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The Syntax of Ambiguous and Non-Ambiguous Deverbal Nominals in German
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It’s generally accepted that deverbal nominals are ambiguous between an event and a result reading (e.g. Shin 2001). Fu (2001) argues for an enriched syntactic component and gives evidence that deverbal nominals with event reading contain a verbal projection whereas deverbal nominals with result reading don’t. It follows that the derivation of ambiguous deverbal nominals involves either a verbal root projecting a VP (a) or a category-less root projecting an NP (b).

\begin{align*}
\text{a) } & \quad \text{Event NP} \\
& \quad \text{N} \text{VP} \\
\text{b) } & \quad \text{Result NP} \\
& \quad \text{N} \text{root}
\end{align*}

Surprisingly, in German deverbal nominals with the derivational suffix –ung may denote an event or result (c), only an event (d) or only a result (e).

\begin{align*}
\text{c) } & \quad \text{Die Regierung des Landes hat heute abgestimmt. (result only)} \\
& \quad \text{the government the-GEN country has today voted} \\
\text{d) } & \quad \text{Die Begrüssung der Teilnehmer ist vorbei. (event) / war sehr herzlich. (result)} \\
& \quad \text{the greeting the-GEN participants is over} \quad \text{was very hearty} \\
\text{e) } & \quad \text{Die Anhebung der Mehrwertsteuer ist vorabzusehen. (event only)} \\
& \quad \text{the raising the-GEN VAT is anticipated}
\end{align*}

Additional assumptions have to be made in order to account for the semantic variety of deverbal nominals in German. Based on Barker (1995/2000)’s findings on the behaviour of possessives within nominals this paper argues that deverbal nominals can have either verbal or nominal properties. It gives evidence that deverbal nominals headed by a semantically relational noun don’t contain a VP and show nominal properties. Relational nouns like in c) can only have result reading. Non-relational nouns like in d) and e) exhibit event reading and may be ambiguous.

References

Keywords: Ambiguity, Deverbal Nominals, Event vs. Result Reading, German, Relational Nouns
Finnish Partitive Case as a Determiner Suffix
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Finnish partitive case alternates with nominative and accusative on subjects and objects respectively, where the interpretation involves indefiniteness or negation (Karlsson 1999). On these grounds it has been proposed that partitive is a structural case (Vainikka 1993, Kiparsky 2001). A problematic consequence is that Finnish then has a structural case not found in other languages, losing the universal inventory of structural cases.

I propose that partitive be analysed as an indefinite determiner or quantifier, not a case. Finnish lacks overt determiners, and partitive takes on some functions of indefinite determiners and negative polarity items. This explains its appearance in contexts where nominative/accusative are found in other languages, but where indefinite determiners or negative polarity items would also be present. Recent research on adpositions analyses ‘local’ cases as the spell-out of PP (Riemsdijk & Huijbregts 2001, among others). If N can raise to P to receive local case endings, then, by the same logic, it can raise to intervening heads such as D, for other inflections. The Finnish partitive might thus be seen as an indefinite counterpart to definite determiner suffixes in languages such as Norwegian (e.g. gutt- en, boy-the, ‘the boy”).

If the Finnish partitive suffix spells out D, and if local suffixes spell out P, then case paradigms such as those listed in traditional grammars of languages such as Finnish are epiphenomenal, with different suffixes corresponding to different layers of structure above the noun.
Enhancing International Masters Students’ Dissertation Writing in the UK: Investigating the Motivational Role of the Supervisor’s Feedback

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In the UK, international students whose first language is not English may find the Masters dissertation very difficult and challenging, perhaps because they do not usually get sufficient feedback, motivation and guidance from their own supervisors throughout the dissertation writing process. Although the number of such international students has increased rapidly in most of the UK universities and this has been supported by the current government, the literature on the writing of international graduate students is not in great abundance. This paper reports on a small-scale study conducted among international Masters Students at the University of Warwick. Three departments are included: CTCCS (Centre of Translation and Comparative Cultural Studies), WMG (Warwick Manufacturing Group) and Law. Using semi-structured interviews, the study aims to investigate how feedback is an important element in the process of writing the Masters dissertation. Analyzing the findings, the researcher discusses how the supervisor’s effective feedback may play a motivational role in helping international Masters students deal with their dissertation writing more successfully. The paper concludes by proposing that it is essential to encourage international Masters students to voice their expectations of supervising the Masters dissertation with particular reference to the feedback process in the UK in an attempt to balance them with the expectations of their supervisors. Such a balance might produce positive effects in the quality of Masters Dissertation writing.
The lexical role of polysemy in derivational morphology.

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Polysemy in derived nouns is the result of semantic change (Blank 2003): its role is to fill lexical gaps and gaps in the inventory of word formation rules (WFRs) (Booij/Lieber 2004). The study of polysemous derived nouns can clarify theoretical inconsistencies and questions:

- The assumption that the direction of semantic shift is concrete → abstract (Sweester 1990) is contradicted by the frequent occurrence of polysemy in primarily abstract nouns.
- Most polysemous German derivatives have a productive WFR. Semantic shift only occurs to words listed in the lexicon (Anshen/Aronoff 1988), thus contradicting the view that productively formed derivatives are not listed (Aronoff 1976).
- It shows the limitations of the primary WFR inventory.

Using a corpus of contemporary German, I examine the use of polysemous derivatives and the relationship between their original and additional senses. I show that productively formed nouns with an abstract sense dominate the polysemous derivatives. I therefore argue that abstract nouns are the starting point of semantic shift in derived nouns: they are able to receive an additional, concrete sense in context. Semantic shift is seen only to occur to established words to fill a lexical or WFR-related gap.

The findings suggest that the direction of semantic shift is generally abstract → concrete, while the prevalence of productive WFRs in polysemous nouns indicates that even productively formed derivatives are capable of being lexically listed.

Keywords: morphology, semantics
What is said and what is implicated: A study with reference to communication in Russian and English

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The purpose of the research is to study cross-cultural differences in the reliance on what is said/what is implicated in communication in Russian and English. The research is an attempt to test the hypothesis that cultures differ in their preference/dispreference for communicating by saying or implicating and search for an adequate explanation of this phenomenon.

The following problems are investigated: cross-cultural differences in the preference for communicating the intended meaning through what is said or what is implicated; differences in the strength and function of implicature; dependency of definite perlocutionary effects on the choice of what is said or what is implicated; dependency of the speech act’s being perceived as sincere or insincere on the use of what is said or what is implicated.

Evidence from the research is used to shed light on the problem of categories that should be distinguished in the domain between “what is said” and “what is implicated” and the role of implicature in communication. In particular, I suggest that the criterion of preference/dispreference on the level of culture is useful for distinguishing default inference from conscious pragmatic inference. Defaults are not a matter of preference. Their use is explained by cognitive and linguistic factors only, and thus the degree of reliance on defaults in communication is the same across cultures. Conscious pragmatic inference, on the other hand, can be preferred or dispreferred in communication for social and psychological reasons, and thus the reliance on implicatures can differ across cultures.
Deconstructing Identity – What Does it Mean for Language Rights?

