism shows that selective aspects of grammar become variable in speakers experiencing native language (L1) attrition from long-term exposure to a second language. These are the same aspects that remain variable even in highly proficient non-native (L2) speakers of the same language. Why do we see this convergence between L1 attrition and L2 acquisition when we compare different groups, and only for some language structures? I will consider three possible accounts, considering their strengths and weaknesses in the light of available data from different bilingual contexts and language combinations. At this stage, two general conclusions are possible: first, understanding the big picture requires serious consideration of individual differences; second, it also requires interdisciplinary research on different aspects of bilingualism that combines the insights of both linguistic and cognitive models.

Relative chronology

Professor Frederik Kortlandt

Leiden University

Website: www.kortlandt.nl

The English language originated when Germanic tribes crossed the North Sea in the fifth and sixth centuries of our era. The question is: what can linguistics tell us about these migrations? The answer is based on a reconstruction of the prehistoric ancestor of the English language. This reconstruction is based on the comparative method in conjunction with the principle of relative chronology.

The Latin word for 'brother' is *frāter*. In Greek we find the word *phrātēr*. In Sanskrit we find the word *bhrātar*. Since the Sanskrit form appears to combine the aspiration of Greek *phrātēr* with the voicedness found in Germanic, we may reconstruct an initial voiced aspirate *bh-* that lost its voicedness in Greek and Latin while it lost its aspiration in Germanic. This is the traditional reconstruction of the Proto-Indo-European consonant system.

There are several problems with this reconstruction. The alternative is to reconstruct plain voiced stops *b, d, g* for the proto-language and to explain the aspiration in Sanskrit and Greek as secondary. The traditional reconstruction of plain voiced *b, d, g* must then be revised. This is the basis of the so-called glottalic theory of Indo-European, which claims that the plain voiced stops were actually (pre)glottalized *'b, 'd, 'g*. This glottalization is actually attested in six Indo-European languages, including English.

Glottalization was well-established in upper-class English speech in the 19th century and must have been widespread in the standard language of that time. Earlier scholars did not reconstruct glottalization because it was an unwritten feature before the rise of modern dialectology. Conservative English dialects have best preserved the original sound structure.

Anglo-Frisian can be defined as the variety of West Germanic where the reflex of Proto-Indo-European *ē* is a front vowel in comparison with the reflex of the Proto-Germanic diphthong *ai* whereas the converse holds for the German and Scandinavian languages. The early divergences between Anglian,

West Saxon and Kentish are the result of a chronological difference between two waves of migration from the same dialectal area in northern Germany.

We must distinguish between an earlier, “Saxon”, and a later, “Anglian” migration. The “Saxon” invasion yielded the conquest of Kent and Sussex in the fifth century, whereas the “Anglian” invasion can be connected with the subjugation of the north that started around the middle of the sixth century.

The nice thing about this relative chronology is its perfect concord with the textual, archaeological and genetic evidence. The precise correspondences are the ultimate proof that a reconstruction of the early development of the English language allows us to arrive at a detailed understanding of the prehistoric migrations. This reconstruction is based on the comparative method in conjunction with the principle of relative chronology.

If you lose your voice, how can you speak?

Professor Simon King

University of Edinburgh

Project website: www.speakunique.org

In the first part of this talk, I’ll give an easy-to-understand, non-technical overview of the SpeakUnique project, in which we are providing personalised speech communication aids to people who are losing their own voice due to Motor Neurone Disease or other progressive conditions. We are currently conducting trials, to measure the improvement to quality-of-life that these communication aids give.

The second part of the talk will get a little more technical, where I will describe how the technology works. Using powerful statistical models, and a large database of donated speech from thousands of people, we create accent- and gender-specific “Average Voice Models”. These are then further modified to produce speech that sounds like a particular person.

A unique capability of our approach is that it only needs a small sample of that person’s speech and this sample may be disordered: the person is already becoming hard to understand. We are able to “repair” the voice by interchanging or interpolating parts of the Average Voice Model into a model learned from the person’s own speech. This results in a computer-generated voice that sounds like a normal, intelligible version of the person. This is finally installed on a mobile device, such as an iPad, for the person to use in daily life.

Presentation Abstracts

In alphabetical order by surname

Diachronic study of the typology of motion verbs in the Romance languages

Catherine Arnett
University of Edinburgh

Talmy (1975, 2000) proposes a typology where languages either fall into satellite-framed or verb-framed types. Challenges to Talmy's typology citing examples in Spanish (Aske 1989, Slobin 1996, Naigles et al. 1998) Italian (Iacobini 2009, 2012; & Fagard 2011; & Masini 2007), French (Dufresne et al 2001; Kopecka 2006; Pourcel & Kopecka 2006), Catalan (Acedo Matellan 2010, & Mateu 2013), and Romanian (Dragan, 2007) all point out 'exceptions' to the typology. The diachronic investigation of Medieval French by Burnett and Troberg (2017), which is the first in-depth study of the framing typology in the evolution of Romance from Latin, describes an unexpected transition from Latin to Romance. I conduct a corpus-based search for these s-framed structures in Medieval Spanish, both those inherited from Latin and those innovated independently by Medieval French. The results of the investigation show that Spanish and French take two very different paths in their evolution from Latin to Romance. Based on this, I propose a new framework for looking at s-framed and v-framed structures, languages, and language families. I discuss the theoretical implications of this on the typology and the understanding about multidirectional typological change.

Narrative Structures in Colloquial English

Jamie Bailey
University of Cambridge

This presentation introduces three under-discussed structures used in British dialectal English, including my own native North Yorkshire variety. The grammatical acceptability of sentences like (1), which I will call a 'Short Narrative Relative' (SNR), and which I will analyse as being a type of subject contact relative, appears to be subject to complex variation across the British Isles.

- (1) There's a man gone past the window.

Such utterances are used primarily in spoken contexts, often in narrative situations or to

convey new or urgent information. Intriguingly, there is often, though not always, a semantic distinction between SNRs like (1) and their Standard English approximations in (2) and (3).

- (2) A man's gone past the window.
(3) There's a man who's gone past the window.

As this structure does not generate grammatical or distinctive sentences for all of the tense/aspect paradigm, SNRs alternate with structures like (4), a 'Long Narrative Relative' (LNR, also a subject contact relative), and (5), a 'Narrative Small Clause' (NSC), resulting in suppletion across one speaker's paradigm. Furthermore, different speakers appear to select different options to complete their paradigm.

- (4) There's a man has gone past the window.
(5) There's been a man go past the window.

Drawing on previous literature on subject contact clauses and data collected from my own survey with respondents from a diverse range of regions, I aim to present an introductory profile of these structures, including initial analysis of their syntax, contexts of usage and sociolinguistics.

An examination of the phonological representation used in Scots dialect literature

Sophie Bell
University of Edinburgh

This paper will use the Itchy Coe translations of *The Gruffalo* to explore modern Scots orthographic practices. Specifically, it will determine the orthographic variants across the texts and analyse their respective frequencies (as suggested in Bann and Corbett, 2015:146), from this any emerging orthographic consistencies which might represent the development of a standard modern Scots spelling system can be identified.

The current educational system means that learners of Scots will already be familiar with English, particularly by the time they encounter written Scots. Walker (1969:155) argues that new orthographies should provide maximal transference with the conventions of the larger society and it is in this way that Scots has been

impacted by the wider usage of English in modern times. Conversely, Bann and Corbett (2015:72) claim that modern Scots orthography has become more salient in response to a modern readership being unfamiliar with the Scots-specific pronunciations.

Mühlhäusler (1990:198) assumes that literacy tends to favour a single-standard language and that dialectal variation, which is more widely tolerated in oral communication, is lost as a result. This means that standardisation is likely to be a natural effect of Scots as a modern written medium. Joseph (1987:58) concludes that the factors which influence the emergence of a standard are so complex that they're more easily analysed in hindsight than predicted in advance but based on systematic analysis of orthographic variants and their respective frequencies, this paper will be able to realistically suggest what such a standard modern Scots spelling system might look like.

Bann, J., and J. Corbett (2015), *Spelling Scots: The Orthography of Literary Scots, 1700-2000*, Edinburgh: Edinburgh University Press.

Joseph, J. E., (1987), *Eloquence and Power: The rise of language standards and standard languages*, London: Frances Pinter.

Mühlhäusler, P. (1990), *Reducing Pacific Languages to Writings*, in (eds.) J. Joseph and T. Taylor. *Ideologies of language, 189-205*. London: Routledge.

Walker, W. (1969), *Notes on native writing systems and the design of native literacy programs*, in *Anthropological Linguistics* 2(1):148-166

One Fun Tool in a Large Toolkit: Facebook as a tool for revitalisation of endangered First Nations languages in British Columbia

Alice Bromfield

University of Edinburgh

First Nations languages in Canada are at risk of extinction with UNESCO identifying that there are 32 endangered languages in British Columbia alone, ranging from vulnerable to critical level (Moseley, 2010). In this technology fuelled 21st century it is imperative that new, innovative ways of preserving these languages are considered. This presentation is on a dissertation that sets out to answer the overarching question of 'Can Facebook function as a tool for revitalisation of

endangered First Nations languages in British Columbia, Canada?'. In order to answer this question three research questions were identified and answered; 'Is Facebook an appropriate platform that holds capacity to be useful as a tool for language revitalisation?', 'Are speakers and learners of Indigenous languages in favour of Facebook being used as a tool?' and 'Would Facebook's usefulness as a tool for language revitalisation be restricted to younger members of the community?'.
The empirical data presented in this dissertation was collected through the means of an online survey to Indigenous language learners and speakers in British Columbia. The results indicate that Facebook does indeed have the capacity to function as a tool for language. However, the appropriateness of Facebook as a platform for the language should be determined on a case by case basis. Furthermore, statistical analysis carried out on the data showed that there was no significant difference in age group membership and usage and attitudes of Indigenous language on Facebook. The hope is that this research will help spread light on potential effective routes for future revitalisation efforts for endangered Indigenous languages in Canada.

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Moseley, C. (Ed.). (2010). *UNESCO Atlas of the World's Languages in Danger* (3rd ed.). Paris: UNESCO Publishing.

Iconic: The Effect of Iconicity on L2 Acquisition of BSL

Shauna Caskie

University of Edinburgh

It has long been established among linguists that the arbitrary relationship between form and meaning is a fundamental feature of human language. While there are certainly arbitrary elements to human language, there are also iconic ones which feature an intrinsic link between form and meaning. These are especially prevalent in signed languages. Research to date has shown that there is a positive correlation between the perceived iconicity of a sign and the accuracy with which it is recalled by hearing second language learners. However, the effect of a sign's iconicity on the accuracy of its production by L2 learners is disputed. Therefore, the present study aimed to investigate how iconicity affects the ease at which signs from British Sign Language are learned by second language learners taking into account both

perception and production abilities. Furthermore, the study aimed to examine the effect of teaching signs alongside others which seem to be iconically related, with implications for teaching BSL as a second language to hearing adults. The empirical data gathered confirms that iconicity is positively correlated with perception accuracy, recall time and production accuracy, and therefore increases overall learnability. Teaching iconically linked signs alongside each other negatively affects learners' perception and production abilities. In addition, the data suggests that teaching iconically linked signs together causes learners to directly confuse the signs by creating erroneous iconic links.

