LangUE 2011

The Sixth Language at the University of Essex International Postgraduate Conference

15th-16th June 2011

Supported by

**Department of
Language and Linguistics**

Dear Delegates,

On behalf of the LangUE organising committee, we would like to welcome you to the 6th Language at the University of Essex Postgraduate Conference. We hope that you enjoy your time here in Essex and that you find the conference fruitful either as a presenter or attendee. This year's conference brings together people from all over the world, reflecting the diverse nature of the student body here in the Department of Language and Linguistics at the University of Essex. We very much hope that LangUE will continue as an established yearly conference, and will continue to attract the broadest possible range of linguistic research.

The LangUE organising committee would like to thank the Department of Language and Linguistics at the University of Essex for the use of their resources and equipment in the run-up to the conference; particular thanks should go to Dr. Doug Arnold, Head of Department, and Prof. Roger Hawkins as well as members of staff who reviewed the abstracts and agreed to chair the sessions. We would like to offer a word of thanks to the departmental office staff, Carrie Elmer, Sam Durling, Cat Gentry and Sue Shepherd for their time, patience, help and support. We would also like to extend our thanks to the Department of Language and Linguistics for their generous funding which has enabled us to run the conference again this year. Thanks should go too to Prof. Rosamond Mitchell, and Prof. Robert Borsley for agreeing to deliver the plenary lectures this year. Last but not least, we would like to thank you, the presenters and attendees, for submitting abstracts for papers, and for coming here and taking part in what we hope will be a beneficial experience for all.

All that remains is for us to wish you an enjoyable and interesting couple of days.

The LangUE Committee

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PROGRAMME OVERVIEW

Day 1 - Wednesday 15th June

9.00-9.45	**Conference Registration** *Lecture Theatre Building (LTB) Foyer*
9.45-10.00	**Opening by Dr. Doug Arnold** *LTB 3*
10.00-11.00	**SESSION 1**
11.00-12.00	**POSTER SESSION 1 & Coffee Break** *LTB Foyer*
12.00-13.00	**Plenary Session** **Prof. Rosamond Mitchell** (University of Southampton, UK) *The Place of Gesture in Second Language Acquisition:* *Theoretical Issues and Methodological Implications* *LTB 3*
13.00-14.00	**Lunch** *LTB 4*
14.00-15.30	**SESSION 2**
15.30-16.00	**Break**
16.00-17.30	**SESSION 3**
18.30	**Conference Dinner** *Ashiana Restaurant*

Day 2 - Thursday 16th June

9.00-9.30	**Coffee** *LTB Foyer*
9.30-11.00	**SESSION 4**
11.00-12.00	**POSTER SESSION 2 & Coffee Break** *LTB Foyer*
12.00-13.00	**Plenary Session** **Prof. Robert Borsley** (University of Essex. UK) *Don't Move!* *LTB 3*
13.00-14.00	**Lunch**

	LTB 4
14.00-15.30	**SESSION 5**
15.30-15.45	**Closing**
15.45 onwards	**Social Reception** *LTB Foyer*

SESSION PROGRAMMES

Day 1 - Wednesday 15th June

SESSION 1

Time	LTB 3 Chair: Dr. Rebecca Clift	LTB 5 Chair: Dr. Sofia Skoufaki
10.00-10.30	**Franco Zappettini** *Birkbeck College,* *University of London* An Analysis of the Discursive Construction and Reproduction of Multilingual European-Ness	**Joy Baugh** *University of Essex* Shillings and Headdresses: A Proposed Facelift for the General Service Word List
10.30-11.00	**Richard Littauer** *University of Edinburgh* A Reanalysis of Anatomical Changes for Language	**Zakariya Absi** *University of Essex* Metalinguistic Knowledge and Speaking Proficiency in Instructed Syrian Academic Learners of English

POSTER SESSION 1

Time	LTB Foyer
11.00-12.00	**Wafa Ahmed Alsafi** *University of Essex* Perceptual Learning Style Preferences of Saudi Medical Students: A Comparison between Genders
	Manal Alghannam *University of Essex* Specific and generic interpretation of English determiners by non-native speakers
	Sinan Çakır *Hacettepe University* Accessibility of Universal Grammar in the Acquisition of Constituent Order Parameter by Native Speakers of Turkish Acquiring English as a Second Language
	Neslihan Onder *University of Essex* An Integration of Corpus-based and Genre-based Approaches in EAP: National English Examinations in Turkey

Amanda Rigby *University of Essex* Dialect mixing and acquisition in an international school in Spain: A comparison of two variables in a diverse language contact situation	
Deniz Yesilyurt *Greenwich University* The effect of single move recast and incorporate recast on learner uptake and acquisition	

SESSION 2

Time	LTB 3 Chair: Name	LTB 5 Chair: Name
14.00-14.30	**Hee Jeong Song** *University of Southampton* The interpretation of binding constraints by Korean learners of English in second language acquisition	**Rachael H. Singh** *University of London* Code-switching behaviour, language choice and language policy in the context of Sikh religious services
14.30-15.00	**Man Ki Theodora Lee** *University of York* Second language acquisition of Cantonese neg-wh quantifiers* by English speaking learners: A pilot study	**Constantina Fotiou** *University of Essex* English – Cypriot Greek codeswitching: Patterns and functions
15.00-15.30	**Chi-wai Lee** *Newcastle University* Learning and un-learning null objects by L1 Chinese learners of L2 English	**Li-Fen Wang** *Newcastle University* Self-representation of Vietnamese female spouses in bilingual Taiwanese families

SESSION 3

Time	LTB 3 Chair: Prof. Peter Patrick	LTB 5 Chair: tbc
16.00-16.30	**Berta Badia Barrera** *University of Essex* A Sociolinguistic Study of Young RP	**Afnan Saleh Farooqui** *University of Essex* Teaching Technical Vocabulary in ESP Courses: Students and ESP /Subject Teachers' Perspectives
16.30-17.00	**Lucie Riou** *University of Exeter* «Bon, t'as peut-être raison, mais bon, je suis pas tout à fait d'accord avec toi quand même.» A pragmatic analysis of the expression of disagreement among friends	**Ahlam Abdulhadi Menkabu** *University of Essex* An Investigation into Teachers' Use of Textbook and Teachers' Guide in a Saudi Arabian ESP context

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| 17.00-17.30 | **Ariel Vázquez Carranza**
University of Essex

Oye in Naturally Occurring Spanish Talk | |

Day 2 – Thursday 16th June

SESSION 4

Time	LTB 3 Chair: tbc	LTB 5 Chair: tbc
09.30-10.00	**Haliza Harun** *University of Essex* The effects of Concept Based Instruction (CBI) on learning to mark aspect in L2 English: The case of L1 Malay learners and the acquisition of Simple Past, Past Continuous and Present Perfect	**Saaed Saaed** *University of Essex* Ordering Constraints in Binomials in Modern Standard Arabic
10.00-10.30	**Nasir Abbas** *University of Essex* Perception of Consonants of English by Adult Pakistani Learners	**Sinan Çakır** *Hacettepe University* A Study on the Efficiency of the "Google Translate" Translation Program
10.30-11.00	**Veronica Del Carmen Villafaña Rojas** *University of Essex* Acquisition of English Stress Patterns by Spanish Native Speakers	**Morgan Macleod** *University of Cambridge* Epistemic and Deontic Modality: Syntax and Pragmatics