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Johann Wolfgang Goethe-Universität Frankfurt am Main

Postmodern philosophical theories on identity have mapped concepts of belonging anew. While many linguists concerned with linguistic (human) rights often hardly problematise the essentialist nature of certain ideas of “linguistic identity”, contemporary research on the nature and promotion of language rights can no ignore newer developments within identity discourse. This presentation introduces postmodern and postcolonial concepts of identity (e.g. Stuart Hall, Judith Butler). The notions of performativity and non-existence of the pre-discursive subject in identity discourse make the unproblematic approach of languages and linguistic identities as “given” a course that can no longer be followed. As languages and speakers obviously are not linked to each other in any essential way and as globalisation brings along a broad array of hybrid, multilingual and multiplied identities, how can language rights be defended? A one-dimensional approach of “native language” equates “identity” equates “language rights”, as assumed by many language rights activists, is in danger not only of reproducing nationalist discourse in the sense of one group – one language ideologies but furthermore of excluding newly developing postmodern identities. After an introduction to poststructuralist, deconstructionist approaches to identity, this presentation asks which consequences evolve from these for the continuation and updating of concepts concerning linguistic identity in language rights research.

Keywords: language rights, minority languages, postmodernity, globalisation, identity
L3 Acquisition of German by native Japanese speakers—evidence of L2 influence.

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Japanese nouns are non-inflecting and have no articles; English and German nouns generally inflect for number and have articles. Furthermore, German articles vary according to the gender, number and case of the noun. German attributive adjectives also decline according to the gender, number and case of the noun they are modifying and the type of preceding determiner. English does not mark adjectives. Whilst Japanese may mark predicates, such as adjectives and verbs, for tense and negation (amongst other things) and nouns for case, there are no markings on attributive adjectives for gender, number or case. This produces an interesting paradigm.

Feature distribution

<table>
<thead>
<tr>
<th>Language</th>
<th>Articles present</th>
<th>Articles marked for:</th>
<th>Attributive Adjectives marked for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Case</td>
<td>Num</td>
</tr>
<tr>
<td>Japanese</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>yes</td>
<td>no</td>
<td>partial</td>
</tr>
<tr>
<td>German</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

This study will present results obtained on these properties from two groups of L3 speakers of German with Japanese L1: a group with low proficiency L2 English and a group with high proficiency L2 English. Subjects undertook written gap-filling and oral elicitation tasks, also proficiency tests in English and German. A control group of native speakers was included.

Preliminary results show the higher English proficiency group outperforming the lower – in some cases significantly. Recent L3 research has shown that learners acquiring features absent in the L1 but present in the L2 and L3 generally acquire them faster than learners who have no intervening languages (Leung, 2005). However the features observed in the current study are absent in the L1 and L2, thus a tentative proposal is offered that learning any second language is beneficial when acquiring a third.

References
Modal Particles and Emoticons:
Just Some Mitigators in Luxembourgish E-mails! ;-) 

Cédric Krummes

University of Sheffield

This study investigates the usage of two realisations of mitigation found in Luxembourgish e-mails: modal particles and emoticons.

Modal particles linguistically documented in, for instance, German and Dutch. They are uninflected words and occur syntactically in the ‘middle field’ (Vismans 1994, Nübling 2005). They can also be combined in non-arbitrary clusters (Thurmair 1989). Modal particles can be roughly classified into mitigators and reinforcers (Vismans 1994: 58). On the other hand, emoticons are a series of characters used in computer-mediated communication representing facial expressions or emotions. Mey (2001: 148) observes that “a smiley is a visual mitigating device”.

The theoretical framework on mitigators concentrates on pragmatics and Politeness Theory as outlined by Brown and Levinson (1987). Mitigators are used as a politeness strategy when a speaker performs a face-threatening act. It is hypothesised that modal particles and emoticons never mitigate in a same utterance and that their respective politeness strategies are different.

The frequency of Luxembourgish modal particles are expected to be similar to German and Dutch ones and are predicted to occur in spoken texts that are more informal and personal. Mey (2001) observes that e-mails can be associated to real conversations through their speed and immediacy. A Luxembourgish e-mail corpus compiled between mid-September 2004 and April 2006 and will represent this prototypically informal type of writing.

A quantitative analysis would determine the frequency of different modal particles and emoticons in the corpus, whereas a qualitative analysis would clarify the usage of mitigators and would put them in pragmatic perspectives.

References

Keywords: Luxembourgish (West Germanic), Modal Particles (smiley), Pragmatics, Politeness Theory, Mitigation
The acquisition of consonants in early speech: alternative routes to phonological development

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The literature on phonological development claims that there is a strict order to the acquisition of consonants in the speech of infants acquiring English as a first language. Crystal (2003) cites Grunwell’s Phonological Assessment of Child Speech (1987) in which children acquire /m/, /n/, /p/, /b/, /t/, /d/, /w/ by the age of 2, and /k/, /g/, /h/, /ŋ/ by 2½ years. In the absence of the full complement of phonemes, infants use the consonants already acquired to attempt words and phrases beyond their articulatory control. According to the laws of Natural Phonology based on Stampe (1979), the simplification processes adopted by children during this period include the key elements of word-initial stopping, omission of final consonants, vocalisation, reduplication and denasalisation.

O’Neal’s (1998) longitudinal study of a normally-developing child acquiring British English offers an alternative view to the profile of typical phonological development outlined above. Differences are demonstrated in the subject’s chronological order of consonant acquisition, in his choice of simplification and substitution processes and in his marked preference for word-final syllables and segments. Current research into the consonant acquisition and substitution patterns of twenty English children is being conducted on the basis of this study.

This paper discusses the findings of the earlier study in terms of the sets of features identified with the two discrete, and contrasting, strands of phonological development. Preliminary results of a 12-month pilot study elicited from maternal diary notes are also presented in relation to these distinct developmental pathways.

References:
On Meaning Activation in the Dual-Route Model of Reading:  
The Case of Non-Homophonous Homographs

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Priming experiments focusing on homonyms have formed the basis of many previous psycholinguistic studies on reading. Lukatela and Turvey (1994), for example, found that both real homophones and pseudohomophones produce a priming effect as early as 50 ms following their presentation (e.g. toad, tuned, and tode all prime frog), suggesting that phonology plays an important role in activating meaning and that it does so quickly and automatically. But can orthography activate meaning directly? Evidence from studies of acquired dyslexia (e.g. Marshall and Newcombe 1973, 1980; Coltheart et al. 1983; Funnell 1983) suggests that there is a direct connection between orthography and meaning, while evidence from normal reading (e.g. Glushko 1979, Jared et al. 1990) indicates that both routes are at best accessed at the same time.

This paper examines the question of whether orthography can in fact activate meaning independently of phonology via a study of the priming behavior of non-homophonous homographs (e.g. tear /tir/ vs. tear /teir/). In these cases, does orthography activate the meaning of an inappropriate homograph before phonology can be used to prevent its access?

In an experiment with prime words embedded in biasing sentence contexts, a significant priming effect was found with non-homophonous homographs at a stimulus-onset asynchrony (SOA) of 100 ms. These results provide clear evidence from normal reading that orthography can indeed activate meaning directly. Given an orthographic form, readers cannot help accessing meanings corresponding to phonological representations that are inappropriate in the given context.

References


Keywords: priming, homonyms, homographs, meaning activation
Gender Resolution in Modern Greek

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Gender resolution in coordinate nouns is interesting for a number of languages. Sadler (2006) (to appear) proposes an LFG analysis of gender resolution in Rumanian animate and inanimate nouns, which display an interaction of syntactic and semantic resolution. Her approach is based on Dalrymple & Kaplan’s (2000) set-based approach to syntactic gender resolution in which Sadler incorporates a specification of semantic resolution, positing the extra SEMGEND feature in the f-structure of the conjuncts. Two separate rules are introduced for animate and inanimate nouns, and are collapsed into one, through the use of templates, which abbreviate functional descriptions. Thus, she successfully combines the syntactic and semantic gender resolution for the Rumanian data.