Project Wit: Humanoid Robots, Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder

Macarena Chiclana

Queen Mary University of London

Based on the experiment "Humanoid Robots, Autism Spectrum Disorder and Specific Language Impairment" in which I was a research assistant under the leadership of Dr. Maria Isabel Cabezudo, this is an ongoing project to conduct a pilot experiment in London and Madrid.

The experiment will test the effectiveness of linguistic and cognitive skill development therapy on children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder, assisted by an especially programmed humanoid robot called Wit. The ideal results would prove that the interaction between the child and the robot improves the social interactions and communicative skills, and that this interaction is more efficient than conventional therapy in increasing communicative and social abilities. These results would be expected to be maintained over time once the therapy is over, and ideally, the child would be able to take the robot home to practice therapy daily and even learn to program it.

The use of 'oh' as a change in voice marker in reported speech.

Sharmin Choudhury

York St. John University

Reported speech is often marked by a reporting verb accompanied by prosodic features to signify its onset. This is expressed through the works of

Clift and Holt (2007) and Romaine and Lange (1991) who outline the variation in reporting verbs and the impact on the utterance being relayed. Günthner (1999) focuses on pitch, volume and intonation in conveying meaning within the utterances. The current analysis focuses on 'oh' as a marker of a change in voice which serves to complement the reporting verbs and prosodic features in signposting the shift into reported speech. This paper offers an initial exploration into the different ways in which reported speech is framed and how the use of 'oh' production in different forms might aid hearer comprehension. The data used is an initial interaction between a British student and an American student who is studying abroad in England. The conversation was recorded in audio and video format and was later transcribed and investigated from a conversation analytic perspective for the purpose of this paper. Heritage (1998), Heritage and Raymond (2005), Raymond and Heritage (2006) and Schegloff (2007) have focused on the role of 'oh' as signifying a change of state in attention, orientation and awareness. However, the work available does not account for 'oh' as a preface to reported speech. This paper begins to address this phenomenon.

Clift, R and Holt, E (2007). *Reported Talk: Reported Speech in Interaction*. Cambridge University Press.

Günthner, S. (1999). Polyphony and the 'layering of voices' in reported dialogues: An analysis of the use of prosodic devices in everyday reported speech. *Journal of Pragmatics*, 31(5), pp.685-708.

Heritage, J. (1998). Oh-prefaced responses to inquiry. *Language in Society*, 27(03), 291-334.

Heritage, J. and Raymond, G. (2005). The terms of agreement: Indexing epistemic authority and subordination in talk-in-interaction. *Social Psychology Quarterly*, 68(1), pp.15-38.

Raymond, G. and Heritage, J. (2006). The epistemics of social relations: Owing grandchildren. *Language in Society*, 35(05), pp.677-705.

Romaine, S. and Lange, D. (1991). The use of like as a marker of reported speech and thought: A case of grammaticalization in progress. *American Speech*, 66(3), p.227.

Schegloff, E. (2007). *Sequence organization in interaction*. Cambridge: Cambridge University Press, pp.118-119.

'Autistic' as figure of speech in Austrian newspapers

Lorena Ciutacu

University of Vienna, Austria

In this study I investigated the use of the word 'autistic' as a figure of speech in three major Austrian newspapers from different categories (derStandard, Kronen Zeitung, and Heute) between 2012–2016. The aim of the study was to evaluate how the autism spectrum disorder is understood by the general public, what are the most salient symptoms and stereotypes, in what contexts and by which category of people are they employed. For this purpose, I selected from the online archives of the three newspapers with the keyword 'autistisch' (en. 'autistic') 23 articles in which this term appeared in a non-medical context and analysed them based on the critical discourse analysis (Foucault, 1961, 1971; Fairclough, 1995; Jäger, 2012). The results revealed that the word 'autistic' was used in non-medical contexts varying from politics to art, to illustrate inappropriate behavior, (self)-isolation, and distance. The majority of articles belonged to derStandard, the newspaper with the youngest and most educated readership. In my presentation I will discuss the implications of applying a negative connotation to a medical condition, the social power relations in mental health, and how language in the media can shape stereotypes and (re)frame the public understanding of autism.

Fairclough, N. (1995): *Critical discourse analysis*. Boston: Addison Wesley.

Foucault, M. (1961): *Folie et déraison: Histoire de la folie à l'âge classique*. Paris: Plon.

Foucault, M. (1971): *L'ordre du discours*. Paris: Gallimard.

Jäger, S. (2012): *Kritische Diskursanalyse. Eine Einführung*. 4th ed. Münster: Unrast.

'Doing being knowledgeable': a conversation analytic account of student self-deprecation

Holly Dobrzycki

York St. John University

This paper takes a conversation analytic approach to investigating student self-deprecation in relation to face (Goffman, 1967) and identity construction (Dickerson, 2000). The data are taken from 12 hours of audio recordings of undergraduate university seminar discussions

over a six-week period.

More specifically, I explore how participants orientate to epistemic authority (Heritage & Raymond, 2005). First, I analyse three types of self-deprecation: head act, post-positioned minor act, and pre-positioned minor act self-deprecation, with a focus on the preference for agreement (Sacks, 1987). Next, I analyse the lecturer's response to student self-deprecation with discussion centred around the collaborative nature of face. Finally, I focus on the student's acknowledgement of the lecturer's response. This enables an analysis of the overall sequential patterns surrounding student self-deprecation: 1) self-deprecation, 2) response, 3) acknowledgement.

Finally, a discussion of how these sequences impact on face and identity construction will be considered.

While it may seem that this paper is specifically about the performance of undergraduate student qua undergraduate students, the results have a potentially wider impact in problematising and subsequently being able to begin to explicate the nature of what it might mean 'to do being knowledgeable' within a learning environment.

Dickerson, P. (2000) 'But I'm different to them': Constructing contrasts between self and others in talk-in-interaction. *British Journal of Social Psychology*, 39, pp.381-298.

Goffman, E. (1967) *On Face Work*. In: Goffman, E. (1972) *Interaction Ritual*. London, Allen Lane, pp.5-45.

Heritage, J. and Raymond, G. (2005) *The Terms of Agreement: Indexing Epistemic Authority and Subordination in Talk-in-Interaction*. *Social Psychology Quarterly*, 68(1), pp.15-38.

Sacks, H. (1987) *On the preferences for agreement and contiguity in sequences in conversation*. In: Button, G. and Lee, J. (1987) *Talk and social organisation*. Cleveland, Avon: Multilingual Matters.

The Voice of Reason: an exploration of the calming effects of the voice

Katie Dodsworth

Lancaster University

I am currently conducting research for my dissertation, the topic of which is, broadly, 'what makes a voice calming?' The research looks into the calming effects of the human voice, which vocal characteristics can be linked to this, and

whether there are any listener effects present. I chose to investigate this topic because it is, as yet, sparsely-researched; even on a small scale such as this, the idea of filling a gap in the human knowledge bank excites me. The research also has potential for applications in healthcare, especially mental health (for instance: the development of a 'panic attack app', voice coaching for mental health nurses etc.), and speech and language processing (for example: could a universally 'calming' voice be synthesised?) I began my research by drawing together the existing knowledge; since this is sparse, I read into additional fields such as music therapy, hypnosis and the effects of sound waves on the nervous system (i.e. sound baths). The stimuli were eight voice clips, four male and four female, with neutral/RP accents. The experimental stage of the research is tripartite: first, a rating task to determine the four most 'calming' voices in conjunction with other characteristic judgements; second, a stress experiment to measure the effects of the voices on participant heart rate; and third, a close phonetic comparative cross-analysis of the voices. Additionally, the existing 'folk-linguistic' perspective, such as advice articles on "how to help your friend having a panic attack" will be compared to the results of the study.

I'm with her: The linguistic landscape of the women's march through the movement frame and alignment task distributions

David Ellis

Lancaster University

In this study, I examine the Linguistic Landscape of the Women's March 2017 through the discourse of the protest signs on display. The march occurred on January 21st 2017 in cities around the world to show empowerment and solidarity with women after the inauguration of Donald Trump as president. As the largest protest in U.S history, it is clear protest movements are only increasing as a powerful tool used by the public to enact change, and are important resources for study. Working from the Linguistic Landscape theory by those such as Scollon and Scollon (2003), I utilise collectivist action frame theory by Snow (1992) as an analytical framework, and propose two new concepts for the investigation of social movements: The frame distribution and the alignment task distribution. I apply these concepts to a corpus of 500 transcribed protest signs from the Women's

March to answer the following questions: what frames are identified in the discourse? How are the alignment tasks split across the distribution and individual frames? What are the most distinct slogans and messages found within the corpus? The Frame Distribution showed there to be eight frames apparent in the discourse, and Women Empowerment to be the most ideationally central, followed by the Anti-Trump and the Community frame. The Alignment Task Distribution demonstrated the prognostic task to be used most, followed by the motivational and diagnostic tasks. Finally, the women empowerment frame provided the most apparent slogans, solidifying the focus of the movement to be female solidarity and support.

Optimality Theory - Lexical Functional Grammar: filtering PP ambiguities in PDE

Claudia Gaele

University of Manchester

This research project proposes the incorporation of a semantic constraints-based mechanism, i.e. a-structures, in the input of an OT-LFG model as an effective technique to disambiguate the syntactic reading of PPs as either adjuncts or arguments, a common error in parsing. The little literature existent on this topic was combined to define the model's parameters. The study analysed a corpus sample extracted from the British National Corpus comprising a total of 1000 tokens of data for variants "with" and "for". The analysis accounts for the syntactic interpretation of the PPs as either adjuncts or arguments, and also for the internal structure of the PP attachment itself as for type of argument. The final results have not been assessed, but they are expected to be in line with the trends found in the pilot study and preliminary data analysis. There are patterns of frequency between verbs and the rate at which they take the PP as either type of argument. There are also patterns of frequency between nouns immediately preceding the preposition and the rate at which the verb selects the PP as an adjunct or as an argument. Additionally, these preferences relate to general semantic-syntactic properties shared by particular groups of words that form categorical relationships. The tool operates under the syntactic-semantic generalisations found through the patterns and transferred into a-structures.

Alignment system in Dolakha Newar

Chenming Gao

University of Manchester

The research is carried out to discuss the alignment system of the language, Dolakha Newar and to offer an explanation on the relevant phenomena. Alignment is a marking system to distinguish the semantic roles of core arguments (being patient-like or agent-like) and their grammatical relations (being subjects or objects) (Song 2001: 139). Cross-linguistically, ergative, accusative, tripartite, and neutral system have been found to be employed in languages. Basing on the data from the reference, this research presents the main ergative case marking system and the two split case marking system, as well as the main accusative marking system and its splits. Furthermore, in order to explain these, the research attempts to relate the alignment system to the universal and the given explanation. It turned out the split case marking could be explained by the nominal hierarchy (Song 2001: 148), the dative experiencer clauses by active-inactive system, the verb disagreement by intentions of achieving pragmatic effects, and the conflict between case marking and heading marking by historical reasons (Dixon 1994: 95).

