This qualitative study looks at teaching technical vocabulary in Saudi Arabian industrial colleges as a problematic issue. Both the teachers of ESP and specialized courses are unaware of their role when they teach technical words to their students which in turns make investigating the instructional overlap comes at the heart of this study. Many SLA researchers, applied linguists and experienced teachers in the field argue that it is not the job of ESP teachers to embark on "TV direct teaching" i.e. teaching TV meaning(s) and leave this task instead to the specialists in the field. Yet, the actual classroom practice of ESP and specialized teachers reveals clearly how far both types of practitioners are from such argument. However, because technical terminology is made up of low frequency words, applicable only for a specific field of knowledge, this deters researchers from exploring the topic and leaves the field with a noticeable gap in the literature. I can say that this study will be the first of its kind in the Saudi ESP educational domain.

Among the main issues which will questioned are; how do ESP and content area practitioners in Saudi industrial colleges approach teaching technical vocabulary, who is really teaching technical words Do their beliefs match their practices, Do they overlap when they teach technical words and do they look at teaching technical words as a problem in their teaching context.

It is hoped that the findings of this work will introduce some pedagogical implications in the context of this study as well as in other parallel educational/ industrial environments.

**Abbreviations used:** ESP (English for specific purposes), SLA (Second Language Acquisition)

**Key Words:** Technical vocabulary, Content Area Teachers, Industrial Context, Overlap and ESP

**Selected references:**


For any theory of language acquisition, establishing what role input plays is crucial. Nativist approaches argue that children have innate linguistic knowledge, and the role of input is to interact with this knowledge, triggering the setting of ‘parameter values’ for the target language, as well as providing information about idiosyncratic properties (Wexler 1983, Pinker 1989, Marcus 1993). Non-nativist approaches assume that child learners start with no language-specific principles/parameters, and input is the primary source of all linguistic knowledge (Saxton, Backley, and Gallaway 2005, Farrar 1992, Saxton 1997, 2000).

Despite a vast literature on bilingual child language acquisition, little is known about the Arabic-English case, especially with respect to the role of input. The present study is based on a longitudinal corpus of data, currently being collected from a bilingual girl acquiring Libyan Arabic and English. This corpus records not only the linguistic production of the child, but also the language of her interlocutors. It will be used to investigate (a) the role that input plays in morpho-syntactic development in both languages; (b) the cross-linguistic effect of these properties in each language on the other; (c) the development of argument structure realisation.

Video and audio recordings are being made 4-5 hours a week, over an 18 month period, when the child is aged 2.6-4.0, and are being transcribed using the linguistic annotation tool ELAN. The expected results of the study will contribute to research on bilingual language acquisition and to the ongoing debate about the role of input in children’s language.
Kramsch (1998) argues for a connection between the language spoken by members of a social group and that group’s identity. Associated with this is the concept of accommodation (Beebe and Giles 1984) whereby speakers converge on or diverge from particular norms, including accent, to mark their position in relation to a group or groups (Ellis 1997).

How is group identity manifested in a second language (L2) when exposure is to multiple varieties? This paper reports on a preliminary study of Hong Kong English learners whose initial pre-school and on-going exposure to their L2 was from Filipino housekeepers. The study focused on Hong Kong Chinese English speakers’ pronunciation of /f/ and /v/, which is realized as [p] and [b] in Filipino English (Bautista 2000; Tayao 2004). Data come from spontaneous oral production and paragraph reading by six speakers aged 14-22 at the time of testing, four of whom had grown up with Filipino housekeepers and two of whom had not. No Filipino influence was found; instead the English of all six Hong Kong speakers demonstrates a variety of accents, from a broad Hong Kong Chinese accent (Bolton and Kwok 1990; Luke and Richards 1982) to an admixture of Received Pronunciation and General American. The two Filipino adult controls demonstrated no influence of these varieties. These results point to early influence of social factors in determining the variant an L2 speaker adopts, where divergence marks non-inclusion in the Filipino group.

Such seeming dissociation highlights the future direction to where researches should head: scrutinising how other factors such as attitude might influence SLA; and the age when such divergence starts to emerge.
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Drawing on data from Wright (1898-1905) and the Freiburg Corpus of English Dialects (FRED), our work deals with the substandard uses of what as a relativiser, such as:

*I’ve got a poor son what’s a cripple.*  
(Wright, 1905, what, 4; n.Yks., Simpson, *Jeanie o’Biggersdale*, 1893, 35)

After a brief outline of the relative subordinators used in the history of English, we describe the relativisation strategies found in the dialects of England, showing that most of these strategies are comparable with those of the standard language in that they are slightly different realisations of the latter. In such a more or less predictable picture, however, an interesting innovation stands out: the use of what as a relative marker in Southern and Midlands varieties.

In order to shed some light on the syntactic nature of relative what, we analyse the different types of relative clauses, of matrix clauses, and of the antecedents relativised by it. From this analysis, a precise process emerges: if we think of the wh-relatives as bundles of features, data indicate clearly that these features were gradually lost one by one. In this light, relative what seems to have first acquired and then lost its distinctive features, retaining only [+wh;+relative], which make it—in the abovementioned varieties—a sort of “universal” marker used in any relative context, regardless of the nature of its antecedent. As indirect proof of this process, we finally present cases of which with [+animate] antecedents.