The aim of this paper is to analyse gender resolution in MG coordinate nouns, which also shows an interaction of syntax and semantics. MG coordinate animate nouns resolve differently in gender than inanimate ones. Animate nouns display semantic resolution, resolving into FEM if all conjuncts are females or NEUT if they are neuter, otherwise they resolve into MASC. However, the ‘NEUT+NEUT=NEUT’ pattern for the nouns ‘boy.N’ and ‘girl.N’ which are grammatically neuter but semantically masculine and feminine, respectively, is syntactically motivated. Also, the ‘FEM+NEUT=MASC/FEM’ resolution depends on whether NEUT is female or not and the pattern, ‘MASC+NEUT’ resolves always into MASC despite the nouns ‘boy.N’/’girl.N’ or the semantically genderless nouns ‘child.N’/’baby.N’. Corbett’s (1991) assumption that animate nouns display semantic resolution is proved wrong in MG since there are also syntactically resolved patterns.

Inanimate nouns display syntactic resolution into NEUT unless all conjuncts are FEM or MASC. Two semantically motivated but rare patterns are ‘MASC+MASC=MASC/NEUT’ and ‘FEM+FEM=FEM/NEUT’, which may also resolve into NEUT and involve reference to the superordinate term, the noun ‘things.N.PL’. This last case is not completely attested.

To account for the interaction of semantic and syntactic gender resolution in MG animate and inanimate nouns, I will propose an LFG analysis based on Dalrymple and Kaplan’s (2000) set-based theory, assigning the relevant sets for MASC, FEM and NEUT animate and inanimate nouns and introducing two separate rules for the latter, following Sadler (2006).

References

This paper explores how linguistic diversity is treated in two disciplines: sociolinguistics and language planning. Epistemological shortcomings in sociolinguistics are outlined, and their effects on language planning examined.

A distinction is necessary between 'linguistic diversity' and 'linguistic heterogeneity'. Heterogeneity entails a discrete series of entities; that is, non-homogeneity. Sociolinguistics demonstrates this by showing statistical differences between identifiably discrete groups of speakers. Diversity, however, is more than this.

Linguistic diversity is the totality of linguistic variation: all the sounds coming from all the speakers (if we limit ourselves to spoken language). This does not lend itself to statistical comparison in discrete groups. Because sociolinguistics fails to distinguish heterogeneity from diversity, it leaves an impression buried deep within its discourse that diversity actually exists in discrete groups.

This is not just methodological nit-picking. When conclusions about linguistic diversity are taken from a descriptive discipline like sociolinguistics into a normative discipline like language planning, certain changes take place. Language planning consistently claims to 'protect linguistic diversity', and to achieve this by officially promoting standardised versions of minority languages.

Two problems arise here: standardisation actively works against the internal diversity of the ‘saved’ languages; and new downward pressures are created on even smaller languages. Thus diversity can still decrease. Language planning is the normative enforcement of a set of static outcomes; whereas linguistic diversity is a generative set of dynamic processes.

What is needed is a formal definition of linguistic diversity vis-à-vis heterogeneity, a task that requires a far more reflexive reappraisal of sociolinguistics, and the scope of its analysis.

Keywords: linguistic diversity; linguistic heterogeneity; language planning; sociolinguistics; language standardisation.
Overt versus Covert Subjects and Objects in Chinese, English and Russian

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University of Cambridge

One of the most striking differences between the three languages is that Chinese and Russian allow both covert subjects and objects in finite sentences, but English allows neither:

Speaker A:  
Zhangsan kanjian Lisi le ma? (Ch)
Zhangsan see Lisi Perf Q

Ivan videl Petra? (Rus)
Ivan saw PetrACC

Did John see Bill? (Eng)
Speaker B:  
e kanjian e le. (Ch)
e videl e. (Rus)
*e saw e. (Eng)

With respect to covert subjects, the cross-linguistic variation corresponds to [+/–pro-drop] parameter (Chomsky, 1981). Chinese is generally accepted to be positively specified for this parameter, while English negatively. However, Russian turns out to be controversial in this regard. I argue that the evidence to treat Russian as a [+pro-drop] language can be captured both by rich enough subject-verb agreement and discourse binding.

With respect to covert objects, I relate this phenomenon in Russian to topic-drop parameter. I suggest that in Russian like in Chinese topic-drop is possible due to the feature of discourse-orientation, which justifies the omission of objects in the two languages. Although English may employ topicalisation, topic-drop is forbidden. Further to that, English does not allow covert objects.

I assume that the availability of a null object option in Russian is also dependent on the feature of [+/–animacy]. When the reference is [-animate], the object is almost always deleted and the object position remains empty. When the reference is [+animate]/[+human], the likelihood of the insertion of a pronoun into the object position increases significantly.

References:

Keywords: null constituents, pro-drop, topic-drop.
Topics of Conversation and Gender in French single-sex friendship groups.

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In this paper I hope to further our understanding of the role of talk in the construction of male and female friendship, by analysing the nature and function of the topics of conversation raised in some single-sex interactions between French friends.

Most conclusions on this issue have been drawn from studies on English, American English in particular and very little research has been carried out on the French language.

This paper confirms the importance of topics of conversation in the construction of friendship. While some of its conclusions echo the findings of previous research regarding the interaction patterns of male and female friends in a unisex setting, it also highlights some interesting differences with other studies’ conclusions on the conversational strategies of both sexes in a single-sex friendship group.

As for the type of subjects raised for example, the women in my recordings talked about what one may call traditionally feminine topics but there was one exception: the topic of work. The men, however, never mentioned their work contrary to previous findings.

The style of the female friends’ conversations I recorded as part of this naturalistic study was highly collaborative and corresponded to previous accounts of women’s interactions but the situation was more complex for the male friends’ conversations. Indeed, we did not find straightforward examples of the generally accepted men’s speaking style i.e. the one-at-a-time floor. There was a mixture of competitive and collaborative aspects in the male friends’ conversations.

Keywords: friendship, gender, single-sex, topics of conversation; French
Female Power and EFL oracy development in preschool education: a feminist and post-structuralist Discourse Analysis approach to Foreign Language Learning Research

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Whilst there has been an upsurge of important research studying children’s bilingual literacy development in a variety of cross-cultural contexts (Gregory et al, 2004; Kenner, 2000, 2004), far less has been investigated about children’s bilingual oracy development in contexts where English is not the mainstream language. In this paper I seek out to describe how oracy skills are socially constructed in all-girls preschool classrooms of Colombia where English is taught and learnt as a foreign language. I set out a Feminist Poststructuralist Discourse Analysis (FPDA) approach (Baxter, 2003) to pin down moments in which the assertion of female power affects those who have access or not to use the target language in role-play oral activities. This assertion of power appears to position the female preschoolers at times as powerful and at times as less powerful during the construction of their own female identities (e.g. assertive, less assertive) possibly affecting their oracy skills development and identities as learners of the English language (e.g. effective speaker, dominant speaker, less proficient speaker). Findings suggest the need to understand how children negotiate subject positions (Francis, 1997, 1998) and perform gender work (Thorne, 1993) in myriad language learning activities. Results also suggest revisiting prevailing paradigms influencing second language theories and research (Krashen and Terrell, 1983; Schumann, 1986) with concepts of power (Norton, 2000) and gender (Pavlenko et al, 2001; Norton and Pavlenko, 2004) to redefine what counts as bilingual oracy development not only in the context of this research but in multiple cross-cultural situations.