An Evaluation of Part-of-speech Features as Predictors in Native Language Identification Tasks Using Mixed Effects Logistic Regression Model

Shilin Gao

University of Manchester

My research topic is Native Language Identification (NLID) where researchers attempt to tell the author's first language in an anonymous English-as-a-second-language text from different perspectives. Previous research could be divided into typological approach and statistical approach: Yevgeni Berzak, et al. (2014) used typological features from World Atlas of Language Structures and detect their cross-linguistic transfer, achieving 72.2% accuracy testing on Cambridge First Certificate in English dataset. Moshe Koppel et al. (2005) used ten-fold cross-validation experiments to train a model of pre-defined stylistic features including parts-of-speech (POS) bigrams, function words, letter n-grams and orthography, achieving 80.2% accuracy testing on International Corpus of Learner English. However, the machine learning

method was unable to explain the reason behind it despite its high level of accuracy. My research models the prediction power of each POS feature using mixed effects logistic regression method, based on Multidimensional Analysis Tagger and the International Corpus Network of Asian Learners of English. It is a supplement to previous research by providing more detailed linguistic explanations in POS-based NLID tasks.

Koppel, M., Schler, J., & Zigdon, K. (2005). Determining an author's native language by mining a text for errors. *Proceedings of the Eleventh ACM SIGKDD International Conference on Knowledge Discovery in Data Mining*, pp. 624-628. Yevgeni Berzak, Roi Reichart, and Boris Katz. 2014. Reconstructing native language typology from foreign language usage. In *Proceedings of the Eighteenth Conference on Computational Natural Language Learning*, pp. 21-29.

An Acoustic-Phonetic Analysis of a Ventriloquist's Speech

Karolina Hes

University of Cambridge

I will present research that I have carried out concerning the acoustics of ventriloquism. This research investigates the techniques employed by ventriloquists to alter their acoustic output to auditorily mimic labials that they cannot produce due to articulatory constraints. I look at the articulatory compensations and whether the acoustic output betrays the place of articulation or if it is more similar to the target sound. To do this, I conducted an interview with a ventriloquist producing both natural speech and altered ventriloquist-style speech (i.e. without moving his lips). I then carried out an acoustic analysis of the recordings and compared formant transitions, VOT, and burst intensities in the two speech styles. I made fascinating discoveries not only in the effects of constraints on bilabials, but also on associated non-labial consonants.

Prior to carrying out the research, I looked into two competing theories of how the compensation would be achieved. Miller and Nicely (1955)'s confusion matrices would give more support to a prediction that labials would be compensated for by dentals, whereas Jakobson, Halle, and Fant's Grave feature theory would predict compensation by velar or uvular sounds. I also consulted numerous ventriloquism textbooks, dating back

as far as 1801, and discovered a shift in mainstream techniques, as well as several surprising suggestions.

“You have been put into groups”: Doing Team-Talk

Emma Hollings

York St. John University

Working within a team can be most rewarding however, it can also be met with conflict, some hierarchical/authoritative structures and opposing assessments. When two voices are joined to one mind-set, it can be difficult for all ideas to be agreed upon either through explicit (dis)preferred turns or reformulating others turn-constructed units (TCUs) to present a turn which one believes to be more appropriate and effective in task success (Clark, 1996; Pomerantz, 1984; Schegloff, 2016).

This research relies heavily on conversation analytic focuses, such as turn-taking organisation, face theory and collaborative completion/collaborative increments (Goffman, 1955; Saks, Schegloff & Jefferson, 1978; Schegloff, 2016). As assessments are “products of participation” it shall be explored why certain assessments are re-formed, repaired, or collaboratively completed, within and across teams (Pomerantz, 1984). The data shall explore understanding how teams of people work jointly towards a goal and whether there are more effective ways for teams to communicate. Focusing specifically on how activity assessments are presented, there is always the option for them to be (non)explicitly declined. This may offer understanding to whether teams may need these assessments and declinations to be more or less effective, than if they were not present in team-talk.

The data presented is retrieved from multiple pre-organised activities, completed by four participants in each interaction. Participants were provided with simple activities and the data presented explores participant assessments and subsequent participants assessments of either the prior participants turn or their own assessment of the obstacles found in the activity.

Clark, H.H. (1996) *Using language*. Cambridge university press.

Goffman, E. (1955) *On face-work: An analysis of ritual elements in social interaction*. *Psychiatry*, 18(3), pp.213-231.

Pomerantz, A. (1984) *Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shaped*.

Sacks, H., Schegloff, E.A. and Jefferson, G. (1978) *A simplest systematics for the organization of turn taking for conversation*. In *Studies in the organization of conversational interaction* (pp. 7-55).

Schegloff, E.A. (2016) *Increments*. Not published.

Mutual exclusivity and synonymy avoidance: Two sides of the same coin

Annie Holtz

University of Edinburgh

The principle of ‘mutual exclusivity’ is a well-studied feature of early L1 language acquisition and refers to learners’ assumption that an entity has a single unique label. This assumption makes it hard for children to map synonyms and hypernyms to the same entity. Similarly, in morphological theory, linguists such as Kiparsky (1982) and Giegerich (2001) observe ‘synonymy avoidance’, a principle which is sometimes evident through blocking and sometimes a semantic divergence between processes that would usually result in synonyms (Pinker, 1999; Plag, 2003). Thus the principle of mutual exclusivity during word learning disfavors adding several labels for one entity and synonymy avoidance disfavors creating new synonymous forms.

This presentation suggests that these two principles can be treated as results of the same underlying function, which is active in different ways in the speaker depending on that person’s stage of language learning. In young learners this principle aids word learning since it allows children to extrapolate the names for new objects when set against ones they know (Merriman & Bowman, 1989). Whereas, in older speakers, this principle lives on as a residue and adheres to language simplicity on the one hand, by preventing synonyms, and complexity on the other, since it allows certain morphological processes to apply as long as the outputs are distinct in meaning. How this principle works as a language learning heuristic and how it can give rise to synonymy avoidance is discussed with reference to blocking and bilingualism (Frank & Poulin-Dubois, 2007).

Frank, I., & Poulin-Dubois, D. (2002). Young monolingual and bilingual children’s responses

to violation of the Mutual Exclusivity Principle. *International Journal of Bilingualism*, 6(2), 125-146.

Giegerich, H. J. (2001). Synonymy blocking and the elsewhere condition: Lexical morphology and the speaker. *Transactions of the Philological Society*, 99(1), 65-98.

Kiparsky, P. (1982). Lexical morphology and phonology. In *The Linguistics Society of Korea* (ed.), *Linguistics in the morning calm: Selected papers from SICOL-1981*, Seoul: Hanshin Publishing co., 3-91.

Merriman, W. E., Bowman, L. L., & MacWhinney, B. (1989). The mutual exclusivity bias in children's word learning. *Monographs of the society for research in child development*, i-129.

Pinker, S. (1999). *Words and rules: The ingredients of language*. London: Weidenfeld and Nicolson.

Plag, I. (2003). *Word-formation in English*. Cambridge: Cambridge University Press.

Licensing of wh-phrases in Mandarin: evidence from ambiguous structures

Daniel Hu

University of Oxford

Wh-phrases in Mandarin Chinese are in-situ, as they are not displaced in overt syntax. They also can take negative polarity, existential, and universal interpretations; hence are termed "wh-indeterminates". Both the syntactic licensing and semantic uniformity of these interpretations has been the subject of great debate. The in-situ position of wh-phrases in the syntax of Mandarin results in several cases of where a wh-phrase can carry both an interrogative and non-interrogative reading in the same syntactic structure (1).

- (1) Zhangsan mei chi shenme
Zhangsan NEG.PERFECTIVE eat what
a. "Zhangsan did not eat anything"
b. "What did Zhangsan not eat?"

Traditionally, wh-in-situ has been analysed by positing movement of the wh-phrase at Logical Form (Huang 1992) or the presence of null operator that unselectively binds the wh-phrase as a variable (Aoun and Li 1993). In this paper, I argue that these analyses are insufficient to account for truly ambiguous constructions such as (1), and that a "prosodic operator", as proposed in Pan 2007, more elegantly accounts for the licensing of wh-phrases in Mandarin,

especially in consideration of such ambiguous structures.

I will also explore more complex ambiguous structures that arise from interaction between wh-phrases and the universal quantifier 'dou'. In (2), the wh-indeterminate shéi occurs in a sentential subject, and dōu can quantify either just the wh-phrase (as in 2a) or the entire indirect question phrase shéi de haizi „whose child“ (as in 2b).

- (2) shéi de háizi dōu bù zhòngyào
who POSS child all NEG important
a. „For all people x, x has a child y, y is not important“
b. „Who(x) has a child, x is not important“

Aoun, J. and Li, A. H.-Y. 1993. Wh-elements in situ: syntax or LF. *Linguistic Inquiry* 24: 199-238.

Dong, H. 2009. Issues in the semantics of Mandarin questions. Doctoral Dissertation. University of Cornell, New York.

Huang, C.-T. J. 1982a. Move wh in a language without wh movement. *Linguistic Review* 1: 369-416.

Lee, H.-T. 1986. Studies on quantification in Chinese. Doctoral Dissertation. University of California, Los Angeles.

Li, Y. A. 1992. Indefinite wh in Mandarin Chinese. *Journal of East Asian Linguistics* 1: 125-155.

Liao, H.-C. 2011. Alternatives and exhaustification: non-interrogative uses of Chinese wh-words. Doctoral Dissertation. Harvard University, Cambridge, MA.

Pan, V. 2007. Interrogation et quantification : le rôle et la fonction des particules et des syntagmes interrogatifs en chinois mandarin . Doctoral Dissertation. University of Nantes, Nantes.

Mothers' attitudes towards heritage language maintenance: A case study of Ukrainian Immigrants

Emily Jacklin

University of Leeds

In the global phenomenon of migration, language contact is increasingly ever-present. These multilingual environments lead to some languages at risk of assimilation by dominant linguistic neighbours; this is certainly the case with immigrants' minority languages. Language maintenance can grow from this pressure, to prevent the practice of heritage languages being lost. Park and Sakar (2007) note that family plays

an important role, and Fishman (1991) notes how intergenerational transmission is the crucial for minority children's heritage language maintenance. Therefore, an interesting avenue to explore is the attitudes towards heritage language maintenance, more specifically the parental attitudes towards it.

With this in mind, much research has explored parental attitudes in immigrant communities with varying results. However, there are many communities yet to be researched. This study explores the Ukrainian community residing in Bradford, England. Ukrainian diaspora across Britain is a result of post-war Displaced Person camps. European Volunteer Workers were distributed to manufacturing areas with labour shortages, such as textile factories. This is how there came to be a large community of now first, second, third and fourth-generation Ukrainian immigrants living in Bradford.

I will enter this community to investigate parental attitudes towards heritage language maintenance, why they hold these attitudes and their efforts towards maintenance. In a case-study type approach, interviews with 10-12 mothers will be conducted. Using thematic analysis, I will identify trends in the qualitative data to why they hold their views. The study may also go onto explore efforts the mothers make in order to aid intergenerational transmission.

Fishman, J. A. 1991. *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon: Multilingual Matters.