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READING COMPREHENSION AND SPECIALIZED VOCABULARY: does tourism vocabulary predict reading comprehension better than general vocabulary?

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Vocabulary knowledge is one of the most important factors that contribute to reading comprehension (Laufer, 1997; Grabe and Stoller, 2002; Stahl, 2003; Nassaji, 2003; Bernhardt, 2005; Zhang and Annual, 2008). Some researchers suggest that general high frequency words have more effect on reading comprehension (Coady, Magoto, Hubbard, Graney, and Mokhtari, 1993) while some others suggest that low frequency words (e.g. specialized vocabulary) that carry important information in texts could impair the reading process (Freebody and Anderson, 1983; Arnaud and Savignon, 1997).

In this presentation I report the results obtained in a research carried out in order to investigate the relationship between distinctively frequent vocabulary in the field of tourism, general English high frequency words and reading comprehension of texts of tourism.

The subjects were 135 Mexican students enrolled in the tourism BA at the State University of Nayarit, Mexico. Three data collection instruments were employed: a reading comprehension test, the Vocabulary Levels Test (Schmitt, 2000) and our own tourism vocabulary test.

The results show that the distinctively frequent words of tourism predict reading comprehension of tourism texts better than the general English high frequency words. All the levels in the Vocabulary Levels Test predict reading comprehension of tourism texts except the L10, 000. The knowledge of 54.6% of the most frequent general words of English together with the knowledge of 73.8% of the most distinctively frequent words in the field of tourism indicate comprehension of tourism text with an acceptable level.

REFERENCES:
The Morphology and Syntax of Action Nominals in Akan

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Action nominal (AN) are formed productively from non-stative verbs through various strategies and they usually have diverse morphosyntactic characterisation, such as having both nominal and verbal properties. Action Nominal Constructions (ANCs), may refer to proposition, facts, events, etc. (Koptjevskaja-Tamm, 1993, 2006; Payne, 1997; Spencer, 2000; Comrie and Thompson, 2007).

Spencer (2000:83) describes ANs as ‘words derived from verbs which have some of the morphological and syntactic characteristics of nouns’. Koptjevskaja-Tamm (2006: 653) observes that ‘In their semantics ... ANs combine verbal and nominal properties and occupy an intermediate position between typical nouns and typical verbs.’ This may mean ANs taking both nominal and verbal inflections and probably having argument structure that reflects that of the base verb. I address these questions: How are ANs formed in Akan? What morphosyntactic features do they have? Do they have argument structure akin to their cognate verbs?

In this paper, I show that ANs are formed through affixation and incorporation (1&2), and they exhibit (proto)typical nominal features. I also show that syntactically: one, the derived AN does not take arguments. Two, they may occur with other verbs, in subject and object positions and can be the possessed element in a possessive construction. However, relative to the cognate verb, the nominal cannot occur as the subject or object. Three, when modified, the AN may occur post-verbally relative to the cognate verb. However, in that context, it can only be construed as expressing the manner in which the action designated by the cognate verb is performed.

1. ANs from verbs through Affixation

<table>
<thead>
<tr>
<th>Verb</th>
<th>Gloss</th>
<th>Noun</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>dzidzi</td>
<td>eat</td>
<td>e-dzidzi eating</td>
<td></td>
</tr>
<tr>
<td>d[W]</td>
<td>weed</td>
<td>a-d[W] weed</td>
<td></td>
</tr>
<tr>
<td>kyerɛw</td>
<td>write</td>
<td>a-kyerɛw writing</td>
<td></td>
</tr>
<tr>
<td>pra</td>
<td>sweep</td>
<td>a-pra sweeping</td>
<td></td>
</tr>
</tbody>
</table>

2. ANs from VPs through Incorporation
\[ \text{ye} \quad \text{edwuma} \quad \rightarrow \quad \text{edumayε} \quad (N) \]

‘do work’ \quad ‘working (the act of)’

References


Frames of Reference in Jaminjung and Kriol

Dorothea Hoffmann
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This paper deals with Frames of References (FoR) in Jaminjung, a Non-Pama-Nyungan Australian Aboriginal Language spoken in the Victoria River area in the Northern Territory and Kriol, an English-lexified creole now the major community language in the area.

Levinson (2003, 2006) influentially proposed the existence of three FoRs in natural languages, namely intrinsic (involving an object-centred coordinate system), relative, (a coordinate system centred on the main axis of the body), and absolute (horizontal as well as vertical fixed directions). The paper attempts to analyse the two languages in question on the basis of these FoRs based on text corpora. Jaminjung mainly employs intrinsic as well as absolute FoRs, but seldom a relative one (Schultze-Berndt, 2006). Kriol makes use of intrinsic as well as relative FoRs, but rarely absolute ones.

A different approach developed by Terrill and Burenhult (2008) states that orientation rather than a particular FoR is used to describe spatial reference. Some languages seem not to employ independent cues to impose external coordinates and do not describe location. Jaminjung and Kriol are also analysed using this perspective. In addition to a comparative study of the FoR systems in the respective languages, the paper considers another angle. As the study of FoRs has, as yet, focused mostly on static descriptions of spatial relations, my paper analyses the use of FoRs in motion expressions as well and seeks to point out possible typological patterns and differences in the uses of the respective FoRs in static as well as motion descriptions.