Keywords: Gender, FPDA, SLA, Preschool education, Oracy skills
English compounds are constrained in two ways: (i) The non-head cannot be a regular plural (*rats\_eater Vs. mice\_eater); (ii) The non-head should be singular (mice\_eater Vs. mouse\_eater). The contrast in (i) has been derived from a structural constraint of how inflectional processes may feed compounding (Kiparsky 1982, Borer 1988), whilst the contrast in (ii) results from a semantic preference for non-heads to be singular (Haskell et al. 2003). Data will be presented indicating that analogous constraints also apply to derivational suffixation (*rats\_less Vs. mice\_less, mice\_less Vs. mouse\_less).

The time-course of these constraints during processing will also be examined. In two experiments, subjects read sentences containing compounds with singular, regular plural and irregular plural non-heads (Experiment 1) and derived words containing singular, regular plural and irregular plural bases (Experiment 2), whilst their eye-movements were monitored. Following previous sentence-processing research (Frazier and Clifton 1996), we predicted that constraints of morphological structure would affect processing earlier than constraints of semantics.

In Experiment 1, first-pass reading times were longer for compounds containing regular plural non-heads than for compounds containing irregular plurals or singulars, with no differences between the later two. Reliable differences between compounds containing irregular plurals or singulars were only obtained in second-pass reading times.

In Experiment 2, first-pass reading times were equally longer for derived words containing regular or irregular plural bases in comparison to singulars. Reliable differences between derived words containing regular or irregular plurals were only obtained in second-pass reading times.

These apparently contradictory results will be explained as an interaction in the time-course of structural and semantic constraints during the processing of different types of morphologically complex words.
A comparative study between SBE and Standard Greek Question Intonation: barriers of Politeness.

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Aim of the essay is to investigate the role final boundary tone plays in conveying politeness in both Standard British English (henceforth SBE) and Standard (Athenian) Greek (henceforth SG) Yes-No Questions (YNQ). According to Ladd (1996:122), the autosegmental analysis of polite SBE YNQ is H*LH%, while according to Sherer et al. (as cited in Wichmann (2002:2), YNQ with a final fall are “judged less polite than the “normal” association of YNQ plus final rise”. Arvaniti’s (2002:1) SG YNQ study shows that the analysis is L*H-L%. However, she does not clarify whether this is the case for polite or impolite questions. My hypothesis is that Arvaniti is right about polite SG polite YNQ, but less polite YNQ end with a “raised fall” L*H0% (Mackridge 1990:90) or a “fall to mid pitch” H*0% (Holton et al. 1997). Concerning SBE YNQ, I hypothesize that the patterns found correspond to reality. In both languages, I hypothesize that the perception of both questionhood and politeness increases as F0 increases and that there is an interaction between F0 and the language.

In order to test the hypotheses, 20 English and 20 Greek subjects made a perception experiment on 45 L1 utterances with F0 peak manipulations (9 steps) on the very last syllable. They were asked to judge how much “question” and how much polite these utterances sounded. The ANOVA results verified my hypothesis, but in the case of questionhood the interaction between F0 and language was not statistically significant.

References

Key words: Yes/No Question, questionhood, politeness, manipulation
Unambiguous Argument Identification and the organisation of verb projections in OV Germanic

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My talk is going to explore the mechanism of argument identification (relevant factors: directionality of licensing, presence/absence of rich morphological case) and its relevance for the structural organization of the verbal projection. As a concrete example, I develop an analysis of the distribution of weak object pronouns (in the sense of Cardinaletti & Starke 1994, 1996) in the Germanic OV languages within the Minimalist framework (Chomsky 2001, subseq.), including insights from Haider (1993, 1997, 2004, etc.).

The argument proceeds along the following lines: In the Germanic OV languages the ordering of non-pronominal subjects relative to weak object pronouns reflects the organization of the base projection of the verb: layered (vP-VP) in Dutch vs. non-layered (vP/VP) in German.

In Dutch, a vP-VP layering is forced by the need to unambiguously identify subject and object(s) in the absence of rich morphological case by distinguishing different structural domains.

German shows rich morphological case, syntactically represented as a subfeature of the uninterpretable Case feature (uCase) in the feature structure of DPs. Therefore, subject and object(s) are not structurally differentiated within the verb phrase in German (for reasons of economy).

Furthermore, I propose a mechanism of argument/case licensing which takes into consideration nominal elements in their position of first merge: The licensing of structurally case marked arguments is a two-step process. The first step takes place vP/VP-internally and interacts with (non-)layering of the verbal projection, the second one includes a higher functional head and results in the valuation of the uCase feature on DPs (case matching).

References:

Keywords:
argument identification, verb phrase structure, case, weak pronouns, Germanic OV languages
It is now widely agreed in sociolinguistic literature that in justifying language variation one should reach beyond the well established demographic categories, and try and inspect the social practices of informants. The research explores the relationship between speaking habits of teenage boys and their affiliation with two distinct groups, which in Colchester, where the research takes place, constitute two Communities of Practice, with differing styles of living, activities and ambitions. Apart from stylising themselves by means of different clothing, jewellery, types of music they listen to, different, consciously used, body language, and occupying different places in the town, Chavs and Grungers in Colchester seem to be creating their own distinct speech styles. The research investigates the phonetic realisations of four vocalic variables, the vowels of FLEECE, FACE, PRICE and MOUTH, and seven consonantal variables, voiceless and non-initial voiced TH, intervocalic word-internal and intervocalic word-final T, final NG in the ‘-ing’ ending, initial H, and syllabic, coda and clustered L. The results seem to strongly suggest that speech styles employed by the two Communities of Practice differ both qualitatively and quantitatively with respect to all four vowels and the consonant H, but only quantitatively with respect to the remaining four consonants. Moreover, while the phonetic evidence suggests that Grungers speak a supraregional koine referred to by some linguists and non-linguists as ‘Estuary English’, Chavs seem to be speaking a variety constituting a blend of local forms and features stereotypically associated with Cockney speakers.

Keywords: linguistic variation, social practice, speech style
A dual-mechanism Account of stem formation in Portuguese: Evidence from masked morphological priming.

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A dual-mechanism account of verbal stem-formation in Italian proposed by Say and Clahsen (2002) holds that verbal stems (root + theme vowel) belonging to the productive first conjugation can be rule generated, while second and third conjugation stems need to be stored in the mental lexicon.

The present experiment used a masked priming lexical decision task in Portuguese (in which the first conjugation is the largest and usually applies to new verbs in the language) to test this account. Targets were first person singular present tense forms (a root-based form) belonging to the first or the third conjugation and were preceded by a masked 50ms prime, which was either the same form (identity condition), the infinitive form of the same verb (morphological condition), or the infinitive form of an unrelated verb (control condition).

If first conjugation infinitive primes are decomposed into root, theme vowel, and affix (e.g., limit-a-r) by the application of a rule, then prime and target should activate the same representation (the root), yielding a substantial facilitation effect. Third conjugation primes should only be decomposed into stem and affix (e.g., discuti-r), while third conjugation targets should be decomposed into root and affix (e.g., discut-o), activating different representations in memory, and yielding a smaller effect.