Park, S.M., Sarkar, M. 2007. *Parents' Attitudes toward Heritage Language Maintenance for Their Children and Their Efforts to Help Their Children Maintain the Heritage Language: A Case study of Korean-Canadian Immigrants*. *Language, Culture and Curriculum*. 20(3), pp 223-235.

Uhh... a cross-linguistic analysis of, erm, vowel quality in, um, filled pauses

Emma Kouhi
University of Edinburgh

There is a considerable amount of research on filled pauses already, concentrated mostly on their functions, production, perception, and what sociolinguistic

information they give us about the speaker. My research is on the vowel quality of the filler itself, specifically whether there are significant cross-linguistic trends. This study compares vowel quality in realisations of filled pauses in English and Finnish, and finds that there are significant differences between the two languages.

This study is intended as a starting point for research into the effect of first language on other suprasegmental phonetic phenomena. A 2004 study by Gick, Wilson, Koch, and Cook at the University of British Columbia established that a speaker's first language affects the tongue's inter-utterance resting position; my interest is in what we can further generalise about phonetic phenomena from this and other first-language effects.

Compositionality of Complex Concepts

Imogen Lemon
University of Cambridge

This presentation will look at the nature of compositionality in language, specifically concerning the formation of complex concepts. This involves a look into the varying theories of how concepts themselves are characterised, and the ongoing debate concerning both the nature of compositionality and what information we include in compositionality. This then is relevant to the broader question of where the boundary between semantics and pragmatics lies. Semantic theories such as Default Semantics (Jaszcolt, 2010), which include more than just our lexical and syntactic output as a source for default semantic meanings, are of particular interest and this investigation hoped to support them. A questionnaire was carried out asking for participants to describe compound nouns that fell into one of three categories: conventional and predictable, unconventional and unpredictable, and ambiguous between a more part-based and a more holistic interpretation. Responses have supported the view of a weaker definition of compositionality, in which experience and familiarity play a significant role in the formation of complex concepts, especially visible in those compounds that are unfamiliar and unpredictable. This supports the less modular approach of Default Semantics.

Becoming creators of comedy, not objects of humour: Subtle sexism in 2016 comedy films

Amy Lighton

York St. John University

This paper explores the use of subtle and indirect sexism (Lazar, 2005; Mills, 2008) in a selection of 2016 comedy films, and how this language use impacts the characterisation of the female gender identities in those films. Sexism is heavily underpinned by humour as humour often exaggerates certain features associated with a group, or plays on stereotypical knowledge for comedic effect (Mills, 2008). Recently, this correlation between sexism and humour has been challenged as women are being encouraged to become creators of comedy, rather than being the objects of humour (Finney, 1994).

The data presented is a small selection of written film scripts of some of the highest grossing comedy films released in 2016, such as 'Bad Moms', 'Central Intelligence' and 'Ghostbusters'. The analytic approach taken here largely follows the framework of Feminist Critical Discourse Analysis, which aids in the exploration of how the screenwriters demonstrate the characters' gender identities through the characters interactions with one another. It is expected that evidence of sexism will be identified in these comedy films, particularly as a source for humour, which will impact the characterisation of the characters gender identities. Further, whilst we must consider the films light-hearted entertainment purposes, the use of sexism as a source of humour is linguistically important to explore, especially as a reflection of how language use research and common gender stereotypes have progressed.

Keywords: Gender identity; Sexism; FCDA; Characterisation; Comedy; Humour; Film

Across the pond: Comparing e-mails from students in Britain and America

Helen Macdonald

York St. John University

The 21st century has become a technological age that is constantly changing and redefining communication across continents. In university settings, e-mails currently play a huge role in how students communicate with academic staff - whether that is to (inter alia) raise queries, make

requests or to apologise. Recent research on variation between the cross-cultural nature of Englishes in e-mails by Merrison et al (2012) suggests that cultural and situational contexts play a significant role in how academic hierarchy is built within cultures in Australia and Britain. The current study used a small corpus of undergraduates' emails to investigate the ways in which students in America constructed their institutional identities. Results suggest that in most ways, American students most resembled the British rather than the Australian. Merrison et al's study reported British students displayed an orientation towards deferential dependence, and this was emulated in the current findings of the Americans through their use of titles, syntactic contingency in the prominent use of 'just', and the nature and high proportion of requests and apologies. However, there were also similarities to the interdependent egalitarianism found in the Australians, particularly in cases where students used "just so you know". While further research would be needed to assess the generalisability of these comparisons, these findings could have valuable implications in educational institutions; with regard to appropriate teaching styles across countries, as well as the opportunity to improve integration of international students in new institutions.

Speaking Our Language, 2018

Seumas MacDonald

University of Aberdeen

Much work lately has been done on the prominence of learner Gaelic speakers within Gaelic speaking communities, and there has been little research into the current generation of young native speakers, particularly how their speech might differ from previous generations. This presentation will be detailing a small phonetic survey I am conducting for my dissertation concerning native Gaelic speakers between the ages of 18-31. In the dissertation I am contrasting the reported word-forms of a small number of different speakers from Lewis who are all native speakers of Gaelic living and working in Stornoway, and will be using the results of the Survey of Gaelic Dialects of Scotland to provide a diachronic basis of comparison between my participants and their phonetic distance from speakers in the 1950s. My participants range from a speaker who had Gaelic in the home but went through English medium

education for Gaelic to a speaker who was immersed totally in Gaelic from a young age with frequent exposure to speakers with older forms of Gaelic, so I will be discussing the influences of various types of native Gaelic backgrounds within the dialect-area of Lewis and the complexities of being a fluent, native speaker in the context of Gaelic.

An Analysis of the Interruptions Made by Donald Trump and Hilary Clinton in the First 2016 Presidential Debate.

Charlotte Manning

University College London

WRONG! LIES! THAT'S NOT FAIR! The first debate of the 2016 US Presidential Elections was a debate watched around the world for a number of reasons. It was the first debate in which a female candidate was nominated by a major political party, Secretary of State Hillary Clinton, who faced a businessman without any prior political or military experience, instead decades of dealings in multi-million dollar businesses and in the public entertainment industry, Donald Trump. Coverage asked questions of candidates' morals and the person each was claiming to be. I argue based on conversational analysis that Trump's public persona, his Stance, is so recognisably different from typical debaters that he forms his own authoritarian Stance. This can be seen through his extreme usage of Interruptions: both turn-controlling, topic-controlling, and back-channels. A comparative analysis of the Interruptive techniques of Trump, Clinton, and the moderator, Holt, in the first presidential debate shows further how Trump's style of speaking forms his own linguistic persona.

Austrian Standard German: A national variety of German?

Nina Markl

University of Edinburgh

Questions about the status of Austrian German have been the subject of lively debate among linguists and non-linguists for several decades, with some rejecting the notion of a distinct Austrian Standard German completely (e.g. Wolf, 1994). In this talk I will, however, argue that Austrian Standard German (ASG) can be distinguished historically, politically and linguistically from German Standard German (GSG) and non-standard varieties, and that it

should thus be considered a distinct national variety in the context of a pluricentric language (Clyne 1995, Ammon 2000).

First, I will discuss the (still contested) status of German as a pluricentric and plurinational language (Clyne 1995, Ammon 2000, Wiesinger 2000) and the role of ASG in that framework (Černá 2014). While GSG is the dominant and supra-nationally most prestigious variety, ASG is an accepted standard in Austria, codified in dictionaries and grammars and used in all official domains, the media and formal speech styles (Wiesinger 1988, Ammon 1996, Muhr 2001). Historically, Austrian written standards have also developed independently from German written standards until the 18th century and then continue to diverge from GSG by incorporating dialectal features and borrowings (Wiesinger 1988). I will also highlight some of the most salient differences between ASG and GSG in the domains of phonology (Lipold 1988, Wiesinger 1988, Muhr 2001), morphology (Tatzreiter 1988, Russ 1994) and lexicon (Ebner 2008), which further support the notion that ASG is a distinct variety.

Realisation of /s/ and /ʃ/ in Disordered Speech

Sarah Martin

York St. John University

This study is an exploration of how /s/ and /ʃ/ are realised in dysarthric and dyspraxic speech, and the impact that a predictable realisation may have on speech and language therapy.

Acquired dysarthria and dyspraxia of speech are characterised by poor articulatory control (Murdoch, 2014; Robin and Flagmeier, 2014). In those with a dysarthria or dyspraxia of speech, poor articulatory control may result in /s/ rather than the target /ʃ/, and vice versa.

Data was collected from a small sample with an acquired dysarthria or dyspraxia of speech. /s/ and /ʃ/ were observed in Word List Style, Reading Passage Style, and in a sociolinguistic interview (Milroy and Gordon, 2003).

Narrowly transcribed data is supported by acoustic analysis using Praat (Boersma and Weenink, 2018) and quantitative representation of realisation of /s/ and /ʃ/ in comparison to their target.

Analysis considered the influence of environment on the realisation of /s/ and /ʃ/ in dysarthric and dyspraxic speech. In addition, the extent to which this realisation can be predicted is considered in relation to the planning of speech and language therapy.

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Robin, D.A. and Flagmeier, S. (2014) Apraxia of Speech. In: Cummings, L. (Ed) *The Cambridge Handbook of Communication Disorders*. Cambridge, Cambridge University Press: 211-223.

'Help Catalonia. Save Europe': A Critical Discourse Analysis

Matthew McNally
Coventry University

On the 1st October 2017, a referendum on regional independence held in the Spanish region of Catalonia began a new chapter in European history which brought into question the ideas of state sovereignty, European identity and democracy itself. Whilst this turmoil is still ongoing, it is evident that its outcome will set a new precedent across Europe and the rest of the globe. This presentation will explore the way in which values are encoded and presented through discourse, within a video produced by a Catalan activist group, supporting Catalanian independence (Òmnium Cultural 2017). This investigation is underpinned by two critical discourse analysis tools. The first is transitivity analysis, which focuses on the 'transmission of ideas' through the formulaic use of lexicogrammar to assign agency and causation to represent events in a way that reflects specific world views (Simpson 1994: 88). This in turn, is related to the presentation and representation of social actors, which investigates 'how the participants [sic] of social practices can be represented in English discourse' (Van Leeuwen 2008: 23) As this is a video, the ideas coded through language then gain impact through the use of multi-modal messages, making the content more accessible, legitimate and personal (Paltridge 2012).

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Simpson, P. (1994) *Language, Ideology and Point of View*. London: Routledge

Van Leeuwen, T. (2008) *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford: Oxford University Press

The effect of proficiency level on pause location in L2 English oral performance.

Emily Moss
University College London

Pauses are a frequent feature of both first and second language (L2) speech and are considered an indicator of breakdown fluency. Little research, however, has been conducted into how pause frequency and location may vary by proficiency. This study filled the gap by analysing the location of pauses of 80 L2 English participants across four proficiency levels and 20 native speakers. All participants completed the same oral task. The data were transcribed and coded using the software Praat for pause type (filled or silent) and pause location (between clause, between phrase, within phrase and within word). As in past studies (Goldman-Eisler, 1968) a pause was deemed to be any filler or period of silence longer than 0.25 seconds. Proficiency emerged as a strong predictor of pause location with participants from the lower proficiencies pausing more often within words and within phrases whereas the higher proficiency students paused more often between phrases and between clauses. Higher proficiency was also associated with higher incidence of filled pauses.