POSTER SESSION 2

Time	LTB Foyer
11.00-12.00	**Farah Akbar** *University of Essex* Objective voice in Malay
	Muhammad Swaileh Alzaidi *University of Essex* Gapping in Hijazi Arabic: an LFG Approach
	Chin-Ju Huang *National Taiwan University* (Non-)Rightward Reduplication in Formosan Languages
	Harvinder Kumar Negi *University of Delhi* A Study of Ergativity Pattern in Kangri and Kinnauri
	Eiki Ono *University of Essex* A Functional Approach to Possessor Honorification in Japanese

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	Sajida Rehman
	University of Essex
	An LFG Analysis of Anaphoric Relations in Siraiki, Punjabi and Urdu/Hindi

SESSION 5

Time	LTB 3 Chair: Name	LTB 5 Chair: Name
14.00-14.30	**Maris Camilleri** *University of Surrey* Syncretism in Maltese nominal paradigms: A contribution towards the analysis of Semitic languages	**Amel Meziane** *University of Essex* When the process met the product: A new analysis to error analysis (EA)
14.30-15.00	**Aquiles Tescari Neto** *University of Venice* On the movement of verbal forms in Romance and English	**Hana Ibberson** *University of Essex* An investigation into learners' and teachers' attitudes towards learners' self-assessment according to CEFR scales
15.00-15.30	**Buthaina Shaheen** *University of Essex* Restrictive Relative Clauses in Lattakian Syrian Arabic	**Shu-chen Wang** *University of Essex* Linguistic proficiency and time allotment as the factors that affect the background knowledge effect in EFL reading test

CANCELLED

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The Place of Gesture in Second Language Acquisition: Theoretical Issues and Methodological Implications

Prof. Rosamond Mitchell

University of Southampton, UK

Gesture is an essential component of human meaning-making (Kendon 2004, McNeill 2005). In first language acquisition, gesture by both child and caregiver has been shown to facilitate language development, and vocabulary acquisition in particular (McGregor 2008, McGregor et al 2009). Learner gesture also forms an integral part of L2 communication (McCafferty 2008), and gesture provides a window into bilingual language processing (Gullberg 2010). Studies of instructed L2 learning suggest that teacher gesture usefully enhances classroom input, for adult learners (Lazaraton 2004, Sime 2006) and also for child learners (Tellier 2008, Porter 2010). This talk will review the different theoretical perspectives which have driven SLA researchers' interests in gesture. The methodological challenges involved in documenting, analysing and interpreting gesture in L2 communication and in L2 acquisition will be considered. Examples will be drawn from an ongoing study of the use of gesture in an instructed SLA context (involving child classroom learners of French as a foreign language).

About Prof. Rosamond Mitchell
Professor Rosamond Mitchell holds a Chair in Applied Linguistics and is the Director of the Centre for Applied Language Research (CALR) at the University of Southampton.

Prof. Mitchell teaches a range of courses on second language learning, language pedagogy and research methods on MA programmes in Applied Linguistics and English language teaching.

Her two major areas of research expertise are second language acquisition and foreign language classroom learning and teaching

Prof.Rosamond Mitchell's Homepage: http://www.southampton.ac.uk/ml/profiles/mitchell.html

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Don't Move!

Prof. Robert Borsley

University of Essex. UK

On fairly standard Minimalist analyses, there are two movement processes in Kim saw Lee and five in What did Lee do? More complex examples involve many more movement processes. This raises the question: Why would one not simply introduce expressions in the positions where they actually appear? There are of course arguments for introducing various expressions somewhere other than where they appear, but are they good arguments? Frameworks which make no use of movement processes have existed for thirty years, and there has been very little attempt to show that movement analyses are superior to the analyses proposed within these frameworks. The strongest evidence for movement comes from filler–gap dependencies, where there is an extra clause-initial constituent of some kind and a gap somewhere later in the clause. Wh-interrogatives such as Who did Kim see __? are a typical example. The assumption that the filler has moved from the position of the gap accounts for the appearance of both the filler and the gap. However, consideration of a broader range of data casts doubt on movement. There are cases which look like filler–gap dependencies where there is no visible filler, e.g. that and zero relatives. There are cases with two gaps, e.g. Who did Kim see __ and Lee ignore __. There are also cases where filler and gap do not match, e.g. Kim will sing, which Lee won't __. Finally, there are cases in various languages which look like filler–gap dependencies but where there is not a gap but a resumptive pronoun (RP). The alternative to movement that has been developed over the last 25 years within Head-driven Phrase Structure Grammar involves the feature slash, which makes certain kinds of information available higher in the structure than would normally be the case.

There is no reason :

    (i) why this information should always be associated with a filler,
    (ii) why it should not be associated with more than one gap,
    (iii) why it should not be associated with a gap with rather different properties, and
    (iv) why it should not be associated with an RP.

For all these reasons, it seems that the slash-based approach is superior to a movement approach.

About Prof. Robert Borsley

Professor Bob Borsley studied Linguistics and Philosophy at the University of Wales Bangor, and did his Ph.D. at the University of Edinburgh. His main research interests are in syntactic theory. He has done work within a number of theoretical frameworks, most notably Head-driven Phrase Structure Grammar and Principles and Parameters theory, and he has made some significant contributions to the former. Much of his work has been concerned with English, but he has also worked extensively on Welsh, and he has written a number of papers on Polish and Breton.

He teaches Philosophy of Linguistics/Language, Mind and Communication and Grammatical Change in the History of English, Relevance Theory, Introduction to Minimalist Syntax and Topics in HPSG at the University of Essex.

He is also an editor of Journal of Linguistics, the journal of the Linguistics Association of Great Britain.

Prof.Robert Borsley's Homepage: http://privatewww.essex.ac.uk/~rborsley/

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Name *(Affiliation, Country)*
Title

ORAL PRESENTATIONS

Metalinguistic Knowledge and Speaking Proficiency in Instructed Syrian Academic Learners of English

Zakariya Absi
(University of Essex, UK)

The role of metalinguistic knowledge in second language learning continues to be a subject of debate among language researchers. Some researchers seem to downplay the facilitative role of metalinguistic knowledge (Alderson et al, 1997; Elder et al, 1999), but others cautiously hypothesise that in the case of some L2 aspects, this knowledge forms a stepping stone towards L2 proficiency (Sorace, 1985; Roehr, 2006; Roehr & Gánem-Gutiérrez, 2009). While there is a consensus that writing and reading lend themselves most to its influence, research about its role in speaking proficiency is still relatively thin on the ground. In this regard, studies by R. Ellis (1984), White et al (1991) and White and Ranta (2002) have concluded that metalinguistic knowledge has a significant effect on ESL children's oral linguistic performance. Besides, very recently, Scheffler and Cinciała (2010) have found that L1 Polish adult learners of English were able to articulate explicit rules for the grammar structures they had used accurately in their spoken language.