The results show dissociation between first and third conjugation conditions. Facilitation effects in the morphological condition were larger (and closer to the identity condition) for first conjugation targets, supporting a dual-mechanism model of stem-formation.

Keywords: Morphology, Stem-formation, Dual-mechanism model
Effects of task and meaning on sentence processing: implausibility and anomaly are not the same.

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Murray and Rowan (1998) reported very early effects of pragmatic plausibility on sentence processing, including effects occurring parafoveally – before a critical verb was directly fixated. Rayner White, Kambe, Miller and Liversedge (2003), report being unable to replicate the effect, and claim this difference may be related to the nature of the participants’ task – reading followed by question answering in their experiment and a same-different matching task in Murray and Rowan’s. In a further investigation, Rayner, Warren, Juhasz and Liversedge (2004), found only late effects of plausibility, but reported early effects in what they termed “anomalous” sentences. These items were not, however, necessarily anomalous, in the sense of containing violations of selectional restrictions. However, even this distinction is open to some debate, with authors like MacCawley (1971) suggesting that there is no real difference between anomaly and extreme implausibility.

In the studies reported here, “anomaly” was taken to refer to events that are not physically possible in the real world, whereas matched implausible sentences described events that were possible but very unlikely to occur. Pre-testing showed no difference in rated plausibility for the two types of constructions, but a large difference between plausibility in these items and a plausible condition. Participants’ eye movements were monitored while they completed one of two reading tasks: same-different sentence matching or reading followed by question-answering. The results show some general task effects, with overall reading times faster in same-different matching, but no difference in the nature of the effects. For both tasks, anomalous sentences produced longer reading times and greater processing difficulty than implausible sentences. In fact, processing of implausible constructions did not differ greatly from that of plausible controls.

From these findings it seems evident that there is a fundamental difference in the way that anomalous and implausible sentences are processed, with anomaly resulting in much greater processing difficulty. Such effects, however, are not modulated by the reader’s task. Semantic information exerts an early and potent effect on sentence processing.

References


Can do self-assessment: Investigating cross-language comparability in reading

Karen Ashton

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This paper discusses the development and piloting of a can do self-assessment tool to investigate the comparability of reading ability across learners of German, Japanese and Urdu. Cross-language comparability is becoming an important goal for assessment bodies because having comparability across assessments in different languages provides a common discourse for candidates, language testers, educators, and employers. Additionally, as the Common European Framework of Reference (CEFR hereafter) states, this approach provides ‘a sound basis for the mutual recognition of language qualifications’ (Council of Europe, 2004, p 5). In the English educational system this kind of comparability has, to date, not been addressed in a rigorous way. For example, Coleman (1996, p 7) argues that labels such as first year level or foreign language to degree level ‘are meaningless’ because of discrepancies in foreign language proficiency across English universities.

Both can do statements and self-assessments have been used in assessing learners’ language proficiency despite criticisms. For example, self-assessment has been viewed as ‘quite inappropriate for purposes of assessment’ (Oscarson, 1989, p 2). In this paper, I will challenge this view and discuss the advantages and contribution of self-assessment to research on language testing. Drawing on research from Bachman and Palmer (1989), Oscarson (1989), Heilenman (1990), Ross (1998), Shameem (1998), Hasselgreen (2003), ALTE (2002) and North (2000), I will consider how self-assessments can act as a tool to enable comparisons between the level of learners’ functional language proficiency. Data is drawn and reviewed from a PhD pilot study.

Keywords: can do, self assessment, language proficiency
Effect of frequent interaction with non-native speakers on English dialect: /-t, d/ deletion in the Anglophone community of Japan.

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University of Essex

The /-t,d/ deletion is one of the linguistic variables which has been extensively studied in various English dialects, and is recognised as a well-established characteristic of any English speaker, although the frequency in the use of /-t,d/ deletion defers depending on the individual speaker or the region or the ethnicity to which the speaker belongs.

This paper will investigate the use of /-t,d/ deletion among thirty-nine native speakers of English from Britain, the United States and New Zealand who are working as English teachers in various parts of Japan, and will report the results of analysis in the use of /-t,d/ deletion in connection with social constraints such as the speakers’ nationality or social network.

The paper will also consider the results of the real-time study, which compares the data collected immediately after the speakers’ arrival in Japan and the data collected a year after their arrival. This comparison will demonstrate the change in the rate of /-t,d/ deletion which is supposedly caused by the change in the environment of their language use when they come to Japan. Coming into frequent contact with non-native speakers of English here – such as Japanese people and people from overseas – and being surrounded by those people all the time is most likely to be a completely new experience for them. This new environment in Japan could influence their way of speaking English and, as a consequence, they may reflect this change in conversation with another native speaker.

Keywords: /-t,d/ deletion, Anglophone community, social network
Endocentric Verbal Affixation in Icelandic

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In this presentation, the meaning of the Icelandic affix af- is discussed when transparently used with verbs, such as in afferma ‘unload,’ aflima ‘amputate’ and afpanta ‘cancel.’

Most of the genuine prefixes have disappeared from the Scandinavian languages. The prefix af- is among the few remaining ones, most of which had an identical stressed adverbial pair. Prefixes are generally described as bound morphemes attached to the stem or root. According to Kvaran, 2005, and Rögnvaldsson, 1990, prefixes loose their adverbial meaning in Icelandic.

First, it has been found in this study that the prefix af- is not always analysable as a bound morpheme. In these cases it resembles preverbs.

Second, it is also shown that the prefix af- has retained its adverbial meaning in several words, such as in afferma ‘unload,’ afpakka ‘pack out.’ Complexes of this kind underpin the adverbial origin of af-.

Finally, the polysemy of the so called endocentric meanings of the prefix af- is discussed. The development process proposed by Bauer (1983: 45–50) for compounds is found to be applicable to prefixation, too. Three endocentric meanings of the prefix af- are suggested:

1. directional meaning,
2. deprivative meaning,
3. reversal meaning.

References:

Keywords: the prefix af-, verbal affixation, Icelandic, endocentric meaning, polysemy
Bricolage as a stylistic practice.

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The notion of the Community of Practices, first coined by Etienne Wenger and Jean Lave (1991), was introduced to sociolinguistic research by Eckert and Mc-Connel Ginet (1992). A community of practice is an aggregate of people who come together around mutual engagement in some common endeavor. The 3rd wave of variationist studies, mainly expressed by P. Eckert’s research on Communities of Practice (2000), shifts the focus of sociolinguistic analysis from dialects to styles and, thus, from speaker categories to the construction of personae. Following Hebdige (1979), Eckert claims that “stylistic practice involves a process of bricolage, by which people combine a range of existing resources to construct new meanings or new twists on old meanings” and that “it involves adapting linguistic variables available out in the larger world to the construction of social meaning on a local level” (2005:24).

In this paper, I will present data from my ongoing Community of Practice research on Athens, to show the importance of bricolage in the construction of style. By comparing two different groups, a mainstream and a non-mainstream one, I will show how the degree of use of the bricolage technique demonstrates the way two different groups in Athens construct their identity based on style.

References:

Keywords: bricolage, style, community of practice, Eckert, identity
Syntactic agreement in Interlanguage: a closer look at [gender], [number] and [person] features in L2 Spanish

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Much of current generative research into nonnative language (L2) acquisition of morphosyntax has focused on L1 transfer and ‘access’ to Universal Grammar. Subject-Verb agreement (1) figures more prominently than nominal agreement (1-2) in this debate, but empirical findings remain inconclusive. For instance, Hawkins & Franceschina (2001) conclude that UG features (e.g. [gender]) not realised in the L1 cannot be acquired, whereas White & al. (2001) argue the opposite.

