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ABSTRACT BOOK

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Global Saussure: A world survey of translations of the Cours de Linguistique Générale

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Following on from the pioneering translation survey in De Mauro´s edition of Saussure´s Cours de Linguistique Génerale (CLG) of 1972 - which by then had been translated 14 times, into 12 different languages - I should like to present to ICL-20 the findings of a bibliographic survey in which I have so far identified some 50 CLG translations, into 31 languages worldwide, published between 1928 and 2013, the majority originating from outside of Europe. To my mind, the ICL-20 conference in July 2018 in Cape Town, South Africa – the first to be held in Africa, a hundred years after Saussure's Cours was published, and about fifty after it was translated into Afrikaans – provides the proper forum for taking stock of the global fortunes of this seminal work.

To this end, my presentation and discussion will focus on the following five domains of inquiry:

(i) the historical dissemination and global reach of CLG, resulting from three successive waves of translation;

(ii) the languages into which CLG has been translated (or not - and why), together with questions about access and availability, e.g. in digital form;

(iii) translation options, standards and strategies for handling Saussure´s French terminology, examples, metaphors and conceptual dichotomies in the target language;

(iv) knowledge transfer (including misunderstandings) in the intellectual and

professional innovations which Saussure's ideas triggered in our discipline; and

(v) the continuing relevance of his work, and the contribution which studying these CLG translations can make to the further development not just of Saussure studies, but in particular to general linguistics as a discipline.

From ambiguity to criticism and back again: The concept of 'dialect' in (early) modern linguistic thought (ca. 1500–1900)

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The concept of 'dialect' has a long and complex history (see Van Rooy 2017). Although it reaches back to Greek antiquity, it was early modern scholarship that laid the foundation of the diversely interpreted modern concept. In this paper, I want to explore a number of key episodes in the history of this important concept. On the one hand, I aim to demonstrate the enormous ambiguity of the concept of 'dialect' throughout (early) modern history and to summarily tease out its many different interpretations and applications. On the other hand, criticisms of (certain usages of) the concept of 'dialect' appear early on, from the seventeenth century onwards. I will concentrate on a number of revealing cases, including the critical ideas of the relatively unknown Swiss orientalist and theologian Johann Heinrich Hottinger (1620–1667) and of the seemingly forgotten Wittenberg-born linguist Albert Giese (1803–1834), a student of the German philologist August Boeckh (1785–1867) and Franz Bopp (1791–1867) who died prematurely. In doing so, it will be shown that scholarly forgetfulness takes center stage in the history of the concept of 'dialect' and that criticisms of (certain usages of) this concept barely influenced its usages and interpretations before 1900. This state of affairs will be briefly contrasted to the situation after 1900 by means of an exemplary case study, showing that persistent criticism of the concept has led to its abandonment by several scholars. By way of conclusion, I will reflect on a number of the conceptual alternatives currently in use by asking whether they really bring about progress vis-à-vis the concept of 'dialect' or whether they just produce new or similar problems

The great subject-predicate debate and how Albert Sechehaye dealt with it

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The Genevan linguist Albert Sechehaye (1870-1946) is known mainly as one of the editors of Saussure's Cours de Linguistique Générale (1916). That he was a great theoretician of language who foresaw many 20th-century developments in linguistic theory, such as Transformational Grammar, is totally unknown. His two books Programme et Méthodes de la Linguistique Théorique (1908) and Essai sur la Structure Logique de la Phrase (1926), both masterpieces of the first order, were ignored from the beginning due to a covert hostility on the part, first of Saussure, head of the linguistics department of the University of Geneva until 1913, and then of Charles Bally, Saussure's successor until 1939. The main reason for this hostility, and the main cause of Sechehaye's general oblivion, was his conviction that psychology and logic were to be taken into account as adjacent disciplines in the study of language (he grafted his ideas on Wundt's theory as expressed in the Völkerpsychologie of 1900). Nowadays this is fully accepted, but at the time it was felt that linguistics should be fully 'autonomous', without any ties to logic or psychology. As Saussure put it in the last sentence of the Cours: "Linguistics has as its only true object language, taken by itself and for itself." Sechehaye agreed with the first part of this sentence, but not with the second. In this paper, I will show how Sechehaye took an active part in the great subject-predicate debate that dominated the theory of language since the 1850s but petered out after 1950 for lack of results. I will comment on this now forgotten debate, showing its historical background, what it was about and why it is of the highest relevance for the theory of language. I will then comment on Sechehaye's contribution, which, in the spirit of work done by von der Gabelentz, Wegener, Stout and Jespersen, foreshadowed the modern theory of discourse incrementation.

The field theory: Main ideas and new approaches

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The origin of the field theory dates back to the 1930s. The term 'field' means a certain group of linguistic elements that exhibit relations and interdependence between each other. Initially, it was used only for the analysis and description of structural division of the language vocabulary (J. Trier, L. Weißgerber). The theory's main principles are: gaplessness of the field composition, hierarchical organization of the field and interdependence between the field elements. In the latter works, it also served as a model for semantic description of the language in general (E. Coseriu, H. Geckeler), as well as a basic framework for determining the functional division of language (A. Bondarko, E. Gulyga, E. Šendel). Despite the fact that the theory has proven to be a rather productive way of representing relations between the elements of the language system, it has not received much attention in the English-language literature. The presentation first aims to discuss the ideas and principles of Trier's theory and its previous application to analysis and description of language subsystems. Second, it demonstrates how the field principle can be applied to the modern analysis of communicative behavior using the so-called CPF ('communicative-pragmatic field') approach.

The CPF approach combines ideas both from the lexical field theory and from the prototype theory. From the lexical field theory comes the idea that utterances, similarly to words in Trier's theory, can be united into a field on the basis of one common (integral) semantic characteristic. While in Trier's theory, this unifying characteristic was arch-lexeme or arch-sememe, in the CPF approach, it is illocutionary force. From the prototype theory, the CPF approach borrows the idea of prototypical structuring of the field, i.e. its division into core and periphery. The core consists of the most frequent and specialized language means employed to express a given illocutionary force, the less specific means are distributed over the periphery.

The field approach proves to be a convenient means for comparative analysis of multilevel phenomena in different languages yielding illustrative results.

Can phonology benefit from glossematics? – reconsidering phonotactics and prosody

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The direct influence of glossematics – created by the Danish linguists Louis Hjelmslev (1899-1965) and Hans Jørgen Uldall (1907-1957) and discussed in the Cercle Linguistique de Copenhague (CLC) – seems small within phonology, but I shall claim that there were and still are great potentials in it. The focus of glossematics on relations, including syntagmatic ones, naturally leads to an interest in scrutinizing phonotactics in systematic and original ways. Phonotactics was thus an important area of research for glossematics, much more so than phonetic "substance". Important phonotactic contributions were provided by Eli Fischer-Jørgensen (1952), Henning Spang-Hanssen (1959) and Knud Togeby (1951). None of those were glossematicians, strictly speaking, but they were strong participants in the running glossematic debates, e.g. within the CLC. Their phonotactic models and analyses are original contributions to an important but still under-researched part of general phonology. The emphasis on the total structure of the expression plane in glossematics results in a healthy focus on many aspects of prosody. Fischer-Jørgensen's short paper 1948/1961 in nuce contained important insights into the Germanic compound stress, later to be made famous in Chomsky/Halle/Lukoff (1956), and in much later developments of Generative phonology (such as Metrical phonology). Among the crucial aspects of her younger colleague Jørgen Rischel's 1962/1964 paper, are the parallels of structuring of syllables (strong/weak, onset/nucleus) and phrases at different levels. These properties became in vogue much later, in Liberman and Prince's work, among others. Among Rischel's later significant contributions to prosody (reprinted in his Sound Structure in Language, OUP 2009) is his demonstration that Germanic compound stress can be accounted for without a cycle. I aim to show that these works are not only original, important contributions to phonotactics and prosody that are still highly relevant, but that in essential respects, they follow the basic glossematic tenets, and that these contributions could hardly be imagined without the historical context of glossematics. Both of these aspects are not only due to the milieu of the CLC, or to important individuals with particular interests and competences, but to key factors of glossematic theory which were decisive in the success of the venture.

The invention of grammatical categories: Evidence from the history of the 'pronoun'

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The 'parts of speech's' inventory in the European tradition was already completed at the time of the Alexandrian grammar and it is not easy to find what the evolution (the progress?) has been until now. Evolution does exist, as regards integration of syntactic and diachronic criteria and better recognition of language diversity, but the line of it does not appear to have been a straight one nor one which has always been linked with a better correspondence between facts and models. It was rather like Cournot's fortuity for it mainly results from independent causal series such as the actual grammatical tradition, the language to be described with its specific diachronic aspects, the available terminology, the connected knowledge (such as logic and psychology), and even grammatical moods (such as, in modern times, Distributionalism) or ideologies of the period. The parts of speech then provide good evidence for the happenstance inherent to linguistic classification, and this should urge caution as regards the alleged 'naturalness' of the accepted categories. I shall exemplify this point with a brief analysis of the evolution of the category "pronoun", whose history can be summarised as the progressive metamorphosis of a morphological class, with a specific reference, into a functional one defined by semantic and syntactical properties. This is however the general schema the historian can retrospectively outline. Involved players had to deal with heterogeneous material, including diachronical facts (such as, for instance, the morphological differentiation between 'adjectives' and 'pronouns' at the time of the first vernacular grammars). For frequent lack of unifying metacategories, players in the field (and this is still true today) are inclined to appeal to the only immediately available order, that is to say the taxonomical tools inherited from tradition. In such circumstances an historical perspective can shed a useful light on this conflict between the specific field to be described and the available taxonomic tools. It is important here to show how these tools were actually constructed, and could have been somewhat different.

'The Matthew effect' in the history of linguistics: The first grammars of Konkani

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In 1968, Robert Merton (1910–2003) coined the term 'the Matthew effect,' based on the Parable of the Talents (Gospel of Matthew 13:12; 25:29), to describe how eminent scientists have accumulated advantage, gaining more credits than lesser known researchers (Merton 1973 [1968]: 446). This principle can also be applied to the history of linguistics, as established by Koerner (2005) in the V CISEHL. I propose to demonstrate this by analyzing the first descriptions of Konkani, the official provincial language of the Indian state of Goa since 1992. In sum, I intend to show how more recent studies are indebted to the first descriptions of Konkani, concerning mainly the description of pragmalinguistics (Leech 2014: 13–18), namely the politeness principle, and the use of honorifics and polite address forms. In effect, the first known grammar book of Konkani was written by the English missionary Thomas Stephens, S.J. (1549–1619), and published posthumously in 1640 by Diogo Ribeiro, S.J. (1560–1635). Two other lesser known grammars were written mutatis mutandis at the same time, which are preserved in manuscripts in the SOAS library (MS 11559), attributed to Gaspar de São Miguel, O.F.M. (ante 1595–post 1647) and Cristóvão de Jesus, O.F.M. (fl. 1635). More than two centuries later, the Portuguese layman Joaquim Heliodoro da Cunha Rivara (1809–1879) published three grammars of Konkani, by Thomas Stephens (1857, 2nd edition), by an anonymous Portuguese missionary living in Salsette Island (1858), and by the Italian Francesco Saverio di Sant'Anna, O.C.D. (1771–1844) (1859). All of them represent different stages of Konkani and dialects of various Indian castes, but they are still useful for examining recent studies of Konkani (see, e.g., Cunha [1881], Dalgado [1893, 1905], Saldanha [1936], and SarDessai [2000]).

The work of Jan Czekanowski and the history of statistical approaches to language classification

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Jan Czekanowski (1882-1965), professor of Anthropology in Lwów, was a pioneer in the use of statistics in anthropology and comparative linguistics. In his 1927 work "The Introduction to the History of the Slavic peoples" (published in Polish in Lwów) he used statistical methods in order to classify the Indo-European languages into subgroups. He assigned the values 1 (present) or 0 (absent) to 20 selected features in phonology and morphology in the individual Indo-European languages and then used the two-feature contingency table to calculate the similarity between the languages expressed in numbers. Unfortunately, his work on quantitative linguistics was severely criticized by Polish linguists for the selection of particular features and the mechanism of counting them (e.g. the development of the Proto-Indo-European *-tt-clusters was separately counted in the particular branches). As a result, his research found no followers in Poland and remains largely forgotten. Despite this fact, his student in anthropology, Stanisław Klimek (1903-1939) popularized Czekanowski's method in the outside world in 1937 while on a Rockefeller scholarship working with the renowned American anthropologist Alfred Kroeber at the University of California, Berkeley. Although Klimek unfortunately lost his life in Poland at the beginning of the Second World War, Czekanowski's method was further used by Alfred Kroeber and C. D. Chrétien in their famous article "Quantitative Classification of Indo-European Languages" ("Language" 13, 1937) which sparked the interest of linguists in quantitative methods of language classification. The advent of computers and the enhanced methods of cladistics opened new realms for linguists and computational scientists in the work on linguistic classification and chronology. Although the method of computational cladistics as applied to linguistic material is not universally accepted and remains controversial, some of the work done in that field has been useful in confirming previous hypotheses developed by traditional methods (e.g. the discussion on the subgrouping of the Indo-European languages). In this paper, the initial pioneering studies of Jan Czekanowski and their impact on the field of linguistics will be presented since his work was often quoted as such but remains largely unknown due to having been published in Polish in the 1920s.

Hjelmslev as a "forerunner" of the semantic map method in linguistic typology

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In his influential "Prolegomena of a Theory of Language" ([1943] 1961: 53–54) Hjelmslev used graphic representations to visualize the cross-linguistic differences as regards the designations of lexemes. These representations appear in a section that discusses how the languages of the world introduce their own discrete boundaries in (1) the phonetic continuum, (2) the morpho-syntactic functions, and (3) various semantic domains. In addition, Hjelmslev argued that, for linguistic comparison to be possible, one needs (a) to rely on forms, namely on the intrinsic articulation of each language, and not on common features (1961: 50); and (b) to use an extensional set of formulae, which should serve as a neutral base in order to grasp the specificities of those forms and to compare them on safer, general ground. Such an approach was fleshed out in Hjelmslev's essay "La Catégorie des Cas" (1935; 1937).

In this talk, we compare Hjelmslev's approach to a modern method in linguistic typology, the semantic map model (Haspelmath 1997, 2003; Cysouw et al. 2010; van der Auwera 2013), which crucially also resorts to visual representations. While practitioners of the semantic map model regularly mention Hjelmslev's examples, they often fail to acknowledge the significance and impact of the theoretical framework summarised above. To put it bluntly, the points on the maps (i.e., the cross-linguistic invariants) are usually defined a priori and loosely (in lexical typology, see for instance the "Concepticon" [List et al. 2016]), which impedes semantic maps from being an actual tool for analysis, remaining a mere visualisation technique (Malchukov 2010). As a consequence, the universalist (and sometimes cognitive-oriented) claims of the semantic map model are not always solid.

We demonstrate how Hjelmslev's perspective could be implemented in the semantic map method (see François 2008), so that the analytical primitives would not be posited in advance, but would receive principled definitions. In doing so, we show how Hjelmslev's legacy, which is directly acknowledged by foremost scholars of the semantic map model (e.g. Haspelmath 2003: 237–238), can continue to benefit linguistic typology by suggesting avenues to overcome current methodological challenges, and by giving further directions for the field.

Dynamically diagnosing concepts: A role for the history of linguistics?

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Having as its aim the analysis of the emergence and evolution of different theorizations of language, the history of linguistics bears a particular interest regarding the study of the concepts that underlie these theoretical approaches. Thus a part of the examination of these concepts consists in questioning their origin by determining whether they are the result of a pure linguistic reflection or have borrowed from another disciplinary domain. Indeed linguistics, like all other sciences, has no tightly sealed borders, and many theoretical approaches to language – like pragmatics – have been developed by borrowing concepts from other disciplines. Faced with the co-optation of a concept belonging to another scientific domain, the historian of linguistics can – in order to reveal all the presuppositions contained within the definition of this concept – create a kind of "archeology" (in Foucault's sense) by retracing its transdisciplinary path from its attested origin. In doing so, the historian of linguistics offers himself the possibility of making manifest the implicit theoretical crystallizations contained in the definition of the concept and explaining its limitations or its interest related to linguistics.

The purpose of this presentation will be to argue that one of the roles of the history of linguistics is to carry out a dynamic diagnosis of the definitional content of concepts by analyzing their development from a diachronic and transdisciplinary point of view. To support this thesis, I will focus on the concept of the speech act and will show the influence that its passage through theology and law has had on its current definition and the problems that are related to it. This analysis will then lead us to better understand why linguistics is making parsimonious use of this concept, thus offering contemporary linguistics avenues to either render the concept more adequate or to give preference to another concept instead.

Early transformational-generative grammar: The European connection

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For over twenty years after the publication of Noam Chomsky's Syntactic Structures in 1957, the great majority of those working in transformational-generative grammar (TGG) were based in the United States, with only a small number of Europeans developing the theory. The purpose of this talk is to attempt to explain this fact and then to go on to explain the 'internationalization' of the theory in the late 1970s and the 1980s.

As a first point, the field of linguistics was much more organized along 'national' lines in the 1950s and 1960s than it is today. Terms like 'American linguistics', 'Danish linguistics', etc. were more than geographical descriptions: they characterized distinct intellectual outlooks. Second, TGG was widely perceived in Europe as a reaction to the American structuralists' anti-mentalism and obsession with methodology. But European structuralists were not for the most part anti-mentalists and methodology-obsessed. Hence TGG was of limited interest to them. Indeed, Martinet and some Prague School linguists regarded TGG as a version of American structuralism. And finally, until the 1970s there was very little opportunity for European and American linguists to interact. The International Congress of Linguists was (and still is) held only once every five years, while cross-Atlantic thematically-based linguistics conferences were quite rare. Furthermore, most university libraries in the US did not subscribe to European journals, and vice-versa.

Nevertheless, the developers of TGG tried from the very beginning to broaden their base. For example, Chomsky, Morris Halle, and Robert B. Lees published early articles in French, Russian, Turkish, Hebrew, and Japanese. In the 1960s, the MIT department hired Jerzy Kurylowicz (Poland) and J. Frits Staal (Netherlands) as visiting professors and sponsored as visiting scientists Neil Smith (UK), Jean-Claude Milner and Nicolas Ruwet (France), and Ray Cattell (Australia). A decade later, most of the national barriers to an internationally-oriented TGG had broken down: Many of the most important contributors to the theory, such as Henk van Riemsdijk and Jan Koster (Netherlands), Luigi Rizzi (Italy), and Hubert Haider (Austria), were now Europeans.

Essentialism in nineteenth- and twentieth-century linguistics

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In stark contrast to the development of linguistic research during the nineteenth century, the Cours de Linguistique Générale promotes a primacy of synchronic linguistics and introduces the idea of 'language' as an abstract concept (langue) next to the observable linguistic usage (parole). This distinction has shaped linguistic thinking since the early twentieth century to a degree which is not compatible with the enormous findings associated with the focus on the historicity of human language in the research traditions before 1916.

My main research question is: which discursive and ideological traits enabled the rather drastic turn which the publication of the Cours caused? I will argue that the nineteenth century witnessed a competition between two largely incompatible conceptualizations of 'language': The evolutionist view focuses on the historicity of (a) language. It shows a remarkable cross-influence with the development of the life sciences of that time. The essentialist view, on the other hand, presupposes that languages are clearly definable entities and entails a conceptual unity both between 'language' and 'writing/literature' and between 'language' and 'nation'. While the latter perspective has dominated public and political discourse, the former has shaped the academic discourse, although neither side argues in complete isolation from the other. I will show that these two ideological strands eventually culminate in the fateful claim that linguistics needs to take "deux routes absolument divergentes" (Saussure).

On a more abstract level, I will argue that a number of problems still currently facing linguistics are consequences of essentialist thinking rather than the results of observation. Thus, deconstructing the ideological and discursive foundations which created the main tenets of twentieth-century linguistics will enable us to deal with a number of thus far unsolved (untackled) questions. Two out of many examples are the language/dialect distinction and the definition and operationalization of 'well-formedness'. My contribution will therefore provide evidence that an analytic deconstruction of language ideologies and meta-linguistic discourses will directly contribute to an enhanced understanding of the character and emergence of linguistic structures and should therefore be taken as an indispensable methodological tool in linguistic studies.

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Sexy banana - Artifacts of gendered language in tourism

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Mass tourism and its language often come along with souvenirs and their special selling techniques. On the Spanish island of Mallorca, at El Arenal's beach, tourists from Western Europe meet with immigrants mostly from Senegal, Nigeria and India. Mostly, these encounters resolve in oversexualized, creative multilingual constructions of the individual, wherein classical gender roles are being displayed as well as mixed up in unusual ways. The relics of these characterizations are physical souvenirs, but also language phrases that are "taken home" by the tourist and can be found in social media. Via online platforms they are virally spread and therefore adopted even faster by future visitors. A rotation between encounters, objects and virtual repetition takes place. According to the participants, the phrases and souvenirs induce verbal and semiotic games, but often lead to discomfort about their personal attitude. On the one hand, the language and items have become part of a traditional tourism experience and are a necessity for immigrants to survive. On the other hand, they feed the overall generalization of cultures and sexes. Especially migrants working in direct contact with tourists are often the target of abusive language. It seems to derive from the easygoing imposition of (sexual) identities practiced on the beach and street. This phenomenon is increasingly noticeable in the context of sex work that might easily assume male over female dominance. Trying to include as many perspectives as possible, this contribution aims at presenting different strategies of resolving the tensions deriving from sexism and prejudice which appear as a result of on-site multinational tourism

Silence: Passive aggression, symbolic violence and impoliteness

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Silence is not the absence of language, but a very salient part of it. This paper focuses on practices of silence showing hostility to people considered being vulnerable; those who are thought of as not being capable of defending themselves, considered by their interlocutors as unimportant or simply oppressed in an encountered situation. In general, silence might be an expression of acceptance, rejection or doubtfulness, or a simple self-reflection (Koudenburg et al. 2013). It could be significant if an individual uses more eloquent utterances than just words, as a sign of discountenance, (dis-)appreciation, reverence or a purposely used expression to make the utterance itself unclear. Exploring the practice of silence in a Malagasy context brings into focus particular situations when silence occurs as a tactical and controlling utterance among parent-child encounters, gender-related and hierarchically controlled interactions. Speech silence is quasi-present in different levels and appears in different ways in Madagascar (Keenan 1971; Gal 1981; Freeman 2013). These observations inspired my curiosity to conduct research on this practice of silence and its power to reject, to neglect or to show power. This paper presents fresh insights from empirical work on Malagasy and intends to add new perspectives on language and hostility, as a form of communication that is almost not audible.

Gender inequality and hostility to women in West (Anglophone) Cameroon

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Gender classification generally refers to the organization of individuals in a society based on their gender. Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. Women are often marginalized and face hostile conditions in most African countries; i.e. they are regarded only as housewives with no say in major decision making. This is often linked to the traditions, religions, educational and working status. It is worth noting that gender classification differs from one society to the other, with each society assigning men and women different identities depending on the social and cultural contexts. This does not negate the fact that in a globalized world, entangled societies share ideas and concepts on what a woman should be like, as a result of colonialism, migration and communication. Language and communication play an important role here. In some African societies for example, men and women have been acculturated to communicate differently such that, it is considered appropriate for men to communicate in a certain way but inappropriate or disrespectful for women to do the same even when they use the same language or repertoire. This also applies to ritualized and stereotyped forms of communication such as compliments, apologies and swearing. The aim of my talk is to present how the expectations for women to communicate differently in a society have influenced the way they are being categorized. I also aim at showing how due to these expectations and categorization, women have either consciously or unconsciously built a fence around themselves by creating new forms of linguistic and communication practices from the existing ones, hence becoming more 'multilingual'. Moreover, it gives an insight into how women in West Cameroon react differently to these expectations: some use defensive communicative strategies, and others resort to hostile language as a way of protecting themselves, while others have become docile, not leaving out those who have resorted to silence as a way of passing out their message. In this talk, I will focus on how globally present gender concepts are emphasized and used in order to silence and marginalize women in West (Anglophone) Cameroon.

Hostility / hospitality: language on t-shirts

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Motto t-shirts are among the most commonly purchased items at mass tourism sites. Like other seemingly banal objects, such as cups, plates and stickers, on which emblematic motifs and language (toponyms, swear words, greetings, fragments from songs etc.), are mounted and inscribed, motto t-shirts have ambiguous indexicalities. As emphasized in a number of recent contributions, they are used to express constructions of environment and social aspirations (Chiluwa & Ajiboye 2016), and yet, in tourism and other contexts of migration into a different environment and social setting this also includes inversion of norms and the semiotic destruction of socially desired constructs and concepts. Considering language on such t-shirts as being equally complex in its intertextuality and as semantically intricate and context-bound as language in proverbs and poetry, I suggest that it is 'deep' and historically embedded: it requires and elicits diverse and often messy narratives, which might only be shared with some but not all in the audience. Examples from Arenal on the island of Majorca illustrate how t-shirts manufactured and sold there aim at othering both the Self and of those who also migrate to its beaches: Senegalese street vendors, Chinese masseuses and Nigerian sex workers. The prints on clothing tend to be hostile, and often help to perform a sexist and (neo)colonial stance. The multilingual practices of its wearers and their audiences seem to invite ironic comments, while there is no real site where an interaction beyond scripted exchanges may take place: language on t-shirts tends to be no invitation to talk, and does not acknowledge any value of the Other. The riddle printed on a t-shirt elicits a messy narrative that is based on various discourses – those of the mass media, local interactions, social media, but also discourse symbolized in architecture and divisions of space at the tourism site. This talk focuses on the intertextuality of language on t-shirts and the pragmatics of hostility, as well as possible readings of hospitality.