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2x2: Dialectology of Scottish Gaelic Laterals

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University of Edinburgh

It has been said that the laterals of Scottish Gaelic are 'probably the most numerous to be found during the past two millennia in the whole of Eurasia, if not the whole known world' (Hamp 2010). Much work has been done on documenting

the sounds in individual dialects, but very little on bringing the accounts together and interpreting their often opaque articulatory descriptions to arrive at an overview and a typology of Gaelic lateral inventories. This is what I set out to do in my dissertation, as well as propose phonological representations within a substance-free framework. In this presentation, I will restrict myself to the former objective.

Old Irish possessed an unusually rich inventory of 4 lateral phonemes cross-cut by palatalisation/velarisation and 'fortis'/'lenis' contrasts. In Modern Gaelic, inventories of anywhere between 2 and 5 phonemes have been reported (Ó Maolalaigh 1997).

I analysed dialectological monographs and Survey of the Gaelic Dialects of Scotland data to determine the categories of articulations and chart the spread of phonological change. As previously posited, ternary inventories were most common, but binary ones were less rare than expected, and quaternary systems can be shown to survive in several locations (e.g. Islay and Scarp). The areas around Lochaber were most innovative.

Notably, ternary inventories were produced exclusively by a merger of the two 'fortis' laterals, and binary ones exclusively by the collapse of the 'fortis'/'lenis' opposition (which I propose is expressed through dentality). Binary inventories were also significantly more likely to develop lateral labialisation and/or vocalisation.

Hamp, Eric. 2010. Scottish Gàidhlig liquids and nasals. In Wilson McLeod et al. (eds.), *Bile ós chrannaibh: a festschrift for William Gillies*, 189-94. Ceann Drochaid, Perthshire: Clann Tuirc.

Ó Maolalaigh, Roibeard. 1997. The historical short vowel phonology of Gaelic. Doctoral dissertation, University of Edinburgh.

Valency in Morphological Constructions

Dan North

University of Edinburgh

Certain English deverbal adjectives display different valency than their root verbs. For example, adjectives derived with '-able' will always predicate a patient or theme argument, even if the verb which '-able' suffixes is unergative (e.g. 'laughable'). Di Sciullo and Williams (1987) and Lieber (2004) propose a lexicalist approach in which these adjectival suffixes are functors with semantic requirements.

Alternatively, Construction Grammar more easily handles coercion of verb sense via unification into constructions, some of which are morphological (Goldberg 1995; Booij 2010). Thus, a constructional approach suggests that derivational morphology specifies valency through overrides. In this talk I explore the precise mechanisms by which this may occur in the inheritance network (Goldberg 2006; Hudson 2007), while looking towards larger implications on predication and the syntax/morphology division in Construction Grammar.

Why can't we just say *no*? An analysis of Early Modern English negation and its implications for the development of Jespersen's Cycle.

José María Oliver

Universidad Nacional de La Plata, Argentina

Jespersen's cycle (1917) is well known for the analysis of negation in natural languages. However, looking into the developmental pattern of a fully-fledged

Negative Phrase (Radford 1997, 2009) in terms of grammaticalization (Roberts, 2003) can reveal deeper changes in the configuration of negation in English. Our main objective is to carry out a corpus study in order to analyze the period known as Elizabethan

English, which reveals the presence of a bridge construction between steps 3 and 4, illustrated by (1): (1)... it not belongs to you (Shakespeare, 2H4 IV.i.95/6): 'I not + finite verb' Put simply, how can we account for the fact that the finite verb ends up

after not? A preliminary answer given by Radford is that finite T used to contain a strong tense affix feature which triggered movement of V located downward towards its head (allowing for sentences like 'I care not for her'). The loss of this feature eventually

led to affix hopping downwards and a configuration like (1). According to Tieken (1987:46), the pattern "was at that time very likely ... characteristic of colloquial language". By hypothesis, then, do-support developed as a complementary change to the presence

of this configuration, a last resort condition derived from the economy principle, and quickly took hold. Tieken found no more than three cases like (1) from the 18th century. The development of the bridge construction is proving of the development of a new configuration, perhaps a new stage, which ultimately can be explained in

terms of gain and loss of its relevant syntactic features.

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Crystal, David (2004). *The Stories of English*. The Overlook Press.

Haegeman, Liliane (1995). *The Syntax of Negation*. Cambridge Studies in Linguistics. CUP.

Jespersen, Otto (1917) "Negation in English and other languages", *Det Kgl. Danske Videnskabernes Selskab. Historisk-filologiske Meddelelser* 1: 1—151. Copenhagen.

Radford, Andrew (2009) *Analysing English Sentences*. CUP

Roberts, Ian (2007). *Diachronic Syntax*. OUP.

Roberts, Ian; Roussou, Anna (2003). *Syntactic Change. A Minimalist Approach to Grammaticalization*. Cambridge Studies in Linguistics. CUP.

Tieken-Boon van Ostade, Ingrid, et al (Eds.) (1998). *Negation in the History of English*. Series: Topics in English Linguistics [TiEL] 26. De Gruyter Mouton.

Faking it first before making it real: How lesbians and gay people construct their identities in online Coming Out stories

Alice Pennington

York St. John University

This presentation addresses how lesbians and gay people use language to construct their identities in Coming Out stories. The data consist of six Coming Out stories which were published online on www.rucomingout.com. The data were analysed using Bucholtz and Hall's (2004) Tactics of Intersubjectivity. This framework provides a precise vocabulary for analysing the relationship between identity and language and highlights that identity is inherently relational and not a product of isolated individuals. There is a significant body of research concerning the overall narrative structure of Coming Out stories, for example Plummer's (1995) three stages of suffering, epiphany and transformation, and Liang's (1997) three stages of self-definition as lesbian or gay to the self, self-presentation as lesbian and gay to others and membership in a series of ongoing acts of self-definition, and/or self-presentation as lesbian and gay. The research of Plummer (1995) and Liang (1997) highlights that Coming Out stories are personal narratives in which lesbians and gay people construct identities, however their

work does not consider specific linguistic items which lesbians and gay people use as resources in constructing those identities; this can be achieved using Tactics of Intersubjectivity. Specifically, this presentation focuses on how the tactics of authentication and denaturalisation can be applied to Coming Out stories and reveals that lesbians and gay people present two distinct, almost polarised identities: a 'fake' and 'denaturalised' identity before coming out to self and others and a 'real' and 'authentic' identity after coming out to self and others.

Bucholtz, M. and Hall, K. (2004) Theorizing Identity in Language and Sexuality Research. *Language In Society*, 33 (4), pp. 469-515.

Liang, A.C. (1997) The creation of coherence in coming-out stories. In: Livia, A. and Hall, K. eds. *Queerly Phrased: Language, Gender, and Sexuality*. Oxford, Oxford University Press, pp. 287-309.

Plummer, K. (1995) *Telling sexual stories: Power, change and social worlds*. London, Routledge.

Stories - RUComingOut [Internet]. [n.d.] Available from <http://www.rucomingout.com/stories.html> [Accessed 8th January 2018].

Doing Responding to Self-Deprecation: A Conversation Analytic Account

Jake Piper

York St. John University

It may seem contrary to what one would believe about 'normal' conversation, but self-deprecations occur more often than not during spoken discourse (and not without good reason). And with self-deprecations come other-speaker responses, which are generally formed in such a way to have a consequential effect on the initial speaker. The data in question come from an initial interaction between an English student at a British University and an American student studying for a semester abroad at the same university. The data was collected by two video cameras and an audio MP3 recorder, and subsequently transcribed for detailed conversation analytic investigation. Pomerantz discusses elements of self-deprecation and responses to them. Specifically, she notes that disagreements to self-deprecations are generally the preferred response (1984: 77). However, often she does not relate the formation of the specific responses in question to the semantic and pragmatic meaning of the self-deprecation

utterance itself – this is the focus of the current research. Responses to self-deprecation seem to be categorisable into three distinct categories: acknowledgement, agreement and disagreement. This paper investigates the organisation and interactional consequences of these sequences. Specific focuses include the following: Why is an agreement (a supposed dispreferred response) sometimes the best option? What part does laughter play in self-deprecation utterances? And what are the sequentially implicated consequences of these three responses for the initial self-deprecator?

Pomerantz, A. (1984). Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes. In: Atkinson, J.M. & Heritage, J (Eds.). *Structures of Social Action*. Cambridge: Cambridge University Press. pp. 57-101.

"English 'that's gone through some weird Google Translate'": how do we (poorly) convince people Scots exists, decide which Scots is Scots (with much difficulty), and make the language-question (more) (ir)relevant for everyone involved?

James Puchowski
University of Edinburgh

I illustrate in this presentation that standardising Scots is a process tampered by issues and challenges related to (a) a frequent inability amongst folk linguists and language planners to decide how to select and codify a suitable orthography due to extensive and extant dialectal variation and Scots-Scottish English style-shifting, (b) no complete and popular understanding amongst Scots and Scots language speakers of what the language is due to the dominance of standard English, and (c) the lack of a prestige standard on which to base the new Scots standard, as would be expected for an established western vernacular in the modern age. We will also examine what is being said on social media in post-referendum Scotland, and discuss the way forward.

Doing moving on: A conversation-analytic investigation of chairing the agenda in local council meetings

Amy Saunders
York St. John University

This paper takes a conversation analytical approach to exploring the organisation of British town and parish council meetings. The particular focus is on how Chairs, interactionally manage these meetings, exploring the methods used in order to maintain control of the floor, and to ensure the meeting progresses from one item on the agenda to the next. The data comprises approximately 7 hours of recordings taken from one town and three parish council meetings in the north of England. Extracts of relevant sections of these data are analysed to demonstrate how the Chair moves on from one item on the agenda to the next. The agenda is considered important as it controls the topics that may occur in the meeting (Farkas, 2013). Further, it can also be invoked by the Chair in order to get back on track (Holmes and Marra, 2004). This paper considers the broad issue of the Chair "having the floor" (Sacks, 1967, cited by Goodwin, 1980:277), how having the floor might affect face and how the Chair goes about "saving face" as well as taking a "protective orientation" (Goffman, 1967:14) towards the co-present councillors. Initial analysis has found that there are pre-sequences used in order to 'move on', including the use of requests, declaratives and suggestions. Overall, the paper explores ways in which the Chair controls the meeting, avoids conflict, and moves from one item on the agenda to the next. It also reports on how input from other councillors might affect the Chair "having the floor".

Farkas, K. (2013) Power and access in the public hearings of city council meetings. *Discourse & Society*, 24 (4), pp. 399-420.

Goffman, E. (1967) *On Face Work*. In: *Interaction Ritual*. Goffman, E. (1967) New York, Doubleday Books, pp. 5-45.

Goodwin, C. (1980) Restarts, Pauses, and the Achievement of a State of Mutual Gaze at Turn-Beginning. *Social Inquiry*, 50 (3-4), pp. 272-302.

Holmes, J. and Marra, M. (2004) Leadership and Managing Conflict in Meetings. *Pragmatics*, 14 (4), pp. 439-462.