The current study aimed to explore the potential role of metalinguistic knowledge in oral grammatical accuracy and fluency in L1 Arabic university-level learners of English (N=14), with a broad range of grammar aspects. The participants were asked to take an audio-recorded one-to-one speaking test, an English placement test, and a multi-task metalinguistic assessment test. The results show that there is a strong correlation between metalinguistic knowledge and oral grammatical accuracy and that the former likewise correlates significantly with the 'words per minute' fluency measure. The results lend support to the previous findings in R. Ellis (1984), White et al (1991), White and Ranta (2002) and Scheffler and Cinciała (2010) and provide further evidence that metalinguistic knowledge should not be ruled out of court.

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A Sociolinguistic Study of Young RP

Berta Badia Barrera
(University of Essex, UK)

Received Pronunciation (RP) has been widely described, although little research has been carried out on its younger speakers. Over the last few years, a new trend has been observed in young RP speakers to incorporate non-standard features in their accent, such as t-glottalling. Another new trend in young RP speakers involves the usage of U-fronting, a linguistic innovation which seems to have spread throughout Southern England very rapidly. Due to the fact that U-fronting is a relatively new phenomenon, little research

has been carried out. However, there are a few studies on it which claim that U-fronting is more common among girls rather than boys, and specially girls who attended private schools, rather than state ones.

Thus, the present PhD study analyses to what extent T-glottalling and U-fronting are present in the speech of young RP speakers, by examining and comparing two communities of practice of teenagers in a public school and in a good rated comprehensive school in Southern England. By using the approach of CofP for the first time in an RP accent study, this project expects to examine how different is RP in middle and upper class youth today, as well as analysing if RP still persists in the current generation and/or if there are any changes in progress. Moreover, this study aims to revise the relationship between social class and language variation, by using new approaches in the social class literature.

Shillings and Headdresses: A Proposed Facelift for the General Service Word List

Joy Baugh
(University of Essex, UK)

The General Service Word list (GSL) was designed to give English language learners and teachers the most useful 2000 general purpose word families, however it has received much criticism, particularly for its age: it was published in 1953 (West) and based in part on research carried out in 1936. Despite this, nothing has replaced the usefulness of the GSL. It still provides high coverage of general texts (Hirsh & Nation 1992, Nation & Kyongho, 1995), is formatted to be far more pedagogically useful than plain frequency-based vocabulary lists, and is still widely used in current vocabulary research (for example Coxhead, 2000; Konstantakis, 2007). As the GSL is still used and useful, this study proposes to give the word list a modernizing 'facelift' by identifying out-of-date words that should be deleted from its pages. Words will be indentified for omission through Bauman's frequency assessment of the GSL based on the Brown Corpus (1995), and then compared to data in Leech, Rayson and Wilson's frequency lists based on the British National Corpus (2001). The change in frequency of specific word use from 1926 to 2006 as indicated in the TIME Magazine Corpus (Davies, 2007) will also be considered. It is hoped that this proposed streamlining of the GSL will make it a more serviceable list for all users.

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Syncretism in Maltese nominal paradigms: A contribution towards the analysis of Semitic languages

Maris Camilleri
University of Surrey

The study of syncretism (Baerman *et al.* 2005) along with the study of other morphological phenomena such as suppletion, periphrasis and defectiveness, has resorted back to the use of the paradigm as the locus of

analysis (as in Stump 2001, and Corbett 2007). The discussion in this paper focuses on nominal syncretism which is proposed to shed light on the transitory phases within Maltese, and the stem-/word-based vs. the root-based representational dichotomy of Semitic languages at large. Two aspects of nominal syncretism shall be discussed here; the first which looks at passive participle inflectional paradigms in relation to the nominal agent class' paradigms; and the other which deals with some properties of the dual nominal forms found in the language, where it is posited that although this form may exist independently of a plural form, yet, there is evidence that dual and plural morphosyntactic fusion has already taken place if one looks at the stem-form. By analysing syncretism in terms of stem forms and classes in relation with morphosyntactic features, it is evident that we require a direct access to the stem, hence favouring the stem-based approach towards Semitic languages (Bat-El 1994, Benmamoun 2003, Ussishkin 2000).

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Teaching Technical Vocabulary in ESP Courses: Students and ESP /Subject Teachers' Perspectives

Afnan Saleh Farooqui
(University of Essex, UK)

The main aim of this study is to investigate the perceived responsibility of ESP (English for Specific Purposes) teachers in teaching technical vocabulary in Saudi Arabia compared with the responsibility held by subject teachers. Another primary purpose of this study is to examine the difficulties encountered when teaching/learning technical vocabulary by ESP teachers, subject teachers and learners. Finally, this study aims to investigate the possibility for cooperative and collaborative teaching of technical vocabulary. Three groups of participants, ESP teachers, subject teachers and students participated in this study. There were five females in each group. Semi-structured interviews, used to obtain participants' views, were analysed quantitatively and qualitatively. Results showed that technical vocabulary can be taught by both the ESP teacher and the subject teacher since they both find difficulties in teaching technical vocabulary but from different aspects. Moreover, there appeared to be a need for collaborative teaching between the ESP teacher and subject teacher, where each one of them takes responsibility for teaching her own part in order that technical vocabulary can be successfully learnt. Deigning subject specific courses where students' departmental need of technical vocabulary is covered can also be a very promising solution. These results may lead to the pedagogical recommendation that both cooperative and collaborative teaching of technical vocabulary and designing subject specific courses for vocabulary should be taken into consideration.

English - Cypriot Greek codeswitching: Patterns and functions

Constantina Fotiou

(University of Essex)

Greek Cypriots are well-known to freely use English in loans and code-switching (Karyolemou 1994). Few studies are "based on actual data or extensive sociolinguistic research but rely instead on personal opinion and speculation" (Goutsos 2005: 187). My data come from natural speech recordings collected in Cyprus since December 2008.

(1) **No way**. Ξέχασ'το όχι διότι μια δουλειά μπορεί να μεν ευχαριστήσει κάποιον αλλά άμαν μπεις σε τούτα τα γραναζια γίνεσαι **you become one of them**
No way. *Forget it because a job may not please someone but when you enter into this system you become **you become one of them***

(2) Πρέπει να **κάμω πολλά spread** το **embarrassing moment** μου;
*Do I have to **do so much spread** my **embarrassing moment**?*

This study samples a range of contexts in which the use of English in CG is either present or absent. I draw from the work of Gumperz (1982, 1984, 2008) and Auer (1984, 1995, 2007). Gumperz stresses the necessity for "detailed investigations of speakers' use of codeswitching strategies in actual conversational exchanges to show that they exhibit some form of linguistic patterning" (1982: 72). Both draw on background knowledge in the interpretive process (Auer 1998). I show specific patterns of use of English in CG and then unveil their functionality for the interlocutors from three recordings.

I demonstrate a variety of patterns which can be interpreted both at the local level of conversation but also at a broader level which takes into consideration factors such as, conversational context and participant identities.