The darker side of translanguaging: Coasti Slang, othering and inequalities in the Kenyan sex tourism sector

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Coasti Slang is a language practice used among so-called "beach boys" along the Kenyan coast in the sex tourism sector (Nassenstein 2016). Having emerged in the boom of Kenyan mass tourism in the late 80s or early 90s, Coasti Slang constitutes a fluid and "translanguaged" style based on Kiswahili that incorporates within its lexicon, elements derived from tourist languages such as German, Italian and French as well as Kenyan Mijikenda languages like Giryama, Digo and Chonyi. What seems to be a form of "slang" used among predominantly younger male Kenyans working on the beach, being reminiscent of youth language practices such as Sheng in the Kenyan capital Nairobi, actually represents the "darker side of translanguaging": Coasti Slang can be seen as a strong voice of criticism used by exploited male sex workers, as a genderized form of "speaking back" to old female customers whose economic dominance and dependencies over sex workers turn the linguistic practice into a powerful tool of addressing inequalities and practices of Otherness that are recurrent in host-guest encounters in similar settings worldwide (Picard & Di Giovine 2014).

A coastal sex worker with a broad repertoire (having mastered numerous tourist languages) in Mombasa may therefore also represent a painful learning process through experiences of degradation, hostility and shame. Likewise, the abundance of German signposts in the nocturnal linguistic landscape of the shabby suburb of Mtwapa (Mombasa, North Coast) as in advertising billboards for strip clubs and bars does not only function as a business language but also a sign and strong sexualized marker of linguistic occupation. This will be addressed in more detail in my talk, introducing Coasti Slang as a fluid language practice of the Kenyan coast while focusing on the power of Othering in creative and agentive translanguaging in tourist interactions of the broader are

The philosophy of 'hakuna matata'

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Hakuna Matata is a catchphrase that originated in the 1970s as a reaction by the Kenyan government to turmoil in the bordering countries, reassuring refugees and others that Kenya was a safe country (Bruner 2001: 892). When the Kenyan music band 'Them Mushrooms' wrote the song Jambo Bwana in 1980, performing in Kenyan tourist hotels, the phrase *hakuna matata* (lit. 'no problem'), amongst other phrases from the song, quickly formed part of the tourist's Swahili repertoire.

The 1994 Walt Disney production The Lion King turned *hakuna matata* into a phrase known and used worldwide and furthermore into a globally accepted philosophy, the lyrics being:

Hakuna Matata

What a wonderful place

Hakuna Matata

Ain't no passing craze

It means no worries

for the rest of your days

it's our problem-free philosophy

Hakuna Matata

The use of *hakuna matata* as a label for hotels and bars all around the globe, as an artwork for tattoos, as a mode of expressing 'easy living' in music and in many other domains has imposed a picture of Africa that does not reflect reality. The 'philosophy' as well as the use of Swahili for the proper names of the animals in The Lion King has led to an oversimplification of Africa, with Swahili thus often being seen as the representative language of the continent. In Kenya, a Swahili-speaking country, a special form of tourist-Swahili has been adopted and strategies developed in speaking with the tourist; a variation called Hakuna-Matata-Swahili (Nassenstein, in print) which includes subtle forms of mocking and othering. This presentation concentrates on the *hakuna matata* phrase, as well as on the intention and agency of the person using it (both tourist and Kenyan citizen) in the fleeting relations of the touristic setting and in the semiotics of *hakuna matata*-writings on *Tuk Tuks* (car-rickshaw), *Matatus* (minibus), menus, or the like.

Abstract ID: 686

On the dynamics of discussions in science blogs: What is "good science"?

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Science blogging developed an increasing acceptance in both the academic and in the lay environment in the last few years. It is often seen in an idealistic way as a valuable instrument to "bridge the gap" (Batts, Anthis and Smith 2008) between the scientific and the lay community by communicating information from diverse fields of science to an interested but heterogeneous public. This public in turn contributes to the scientific discourse and its points of views and by doing so, enlarges the "collective construction of knowledge" (Luzón 2013:430).

In contrast to this estimation, only few studies focus on the actual interaction between blog authors and their public (cf. Shanahan 2011, Luzón 2012, Wenninger 2016). Many science bloggers wish to discuss their blogposts and regard them as an invitation to their audience to debate the relevant topics. Nevertheless, oftentimes commentators and bloggers clash with one another on quite fundamental topics, arguing on different understandings of "good science", of scientific methods and scientific debate. Bloggers often try to regain sovereignty over the subject of their blogpost amidst a discussion that has been driven to aspects that are only loosely connected to the original post. Meanwhile (lay) commenters try to redefine the subject and widen the scope of the discussion with their own points of interest. However, these phenomena seem to indicate differences in understandings of scientific thought and scientific culture.

Our talk focuses on such forms of interaction between expert bloggers and (lay) commenters. By using methods of conversational and argumentation analysis in a corpus of science blogs, we aim to identify explicit and implicit communicative strategies such as the self-representation as an expert, the reformulation and specification of propositions, the reproach of incompetence and ignorance, or the reference to academic authorities with which the participants try to achieve their objectives. This will lead us to the main question in what way science blogs are a communicative forum for the debate on science per se and if they are a specific tool of bypassing different understandings of science and scientific approaches.

"It is important and significant; es esencial": A contrastive study of attitude markers in engineering research articles

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Attitude devices point out the stance of writers towards readers and act as interactional resources involving them in the development of discourse. The hypothesis of this paper is that writers with the same academic background, i.e. engineering, use attitude markers in English and in Spanish differently when they write research papers. In this sense, the main objectives are, firstly to carry out an intercultural study of the differences in the use of attitude devices in academic discourse when written by researchers with different linguistic backgrounds (Spanish and English) in the same context of publication. The second main objective is to contrast the use of attitude devices in the sections of scientific papers. The final objective is to complement the intercultural analysis of these metadiscourse features with a sentiment analysis to study if the frequency of attitude devices coincides with the positive or negative sentiments of the writers. To this end, Spanish academic papers written by Spanish researchers were compared with English academic papers written by English-speaking researchers. The results showed that there are in fact differences in the way academic writers communicate attitude, even though they share the knowledge of the specialist content and the academic style of expressing their thoughts.

Pragmatic corpus analysis

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The paper presents a methodology for an empirical analysis of spoken discourse that combines quantitative and qualitative research. Examples of the data are taken from a bilingual Turkish-German corpus of spoken child language, a corpus of health care communication, a corpus of multilingual school lessons and others. The methodology proceeds in several steps: (1) description of transcribed data (computerized HIAT transcriptions with EXMARALDA) and of the concept of 'constellation', (2) the methodological role of the linguistic unit 'utterance', ⌜SEP⌝ its marking as 'segment' in transcriptions and its importance for corpus formation, (3) search procedures and frequency assignment (EXAKT), (4) classification according to constellative features of the data, (5) contextual (on screen) interpretation of the items, (6) consultation of the transcript and of audio-/video-recording where needed, (7) contextually based categorisation of the items resulting in an empirical determination of their varieties. The objective of the methodological stages is an empirical foundation of discourse-based linguistic analysis of multilingual as well as of monolingual corpora, which we call 'Pragmatic Corpus Analysis' (PCA).

Corporate e-releases from international energy companies: Not such global discourse?

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This study analyses the variations in the use of interpersonal metadiscourse resources (Hyland, 2005) in English-language e-releases of international energy companies based in different European countries (UK, Spain and Poland). Recent research on corporate press releases (e.g. Jacobs, 2014) points to their transformation into a more direct type of discourse with fewer pre-formulation features and a stronger persuasive tone caused by their digitalisation and an instant availability to anyone interested in corporate news. This study compares the use of selected boosters, attitude markers and self-mentions as interpersonal discourse resources that play a significant role in enhancing the promotional dimension of these texts. No study, to my knowledge, has approached the use of metadiscourse in corporate press releases from such a perspective. Three corpora of about 100,000 words were used for this study. A frequency analysis of the identified metadiscourse resources points to notable differences between the three corpora. While boosters registered similar frequencies in the three corpora, attitude markers were notably less frequent in the Spanish and Polish corpora. Finally, self-mentions were the most frequent in the British corpus, half less frequent in the Polish and were considerably less often used in the Spanish corpus. These differences suggest that despite the dynamics of globalisation in corporate digital discourse, e-releases may be strongly influenced by local (corporate, national, regional, etc.) culture in what refers to the expression of the writer's stance towards both the propositional content and the readership of those texts.

Motivational talks from a cross-linguistic perspective: Cultural variations and communicative effectiveness

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From the linguistic point of view, globalization has given rise to standardization and homogenization of spoken and written discourse but at the same time, the value of diversity as an important factor in improving cross-cultural communicative abilities has been continuously growing (Blommaert, Johnstone, Moreno-Fernández). In a globalized world, multinational companies require their managerial staff to be culturally competent so they can successfully interact with counterparts from different linguistic and cultural backgrounds (Bamford, Bowker, Yates and Orlikowski). However, much of the in-company training is often based on knowledge that is shaped by local culture and local language. This is the case of motivational talks, a common practice contributing to the increase of individual productivity.

The aim of this paper is to study the variations in the use of persuasive strategies in business motivational talks in Europe, a field that has not been researched to the best of my knowledge. Examples of oral presentations delivered by well-known motivational speakers in France and in Spain have been examined in order to describe the strategies of argumentation, credibility and emotional involvement, as well as the use of multimodal resources. While common characteristics in talks given in both languages have been identified, the results show significant variations, especially in the argumentative structure and in the use of strategies to build credibility and the appeal to emotions. Notable differences have been observed in the way speakers from different cultural backgrounds approach the task of motivating their audiences, for instance in the personal narrative inserted for persuasive purposes or in addressing the audience. It seems that motivational talks tend to strongly recur to cultural values transferred by the local language in order to increase communicative effectiveness.

Abstract ID: 712

Ideophones as linguistic "rebels" – evidence from Xhosa

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This paper contributes to the study of structural distinctiveness of ideophones. By analyzing the response of 1,984 Xhosa ideophones to the so-called "exotic" phonological, morphological and syntactic properties, which tend to structurally distinguish ideophones across languages (Childs 1994, Kunene 2001, Dingemanse 2012, Lahti, Barrett & Webster 2014, Dingemanse & Akita 2017), the author concludes the following: ideophones are relatively "exotic" in Xhosa, although this distinctiveness is not unitary, being the largest in morphology, less visible in phonetics and residual in syntax.

With respect to morphology, most ideophones are roots. They never bear inflectional or derivational markers typical of Xhosa. Nevertheless, ideophones use reduplicative patterns; in fact, to a significantly greater extent than other lexical classes. They are characteristically an open and productive category —their productivity being spontaneous and, possibly, idiolectal, which allows for multiple morphological variants. As for phonetics, ideophones sporadically involve aberrant sounds or sound configurations (e.g. word-final consonants or words without vowels). The pervasiveness of clicks and alveolar laterals is however noticeable. Ideophones extensively explore vocalic length, even at the phonemic level, exhibiting its four degrees, exceptional for Xhosa. Ideophones tolerate long consonants, otherwise absent in the language. Furthermore, ideophones explore consonantal and vocalic harmony to a larger extent than other parts of the grammar, often creating rhymes effects. Similarly, tone plays a more relevant phonemic role in ideophones than in other lexemes. Some ideophones may be accompanied by distinctive phonation.

In syntax, although their a-syntagmatic use is possible (e.g. as extra-clausal entities or autonomous utterances), ideophones are typically well-integrated in the clause, entering in various syntactic relationships with its other elements. Crucially, ideophones are usually found clause-internally (they appear without pause or contouring separating them from the clause) and function as predicates or adverbs. In the predicative function, ideophones are typically (albeit not always) introduced by the verb *thi* 'say/do'. In some context, they may be accumulated, delivering sequences. The distinct degrees of structural eccentricity are arguably related to differences in grammaticalization and the gradual integration of ideophones into the Xhosa grammar —with the adjustment in syntax occurring faster than the phonological and, especially, morphological adaptation.

Ideophonic modifiers and the limits of mimesis

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Based on a case study of Wolof (Niger Congo; Atlantic), I explore the division of labor between mimesis and speaker-oriented expressivity in ideophonic depictions. Wolof ideophones fall into three types. Type 1 are grammatically non-integrated signs embedded under a quotative marker (QM) which convey aspects of an event mimetically. Type 2 signs resemble manner-oriented adverbials discussed by Schaefer (1992) and Ibarretxe-Antunano (2009); they occur in collocation with an eventive verb, or are produced in isolation under a QM. Finally, Type 3 intensificational co-verbs occur in strict collocation with an adjectival verb.

Type 1 example: *ne karaas-karaas* (conveys shuffling of feet)

Type 2: example: *dagg fatiit / ne fatiit* (conveys cutting in one knife stroke)

Type 3: *nuul kuuk* 'jet black', *tang jer* 'extremely hot'

Much prior work has concluded that depiction---the analogical mode of meaning representation---is central to the lexical semantics of ideophones. Like direct quotations, Type 1-2 ideophones traffic in motorsensory analogy between aspects of the referent and features of the speech signal (Guldemann 2008). But another aspect of depiction is key to accounting for the ideophonic status of Type 3 signs: they convey meaning expressively, rather than truth-conditionally (Potts 2007). Conceptually, static properties like color, temperature, beauty, value, and abundance are less readily conveyed through mimesis: whereas events provide a natural basis for motorsensory analogy with the human speech signal (temporal unfolding, duration, speed, repetition, etc.), these features are unavailable for stative properties. I therefore propose that Type 3 ideophones are indeed veritable members of the ideophonic class, but they are not sound-symbolic in the standard sense. Type 3 ideophones are specified for a particular dimension and convey high speaker involvement (Irvine 1993, Nuckolls 2001), emotive intensity (Baba 2003), and epistemic authority (Dingemanse 2011)---all independently motivated properties of the ideophone class. But unlike event-related ideophones of manner (Types 1-2), Type 3 ideophones expressively convey the intensity of a property through the speaker's heightened experience of it, rather than mimetically depicting aspects of the referent itself. Thus, I conclude that ideophones of static properties provide a rich empirical playground for investigating variation in depictive meanings.

Iconic words, polymorphic morphemes, ideophones and arbitrary signs

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The idea that Saussure's arbitrariness of (minimal) signs makes it necessary for linguists to axiomatize the non-iconicity of words has long been taken for granted, and has provided hostile settings for any claim that form and meaning could be intertwined at word-level. My aim will be to show that the conflation of the notions of (minimal) sign and word is misleading and that the fact that related word forms are associated with related meanings is mostly a consequence of a morpheme's polymorphy, of its exoskeletal nature and of its semantic nature.

I shall first illustrate how apparently autonomous words/roots can be shown to be polymorphs of non-categorial morphemes encoding non-referential meaning. I shall show notably that combining permutations (*form/morph*, *lock/close*, etc.) with expansions (e.g. *ear/hear*) and neutralization of phonological features allows a unique morpheme/sign to take a spectrum of forms which appear to be distinct signs, thus inducing iconicity at word level. I shall then show that polymorphy, whose study can be fully automated, leads to the existence of morphemic clusters. For west-European languages, I shall describe morphemic clusters associated with sound or movement, for instance:

- the *aud/od/do/ot/not/ton* morphemic complex, to which words such as *audition*, *melody/prosody*, *otitis*, *note*, *tone*, *tonal*, Fr. *ton*, *the note*, *do* and many others all belong;

- the *rot/rod/tor/tour/torn/turn/round* morphemic complex, to which words such *rotation*, *torsion*, *tour*, *turn*, *tornado*, and many others all belong;

- the *ru/ur* morphemic complex, to which words such as *rush*, *run*, *urgent*, *urge*, *hurry* and many others all belong.

I shall then show that ideophones routinely belong to such morphemic clusters, as can be illustrated by the *bla bla/habl-ar* relationship in Spanish, and hence that words such as *glouglou*, *hop*, *dong* etc. are polymorphs of non-ideophonic words, with a unique capacity to combine the morphemic backgrounded indication with a capacity to frontally refer to it (or name it).

I shall finally show that the alternative existence of right and left expansions allow words sharing a morpheme to be undetectable by any left/right decomposition procedure, and only detectable through inside/out procedures.

Onomatopoeic silence

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Onomatopoeia constitutes the prototypical verbal image. Tsur (2001) contends that "A sound imitation is perceived as an equivalent of the imitated reality if the target semiotic system is sufficiently finegrained in the relevant respects; and the most relevant options of the semiotic system are chosen". Adaptation from one semiotic system to another necessarily requires selection including loss. Optimally, the option selected from the target system is the one offering closest to the source phenomena. Onomatopoeia, being an ideophonic symbol, is a conventional verbal sign, which is an integral part of the lexicon. In light of the relations holding between signifier (form) and content, diagrammatical iconicity anticipates the addition of content to be followed by increasing form. Silence as a symbol seems counter iconic, but when the content – object or quality – is absence, such as the stillness of nature, the silence of a stone, and the silence of the dead, the unarticulated signifier turns out to be a most iconic ideophone. Moreover, silence as a verbal onomatopoeic image overlapping with stillness and unintentional indexical silences is universal. Being an unvocalized auditory symbol, it surmounts language-dependant phonological restrictions, preferences and peculiarities, and thus is a unique case presenting one-to-one correspondence between the source code (in this case the absence of sounds in the real-world) and the verbal ideophone (the transformed form in the target system). Being a symbol integrated in the signifier, verbal silence is also a diagram: the not-articulated part of the signifier is analogous to the relations of the parts in the quality or object it denotes (Peirce §2.277). We exemplify onomatopoeic diagrammatic silences, in literature, as in Shakespeare's Hamlet "the rest is silence", in grammar, as the zero sign (ø), as the unmarked turn-switching marker; as well as non-articulated phones replacing articulated ones such as the "missing" campaign finding missing children.

Ideophones in narrow Grassfields languages

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The study of ideophones, that is, marked words that depict sensory imagery (Dingemanse 2012) has not been the focus of research in Grassfields Bantu languages of Northwest Cameroon. This study sets out to identify and describe this word class in this group of languages where a type of sound symbolism that has no inherent acoustic quality is used, alongside an attributive verb, to provide a vivid representation of some objects or images. The data used in this study were taken from oral texts produced by native speakers of the target languages living and studying in southwest Cameroon. The study reveals that up to three categories of Narrow Grassfields Bantu languages can be distinguished based on the kind of ideophone that some attributive verbs prefer to co-occur with. In the first category, an invariable ideophone is used with all the attributive verbs; in the second set of languages each attributive verb selects the ideophone that can be used with it; and in the third category, some attributive verbs require several ideophones depending on the object or image that is being described. While this work augments literature on Grassfields Bantu languages, it provides data for further cross-linguistic study of ideophones, an issue that has received unprecedented attention in recent years.

Sensory clustering in Pastaza Quichua ideophones

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Ideophones are sound-imitative words that simulate senses, perceptions, and emotions. Although African and Asian languages are best known for their extensive ideophonic vocabularies, "every major continent has languages with large inventories of ideophones" (Akita and Pardeshi 2016). A common stance adopted by linguists has been to foreground ideophones' distinctiveness from their languages' typical structural patterns (Diffloth 1976, Kita 1997, Kunene 2001). An increasingly common strategy, however, is to identify possibilities for ideophones' integration within their respective languages' subsystems (Newman 2001, Nuckolls, Stanley, Nielsen, and Hopper 2016), and further, to seek typological generalizations for ideophones (Akita 2009, Akita and Tsujimura 2016). Integrative studies have focused mainly on the phonology, morphology and syntax of ideophones, although preliminary generalizations exist for semantics (Dingemanse 2012). For the most part, however, semantics seems to occupy a kind of 'final frontier' for integrative analyses. For example, even in fairly recent work, ideophones' semantics have been characterized as "highly elusive" (de Schryver 2009). This paper seeks to analyze the regularities of ideophone semantics in Pastaza Quichua by first of all outlining their sensori-semantic organization. Based on archived, audiovisual data consisting of over 500 ideophone utterances from the Pastaza Quichua, or 'PQ' language of Amazonian Ecuador (ISO code: qvz) acquired over the last 6 years of fieldwork, I will argue that 10 categories and subcategories are relevant for understanding the semantic structure of most ideophones in this language. Three major categories are: vision, movement, and sound. Subcategories of each of these include: color, pattern, configuration, haptic, proprioception, cognition, and emotion. Second, I will show that although these 10 categories are separable in principle, the more commonly occurring ideophones tend to cluster them together in two or more sensory modalities. This paper will advance our understanding of ideophone semantics for Pastaza Quichua, a South American language isolate. It is hoped, moreover, that the framework implemented here may also prove useful for understanding how variable and interestingly complex ideophone semantics of other languages may be, once we are free of the simplified folk models of Aristotelian sensory classifications that usually frame our conceptualizations of ideophones.

Systematicity and synesthesia of ideophones in Korean

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Most languages seem to have ideophones to describe the sound or shape of an object, even though the size of the inventory varies across languages. Equipped with very large members in the paradigm, Korean represents the languages at the extreme of this continuum, as indicated by more than 29,000 words listed in an authoritative contemporary dictionary. In addition to their richness in quantity, Korean ideophones stand out, more importantly, in a number of system-internal aspects. First of all, Korean ideophones have systematicity in word derivation, thus making this paradigm infinitely expandable. The mechanisms that bring forth such systematicity are notably vowel polarity (i.e., 'positive', 'negative' and 'neutral' vowels), force dynamic iconicity in consonants ('plain', 'tensed' and 'aspirated'), iconicity of multiplicity in reduplication ('partial' and 'whole'), among others. Secondly, Korean ideophones index evaluative attitudes of the describer. Also operative in this functional mechanism are vowel polarity, i.e., a 'negative' vowel for undesirability, and a 'positive' vowel for desirability; and reduplicative suffixation, i.e., a reduplicative suffixed form for displeasure in most cases vis-à-vis its plain, unsuffixed counterpart. Thirdly, a large number of Korean ideophones are used across sensory modalities, i.e., auditory, visual, gustatory and olfactory perceptions. For instance, many are used to mimic the sounds emanating from an object (also indexing such variables as loudness, magnitude, duration, etc.), which are also used for visual perception of color (also indexing saturation, luminosity, extent, solidity and pleasurability), and for gustatory perception of taste (also indexing pleasurability of foodstuff, duration, intensity, depth and purity of sensation, tactility in mastication, and food texture). Many self-same ideophones are used across these perceptual dimensions, an example par excellence for synesthesia. This presentation elaborates all these features that make the Korean ideophones a unique class of linguistic signs with respect to their systematic word derivation (thus making the paradigm expandable with neologisms) and synesthesic encoding of human perception in language.

Phonetics in Bantu ideophones

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Interesting and understudied topics related to vowels in Bantu are ideophones and onomatopoeia. Ideophones frequently involve segments that are absent in the inventories associated with the non-ideophonic words in a language (Fortune 1962). However, very few studies were conducted on the phonetics of ideophones in Bantu. Among the rare works made on this topic, Doke (1927) showed that Lamba ideophones show different vowel features when compared to non-ideophonic speech. For example, he mentions the existence of epiglottalized vowels produced with a concomitant frication of the epiglottis. His idea that a treatise of Bantu onomatopoeia should be written has yet to be realized. Doke (1927) compares what he calls the normal phonetic vowel space of Lamba (a) with realizations of vowels found in onomatopoeia and ideophones. Abnormally prolongated length is found in ideophones and also in emotions in a few cases of normal phonetics, as in the words [cɛː] 'of redness', [kuɬjɒː] 'a great distance yonder' (b); nasal vowels, absent in normal phonetics, and described as naso-oral vowels by Doke (1927), are also quite frequent in this case: [mphũ] 'of the snapping of a trap' (c); vowels with epiglottal frication are also observed: 'these vowels are pronounced with considerable frication in the throat, caused by a contraction of the pharynx which makes the epiglottis vibrate roughly' (Doke 1927:40), [ħɪ̤ħɪ̤ɬɪ̤] 'part of the cry of the ground-hornbill' (d) ; and so it is the case for devocalized vowels and diphthongs: [kxʔḁu̥] (where [kxʔ] transcribes an ejective affricate) 'part of the cry of the monkey'. The paper will examine recent recordings of Lamba and Mongo ideophones from a phonetic (acoustic and aerodynamic) point of view.

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What makes ideophones iconic? Reverse engineering iconic associations in 200+ experimentally vetted ideophones from five languages

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Most experimental approaches to sound symbolism or iconicity in speech have used pseudowords with strikingly little diversity in form and meaning, from Sapir's *mil* and *mal* for size to Köhler's *maluma* and *takete* (and later, *bouba* and *kiki*) for one aspect of shape. Many far-reaching claims about the nature and extent of iconicity in speech are based on this very small corner of the possibility space. In contrast, the iconic patterns found in ideophone systems around the world provide proof of the existence of many sound–symbolic mappings beyond the well-worn ones studied in pseudowords: a natural laboratory waiting to be used in linguistic analysis and experimental approaches (Westermann 1927, Diffloth 1972, Nuckolls 1999). Recent work using a set of over 200 ideophones from five languages (Japanese, Korean, Semai, Ewe and Siwu) has shown that people can guess the meaning of ideophones above chance, confirming their iconicity (Dingemanse et al. 2016). Here I try to reverse engineer how ideophone guessing works by predicting task performance based on independently observed iconic form-meaning mappings. I identify iconic cues shared across the five languages (from simple acoustic imitation to forms of diagrammatic iconicity involving vowel quality, word shape and reduplication) and find that a cumulative measure of iconic congruence is highly predictive of guessing performance. By using types of iconicity to quantify degree of iconicity, this method helps open up the black box of more subjective analyses of iconicity and provides a new way to capture cross-linguistically attested iconic associations.