Munto Te: the Creation of a Universal Auxiliary Language

Allan John Sharples
University of Aberdeen

How universally accessible can a constructed auxiliary language be made? How likely is it that different varieties would emerge over time based on various speaker's linguistic tendencies, and then to what extent?

This was the question I was set for an essay as part of a course called Language Variation and Change; we had, the previous week, discussed the extent to which variation occurred between speakers of constructed languages, whether they be intended as auxiliary languages or fictional languages.

This got me thinking: is it possible to create an auxiliary language that is as inclusive as possible, so that as many people as possible can learn it? Is it possible to prevent variation in speakers of said language so that mutual intelligibility is retained?

While researching this topic, I found that preventing variation was likely not the best approach to retaining intelligibility, but rather accommodating it so that variation is as allophonic as possible rather than phonemic.

Only phonemes that were found to be most prevalent throughout the world's languages were considered; this was to ensure that as many people as possible can pronounce the various sounds of the language.

As well as the phonological considerations mentioned above, multiple other aspects of the hypothetical language - such as morphology, orthography, etc. - were designed with the same aim of inclusivity and accessibility in mind.

What resulted was an auxiliary language that had a very restricted phonemic inventory, an isolating morphological structure, and a very simple orthography using the roman alphabet.

Tenseless languages and the concept of time: the case of Taiwanese

Julia Skrobol
Queen Mary University of London

The aim of my research is to investigate the ways Chinese Min Nan (Taiwanese) conveys the concept of time. Taiwanese belongs to the group of "tenseless" languages, i.e. languages that do not have a grammatical category of tense (Comrie, 1985). This means that verbs in Taiwanese do not conjugate for tense. Consequently, there is no

grammatical distinction between past and non-past time reference. Instead, Taiwanese relies on context, lexical expressions such as temporal adverbs, and aspects. The key debate about tenseless languages is whether they have a syntactic representation of tense nevertheless. The Uniformity Hypothesis argues that even though languages vary, they share the same set of grammatical features (Chomsky, 2001). Answering this question then has theoretically significant consequences as it tells us about the extent of language variability and universality. Taiwanese has the potential to shed some light on this issue, because, as I will show, it represents future tense, even though it is otherwise identical to a tenseless language. My research also examines if the future marker *e* should be treated as an instance of the future or modality, the issue which is debatable in the case of English *will* (Sarkar, 1998). Based on the fact that *e* can combine with *may*, my hypothesis is that the future marker acts differently from modals. This hypothesis, however, will be further tested with conditionals and passivisation. In terms of methodology, I elicited the data directly from a native speaker consultant. My informant is a 25-year old female bilingual speaker of Taiwanese and Chinese Mandarin from Tainan. The data was transcribed into IPA (International Phonetic Alphabet), analysed morpheme-by-morpheme, and translated word-to-word into English.

Mistakes were made, Torture was used: How the agent- and patient-less constructions affect hearers' perceptions of blame in English.

Jennifer Strenger
University of Edinburgh

The purpose of this dissertation is to study how language influences blame, examining how the inclusion/omission of predicate arguments influences the perception of the event being described. The first section examines how the inclusion/omission of agents/patients influences hearers' perceptions of the severity by asking participants to assign punishments to various crimes. As previous research by Fausey and Boroditsky (2010) has shown agentless constructions lessen the blame/punishment given to the 'do-er' of an action, the results should reveal a decrease in perceived severity of an action in an agentless sentence with a patient as compared to an agentive sentence. This study

seeks to confirm these results. It also tests whether a further decrease occurs between the perceived severity of an action in an agentless sentence with a patient to an agentless sentence without.

The second section examines hearers' awareness of the influence of agentless sentences in everyday speech. In this section, participants are given a short description of the effect of agentless sentences on perception of blame, then given the task from the first section again. Participants' exposure to this information is expected to have no effect. This prediction is supported by previous research by Fausey and Boroditsky (2010), Fausey & Matlock (2011), and Matlock et al (2012); which has shown framing effects influence participants' judgements even when participants were shown videos of the events.

The lack of distinction of Middle Chinese initials *dz, *z in Modern Hakka and Gan dialects

Matthew Sung
University of Edinburgh

In Mandarin (or Guanhua), a northern Chinese dialect, there is a distinction between the Middle Chinese initials *dz and *z, just like what the rhyme book *Guangyun* stated. However, in the South of China, dialects such as Hakka and Gan do not share this feature completely. Base on the data in the *Dialect Survey of Hakka-Gan dialects*, most of the dialect points have more than 50% of affricates that corresponds to MC *z, the remainder are mainly fricatives.

"The admonitions for the Yan Clan: Phonetics" has provided some phonetic description of the southern variety of Middle Chinese at the time and one of the features was the absence of the contrast between MC *dz and *z.

Chinese dialectologists believe that Hakka and Gan dialects formed as a result of the migration from the north to south due to war. In theory, Hakka and Gan dialects should be like Mandarin, which inherits the contrast of MC *dz and *z. But this is not the case. To explain the affricates corresponding to MC *z, I am going to argue that it is due to dialect contact. The formation of both dialects was the result of dialect contact of Northern Middle Chinese and Southern Middle Chinese, with the southern variety as a substrate. This can explain why there is an absence of

contrast of MC *dz and *z in so many words. For fricatives that correspond to MC *z, this is due to influence with the northern dialects geographically and socially after Hakka and Gan dialects were formed.

侯兴泉. (2012). 论粤语和平话的从邪不分及其类型 (The lack of contrast of *dz and *z in Yue and Pinghua dialects and its typology). *中国语文*, (3), 266-275.

郭必之. (2004). 從虞支兩韻 [特字] 看粵方言跟古江東方言的聯繫. *語言暨語言學*, 5, 583-614.

李如龙, & 张双庆. (1992). *客赣方言调查报告 (Dialect survey of Hakka-Gan dialects)* 厦门大学出版社.

袁家驊. (2001). *漢語方言概要 (Introduction to Chinese dialects)*. 北京: 語文出版社.

侯精一. (2002). *現代漢語方言概論 (Introduction to Modern Chinese dialects)*. 上海: 上海教育出版社.

詹伯慧. (1991). *現代漢語方言 (Modern Chinese dialects)*. 湖北人民出版社.

Word learning in dyslexic adults

Griffith Tai
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I intend to examine whether dyslexic adults learn words similarly to typically developing adults. Though a preference for generalising shape to novel objects over other features of perceptual similarity, known as the shape bias, is usually strong by age 3 (Landau, Smith, & Jones 1988), Jones (2003) found 3-year-olds with vocabularies below the 30th percentile had no shape bias. I suspect dyslexic people acquire vocabulary slower early in life, and so may not acquire a shape bias during some critical period. My aim is to determine whether dyslexic people extend the same dimensions of novel objects as typically developing people.

My procedure will follow the Dax Experiment paradigm used in Landau et al. (1988). A computer interface will display a novel object, whilst a voice says "This is a ___." The screen will then display three novel objects matching the first in shape, size, or texture. The voice will then say "Show me a ___ (the same word as before)." The interface will record whether the participant chooses the object matching in shape. This will repeat several times. Ideally, I will have 15 typical

and 15 dyslexic participants. I already have funding, and ethics approval is forthcoming.

This research could suggest whether the shape bias must be acquired during a critical period. This could provide a deeper understanding of dyslexia, including how to fashion a more economical method of diagnosis, and the experimental methods could be replicated to test other learning difficulties or developmental disorders known to affect language development.

Jones, S. S. (2003). Late talkers show no shape bias in a novel name extension task. *Developmental Science*, 6(5), 477-483.

Landau, B., Smith, L. B., & Jones, S. S. (1988). The Importance of Shape in Early Lexical Learning. *Cognitive Development*, 3(3), 299-321.

Verb-Copying Resultatives in Colloquial Singapore English

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University of Cambridge

Verb-Copying Resultatives (VCR) refer to a construction where sentences containing both a direct object and post-verbal result predicate show two instantiations of the main verb. While significant research has been conducted on Mandarin and Taiwanese VCRs, this work provides the first-ever account of VCRs in Colloquial Singapore English (CSE):

(1) He eat rice eat full already

'He has become full from eating rice'

(2) He wash clothes wash clean already

'The clothes have become clean from his washing them'

This work proposes a syntactic structure of VCRs within the Copy Theory of Movement (Chomsky, 1993), where multiple copy spell-out is facilitated by morphological fusion (Nunes, 2004). This proposal will directly account for several semantic and distributional features of CSE VCRs; it will identify the featural trigger for verb-copying, explain the function of the obligatory perfective marker *already*, and model the asymmetries between the main verb and result predicate, where the higher verb cannot take aspectual marking as in (3) and the positions of the two clauses cannot be swapped as in (4):

(3) *He eat rice already eat full

(4) *He eat full eat rice already

It will be shown that these features fall out from the creation of a morphological V-Pred-v compound (e.g. *eat-full-already*), where the perfective marker *already* instantiates a light *v* that probes for both the main verb and result predicate. Phonological and morphological evidence for this fusion will be provided from both CSE data and cross-linguistic phenomena like German multiple *wh*-spellout in (McDaniel, 1986). Furthermore, the semantic differences in predicate-orientation between sentences (1) and (2), where in (1) the predicate *full* modifies the external argument *he* while in (2) the predicate *clean* modifies the internal argument *clothes*, will be modelled by parallel underlying structures where the only difference is a *c*-commanded bound PRO in sentence (1) and a discourse-assigned *pro* in sentence (2).

"It's totally misunderstood really. They are black from going down the chimneys..." The discourse of denial in Facebook forums discussing Zwarte Piet.

Amy Wearmouth

York St. John University

Arguably the Netherlands' most popular tradition, the arrival of *Sinterklaas* (a Saint Nicholas-like figure who delivers toys to children in early December) onto Dutch shores is an event many look forward to each winter. However, his faithful assistant *Zwarte Piet* (literally, 'Black Pete') has been making headlines in recent years, and not for the right reasons.

Having transformed from an aid who dealt with misbehaving children to a clumsy assistant and, more recently, as a clever and helpful sidekick (Lemmens, 2017: 124), the controversy lies in the character's seemingly "exaggerated" (Raboteau, 2014: 145) depiction of a black person. Sporting blackface, bright red lips, and curly hair, these features are comparable to the old Colonial stereotype of an African slave (Hilhorst and Hermes, 2016: 220), with the Dutch attributing *Piet's* colour to soot from the chimneys he descends when delivering presents. However, critics have denounced this theory as his clothes remain spotless, further suggesting that he intentionally portrays an individual of African descent.

My research analyses a series of Facebook comments collected from Dutch, British, and American users across four forums that debated the custom, employing elements from a variety of frameworks that concern racist denial discourse: Potter and Wetherell (1988); Van Dijk (1992); Marlow (2015); and Hilhorst and Hermes (2016). Ultimately, I endeavour to discover just how the participants use these linguistic devices in discriminating against those with sound reasons for believing Zwarte Piet to be offensive to black people, and how they justify their own arguments in the process.

Hilhorst, S. and Hermes, J. (2016) 'We have given up so much': Passion and denial in the Dutch Zwarte Piet (Black Pete) controversy. *European Journal of Cultural Studies* [Internet], 19 (3), pp. 218-233.