Words: 249


To Repair or to ‘Let-it-Pass’: An Analysis of Repair/Non-Repair Strategy Selection in Intercultural and English as Lingua Franca Communication

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As increasing numbers of international students from diverse linguistic and cultural backgrounds pursue studies in English-speaking countries, they are faced with the inevitable task of communicating successfully with others in a language foreign to them all. When native and non-native speakers of English communicate within or across groups, misunderstandings may have negative repercussions when not resolved in culturally expected ways, further resulting in communication breakdown and negative stereotyping.

The present study examines how interlocutors in intercultural and English as Lingua Franca conversations in a British community manage misunderstandings and employ repair strategies. The study analyzes the factors governing the interlocutors' preferences for employing repair strategies vs. the 'let-it-pass' strategy (Firth 1996; House 2006). Data consist of a corpus of recorded conversations between native/non-native and non-native/non-native English speakers in an academic setting, in addition to naturally-occurring misunderstandings. Instances of misunderstanding and the ensuing repair/non-repair were extracted from the data and categorized by strategies employed for repair/non-repair and how L2 and ELF speakers negotiate meaning, with a focus on instances of non-repair.

After outlining and comparing the causes and triggers of misunderstandings, the qualitative analysis of the misunderstanding and repair data is presented. Data is analyzed and discussed within Sperber and Wilson’s (1995) Relevance Theory (RT) framework, which measures communication success in terms of expected vs. achieved relevance. Results indicate that the factors influencing the choice of repair/non-repair in intercultural and ELF conversations include linguistic competence/incompetence, confidence in the use of L2 English, face concerns, power relations, and the importance of the topic discussed.

Keywords: Misunderstanding, repair, intercultural communication, English as Lingua Franca, Relevance Theory
The aim of this paper is to examine the characteristics of conventionalized “nonliteral” expressions (ironies in particular), in order to accommodate conventionalized meaning into a theory of literal meaning.

At first, the notion of conventionalization will be defined through comparison and contrast with notions such as frequency (Way 2002), salience (Giora 2003) and standardization (Bach 1995). At the same time, the functions of the process of conventionalization will be described in synchronic as well as diachronic terms (with focus on the issue of why conventionalization is an important step for semantic change; Traugott and Dasher 2002). Subsequently, data from conventionalised ironies in Greek and English will be presented and analyzed according to their common features. Further comparison of the above data with instances of nonconventionalized (novel) ironies, will reveal substantial functional and structural differences between the two “kinds” of irony. More specifically, it will be shown that conventionalized and nonconventionalized ironies exhibit different “behaviour” when tested for context dependence, cancellability and extralinguistic markers - the general tendency being that conventionalized ironies seem context independent, noncancellable and intonationally “insensitive”.

The main theoretical discussion will be based on some necessary distinctions and clarifications of the terms “literal” and “nonliteral” and it will provide arguments in support of classifying conventionalized ironies (and other conventionalized expressions such as conventionalized metaphors, metonymies or idioms) in the realm of “literal” rather than “nonliteral” meaning. Finally, this theoretical viewpoint will lead to methodological implications about the necessity of distinct (experimental) treatment of conventionalized and nonconventionalized nonliteral expressions.
References

A Prosodic Study of Wh-questions in French Natural Discourse

The purpose of this research is to shed new light on the issue of French wh-questions, their prosody and how they fit in their discourse context; one of the original aspects of this study is that it concentrates on “naturally occurring spontaneous speech” (see Hedberg & Sosa 2002 on English). The investigated data consist of 154 wh-questions taken from 24 episodes of the France Inter daily radio show Là-bas si j'y suis broadcasted between January 2006 and December 2008. All episodes consist of field interviews led by the same female reporter who consistently uses Non-Standard/Spoken/Demotic French (De Cat 2007, Massot 2008). The investigated dialect of French is particularly interesting as it presents different types of wh-questions, with fronted, in-situ and clefted wh-phrases.

The results of this study will help determining whether the prosodic structure of Demotic French wh-questions is consistent:

(a) with approaches advocating that the information structure of wh-questions is isomorphic with their partition of the semantic content into a function/ground (the non-wh portion of the question) and a restriction/focus ((within) the wh-phrase) (among others Beyssade et al. 2007 based on Krifka 2001), or

(b) with analyses which argue that the wh-question's information structure is not always isomorphic with the wh-question's partition of the semantic content and that the non-wh portion is sometimes included within the focus of the wh-question and sometimes not (Lambrecht & Michaelis 1998, Engdahl 2006, Hamlaoui 2008).

The Acquisition of Null Objects in Chinese: Effect of Proficiency

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Embedded null objects in Chinese can be interpreted either as variables or pro (Huang, 1984; Xu, 1986), whereas null objects in English can only be interpreted as variables (Rizzi, 1986; Cummins & Roberge, 2004). Examining sentences in Huang and Xu, two types of matrix verbs are identified: say-type and assume-type. Specifically, assume-type verbs are subject to semantic constraint which needs to be learned. Hsieh (2009) reports that embedded null objects tend to be interpreted as variables with say-type matrix verbs, as pro with assume-type matrix verbs. This paper brings quantitative data to examine how L1-English-speaking learners, with different proficiency, interpret embedded null objects in Chinese with say-type and assume-type matrix verbs.