(1) La niña china / *chino lee / *leen un libro. [Spanish]
The.fem.sg girl.fem.sg Chinese.fem/*masc.sg read.3sg/*3pl a.book.
‘The Chinese girl reads a book.’

(2) La niña con el libro es china / *chino.
The.fem.sg girl.fem.sg with the.masc.sg book.masc.sg be.3sg Chinese.fem/*masc.sg
‘The girl with the book is Chinese.’

Data from grammaticality judgement, comprehension and production tasks collected amongst low proficiency L2ers shows reliance on linear word order in non-contiguous (‘long-distance’) contexts (2) and hence general cognitive learning, whereas advanced learners perform more accurately on ‘long-distance agreement’, suggesting structure dependency and acquisition specific to Language.

The data reveal that verbal agreement is more easily acquirable than nominal agreement, and that [number] is less problematic than both [gender] (nominal agreement) and [person] (verbal agreement), with variations according to the L1 (Dutch, English, French, Swedish) in line with Schwartz & Sprouse’s Full Access/Full Transfer Hypothesis. The data also show a discrepancy between L2ers’ ability to interpret agreement features in the comprehension task and their performance on agreement marking in production tasks, providing support for Prévost & White’s Missing Surface Inflection Hypothesis.

References
Keywords: L2A, morphosyntax, nominal/verbal agreement
The Modern Greek anaphoric expression *o idhios*: a neo-Gricean pragmatic analysis

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*O idhios* belongs to the repertoire of anaphoric expressions of Modern Greek and it combines properties both of pronouns and lexical anaphors. Given this fact, it can’t fall under the classical typology of NPs as proposed in Chomsky (1981, 1986). The two major generative analyses about *o idhios* are: a) Iatridou (1986) and b) Varlokosta & Hornstein (1993). These two studies examine *o idhios* from a different point of view and thus they have come to quite different conclusions concerning the nature of *o idhios*. More accurately, it is classified as an anaphor, in work by Iatridou (1986) and as a bound pronoun according Varlokosta & Hornstein (1993). Maintaining the basic theoretical findings of these two analyses concerning its configurational properties, we are going to explore the idea that the interpretation of *o idhios* has intrinsically a large pragmatic content. In the presentation, I shall try to present an alternative analysis of the interpretation of *o idhios* in terms of the three Levinsonian pragmatic principles (Levinson, 1987, 1991, 2000) and the revised neo-Gricean pragmatic theory of anaphora developed in Hunag (1991, 1992, 1994, 1995, 1996, 2000a, b). In other terms, I support that the interpretation of *o idhios* is better explained within a neo-Gricean pragmatic framework. This analysis of this specific anaphoric expression can have further implications for the nature of NP-anaphora in Modern Greek in general.

References

Keywords: anaphora, neo-Gricean pragmatics, generative grammar, Modern Greek.
Why was it difficult to access English Listening Ability in a foreign language classroom: a case study in a university in Taiwan.

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Where linguistic skills are an assessed component of degree courses, quality control becomes important at both intra and inter university levels. In the majority of Taiwanese universities, English listening courses are compulsory, yet there are few external examiners or internal moderating mechanisms. Course instructors are responsible not only for teaching, but also designing and processing tests. In such a situation, it becomes particularly crucial for the classroom teacher to have a clear idea of what will be assessed and how assessment will be conducted. This paper reports on a small case study carried out as a pilot in a Taiwanese university to investigate how far the annual assessments were based on the course objectives by using classroom observation, questionnaire surveys, and interviews. A group of 41 students taking an English listening course and a teacher participated in the study. The institution was fairly typical in that it required both mid-term (to assess students’ progress during the course) and final examinations (to assess students’ achievement at the end of the course). In other words, the group of the students had to take two examinations in order to pass the course. It was hypothesised that the final scores would be higher than the mid-term one. However, a t-test (for dependent samples) showed that there were no obvious differences between the two sets of scores. The paper considers evidence from the teacher, the students, the test scores, and the classroom situation and evaluates the possible reasons why the final listening scores were not higher. The result suggests that it was difficult to assess what has been taught in class and also difficult to use the test scores to interpret the appropriateness of using the tests and the in-class teaching materials.

Keywords: classroom assessment, achievement, test content, listening, test methods
French Past Participle agreement: the case of impersonal and non-impersonal passives.

Michèle Vincent

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French passive past participles display a different pattern of agreement according to whether they appear in an impersonal construction or a non-impersonal one. The contrast is illustrated below:

1) Les chaises furent repeint*(es) Non-impersonal passive
   The chairs.F.PL were.3.PL repainted.F.PL/*default
   ‘The chairs were repainted’

2) Il fut repeint/*es combien de chaises? Impersonal passive
   There was repainted.defau(M.SG)/F.PL how many chairs.F.PL
   ‘How many chairs were they repainted?’

Previous accounts (Kayne (1989), Déprez (1998)) have argued that the lack of agreement in the expletive sentence 2) is due to the lack of spec-head agreement between the in-situ direct object combien de chaises and the participle repeint.

However, if the lack of spec-head agreement were the reason behind the lack of agreement on the participle in 2) then sentences such as 3) where the participle agrees with its in-situ direct object fails to be accounted for:

3) Je veux que soient repeintes toutes les chaises
   I want that be.3.PL repainted.F.PL all the chairs.F.PL
   ‘I want that all the chairs be repainted’

This paper argues for an Agree account of past participle agreement in French. It will propose that the participle in 1) and 3) agrees with its direct object as part of Multiple Agree and overt agreement on the participle surfaces whether the direct object has moved or remains in-situ. In 2), the participle is under the masculine-singular (default) form not because it fails to undergo Agree but because it agrees with the singular-number, masculine-gender expletive pronoun il which originates in spec-vP (cf Bowers 2002) (or maybe as low as spec-VP (cf Radford 2004)) and not in spec-TP as proposed by Chomsky (1998).

References:
This paper discusses and compares the use of the demonstratives and the definite article in cases of indirect reference in English, i.e. cases where no antecedent has been explicitly mentioned in the prior context. It has been claimed that the demonstratives are not suitable for use in such cases since they are primarily used to refer to entities which have been already mentioned or exist in the immediate extralinguistic context. The only exception that has been noted is the use termed "recognitional" or "reminder" that (Gundel et al. 1993, Cornish 2001) where the retrieval of the referent depends on assumed shared knowledge. The definite article, on the other hand, is frequently used in indirect reference. Using evidence from a corpus-based study of demonstratives and the definite article in the British component of the International Corpus of English (ICE-GB), I argue that in fact demonstratives can be used to refer indirectly. One crucial factor is the speaker's motivation behind choosing a demonstrative instead of a definite article to indirectly refer to an entity. Within the framework of Relevance Theory, both the speaker's intentions and the expectations of relevance affect the choice of the referring form. I also argue that, given the procedural semantics encoded by these referring forms, a better explanation of the inferences needed in the interpretation process is possible. The trade-off between cognitive effort and cognitive effect allows us to account for speakers' strategies in terms of the positive cognitive effects achieved.

**Keywords:** indirect reference, relevance, inference, cognitive effect.
Producing Relative Clauses in Greek: Evidence from Down Syndrome.