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Allomorphs of the juncture morpheme in Tjwao

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The present paper contributes to the understanding of the verbal system of a highly endangered and under-described Khoe variety – Tjwao. Tjwao belongs to the Eastern Kalahari Khoe branch of the Khoe-Kwadi family, one of the three so-called "Khoisan" lineages (Güldemann 2014:27). It is currently spoken by as few as nine elderly Tjwa speakers in the Tsholotsho district of Western Zimbabwe (Hachipoli, 1998, Phiri, 2015).

In this talk, I present an analysis of various allomorphs of the juncture morpheme in Tjwao. The juncture is a grammatical formative of the Kalahari sub-branch of the Khoe family. It joins a lexical verb root to a grammatical suffix or to other verb roots, but synchronically has no obvious meaning or grammatical function. Synchronically, the juncture is restricted to three functional contexts, which are attested throughout Kalahari Khoe, namely (1) to link two or more verbs in a multi-verb construction, (2) to link a derivative suffix to the verb root and (3) to link a TAM suffix to a verb. The juncture morpheme and its allomorphs in Tjwao have not been addressed in scholarly literature. This paper aims to rectify this lacuna by offering a more comprehensive analysis of the juncture morpheme in Tjwao, on par with the analyses of other Khoe languages (e.g. Kohler, 1971; Vossen, 2010; Kilian Hatz, 2008; Fehn, 2014).

Vossen (2010:48) notes that the juncture /a/ occurs in all Kalahari Khoe varieties, and is expressed by several allomorphs which vary to some extent between varieties. Moreover, studies of other Kalahari Khoe languages (cf. Kohler, 1971) such as Khwe [Kxoe sub-group], have identified two juncture morphemes. This paper will determine whether the two above assertions hold for Tjwao as well.

Negation in Northwestern !Xuun

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This paper aims at giving a preliminary description and typological assessment of the expression of negation in the Northwestern !Xuun dialects of Ju (Kx'a family), based on published sources (Lloyd field notes 1879-1882; Vedder 1991/1911; Heikkinen 1986, 1987; König & Heine 2001, 2008).

One of the main features of negation in NC !Xuun is its modal split: negation is not expressed in the same way in modal vs. non-modal contexts. Such a split is reminiscent of other languages, notably Ancient Greek (Willmott 2009, and ref. therein). In non-modal contexts (mostly indicative, assertive, factive, etc.), the negation *ǀóá* is used in all dialects (as well as all of Ju), in combinations with tense/aspect markers.

The marker *ǀóá* is never used in modal contexts. Additionally, contrary to other languages like Ancient Greek, there is no unique negative marker, but different strategies are used in different contexts. The imperative negative (or prohibitive, cf. van der Auwera & Lejeune 2005) makes use of two strategies: the use of a grammaticalized form of the verb *nǁàà* 'abandon, leave', attested in all dialects, and the dedicated prohibitive marker *teen*, attested only in only two dialects. In negative purposive clauses, the counterfactual *cé~sé* is used to convey the avertive meaning ("in order not to…", "lest…").

Conclusions:

The expression of negation is interestingly not identical in all Northwestern dialects: different dialects, including within the same dialectal group, do not use exactly the same strategies in negative modal contexts.

Aspects of the expression of negation in Northwestern !Xuun correspond to well-known and well-attested types, in particular the sensitivity to modality, and the expression of the prohibitive ("normal imperative + special negative" strategy, attested in 145 (29%) of 495 languages surveyed by van der Auwera & Lejeune 2005).

However, contrary to other languages like Ancient Greek, the functional modal split does not correspond to a clear morphological split since negation in different modal contexts is conveyed through different means, making Northwestern !Xuun (and presumably all of Ju) typologically interesting.

Keeping up Khoisan: some critical thoughts

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The term 'Khoisan' has a long but inconsistent and volatile history. Since Leonard Schultze first coined it as a collective category in 1928, the use of the term has been met with resistance, not only among academics or historians, but also among the various communities that it referred to (Schlebusch, 2010). Much like the terms 'Bantu' and 'Bushman', the term is perceived as "outdated and even derogatory" (ibid). However, Khoisan as a form of cultural classification persists and is generally applied by 'outsiders' - that is, by non-San, by non-Khoe and above all, by non-Khoisan.

The South African San Institute (SASI) was recently asked what unites the San as a collective. The answer to this question is complex because the San comprise different and diverse groups, who refer to themselves respectively as #Khomani, !Xun and Khwe. Thus, using external and collective terms (or categories) to group diverse peoples, coherently, creates and exoticises 'others' - a hegemonic and essentialist activity, which does not account for cultural and ethnic plurality (Said, 1978). 'Keeping up Khoisan', therefore, is as much a problem of subjugated culture as it is of linguistic categorisation. Such narrow, uniform, and cohesive framings of the cultural other are characteristic of early Victorian anthropology and Volkekunde conceptions that inferred predetermined margins between "us and them", "my culture and your culture".

While accepting that 'Khoisan' may refer to a set of language families that have in common linguistic features, the authors oppose the notion of "reaffirming the term 'Khoisan'" and redefining it to the broader public as an appropriate term of convenience" (as per the workshop call). Such terms of "convenience", particularly when employed by non-specialists, are indeed paradoxical as they essentialise (or pigeonhole) the very diversity they intend to portray. Cultural pluralism cannot be abstracted for external and public convenience, linguistic or otherwise. Conversely, social anthropologists have long studied communities by means of empathetic or subjective immersion: understanding 'others' from 'within' (see Bernard & Gravlee, 2014). This is in anthropological terms referred to as the 'emic' perspective: the insider's point of view, in which the researcher's perspective is decentered (Geertz, 1973). In light of this, this paper argues from an emic point of view for a more precise terminology that reflects the internally constructed identities of the communities we are trying to talk and write about.

Based on SASI's, the San Council of South Africa's and different Communal Property Associations' long-term fieldwork experience with three San communities in South Africa, it is clear that they do not identify themselves as Khoisan; however they have 'accepted' the term San. The widespread use of the term Khoisan has, however, also led to an imposed internalisation by some community members. This is the driver for the attempt of promoting and offering a more precise terminology, by discussing difficulties and solutions that are being determined by the communities themselves and that include their voices and experiences. Furthermore, the authors are strongly conscious of the recently launched San Code of Research Ethics that promotes responsible research. With developing the Code, it is the intention of the San communities of South Africa to ensure appropriate representation through outsiders. Consequently, the use of appropriate terminology from being common sense and good practice has become a fundamental ethical obligation.

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The Cua Khoisan language of Botswana: Resilience or a longer road to language loss?

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The Cua language, a Khoisan speech community that belongs to the Central Khoe Languages, is spoken in the south-western parts of the Central District (at Kodibeleng, and the Western Sand Veldt), and the western and north-eastern part of the Kweneng District (at Diphuduhudu, Leologane, and Sorilatholo). These two areas constitute its central location, where it is still spoken by adults and younger people. However its location, far from other Khoisan communities, has not drawn much interest from researchers of the linguistics and anthropology of Khoisan people. Except for some linguistic surveys by Anthony Traill and Rainer Vossen, it is only recently that linguists have made substantial research in the area. Cua is an endangered language as it is now spoken mainly by the elderly. School-going children shun the language, but those who remain with parents can still speak it in family domains. There are no organized advocacy associations and no revitalization endeavours in place to ensure the promotion and preservation of Cua. While elders speak of the wish to maintain the language for posterity and for the celebration of culture, they are devoid of means to accomplish that. The paper is going to tackle the discussion of the Cua language from the view point of language endangerment, by, in the first instance, characterizing the sociolinguistic vitality of the Cua community. Secondly, the paper will discuss the conditions (historical, policy, and demographic) that demonstrate that the language is also threatened with extinction, like all other Khoisan languages in the region. Language and cultural policies of Botswana, which do not cater for minorities, will be identified as the main forces behind the ethnic and linguistic demise of Cua.

Semantics and pragmatics of possession in ‡Kx'ao‖'ae & Ju|'hoan

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Possession can be defined as "the linguistic expression of the relation between two entities, a Possessor and a Possessum, such that one, the Possessor, is seen as being in some way related to the other, the Possessum, as having it near or controlling it" (Baron et al. 2001: 2). Possessive relations are conceptualised in different ways, such as the "ownership" relation between people and things, or the relation between people and their kin or body parts. These relations can be encoded by different formal means, often underlining an alienability distinction in the language. In the alienability hierarchy proposed by Nichols (1988), kinship and body part terms are most likely to form classes of inalienably possessed nouns.

In this talk I describe the domain of possession in ‡Kx'ao‖'ae and Ju|'hoan, two south-eastern varieties of the Ju language (aka !Xun). After illustrating the different formal strategies for encoding possession, as well as the distribution of constructions across particular semantic relations (e,g, kinship), I will demonstrate that - at least in ‡Kx'ao‖'ae - the choice of possessive construction is also determined by information structure.

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Person(ified) Proper Name (P.Pr.N) focus = à marker in Nuasúɛ A60A

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In Bantu languages, the expression of focus by morphological means is widespread. This is most commonly achieved through the use of affixes and particles (Nurse, 2006) associated either with a verb, a non-verbal constituent or another grammatical category attached to the verb (Güldemann, 2003a; Nurse, 2008). In this paper I focus on non-verbal constituent focus in the Cameroonian Bantu language Nuasúɛ (classified as A62d (Guthrie, 1971) and A62A in Maho's (2009) revision of Guthrie's classification). I pursue an in-depth exploration of the morphosyntactic functions of the enclitic particle |=à|, which is used exclusively in Person(ified) Proper Name (P.Pr.N) focalization. Drawing on data from the language, which shows that the subject marker (SM) is not licensed in simple sentences in Nuasúɛ, I show that the focus marking is strikingly tense or discourse-sensitive.

The enclitic |=à|, which undergoes vowel harmony from the proper name's radical vowel, marks both assertive and contrastive focus in two quite distinct contexts. In non-narrative tenses, the re-introduction of a participant by a proper name in object position(s) triggers an assertive focalization simply marked by =à on the in situ proper name, as shown in (1), with Yésus=è. On the other hand, the re-introduction of a participant by a proper name in subject position in a narrative tense or discourse indicates a topic-focus organization best paraphrased as "as for P.Pr.N, he did… ", and which yield a synchronic conventional reading of "P.Pr.N…did" expressed in three ways: i) the subject (Símùn in example 2) incorporates the focus marker =à, ii) moves to the topic pre-subject position and iii) the verb carries a subject marker, (|ʊ-|) for class 1, as shown in (2). This can yield the hypothesis that pre-sentential dislocation strategy of any common noun expresses a topic-focus or new topic in Nuasúɛ.

(1)   Símùn kòyòsòn Yésúsè pùkétị̌

Simon   kà-yòːsòn   Yésus=à   pù-kétị̌

Simon   F2-look at   Jesus=FOC   14-smallness

'Simon will look at Jesus a little bit.'

(2)   Símùnè wàsáŋʊ̀nà Yésús kìγɔ̀ŋ kítátʊ̌

Símùn =à   ʊ- à- sáŋʊ̀nà   Yésús   kì-γɔ̀ŋ kí-tátʊ̌

Simon=FOC   1SM-Nara- deny   Jesus   7- time 7-three

'Simon denied Jesus thrice.'

The contracted demonstrative as a topic-marking particle in Kimakunduchi

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In this paper, I demonstrate that the contracted demonstrative functions as a topic marker (TM) in the Kimakunduchi (Kikae) dialect of Swahili.

In Kimakunduchi, contracted forms (CF) of the proximal and medial demonstrative exist alongside the uncontracted forms (UF). In (1), the CFs occur after the predicates like a particle agreeing with the preverbal NPs, while the UFs modify the subject noun m̥tʰu 'person'.

(1) a. m̥tʰu yuno ka-ja=yu (person DEM.PROX.cl1 3SG.SM-come.PFV=DEM.PROX.cl1) 'This man came.'

 b. m̥tʰu uyo ka-ja=yo (person DEM.MED.cl1   3SG.SM-come.PFV=DEM.MED.cl1) 'That man came.'

While their morphological and syntactic characteristics as shown above are described (Racine-Issa 2002: 59, 62), the CF's function remains unclear. I propose that the CF and UF differ functionally based on their syntactic properties, namely that the CF cannot modify nouns, while the UF cannot occur post-verbally agreeing with the preverbal constituent. I present the following three arguments for the assumption that the CF functions as a TM:

In most examples, the CF agrees with the preverbal constituent regardless of that constituent's syntactic status, and the preverbal position is assumed to host the topic constituent in Kimakunduchi as it is also accepted regarding other Bantu languages (cf. Kimenyi 1980, Yoneda 2011).

The CF cannot agree with the subject of 'event-reporting sentences' (Lambrecht 1994: 137), the subject of which cannot be a topic constituent.

The CF cannot agree with noun phrases quantified by *kila* 'every'. As observed by Lambrecht (1994: 156), non-referring expressions such as universal quantification cannot be topic constituents.

The subject marker (SM) is also sometimes analyzed as a TM because it agrees with the topic constituent in the inverted construction (cf. Morimoto 2006). While the inverted construction also exists in Kimakunduchi, only inanimate patients and locative expressions are marked as topics in this construction. The CF, on the other hand, can also mark as a topic animate patients, recipients, possessors, instruments and time expressions, as well as the subject, and thus a far wider range of expressions than the SM. From this, I conclude that the CF has grammaticalized to a more general TM.

Exclusive focus sensitive particles in Herero (Bantu R31)

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Herero, a Bantu language spoken in Namibia and Botswana, has three exclusive focus sensitive particles (EFSP), namely, úrirí, porwé, and eríke. This paper discusses the differences of their behaviour and scope. The main claims are:

1. None of the EFSPs can co-occur with the subject NP in SVO. (1)

2. All of the EFSPs can co-occur with a VP, but the scope differs depending on the particle. (2)

3. These EFSPs encode two different levels of exclusivity – strict and moderate. (3),(4)

When these particles appear with subject NP, it has to be a cleft sentence.

(1)   a.*Ozo-mítirí   porwé/úrirí/azé-eríke   zá-pundire.

           10-teachers   EXCL/EXCL/10-EXCL   SM10.PST-dance

   'Only teachers danced.'

         b. Ózó-mítirí   porwé/úrirí/azé-eríke   ondá-pundire.

            COP.10-teachrs   EXCL/EXCL/10-EXCL   RM10.SM10.PST-dance

    'It's only teachers who danced.'

When these particles appear after VP, their possible scopes differ.

(2)   Mbi-ryá   oví-hápe   porwé/úrirí/avé-eríke.

         SM1SG-EAT   8-FRUITS   EXCL/EXCL/8-EXCL

'I am doing only EATING FRUITS.'   porwé:Yes/ úrirí:Yes/ eríke:No

'I am only EATING fruits.'   porwé:No/ úrirí:Yes/ eríke:No

'I am eating only FRUITS.'   porwé:Yes/ úrirí: Yes/ eríke:Yes

Because eríke agrees with the noun, it can modify only nouns. Porwé and úrirí can modify both nouns and verbs. However, their scopes are different, as shown in (2). Moreover, differences in levels of exclusivity can also be observed between the forms. In (2), when porwé or eríke are used, anything other than fruit is strictly excluded, while when úrirí is used the restriction is more moderate and it is also possible that other fruit-like things could be included.

A similar distinction can be seen in the case of modifying the verb. Porwé strictly excludes the action/event, while on the other hand the exclusiveness of úrirí is more moderate and it could possibly include other marginal actions/events. Therefore úrirí seems to exclude not the action/event itself but rather the level/quality of it. Therefore, when you do not need to specify the action or when specifying is not appropriate, using porwé is unnatural (4).

(3)   Owo   ká-vá- zíkire   úrirí/porwé,   vá-kóhére   nóho.

       3PL   NEG-SM3PL.PST-cook   EXCL   SM3PL.PST-wash   also

'They didn't only cooking, but also washing.'

(4)   Káko, má-tú-sérékáréré úrirí/??porwé.

No.   PRG-SM1PL-chat   EXCL/EXCL

{as the answer for "Are you studying?} 'No, we are only chatting.'

Question and response particles in Bamileke Medumba

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In this talk, we establish: (1) that there are at least seven ways to ask a polar question in Medumba, (2) that there are two ways to affirmatively respond to these questions, and (3) that these strategies serve as a window to the speaker's epistemic state of mind.

We show that polar questions establish a relation between the propositional content and the speaker's attitude (Asher & Reese 2007; Van Rooy & Šafářová 2003; Sudo 2013). They establish whether p is in the speaker's set of beliefs and once established, this relation can be modified by the source, the timing and the strength of the bias. Polar questions in Medumba can be neutral (the […kí] strategy) or biased. With the latter, the bias can be negative (the [… á-á] strategy) or positive. Positive bias can be based either on a previous conversation with the addressee or on a situation. For the previous conversation, the speaker can have a weak (the [kù … á] strategy) or strong (the [… á] strategy) bias. As for the situation, the bias can be based either on a past (the [kùlá … á] strategy]) or a present situation. For the present situation, the bias is either based on strong (the [kùlá …] strategy) or on weak/indirect (the [… kɔ́] strategy) evidence.

With regard to response particles, we show that there are two ways to affirmatively respond to polar questions. The particles ɧŋ̀ or ŋ̀ɧŋ̀ are used as answers. As to whether these response particles differ from each other, we show that while ɧŋ̀ is used to respond to the propositional content of the question, ŋ̀ɧŋ̀ is used to respond to the bias. As a result, we predict that ŋ̀ɧŋ̀ cannot be used to answer neutral polar questions and this is indeed the case.

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Additive particles in Bantu

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Additive particles (glossed 'also, as well') indicate that the element that they modify is to be added to a previously mentioned or presupposed linguistic unit of equivalent syntactic status, thereby making explicit some similarity between two or more events or entities. Additive particles in many Bantu languages are morphologically complex, consisting of a pronominal element and another morpheme, the nature of which varies between (and sometimes within) languages. Three types of morphologically complex additive particle will be discussed.

In a number of zone JE languages in north west Tanzania, additive particles are formed by prefixing a pronominal agreement marker to a specifier meaning 'all'.

(1) Abhaanu   bha-ri-ga   bha-ta-ri-wo   na   esemwene   a-ta-ri-wo

   2.person   3P-COP-HAB   3P-NEG-COP-LOC CONJ father.POS.3S   3S-NEG-COP-LOC

   waamuwaabho   w-oone   a-ta-ri-wo.

   relation.POS.3S   3S-all   3S-NEG-COP-LOC

   'People weren't there, and his father wasn't there, his relative also wasn't there.' (Kwaya, Odom 2015: 19)

In Jita (JE25) this has developed into a morphologically simple form, *wone*, that is used for all persons and noun classes.

A more widespread construction, consisting of a conjunctive/comitative marker cliticized to a pronominal 'referential' marker is found in Bantu languages throughout eastern and southern Africa.

(2) uwe   u-na-phiya ujeni=ni,   ku-manya   mutu   na=o   hiko   ta-a-ku-manya

   2S   2S-PRES-go abroad=LOC 2S.NEG-know 1.person CONJ=3P there   NEG-3P-2S-know

   'You are going abroad, you do not know anyone and they also there they do not know you' (Digo, Nicolle 2002: 143)

In certain languages in southern Tanzania, including Malila (M24), Ndali (M301) and Vwanji (G66), this type of additive particle is restricted to first and second person reference. For other persons and noun classes, a pronominal agreement marker is prefixed to a form derived from the class 16 (locative) relative marker *pê*.

(3) Khabhɨlɨ ɨ-n-sama   zi-ope zyá-lɨɨpo   mʉ   ɨ-lɨ-tata   líila.

again   AUG-10-lion 10-ADD 10.PST-be(16) 18.in AUG-5-bush 5.DEM

'Moreover, lions were in that bush as well.' (Malila, Eaton 2012)

In this paper, I will discuss the distribution of these forms, and their interaction with the additive use of the conjunctive/comitative marker. I will also discuss the use of additive particles to mark topics and to express scalar 'contrary to expectation' ('even') meanings in certain languages.

Particles in Bantu: Introduction

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Grammatical particles are among the less-well described areas of the grammar of Bantu languages. However, the available descriptive, theoretical and comparative literature shows that Bantu languages typically have a rich inventory of grammatical particles, differing in their morphological form, syntactic distribution and the functional roles they fulfil.

Examples of particles in Bantu include negative particles (e.g. Devos and van der Auwera 2013, Güldemann 1997), question particles (e.g. Thwala 2006), and focus-related particles such as exclusive, scalar and additive focus particles (e.g. Schneider-Zioga 2013, Marten and Yoneda 2017).

The present paper develops an initial approach to describing and analysing particles in Bantu, and proposes a set of questions against which research in particles in Bantu can be developed:

• Morphology: Are particles monomorphemic or complex? Do they show agreement?

• Syntax: Are particles associated with a specific syntactic position – e.g. clause-initially or clause-finally, immediately after or before a specific constituent, etc.?

• Function: Which are the functional domains in which particles are found? Are there functional domains in addition to the better described ones such as negation, interrogatives and focus?

• Comparative-typological considerations: What are the different particle inventories of various Bantu languages? Are there implicational relations between different systems (e.g. presence of particle X implies presence of particle Y)? How do particle systems interact with other grammatical formatives?

• Comparative-historical considerations: Can specific particles, or particle sub-systems be reconstructed for Proto-Bantu? Can specific particles, or particle sub-systems be shown to result from language contact? Are there specific grammaticalisation paths in which particles play a role or which can commonly be shown to give rise to particles?

The paper provides examples to illustrate these points, and charts a broad overview of the distribution of different particles in Bantu, based on a comparative database of morphosyntactic variation in Bantu including some 40 Bantu languages. The aim of the paper is to provide the background and context for the workshop, and to situate the papers to be presented in a wider comparative-typological perspective.

Typological variation of negative particles in Chaga

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This paper deals with negation marking particles in Chaga languages (Bantu E60) spoken in the slope areas of Mount Kilimanjaro in Tanzania, which are classified into four subgroups, namely West Kilimanjaro (WK), Central Kilimanjaro (CK), Rombo, and Gweno (Nurse 1981, Philippson and Montlahuc 2003).

In Chaga, negation in main clauses is generally marked by a clause final particle, although the forms themselves vary from language to language, i.e., *-fo*, *-ndi*, and *-ni* in WK, *-pfó*, and *-ní* in CK, and *-ku* and *-kwi* in Rombo (Nurse ibid: 160). According to Nurse (ibid) and Philippson and Montlahuc (2003), this morphemic variety can be explained by postulating the negation marking system of Gweno as a proto-system, where clause final negative markers agree with the subject's class or person/number and the forms themselves are derived from either self-standing pronouns (in the cases of 1sg, 3sg, 1pl, and 2pl) or demonstrative pronouns ("o of reference", in the cases of 2sg and all other classes including 3pl=cl.2). This explanation also fits well with Devos and Auwera's (2013) typological classification of the origin of post-verbal negative markers in Bantu, where they categorize three types: (1) negation words, (2) possessives/pronominals, and (3) locative pronouns. Following this classification, the Gweno system, as well as any other system in Chaga as a reduced system of it, shall be classified into the second type.

However, there are still unresolved puzzles, one of which is the fact that, as Devos and Auwera (2013) point out, it is not clear whether *pfó* in CK is from 2sg possessive pronominal form or from the locative (cl.17) pronoun. This problem is crucial both for precise understanding of the Chaga post-verbal negation system on a typological basis and for cross-Bantu typology of the post-verbal negation system itself. Based on empirical data from under-described Chaga languages such as Rwa (WK), Uru (CK), and a Southern dialect of Rombo, I will provide a more comprehensive picture on this issue and clarify the typological diversity of the post-verbal negation system in this language group.

The Bemba focus particle *fye*: Distribution and function

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Although there is considerable descriptive and theoretical literature on Bemba, the particle system of the language has not received dedicated attention. The present paper aims to address this lacuna and to provide a first description of particles in Bemba, focussing on the focus particle *fye*.

The focus particle *fye* 'just, only' occurs typically in post-verbal position and modifies the preceding predicate (1a), although it cannot easily modify an object NP (1b). However, if the complement of a verb is verbal itself, *fye* can appear both after the inflected verb (2a) and after the verbal complement (2b). However, positioning *fye* before the verb is not possible (2c).

a.   Chisanga   a-shit-ile   fye   in-konde

Chisanga   SM1-buy-PST FOC 10-bananas

'Chisanga only bought bananas'   (ND3_21082017)

b.   ?Chisanga   a-li-shit-a   in-konde   fye

        Chisanga   SM1-PST-buy-PER   10-bananas FOC

a.   A-lee-fwaya   fye   uku-ya

SM1-PRS-want   FOC   15-go

'S/he just wants to go'

b.   A-lee-fwaya   uku-ya   fye

SM1-PRS-want 15-go   FOC

'S/he just wants to go' (more emphasis on the verb?)

c.   *Fye a-lee-fwaya   uku-ya

 FOC SM1-PRS-want   15-go

If an object NP is focussed with *fye*, clefting of the object is preferred (3):

(3)   Ni   nkonde   fye   esho a-shit-ile

COP 10.banana FOC REL   SM1-buy-PST

'It is only bananas he bought'

In subject inversion constructions (cf. Marten and van der Wal 2014), *fye* occurs directly after the predicate and before the logical subject (4), a position strongly associated with focus.