A grammaticality judgment task was conducted, whereby 3 proficiency groups of L1-English-speaking learners judged sentences in which embedded null objects were either with say-type or with assume-type matrix verbs. It was predicted that intermediate- and advanced-level learners will differentiate between say-type and assume-type verbs with respect to null object interpretation, whereas preliminary-level learners cannot.

Results reveal that the preliminary- and intermediate-level participants had a strong preference for interpreting embedded null objects as pro or variables with both say-type and assume-type matrix verbs, whereas advanced-level participants showed the distinction: interpreting embedded null objects as variables with say-type matrix verbs, as pro with assume-type matrix verbs. This finding (i) confirms the claim that the semantic use of null objects with assume-type verbs needs to be learned, and (ii) suggests that the L2 learners acquire this semantic use of null objects with proficiency.
In British English, a normally syntactically singular but semantically plural DP like ‘an English team’ can optionally take plural verb agreement. However, more recently Sauerland and Elbourne (2002) have noted that the plural agreement ‘team’ DPs differ from singular ones in barring total reconstruction. Thus the reading where likely outscopes *An English team* is available in (1a), but absent in (1b):

\[(1) \text{a. An English team is likely to win the cup. } \quad ^L \Rightarrow \text{likely, likely} > ^L \]
\[\text{b. An English team are likely win the cup. } \quad ^L \Rightarrow \text{likely, likely} > ^L \]

They then argue that these DPs have some `mereology’ feature, which specifies whether the DP is semantically singular or plural. In the ‘team’ examples, the verb agrees with the plural mereology feature, and Sauerland and Elbourne argue that this is because DPs containing the feature (Mereology-marked DPs, MDPs) never reconstruct.

In this paper I extend the MDP paradigm, showing that while MDPs do not take scope below object QPs, they do reconstruct below other elements, such as negation and epistemic adverbs, contra Sauerland and Elbourne. I discuss the reconstruction patterns of *every* and *no* QPs and show that MDPs are not exceptional in their inability to reconstruct. I conclude by analysing apparent intervention effects in the MDP paradigm, and considering parallel arguments from control constructions in Truswell and Neeleman (2006), I argue that the MDP data militates against Sauerland and Elbourne’s PF theory of movement and affirms the reality of lowering operations in LF syntax.

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Presupposition accommodation in local contexts: Why global accommodation is not enough

Hazel Pearson
Harvard University

It is a somewhat vexed question whether presuppositions are always accommodated into the global context of utterance of the sentence, or whether they may sometimes be accommodated into a local context - the context of some subsentential constituent. Von Fintel (2008) argues that there is no local accommodation. He shows that presuppositions in the scope of universally quantified sentences (1), which have traditionally been handled via local accommodation (eg Heim 1983), can be accounted for by assuming that conversational participants select a domain of quantification such that every relevant element of it has the property required by the presupposition in the scope.

(1) Every nation loves its king.

We show that von Fintel’s domain selection mechanism cannot account for a related set of data involving presupposition triggers in the restrictor rather than scope of the universal:

(2) Every nation that loves its king is peaceful.

(2) may be felicitously uttered in a context which entails that not every nation has a king (2’); in this case, global accommodation of the presupposition triggered by the definite description is unavailable. Assuming that the domain for two successive occurrences of ‘every N’ is the same, selection of a domain in which every nation has a king will be impossible. Hence the presupposition must be accommodated locally.

(2’) Not every nation has a king. But every nation that loves its king is peaceful.

We also discuss the relationship between quantified sentences and conditionals, along with general consequences for the theory of presupposition accommodation.

References

The direction of change and derivation of the variable (au) in Mersea Island English

Jennifer Amos

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The Great Vowel Shift, which saw both the long front and long back vowels of Middle English raised in a chain effect, also prompted the long high vowels /iː/ and /uː/ to diphthongise. This resulted in Modern Standard English /ɛi/ and /ɔu/, respectively, and there has been much conjecture regarding the developmental path of these diphthongs when comparing standard and non-standard varieties of English.

This paper will investigate the developmental variation of the diphthong /ɛi/ in Mersea Island English. The island has experienced considerable levels of population growth since the middle of the last century and, therefore, its linguistic status has evolved from being one of relative isolation to one of relatively high contact at both regional and national levels.

The data presented will be derived from historical sources, such as the Survey of English Dialects (Orton and Tilling 1969) and Ellis (1889), as well as data extracted from local recordings of those born pre-1900, through to more modern sociolinguistic data collected by the author. The subsequent analysis will illustrate and assess the directional development of the /au/ diphthong within this variety and discuss the impact of Internal versus External linguistic factors as a way of reconciling ‘natural’ phonological (and thus, internal) processes with enforced sociolinguistic (and thus, external) processes.
Exploring intonational change: Could a final rise be derived from a final fall?

Jennifer Sullivan

University of Edinburgh, UK

How do we attempt to study intonational change, when (unlike vowels and consonants) intonation is not preserved historically through writing? Here I discuss a new approach to this problem. Working within the Auto-segmental Metrical (AM) theory, my proposal has three key components:

• The isolation of typological trends in the timing of certain parts of intonation contours;
• Contrasting variable and stable aspects of the intonation contour;
• Understanding the cross-linguistic differences in the behaviour of L(ow) and H(igh) tones.