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An investigation into learners' and teachers' attitudes towards learners' self-assessment according to CEFR scales

Hana Ibberson
University of Essex

Relative to research on learners' involvement in language assessment, there have been fewer studies on the learners' and/or teachers' attitudes towards learners' self-assessment (SA). Although some studies on the learners' feelings towards peer assessment (PA) reported different results such as a positive attitude towards evaluating the peers' written work (e.g. Birdsong & Sharplin, 1986), a less positive attitude towards assessing the peers' oral presentation skills (e.g. Cheng & Warren, 2005) and a very negative attitude towards PA (e.g. Miller & Ng, 1994), studies focused on learners' attitude towards SA can rarely be found. For example, a study of Tomson (1996) on SA in 'self-directed learning' reported that many students were comfortable with SA and had a positive attitude towards the SA project regardless of gender, age and nationality. To date, however, there has not really been a research on both learners' and teachers' attitudes toward learners' SA. Thus, this study aims to compare the learners' attitude towards SA based on two CEFR's rating scales (i.e. a general retrospective SA based on the CEFR's SA grid and an immediate retrospective SA based on the CEFR's qualitative aspects of spoken language use) and also to compare with teachers' attitude. Data was collected through a structured questionnaire and a follow-up interview of 20 English learners and 2 teachers in the UK. The findings suggest that both the learners and the teachers had positive attitudes towards SA regardless of the forms of SA; however, some learners found it difficult to do SA and the teachers were also concerned about the immediate retrospective SA might be difficult for some learners to do.

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Learning and un-learning null objects by L1 Chinese learners of L2 English

Chi-wai Lee
Newcastle University

Previous studies in second language acquisition reveal that L1 Chinese learners of L2 English have problems learning an object of a verb in a referential context. For instance, in reply to a question *'Can you drive a lorry?'*, Chinese may say *'I can't drive *(it), but I can drive a mini-van.'*. In a referential context, English generally requires an obligatory object whereas Chinese generally requires a null object. However, English allows a null object in a non-referential context, as in *'I drive (e) all day.'* whereas *(e)* is a non-specific null object (*drive-cars*). Chinese, on the other hand, requires a non-specific object in a non-referential context. This contrast regarding null object in referential and non-referential contexts raises the questions: (i) To what extent do Chinese of various English levels have problems determining where null objects can and cannot occur in English? (ii) Do Chinese use non-specific objects in the contexts where English does not need? (iii) What are the possible explanations for (i) and (ii)? In this pilot study, data was collected from a student (aged 20, intermediate level), a lecturer (aged 36, upper-intermediate level), and a native English speaker. The research instruments include (a) Truth-value Judgment Test, (b) Acceptability Preference Test, (c) Fill-in-the-blanks, and (d) Picture Description. Preliminary results reveal that Chinese have problems un-learning null object in a referential context in English, and the intermediate level Chinese also fails to learn non-specific null objects in English.

Second language acquisition of Cantonese neg-wh quantifiers* by English speaking learners: A pilot study

Man Ki Theodora Lee
University of York

This study tests Slabakova's Bottleneck Hypothesis (2008), that functional morphology at the syntax-semantics interface is particularly difficult for second language (L2) learners. I look at L2 acquisition of Cantonese negative wh-quantifier constructions ('neg-whQ'), which have the form [*mou* 'no' + wh-word].

Neg-whQ as object is variously interpreted as 'nothing' or 'anything' (1) depending on different contexts as a result of overt quantifier raising. It occurs obligatorily in preverbal position, resulting in SOV order rather than the canonical SVO structure. In doubly quantified sentences, either distributive or collective reading remains.

(1) Ngo [mou-matje]$_i$ soeng maai t_i

I   no what want to buy

   "I want to buy nothing" / "I don't want to buy anything."

(2) Mou-bingo muigojan-dou zungji

   no   who   everyone also like

   "Nobody likes everyone." (Collective)

(3) Muigojan-dou mou-bingo zungji

   Everyone also   no   who   like

   "For each person, he likes nobody." (Distributive)

Grammaticality and picture judgment tasks were conducted. The participants were 10 adult L2 Cantonese learners (5 beginners, 5 advanced). The results of Task 1 suggest that advanced learners are more accurate in rejecting Neg-whQ in SVO structures than beginners, yet both groups fail to accept it in correct SOV structures. In Task 2, all learners fail to select the correct reading but randomly accept either reading in doubly quantified sentences. Both tasks suggest a strong effect of L1 transfer. I propose that the results support the Bottleneck Hypothesis that form-meaning mappings associated with Cantonese neg-whQ is less likely to be fully acquired at native-like level.

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A Reanalysis of Anatomical Changes for Language

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Recent studies have suggested that various anatomical changes, such as the widening of the hypoglossal canal, the descent of the larynx, and the loss of air sacs, are prerequisites for speech or occurred due to selective pressure on speech. (DeGusta et al. 1999, de Boer 2010) Such studies have been used to suggest that Homo neanderthalis as well as early Homo sapiens were capable of speech. However, using a broad literature review of multimodal languages, such as whistle languages, and the articulation processes behind prosodic features, I will show that such studies ignore various aspects of language that would not require maximal discreteness in phonological features. I will suggest that these studies do not adequately account for prosodic features that would not require anatomical changes in early hominins when considering protolanguage, as they are based on a fundamentally modern view of modern languages which place a heavier load on phonological features at the cost of prosodic load. Therefore, a reanalysis of anatomical changes in early hominins is necessary.

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An Investigation into Teachers' Use of Textbook and Teachers' Guide in a Saudi Arabian ESP context

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This paper investigates how seven teachers use their ESP (English for Specific Purposes) textbook and teachers' guide prescribed by the English Language Centre (ELC) for medical students at Umm Al-Qura University in Saudi Arabia. The primary data includes lesson observations followed by interviews with each teacher to explore their views and the rationale behind their use of the materials.

The findings show that there is, to some extent, variation in the way teachers use the textbook. Although teachers have an obligation to cover all the topics in the textbook, since it is the basis on which students' exams are designed, it was evident that the teachers all made some adaptations of the materials in their lessons to meet their students' needs and to suit their own preferences and beliefs. Furthermore, some

constraining factors emerged which affected the teachers' use of the materials. The main factors that most frustrated teachers were time constraints, the exam content and teachers' limited knowledge of the subject matter. These factors proved to have a negative effect on the teachers' use of and attitudes towards the textbook. With respect to the teacher's guide, the data indicated that teachers adopted some suggestions and rejected others.

The paper closes by exploring the implications of this study, particularly for teacher development within the ESP context.

When the process met the product: A new analysis to error analysis (EA)

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Errors, notably lexical errors, are among the most studied aspects cited by writing research. Teachers as well as researchers show a considerable interest in analyzing the written performances of learners in an attempt to identify lexical features, which are problematic and deserve more attention in classroom. However, their approach (commonly known in product-based writing research as error analysis (EA)) is beset with several methodological problems (Chambers, 1994; Ellis, 1994).