(4)   Ku-lee-isa   fye   ba-kwaaya

SM17-PRS-come FOC 2-choir

'Only the choir is coming'

When used in subordinate contexts with situational TAM marking, the use of *fye* gives rise to a completive reading ('once'):

(5)   Ba-shi-fik-a   fye, tw-amba   no-ku-lya

SM2-SITU-arrive-FV   FOC SM1PL-start   ADD-15-eat

'Once they had arrived, we started eating' (ND3_21082017)

Finally, there are also idiomatic expressions such as *koma fye* 'just, only' which combine with *fye* but cannot be analysed further:

(6)   Koma fye   na-iwe   u-kwat-e-ko

Koma   FOC ADD-Pron2SG   SM2SG-have-FV-LOC

'You also just want to also have some/the same'

The talk will discuss the distribution and function of *fye*, and contextualise it in the wider comparative Bantu context.

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Languaging race and ethnicity: reconstructing raciolinguistic orders in post-apartheid schools

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The postracial in contemporary conditions is an aspiration but simultaneously a descriptor for a new set of racial arrangements shaped by shifts in the political economy and broader geopolitics. This presentation analyses the ways in which such racial arrangements in post-apartheid South Africa are refracted, subverted, and reconstructed in interactions by young students in playgrounds on the periphery of Cape Town. Work within linguistic anthropology and linguistic ethnography has shown that categories such as race, ethnicity, and class are interactional achievements grounded in social contexts and evolving with them. From this perspective, language and other identities are performed and negotiated in interaction. Influenced by both local contexts and wider ideologies in circulation, interactants align with, contest, or transform social categories of belonging. In these processes, racialised indexicalities and the raciolinguistic orders they construct are reworked. Most South African studies of school integration have focused on historically white schools as sites for engagement with ideologies of whiteness. In the schools studied here, however, the white 'Other' is absent from the site, thus relations of domination and subordination tend to be less asymmetrical and ideologies of language, legitimacy, and belonging less fixed.

Drawing on two six-year Linguistic Ethnographies using observations, interviews, and recorded peer interactions, this presentation illuminates encounters across difference among multilingual 10-12 year olds in two primary schools. Findings show how dynamic new multilingual practices result in frictions but also new forms of conviviality. They illuminate in particular how youngsters use "strategically deployable shifters" (Urciuoli 2003) to construct new raciolinguistic orders, reworking historical divisions through resignifying racial or ethnic categories and subverting the racialised indexicalities operating in the local social field, albeit not always unproblematically. Findings thus illustrate the potential of such fluid, heteroglossic contexts to inform models of cultural production, contributing to "a symbolic enlargement of knowledges, practices and agents" (Santos 2012: 56) and offering clues to how schools can nurture transformative practices.

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Racial 'rupture' and 'repair': an analysis of raciolinguistic ideologies in youth multilingual interactions

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Racial ideologies remain a defining feature of multilingual interactions in South Africa. Today, the challenge for sociolinguists working in the country is to develop theorizations of such interaction that contribute to a greater understanding of how South Africa is building a (post)nation of postracial equity in a fragmented world defined by global raciolinguistic economies.

In this presentation, I draw on a longitudinal qualitative research project of youth multilingual interactions to demonstrate how young multilingual speakers manage racial 'rupture' and 'repair' in two contexts: a Church youth meeting and an after-school youth club. I analyze how young multilingual speakers stylize their multilingualism and identities and are racialized in interaction defined by racial rupture and repair. I will also demonstrate how young multilingual speakers draw on and challenge ideologies of race to negotiate racial ruptures and repairs.

I put forth the argument in this presentation that racial rupture and repair are defined by interaction and are learned as a condition of youth multilingual interactions to establish shared meanings of context, ideas of non-racialism and what needs to occur to transcend raciolinguistic stereotypes and ideologies imposed on interactions. I suggest that an interactional sociolinguistic approach of racial 'rupture' and 'repair' could inform us better of the relevance, conditions and intentions of multilingual speakers racializing interactions, especially where it concerns the contestation of racial categories formed historically through fraught and ambivalent social and political discourses. This is also followed by a number of suggestions as to how the field of raciolinguistics could expand its research ambit.

Spoken Corpora advances: prosody as the crux of speech segmentation, annotation and multilevel linguistic studies

Automatic prosodic structure from transcribed speech recordings

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An algorithm for automatic detection of sentences prosodic structure from transcribed speech recordings is presented. The method is based on the incremental prosodic model of Martin (2009, 2015, 2017), which describes the prosodic structure as a hierarchical assembly of stress groups indicated by contrasts of melodic contours located on stressed vowels.

In French, stressed vowels, outside emphatic stress, are located on the last syllable of the stress group. The duration of the stress group is determined by the minimal (250 ms) and maximal (about 1,250 ms) gap allowed between consecutive stressed syllables (Martin, 2012). The lexical or grammatical category plays no role in the stress group constituency, although stressed syllables are more frequently located on lexical rather than grammatical words.

Stressed syllables vowels carry melodic contours, which are characterized by their glissando value, taking into account the speed of melodic variation. A glissando threshold defines the melodic variation above which a frequency change is perceived, and below which a static tone is perceived. Contours are classified according to their glissando value and average melodic height.

The algorithm, implemented in the WinPitch software program, proceeds as follows:

Scan for all words final vowels as contour candidates form the phonetic segmentation layer, which should be available in either TextGrid (Praat), trs (Transcriber) or wp2 (WinPitch) format.

Rank all vowel candidates inside segments of 1,250 ms from their prominence index, evaluated from various criteria (glissando value, average height, duration, intensity) and retain the largest value.

Determine the terminal contours from a perception text proposed automatically to the annotator.

From that point, the whole process is completely automatic, the rising and falling melodic variations being categorized automatically from their glissando values, assuming that the fundamental frequency curve has been reliably detected. If not, a full set of prosodic annotation tools is available based on the stylization on first harmonic spectrograms.

The prosodic structure of each sentence is built from the sequence of melodic contours, and is indicated in the output with brackets, possibly with the (macro)syntactic structure indicated by parentheses, delivering a convenient way to explore the alignment between syntax and prosodic markers.

Ethnolinguistic methodology for the study of Portuguese spoken in Libolo

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Libolo is an Angolan inner region that was first occupied by Bantu Kimbundu people in XIII/XVI centuries. However, some tombs and barns in its south-eastern areas show that an extensive language/cultural contact happened in the region either with the Ovimbundu or the Bantu Ganguela people during their migrations in the center of Angola during the XVII century (Figueiredo, 2016).

The Portuguese first arrived in Angola in 1483, but they only started settling in Libolo in 1893. The Portuguese authorities also invited some German settlers who left the former Namibia colony after 1915 to establish themselves in Libolo. Meanwhile, Libolo was also evangelized by missionaries of the French Holly Ghost Congregation (Figueiredo, 2016). So, Libolo has been a cultural/language contact region for centuries, first among Kimbundu/Ovimbundu/Ganguela people and later among the first ones and European traders, settlers and missionaries (Dutch/Portuguese/German/French). The late European settlement in Libolo allowed its native people to preserve their Bantu traditions until nowadays. The Kimbundu variety spoken in Libolo region is classified as a vigorous language in the literature, as observed in Lewis and Simons (2015), and some of its features reveal its contact either with the Umbundu/Ganguela languages or the contemporaneous Portuguese, as seen in Petter, Negrão and Viotti (2015). In Libolo Portuguese, for instance, the German *ya* particle is widely spread either as an affirmative particle or as a speech marker. On the other side, syncretic words such as *kavelhinho* 'very old man' conjoin the presence of both Kimbundu/Portuguese affixes that reduplicated its conceptual meaning.

Following the proposal of spoken corpora and linguistic studies as seen in Mello (2014) and others, we will present part of the methodology for the ethnolinguistic studies for collection and treatment of Portuguese spoken in Libolo. We will analyze a dialogic text with image video, speech corpora transcription followed by its sound linearization in order to observe some spontaneous gestures and mimetics of the Portuguese spoken in Libolo that express a syncretism in pragmatic/cultural categories such as attitude – see Moraes and Rilliard (2014) among others.

Prosodic-discursive alignment in Parkinsonian dysarthria

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Parkinson's disease (PD) is a progressive degenerative disease associated with the death of dopamine-producing neurons in the basal ganglia. PD is clinically characterized by motor deficits, which may interfere with speech production. The use of L-Dopa has been efficient in PD symptoms treatment. The main effect of L-dopa is an increase of dopamine in the brain, which results in a reduction in PD symptoms.

We analyzed the prosodic-discursive organization of a PD patient based in: i) a dynamic model of speech production; and ii) a model of discourse segmentation based on attention, intention and discourse purposes. The model of speech production assumes that information from superior linguistic levels are encoded in lexical gestures acting in parallel with three coupled oscillators: accentual, syllabic and glottal. These oscillators work on speech rhythm, and when connected with gestures' duration, give prosody as a result.

Based on the speech production model, a script is used to automatically detect the stress group (SG) taken to be the interval between two phrase stress. Recent analysis shows that SG are coincident with boundaries of discourse segments (DS).

In order to verify if Parkinsonian dysarthria disturbs prosodic-discursive organization, speech samples were collected before (OFF) and after (ON) L-Dopa administration, as well as a controlled sample from a non-parkinsonian speaker. Subjects were asked to read aloud a text with 37 DS. We then focused on: i) frequency of SG per DS; and ii) the number of SG in each sample that were not aligned with DS boundaries.

The comparisons between OFF and control, and between ON and control showed significant differences in number of SG per DS, while OFF-ON differences were not significant. The total occurrences of SG in Parkinsonian samples show the consistent alignment between SG and the 37 DS boundaries.

The results show that i) the symptoms of PD increase the frequency of pauses inside the DS if compared to control. Moreover, L-Dopa seems not effective for a significant reorganization of prosodic-discursive structure in speech; and ii) in Parkinsonian samples the DS boundaries aligned with SG were preserved, which shows that some part of the prosodic-discursive structure remains preserved.

Prosodic segmentation as a versatile formal device in Kabyle (Berber)

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Several authors have tried to characterize prosodic units either as mapped from syntactic constituents (e.g. Selkirk 2009) or as constituting a separate hierarchy with their own functional value (e.g. Cresti & Moneglia 2005). Each type of view is supported by some amount of data, while a certain amount of residue remains: 'fragmentary' units (Chafe 1994), and 'mismatches' between syntactic and prosodic units (Ross 2011).

Instead of analyzing prosodic units in terms of prototypical function or syntactic correspondence, I will argue that prosodic segments, defined formally as segments of speech whose boundaries are marked by a combination of perceptual cues (among them pitch reset, pause, anacrusis and lengthening, change in voice quality, change of speaker turn) are not to be ascribed a single type of function or role, but play, as forms, a crucial part in the complex interplay of syntax, information structure and pragmatics.

My demonstration will be based mainly on a one-hour corpus of spontaneous Kabyle speech (11,473 grammatical words, 3,979 prosodic segments). I will focus on nominal direct objects in monologues and conversation, and will show that the way prosodic boundaries interact with linear ordering of verbs and nouns creates meaning at several levels: grammatical, as well as pragmatic. For example:

ur=dd zwiğ-ɣ / BI-363/ alamma t-əkks=dd / faṭima tuħriʃt / 326 /aɣrum g udəkk°an //

NEG=PROX marry\NEGPFV-SBJ.1SG / breath intake 363ms / until SBJ.3SG.F-take_away\PFV=PROX / Faṭima clever / silent pause 326ms / bread\ABSL.SG.M LOC shelf\ANN.SG.M //

I won't marry / ... / until she grabs / clever Fatima / ... / the bread on the shelf //

(I won't marry until Clever Fatima grabs the bread on the shelf)

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Illocutive prosodic units beyond the utterance: an analysis of multiple and bound comments within the framework of Language into Act Theory

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Language into Act Theory (Cresti 2000; Moneglia & Raso 2014) derives from Speech Act Theory (Austin 1962) and from corpus-driven research (e.g. Cresti & Moneglia 2005; Panunzi & Mittmann 2014). According to this theory, the oral performance is structured into utterances: pragmatically autonomous sequences expressing an illocutionary value. Utterances are delimited by terminal prosodic breaks and correspond to prosodically Terminated Sequences (TS). TSs may consist of one or more Tone Units (TU), separated by non-terminal prosodic breaks.

Although an utterance may contain multiple TUs, the observation of spontaneous speech data led to the conclusion that there is normally only one TU that is prosodically autonomous: this TU corresponds to the Comment Information Unit (COM), which bears the illocutionary value. However, in some circumstances a TS contains two or more TUs with illocutionary value, separated by a non-terminal prosodic break. There are two distinct possibilities: (i) compositional information units formed by two or more Multiple Comments (CMM) linked together by a conventional prosodic model; or (ii) chains of two or more Bound Comments (COB) that do not form a compositional unit.

CMMs are cognitively patterned with a single, coherent intentionality, while sequences of COBs are not. Instead, they reflect a process of information adjunction. In this sense, a COB sequence corresponds to a complex linguistic entity aimed to the production of oral text, called a stanza (vs. utterance; Cresti 2009; Panunzi & Scarano 2009).

Panunzi & Mittmann (2014) showed that CMM and COB units have different distributional properties (e.g. monologues vs. dialogues; simple vs. complex structures). Moreover, the non-terminal breaks characterizing the CMM patterns are perceptually different with respect to the ones of COB chains.

This work aims to analyze the complete set of CMM and COB units in the DB-IPIC Italian Minicorpus (http://www.lablita.it/app/dbipic/; Panunzi & Gregori 2012), which contains 432 CMM structures and 546 COB ones. In order to differentiate their corresponding internal (non-terminal) breaks, we will take into account the different prosodic cues correlating with their perception: F0 reset; pauses; final lengthening; intensity lowering; and initial rush of the following unit.

At the interface of syntax and prosody: the mapping of prosodic and syntactic cues across genres in the LOCAS-F corpus

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How do syntactic and prosodic boundaries combine in spoken language, and does this mapping vary across speaking styles (or genres)? This presentation is based on the Louvain Corpus of Annotated Speech – French (LOCAS-F) composed of 48 speech samples amounting to 215 minutes. Each sample has been characterized by situational features (e.g. degree of interactivity, degree of preparation) and a rich annotation for the following: phonetic segmentation, prosodic units (major and intermediary; Mertens & Simon 2013), intonation contours, syntactic dependency units, and syntactic functional sequences (Bilger & Campione 2002; see Rhapsodie corpus for a similar annotation schema, Pietrandrea et al. 2014).

Although the LOCAS-F corpus is not very large (41,322 tokens), the careful multi-level annotation allows many original observations regarding the prosody-syntax interface. The first concerns the so-called "Basic Discourse Units" or BDUs (Degand & Simon 2009). We propose that a BDU emerges whenever a syntactic clause boundary coincides with a major prosodic boundary. Since prosody and syntax do not always align (see also Chafe 1994, Ford & Thompson 1996), different BDU types occur. Overall, LOCAS-F counts 43% congruent BDUs (one-to-one mapping between syntactic and prosodic boundaries), 23% are syntax-bound BDUs (many-to-one mapping), 17% are intonation-bound BDUs (one-to-many mapping), and 9% are regulatory BDUs, i.e. adjuncts or discourse markers that are prosodically autonomous. The remaining 8% are so-called "mixed" BDUs. Strikingly, this distribution varies with the speaking situation. For instance, the more prepared the discourse, the more syntax-bound BDUs; the less-prepared the discourse, the more intonation-bound BDUs. In other words, speakers do not always rely on the same types of discourse units.

These findings call for further analysis in light of recent perception studies. Using a sample of the same corpus, we discovered that naïve listeners, when asked to identify prosodic boundaries in on-line experimental settings, rely on syntactic and acoustic cues (see Cole et al. 2010; Simon & Christodoulides 2016). We will discuss these results in order to further the debate concerning the cues that should be taken into account for spoken corpus segmentation.

An automatic tool for detecting prosodic boundaries in spontaneous speech flow

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This paper presents a first model of an automatic prosodic boundary detector for spontaneous speech based on acoustic parameters. The tool uses acoustic parameters associated with human perception as a reference criterion for automatic detection of final and non-final prosodic boundaries. A sample of 11 spontaneous speech texts (around 200 words each) was segmented into prosodic units by 14 annotators. The perceived prosodic boundaries were tagged as terminal (conclusive) prosodic boundaries and non-terminal (continuative) boundaries. A PRAAT script BreakDescriptor (see Barbosa 2016) then extracted 111 acoustic parameters at each boundary indicated by at least 7 annotators. The PRAAT script BreakDescriptor extracts and calculates five groups of acoustic parameters: 1) Speech rate and rhythm; 2) Segment duration and its normalized values; 3) Fundamental frequency; 4) Intensity (spectral emphasis); and 5) Silent pause presence and duration. Two statistic classification methods were then used to generate models with subsets of acoustic parameters, which could work as predictors for prosodic boundaries: a) Random Forest (RF), and b) Linear Discriminant Analysis (LDA).

Initial results show that RF method detects 28% of the terminal prosodic boundaries and 19% of the non-terminal prosodic boundaries perceived by human annotators. LDA detects 57% of the terminal prosodic boundaries and 38% of the non-terminal prosodic boundaries perceived by human annotators. The final tests with LDA determined two models for the automatic identification of prosodic boundaries: I. Terminal boundary: 20 measurements of acoustic parameters and identification of 80% of terminal boundaries; and II. Non-terminal boundary: 9 measurements of acoustic parameters and identification of 37.2% of non-terminal boundaries.

The C-ORAL-BRASIL project: varied resources for the study of spoken Brazilian Portuguese

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In this talk, we will present several resources for the study of spoken Brazilian Portuguese (BP), developed within the C-ORAL-BRASIL project (Raso & Mello, 2012), namely the four sections of the C-ORAL-BRASIL corpus itself, the informationally annotated BP minicorpus, and the DB-CoM query platform.

C-ORAL-BRASIL stemmed from the European C-ORAL-ROM project (Cresti & Moneglia, 2005), which has compiled spoken corpora for Italian, French, Spanish, and European Portuguese. The C-ORAL corpora bring adept tools for the analysis of spoken language, for they are provided not only with the transcripts of the recorded sessions (with prosodic breaks annotation), but also with their audio files and the text-to-speech alignment (through the WinPitch software; Martin 2015).

The C-ORAL-BRASIL corpus is representative of the Minas Gerais state diatopy of spoken Brazilian Portuguese, although other regional Brazilian varieties are occasionally found as well. The Informal section was compiled aiming at achieving the greatest diastratic and diaphasic variation of BP spontaneous speech, divided into monologic and dialogic interactions.

The Formal section comprises interactions in different contexts, such as political debate, professional explanation, teaching, preaching, among others. Diversified telephonic interactions form the Telephonic section, while the Media section documents different radio/television formats, such as interviews, meteorology, news, reportage, scientific press, among others.

An informationally annotated minicorpus has been extracted from the C-ORAL-BRASIL corpus, allowing for qualitative studies focused on information structure. The BP minicorpus is a representative sample of the C-ORAL-BRASIL Informal section, and is also comparable to the spoken Italian minicorpus, extracted from the Italian C-ORAL-ROM corpus (Panunzi & Mittmann, 2014). In order to widen the scope of cross-linguistic comparison, another comparable informationally tagged minicorpus has been compiled, through extraction from the Santa Barbara Corpus of Spoken American English (Du Bois et al. 2000-2005) after its transcription and annotation criteria were adapted to the C-ORAL family's (Cavalcante & Ramos, 2016).

All the resources mentioned above will be available through the DB-CoM online query platform, which affords complex, multi-level (lexical, morphosyntactic, informational, sociolinguistic, among others) corpus queries, not only for individual corpora or minicorpora, but also under a cross-linguistic perspective as well.

Prosodic and syntactic aspects of the Topic information unit: a corpus-based, cross-linguistic study

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This study examines the Topic information unit (TOP) both at the prosodic and syntactic levels. Following the Language into Act Theory (L-AcT; Cresti 2000; Moneglia & Raso 2014), we define TOP as the unit that (i) supplies the field of application for the illocution conveyed by the utterance, (ii) exhibits a functional nucleus that can be realized through three different prosodic forms, and (iii) precedes the illocutionary unit with which it maintains its functional relationship.

The TOP has been the subject of various studies in different languages, namely Italian (Signorini 2005), European Portuguese (Rocha 2012), Brazilian Portuguese (Mittmann 2012), and American English (Cavalcante 2015). These studies were carried on data from the C-ORAL family corpora (Cresti & Moneglia 2005, Raso & Mello 2012).

The C-ORAL family projects maintain spontaneous speech samples, called minicorpora, annotated at the prosodic and informational levels (Cresti & Raso 2012; Cavalcante & Ramos 2015). The informational annotation of these minicorpora (for Italian, Brazilian Portuguese and also American English) has recently undergone a thorough revision, which enhanced the reliability of the resources. Our goal is then to revisit the resources in order to carry a cross-linguistic analysis on all the TOPs from all the three minicorpora.

At the prosodic level, we aim to verify whether the three prosodic forms identified in previous studies properly apply to all TOPs found. At the syntactic level, we are particularly interested in structures like "John, he won't come today", in which a NP and a following pronoun are coreferential. Within L-AcT, this kind of structure has only been studied in Brazilian Portuguese (Rocha 2012). It appears that this phenomenon occurs exclusively in patterned syntactic constructions, i.e. across different information units (Cresti 2014), involving TOP units, and we are interested in verifying if this is the case with constructions of the like in Italian and American English spontaneous speech.

Prosodic parsing and competence based functional correlations. The case of Japanese

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According to L-AcT (Moneglia&Raso 2014), prosodic units are characterized by boundaries (terminal or non-terminal), which are easily identified by mother-tongue speakers on a perceptual basis. A good interrater agreement has been registered for Romance languages (Danieli et al. 2004).

At prosodic boundaries, some general positive correlations may be observed (pauses, pitch reset, lowering of intensity, lengthening of the last syllable), however their automatic identification do not always match with prosodic units with linguistic relevance. The speech continuum is perceived to be parsed into prosodic units by boundary phenomena when units contain stressed syllables bearing intentional F0 movements ('t Hart et al. 1990). According to L-AcT, they develop functional values. Crucially, terminal boundaries correlate with movements bearing an illocutionary force and allowing the pragmatic interpretation of the utterance (Cresti 2000). However, functional correlations can be appreciated only by competent speakers.

The paper deals with the treatment in the L-AcT framework of samples taken from the NUCC corpus (Fujimura & Osho 2012). The dataset has been transcribed, transliterated in rōmaji and aligned word by word to English by mother tongue annotators. They provided also a prosodic parsing, according to Japanese punctuation practices and semantic completeness criteria (Nakagawa 2016). We analysed the sound waves through WinPitch and interpreted them according to the L-AcT framework. The agreement with Japanese parsing is high.

The paper will discuss cases about the identification of terminal and non-terminal boundaries, that present a mismatch between instrumental data and the Japanese parsing. Regarding terminal breaks, disagreement can be foreseen when: a) boundaries recording a rapid F0 falling followed by a pause, that in principle might be considered terminal, have been marked as non-terminal; and b) boundaries also signalled by a final particle might be followed by an Appendix unit, frequent in Japanese. In both cases the terminal status of the break depends on competence based pragmatic interpretation.

Topics, Parenthesis, and Dialogic units, marked by non-terminal breaks, can be clearly perceived. However, function words with no correlation with any boundary phenomena, have sometimes been assigned to distinct prosodic units by Japanese annotators. Functional competence constitutes a necessary means to properly segment speech

Studying the studies - A systematic review of research on bilingualism and its effects

The bilingual cognitive advantage debate – where do we stand?

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The idea that speaking two languages is good for the brain has come to be widely accepted, and has been regarded as one of the most newsworthy topics in cognitive psychology. However, sometimes the differences appear very subtle, and recently the source, scope, and very existence of a bilingual cognitive advantage have become the subject of heated debate.

The controversy was triggered by recent failures to replicate some of the earlier formative findings, taking place against the backdrop of the recent, more general 'replication crisis' across psychological and life sciences. In this presentation we are going to review the arguments wagered against the so-called bilingual cognitive advantage and those supporting it, citing the relevant studies. Among others, we will discuss:

    i) the question of reverse causality (and why it is unlikely in view of the naturalistic bi- and plurilingualism endemic to many societies throughout the world, as well as findings that executive functioning in multilingual populations is modulated by patterns of switching between languages),
    ii) arguments that even if bilingualism did reorganise the brain, such reorganisation or neural activation need not lead to behavioural benefits and that it is not obvious whether greater effect magnitudes cause increase or decrease in performance,
    iii) the issue of different study designs,
    iv) the possibility that lower scores on widely used psychometric tests of cognitive ability need not so much reflect decline in cognitive information-processing capacities as higher processing demands due to richer experience and knowledge in older participants,
    v) blaming the hazy state of affairs on a unitary catch-all view of the executive functions rather than seeing them more as an array of different subcomponents or processes,
    vi) attribution of failures to replicate the bilingual advantage to the unitary treatment of bilingualism itself, and
    vii) the varied operationalisations of the onset of dementia, as well as recognition of its different types.