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Down Syndrome is the most prevalent congenital neurodevelopmental disorder occurring in approximately 1 of 800 live births throughout the world (Nadel, 1999). A third chromosome 21 is said to trigger the onset of the syndrome that is associated with characteristic physical features and cognitive delay but what really causes this genetic anomaly is yet unknown. Previous studies on this atypical population have shown that syntax appears to be more problematic than other linguistic domains (Miller 1988, Fabbretti et al. 1997), with production abilities more impaired than comprehension skills (Miller 1992).

This study investigates the production of Greek Relative Clauses (RCs) in eight individuals with DS (aged 18:7-12:1) compared to sixteen Mental-Age (MA) matched normal children (aged 7:6-5:0) using an elicitation task (Crain & Thornton 1998, Stavrakaki 2001). Four types of relative clauses were examined: subject and object gap relatives with subject and object heads.

The results revealed that DS children exhibited significantly lower performance than that of MA controls across all types of relative clause. Moreover, the DS group performed relatively better in subject-gap relatives than in object-gap ones. Furthermore, the results showed that the DS children produced relative clauses much less frequently than the control children, and that instead, the DS children produced simple main clauses in circumstances in which the controls produced relative clauses.

The findings from this study demonstrate that people with DS have difficulty producing complex sentence structures such as relative clauses, in contrast to their MA peers, indicating limitations in their grammatical systems.

Keywords: Down Syndrome, Relative clauses, language disorders.
The Israeli Election: A Critical Discourse Analysis

Ruth Gregson

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The 2006 Israeli election was no ordinary general election: the winning political party had only been formed four months prior to the election date; the Prime Minister, Ariel Sharon, suffered a stroke and did not emerge from a coma, and during the campaign, the Palestinian territories elected a Hamas government.

This paper conducts a critical discourse analysis in the traditions of Ruth Wodak and Norman Fairclough, analysing coverage of the run-up to the election in the British Press, and in Israeli English-language websites. It covers the way in which the various players and stakeholders in the election are identified and portrayed, and the *topoi* that are used.

**Keywords:** Critical Discourse Analysis, Media Language
Negotiating a teaching identity: a study of how EFL teachers’ educational beliefs shape their identity within the Syrian context.

Samer Gharib

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This study explores the teaching identities of teachers through studies of their beliefs, classroom practices and the role of context. Little attention has been paid to the ways in which a teaching identity is shaped and the analysis beyond that. Teacher identity, here, includes the supposed role of the teacher among various possible roles, and teaching identity comprises the methodologies used by teachers while teaching.

This study starts with fifteen EFL secondary teachers with different expertise and social backgrounds to find out the importance of their theoretical beliefs in shaping identities about teaching and learning, roles and attitudes about curriculum changes in relation to classroom practices and in response to context. This qualitative study follows an exploratory and consequential matrix of three stages: attitude questionnaire and interview, observation, and stimulated recall interviews.

The results show a spectrum ranges between two mainstreams of teaching identities. The first reflects a state of concordance between teachers’ beliefs, their practices and context. Meanwhile, the other mainstream reflects a contradictory situation between teachers’ beliefs and practices as juxtaposed with their context. The second group explains that their teaching identity is being thwarted by “state mandates,” mainstream traditions of teacher role, ideologies of curriculum and types of assessment, in addition to various macro and micro factors in context. The results show discrepancy between what the educational authorities try to implement and reality. The study shows the unprofitable “discolouring” of teachers’ identities that is victimized by the stagnant context where difference is not tolerated or even rejected.

Keywords: teaching identity, teacher beliefs, Contextual factors, experience,
Concordancer-based worksheets for English Vocabulary learning at the senior High School level in Taiwan: the effects and implications.

Szu-Ying Lin

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Previous studies have shown that the use of concordancers can be applied into language learning (Cobb, 1999; Lee, 2002; Cheng and Liou, 2005). However, few studies have been conducted to investigate the integration of concordancer-based worksheets at senior high school level. Therefore, this study aims to investigate the effects of the use of concordancer-based worksheets on senior high school students’ learning, the practicality of corpus applications in real classrooms and suggestions of teacher toward regarding current available on-line concordancers in terms of language teaching. 39 students in the first year of senior high school were involved in this study. They had five inductive learning activities based on concordancer-based worksheets. An introduction session was presented before these activities to familiarize learners with the idea of corpus and how to analyze the corpus data in the following activities. Each concordancer-based activity consisted of three sessions, including the pretest, the accomplishment of concordancer-based worksheet and the posttest. The data was collected through the score the students received in pretests and posttests, two questionnaires used to investigate learners’ learning experiences and attitudes toward the use of concordancer-based worksheets and interview with the teacher. Through the analysis of the results, it is hoped that this study will shed light on the use of concordancer-based worksheets for vocabulary learning at the senior high school level. Besides, the interview data from the teacher’s perspective can provide some directions for on-line concordancer designers to improve on-line concordancers for teachers to develop concordancer-based worksheets.

**Keywords**: corpus, concordancer, language learning, language teaching
Speech Behaviour of the English Judge as the Head of the Trial

Tatiana Dubrovskaya

Recently the branch of linguistics called pragmatics has become very popular. Language studies have been enriched with considering extralinguistic aspects, speech communication is viewed in its social environment. It is the pragmatic approach that we practice when analysing speech interaction in the English court (on the basis of the transcripts from the Royal Courts of Justice).

Speech of the English judge is determined by the role of a referee he performs. The analysis shows that most of his utterances do not have considerable length. However, by them the judge regulates the process in the courtroom. These utterances are generally of informative or imperative character. We have singled out a number of repeated situations when the judge takes a speech initiative. The judge checks his own understanding, controls the positions of both parties, regulates speech behaviour of the participants – he can either grant the right to speak or withdraw it. In some cases the judge’s striving for time economy and formal procedures maintenance accounts for his interference with participants’ speech. The judge can make litigants and witnesses change speech direction in order to ignore irrelevant problems. Thus, the judge’s participation in the trial is determined by a number of his functions, namely governing the trial and preserving balance between the parties. The power of the judge can also be observed in a few linguistic characteristics of his speech. These are repetitions which are not welcome in other participants’ utterances and interruptions while the judge himself does not stand being interrupted.

Keywords: speech interaction, courtroom, linguistic characteristics
An empirical Study of the Comparison of two types of focus on Form in EFL environment

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The purpose of the study is to compare the effectiveness of two types of focus on form in EFL environment: sequential focus on form and integrated focus on form. Sequential focus on form is defined as a kind of instructional techniques which draw learners’ attention to form, meaning, and function of a target form separately, whereas integrated focus on form refers to the techniques which draw learners’ attention to the three dimensions simultaneously (Doughty and Williams, 1998).

The subjects in this study were junior high school students studying in Japan. They were divided into two groups: sequential focus on form group and integrated focus on form group. As a treatment, subjects in the former group took explicit grammar instruction, followed by a speaking activity with corrective feedback. Subjects in the latter group took enhanced input which contains the target structure, followed by the same speaking activity as the one in the former group. To measure the efficacy of the treatment, a grammaticality judgment test and a translation test were conducted as pre- and post-tests. In the presentation, the results of the pre- and post-tests will be presented, as well as implications for the way to incorporate form-focused instruction in meaning-focused activities in EFL environment.

References
Causative / inchoative alternation in L2 english: beyond the L1 transfer view.