I hypothesise that intonational change does not merely involve continuous, gradual, incremental changes to H and L points but is constrained by each of these factors.

I apply this to the conundrum of final rises found on statements in Northern Irish/British English varieties, using data from the IViE corpus (Grabe et al 2001). Historically, these may have been final falls, which have now become realised as rises (cf. Dalton & Ni Chasaide 2005). Preliminary work suggests that the above components can help us account more neatly for how this change could have come about. The number and type of modifications needed to get from one of the statement rises to a standard statement fall are small and typologically plausible. The overall goal of this work is to develop a measure of intonational similarity in the context of phonetic variation and change, a task which has hardly been approached previously.

References:


"Soft power" is a concept developed by J. Nye (1990, 2004 and 2008) in the field of International Relations (IR). Chinese engagement in Africa in the last few years has been labelled as a "soft power" approach that causes debate and criticism both in the West and in Africa. Foreign policy is one of essential elements for soft power to legitimize a state’s power. Legitimacy plays a significant role in soft power projection. This research attempts to provide political conceptual tools combined with linguistic tools for investigating the discursive formulation of legitimation in China’s African policy discourse since 2000. The focus will be on Chinese government discourse by leaders and spokespersons. The texts are derived from the online archives of governmental websites.

Although the exercise of soft power is largely realized through discourse, the connection between soft power and discourse has not been made explicit and discussed in detail in Nye’s work. Critical Discourse Analysis (CDA) looks at power relations represented in text. However, there is insufficient literature in CDA on "soft power", especially in the context of contemporary Chinese foreign policy. Different approaches to "power" (Lukes 2005; Nye 2004; Fairclough 2001; Wodak 1996) and to "legitimation" (Beetham 1991; van Leeuwen and Wodak 1999) in politics and in CDA are critically reviewed. I will analyze a speech by the Chinese president Hu Jintao. The macrostructure of the text, the discursive constructions of temporal and spatial boundaries are examined to demonstrate how legitimation is discursively constructed. This analysis is part of a research project aiming to apply discourse analysis to international relations and thus to strengthen the linkage between CDA and politics.

References


This paper examines noun phrases in Takituduh Bunun, a Formosan language. I first describe the orderings of the five elements demonstratives, numerals, possessives, adjectives, and nouns within the Takituduh DP and then discuss potential problems in Kahnemuyipour and Massam’s (2006) antisymmetric and Tang’s (2005, 2006, 2008) anti-antisymmetric research on Niuean and Formosan languages, respectively. Within the Takituduh DP, the demonstrative, the possessive, the post-nominal adjective, the noun, and the pre-nominal adjective/numeral with the linker (k)a exhibit the surface order as shown in (1).

(1) a.   Num  (k)a  Adj  (k)a  Noun  Adj  Poss  Dem  
        b.   Adj  (k)a  Num  (k)a  Noun  Adj  Poss  Dem

This paper argues that: (A) the Takituduh pre-nominal adjective/numeral are generated in the specifier of the functional projection aP headed by the linker a, in the hierarchy of DemP > PossP > aP > AP/aP > NP; (B) the surface order of elements in the Takituduh DP can be derived via successive roll-up complement-to-specifier movements similar to those in the Niuean DP (Kahnemuyipour and Massam 2006); (C) an analysis modified from Kahnemuyipour and Massam’s work in the light of an antisymmetric condition (Kayne 1994) appears more explanatory than Tang’s (2006, 2008) anti-antisymmetric alternative; and (D) though a modified antisymmetric analysis is more favorable for the Takituduh DP, it however challenges the universal order of Merge (Dem > Num > Adj > N) claimed by Cinque (2005).

References
‘strong’ or ‘powerful’?
Using Corpora with the Natural Language Toolkit for Language Study

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‘Is the kid *strong* or *powerful*?’ ‘Is Conan *spoilt* or *spoiled*?’ Words like ‘strong’ and ‘powerful’ or ‘spoil’ and ‘spoiled’ are often treated in dictionaries and language teaching as synonyms or alternatives. If, however, we search among natural instances of English, we will observe that there are differences in their usage and the environments they occur in, i.e. their collocations and distribution (McEnery & Wilson, 2001: 109). This workshop is addressed to linguistics postgraduate students and members of staff and aims at introducing them to the use of such collections of natural instances of a language (also called corpora) in aid of linguistic research. We will be using the Natural Language Toolkit (http://www.nltk.org/) (Bird, Klein & Loper, 2009) a suite of open source tools, data and documentation implemented in Python, and we will demonstrate how it can be used for accomplishing corpus-related tasks.

As a result of attending this workshop, participants will:

• familiarise themselves with some of the existing available corpora for a variety of languages, genres and channels and their potential use in a range of linguistic domains such as theoretical linguistics, psycholinguistics, sociolinguistics and language teaching to name but a few,
• familiarise themselves with the Natural Language Toolkit and use some of the built-in modules to do corpus-related tasks, such as annotating (tagging), concordancing, parsing and lemmatization,
• identify some of the advantages and limitations of the use of computational tools and corpora in their own research/field

No prior knowledge of a programming language or NLP computation tools will be assumed, however a degree of familiarity with computers would be useful.