We will try to synthesise the current state-of-the-art and show the current shift in research towards more nuanced explorations of the conditions under which differences can be found, and whether the latter are task- and population-specific.

The bilingual advantage debate: How publication biases affect the literature and systematic reviews

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A publication bias, referring to the observation that positive results are more likely to be published than null or negative findings, is present in many different research areas. Studies have suggested that the literature on bilingualism and executive control too is affected by a publication bias. An examination of conference abstracts showed that studies with positive results were published more often than those with null effects. More recent years have seen an increased number of published studies with null effects. An analysis of recent conference abstracts shows that the publication gap between positive and null results is indeed diminishing but remains present. Furthermore, no evidence was observed for a delayed publication of null results, suggesting that many null results remain unpublished. Publication biases hinder a reliable interpretation of the literature as effects are likely to be over-estimated. This is especially problematic for meta-analyses, which are often based on published studies only. Additionally, having access to all data regardless of the type of results is not only important for the interpretation of existing data but also for the development and evaluation of theoretical frameworks. Not only positive results, but also null results are crucial if we want to enhance our understanding of the potential effects of bilingualism on executive control.

What makes a study a strong study? Improving reporting practices to enhance meta-analytic comparability

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Meta-analyses are an important tool for summarising results of individual studies and are often drawn upon by non-academic stakeholders to inform their decisions. However, as Eisenchlas and Schalley (2017) showed for the field of bilingualism, moderating factors are often not reported or 'brushed over' in meta-analytical studies. Hence, important socio- and psycholinguistic distinctions get lost when diverse participant groups are conflated into a single homogeneous category. Furthermore, lack of terminological clarity complicates the picture, as terms (such as 'balanced bilingual', 'first'/'community'/'minority'/'home language') are neither consistently nor generally defined and are often used interchangeably. These limitations pose the risk that the reliability of the conclusions of the meta-analyses may inadvertently be compromised.

In our study, we aim to illustrate the different conclusions that might be reached depending on the strictness of the inclusion criteria, regarding reporting of moderating factors on the one hand and clear terminological definitions on the other. We compare two meta-analyses we conducted on the extent and strength of the relationships between bilingualism and creativity. The first meta-analysis followed very stringent inclusion criteria, while the second one followed more lenient practices, including original studies identified solely through keyword searches. Preliminary findings do indeed support our hypothesis that inclusion criteria strongly affect the results of meta-analytic studies. We thus call for researchers to (i) be very explicit in their reporting of potential moderating factors, demographic information and use of terminology in their original studies, as well as (ii) be very strict in their inclusion decisions for meta-analyses, so that only comparable original studies are combined and reliability of the meta-analyses is ensured.

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How plastic is the bilingual brain? Facts, myths, and methodological challenges in electrophysiological research

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Event-related brain potentials (ERPs) provide an excellent tool to investigate the temporal dynamics of language processing in the brain, including the fascinating neural changes that take place when second language (L2) learners become more proficient[1,2]. However, challenges in experimental design, ERP data analysis, or data interpretation can lead to wrong conclusions. I will illustrate some such challenges along with the corresponding strange "findings" in the literature. I will argue that, contra 'critical period' accounts, data from improved ERP studies[3-6] support considerable degrees of brain plasticity for late-acquired L2 morpho-syntax and phonology, including "native-like" brain activity at high levels of L2 proficiency. The dynamics of these changes is modulated by factors such as one's first language (L1) background (e.g., 'transfer effects'), and the type of language exposure (e.g., immersion versus classroom instruction). If time allows, I will also present most recent ERP data demonstrating how long-term L2 immersion can change the real-time processing of one's first language[7].

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On the relationship between bilingualism and creativity: A meta-analytic study

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A number of studies (Hommel et al. 2011; Leikin 2013) have indicated that bilinguals outperform monolinguals when it comes to creative thinking. To investigate the extent and strength of the relationships between bilingualism and the processes and mechanisms that underlie creativity (fluency, flexibility, originality, elaboration), we conducted a meta-analysis of recent studies (1990 onwards) that examined the correlates. As a unifying factor, we restricted the analysis by including only original studies (journal articles, dissertations and conference papers) that were based on the same measure of creativity, namely the Torrance Tests of Creative Thinking (TTCT). We also ensured to focus on studies that explicitly report on potential moderating factors that impact on these relationships, such as degree of bilingualism, number of languages spoken, bilinguals' ages, degrees of exposure, acquisition contexts, sequences and paths, socio-economic backgrounds, speaker group status and languages' prestige, as well as the testing domains. By doing so, we aim to capture the richness of the bilingual experience that is often disregarded in meta-analyses in the field, thus generating meaningful correlational findings. Preliminary results show nuanced positive correlations, which we will outline in our presentation.

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The colonial autobiography of linguistics

The coloniality of Afrikaans Linguistics

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Afrikaans developed in a colonial context, yet Afrikaans historical linguists have been criticised for understating (and often erasing) the role played by the colonised (mainly indigenous and/or enslaved people from various backgrounds) in the origin and development of Afrikaans (a semi-creole offshoot of Dutch spoken in South Africa). As argued by Willemse (2017), 'Afrikaans also has a "black history", rather than just the known hegemonic apartheid history inculcated by white Afrikaner Christian national education, propaganda and the media.'

Kotzé and Kirsten (2016) investigate how three main schools of Afrikaans historical linguists discussed the colonial birth of Afrikaans, and trace the extent and influence of the ideology of purism in Afrikaans historical linguistics. Thomas (1991: 3) argues that linguistic purism manifests in different theoretical approaches to linguistics. Kotzé and Kirsten (2016) focused on the perspectives of Afrikaans historical linguists and the research produced by them. This paper proposes to review Afrikaans dialectology and linguistic variation research conducted in the twentieth century, and considers how ideologies contributed to the racialisation of Afrikaans varieties (especially in contexts of racial segregation or apartheid).

To investigate the enduring influence and stamina of purism ideologies, the paper's second part moves its focus to the twenty-first century by considering metalinguistic comments made in an Afrikaans language interest group on Facebook. The comments concern the origin and use of a specific linguistic feature in Afrikaans: "non-standard" uvular-r. Three main themes about the origin and use of uvular-r come to the fore, which interact directly (and indirectly) with ideologies, and link with indexical semiotic processes (Irvine and Gal 2000): Afrikaans' presumed European roots (purism, erasure and albocentrism); the sound as a feature of regional dialects (iconisation and enregisterment); and uvular-r as a speech defect (normativity).

Multilingualism in the context of postcolonial memoirs and autobiographies

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This paper is based on the multilingual memoirs written by Mr. Abel James Mulenga on the 10th of April 1999. The memoirs consist of two books. In the first book the dominant language is English, mixed with a few quotes in the most widespread languages in Zambia: Bemba and Nyanja. Though written mostly in Lungu, the second book presents a mix of a total of three languages: Lungu, Bemba and English. Lungu is spoken by a rather small population from the northern part of Zambia.

Mr. Mulenga passed away in July 2015. During his lifetime he was the Headman of Mulowezi, a village located in the Northern Province of Zambia. He was a father of 10 and a grandfather of 17 grandchildren, including me. He was born on the 11th of April 1934 in Zambia, which, during colonialism, was known as Northern Rhodesia. His father, James Mulenga Mulowezi, was a teacher under the London Missionary Society. During the struggle for independence, Abel James Mulenga was part of the UNIP Youth League Brigade in Lusaka. This political group was a part of the UNIP party (United National Independence Party) which was dedicated to the fight for the decolonisation of Zambia. Represented by Kenneth Kaunda, the first Zambian president (1964-1991) UNIP became the ruling party of Zambia after independence.

By drawing upon articles such as Geesey (1997) I will analyse how autobiographies can be used as a platform for constructing identities. I will further discuss how authors create new cultural identity concepts when writing to oppose others. By focusing on language, the presentation aims to illustrate how language can creatively be used to perform linguistic identities, which draw on the author's wide-ranging linguistic repertoire. The Memoirs offer a unique outlook on how multilingual practices can autonomously be illustrated and performed by multilingual writers without being legitimized by academic linguistic experts.

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The missionary as a character on the stage of linguistics – historical and critical reflections

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In this paper I will take a closer look at the 'figured world' of linguistics (Holland et al. 1998), and focus on one particular character on the stage of linguistic inquiry: the missionary. Missionaries were critiqued heavily by early anthropologists such as, for example, Malinowski, who positioned the professionalization of the discipline in direct contrast to the work of missionaries. Linguists, on the other hand, have generally expressed appreciation of the scholarly work conducted by missionaries – sometimes reluctantly, sometimes more enthusiastically. As an entry into the discussion I draw on my on-going work on language and creativity, which emphasizes the experiential and aesthetic dimensions of all meaning-making (rather than conventionality and structure). I argue that our capacity 'to do otherwise' is core to language (and indeed any semiotic system), and that it is precisely this capacity that conventional – read 'colonial' – linguistic approaches have struggled to represent. In developing this argument I will look at the history of language description for isiXhosa, focusing especially on the works of the missionaries Boyce, Appleyard and Bennie (Deumert and Mabandla forthcoming). In my discussing of the historical archive I will draw on two theorists in particular: Freud, who reminds us of the unconscious and its powers, and Fanon, whose work critically draws on Freud in dissecting the complexities and pathologies of colonial power relations.

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The colonial autobiography of Linguistics at UCT (and beyond)

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There is a picture in Phillips (1993) which shows a linguist at the University of Cape Town (UCT) in the process of recording a speaker of a San language of Southern Africa. Taken in 1929, the photograph shows the researcher operating an old recording machine, as well as the speaker being recorded. It was taken in the building which continues to house the discipline of Linguistics at UCT to this day. In this paper I deal with the legacy of these types of encounters in the late colonial period in southern Africa between scholars ('experts') and the sources of their knowledge – the speakers of indigenous African languages. I argue that not only are these speakers not given the credit as the 'real experts' in the languages being studied, they are in fact dehumanized by the 'scientific' endeavour of Linguistics. They are not seen as people, but as speakers – meaning they are reduced to being carriers of the object of the Linguists' 'scientific' gaze. The ramifications of this process are complex and it is of course also embedded in the wider process of colonial power and domination. However keeping the focus on the discipline of Linguistics, I argue that these colonial-era 'scientific' practices have reinforced the image of African (and other colonial) people as voiceless, passive and in need of being studied. Even more significantly for Linguistics, these practices have helped to strengthen a particular ideological view of what a Language is. This view is an abstract notion of language which separates it from the people who use it and who have lives beyond their 'scientific' Linguistic utility.

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Early Africanists' work as historical sources of African languages for the reconstruction of African roots in the Diaspora

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In post-colonial and post-slavery societies in the Caribbean (and beyond), the linguistic reconstruction of African heritage has been an important endeavor for members of the African Diaspora (cf. Farquharson 2012). In the academic field of Creole Studies, institutionally established in the 1960s, the systematic examination of "Africanisms" in the contact languages under study basically emerged under the term "substrate influence" which implied the establishment of its own epistemological approach (see for instance the definition of substrate transfer in Parkvall 2000) in the contested area of "creole genesis", especially in the 1980s (see for instance Muysken & Smith 1986). Linguists studying African substrates have often drawn on the work of early Africanists, as their publications often represented the oldest and sometimes the only written or available sources of respective African "substrate" languages. Thus the works of early scholars such as Gottlieb Christaller and Diederich Westermann (among others) feature prominently in the studies of African substrate influences in Caribbean Creoles. However, a critical approach to the use of these colonial-linguistic accounts of African languages is not part of many of these substrate studies. Thus, this talk aims at opening up a discussion of the implications of the use of these sources and seeks to take a closer look at those contributions in order to ask what it means to use them as source material.

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Past and future discourse on language: Unpacking the histories of colonizing hegemony and decolonizing resistance while envisioning a truly post-colonial Linguistics

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In this presentation, we outline the contours of the emergence not only of colonizing centripetal discourses on language and linguistics, but also of decolonizing heteroglossic resistance to those discourses everywhere on the planet, from the colonies to the metropoles and back. While we trace the roots of language-related colonial epistemologies, and resistance to them, to the empires of antiquity, we focus on the era of European colonial expansion which began in the 15th century and which continues unabated in the form of neo-colonialism today. Using data and insights garnered over the course of our ongoing research on the role of marginalized peoples in the emergence of the creole languages and cultures in the Afro-Atlantic, we demonstrate how the metropolitan gaze on language, while remaining obsessed with the expansion of discursive control, has modified the shade of its lenses according to the different epistemological turns that define its trajectory, from the 15th to 16th century Catholic Iberian binary lens of 'classical' colonizing languages vs. 'vulgar' colonized vernaculars, to the 17th century Calvinist lens of 'legitimate' vs. 'bastardized' languages, to the 18th century Enlightenment lens of 'standard' languages vs. 'dialects', to the 19th century Romantic lens of 'natural' vs. 'corrupted' languages, to the 20th century Modernist lens of 'complex' vs. 'simple' languages, to the current 21st century Social Darwinist lens of 'viable' vs. 'failed' or 'endangered' languages.

We do not limit ourselves, however, to an analysis of the past, but instead look as well to the future. Based on our ongoing action research on the languages and literacies of indigenous and African descended communities in the Caribbean, Latin America and the Pacific, we invite our colleagues to begin to visualize a future where the rich pre-colonial science of indigenous peoples and the vibrant creolized resistant science of colonized peoples might be acknowledged and valorized, both as sources of inspiration and as models of grounded praxis, in the process of the construction and celebration of new paradigms designed to broaden and deepen our understanding of languages as open, dialogical, dialectal and dialectical living systems.

Whose autobiography? A look at the unlost

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Linguistics indubitably has its own tradition in writing its autobiography, which is manifest in linguists' attempts to define their discipline, and – perhaps – more especially in their interest in expressing ownership of, and entitlement to their respective particular fields of expertise. The autobiography of linguistics is written in handbooks, introductions, textbooks on Sociolinguistics, Comparative Linguistics, African Linguistics. It is also told during breaks, at dinners, at encounters, as gossip and as rumor. The difference in genre – academic text versus academic gossip – reflects many things: canonization of knowledge, positionality and construction of expert identities, and the transgression of bourgeois ideas about academia. In this talk, the focus is on the non-canonic autobiography of linguistics, not only in the sense of concentrating on gossip rather than textbooks, but also on those whose lives and contributions tend not to be present in academic publications. I speak about the non-presence of the refugees, prisoners, travelers, 'informants' and 'colleagues' whose contributions are mentioned in acknowledgements sections and footnotes, as well as the non-presence of those whose egality stops where visas are refused, as are written contributions, proposals for scholarships and conference fee reductions. I claim that these non-presences are where the autobiography of linguistics irrevocably becomes a colonial autobiography. By turning the gaze to gossip (instead of the scholarly text), I claim that these people are unlost – their absences are topoi, and failed justice is felt. Considering recent debates on Southern Theory and epistemicide, I argue that the exclusion of epistemologiesalways may also be the exclusion of people. As these exclusions create totalitarian knowledge and structures, the question seems to be how the non-presence of the unlost is violently inscribed into the stories of our discipline, and on our professional lives.

Linguistic ideologies in the African Colonial Army

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Although a growing body of literature has been produced on the ways in which missionaries sent to the colonies led the way in the description of African languages in the 19th century, not much work has been written on the role played by the colonial army ('Black Force') and its officers in shaping and circulating linguistic ideologies on African languages.

In this presentation I reflect on the relationships between metropolitan France and its African exploitation colonies, focusing on the linguistic debates that took place within the colonial army in the 19th and early 20th centuries. These revolved around the choice of the language of communication between colonial officers and their African infantrymen. Whereas missionaries pleaded in favor of using African languages and therefore resort to European interpreters, military authorities favored teaching French to the troops. I show how these linguistic debates reflected two competing visions of the colonization enterprise: the (deterritorialized) formation of subjects of God for the missionaries vs. that of subjects of the colonial empire for the army.

Part of my presentation focuses on the political ideologies that informed the early requirement for French officers sent to Africa to learn 'the language' of the locality where they were to be stationed, as they shed light on the military authorities' limited understanding of the linguistic diversity of the African regions. I argue that the local language requirement was motivated primarily by the military authorities' reluctance to resort to interpreters, whom they often suspected of working in their own interests or that of the African chiefs. Speaking or at least understanding the local languages locality was then considered as a way of exerting more effective surveillance over the local populations and therefore of anticipating any social disruption. I also show how the learning of African languages in the army was shaped by a 19th-century colonial linguistic ideology that hierarchized languages and, by extension, their speakers.

Let us name ourselves: The case of dropped prefixes in African Languages

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When we think of colonialism we often think of how Europeans exploited the economic resources in various African countries. We also often hear about how missionaries saved African languages from their oral traditions by introducing orthographies that continue to be in use even today. What we do not often examine is how the same process eroded the culture and reduced some languages to languages of basic communication. South Africa and Namibia are very good examples of how this exploitation continues to the present day. As an illustrative point, on the 6th of September 2016, an opinion piece titled "Rather say 'Xhosa', not isiXhosa" appeared in the Cape Times newspaper. The author of that opinion piece was urging speakers of English to refer to isiXhosa and isiZulu as Xhosa and Zulu. According to him, those who say isiXhosa and isiZulu are a "misguided attempt at political correctness or an inappropriate affectation by English speakers of their burgeoning sensitivity towards other peoples' cultures." Such statements are clear examples of how cultural and linguistic decolonization remain a challenge in many African countries. This paper therefore traces the history of naming African languages, drawing examples from Namibia and South Africa.

Ngangela, Mawiko, and Nyemba: new insights on a linguistic conglomerate in Central Africa.

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In 1994, the post-colonial Angolan government acknowledged Ngangela as the official language of Angola's south-eastern provinces, Moxico and Cuando Cubango. Over the last few centuries, the highly mobile and dispersed populations of the aforementioned provinces also migrated and resettled in western Zambia and northern Namibia, where they became known as Mawiko and Nyemba respectively. The three terms are used for related but distinct languages and are considered to be derogative by the people they are used to refer to.

Guthrie classified these languages as members of the K-zone of Bantu languages. While scholars generally agree that the languages under the umbrella of Ngangela, Mawiko and Nyemba are closely related, their internal genetic affiliations are a matter of discussion. Modern language descriptions are lacking and the people speaking these languages live in highly multilingual settings. Nevertheless, the umbrella terms for these languages, introduced by early missionary ethnographers, linguists and anthropologists, continue to be used by present-day academics.

The paper will present findings from a language survey on Ngangela, Mawiko or Nyemba conducted in both Rundu (northern Namibia) and Mongu (western Zambia). Language consultants may not identify themselves as speakers and members of these three language groupings. The research will acknowledge the speakers' own perception and understanding of linguistic and cultural affiliations within this language cluster. Furthermore, linguistic practices in multilingual settings, as well as language contact phenomena, will lead to a better understanding of the language variation in this linguistic conglomeration in Central Africa.

Law, policy and postcolonial relations: reflections of state traditions in legislation and explicit policy in small island states

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In this paper we present the results of a study of language policy and language legislation in decolonizing small island states as a reflection of the continuation of the former colonizer's language policies and laws. The language laws and related explicit policies in decolonizing small island states are most often rooted in colonial tradition. Current legislation and policies reflect these colonial relations as a continuation of the former colonizer's state tradition (Cardinal and Sonntag 2015) by the now semi-autonomous states in the Caribbean (Mijts 2014) and Polynesia (Faraclas 2016).

Our quest for the understanding of language law and policy takes us to the pre-1940's colonial Dutch Caribbean, the 1940 - 1954 transition towards Status Aparte, 1954 - 1986 Antillean legislation and policy, and post 1986 as well as the post 10-10-10 Caribbean Netherlands (Statia, Saba, Bonaire), Curacao and Sint Maarten. We will also present the development of language policy and law in pre-1980 Vanuatu under French-British rule and post 1980 independence.

In our analysis we will demonstrate that the adoption of the former colonizer's governmental, legal and educational structures leads to legal frameworks and policy constructions that do not benefit the majority of the citizens of the islands, but are geared towards conformity with the former colonizer's frameworks on the basis of a perceived or constructed benefit for the peoples of the small island states involved.

Linguistic gatekeeping

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This talk addresses language rights in a migration context. The Spanish island of Mallorca is one of Europe's major tourism destinations, and also attracts large numbers of migrants from various West African countries, who seek work in the tourism industry. At Palma de Mallorca, people from the Global South contribute in many ways, and for several decades, to the still increasing business with tourism, as well as to the vitality of local communities. Many of them now reside permanently in Palma, having become EU citizens and being successful entrepreneurs. In this setting, which is characterized by various neo-colonial dynamics (visible in the often fragile legal status of migrants and in tourism discourse), language has become a contested commodity. For West African immigrants, it is important to obtain a profound knowledge not only of Spanish (Castilian), but also of tourist languages. Catalan, the regional language, remains a difficult 'linguistic tool', as it can be turned into an instrument of linguistic gatekeeping. The question of linguistic rights is crucial to my talk: I will, as a Spanish citizen with Nigerian roots and an activist, speak about my experiences with the use of Catalan as a means of exclusion in civil service, offices, and other domains of public life. My talk focuses on a court action launched against civil servants in Palma, who refused languages other than Catalan as a means of communication with the public, more especially with migrants having an African background. Even though Spanish citizens have the legal right to choose between Catalan and Castilian as means of communication, this right can be denied as an act of often racist hostility. Insistence by the client here elicited threats to call the police – "Africans as illegal immigrants always fear the police". Upon the consultation of lawyers and the NGO Stop Racism, a multifaceted discussion became audible, which addressed the traumatic experience of internalized colonialism and the Franco era, the colonial gaze at Africans, but also the difficult heritage of national languages. This talk addresses precisely this aspect of linguistics – the contribution to the establishment of national language policy.

Publications have no gender: Women in African linguistics

Dr Helma Pasch[1]
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This presentation wants to outline the role women played in African linguistics until the end of colonialism. Like most other academic disciplines, African linguistics, a young discipline, was founded and developed primarily by men. Some came from other linguistic disciplines like Oriental studies (Egyptology) and general linguistics while the majority had a background as Christian missionaries and the third, smaller group, worked in the colonial administrations. Women in African linguistics started almost exclusively as Christian missionaries or wives of missionaries before they entered academia, if they did not prefer to remain missionaries. Only very few came from other linguistic disciplines or from a non-academic background as wives of colonial officials or settlers.

Both in academia and in the Christian missions women generally had fewer opportunities to do linguistic work than their male colleagues. They would get badly paid jobs, or worked without payment. But they managed to produce publications of high quality, which are recognized in the same way as those of their male colleagues. Of outstanding importance for the discipline, with regard to missionary and colonial linguistics, is Hannah Kilham, and Margaret Bryan in academia. Bryan is also the woman with the largest array of topics of study. A particularly long-lasting impact was the work of Lilias Homburger in West Africa, while she is almost forgotten in the western world.

Very little is known about African women dealing with the local languages, usually wives of local language teachers and occasionally of protestant missionaries.

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Configurationality and the state distinction in Berber

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Berber languages are spoken in northern Africa, and share a number of morphological features (Kossmann 2012), among them a distinction between absolute and annexed states on nominals (Mettouchi 2014), which is present in several Berber languages (e.g. Kabyle), partially retained in others (e.g. Wargli), and completely lost in some (e.g. Siwi).

	M.SG	M.PL	F.SG	F.PL
Absolute	*a-mɣar*	*i-mɣar-n*	*t-a-mɣar-t*	*t-i-mɣar-in*
Annexed	*w-mɣar*	*j-mɣar-n*	*t-mɣar-t*	*t-mɣar-in*

Kabyle (root *mɣar*, 'old person')

	M.SG	M.PL	F.SG	F.PL
	ʃarəf	*i-ʃarf-ən*	*t-ʃarəf-t*	*t-i-ʃarf-en*

Siwi (root *ʃarəf*, 'old person')

A corpus-based comparison between Kabyle and Siwi has already shown that Siwi has a more rigid linear ordering of nominal constituents than Kabyle with respect to the verb. There is a correlation between the existence of the state distinction in the language, and a freer linear ordering of nominal constituents, and conversely, between absence of state distinction, and a more rigid order.

Given that between the two extremes represented by Kabyle and Siwi, there are languages where the state distinction exists, but is applicable only in a limited number of contexts, Berber languages are a good laboratory to test the gradient hypothesis of configurationality: is configurationality an all-or-nothing or a gradual phenomenon ? At which turning-point does rigidification of word-order occur?

The typology in Mettouchi (2014) provides a precise background for the study – Berber languages are characterized according to the types and number of contexts where the state distinction is operational: four at clausal level and four at phrasal level. Kabyle has all eight contexts, whereas Siwi has none. By introducing Shawiya, where the only clausal context for the distinction is postverbal (subject vs object), and Wargli, where only the phrasal contexts for the state opposition are retained (arguments and adjuncts being

unmarked for state), we will be able to specify in more details the point where a Berber language tends to start rigidifying its order of nominal arguments.