Lemmens, K. (2017) The dark side of 'Zwarte Piet': A misunderstood tradition or racism in disguise? A legal analysis. *The International Journal of Human Rights* [Internet], 21 (2), pp. 120-141.

Marlow, M. L. (2015) The American Dream? Anti-immigrant discourse bubbling up from the Coca-Cola 'It's Beautiful' advertisement. *Discourse & Communication* [Internet], 9 (6), pp. 625-642.

Potter, J. and Wetherell, M. (1988) Accomplishing attitudes: Fact and evaluation in racist discourse. *Text – Interdisciplinary Journal for the Study of Discourse*, 8 (1-2), pp. 51-68.

Raboteau, E. (2014) Who is Zwarte Piet? *The Virginia Quarterly Review* [Internet], 90 (1), pp. 142-155.

Van Dijk, T. (1992) Discourse and the denial of racism. *Discourse and Society* [Internet], 3 (1), pp. 87-118.

Analysing the interactional turn-taking function of word elongation at syntactic boundaries

Lucy Woodcock
York St. John University

"the biggest differences I've noticed so far is (0.7) just like money:: and the way people <intera:ct>"

Certain features of prosody, such as rising intonation to indicate a question, have been widely researched. One feature less widely explored is word elongation at syntactic unit boundaries, namely, the final words of clauses,

and conjunctions following clauses – despite this subtle and discrete linguistic feature being a common occurrence and appearing to play a fundamental role in everyday talk. Just as rising intonation during an utterance largely projects a sequentially implicated answer, word elongation has conversational implications also. Based on a substantial collection (currently over 170 cases) in talk between university students meeting for the first time, it seems to aid in the construction of the shapes of sentences and thereby aids in the distribution of turns. More specifically, word elongation appears to serve two main, yet paradoxically contrasting functions: signaling that a turn is finished and therefore indicating speaker change, and conversely, signaling that a turn is in progress and therefore not indicating speaker change. This paper draws on the work of Sacks, Schegloff and Jefferson (1974) and Lerner (1991) on the underlying general principles of sentence construction and turn-taking in conversation in order to explicate how word elongation might integrate with the overall ongoing syntactic structure in the organisation of progressing interactive turns at talk.

Lerner, G. (1991) "On the Syntax of Sentences in Progress", *Language in Society* 20, 441-458.

Sacks, Schegloff and Jefferson (1974) "A Simplest Systematics for the Organization of Turn-Taking for Conversation", *Language* 50 (4), 696-735.

Reduplication facilitates segmentation in early language development: myth or reality?

Anna Zhigareva
University of Edinburgh

Parents sometimes use different words when talking to infants to those they would when conversing with adults. Across various languages, parents use repeated syllables, whether it be 'bayubay' in Russian to coax a child to fall asleep or 'choochoo' for train in English. These are 'baby-talk' words, replacing words an adult would use when speaking to another adult. Why is it that we use these words rather than their adult-directed alternatives? Are they useful for infants' speech learning? Do they facilitate infants' recognition and learning of new words? Building on an existing study on early word segmentation (Ota & Skarabela, 2016), this ongoing study by Ota and Skarabela tests experimental and control 8.5-9 month-old infants, comparing their ability to segment novel words with repeated syllables to

their ability to segment novel words without repeated syllables from a stream of sentences, using the central fixation paradigm. The infant looks at a TV screen, listening to a story containing the appropriate stimuli and is then tested on how long they look at the screen for when a novel reduplicated-syllable word is played independently compared to when a non-reduplicated-syllable word is played. Preliminary

findings indicate that infants look longer at the screen when novel repeated-syllable words are played, replicating earlier findings suggesting reduplication facilitates early language learning. The results suggest the reason parents use 'babytalk' words may be due to their better recognisability in a speech stream, aiding language acquisition. As lab assistant in this research project, I present the methodology and current findings of this study.

Poster Presentation Abstracts

Ordered by day and surname

Presentation session 1 – Monday 9th April

46. A Multimodal Analysis of a Hong Kong Traveller's Guide

Cheng Ho Hei Angus

Chinese University of Hong Kong

As a cosmopolitan city, Hong Kong attracts many tourists every year. The Hong Kong Tourism Board (HKTGB) has been promoting Hong Kong through advertisements, leaflets and social media. These promotional materials are multimodal as they comprise both written language and images to inform and attract tourists.

Multimodality assumes that 'representation and communication always draw on a multiplicity of modes [for meaning making]' (Bezemer, 2012). Regarding tourism discourse under the Hong Kong context, previous studies have investigated the multimodal features of local tour brochure and tourists mobile apps (Ip, 2008; Suen & Fung, 2014). This paper attempts to explore what linguistic and visual elements are used in an official traveller's guide of Hong Kong in branding the city and the views of the tourists about the design of the guide. Adopting the Systemic Functional Theory proposed by Halliday (1994), this study analyzed both words and images in terms of the three metafunctions of language.

Tourists' views obtained from questionnaire were interpreted and compared with textual analysis to evaluate what are the effective features. The results show that tourists find the use of multiple colourful images, questions, positive adjectives and second person pronoun are effective elements in promoting Hong Kong.

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- Halliday, M. (1994). An introduction to functional grammar / M.A.K. Halliday (2nd ed.). London: E. Arnold.
- Ip, Y.L., J., (2008). Analyzing Tourism Discourse. A case study of a Hong Kong travel brochure. LCOM Papers, 1, 1-19.
- Suen, A., & Fung, A. (2014). Discovering the Brand of Asia's World City: A Discourse Analysis of Hong Kong Tourist Mobile Apps. International Proceedings of Economics Development and Research, 77, 10-14.

47. The phonology, morphology and semantics of Shilluk cattle nouns

Amy Martin

University of Edinburgh

Shilluk is a West-Nilotic language, widely known for its rich suprasegmental, morphological and number marking systems (Remijsen, Miller-Naudé & Gilley, 2015). This research explores these systems in a specific lexicographic area: cattle nouns.

Shilluk has an intricate cattle lexicon, possibly due to the importance of cattle to South Sudanese culture (Westermann, 1912). Documenting these nouns is vital due to their cultural importance and since many Sudanese languages are threatened by war, displacement and assimilation to Arabic (Evans, 2010).

The primary question of this research investigates whether there are regularities in prefixation and number marking of cattle nouns. Prefixes are commonly used to signify the sex and age of the animal. However, a range of prefixes are used for different nouns, which may be phonologically conditioned or lexically specified. Suppletives are also common, where different stems are used in the female forms and male forms.

Evans, N. (2010). *Dying Words: endangered languages and what they have to tell us*. West Sussex: John Wiley & Sons Ltd.

Remijsen, B., Miller-Naudé, C. L., and Gilley, L. G. (2015). Stem-Internal and Affixal Morphology in Shilluk. In Baerman, M (Ed.) *The Oxford Handbook of Inflection (577-597)*. Oxford: Oxford University Press.

Westermann, D. (1912). *The Shilluk People: their language and folklore*. Philadelphia, United States of America: Board of Foreign Missions of the United Presbyterian Church of N. A.

48. An investigation into the existence of processing biases against lexical tone and sinoxenon writing systems.

Rebekah Oakley

University of Southampton

Despite the obvious contrasts between the two, and the interesting conclusions that could be drawn with respect to universals of language, there are very few studies which compare Chinese to Indo-European languages, namely

English, from a psycholinguistic perspective. It seems reasonable to hypothesise that should two languages display such great superficial differences, then the mechanisms employed in the processing of these languages may also differ. Furthermore, as suggested in part by the lower attestation of tonal and sinoxenon languages in typological data compared to those which do not demonstrate these characteristics, it seems plausible that there may even be a processing bias against these linguistic phenomena. To explore these hypotheses, a study was carried out in which both native speakers of Mandarin Chinese, and native speakers of English participated. By the means of a lexical decision task, participants were required to indicate whether or not a “word” presented visually or via headphones existed in their native language. Performance was measured in terms of accuracy and speed of responses. It was found that in the listening trials, Chinese-speaking participants responded significantly slower than their English-speaking counterparts. However, no significant difference was detected in the reading trials. Interestingly, although in the listening trials mean error rates were largely similar across the two participant groups, in the reading trials the English-speaking participants were significantly less accurate than the Chinese-speaking participants. The extent to which these findings point towards a bias against the processing of lexical tone, as well as further implications are discussed.

49. English Language Acquisition in International schools

Saskia Rayner

York St. John University

This research focuses on second language (L2) acquisition within an international primary school environment. Code switching, translanguaging, and translation are all common parts of life for a second language speaker, but I wanted to see what impact the factor of being an international school would have on the attitude towards use of other languages in the classroom. In the research various classes/ages/abilities were observed. On a basic level I found that use of translation was generally seen as a last resort from most teachers yet promoted by the native speaking English teacher. The school had no specific policy on language use in the classroom,

so it was up to the teacher's personal preference on how they used the language, but in homeroom the teachers were encouraged to speak English for lessons as often as possible. In addition to observations, several teachers were interviewed about their attitudes to English, and English use in the classroom. It was found generally that English was the most important language to learn, except for the teachers who spoke more than one language. The more specific level of research, delved into corrections in the classroom/ attitudes towards corrections in the classroom (Rod and Natsuko 2014). I found English to be the language of authority for much of the classes. Overall this research proved as a good basis for further research into English language acquisition in the (international) classroom.

50. Being a dialect detective – how much can the numbers 1 to 10 tell us about where someone is from?

Matthew Sung
University of Edinburgh

A recording of a Chinese dialect speaker counting from 1 to 10 was found. This recording was made in 2013 and the origin of the speaker is not clear. The only information we have is that this person is from the Fujian province. This information will save me some time to find the origin of the speaker, but it is not extremely helpful, since Fujian province is the homeland for the Min dialects and there are several sub-dialect groups, such as Southern Min, Eastern Min.

These sub-dialects are mutually unintelligible and some dialects are not well studied and documented. With the large variety of dialects in this very complicated linguistic area, it makes it even more difficult to trace the potential origin of the dialect speaker of the recording.

To find the potential origin of this dialect speaker, I have first looked for any salient features that are present in the recording. The presence of the dental fricative suggests that it is a dialect from the Puxian sub-dialect group (Lau 2007). The Puxian sub-dialect group is said to be a transitional dialect between Southern Min and Eastern Min (Cai 2012), hence I have compared the numbers of the recording with the representative dialects of both sub-dialect groups in order to compare which sub-dialect the recording is closer to, with the assumption that these sub-dialect groups form a continuum. It turns out the dialect in the recording is closer to Eastern Min (Fuzhou dialect).

But... is this it? Can we narrow it down further? (Hint: yes!)

刘福铸. (2007). 莆仙方言边擦音 [ʃ] 声母探源 (Looking at the origin of [ʃ] in the Puxian dialect). 莆田学院学报, 14(3), 93-98.

蔡国妹. (2012). 论闽南话与闽东话的接触——莆仙话过渡特征分析 (On the contact of Southern Min and Eastern Min – an analysis on the transitional features of the Puxian dialect). 集美大学学报: 哲学社会科学版, 15(4), 71-74.