References
Expressions of Power in Broadcast Political Interviews

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This paper reports on a section of my research project into the workings of power within broadcast media discourse in British and Russian cultures. The following research question will be addressed in the paper: what are expressions of power in a political interview. In addressing that question I analyse excerpts from the BBC political discussion programmes HARDtalk, Straight Talk, Newsnight, Question Time and Russian TV programmes of a like genre and format such as Evening with Tigran Keosayan, National Interest, Let Them Talk. Methodologically, my research is based on DA, CDA and CA with the general principal of prioritising micro-analysis to explain macro-issues.

My research is informed by scholarship on power, media discourse, political discourse and cross-cultural studies. In analysing political interviews I draw on the studies by Chilton, Clayman, Bull (Chilton 2004; Clayman and Heritage 2002; Bull 2003), theories that address power as dynamic, relational, contextually-expressed, complex and contestable; and studies of power that propose that it is related to conflict, confrontation, disagreement, asymmetry, control, manipulation, dominance, rudeness, and impoliteness (Hutchby 1996; Locher 2004; Limberg 2008; Thornborrow 2004; Wartenberg 1990; Watts 1991).

On the basis of the scholarship, my claim is that power, being a multi-dimensional phenomenon, should be analysed alongside several dimensions simultaneously and can be explained better by characterising it through its “contextual variants” such as conflict, confrontation, asymmetry, impoliteness, etc. I argue that relations between power and its contextual variants are similar to that between an abstract unit like a phoneme and its realization through allophones. I support this by showing how interviewers and interviewees use specific discursive strategies in their power game in broadcast political interviews.

References


The Insertion of the Glottal Stop in Syrian Arabic: Optimality-Theoretic Approach

Morris Al-Omar
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This presentation addresses the process of the glottal stop insertion in Syrian Arabic in the framework of Optimality Theory (Prince & Smolensky 1993). Specifically, the glottal stop is inserted in the onset position of vowel-initial words. In OT, we are going to see that ranking the constraint ONSET above the faithfulness constraint (DEP-IO) ensures that the glottal stop is inserted to repair the ill-formed syllable (onsetless one).

ONSET

ONS: Syllable must have onsets.

MAX-IO

Every segment of the input has a correspondent in the output.

DEP-IO

Every segment of the output has a correspondent in the input.

The following ranking summarizes this analysis:

ONSET, MAX-IO >> DEP-IO

Let us study the following example:

/a.lam/ → [alam] “pain”

The following tableau explains:

<table>
<thead>
<tr>
<th>Candidates</th>
<th>ONSET</th>
<th>MAX-IO</th>
<th>DEP-IO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ♥ alam</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>b) alam</td>
<td>!*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) lam</td>
<td></td>
<td>!*</td>
<td></td>
</tr>
</tbody>
</table>

The Choice of the Glottal Stop:

Lombardi 2002 accounts for the choice of the glottal stop to be inserted on the basis of its lowest status on the markedness scale. Uffmann 2007, on the other hand, relates the insertion of the glottal stop to the idea that the glottal stop is an optimal margin consonant. Both approaches will be studied to see which will best capture the case at hand.

References

Lombardi, L. 2002. Markedness and the typology of epenthetic vowels. ROA 578

Prince & Smolensky, 1993. OPTIMALITY THEORY: *Constraint Interaction in Generative Grammar*. ROA 537
Genre analysis of Japanese and English Literature Ph.D. theses:  
A preliminary analysis of their overall organisation

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This study investigates the overall organisation and generic structures of introductions cross-culturally by means of a comparison between Japanese and English Ph.D. theses. Genre analysis, which plays a crucial role in contrastive rhetoric research, has been conducted using different genres of written texts across languages. Research has tended to focus on research articles written by established scholars. However, student writing, such as Ph.D. theses in which less experienced scholars, at the beginning of their academic careers, are required to write, have not been extensively dealt with; therefore, structural and rhetorical features of Ph.D. theses are unclear. Although previous research has shown cross-linguistic differences of textual structure and rhetorical patterns (Árvay & Tankó, 2004: introductions in English & Hungarian; Martin, 2003: abstracts in English & Spanish), very little is known about differences between Japanese and English written texts and Ph.D. theses in particular in terms of textual structure.

This presentation will provide a general overview of the project and methods used namely textual analysis and semi-structured interviews. In order to investigate whether there are any differences between Japanese and English Literature Ph.D. theses in terms of the overall organisation, Japanese and English Ph.D. theses were collected from Japanese and British universities respectively. The overall structure of Ph.D. theses will
be examined and the preliminary findings will be presented and discussed.