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Measuring and explaining the trade-off between case-marking and word order: A quantitative account

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One of the defining features of non-configurationality is word order freedom (Hale 1983). In a typological context, 'word order' is often defined with reference to the ordering of Subject, Verb and Object. It has been suggested that there is a trade-off between word order freedom – in this typological sense – and the inflectional marking of case relations (Sinnemäki 2008; Bentz & Christiansen 2013; Fedzechkina et al. 2017). Thus, languages either encode information of syntactic relations by fixed word orders (configurational strategy), by inflectional markers (non-configurational strategy), or a mix of both. Furthermore, the degree to which either strategy is preferred might depend on particular scenarios of language learning and transmission.

This paper harnesses typological data from the *World Atlas of Language Structures* (Dryer & Haspelmath 2013), and a corpus-based analysis of word orders across ca. 1,000 languages to quantitatively test two hypotheses relating to the emergence of configurationality: a) those languages with free word orders are prone to have case-marking, and b) those languages spoken by proportionally more non-native speakers are more prone to lose case-marking and develop fixed word order. The preliminary results support both hypotheses.

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Prosodic phrasing and the emergence of phrase structure

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Much current work on the syntax-prosody interface is based on the rather simplistic assumption that higher-level prosodic boundaries, such as intonation unit boundaries, are derivative of syntactic boundaries (i.e. syntactic phrase boundaries serve as input for the computation of prosodic phrase boundaries). One corollary of such an approach is the widespread practice of including prosodic phenomena in the definition and analysis of syntactic constructions, including the question of whether or not a given string is to be analyzed as configurational.

This talk questions this practice and asks whether it makes sense to include prosody in the definition of syntactic units. It is based on the hypothesis that prosodic and syntactic phrasing provide essentially independent ways of chunking linguistic information. The central argument for this position comes from diachronic change: In order for new constructions to occur, prosodic and syntactic phrasing have to be at least partially dissociated from each other. More specifically, prosodic grouping is a prerequisite for the emergence of new phrase structure options. That is, there are historical interdependencies between prosodic and syntactic phrasing, but in the opposite direction of current assumptions (syntactic configurational structure being historically derivative of prosodic grouping). Importantly, the two phrasing types become actually only distinguishable once they are at least partially independent of each other. Synchronically observable overlaps have the character of strong tendencies rather than fully grammatical regularities. Speakers are essentially free to form the higher-level prosodic units they need for informational reasons.

Configurationality and case in Russian

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The aim of our study is to investigate the correlation between (non-)configurationality and the case system. It is generally assumed that caseless languages tend to be configurational, whereas non-configurational languages generally have a rich case system. We will claim that, if a language allows configurational case assignment, it is a configurational language, in line with Hale (1982), who argues that non-configurational languages possess exclusively inherent cases.

Our talk will focus on Russian, which has a rich case system and displays several other "symptoms" of non-configurationality, such as free word order, discontinuous expressions, frequent pronoun drop, lack of expletives and no obligatory NP movement. Moreover, according to Babby (2002), Russian does not conform to Chomsky's EPP (e.g. it allows transitive impersonals).

Nevertheless, in line with Bailyn (1995), we will argue that Russian is a configurational SVO language, its configurationality being marked through case. We will show: (i) that even the assignment of so-called semantic cases in Russian (dative, instrumental) is configurational in most of their uses; and (ii) that Russian word order is less free than claimed. Indeed, in case of morphological ambiguity (e.g. nominative/accusative syncretism, two datives), linear positions are linked to particular syntactic functions (cf. Sekerina 1995). Therefore, if we stick to Hale's (1982) definition of non-configurationality as lack of phrasal hierarchy, Russian should be considered configurational. The same probably holds for Latin, often mentioned as a non-configurational language, which has configurationally assigned cases (e.g. the so-called *accusativus cum infinitivo*).

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Constituency beyond discontinuity. Reassessing some alleged cases of non-configurationality

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Some of the accounts (cf. Evans & Levinson 2009) that deny the presence of constituents in "free word order languages" implicitly assume a pre-theoretical notion according to which a constituent is a natural unit formed by contiguous words.

In this paper, I will propose a more explicit definition of constituenthood, based on a series of ellipsis tests, including VP ellipsis, stripping, sluicing and gapping (the latter being a diagnostics that prima facie questions the presence of VP constituents even in English). I will also discuss the verbal anaphora test, at the light of Hankamer & Sag's (1976) distinction between Deep and Surface Anaphora.

Crucially, I will show that these tests allow discontinuous constituents, namely constituents that are formed by non- contiguous words, as a consequence of the occurrence of syntactic movement. After showing that discontinuous constituents are indeed found in Romance varieties, I will apply the ellipsis and verbal anaphora diagnostics to Latin, ASL (American Sign Language), LIS (Italian Sign Language), and LSC (Catalan Sign Language), and argue that these alleged non-configurational languages respect constituenthood, if constituency is defined according to the diagnostics that I proposed. I will conclude that in order to have a solid basis to decide the (non)-configurational nature of a given language, alternative definitions of constituenthood might be assumed, but only if they are explicit enough to allow the application of precise constituenthood tests.

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Between grammatical roles and salience roles

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As the workshop organisers note, it often seems as if non-/discourse-configurational languages are built on a fundamentally different basis than 'configurational' languages. In this talk I argue that they are part of the same Universal Grammar, and that variation in configurationality can be understood if we appreciate the fundamental influence that information structure can have on the syntax.

Using Bantu languages as a testbed, I show that the four areas of word order – flagging (morphological marking on the noun), indexing (subject and object marking), and syntactic operations (passive, applicative, etc.) – in Bantu all point to information structure determining the syntactic licensing of a nominal in a clause. This is unlike familiar European languages on which many theories are built, where nominal licensing ('abstract Case') associates with grammatical roles such as subject or object. The hypothesis is thus that, within the universal requirement for nominal licensing, there is an alternative system based on information structure: salience licensing (to be detailed in the talk).

Nevertheless, no language seems to be fully configurational or fully discourse-configurational, as different areas of the grammar can be determined by different roles. For example, in Matengo, subject marking is always determined by the logical subject ('nominative Case'), but there is no clear passivisation reversing grammatical roles – instead a word order change encodes the functional load of the passive: the theme is promoted to topic and the agent demoted as non-topic.

This suggests a continuum of languages change. The change can take place in each area of morphosyntactic expression (word order, flagging, indexing, operations), which all influence each other as well. If these are counted as 'symptoms of configurationality', then: 1. languages vary in degree of configurationality; and 2. the change can go in either direction, e.g. a configurational dative case can develop to differential object marking of salient arguments, and a pronominal marker of topicality can develop to canonical subject indexing.

In discussing this new hypothesis, the Bantu basis that motivates it, and the consequences for configurationality, this paper contributes to our understanding of synchronic and diachronic variation in configurationality.

From metaphorical usage to configurational grammar

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A central aspect which distinguishes non-configurational and configurational grammars is that the latter possess function words which take obligatory dependents in specific syntagmatic slots (Himmelmann 1997). Such syntactic constraints on overt expression and syntactic position are defining characteristics of configurationality, which are, however, famously lacking in non-configurational languages. Building on Reinöhl (2016: 148-158), we propose that the metaphorical usage of content words plays a key role in their grammaticalization into function words that require obligatory dependents, and thus in the development from non-configurational to configurational structure.

Indo-Aryan develops from non-configurationality in Old Indo-Aryan to configurationality in New Indo-Aryan through the development of postpositional phrases. The modern postpositions grammaticalized from various parts of speech including spatial nouns. Whereas spatial nouns, such as *madhye* 'in the middle' (middle.LOC.SG.N), could occur on their own in Old Indic without dependents, its grammaticalized reflex, Hindi *mẽ* 'in', requires a dependent, e.g. *ghar mẽ* 'in a/the house'. Reinöhl (2016) argues that metaphorical usages of *madhye* in older stages of Indo-Aryan are crucial stepping stones to the obligatorification of the dependent possessor. For instance, whereas 'in the middle (of a lake)' is felicitous without possessor if the referent is activated, usages such as 'in the middle (of my heart, I feel …)' require the possessor (i.e. 'of my heart') to be interpretable in all cases – and are in fact not attested without it. In such cases, the referent is not retrievable without overt specification. The increase in metaphorical usages over time paves the way for the obligatorification of dependents, and thus to configurationality.

We adduce additional synchronic evidence that shows obligatory expression of dependents in English and German. In addition, building on existing work (e.g. Glucksberg 2003), we present a model of priming in metaphorical interpretation that accounts for the obligatory specification of targets.

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On the rise of configurationality in Romance and Germanic languages

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The central hypothesis of our paper is that the most significant innovation in the transition from Latin to Romance (Luraghi 2010, Ledgeway 2012), and from Proto-Germanic to present-day West-Germanic is the move away from a non-configurational syntax towards an increasingly configurational syntax. In non-configurational languages, relationships between linguistic items are signaled through the form of the items themselves (e.g. through case and agreement), yielding "flat" syntactic structures, whereas in configurational languages the relationships are encoded by their fixed positions relative to each other, leading to hierarchical phrase structure configurations.

Our study, based on parallel corpora, will focus on the VP, and show that it evolves from Latin to Romance towards a more cohesive and constrained pattern in which the verb progressively loses its inflection while grammatical categories become increasingly associated with a dedicated structural position at the left edge of the VP, e.g. the Auxiliary. We argue that this evolution parallels the earlier emergence of the Determiner at the left edge of the NP, thus showing a similar evolution of both the nominal and the verbal system towards a more configurational system. However, as configurationality is a scalar property of languages, in those Romance languages that display a higher degree of configurationality of the NP, the evolution towards a more configurational VP is also in a more advanced stage than in others.

We will extend our research to Germanic languages and invalidate the claim (Ledgeway 2012) that the rise of configurationality patterns with a typological shift from a dependent-marking to a head-marking system. Germanic languages lack head-marking, yet they did evolve towards a more configurational syntax (Faarlund 2001), albeit to different degrees according to the language.

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Derivational morphology as a synchronic criterion of (non)configurationality: typological evidence based on a parallel corpus analysis

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Configurationality is generally measured on the basis of (morpho-)syntactic criteria (among others, Hale 1982). For example, it is usually claimed that case marking in non-configurational languages serves to indicate the syntactic grouping and grammatical functions which constituency and adjacency define in configurational languages (Hawkins 2004: 127). We will argue that morphological derivation may also serve as a correlating property of (non-)configurationality.

More precisely, we focus on denominal verb formation in present-day English, Dutch and Greek. Our hypothesis is that highly configurational languages, such as English, do not need morphological marking of the change of the noun into the verbal word class, because of the presence of syntactic marking of the insertion into the verbal constituent, whereas in less configurational languages, like Greek, the change of word class requires explicit morphological marking (aside from inflectional markers). Hence, denominal verb formation by conversion is expected to be predominantly associated with configurational languages like English (e.g. *bottleN > to bottleV*), while denominal verbalization by affixation is more likely to be found in less configurational languages like Greek (e.g. *εμ-φιαλ-ώνω* [*emfialono*] 'to bottle', derived by the combination of prefixation and suffixation). Dutch will serve as a test case for our hypothesis: since its syntactic configurationality can be considered intermediate between English and Greek, we expect the proportion of conversion/affixation to be situated in-between the proportions found for English and Greek.

Our method consists in a synchronic corpus analysis, based on the Opus2 parallel corpora available on SketchEngine (Kilgariff et al. 2014), in which we examine the Dutch and Greek translations of 129 English verbs created through denominal conversion.

This paper will show that (a) derivational morphology can be a reliable criterion for measuring (synchronic) configurationality, (b) configurationality is a gradual phenomenon shaped by an interplay of syntax and morphology, and (c) contrastive data taken from parallel corpora can shed light on the nature and degree of configurationality.

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Preserving endangered knowledge in a dictionary: The case of Ket

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Describing culture-specific vocabulary is an important and at the same time rather challenging part of lexicographic work. In particular, this concerns making dictionaries of endangered languages. Apart from typical complications related to orthography and grammar, these languages are often insufficiently documented with respect to their cultural heritage, which complicates presenting ethnocultural realia in a dictionary to a greater extent.

This presentation is aimed at describing the main complications related to presenting ethnocultural material encountered in the course of making the comprehensive dictionary of Ket, a highly endangered language spoken in Central Siberia.

The culture-specific vocabulary involved the following primary challenges:

1) Presentation of cultural differences in categorization of extralinguistic reality. For example, certain kinship terms in Ket denote a broad class of relatives rather than a single person as in the cultures of the target languages. For example, the Ket term *biseb* may refer to 'a sibling, a cousin, or a younger sibling of the parents'.

2) Presentation of ethnocultural information in a dictionary entry. This problem concerns the amount of additional encyclopedic information to be included within an entry in a dictionary of an endangered language. Since Ket has no existing encyclopedic works describing ethnocultural realia, it was decided to include this kind of information in addition to the translations in the dictionary. For example, lexemes related to shamanic rituals were given an extended description (e.g. *dibbul* 'eagle foot', *qokssel* 'sacrificial reindeer', etc.).

3) 3) Loss of ethnocultural knowledge in the language community, which is typical for endangered languages. This especially concerns realia related to mythology and native religious beliefs. In the absence of a reliable scientific work describing such lexemes, the authors of the dictionary had to look for information in various non-scientific, often contradictory, sources. For example, some sources refer to the word *tēl* as 'mammoth', while others give 'shark'. The explanation for this was found only after a thorough analysis of the myths by Kets and neighboring peoples.

Understanding the near extinction of Arutani and Sapé (Venezuela and Brazil)

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The Arutani and Sapé peoples traditionally inhabited the headwaters of the Paragua (Venezuela) and Uraricaá (Brazil) rivers. Today, however, the area is primarily inhabited by the Shiriana, speakers of a Yanomaman language. Here, we focus on this region's language ecologies, discussing their historical trajectory and the processes that led to the near extinction of the Arutani [atx] and Sapé [spc] languages. Our data comes from both published sources and our own fieldwork.

The historical record shows that, in addition to the Shiriana, the Upper Paragua/Upper Uraricáa region was inhabited by the Arutani and the Sapé. Both these groups were already relatively small by the time of first mention in the literature (Almada 1861[1787]:677; Schomburgk 1841:402; Koch-Grünberg 1913:456) and their population continued dwindling to the point of near extinction (ELCat 2017). Other groups, e.g. Auaké and Marakaná, reported in the area by Koch-Grünberg (1913) disappeared from the record shortly thereafter.

During two recent (2017) fieldtrips, we were able to collect data on the present-day and historical composition of communities in the region through genealogies, community censuses and interviews. The Brazilian Shiriana communities (Saúba, Ericó, and Surupai) are almost completely homogenously Shiriana, with the exception of one family in Saúba who migrated from Venezuela and self-identify as Arutani-Shiriana. Out of the Venezuelan Shiriana communities (Fortuna, Kosoiba, Ichún, Kavaimaken, and Colibrí), Fortuna is reported as homogenously Shiriana but many Arutani descendants live in the other four and at least one family currently living in Kavaimaken and Ichún self-identifies as Sapé. Community elders also remember other groups who lived in the area; according to their reports, the Auaké would have been a group closely related to the Arutani, and the Marakaná are linked to a Yanomami subgroup known locally as the Kasarapai. We further show that the region's loss of diversity results from multiple waves of disease, intermarriages, and intergroup conflicts (Koch-Grünberg 1913; Armellada & Matallana 1942) as well as socioeconomic changes and pressures.

This presentation contributes to our understanding of the complex layering of language ecologies (Wendel & Heinrich) in this region and, more generally, of the sociolinguistics of language endangerment and shift.

Sri Lanka Portuguese: past and current dynamics of endangerment

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Portuguese domination of portions of Sri Lanka lasted only from 1505 to 1658 but produced a Portuguese-lexified creole – Sri Lanka Portuguese (SLP), earlier Ceylon Portuguese – which became an important language of the island, as evidenced in several early records (e.g. Berrenger 1811, Callaway 1820, Schuchardt 1889). Once used by a significant section of the island's population, over large tracts of its territory, SLP is now spoken by a much-reduced population in a few coastal locations of Eastern Sri Lanka (in and around Trincomalee and Batticaloa). It is mostly associated with Sri Lankans of Eurasian descent, known locally as "Burghers" and further subdivided into "Dutch Burghers" and "Portuguese Burghers" (McGilvray 1982). Those early records show that the use of SLP used to cut across this divide and also extended to the African-descendants known in the country as "Kaffirs" (Goonetilleke 1983, Jayasuriya 2007), but nowadays the language is upheld only by the "Portuguese Burghers", with ever-decreasing numbers of speakers because of an evident contraction in language transmission (Nordhoff 2013).

We will first explore the reasons behind the abandonment of the language by the Dutch Burghers around the late 19th- and early 20th-century, based on relevant writings of community members in the long-standing "Journal of the Dutch Burgher Union" (founded in 1908) and certain unpublished archival sources. In addition to the pressure of English created by colonial dynamics of the time, these writings also reveal shifting ethnolinguistic identities and an increasing social stratification among the Burghers, underlying a certain disdain for SLP.

With respect to current factors of endangerment of SLP, we draw on information collected as part of an ongoing documentation project in Eastern Sri Lanka. The resulting corpus of interviews includes several reflections on the issue by community members, who highlight many risk factors such as the relocation of historical communities following the 2004 tsunami, emigration, or a perceived increase in exogamic marriages. In addition, we also report the results of a large-scale sociolinguistic survey (currently in progress) aimed at obtaining the first concrete statistics concerning the size and distribution of the speech community, and of language loss.

Elhomwe revitalisation efforts. Myth or reality?

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Elhomwe is a Bantu language of the Lomwe, the second largest ethnic group in Malawi. Elhomwe is classified by Guthrie in zone P and group 30. In the absence of comprehensive language situation studies on Malawian languages, the little available information shows that Elhomwe is an endangered language since the 19th century. The loss of Elhomwe is linked to lack of intergenerational transmission among other factors in a hostile language contact situation in the Shire Highlands of Malawi. Studies support the view that vulnerable languages sometimes acquire prestige when brokered by powerful elites. In 2009, the first Lomwe President of Malawi, Dr Bingu Wa Mutharika established Mulhako wa Alhomwe, a cultural organisation formed to unite the Lomwe, encourage them to practice their culture, and revitalise their language. Various strategies were put in place towards Elhomwe revitalisation. This paper provides an overview of Elhomwe status in Malawi using both qualitative and quantitative data sets of studies done on Lomwe from 1998-2017. The paper assesses efforts of Elhomwe revitalisation by the Mlakho wa Alhomwe against a background of loss in earlier studies and asks the questions: Has the number speakers increased? Have the attitudes and perceptions over the Lomwe and their language improved? Does improvement in positive perceptions lead to increased use of Elhomwe? Has Elhomwe gained prestige? The paper argues that though there is enthusiasm over Alhomwe political, ethnic resurgence, and positive attitudes towards the language by the Alhomwe themselves, revitalisation has been minimally successful, and the language remains fragile. This presentation throws light into how Elhomwe's resurgence based on socio-economic, historical, political status, has not translated into language resurgence and associated prestige. The paper substantiates the argument by documenting efforts on Elhomwe revitalisation efforts and strategies involving community members to encourage more uses of indigenous speakers, followed by an exploration of reasons for Elhomwe's unsuccessful resurgence despite elite and political brokerage.

Globalization and the development of Setswana language: A sociological perspective

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The purpose of the study was to examine the literature gap on the problem relating to the phenomenon of unbridled globalization social, political, cultural and economic use of the European languages of English, Portuguese and French as official lingua-franca in SADC region, and to connect it to the development and historical evolution of Setswana language from the Berlin Conference to the present geo-political demarcations in South Africa, and to explain its impact on the socio-economic, cultural and political implications on the Batswana people's indigenous livelihood and languages. Globalism and African humanism were used as theoretical models to explain the three historical evolution or waves of first, the colonial partition of Africa. Second, the apartheid-Bantustan era and lastly the current democratic political dispensation in South Africa. The qualitative research design was used and secondary data was sourced to systematically build the research themes of globalization, development, Africanization and decolonization. The content analysis approach was used to discuss the findings and the results of the research. The findings revealed a parallel relationship between the development of the Western unbridled globalization historical waves and the different Batswana languages. The study concluded that the humanistic values and the constitutional socio-economic rights of Batswana people were negatively affected by the waves of globalization. Therefore, the community-based organizations must lead the move away from the status-quo and raise community awareness on Setswana language and the decolonization, Africanization and indigenization across all fields of life.

Prioritizing technology use in Yami language documentation and conservation

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This presentation demonstrates how computer techniques were used by the Yami language documentation team and how sociolinguistic issues have been prioritized to contribute to Yami language conservation. The issues to be covered include: (1) producing online dictionaries and interlinearized texts, (2) building ontologies of natural language processing, (3) writing a sociogrammar, and (4) producing e-learning materials.

We begin by explaining how the most current efforts in publishing a Yami New Testament Dictionary online leads to negotiation with the community members on Orchid Island to reach consensus on orthography issues, followed by a discussion of the process of interlinearization of 100 Yami texts, addressing (1) how the texts can be used in conjunction with web resources, (2) choices of language used for glossing, formatting, etc., and (3) the challenges of making these texts sharable across multiple formats and usable for multiple purposes such as education and research.

Secondly, we propose a new approach for constructing online lexical resources for Yami based on the study of Yami emotions (Rau, Wu, & Yang 2015) and discuss how a solution was found for processing the text-based emotions of the Yami language by demonstrating a framework to connect Yami emotion ontologies with the upper-level semantics of English emotions. This was done using WordNet and application of rule-based algorithms to (1) a discussion forum using the Yami language in social media, and (2) the classifications of emotions in the Yami translation of the New Testament.

Thirdly, we propose a model for representing linguistic variables to write a Yami sociogrammar (i.e. a variationist approach to grammar) by integrating different computational tools: ELAN, Toolbox, Lexique Pro, SIL FLEX (Field Works Language Explorer), Kirrkirr, and Protégé and demonstrates how "adjectival" concepts are lexically categorized and construed morphosyntactically, drawing on a case of semantic variation from the Yami sociogrammar.

Finally, we propose a new model for writing a pedagogical grammar distinguishing word classes and for designing MOOCS (Massive Open Online Courses). These efforts will provide useful resources for language teachers who are working towards endangered language conservation.

Bangru: A tribe in dilemma

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Bangru is spoken in Sarli circle of Kurung Kumey district of Arunachal Pradesh which is located in the north-eastern part of the Indian subcontinent in South East Asia. The name "Bangru" is an exonym given by Nishi tribe in order to make social strata. Since Bangru and Nishi have been coexisting for a long period within the same geographical location, there has been an amalgamation between these two tribes and Bangru came to be known as a sub tribe of Nishi tribe, which makes up for the majority in that area. Bangru people call themselves Levai within their own language community but to outsiders, they introduce themselves as Bangru tribe. Because they are considered a sub tribe of Nishi they are officially known as Nishi. Living under multiple identities made Bangru or Levai tribe have no 'tribe' status of their own. Ethnically and culturally this tribe is very similar to Tani group but linguistically they are definitely a branch of Hrusish group of the Tibeto-Burman language family. This dilemma of Bangru tribe has been resulting in the process of their language loss. Most Bangru people are bilingual and have competence in Bangru as well as in Nishi language. However, among the younger generation, competence in Bangru is rapidly declining. In fact, 80% of Bangru population below 40 years of age cannot speak Bangru but can understand to some extent and 90% of the population below 20 years of age have no competence of Bangru whatsoever.

The main objective of this paper is to introduce Bangru or Levai to the world and to delve deeper into solving the confusion of tribe. This paper will also discuss the various factors that have led to this massive language shift from Bangru to Nishi with the help of facts and figures. It is also an attempt to introduce various ways in which further loss can be curbed and measures that can be taken up to revive the language.

The former distribution of Xri speakers and their language shift: a critical review of historical sources

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This paper will critically examine the records of the Khoekhoe dialect Xri, which was first recorded during the 17th and 18th centuries at the Cape of Good Hope. The linguistic data and information on Xri are erratic, and in the latter half of the 20th century, it was declared to be moribund. Fieldwork in the last decade by Mike Besten and Don Killian has produced records of Xri, thus it might still be spoken by some individuals in the Northern Cape. The majority of Xri speakers shifted to a variety of Afrikaans known as Orange River Afrikaans in the beginning in the late 18th century. Pressures from missionaries, as well as political pressure from the Cape Colonial government were significant catalysts for this shift. By examining the historic records and reconstructing the distribution of Xri and their migrations and mobility patterns, the position of Xri in the complex and fluid linguistic area of Griqualand (West) will be reassessed. Existing scholarship has frequently equated 'Griqua' with (former) speakers of Xri, whereas many 'Griqua' did not speak either Xri or any other Khoekhoe dialect. This paper shall contextualise Xri and its relation to 'Griqua', and how this shifted over time. To answer the questions of where Xri was spoken and for how long will be the main focus of the paper.