This study introduces a new approach to error analysis. Twenty Tunisian subjects (ten Baccalauréat students and ten EFL majors) with different lexical proficiency levels (as measured by Laufer and Nation's vocabulary size test of controlled productive ability (1999)) were recorded while composing an argumentative essay in English (EFL/L3) in an exam-simulated situation. The combination of a) the think-aloud protocols i.e. the process b) the written compositions i.e. the product and c) the retrospective interviews demonstrates that there are two distinctive types of lexical errors. These are:

1. Primary lexical errors: lexical errors that are committed but learners are unable to notice during the whole process of composing. These errors are therefore unnoticed or primary.
2. Secondary lexical errors: lexical errors that result from attempts to overcome lexical problems that learners are aware of. Their endeavours to overcome these problems using communication strategies fail and result into secondary lexical errors which also remain unnoticed.

Both primary and secondary errors varied considerably across different lexical proficiency levels.

This study suggests several pedagogical implications that aim at reducing learners' lexical errors (in their writing) and improving their vocabulary knowledge.

Keywords:

EFL/L3 writing, Error analysis (EA), lexical primary errors, lexical secondary errors.

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On the Movement of Verbal Forms in Romance and English

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Different V-forms behave differently with respect to AdvPs in the clause (Cinque 1999). Apart from passives, lexical V obligatorily moves to the left of *tôt* 'early' (French), *early* and *well* (English), *tutto* 'all' (Italian) (Cinque 1999) and *completamente* 'completely' (Brazilian Portuguese)—where *completely>all >well>early* (Cinque 1999:106). The talk readdresses the question of V(P)-movement in Romance and English. Only XP-movement will be assumed. Auxiliaries, modals and restructuring verbs enter the derivation as heads triggering the movement of their complement to the left (Kayne 2005, Cinque 2010). A head is further merged to trigger the movement of the remnant having the V-form previously merged. In spite of cross-linguistic variation regarding the obligatory landing site for V(P), *movement must be assumed to always take place* whenever an F-feature (of Cinque's hierarchy) is merged. This is a (theoretical) consequence of the acknowledgement of two points of Cinque's work: the suggestion that all FPs must always project (Cinque 1999) and the assumption that movement in the extended projection of V is motivated by the need for V forms to inherit the [+V] feature of the lexical V (Cinque 2010). In the case of Brazilian Portuguese, the XP containing the lexical V will pied-pipe all F-features in the course of the derivation up to the insertion of another V-form (if there is any). An unpronounced 'DO' will be suggested to project in English, after the (obligatory) movement of V(P) to the left of VoiceP, given that, from that position on, only auxiliaries and modals can overtly move.

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«Bon, t'as peut-être raison, mais bon, je suis pas tout à fait d'accord avec toi quand même.»
A pragmatic analysis of the expression of disagreement among friends

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It may be difficult to express one's own opinion in a conversation with friends, without hurting their interlocutor's feelings and consequently endanger the outcome of the conversation. In order to attenuate disagreement, several strategies are available: to concede the validity of the interlocutor's argument, to use a minimiser (tout à fait, peut-être) or even use whole utterances as excuses, justifications or presequences (Schegloff, 1980). These mitigators (Fraser, 1980, House & Kasper, 1981) will help the speakers reduce the negative effect of Face Threatening Acts (Brown & Levinson, 1978) such as disagreement. They function as politeness markers as they help the interactants avoid conflict or at least attend to possible social or interpersonal disturbance. In this communication, I will present my analysis of these linguistic devices in the context of conversation between friends in French language, and more particularly within the expression of opinion and disagreement.

Recent works about mitigation have focused mainly on types of discourse with a hierarchic order, e.g. doctor-patient relationships (Caffi, 2006). Using a corpus of free conversations which I have collected, I will demonstrate that mitigation in interaction among peers diverges from these types of discourse, due to different power relationships. I will therefore observe mitigators in context and explore certain features in more details, such as their variety of usage, as well as interpersonal variation.

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Restrictive Relative Clauses in Lattakian Syrian Arabic

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A number of analyses have been proposed for the structure of relative clauses (RCs) in Arabic dialects. The main distinction between them is centred on the presence or absence of head raising. In a head raising analysis, for example Darrow's discussion of Damascene RCs (2003), the antecedent NP starts out inside the RC and then moves in front of it; whereas in a non-head raising analysis the antecedent is base-generated and some other element moves. For example, Shlonsky (1992), discussing Palestinian examples, claims that the head of the RC is merged with a CP in which an empty operator moves to the Spec of that CP. Similar proposals have been made by Elomari (1998) on the basis of data from Moroccan Arabic, and Aoun and Choueiri (1997) for Lebanese Arabic.

In this paper, I consider the arguments for and against each analysis as descriptions of RCs in Lattakian Syrian Arabic (LSA) and conclude that base-generation of the head of RCs and the movement of an empty operator is the appropriate analysis. The paper will also consider the status of resumptive pronouns in a movement account.

Code-switching behaviour, language choice and language policy in the context of Sikh religious services

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Established immigrant speech communities have their own religious centres, which are also viewed as cultural and linguistic hubs. There is, however, a generational tension between heritage and host languages that has to be actively managed – and sometimes micro-managed - by the powers at such a centre.

This paper will examine the particular specifics of the situation at and the history of a selected Sikh *gurdwara* in South-West London, where an ageing, shrinking speech community is trying to

preserve its heritage language whilst being forced to accommodate the host language so as not to alienate younger generations of congregants.

This ethnographic study encapsulates monolingual and bilingual language behaviour and language choice, viewed from the perspectives of audience design (Bell, 1984), speech accommodation (Giles and Coupland, 1991) and overarching religious language policy considerations (Spolsky, 2009).

The interpretation of binding constraints by Korean learners of English in second language acquisition

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This paper investigates whether Korean L2 learners can successfully acquire the constraints of locality and orientation on anaphoric binding in English. Previous generative studies have examined the L2 acquisition of binding constraints focusing parameter resetting issues (Wexler & Manzini 1987), LF movement (Cole et al 1990), and the relativized notion of SUBJECT (Progovac 1992, 1993). Such studies have mostly examined whether they can reset parameters or whether they acquire cluster properties of locality and orientation. However, these studies based on the parameter resetting have not accounted for morphological variation and variability observed in L2 interlanguage grammars. This paper re-examines parameter resetting models given the learning problems confronting Korean L2 learners acquiring English reflexives, extending ideas of Hicks (2009) and Reinhart & Reuland (1993). Our goal is to configure crosslinguistic variation in terms of features from the perspective of Korean L2 speakers' learning task as reconstruction of features for the target grammar (e.g. Dominguez et al 2011; Lardiere 2008, 2009).

In this study, 80 Korean learners of English at three different proficiency levels completed a picture-verification task designed to test their knowledge of both locality and orientation constraints in English. The results show that whereas L2 learners were able to successfully acquire the locality, persistent problems were observed regarding the orientation. Individual data also demonstrate significant variation among participants in the locality. These results suggest different routes of acquisition for properties which are traditionally subsumed under the same parameter. Relevant implications of these results for the parameter-based approach to L2 acquisition will be presented and discussed.