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The present study investigates the second language acquisition of English unaccusative verbs by adult native speakers of Japanese. A crucial problem for language learners is to recognize how properties of argument structure are realized morpho-syntactically in the particular language they are learning. It has been reported that L2 learners have difficulty in acquiring the causative/inchoative alternation of some unaccusative verbs, choosing for example The glass was broken when The glass broke is appropriate, and The magician disappeared the rabbit when The magician made the rabbit disappear is appropriate. Montrul (2001) claims that this is the effect of transfer of L1 morphological spell-outs into the L2 (the Full Transfer view extended to morphology).

The study reported in the present paper tested Montrul’s claim in relation to the acquisition of the causative/inchoative alternations in English by 80 L1 speakers of Japanese at various proficiency levels. The overall results show that early-stage learners prefer a morphological spell-out in some of the predicted cases but not others, suggesting selective influence of the L1. The most striking case of transfer was with the subclass of unaccusative verbs break, burn, sell, and collapse whose Japanese equivalents have the anticausative pattern (overt morpheme in the intransitive variant and zero morpheme in the transitive variant). Based on these results, it is argued that refinement of the Full Transfer hypothesis is required, taking the interface between morphology and argument structure into account.

References


Keywords: L1 morphological transfer, argument structure, inchoative/causative alternation
A study of Connectives in Argumentative Essays: Similarities and Differences between Chinese writers and native English writers.

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This paper reports an investigation on the use of connectives related to writing quality in fifty English argumentative essays written by Chinese writers and native writers. The essays are different quality samples of TEM4 and IELTS writing tasks, and are analyzed based on the scheme of connectives of Halliday and Hasan (1976). Comparative items are the frequency of connectives, the number of connectives, the types of connectives, the positions of connectives, and the top five connectives and their types in different quality English essays. Results show that the use of connectives is closely related to writing quality. Features of connectives used in low and high quality essays are summarized in this paper. Furthermore, the similarities and differences in the use of connectives between Chinese and English writers are also presented in this study. Finally, pedagogical approaches are suggested based on the findings of the research.

Keywords: connectives, cohesion, argumentative essays, contrastive analysis
An HPSG approach to adverbial fronting.

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In Minimalism/Principles-and-Parameters theory, linear order is derived from constituent structure (e.g., Kayne 1994). In contrast, there is a view in Head-Driven Phrase Structure Grammar (HPSG) that linear order is independent from constituency (i.e., linearization-based HPSG; e.g., Kathol 2000). With these two conceptions of linear organization in hand, it is important to consider what sort of analyses each approach can provide for various phenomena. In this paper we will pay particular attention to fronted adverbials, such as tomorrow in Tomorrow what shall we do?

In Minimalist/P&P approaches involving an extended structure for CP (See (1); e.g., Rizzi 1997), fronted adverbials have been analysed as occupying either TopP (e.g., Rizzi 1997) or a lower position, such as ModP (e.g., Haegeman 2002).

(1) Force > Top > Focus > Mod > Fin

However, given that fronted negative expressions are generally assumed to be in [Spec,FocP], sentences as in (2) pose a problem to these analyses: the ModP analysis cannot accommodate (2a), and the TopP analysis cannot capture (2b).

(2) a. During the holidays on no account will I write a paper.
   b. On no account during the holidays will I write a paper

These analyses fail because preposed adverbials are given a fixed position in the tree configuration and there is a rigid link between linear order and constituent structure. The alternative analysis within linearization-based HPSG assumes a more flexible relation between linear order and constituent structure. We will show that it gives a satisfactory account of the data.

**Keywords:** HPSG, linear order, preposed adverbials
SLA Verb Subject and Object Markers: Clitics or Affixes?

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In my poster, I aim to identify the status and nature of subject and object markers in SLA (South Lebanese Arabic) attached to verbs to see whether they are clitics or affixes with reference to the criteria of clitichood and clitics. The study of clitics has been of a long interest to linguists because clitics differ from one language to another and their definition is still a topic of debate. I start with the subject markers by giving a brief description of them. SLA subject markers exhibit many properties that make them behave like lexically attached inflectional affixes. The arguments are mainly based on Zwicky & Pullum (1983) where criteria are proposed to distinguish between clitics and affixes. The criteria are: Degree of Selection, Arbitrary Gaps, Phonological Idiosyncrasies, Semantic Idiosyncrasies, Syntactic Operations and Attachment. According to these tests, I show that they are not clitics. They are bound forms, they are phonologically dependent on their hosts and they are only attached to verb stems.

On the other hand, Object markers are different from subject ones because verbs which host them can stand independent of them. All other lexical categories, besides verbs, can also be independent whether object markers are present or not. I consider SLA object markers clitics according to the following criteria. They are ‘blindly’ assigned stress by ‘phonological word rules’. They can never stand alone; they are always dependent on the host word adjacent to them. They have a low degree of selectivity, because they can be appended to a wide range of lexical and functional categories. The neg marker ُš can be attached to them. They always occur in a fixed order in relation to their hosts and are always cliticized to fully formed words and not like SLA subject markers.
The exhalations whizzing through the ...er?” : the square-nurse merger in Lancashire and Greater Manchester English.

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The SQUARE-NURSE merger is a traditional feature of Lancashire English, as shown in the Survey of English Dialects, and in a recent description of Bolton phonology (Shorrocks, 1998). Although there is little traditional dialect data for inner Manchester varieties, the available information suggests that these varieties have a contrast. In this paper, I consider the potential for dialect levelling with respect to the SQUARE-NURSE merger in this area, given the close proximity of Bolton and inner Manchester, and the possible effect of the latter (the local urban centre) on the former.

I discuss a pilot study carried out in Bolton using old age pensioners and teenagers as informants. Initial results suggest retention of the traditional merger in the speech of adolescents, despite the close proximity of inner Manchester varieties. This is surprising given expectations of dialect levelling (Kerswill, 2003), but matches the findings of Watson (2006) for Liverpool. I discuss upcoming research into the status of the merger in locations in between Bolton and inner Manchester in order to investigate the effect of prolonged contact between speakers with the merger and speakers with a contrast.

References
Explicit and implicit awareness of lexical problems of Korean university writers in the process of L2 writing.

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This paper investigates the lexical aspects of the writing process by exploring the types and tokens of lexical problems that L2 writers self-initiate in the drafting stage (i.e. translating; Flower & Hayes, 1981) of writing. The translating stage has been less researched compared to other stages of writing (e.g., planning, revising) in which lexical problems initiated by L2 writers have been identified only marginally in the writing strategies literature (e.g., Cumming, 1990; Chenoweth & Hayes, 2001), but without clear categorization of them or by disregarding the problem-orientedness of the strategies that are used to solve those lexical problems. Ultimately the identification of these lexical problems is important for providing an account of the communication strategies (e.g., Tarone, 1981; Færch & Kasper, 1983; Poulisse, 1990; Dörnyei & Scott, 1997) that are employed in the process of writing.

To identify the lexical problems, 10 Korean university students were asked to think-aloud while writing collectively twice in English on word processors with access to Internet dictionaries. A repeated measure design was used where students wrote for two audiences and two writing topics. These lexical problems which are competence or performance-based occurred in different patterns in the two audiences and writing topics respectively where use of the Internet dictionary was found to have an effect on the types of lexical problems. The results provide implications for explaining the L2 writing process and writing communication strategies used to manage those lexical problems of writing.

References

Keywords: L2 writing, lexical problems, communication strategies, audience, writing topic