The levels of endangerment of pidgins, creoles, and mixed languages around the world

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This paper provides an up-to-date report on the vitality statuses of contact languages, comprising pidgins, creoles, and mixed languages. It addresses the notion that these languages do not feature as predominantly in the discussion within the field of language endangerment and loss, and provides reasons for why linguists should be concerned about the potential loss of these languages. The Language Endangerment Index is used to establish the levels of endangerment of 98 pidgins, creoles and mixed languages. The Index, utilized in the Catalogue of Endangered Languages (www.endangeredlanguages.com) assesses languages for their levels of endangerment, regardless of how little information there may be about a language, unless there is no information available at all. For pidgins, creoles and mixed languages not featured in the Catalogue, relevant social information on the Atlas of Pidgin and Creole Language Structures (apics-online.info) is utilized. The assessment shows that out of the 98 contact languages (20 pidgins, 70 creoles and 8 mixed languages) represented, nothing is known about the vitality of three, one is safe, 10 are dormant, and the remaining 87 are at various levels of endangerment. After subtracting the number of safe and dormant languages, as well as the number of languages for which there is no vitality information available, the proportion of pidgins, creoles and mixed languages that is at some level of risk is 85.7%. This means that the risk of endangerment for pidgins, creoles and mixed languages is twice as great as the risk of endangerment for all the world's languages, considering that there are approximately 3,154 endangered languages that are at some level of risk (see www.endangered.languages.com), out of a total of 7,099 languages in the world (see Ethnologue). The paper then discusses the repercussions of losing any of these contact languages, including the loss of diversity among others.

Seychelles Sign Language: a young endangered language

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The Seychelles government provided funding for a language development project from 2011 to 2017, concerning the sign language used by deaf people in the country. The aim is to encourage the social integration of deaf people, preserve the linguistic and cultural heritage of SSL and promote multilingualism. The project comprises two main parts: documenting and spreading the SSL (dictionary, grammar, teaching, culture) and development of the use of SSL in all sectors of the society (media, justice, health, education). This is common practice when dealing with endangered languages (cf. recommendations of UNESCO). However, SSL is actually not yet standardized, it summarizes an emerging language (Meir, Sandler, Padden and Aronoff 2010), shared in a very small community in the main island of Mahé, and several alternate villageous languages (Zeshan and de Vos 2012) in the outer islands of La Digue and Praslin.

How and why preserve an emerging language? Our study focuses on a dual movement: the development of the deaf community and the SSL, correlated with a rise of potential risks for the SSL itself. SSL partially comes from gestures used in its local hearing community, but this emerging language is widely influenced by other sign languages. The influence results from the input of foreign teachers, missionaries or trainers, as well as from the development of social activities in the deaf community, such as wider reception of deaf tourists, or involvement in international events. We want to take an inventory of the positive and negative effects of the project for the signers themselves, who reflect upon the way they become aware of their own language, community and identity, as are, for example, the desire to free themselves from the external influences, or the temptation to assume themselves the authority to create and modify the signs.

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Abstract ID: 436

The syntax of A-bar Agreement in Bamileke Medumba: Towards a cross linguistic formal typology of A-bar extraction morphology

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Usually referred to as wh-agreement (Chung 1994, Fesler 2004, Carstens 2005), A-bar agreement is the morphological reflex of A-bar movement. In this talk, I show that A-bar agreement in Medumba (Grassfields Bantu) (a) is spelt out within the CP and the vP domain and is achieved via vowel length and polar tone, (b) exhibits the following pattern: (i) With root clauses, A-bar extractions trigger A-bar agreement on T for subjects and on T and V for non-subjects. (ii) With non-root clauses, there is agreement with embedded subject extractions, only on T in both matrix and embedded clauses whereas with non-subjects, there is agreement with embedded post-V extraction on V and T in embedded clause, but agreement only on T in matrix clause.

I propose that A-bar agreement in Medumba is a move-based phrasal Agree operation (Chomsky 2001) that creates an 'agreement chain' within the phase domains each time the move XP crosses a phase boundary. Cross linguistically, A-bar agreement is spelt out either within the CP, the vP or within the CP and the vP domain. Within Bantu languages, its reflex appears in different shades: (a) Operator C-agreement (Kilega); (b) downstep deletion (Kikuyu); (c) vowel length and tone (Medumba) and (d) invariant particle (Duala). Even though this phenomenon varies in form in different languages, this analysis predicts 3 agreement patterns. Agreement with V in languages with no V-to-C movement (Kikuyu), Agreement with C in languages that allow V-to-C movement (Kilega) and Agreement with C and V with languages that allow short local V movement (Medumba). Likewise, with languages that recuits a particle to reflex A-bar extraction, 3 patterns are expected: either the particles appears within the V-domain (Duala), the C-domain or V and C domains.

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The AWSOM correlation in comparative Bantu object marking

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The majority of the Bantu languages, spoken in sub-Saharan Africa, feature both subject and object indexing in their agglutinative verb morphology (example from Swahili):

(1)   Watoto wa-li-mw-ona   Juma.
        2.children 2SM-PAST-1OM-see 1.Juma
        'The children saw Juma.'

Within the Bantu languages that show object marking in a verbal prefix, there is much variation, which has been described along four parameters. Two of these are the focus of the current paper:

1.   behaviour in ditransitives: only the highest object can be marked (asymmetry) or either object can be marked (symmetry);

2.   number of object markers allowed: one-two-multiple.

Riedel (2009: 78) notes that "Across the Bantu family, it has been observed that the languages which allow more than one object marker […] tend to be symmetric. […] these three properties do not correlate systematically with one another. For example, Sambaa is an asymmetric language with multiple object markers."

However, in a broader sample of 50+ Bantu languages, it turns out that Sambaa is actually quite special in its combination of parameter settings. My systematic comparative overview of object marking parameters (see numbers below) provides evidence for the AWSOM correlation: Asymmetry Wants Single Object Marking.

asymmetric single: 13
symmetric single: 18
symmetric multiple: 9
asymmetric multiple: 1 (Sambaa)

The paper will first present a Minimalist featural analysis of Bantu object marking as agreement of v with a defective goal (Van der Wal 2015); second, present a featural analysis of multiple object marking as sets of phi features on lower heads in the spine (Appl, Caus, v); and third, use this analysis to show how the AWSOM naturally falls out, while also explaining the rarity of Sambaa's parameter settings.

The paper thus contributes to the ongoing debate on the theory of Agreement, as well as the upcoming field of Bantu typology, and formal approaches to language variation in general.

Merger of noun classes 3 and 1: A case study with bilingual isiXhosa-speaking youth

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Class reduction (the loss of a noun class) in Southern Bantu languages is an acknowledged, but under-researched phenomenon. A recent study of isiXhosa concords suggests an incipient merger of Noun Classes 11 and 5, but no research to date has examined other possible class mergers or concord flux in the language. This study focuses on the speech of bilingual isiXhosa-speaking youth in urban areas of Cape Town and the extent to which they fail to use the concords generally associated with class 3, preferring instead to adopt those of class 1. This push towards uniformity of classes 1 and 3 concords in isiXhosa may be stronger than observed in other Southern Bantu languages (e.g. Sesotho) due to a partial identity of the two classes: seven out of thirteen concordial elements of Class 1 and 3 are homophonous in standard isiXhosa (in contrast with Sesotho in which only the possessive and enumerative concords of these classes are homophonous). We make use of questionnaires eliciting Class 3 responses, transcriptions of natural dialogues on a topic in which a Class 3 noun dominates, and examples from social media. For example, to translate *Tie it!* (referring to *umlenze* 'leg' Cl. 3), respondents gave: *M-boph-e!* (OC1-tie-FV). Findings suggest that the use of Class 1 concords for Class 3 is becoming a widespread phenomenon for urban speakers of isiXhosa.

Complementizer agreement in Setswana and Ikalanga: The role of matrix tense and voice

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Complement clause complementizer agreement (CCC-agreement) with matrix verb subjects involves morphological matching relations at distance that is defined in syntactic terms. CCC-agreement with the matrix subject has been attested for Kinande and Ibibio (Baker 2008), Mande languages (Idiatov, 2010), Luvale, Luchazi, Chokwe and Lunda (Kawasha 2007), Limbum (Nformi 2017) and Kipsigis (Diercks and Rao 2017), but only the recent account of Kipsigis comes close to the thorough description Diercks (2013) provides for Lubukusu. We show that a rich description and analysis of CCC-agreement distribution in Setswana and Ikalanga reveals that a much more articulated set of relationships between matrix clause properties and the morphology of an agreeing complementizer need to be taken into account in any explanation (whether our explanation is correct or not). We show that the agreeing CCC is sensitive not only to matrix subject phi-features, but also to matrix voice (in Setswana and Ikalanga) and tense (in Ikalanga) as well. We argue that agreement for voice plays a key role in both languages, a result consistent with upward agreement for voice, tense and phi-features, but also that agreement for tense requires a more nuanced approach to phases.

In both Ikalanga and Setswana, a complementizer with the same root as the verb meaning 'say' (-*re* in Setswana and –*ti* in Ikalanga) occurs in both an invariant (infinitival-like) form (with the infiitival noun class prefix), but also can appear with an agreement morpheme instead for some predicates that take clausal complements. In Ikalanga, -*ti* can be inflected with a morpheme that is licensed by remote past tense on the matrix verb, by agreement morphology consonant with the subject phi-features, but we show that it is not verblike. Moreover, in both languages, certain matrix verbs, when passivized, license the suppletive passive form of the C. We show that this alternation is a form of agreement and that in certain contexts the passive C is only possible where it matches with a matrix passive verb. We argue that a voice head in the vP spine is the agreement trigger and is also key to what licenses the other agreement relations.

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Postverbal negation in declarative standard and non-standard sentences of Southern Min - Synchonic and historical perspectives

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This presentation analyzes two main negators of Taiwanese Southern Min (TSM): *m7* 不 'not' and *bo5* 无 'not'. The first one is a general negative and the second one *bo5* is a verbal negative, expressing non-existence or non-possession, but it is also typically used to negate events, being a negative adverb preceding a verb coding that a particular event did not take place, and it is also more widely used to negate stative verbs and adjectives than *m7* (Chappell and Peyraube 2016, Lin 2015).

In Early Southern Min (ESM, 14th-19th C.), *m7* negates a larger number of stative predicates and adjectives than *bo5*, which is mainly used as a negative existential verb during this period (2310 occurrences out of 2549 negative sentences). See Song (2014) who concludes that the use of *bo5* has generalized and tends today to replace *m7* as a general negator.

The marker *bo5* is equally occurring in postverbal position preceding a NP or an adjective. Sentences with such a postverbal negative are ambiguous between a generic reading (habitual situation) and an episodic reading (referring to a specific situation) where *bo5* means 'to not succeed in doing something': *I1 lia8 bo5 hi5* [(S)he catch NEG fish] '(S)he is unable to catch (any) fish' or '(S)he did not succeed in catching fish'. See Huang (2009), Yang (2014).

A close analysis of ESM data (a dozen of operas) shows that the postverbal negative *bo5* (53 occurrences vs. 125 preverbal ones) is already attested. It also leads us to argue for the following hypotheses: (i) the postverbal negator that has undoubtedly a negative existential verbal source – it results from the univerbation of the negator *m7* and the existential / possessive verb *u7* 有 'have, there-is' – did not go through any Jespersen cycles before turning into a standard generic negator; (ii) in many cases this postverbal negator cannot be interpreted as a resultative verbal complement: it is a simple negator that generally has its scope over the preceding verb or on the entire clause. Why not an adverb issued from a verb through a process of grammaticalization?

Postverbal negation in the Transeurasian belt

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The Transeurasian belt, which extends from Anatolia, Pannonia, the Baltic region and Arctic Europe in the west to Central and Northeast Asia in the east, is dominated by languages of the so-called Ural-Altaic type, comprising the genetically distinct but typologically similar Uralic, Turkic, Mongolic, Tungusic, Koreanic and Japonic families. All of these languages are characterized by a well-developed suffixal morphology, with a varying degree of accompanying morphophonology, and among the features expressed by suffixes in many of them is also negation. This paper will review the areal and diachronic situation of postverbal negation in the Transeurasian belt. It can be shown that many Transeurasian languages show a relatively recent tendency to move negation marking from preverbal to postverbal position. The postverbal negation markers show a gradual development from free morphemes to suffixes, and in many cases they still remain at the level of postclitics. Often, there is a connection with postnominal negation, that is, postpositionally or suffixally expressed privative marking on nominals and nominalized verbs. Illustrative examples can be quoted from Southern Estonian, Central Asian Turkic, Mongolic, and Manchurian Tungusic. In some language families, including Turkic and Japonic, postverbal negation marking derives from the protolanguage but can nevertheless be assumed to be diachronically secondary. Also, some languages, as exemplified by Kazakh, have two diachronic levels of postverbal negation, the one deriving from the protolanguage (Proto-Turkic) and the other due to more recent areal interaction (with Mongolic). The paper will analyse the reasons underlying the tendency of postverbalization and suffixalization of negation markers. The diachronic relationship of postverbal negation markers to other types of negation marking, including preposited particles, prefixes and negation verbs, will also be discussed in detail.

Clause-final negative particles in Swedish

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The syntax of Swedish as well as Scandinavian negations is relatively poorly studied. In a recent book about negations in Europe (Willis et al. 2013), there is for instance no chapter about any Scandinavian language. In this talk, I present some new data from Swedish.

In Standard Swedish, a negation may be doubled in a clause-final annex (Teleman et al. 1999:4:182).

    (1) Filmen var inte så bra, inte.

         film.the was not so good not

         'The film wasn't any good'

This type of doubling is mainly found in spoken language, and Teleman et al. (1999:4:182) point out that it has a certain pragmatic effect. When doubling the negation, the speaker conveys, among other things, that he thinks that the proposition of the clause is "self-evident" (Teleman et al 1999:4:182; my translation). The pragmatic function may be the reason why doubling of this type is not allowed in questions and exclamatives.

Doubling negations as in (1) are common all over Sweden, but another, similar doubling is only present in parts of the country. In Hälsingland, an optional *e* [ɛ] may occur, also in questions.

    (2) Ska dô-nt kam hit e, sô ja får klå dä? (Forsa dialect, Mommas Fräsen:2)

         shall you-not come here e so I may pet you?

         'Can't you come closer, so that I can pet you?'

    (3) Skan't dä bli nå bätter nån gång, e? (Järvsö dialect, Mommas Fräsen:8)

         shall not it become better any time e

         'Will it never get better?'

The phenomenon that is illustrated in (2–3) has only been discussed in a pair of BA-theses but a broader study has shown that doubling with *e* (and *i*) is spread over a significant part of Sweden.

In this talk, I will focus on the distribution, variation and etymology of these particles. The distribution forms a coherent pattern, and it is possible that the old Swedish negation *ey* has been retained with a new function in many dialects of Swedish.

Finally, I will argue that a process of exaptation (cf. Norde & van de Velde 2016) may have affected *ey*, which might explain the current situation.

Synchrony and diachrony of postverbal negation in Jodï-Sáliban

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This paper proposes an in-depth treatment of postverbal negation in the Jodï-Sáliban language family (Amazonia, Venezuela-Colombia), which consists of four languages: Jodï [yau], Sáliba [slc], Piaroa [pid] and Mako [wpc]. The data comes from primary fieldwork on Mako and from published sources for Piaroa, Sáliba and Jodï.

First, I present the different negation strategies in Jodï-Sáliban. While Piaroa and Mako verbal predicates are marked via a cognate negative suffix *-ikɨ:-ɤkɨ* (1) (2), Sáliba marks negative predicates with *-di* and negative purpose clauses with *–té* (3). Jodï marks negative predicates with a suffix *-de* (4).

Mako
(1)   ɨtʰɨ-ma   ʧ-ed-ɨkɨ   hawa-tʰɨ-ma
         1sg.PRO-TOP?   1SG-see-NEG   thing-EMPH?-TOP?
         'I didn't see any of that'

Piaroa
(2)   ɑdit-ɤkɨ-sæ
         work-NEG-1SG
         'I (male) don't work'   (Mosonyi 2000:662)

Sáliba
(3)   ɲéʔe   tí-ɲéʔeʔgɑ-ʔdu   ómɑĩ-ʔdu
         likewise every-type-ANIM.PL   animal-ANIM.PL

         heká-me-ʔdɑ-rɑ   ɸã-h-ãd-ấ
         footprint-CLAS-LOC-DISC   not.be.able-3PL-not.be.able-IND

         tɑbé-di-ấ
         step-NEG-IND

         né   wóki-ʔʤɑ-te-ʔri   ĩsí
         child   be.nervous-CAUS-NEG.PURP-3M.COMP   for
         'Likewise, you cannot step on the prints of all types of animals so that the child not be nervous'
         (Morse and Frank 1997:100)

Jodï

(4)   jye   jwalulë   jkwa̰ïde   jnïmë
        1SG   plantain   eat-NEG   1SG.PRES.NEG
        'I am not eating plantains'   (Quatra 2008b:76)

In addition to postverbal main-clause negation, I show that negative imperatives in the three Sáliban languages are negated via dedicated morphology that differs from Jodï's and that non-verbal predicates in Piaroa and Mako (no data available for Sáliba and Jodï) are negated via a copula. Importantly, all these strategies can be considered postverbal.

Secondly, I explore the sources of the main clause negative morphemes. Mako and Piaroa *-ɨkɨ:-ɤkɨ* stem from a grammaticalized negative copula (see Rosés Labrada 2015 for Mako) while the Sáliba negative purpose marker and Jodï *–de* are cognate and, I hypothesize, come from a negative existential verb root (in Mako *de-* 'to not exist'). I also argue that there is no evidence that these developments are an instance of Jespersen's cycle, whereby postverbal negators replaced preverbal ones.

In sum, this research offers an in-depth analysis of negation in Jodï-Sáliban and thus contributes not only to the description of these underdescribed endangered languages but also to the typology of postverbal negation and our understanding of its sources.

Postverbal negative markers in the Scandinavian languages

Dr Johan Brandtler[2]**,** Dr David Håkansson[1]
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North Germanic lost the preverbal Indo-European negative marker *ne* very early. The Scandinavian negatives are instead all related to the Old Norse suffix *-gi*, a generalizer cognate of Gothic *-hun*.

Old Norse *-gi* could not attach to verbs. Instead, the generalizer *-gi* reinforced preverbal *ne* by attaching to non-verbal elements (*ne* Vfin XP-*gi*). These elements were often words for time, place, person and thing. These are also the words to which *-gi* eventually grammaticalized. Hence, the negative marker did not become postverbal per se, as it could occur preverbally, either as a subject or as an adverbial.

In the oldest Icelandic texts, negatives formed by *-gi* are, in fact, relatively rare. The predominant negative marker is instead the suffix *-a(t)*, which always attached to the finite verb. Similar to *-gi*, *-a(t)* was originally a reinforcer of preverbal *ne*, but seems to be an Icelandic innovation (Eythorsson 2002). The use of *-a(t)* shows a very rapid decline, however: by the end of the 14th century it has been replaced by negative markers formed by *-gi*. Thus, Old West Norse underwent three stages: i) strict preverbal negation *ne* ii) strict postverbal negation *-a(t)* and iii) pre-/postverbal negation *-gi*.

The triggers for these changes are not understood. While the development follows the general direction of Jespersen's cycle, it also parallels the development of the definite article in the Scandinavian languages. This fact suggests that the change from preverbal to postverbal negative marker followed a more general developmental pattern in the Scandinavian languages. The rapid decline of *-a(t)* is, however, less straightforward, and no convincing explanations have been presented so far.

By diachronically charting the syntactic distribution of negation in the Scandinavian languages, we address the questions of what triggers the development of the negative markers in each respective language, and why varieties differ in the way they do. We explicitly aim to relate the developmental patterns of negation to other structural changes in the Scandinavian languages, to determine whether the development of a postverbal negation can be subsumed under a more general tendency or should be regarded as an isolated phenomenon.

Postverbal negation in the context of the Wider Lake Chad Area

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In the Wider Lake Chad Area languages like Kanuri of Saharan genealogical affiliation, Chadic languages, eastern Fulfulde (Atlantic), and some Benue-Congo languages share a long history of contact. Besides borrowing, contact-induced grammaticalization, and metatypy may account for the convergence of structural features. The following typological features appear to be useful in determining the contact zone at issue which overlaps with the northern central part of the Macro-Sudan Belt, i.e. lack of ATR vowel harmony, development of surpass comparatives, tense/aspect as coding means for information structure, conjunctional predicative possession, pluractionals formed by reduplication, comitative noun phrase conjunction, existence of a vague future, dichotomy in standard negation, special prohibitive constructions, zero copula for predicate nominals, mixed order of adverbial subordinators, polar question particles, emphatic reflexives formed with the noun "head", and development of secondary prepositions.

With reference to some features the direction of transfer can be determined with some confidence. For instance, it is quite clear that Kanuri lost ATR vowel harmony, and developed surpass comparatives through contact with neighbouring Chadic languages. With regard to features related to negation a similar picture emerges, i.e. dichotomy in standard negation, as well as special prohibitive constructions, are frequent in Chadic languages, also typical in Kanuri, but absent in other Saharan languages like Teda-Daza, Beria.

In addition, postverbal, and discontinuous double negation are prominent features of languages in our contact zone at issue, and in the first instance, comparison leads to the assumption that postverbal negation would be reconstructable for both Proto-Chadic, as well as Proto-Saharan.

In my talk, I will reassess negation patterns of languages in the Wider Lake Chad Area. In particular, I will focus on the evolution of clause-final negation markers, the evolution of discontinuous double negation, and the role of language contact in the development of negation strategies in some languages of the Wider Lake Chad Area.

Stories behind post-verbal negation clustering

Prof Marianne Mithun[1]
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Krasnoukhova and van der Auwera note the cross-linguistic preponderance of pre-verbal negators (Jespersen 1917:5, Horn 1989, 2001, Dahl 2010:23-24), but point to areal clusters of post-verbal negators in the Sudan, New Guinea, and South America. Such clusters suggest that the shapes of negative constructions are not random. Some insight into factors underlying their distribution comes from an area in Northern California with languages from the unrelated Wintuan, Yukian, Pomoan, and Utian families.

Negative constructions are notoriously volatile, due to conflicts between their communicative importance on the one hand, and frequency-induced erosion of pragmatic force and substance on the other. Languages in each of these California families show renewal of these constructions. The negators do not generally match even within families, but all have emerged from negative existential constructions with sentence-final matrix verbs meaning 'not.exist/be.absent/lack', as described in Croft (1991) and Veselinova (2013, 2015, 2016). The constructions show various stages of development. Within Pomoan, they appear only in Central Pomo and Eastern Pomo. These two languages are not part of the same subgroup, but both are in contact with other families. In Central Pomo this construction is used only to negate perfective/stative clauses. The negative verb carries perfective inflection and follows another inflected verb. The Eastern Pomo cognate has been generalized to all negation and is eroding to a verbal suffix. Yuki contains two clause-final negatives, both inflected verbs meaning 'not exist.' In the related (but not neighboring) Wappo, a different final 'not exist' verb, with inflection, has been generalized. In Wintu, negation is indicated with a suffix on a clause-final verb descended from a verb 'not exist' with indicative. It has since been reinforced with one preverb for prohibitives and another for everything else, descended from a different verb 'not exist'. Lake Miwok (Utian), also shows an innovated negative construction based on a verb 'not exist', but it matches other complement constructions in the language, with initial matrix. Clusters of post-verbal negative constructions can thus indeed arise from renewal under contact. What may be replicated is not necessarily the abstract formal construction, however, but semantic patterns of expression.

Towards an explanation of postverbal negative *MA* in the languages of the Andean foothills

Prof Johan van der Auwera[1], Dr Olga Krasnoukhova[1]
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It has been observed that the morpheme *MA* is widely used for negation in South and Central America (Payne 1990:77, Campbell 2012:299, Aikhenvald 2012:71). Michael (2014) offers an in-depth account on the role of *MA* in the Arawak family. Nevertheless many questions remain open. Based on a large-scale comparative study on negative *MA*, this paper makes the following contribution:

The occurrence of *MA* in standard negation is (unexpectedly) sporadic in the Eastern part of South America, but is strongly present in the Western part. There the syntactic position of *MA* shows a pattern which needs to be accounted for. A preverbal use of *MA* is dominant in Quechuan and Arawak languages (as well as further north in Mayan), and this accords well with the universal preference for preverbal negation (e.g. Dahl 1979, Dryer 1988, 2013). But in languages spoken in the Andean foothills, negative *MA* tends to be postverbal (e.g. Awa Pit, Panoan, Tacanan, Western Tucanoan). This use, in turn, reflects the strong (but unexplained) preference of South American languages for postverbal negation – independently of the negator they use (van der Auwera and Vossen 2016:193; Vossen 2016:318-321). Closer inspection of postverbal *MA* suggests three processes. First, for Tacanan and Panoan, postverbal *MA* can be argued to derive from postpositions (similar but not identical to Michael's 2014 scenario for Arawak). Second, for Western Tucanoan, postverbal *MA* suggests an areal effect. And third, for the languages with verb-embracing double negation (postverbal *MA* plus another preverbal negator), such as Araona, Tacana, and Matses, all evidence points to a Jespersen Cycle 'in reverse' (van der Auwera and Vossen 2016:208; Vossen 2016:passim). In this scenario, the original negator is postverbal and the strengthening happens in the preverbal domain. A challenging case is Maropa, which deviates from the other Tacanan by having a preverbal negative *MA*. Two hypotheses are discussed: (i) preverbal *MA* results from a Jespersen Cycle in reverse with *MA* V *MA* doubling, (ii) preverbal *MA* is influenced by contact with a preverbal *MA* language (Quechua).