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Oye in Naturally Occurring Spanish Talk

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Relaying on the methodology of Conversation Analysis, this paper examines the Spanish particle oye in naturally occurring conversations. The lay conceptions of this particle indicate that it is merely an interjection; however, it turns out that oye is a sequential marker that systematically operates in conversation. In general, oye marks the start of a sequence: it prefaces an enquiry, and it may be accompanied by pre-shift tokens (Jefferson, 1983). In terms of the type of sequences where oye is used in conversation, the data shows that most of the sequences are topic shift related such as topic initial elicitor, itemised news enquiry and news announcements (Burton and Casey, 1985); however, oye seems to be involve in the opening of other type of sequences (e.g. request, invitation, complain, assessment).

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Self-representation of Vietnamese female spouses

in bilingual Taiwanese families

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The present study aims to identify which membership categories are used as interactional resources by Vietnamese female spouses to manage self-representation in bilingual Taiwanese families.

This study engaged 7 Vietnamese wives in Taiwan along with 31 Taiwanese members whose mealtime talks were video-recorded. Conversation analysis (CA) and membership categorisation analysis (MCA) were adopted to analyse the 20-hour data collected and to investigate which membership categories as interactional resources are relevant in specific contexts in the international families.

The data have suggested that the comparison between Vietnam and Taiwan and that between their people (i.e. Vietnamese and Taiwanese) are recurrent topics in family talks. Two membership categories, Taiwanese and Vietnamese, are thus granted certain interactional value by participants in their talk-in-interaction. Extracts show that the first-person plural pronoun, 'we', has been deployed by the Vietnamese spouses as a prefatory object of either Vietnam or Taiwan to both overtly and covertly demonstrate the relevance of doing 'being Vietnamese' and doing 'being Taiwanese'. Moreover, it is found that Vietnamese spouses' deployment of the variants of 'we' (e.g. 'our' and 'us') reveals that they self-select the category of 'wife' and team up in family interaction with their husbands to form the 'standard relational pair' (SRP)—husband-wife (Sacks, 1972). However, they do not use the same elements to form another set of SRP—mother-child, with their children in context involving the enactment of Taiwanese or Vietnamese. The finding shows how the Vietnamese female spouses attribute responsibility to themselves and other family members, and further adumbrates their self-representation in the international families.

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Linguistic proficiency and time allotment as the factors that affect the background knowledge effect in EFL reading test

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This paper aims to address issues regarding the conditions under which the background knowledge effect is the most influential in EFL academic reading tests. Two specific factors, linguistic proficiency and time allotment, were explored to see how they interplay with the background knowledge effect during a reading test. With regard to the factor 'linguistic proficiency', this paper offers a prospective location and definition of the two linguistic thresholds between which the background knowledge effect is the most observable by referring to subjects' performances on Nation's Vocabulary Size Test (2007) and Oxford Placement Test (the Grammar test). It was found that EFL readers whose linguistic proficiencies are between certain linguistic thresholds seem to be more sensitive to the background knowledge effect than those whose linguistic proficiencies are beyond the thresholds. In response to the time allotment issue, the focus is on how and why test takers with different linguistic proficiencies react to the time factor differently in terms of using their background knowledge during the test and how this affects their actual performances on the tests. It was found that most test takers were intuitively more comfortable with sticking to the exact semantics of text when under the stress of time, though test takers with different levels of linguistic proficiencies differ in their use of background knowledge as a strategy during the test. It was also found that there is gap between the amount of background knowledge that test takers claimed they relied on and the actual amount of background knowledge involved during the test. This implies that background knowledge has two aspects, conscious and subconscious, which are worth further research and exploration.

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An Analysis of the Discursive Construction and Reproduction of Multilingual European-Ness

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Adopting a social constructivist perspective and using Critical Discourse Analysis (Fairclough and Wodak, 1997) this paper analyses quantitative and qualitative data to illuminate the role of multilingualism in the discursive construction and reproduction of European-ness.

At institutional level, European-ness has been constructed on cultural diversity with multilingualism as the European Union's (EU) default position. However, inconsistencies in practices, issues of "hegemonic multilingualism" (Krzyżanowski and Wodak, 2010) and a general "dilemma between communication and identity" (Mamadouh, 2002) have also emerged. Moreover public opinion surveys suggest that, at best,

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'European-ness' is still in the making and largely perceived as 'nested' into national identities (EuroBarometer 52). Making sense of European-ness by invoking traditional sociolinguistic frameworks would therefore fall short of framing the nature of the European "speech community". Instead this paper will be drawing on Pavlenko and Blackledge's (2004:19) view of identities "with individuals continuously involved in production of […] narratives and creation of new ones"

To highlight the top-down construction of such "European narratives" data is gathered from over 200 EU's official and semi-official documents and analysed to identify the major discursive topoi (Wodak, 2009). At the same time, the discursive (re)production of an "imagined European community" is sought in the narratives of embryonic 'transnational' identities emerging from bottom-up processes exemplified by movements or networks organized around (EU) civic values rather than ethnicity, religion or nationality (Eder, 2009). To capture this perspective data gathered from a focus group conducted with a transnational network is analysed.

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POSTER PRESENTATIONS

Objective voice in Malay

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Malay clause structures include the active meN-V, passive *di*-V and the objective bare verb clause (Pro-V). While the first two clauses are mainly uncontroversial, there are many open issues concerning the analysis of Pro-V. Comparing the works by Musgrave (2001), Arka and Manning (AM) (2008) and Alsagoff (1991), it was found there is a mismatch with respect to the arguments within the grammatical mapping. We provide a detailed comparison of the three works showing many differences in data. Musgrave and AM maps Arg 1 and Arg 2 to OBJ and SUBJ respectively, while Alsagoff maps the arguments in the reverse order with the OBJ additionally identified with the function TOP. Arg 1 and Arg 2 refer to the semantically most prominent argument. Musgrave takes the Pro-V construction to be highly constrained. It requires the agent to be first or second person pronoun which must appear immediately preceding the verb and no auxiliary can intervene between them. We argue that Arg 1 and Arg 2 in Pro-V are mapped to OBJ and SUBJ respectively, ARG 2 can be filled by any pronoun or proper name and inserting auxiliary between agent and verb is grammatical. We show that Arg 2 has subjecthood properties through control, relativization and clefting tests and its argument remains to be mapped to OBJ. Finally, the grammaticality of auxiliary insertion between the agent and the verb indicates that they do not form a single syntactic unit, as does the position of adverbials, negation and their behaviour under coordination.

Specific and generic interpretation of English determiners by non native speakers.