Presentation session 2 – Tuesday 10th April

51. The Causative Alternation in Bulgarian

Radina Dobрева
University of Manchester

Certain causative verbs can be used both transitively and intransitively with the transitive form roughly meaning 'cause to V-intransitive' (Levin and Rappaport Hovav, 1995: 79). The two variants are not necessarily realized by the same morphological form, but they have the same semantic relationship. The object of the transitive and the subject of the intransitive bear the same semantic role.

1. Antonia opened the door. / The door opened. (Levin and Rappaport Hovav, 1995: 79)

This phenomenon has been attested cross-linguistically, for example in English (Levin and Rappaport Hovav, 1995) and Romance languages (Bentley, 2006). This study examines the causative alternation in Bulgarian, which behaves similarly to the Romance languages, in that in some cases the intransitive verb bears a reflexive morpheme:

2. Aleks otvori vratata.
Alex opened door-DEF.
'Alex opened the door.'
3. Vratata se otvori.
Door-DEF REFL opened.
'The door opened.'

Drawing on previous work on the topic, the present study aims to determine the constraints on verbs participating in the causative alternation in Bulgarian, accounting for why some verbs alternate, while others do not. It also discusses the role of the reflexive morpheme *se* and its relation to these constraints.

Bentley, D. (2006). *Split Intransitivity in Italian*. Mouton.

Levin, B. & Rappaport Hovav, M. (1995). *Unaccusativity: at the syntax-lexical semantics interface*. MIT Press.

52. Virtual Cambridge, a Virtual Reality language-learning app.

Karolina Hes

University of Cambridge

We wanted to investigate how virtual reality (VR) can be used in language learning, and to what extent VR environments can help contextualise lessons and transfer language and cultural skills into real life. We designed the concept of Virtual Cambridge, a virtual reality (VR) environment for learning English language and culture in a diverse environment.

Based on real-world observation of tourist interactions in Cambridge, we designed the basis for a VR game in which the user (learner) can explore the city via 360-degree panoramas and converse with virtual characters to complete specific tasks, such as booking a punting tour with a virtual tout and asking for a restaurant recommendation and directions to get there. The game's narrative leads the learner from one task to another and the learner is awarded game badges if successful. Based on the principles of the 'communicative approach' (Richards 2006), 'output hypothesis' (Swain 2000), 'task-based learning' (Ellis 2003), and 'game-based learning' (Meyer 2009), we target spontaneous speaking skills by giving image prompts rather than providing written replies on the screen, encouraging the learner to more actively access their own language knowledge.

Data collection included photography of the King's Parade area, and video recordings of our conversations with punting and walking tour touts in Cambridge city centre. We undertook

tests. Overall, the pilot tests successfully demonstrated the potential for future development of Virtual Cambridge, and the overall potential for VR use in language learning.

53. Thinking in Gender: Language and Association

Maria Ples

Queen Mary University

A small research on the representation of gender in language taken from different perspectives, different languages and different cultures. This research will mainly look at the multiple gender recognitions across a variety of languages, including Romanian, Greek, Spanish, Polish, and English, and will take into consideration bilingualism. It involves male and female students at higher education who are of the age between 18-26, as well as adults between the ages of 40-50. There are two parts to this study; in the first part, the subjects were asked to read a series of words and answer a series of questions after each word. These words are all nouns and include beings, objects and notions. The second part involves the subjects again reading a series of words and answering a series of questions, but the words include other nouns (e.g. persons). The analysis of the findings, shows how gender influences language and vice versa. Furthermore, the findings also showed that subjects tended to assign genders to different verbs, regardless of the articles used in the different languages. Individuals who have a gendered native language, tended to assign genders to words that their native language was assigning them, only when they thought of or translated in that language.

54. "Talking without Talking" – Observations of Non-Verbal Communication when used as a Primary Mode of Communication in Non-Specialists

Oliver Rainford

University of Aberdeen

Non-Verbal Communication (NVC) plays a significant role in our day to day communicative needs, transmitting a range of messages from subtle emotional indicators to explicit information. In this study, we focus on NVC in a linguistically restrictive environment, whereby pairs of Non-Specialists must complete two tasks

pilot testing with several participants and received feedback, which we applied in follow-up based exercise based on the popular game Charades.

We identify that whilst NVC seemingly has no 'written' rules, patterns and common features can be observed in the participants performance, leading us to questions such as 'To what extent can independent NVC operate as a communicative medium?', 'Can similarities be drawn between a participants NVC and their native L1?', and 'What're the limitations of this method of communication?'

It is my belief that studies of Restricted Language, such as this one, could provide the field of Linguistics with interesting new perspectives and ideas that could compliment data attained with pre-existing methods, as well as providing an insight into how language users deal with exceptional circumstances, and what this tells us of their linguistic ability and intuition.

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whilst only communicating non-verbally: the first a building and instruction task, the second a slide linguistically restrictive environment, whereby pairs of Non-Specialists must complete two tasks whilst only communicating non-verbally: the first a building and instruction task, the second a slide based exercise based on the popular game Charades. We identify that whilst NVC seemingly has no 'written' rules, patterns and common features can be observed in the participants performance, leading us to questions such as 'To what extent can independent NVC operate as a communicative medium?', 'Can similarities be drawn between a participants NVC and their native L1?', and 'What're the limitations of this method of communication?'

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Presentation Session 3 – Wednesday 11th April

56. A corpus-assisted diachronic study on the attitudes of British Broadsheet Newspapers towards Hong Kong's handover to China

James Murray

Lancaster University

This paper discusses two questions: 1) For UK broadsheet newspapers, what are the mechanisms of the attitude generation and presentation towards a political event? 2) Did their attitudes on this event change over time?

This study acknowledges the widespread phenomenon of presenting bias and inclination in news reporting. There are multiple factors accounting for this: 1) journalists' personal subjective construal towards the world; 2) the private ownership of those newspapers. The

author built two corpora for extracting and analysing the patterns of language use: one contained news texts of 7 UK broadsheet newspapers from 01st January 1993 to 30th June 1997 and the other from 1st July 1997 to 28th December 2003. The news texts were extracted with the four keywords 'Hong Kong', 'China', 'handover' and 'takeover'. By looking into the concordance lines that contained them the author identified and discussed the linguistic devices and techniques that reveal the author's attitudes.

The findings show that UK broadsheet newspapers use multiple forms of linguistic devices with varied strategies to present their attitudes towards a certain event. Also, their attitudes towards this event changed over time.

57. Namárië – to goodness of Tolkien’s Quenya in the Lord of the Ring’s score

Laura Sudhof

University of Aberdeen

This poster is part of my research aiming to answer the question: to what extent is the phonological realisation of Quenya in the score to the Lord of the Ring’s films representative of Tolkien’s original Quenya?

Even though music is so interwoven with Tolkien’s works no complete linguistic study has been done yet on arguably the greatest exposure of musical Quenya to the mass public.

A major part is my own original research into the topic.

This part of the research is completely based on Tolkien’s Quenya developed for and put into the *Lord of the Rings* books, particularly his poem *Namárië*.

This poster will present a phonetic analysis how Quenya should sound according to Tolkien’s own rules and thus forms the basis of comparison in the greater scope of my project.

I will introduce Quenya as language and place it in phonological context then expand on my methodology. Followed by presenting the results from my phonetic analysis as seen on my poster.

58. What Uvular Rhotics Can Demonstrate About /r/

Griffith Tai

University of Edinburgh

Traditionally, standard varieties of European languages have used the alveolar trill [r] to realise their rhotic /r/. Non-alveolar realisations were generally speech defects, though common since [r] is a particularly hard sound to produce. Starting in the 16th century in northern France (Haden 1955), it became fashionable in many Western European languages to realise /r/ using the back of the vocal tract. Since then, the ‘guttural R’, as it is commonly known, has spread to encompass France, Germany and most German speaking areas, Belgium, Denmark, much of Portugal and the Netherlands, and parts of Sweden and Norway. I reviewed relevant literature to find out why this shift took place within the Western European Sprachbund, how extensive the shift is in the modern day, and what it might be able to tell us about the phoneme /r/.

and the Netherlands, and parts of Sweden and Norway. I reviewed relevant literature to find out why this shift took place within the Western European Sprachbund, how extensive the shift is in the modern day, and what it might be able to tell us about the phoneme /r/.

My research focuses primarily on France and Germany, because those are two countries where uvular realisations of /r/ are particularly common. I also use a few examples from England, namely the Northern T-to-R rule and /r/-labialisation, to strengthen my argument. I show that /r/ is underspecified for place, manner, and vocalicity of articulation, and is therefore the most variable amongst phonemes. Thus, it is a useful metric to examine language contact, language change, and social change and interactions.

Haden, E. F. (1955). The Uvular r in French. *Language*,31(4), 504-510.

59. “Welsh Not”: the role discrimination has played in the decline of the Welsh language in Wales.

Anna Thomas

University of York

Outside of Wales, the media’s portrayal of the Welsh Language has often been one of a Language on its last legs. This research looks to discover the true state of Welsh, considering the role discrimination has played in the apparent decline, working from the industrial revolution, and moving towards the ways today’s Welsh speakers are affected.

Though the UK government considers Wales to be a bilingual nation that puts English and Welsh at an equal-standing, it’s an ongoing truth that Welsh speakers often have to compromise their linguistic rights due to deficiencies in bilingual services, caused by the widespread perception that Welsh is a ‘dying’/ ‘dead’ language. In turn, this locks Welsh into a vicious cycle wherein fewer opportunities to use Welsh and stigmas held against Welsh-Language speakers result in the Language being used less and less, making it less imperative for services to be provided in Welsh, which leads to there being even fewer opportunities for Welsh to be used, so on and so forth.

60. Definition and categorization of word class: identifying a word class error in Oxford Advanced Learners' Dictionary

Shentao Xie

Lancaster University

In this article, previous studies on defining and classifying word classes are discussed for correcting a mistake on word class tagging in multiple editions of Oxford Advanced Learners' Dictionary (including the latest one). The studies discussed include the ways in which structuralist grammarians, cognitive linguists and psycholinguists define and categorize word classes. By comparing the data and the results of these studies the author concludes that multiple cues, including structural and semantic, should be taken into account in the identification and classification of a word's part of speech. Data from the British National Corpus (CQP-web) are applied for a corpus analysis as an evidence for the word class mistake in Oxford Advanced Learners' Dictionary and as a solution to that error.

61. A diachronic study of the attitudes of British broadsheet newspapers towards Hong Kong sovereignty transfer to China

Shentao Xie

Lancaster University

This paper discusses two questions: 1) For UK broadsheet newspapers, what are the mechanisms of the attitude generation and presentation towards a political event? 2) Did their attitudes on this event change over time?

This study acknowledges the widespread phenomenon of presenting bias and inclination in news reporting. There are multiple factors accounting for this: 1) journalists' personal subjective construal towards the world; 2) the private ownership of those newspapers.

The author built two corpora for extracting and analysing the patterns of language use: one contained news texts of 7 UK broadsheet newspapers from 01st January 1993 to 30th June 1997 and the other from 1st July 1997 to 28th December 2003. The news texts were extracted with the four keywords 'Hong Kong', 'China', 'handover' and 'takeover'. By looking into the concordance lines that contained them the author identified and discussed the linguistic devices and techniques that reveal the author's attitudes.

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