References

Questioning is one of the ways that human beings utilize to communicate with one another. Different languages may utilize various ways in forming questions. The present paper attempts to investigate the interrogative constructions in Bunun, an Austronesian language spoken in Taiwan. According to Comrie (1984), there exist two kinds of interrogative constructions in most languages, general questions and special questions, where the former involves yes-no questions and alternative ones, and the latter, also called information questions, are formed with question words. Interrogative sentences in Bunun can also be classified on the basis of the above-mentioned criterion. Strategies of forming the above mentioned interrogative constructions in Bunun are examined in the paper, such as the phonological or lexical/morphological strategies in forming yes-no questions and the pattern constructing alternative questions. The interrogative words of the information questions in Bunun can be analyzed in terms of their form and function. We will see the function and uses of the Bunun wh-question words, which may behave as nominal interrogatives, manifesting person, objects, and choices; verbal interrogatives, manifesting events; and adverbial interrogatives, displaying spatial, temporal, frequency and reason relationship. In terms of the form of these wh-question words, which refers to their word class, or part of speech, they may take the form of nouns or verbs. In addition to the categorization of the wh-words, the distribution of all the interrogative words in Bunun is found obligatorily fronted to the sentence initial position, which is unique and different from previously studied Formosan languages. We will also discuss how the wh-question words in Bunun display its non-canonical uses, i.e. functioning as indefinites which contain the characteristics of Chinese-type languages on the basis of Tsai’s (1997) classification of indefinite Wh construals.
This study attempts to report the analyses of teachers’ language use in managerial mode (Walsh 2006) in a Turkish as an Additional Language (TAL) classroom in UK. Managerial mode refers to the ways teachers organize the class and move between activities and is one of the four classroom micro-contexts together with materials mode, skills and systems mode, and classroom context mode. In managerial mode, the pedagogical goals are to transmit information, to organize the physical learning environment, to refer learners to materials, to introduce or conclude an activity, and to change from one mode of learning to another. The interactional features are (1) a single, extended teacher turn which uses explanations and/or instructions; (2) the use of transitional markers; (3) the use of confirmation checks; and (4) an absence of learner contributions.

Throughout the analysis of the data, Conversation Analysis (CA) methodology is adopted to reveal the organisation of the teachers’ discourse in this micro context. It is found out that code-switching is a dominant feature of this mode at beginner level TAL classes. Drawing upon selected extracts, the researcher aims to discuss the functions of code-switching in the light of pedagogical goals and interactional features of this mode. So far, this is the first attempt to analyze TAL teachers’ language use from a CA perspective. The findings showed that code-switching should be considered as an additional interactional feature for the managerial mode.

Reference:
A number of studies have been conducted in the field of language teaching which focus on how teachers hold different beliefs based on their teaching experience and how such beliefs are transferred to the classroom practices (Borg, 2006, Nunan, 1992 and Mok, 1994).

This paper presents a case study that investigated and compared the beliefs and actual classroom practices of two English language teachers at the University of Aleppo in Syria. These two teachers have different levels of teaching experience in both English for Specific Purposes (ESP) and General English (EGP) courses. The study sheds light on the differences in these two teachers' beliefs with regard to their teaching experience. Areas where such teachers' practices diverged from beliefs about teaching ESP and EGP are examined and discussed as well. Data collection methods incorporated the use of reflective essays, semi-structured interviews, and classroom observations.

The findings highlight the differences in these two teachers' beliefs about teaching ESP and EGP as a result, among other factors, of both their teaching experience. The findings further suggest that the teachers do indeed have a set of beliefs that were sometimes not reflected in their classroom practices for various reasons, some directly related to the context of teaching. This insight gained from the findings poses a set of recommendations for teacher education and curriculum development in Syria.

References


On the acquisition of English directed manner-of-motion constructions by L1 speakers

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Abstract

Languages differ in whether they encode telicity (‘path’ + endpoint) in spatial PPs or not. English does (Sam danced into the room), while Spanish does not, encoding telicity in the verb (Sam entered the room dancing). Mateu (2001b) has proposed that this cross-linguistic difference follows from a parameter of UG: the direction of conflation of an abstract telic morpheme in argument structure. The present study investigates whether L1 speakers of Spanish can reset this parameter in L2 English.

Using a picture-based sentence acceptability judgement task, 34 L1-Spanish L2 speakers of English and 7 native English controls were tested. Results show that while the intermediate proficiency L2 speakers rated sentences with telic PPs appropriate to a telic picture (The couple danced onto the stage) significantly less natural than sentences with locative PPs appropriate to a locative picture (The couple danced on the stage), the advanced proficiency speakers performed like the natives. This might suggest that Spanish speakers eventually reset the parameter. However, two factors vitiate this conclusion. Firstly, the ratings of all the Spanish speakers (but not the natives) were affected by verb semantics. Sentences with inherent ‘motion’ verbs (like jump) were rated more acceptable than sentences with non-motion verbs (like float). Secondly, even the advanced proficiency Spanish speakers continued to rate sentences like The couple went on the stage dancing as more natural than the native controls, suggesting persistent influence from Spanish on their representations for directed manner-of-motion constructions. The implications for parameter-resetting approaches to second language acquisition are discussed.

(250 words)

This paper presents an analysis of the process of reduplication in Malay. Although Malay reduplication has been widely studied, there are some issues, which have not been taken into account. For example, when affixed words are reduplicated, like in /məŋ-ləkat-i/ - VERBS.PREF-adhere-CAU.SUF ‘to cause to adhere’ → [məlekat-ləkati], the prefix would not be carried along. In contrast, in /məŋ-ə-pam/ - VERBS.PREF-PREF.EXT-pump ‘to pump’ → [məŋəpam-ŋəpam], the prefix is copied. Besides that, most of the previous studies on Malay reduplication claimed reduplication resembles affixation. To account for these issues, total and affixal reduplication will be examined. Although alternation segments do not have much to do with total reduplication, it is crucial that this type of reduplication be discussed since, the reduplicative morpheme in total reduplication is essential to determine whether reduplication can be considered as a type of affixation. The theoretical approach adopted here is Morpheme-Based Template theory – MBT (Downing 2006). The idea of minimality requirements and a prosodic morpheme must be assigned to a morphological category proposed in the theory are used to account for the aforementioned issues.
The sprachbund phenomenon is accelerated when languages come into contact through migrations and urbanisation, education partied in the prestigious language/s and language policies. The media and the literate also reinforce such changes. The immediate effects include lexical borrowings and grammatical changes and lead to homogeneity. South Asia as a ‘Linguistic Area’ or Sprachbund presents many instances of language change, decay of Seraiki ergative constructions being one of such instances under Urdu influence.