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This dissertation reports a replication of a study conducted by Ionin and Montrul (2009) of the interpretation of definite plural (*the lions*) and bare plural (*lions*) noun phrases in English by L2 speakers. Only bare plurals can have a generic interpretation. Ionin and Montrul found that in a group of L1 speakers of Korean (a language that lacks articles) some showed evidence of L1 influence, others responded in a target-like way, and yet others responded in a way consistent neither with Korean not with English by allowing definite plural NPs to have generic interpretations, suggesting the involvement of knowledge that might come from Universal Grammar. The present study used one of the same procedures used by Ionin and Montrul (a truth-value judgement task) with L1 speakers of (Saudi) Arabic, a language with articles but where definite plurals can have a generic interpretation and bare plurals cannot. Results show that while some low proficiency speakers treat English as if it were like Arabic, others respond in a pattern similar to the Korean speakers in allowing bare plural noun phrases to have a specific interpretation. Some advanced proficiency speakers respond in a target-like way, while others are still treating English definite plural NPs as generic, as in Arabic. Only one advanced proficiency speaker allows bare plurals to have a specific interpretation. The implications of these findings are discussed.

Perceptual Learning Style Preferences of Saudi Medical Students: A Comparison between Genders

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The present study investigates the perceptual learning style preferences of 90 Saudi second-year medical students studying at King Abdul-Aziz University. Among those 90 participants, 45 are male and 45 are female. This study examined the differences between the perceptual learning style preferences of these male and female participants using the Perceptual Learning Style Preferences Questionnaire (PLSPQ) by

Reid (1987). PLSPQ's self-scoring sheet and descriptive statistics have been used to analyse the data. The results show that Saudi second-year medical students generally favour kinesthetic, auditory, and tactile learning styles as their major preferences; they favour visual, group, and individual learning style categories as their minor preferences. Descriptive statistics indicate a gender difference between the perceptual learning style preferences, with male students preferring kinesthetic and auditory learning styles while female students preferring all learning style categories as their major preferences with the exception of individual learning style, classified as a minor preference. It is worth noting that the results of the present study are not generalizable due to the sampling strategy and, subsequently, the type of analysis administrated. However, the results are indicative of gender differences in perceptual learning style preferences and encourage further, more systematic research in the area.

Keywords: Perceptual learning style preferences, The Perceptual Learning Style Preferences Questionnaire (PLSPQ), Saudi, medical students, gender, male, female, visual, auditory, kinesthetic and tactile.

Gapping in Hijazi Arabic: an LFG Approach

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Gapping occurs in coordinate structure where the initial conjunct is syntactically complete and the non-initial conjunct is incomplete as in (1).

(1) [al-bint   ʾkal-at   ar-ruz] w   [al-walad   ad-diǧaǧ].

    The-girl   eat.PFV.3SG the-rice and   the-boy   the-chicken

    'The girl ate the rice and the boy the chicken.'

This study identifies and provides an analysis to account for the facts of Gapping in HA. One of the facts is that the missed verb in the second conjunct in (1) is not morphologically identical to the one that is explicitly spelt out in the first conjunct. In other words, if the second conjunct is completed, the verb must be ʾ*kal* 'eat'. The difference is in terms of the gender agreement. Since verbs in HA agree with its own subject in gender, number, and person, the verb ʾ*kal* must agree with its own subject *al-walad* whose features are singular and masculine. Any analysis of gapping in HA must take account of this partial non-parallelism. Another fact is that gapping is not possible in the initial conjunct in a coordinate structure: the 'missing' elements of the non-initial conjuncts must be spelt out in the initial conjunct, and not vice versa. Working within LFG, we adopt a function spreading approach to Gapping in HA and show how it is able to account for the facts of Gapping in HA identified in this study, using mechanism proposed independently for other construction types.

This study will show how other accounts proposed in the literature are unable to account for the facts of Gapping in HA.

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Accessibility of Universal Grammar in the Acquisition of Constituent Order Parameter by Native Speakers of Turkish Acquiring English as a Second Language

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The debates on accessibility of UG in second language acquisition have not been resolved yet, and the linguists who investigate different aspects of SLA have different views on the accessibility of UG in L2 acquisition. This situation reveals that there is a need for further studies on this issue. Hence, in this study, the acquisition of English constituent order structures by Turkish learners has been investigated to assess the accessibility of UG in second language acquisition.

Two tests have been administered to sixty subjects; a proficiency test, and a structure test consisting of three tasks: a 30-item grammaticality judgment task, a translation task, and a task of ordering the given constituents in the target language. After the statistical analysis of the obtained data, it has been found that UG is accessible in the acquisition of constituent order structures of English by native speakers of Turkish. First language interference has been noticed in the responses of some subjects in A1 level of proficiency (%29,84), but fairly more subjects used the parameter values of the target language in this level (% 70,16), and this situation can be considered as a sign for the accessibility of UG in second language acquisition. Besides, in the highest level of proficiency (C2), almost all subjects used the parameter values of the target language successfully (98,5) which can also be viewed as an indication for the UG access in L2 acquisition.

(Non-)Rightward Reduplication in Formosan Languages

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Rightward reduplication has been observed in many Formosan languages. See (1) for an example in Thao:

(1) Rightward Reduplication in Thao

a. /ɬqi.ði/   'to look after,'   ɬ-uŋ-qiði-<u>qiði</u>   'to protect, watch over'
b. /qu.li.uʃ/   'long'   mia-quliu-<u>liuʃ</u>   'to straighten, stretch out'

When two elements are phonologically identical (1a), the implementations of both affixation approach (Marantz 1982) and Correspondence Theory (McCarthy & Prince 1986) struggles to determine the directionality of the reduplicative pattern or to distinguish between the base and the reduplicant. Regarding these issues, Lee (2005) argues that rightward reduplication is a mix-up of two reduplicative patterns and provides an alternative analysis via Morphological Doubling Theory (MDT) (see the implementation of MDT in (2)), which can eliminate the problems mentioned above faced by the affixation approach and Correspondence Theory.

(2) Thao: *quliuʃ* 'long'   [quliuliuʃ] [F + intensity]

            [quliu][F]   [liuʃ][F]

NO-CODA » FAITH ⟹ | | ⟸ ALLFTRIGHT » FAITH
            /quliuʃ/[F]   /quliuʃ/[F]   where F= 'long'

She thus concludes that there is no need of terming 'rightward reduplication' in Formosan languages. In this paper, however, I will evaluate the rationales behind Lee's argument and show that Lee's conclusion is short of conceptual and theoretical necessities and the notion 'rightward reduplication' in Formosan Languages may still be necessary.

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A Study of Ergativity Pattern in Kangri and Kinnauri

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This paper aims at analyzing Kangri and Kinnauri language as an ergative language by analyzing the language for agreement patterning or the case marking. Ergativity is a complex phenomenon and it is realized differently in languages. Languages like Basque and Dyirbal exhibit full Ergativity where as languages like Hindi, Pubjabi and Urdu show split- Ergativity. In case of Kinnauri and Kangri, both nominative-accusative and ergative-absolutive structures are present thus exhibiting split Ergativity. In these languages, Ergativity frequently appears with perfective aspect or the past tense. Kangri allows ergative marker to appear in second and third person but not in first person. In Kinnauri, if the subject is in second and third person, the subject gets ergative case obligatorily, but if the subject is in first person, ergative case becomes optional in some places and impossible in some cases.