This paper aims to study the changes in grammar brought about in Seraiki, through an initial stage of lexical borrowing from Urdu. Seraiki area has a literate rate in second (Urdu) language of 5% to 15% of the total population of 13,843,106 (Ethnologue: Feb15, 2009). The biggest change factor i.e. 15% literate and the young population have replaced the original ‘gidda’ auxiliary with ‘chukka’ from Urdu. ‘Gidda’ has the meaning of perfectivity and volitionality thus giving rise to ergative constructions. But, when replaced with the Urdu lexical borrowing of ‘chukka’, the change in grammaticality takes place in terms of verb alignment with the primary objects than with the subject. For example:

únh  ámb:n  bůdhrt  ámb:n  ko  roti  deı  giddt  -heı
3PL Oldman3PL.to.DAT bread3SG give (willingly.finish)3SG.PERF
‘They have given the bread to the oldmen’.

But,
əū  bůdhrt  ámb:n  ko  roti  deı  tʃ̪̬̥keı  -hun
3PL Oldman3PL.to.DAT bread3SG give finish3PL.PERF.3PL
‘They have given the bread to the oldmen’.

Thus, urbanisation has proved more of Urdunisation for Seraiki language both in terms of grammar and lexicon, with intriguing implications for Areal Typology.

References:

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date acessed: Feb15, 2009


**Is there a DP in Chinese?**

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This paper investigates the left periphery of Chinese nominal phrases and argues that there is a functional projection, namely $D_{\text{Force}}P$, which encodes illocutionary force in the same way as Rizzi’s (1997) proposal of Force Phrase (ForceP) in the clausal domain. The $D_{\text{Force}}$ head bears an interpretable [Force] feature, which can be specified as [declarative], [exclamative], [interrogative] or [imperative] according to contexts. It can be optionally lexicalized by an overt particle (i.e. *ma*, *ne*, *a* in Mandarin). Since the particle appears in the phrase-final position, it is proposed that there is obligatory XP-raising to the top-most left periphery of nominals, which is parallel to the obligatory XP-raising to the top-most left periphery of the clause (Hsieh and Sybesma 2008). The current proposal further consolidates the parallelism between CP and DP in Chinese. It is found that a degree phrase or a wh-phrase can merge at the specifier of $D_{\text{Force}}P$ to check the [Force: exclamative] feature. In addition, wh-words, such as *jī* ‘how many’, can be used to form interrogative nominals. Furthermore, multiple wh-phrases are allowed in the interrogative nominal. In addition to exclamative and interrogative nominals, it is found that there are imperative nominals, which are used to issue an order or request as their counterparts in the clausal domain. In contrast to the DP Hypothesis, the other two existing analyses for nominal phrases in Sinitic languages, namely Huang’s (1982) NP analysis and Cheng and Sybesma’s (1999) ClassifierP analysis, can hardly accommodate the aforementioned structures.

**References**


In Misrata Libyan Arabic /n/ assimilates either partially or totally to the sound it precedes. This occurs when /n/ precedes any of the obstruents /b/, /k/, /g/ or /f/. Here /n/ shares the same place of articulation with the following sound. Thus it is realised either as bilabial [m], velar [ŋ] or labiodental [ɶ]; that is, it retains its nasality but acquires a new point of articulation.

Note that unlike assimilation of other segments (e.g. assimilation of /l/ of definite article prefix /ʔil-/ which takes place only across a morpheme boundary) /n/ assimilates to the sound it precedes whether that sound belongs to the same or a different morpheme. Examples:

(1) a. i 3amb~ 3amb ‘side’ 
   b. i min+gaalha~ miŋgaalha ‘who said that?’

These are examples of partial assimilation. However, /n/ also undergoes total assimilation. This happens when /n/ precedes /l/, /r/ or /m/ as in these forms:

(2) min lawwel~millawwel ‘from the beginning’ 
   ʔin raqṣi~ʔirraqṣi ‘I wait’ 
   kan maaʃi~kammaʃi ‘he was going’

It is relevant that total assimilation of /n/ occurs only across a morpheme boundary.

This paper will present a novel account for these processes in the dialect under investigation from an optimality theoretic viewpoint, using the relevant constraints and accounting for their ranking.

Below are examples of the constraints and tableaux:

**IDENT-IO**

Correspondent segments of input and output should be identical.

*nC (where C= nonidentical sonorant)

*n must not be followed by any sonorant consonant other than n.*

<table>
<thead>
<tr>
<th>Input / min-raak/</th>
<th>*nC</th>
<th>IDENT-IO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ≠ mirraak</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>b. minraak</td>
<td>*!</td>
<td></td>
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</tbody>
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