About the language:
Kangri is spoke in parts of Himachal Pradesh in India. It belongs to Indo-Aryan language family. Kinnauri is spoken in Kinnaur district of Himachal Pradesh in India. Linguistically, this region is very little explored. There is ample scope of study in this region as it provides for a fertile linguistic field.

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An Integration of Corpus-based and Genre-based Approaches in EAP: National English Examinations in Turkey

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The present paper draws heavily on a corpus-based study of 49 transitional words (e.g. however, furthermore, etc.) in a large self-compiled specialized corpus based on three National English Examinations in Turkey including *Interuniversity Foreign Language Examinations-for sciences, social sciences and health sciences, Foreign Language Examination for Civil Servants* and *Residency Examination for Medical Doctors* comprising 690,791 words. The researcher aims to (1) investigate high-frequent transitional words in three examinations (2) identify keywords which cause the specialized corpus to be distinguished from a general/reference corpus and (3) indicate communicative purposes of the transitional words by conducting genre analysis. Employing both qualitative and quantitative approaches, the results of the analyses reveal that the most frequent transitions in the self-compiled specialized corpus are *because* (848 occurrences), *such* (795 occurrences), *still* (452 occurrences), *although* (451 occurrences) and *however* (433 occurrences) and the most frequent keywords are *passage, people, years, countries* and *world.* The results also suggest that the integration of corpus-based and genre-based approaches scaffolds EAP teachers and learners by highlighting the significance of concordances and communicative purposes of the target words. Suggestions

for further research and pedagogical implications are provided considering the findings.

A Functional Approach to Possessor Honorification in Japanese

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This paper attempts to clarify the acceptability conditions for possessor honorification in Japanese, exemplified in (1), in which the honorification target appears as an NP marked by the genitive case *no*:

(1)   Taroo-ga sensei-**no**   kaban-o o-moti-si-ta.
        Taro-Nom teacher-Gen bag-Acc honorific-carried
        'Taro carried his teacher's bag.'

Niinuma (2003) claims that the acceptability of possessor honorification is captured by [+human] feature agreement (Chomsky 2000, 2001). Niinuma argues that possessor honorification in the object position is successful when the functional head *v* agrees with the possessor NP marked as [+human] (see (1)), but if another NP which bears [+human] intervenes between them, the honorification is not established (see (2)):

(2)   *Taroo-ga Hanako-ni sensei-no   hon-o   o-okuri-si-ta.
        Taro-Nom Hanako-Dat teacher-Gen book-Acc honorific-sent
        'Taro sent his teacher's book to Hanako.'

The present paper, however, shows that for this argument there are some counterexamples, such as (3), and that possessor honorification cannot be captured by syntactic agreement.

(3)   Taroo-ga Hanako-no ie-ni   sensei-o   o-ture-si-ta.
        Taro-Nom Hanako-Gen house-Dat teacher-Acc honorific-took
        'Taro took his teacher to Hanako's house.'

Alternatively, I will claim that for possessor honorification to be acceptable, the following two conditions based on the basic function of honorification must be satisfied: (i) a subject referent's action on the object (i.e. the head of NP) has some effect on his/her social superior (i.e. the genitive NP), and (ii) the action must not be a kind of behaviour which denies deference to the person. These conditions can explain the acceptabilty of possessor honorification, including the counterexamples for Niinuma's analysis.

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An LFG Analysis of Anaphoric Relations in Siraiki, Punjabi and Urdu/Hindi

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Anaphoric relationships have been found to display subtle differences and intricacies especially within closely related languages. This talk will be an effort to analyse anaphoric relations with regard to different verb classes including their role in causatives and an LFG analysis will be sought in three Indo-Aryan languages, namely: Siraiki, Punjabi and Urdu/Hindi. The data utilised for this purpose will be provided from the researcher's native competence as well as from previously collected data by the researcher. The basic idea is to delineate the principles of anaphoric distribution in the three languages understudy, according to Dalrymple's (1993) and clearly identify instances of differences in argument alternation processes. Among these principles of anaphoric distribution, such as **Disjunctiveness Condition** (positive and negative both) from **coargument, minimal nucleus** and **subject only** will be of particular regard. For example:

1-Raam   aapnRy   aap=ko   daba   ke   dʰoṭa.

 Raam   self   self.ACC   thorough   -ly   washed

 'Raam washed himself completely.'

2-Raam balan=ko   aap   dʰonR   dita.(With two readings)

 Raam children.pl.ACC self   wash   let.

 'Raam let children to wash themselves.'

 'Raam himself let the children wash (themselves).'

Of particular interest will be the argument alternations of passivization and causativization. To narrow down the scope of these constructions, only reflexivised verbs and pronominal constructions (as above) will be considered. The analysis will be vital in the understanding of differences at argument realization of the three languages. In particular, generalisations about the morpho-syntactic behaviour of these languages will be sought.

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Dialect mixing and acquisition in an international school in Spain: A comparison of two variables in a diverse language contact situation

Amanda Rigby
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Since the late seventies and eighties, Spain has been a popular destination for economic migration from North Africa and South America and lifestyle and retirement migration from Northern Europe. Immigration increased dramatically during the 1990s and now many more young people with families move to Spain. Consequently, there is now a significant population of immigrant European children living alongside each other and being educated in Spain. The research is undertaken in an international school in Mijas Costa, Spain.

The study compares the BATH lexical set, words that are pronounced with the short open vowel /ɑ/ in Northern British English, and long /ʌ:/ in Southern British English across 2 age groups, 8-year-olds and 16-to-19-year-olds. The sample is divided into 3 broad ethnic groups: Anglos, Spanish and Northern Europeans. Certain questions arise regarding the BATH vowel, in England regionally sensitive, given the school has pupils from long and short /ɑ/ locations: which forms of the vowel are used by the kids whose first language is not English? Is the use of /ɑ/ or /ʌ:/ linked to the network orientations of the informants towards their British or Spanish peer groups?

The study also looks at the (t) variable, focusing upon how far non-Anglo informants are adopting the glottal stop and what other phonological strategies such as T flapping the different ethnic groups and age groups are favouring.

The effect of single move recast and incorporate recast on learner uptake and acquisition

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This study investigates the effectiveness of recasting, a frequent type of oral feedback, given to second language learners in the classroom, in the acquisition of both lexical and functional items.

Despite the large number of studies which have examined the effects of recasts, mixed reviews exists. This paper contributes to this debate by examining whether the two different characteristics of recasting (single move recast and incorporate recast) have the same effect regardless of the category targeted. The experiment designed for the study involves a pre-test and a post-test which will take the form as a written grammaticality judgment task and an oral production task. For a better focus the study will focus on collocations and the past tense. The study was conducted with 24 pre-intermediate learners. Learners with various L1 backgrounds who are enrolled on an ESOL course. With one control class and one treatment class, the study will last for two weeks whereby learners will receive communicative tasks focusing on the target language. Based on the notion that children learn their L1 without explicit instruction the study will see the role recasting has on L2. The study will also see whether it gives empirical evidence to the argument that the acquisition of grammar is more resistant to explicit correction than vocabulary as it has been observed for FLA.

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