Negation in Seto

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In Seto, clause negation is formed by adding negation particle to finite verb form (1, 2). Seto is spoken in the border area of Estonia and Russia. Traditionally, it is considered as the dialect of Estonian. Although in Standard Estonian, only preverbal negator is used, in Seto, there are three types of marking of negation: preverbal (1), post-verbal (2), and double marking (3). The post-verbal use of the negative marker seems to be the most frequent and unmarked pattern in Seto.

(1)   ei   võiq   jättäq   vällä
       NEG   can   leave:INF   out
       'cannot leave out'

(2)   ku   marju   saa   ei,   syss…
       if   berry.PL.PRT   get   NEG   then
       'if (we) do not get berries, then…'

(3)   inne   ei   tulõ   vällä   eiq   ku   keskpäivä
       before NEG   come   out   NEG   than   mid.day.PRT
       '(S)he doesn't come out before the midday'

The aim of the presentation is to describe the usage of post-verbal negation and to compare it to preverbal and double negation marking in order to find out possible functional differences between the orderings. Data for the study comes from two sources from different periods: (1) from the Corpus of Estonian Dialects (recorded mainly 1960-1970s) and (2) from the fieldwork in Eastern Seto area (spoken in present-day Russia) from 2010-2016.

It is demonstrated that in majority of languages the negation strategy of imperatives differs from the standard negation (cf. van der Auwera 2006, Miestamo 2007). Although also in Seto, there are differences between standard negation and prohibitives, all three types of negation marking are attested also in the case of imperative mood. Yet, preliminary results show that in imperative mood, post-verbal negation is overwhelmingly the most frequent pattern.

It is demonstrated that the order of negation particle and the verb does not depend on the basic word order of a language (Dahl 1979); however, negative auxiliaries tend to place after the verb in languages with

object-verb-order. Also negation particle *eiq* has derived from negation auxiliary verb and Finnic languages have undergone overwhelming change of word order from SOV to SVO. Hence, we argue that the possibility to use post-verbal negation marking reflects an earlier stage of the language.

An overview of Cariban post-stem negation from Ye'kwana and other languages

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A survey of the different negation morphemes attested across 12 languages of the Cariban family reveals that the different negation morphemes always occur as suffixes or enclitics. The survey also reveals that most negation functions are carried out with a reflex of one of the two negation morphemes *pɨra* and *pɨnɨ* that reconstruct to the proto language. Interestingly, the function of those reflexes diverges from language to language.

For verbal negation, in most languages, a reflex of the first morpheme, *pɨra*, is used in verbal negation as a suffix on the lexical verb stem. Unlike finite forms of the verb, the negative stem indexes person only for O, while the supporting copular auxiliary is suffixed for TAM and indexes person of A or S (1). Additionally, many languages present a special form of the 3rd person O prefix on the negative stem which could suggest a limited form of double negation. Even in those languages in which the verbal negator is an innovative morpheme, the same morphosyntactic characteristics hold true for verbal negation. Verbal forms found with a reflex of the other morpheme *pɨnɨ* either convey a particular negative meaning when used on the bare verb stem (2) or they are used with a nominalized form of the verb (3).

For nominal negation, each language presents different strategies using one of multiple reflexes of the proto-forms depending on whether negation applies to existence, possession, the use of a noun as a predicate or its use as a constituent of a verbal clause.

Remarkably, when the content being negated is expressed with an adverb (4) or a postposition (5), only reflexes of *pɨra* are found across the whole family.

In fact, the general verbal negation strategy, whether it uses a reflex of *pɨra* or an innovated form, derives a deverbal adverb form that can also be used as a converb (6). From this, it would be possible to speculate about the adverbial origin of the verbal negation strategy.

Examples:

      (1) on-uji-'cha wa
           [3.NEG-search-NEG_1.COP]
           'I_don't_search_it'

      (2) t-uji-jünü mödö

[3-search-NEG_3IN:MD]
'That_is_an_unsearched_place'

(3) mö'dö n-uji-chü-jünü
[3AN:PX_SHIFT-search-NZR]
'the_one_this_one_does_not_search'

(4) eetö-'da
[here-NEG]
'not_here'

(5) ay-akö-'da
[2-with-NEG]
'not_with_you'

(6) oy-uji-'cha n-ünkü-i
[2O-search-NEG_3-sleep-PST]
'he_fell_asleep_without_searching_for_you'

Postverbal negation and its areal diffusion in North Africa

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This paper addresses the phenomenon of postverbal negation marking in Berber and North African Arabic, both belonging to the Afroasiatic phylum, with a special focus on basic clause negation. It discusses the role of North African Arabic in the development of the Berber negation system within the framework of areal diffusion. In this respect, the paper will show – by building further on Lafkioui (2013) – that Lucas' (2013: 402) claim that, in Berber, Stage II negation has been borrowed from Arabic is unconvincing for different reasons, the main reason being that double negation in Arabic would have come into being when a two or threefold negation system was already firmly established in Berber. The influence of Arabic on Berber negation is rather that of an incentive to preserve NEG2 in those languages where the Berber variants became analogous to the Arabic variants by means of a palatalisation of the Berber velar *k (e.g. Berber *kra > šra/ša/š, with š occurring in both languages). These palatalising languages belong to a vast Berber-speaking area extending from the centre of North Africa, whereas the Berber languages spoken in its fringes (e.g. Mauritania, Libya, Siwa, Sahara), which generally drop NEG2, do not have palatalisation of *k. Moreover, I will present a number of motivations that account for the hypothesis that, in Berber, [NEG1 + V + NEG2] is a language stage prior to the attested [NEG1 + V]. In doing so, I discuss three main parameters: economy, the "NEG-first principle" and semantic bleaching.

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Toward a typology of (postverbal) negation in imperatives

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According to Horn (2001:450), the reasons to avoid postverbal negation are even more compelling in directives than in assertives: "A violation of Neg First … [could] literally constitute a matter of life and death ('Kill him – oops – not!')". Prohibitives may thus be expected to exhibit more preverbal negation than negative declaratives. In the present paper, we examine this hypothesis in more detail by taking a typological look at negation in imperatives. With a genetically and geographically balanced sample of 179 languages (see Miestamo 2005:36), we aim to answer the following two sets of questions: 1. how is imperative negation expressed formally (e.g. affixes, particles, verbs; see Dahl 2010), do any areal tendencies exist and how does it compare to standard negation?; 2. what position does the imperative negator occupy vis-à-vis the main verb (à la Dryer 1988) or the finite element (à la Dahl 1979), are there any areal tendencies, do all formal types of negator behave in the same way or not, does the type of negator and/or its position correlate with word order and, finally, is Neg First indeed stronger in prohibitives than in negative declaratives? Our initial results show that imperative negation, in particular of the postverbal kind, is more verbal than standard negation and that the position of those verbal negators correlates positively with word order. The explanation appears to be diachronic in that many prohibitive markers derive from lexical verbs such as 'stop', 'not want' and 'leave' (see Aikhenvald 2010:351-362). More generally, the preliminary findings indicate that Neg First does not have a more powerful impact in imperatives than in declaratives. In our view, this is at least partly due to the fact that the ambiguity underlying Horn's (2001) argument does not occur in most of the world's languages because of the typically asymmetric nature of imperative negation (see Miestamo and van der Auwera 2007)

Postverbal negation in Rumai, Palaung

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Rumai is an Austroasiatic language of the Palaungic branch, mainly spoken in Myanmar, but also in Yunnan, China. Negation in Rumai can be expressed by five different morphemes; one of these negators, namely *mǎ*, is postverbal. The research questions are how this negator is used, how it is distributed and how it may have developed. These questions will be investigated in typological and areal perspectives.

(1) pan.hɲyê   kʰʌ   bu   hɤt   ʔêw   bu   leh   mǎ   pǎ
     tomorrow   COND   NEG   fine   1SG   NEG   descend   NEG   OBL.NHUM
     ʔɯndʌ̂n
     road
     'If the weather is not fine tomorrow, I will not go for a walk.'

(2) ʔǎkʰyɯŋ   ɲem   deh   pi   ʔêw   pǎ   kʰəlɛp   ʔêw   nô̂h.hɲyap
     time   not.yet come   elder.sibling 1SG   OBL.NHUM   house   1SG   worried
     mǎ
     NEG
     'When my brother did not come home, I was not afraid.'

Rumai has the general constituent order SV/AVP (1, 2), but relative clauses and temporal clauses have the order VS/VAP (2). Dependent clauses are seen as more conservative, and therefore the original constituent order of Rumai may have been VS/VAP. Postverbal negation in VS/VAP languages is rather uncommon, and the Rumai negative marker *mǎ* also occurs only in independent clauses; so, it probably has only developed after the shift of the constituent order of independent clauses to SV/AVP. Its initial function was presumably the intensifying of negation, and this is similar like, for example, French *pas* (e.g. van der Auwera 2010). Today, *mǎ* occurs also as the sole negative marker in independent clauses (2).

Postverbal negation is relatively rare in the Austroasiatic languages (Jenny et al. 2015) and in the other two varieties of Palaung, Shwe and Ruching, there are only preverbal negators.

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Dynamics in post-verbal negation: The case of Awa Pit

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In a large-scale study on standard negation by Vossen (2016), it was observed that South America is a macro-area with a high frequency of postverbal negation. This behavior of South American languages has not yet been explained, but an ongoing study points to a combination of diachronic and contact-related processes. This paper zooms in on a Barbacoan language Awa Pit, which is instructive as it gives us an insight on some scenarios for developing (and also losing) postverbal negation. The following points will be made.

Based on the synchronic variation in the negation system of Awa Pit and its dialects a number of possible innovations are suggested. First, we argue for the originally postverbal position of an 'older' negator (which synchronically can be either preverbal, postverbal, or even embracing the verb, depending on the dialect). Two scenarios are presented for the change: one involving language contact, and the other one related to a diachronic phenomenon 'Jespersen Cycle in reverse', relevant for a number of languages in Americas (van der Auwera and Vossen 2016:208, Vossen 2016 passim). Second, in one variety of Awa Pit, an emergence of a new – postverbal – negation marker is postulated. This marker presumably derives from the lexical verb *ki* 'do, happen', hitherto an unattested source for negation (Jäger 2013). Third, we raise the question whether yet another marker regarded as a negator in Awa Pit is or was truly negative. This concerns postverbal suffix *–ma* ubiquitous as a negator all across South America (Payne 1990, Campbell 2012:299), but carrying out a number of different functions in Awa Pit, apart from allegedly encoding negation. For the case of *–ma* and the new negator *ki*, the process is argued to involve contamination of a positive element by a negative one. Although this is the driving force behind a classical Jespersen Cycle, the innovations identified for Awa Pit suggest developments which are non-classical Jespersen Cycles at best.

Codeswitching and translanguaging: A multilingual perspective

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A popular perspective in the translanguaging literature is that multilinguals have an underlying unitary grammatical system responsible for the full range of their linguistic behavior, with the conclusion that individual multilingualism does not exist; a critique of codeswitching as a "monoglossic" enterprise is sometimes offered in conjunction with this point of view, with the charge that codeswitching scholars take a "dual competence" model of bilingualism for granted. I show that codeswitching research has never endorsed a "dual competence" model of multilingualism, but rather has concluded, based on a consideration of relevant data, in favor of a view of multilingual grammar as composed of both discrete and shared resources. I propose a multilingual perspective on translanguaging which accepts multilingualism as psychologically real, and codeswitching as important and significant research underlying a holistic perspective on multilingualism. Empirical evidence is presented from the codeswitching literature to support these conclusions.

Translanguaging practices in Essyl: a "monolingual" village in Senegal

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Senegal, as is typical for West Africa, is well known for its highly diverse rates of individual and societal multilingualism. In this talk I will present the case of Essyl, a village in the Basse Casamance region. Sagna (2016) and Sagna & Bassène (2016) describe Essyl as monolingual where Joola Eegimaa is purportedly used as the only language for intra-village communication. However, in taking a closer look at speakers and their linguistic practices, it is evident that the setting presents as more complex than monolingual. Using interview and video-recorded conversational data, I will illuminate how different interpretations of named languages, by researchers and speakers, influence the perception of linguistic practices in Essyl. Drawing on linguistic repertoire data, detailed personal ethnographies and life history data, I will demonstrate that individual multilingualism varies depending on people's mobility trajectories, although there is a general tendency for repertoires to consist of the named languages Joola Eegimaa – the identity language of Essyl and surrounding polity of Mof Avvi, French – the ex-colonial language, Wolof – the de facto lingua franca used all over Senegal, and other regional Joola languages, among others.

I will conclude that in Essyl a different perception of monolingualism pervades, one which is inclusive of diverse linguistic practices which can be described as translanguaging; consisting of fluid language use across named languages, such as Joola Eegimaa, French and Wolof, but which also includes other languages, which have not necessarily been codified or previously documented. It is important to note that named languages may mean different things to different people, and therefore, the analysis brings together speakers' and researchers' perceptions leaving aside the concept of a priori conceived languages to focus the analysis on the individual and their linguistic practices in interaction. The data and analysis presented will form an interesting contribution for the study of translanguaging and how language use is perceived in non-urban settings in Senegal.

A variationist critique of translanguaging

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The 'translanguaging turn' (Garciá and Li Wei 2014: 19) has gained traction in a number of sub-disciplines of linguistics lately, including applied linguistics, sociolinguistics, language pedagogy, and bilingualism research. In this talk, I suggest that disagreements over the concept stem from fundamental fault lines between disciplines. Although the concept of translanguaging has been treated as having very wide applicability across subfields, its greatest uptake has been in the area of language pedagogy (see summary in Pennycook 2016), as a challenge to instructional approaches based in monolingual or indeed bilingual (in the narrow sense of two distinct fixed codes) ideologies. The term has been met with a degree of skepticism outside language pedagogy (e.g. Makoni 2012; Edwards 2012; Pavlenko forthcoming), partly because linguistic analysis in many other subfields already operates at the micro level of mental representations or variable linguistic forms, rather than whole languages. I offer three critiques of translanguaging from this perspective: First, I present examples of classic variationist and language contact analyses that highlight long-standing traditions of studying decomposed elements of language structure, rather than whole languages. Second, I show further examples from these traditions where codes are indeed analyzed as bounded wholes, but because speakers themselves generate powerful social meanings from those boundaries. This reminds us that normativity, in the sense of code coherence (Guy and Hinskens 2016), is as integral to sociolinguistic meaning as fluidity. Finally, I note that research in language contact has shown that specific sociohistorical conditions give rise to distinct forms of language admixture, a fine-grained set of empirical findings, based in cognitive as well as social processes, that should not be obscured by over-general terminology. In closing I discuss one positive outcome: Critics may be forced to respond with a more explicit, inter-disciplinary, and empirically-grounded theory of where and why language codes are 'bounded' (cognitively and socially) and where not.

A de-colonial and southern perspective of translanguaging: re-placing history and context in discussions of multilingualism

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In this paper, I question notions of translanguaging, which emerge from recent North Atlantic recognition of linguistic diversities that have slumbered beneath the nation-state, and that now accompany recent human mobility. It is ironic that most recent literature on multilingualism that circulates within the Academy emerges from European and North American contexts, rather than those of 96% of the world's language communities.

One reason for the anomaly relates to a transfixion with the mobility of approximately 20 million refugees from conflict who wish to relocate to North Atlantic countries. Yet, the implications of diversity among twice this number, 40 million Internally Displaced Persons, who seek refuge in the nebulous borderlands in Africa, Asia and the Middle East, escape attention. Such mobilities and diversities are not new to 'southern' or post-colonial contexts. Multilingualism is not new. Recognising the implications of 'multilingualism [as] the lingua franca' (Fardon and Furniss 1994) is not new in Africa. The fluidity of linguistic practices is hardly novel in southern contexts, nor has it escaped the attention of numerous, eminent 20th century scholars in Africa (e.g. Ayo Bamgbose, Beban Chumbow, Paulin Djité, Jacob Nhlapo, Pai Obanya). It has certainly not escaped the attention of eminent South Asian scholars (e.g. Rama Kant Agnihotri, Hans Dua, Debi Pattanayak). The multiscales and multidimensionality of multilingualism have been interrogated, debated, contested and theorised for decades, for example in discussions of 'multilinguality' as an innate human quality (Agnihotri 2014).

It would be an embarrassment of narcissism, if northern narratives of 'translanguaging', usually constructed in one language, English, were circulated as decontextualized authoritative doctrines with relevance to the 'complex linguistic practices' of speakers of more than 7000 languages of the world. It is certainly an embarrassment that in the 21st century, the substantial history of scholarship in linguistic diversity in Africa, Asia and South America continues to be elided. It is this history and the antecedents to 'translanguaging' that I address here.

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What do we have to lose? On replacing code-switching with translanguaging

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There has been a surge of interest in re-thinking multilingual practices that are seen to be hallmark of 'superdiversity'. It has been argued that language diversification and the emergence of "hugely complex linguistic and semiotic forms" of multilingual communication (Blommaert 2013) can no longer be understood in terms of "the traditional vocabulary of linguistic analysis" (Blommaert and Rampton 2011), such as language, code-switching, and multilingualism—concepts that purportedly bring along an ideological baggage of sedentarism with imaginings of fixity, stability, and boundedness of language. Efforts to retire established notions have gathered momentum and prompted a spate of alternative terminology, including 'polylingualism' (Jørgensen 2008), 'metrolingualism' (Otsuji and Pennycook 2010), and, the most influential, 'translanguaging' (García and Li Wei 2014). This 'translanguaging turn' (García and Li Wei 2014) has led to a rise in scholarship seeking to dislodge the conceptual vestiges and "treasured icons of liberal-linguistic thought" (Makoni and Pennycook 2007) and some scholars to speak of a fundamental "paradigm shift in sociolinguistics" (Blommaert and Rampton 2011:3).

While this paper is emphatically not an endorsement of anachronistic views of language, it argues that a complete break—'epistemological rupture'—with existing conceptualizations of multilingualism and the 'zombification' (Beck 2001) of the notion of code-switching is gratuitous and ill-founded. Taking a comparative approach, I show that much of the conceptual-ideological assumptions (fluidity/dynamicity/mobility/creativity) and the phenomena under investigation (hybrid linguistic practices/resources) that translanguaging scholarship appears to 'own,' have, in fact, been long recognized as such in sociolinguistic work on code-switching. I use empirical data (e.g. Hungarian-English; English-Wolof-French-Verlan) to discuss shortcomings and affordances of both 'paradigms', and argue that by adopting a 'repeal and replace' approach to code-switching we may lose more than we gain. Finally, I propose the notion of 'radical' code-mixing (Bolonyai 2015) to distinguish those complex and creative semiotic practices, reflective of a particular interactional/ideological stance, in which multilingual and transmodal resources are treated as highly mobile resources in meaning-making. I suggest that this notion not only helps to capture (conceptual) continuities and discontinuities in form/function/process between 'classic' and 'radical' code-mixing, but also the co-existence of various hybrid practices in real-life language use.

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Translanguaging in a familiar setting: context dependent language(s) use in a household of Djibonker, Senegal

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In recent years, researchers have become increasingly interested in the investigation of language(s) from a different perspective, focusing rather on the individual in their social environments than "the language" as a closed entity; yet the focus is for the most part on superdiverse urban settings. The determination of certain roles for named languages within, for instance, a multilingual country is rather transparent, but becomes more and more complex the closer we zoom in on its individuals. At the same time, with a closer investigation, the possibility to gather detailed information on the speakers' backgrounds increases drastically. The researcher has the opportunity to investigate biographical and ethnographical data and study the speakers' immediate social surroundings, which create the individuals' linguistic repertoires and influence their linguistic behaviour.

This presentation discusses video data of an intensive small-scale investigation of multilingual interactions of the members of one household in the rural setting of Djibonker, Senegal. The relationship between social constellations, aims of speakers in conversation and the choice of language will be examined. All of the speakers presented are highly multilingual with at least five named languages in their linguistic repertoires, which they use in a fluid translanguaging practice on a daily basis. The analysis of the data is based upon multilingual transcriptions of conversation, the researcher's linguistic analysis, the speakers' interpretations of the data, and background knowledge of social constellations in the village. With this versatile sociolinguistic approach to investigate the complex multilingual constellation of individuals sharing a household, it will be shown that patterns of language(s) use are context dependent.

Terminological switch, generalizable knowledge, and bilingual language use

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Progress in sociolinguistic theory is evident when significant generalizations that are theoretically recalcitrant become suddenly expressible with a shift in perspective. In this paper I examine the theoretical bases of translanguaging, a term that has been coined to come to terms with contemporary bilingual language practices (cf. Otheguy, García and Reid 2015, García 2009, Creese and Blackledge 2010, Li 2011, Jørgensen et al. 2011, Jacquemet 2005). This new term—a paradigm shift—is claimed to be necessary to understand the sociolinguistics of mobility, and its consequences: complexity and un-predictability. It purportedly departs from earlier orthodoxies that assume languages, repertoires, and speech communities to be stable, sedentary, and homogenous: the new paradigm considers them to be flexible, unstable, dynamic, layered, and mobile, necessitating a repositioning of hybridity to the center of analysis and theory. Inherent in these new coinages is the idea that the old and established terms such as code-switching lack in descriptive and explanatory adequacy in the face of highly complex 'blends', with some scholars calling the existence of discrete languages into question, arguing that multilingualism itself does not exist (cf. Blommaert 2010, Heller 2007, Kemp 2009, Pennycook 2006).

I will instead argue that the tools, techniques, and terms used in translanguaging neither fundamentally nor profoundly alter the landscape of sociolinguistic inquiry to engender a paradigm shift. I will present evidence to claim that codeswitching—an active, agentive, socio- cognitive mechanism employed by social actors to produce and interpret the meaning-potential of linguistic symbols/acts/utterances in the diverse multilingual universe we inhabit (Bhatt 2008)—provides the most insightful account of complexity. It explains, specifically, the precise indexical functions mobilized by multilingual speakers (in, e.g., South Asia, Africa) as they recruit hybrid forms (cf. Bhatt and Bolonyai 2011), i.e. what is accomplished by the hybrid forms; why switch?

Intergenerational multilingualism: negotiating language policies and practices across generations

Abstract ID: 623

Emic views on having multiple languages in Southern New Guinea: A qualitative description of stable multilingualism across generations

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Describing a society as 'multilingual' obscures the fact that multilingualism can be manifest in different ways across and within groups. Many 'traditional societies' in globalising contexts are multilingual in the sense that both local vernacular and lingua franca are used, but with varying frequency and competence across generations due to shift towards the lingua franca. Yet there are also societies in which multilingualism of local vernaculars is maintained. Furthermore, a finer-grained analysis may show variations across locales within traditional societies that share the same language ecology.

The South Fly district in Papua New Guinea has a complex language ecology with many unrelated phyla (Evans et al. forthcoming). Several socio-cultural factors appear to play a role in weaving this complexity, particularly marriage patterns. There is no strict linguistic exogamy, but the social units (Williams 1936; Ayres 1982) partaking in the system extend beyond language boundaries, resulting in many multilingual unions and exposing individuals to several languages from childhood. To this repertoire, varieties can be added through relocation for schooling, work, or church. Traditionally, 'egalitarian multilingualism' (François 2012) is practised, with none of the languages ascribed higher status than the others, and relatively little pressure from English or the creole Tok Pisin. As elsewhere in Melanesia, language is connected to place and is emblematic of small social groups (Sankoff 1980; Laycock 1982; Thurston 1987; Jourdan 2008).

In this paper, we compare three adjacent speech communities: Bevdvn (customary language Nambo), Bimadbn (Nen), and Dimsisi (Idi). Although all communities are multilingual, it appears that in Bimadbn, the proportion of across-language marriages and the level of active multilingualism are higher. The Nen community is significantly smaller than the Idi or Nambo ones, possibly resulting in more pressure to intermarry with other language groups. Still, we believe it necessary to investigate speakers' positions through emic definitions of language use and proficiency, and ideologies towards multilingualism, to shed light on the attitudinal forces shaping differences across the region. Our primary data consists of

sociolinguistic interviews taken by local assistants. Close scrutiny of these reveals similarities, but also considerable differences, between speech communities and across generations and individuals.

Language Life Stories: Resilience in the face of change

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An intergenerational description of language repertoires held by speakers of endangered languages is critical to the understanding of the survival of such languages. Despite the vast research in the field of language vitality, comparatively little attention has been paid to endangered African languages. In this paper, I present two case studies on language attitudes by mother tongue speakers of Khoesan languages. The first case is an extended family of !Xun speakers, and the second, an extended family of Khwedam speakers. Both families currently live in Platfontein, South Africa but originally came from either Namibia or Angola. Language Life Stories are descriptions provided by each family member of how and under which circumstances they came to speak and/or understand the languages in their language repertoire. These stories were collected in the context of a larger ethnolinguistic study between 2011 and 2013. Both case studies reveal that multilingualism is commonplace among both families investigated. However, multilingualism has diminished over the generations from over ten languages per person, to typically three languages. Despite major social, political, cultural and geographical changes in the living environment and many different language contact situations, both families under investigation maintained their respective mother tongue. However, the second and additional languages in the language repertoires of the two families have varied over the years due changing living conditions. As a result, family members born in South Africa have not acquired as many additional languages as their predecessors. One influential factor in this context is the change from a traditional nomadic way of life to a more sedentary lifestyle. There were also noteworthy differences between the language repertoires of male and female participants which may be attributed to gendered traditional customs and the different life experiences of male and female family members. Finally, stories provided by children born in South Africa revealed that Khwedam seems to be the 'socially dominant language' in the shared schooling environment of the two speech communities. The current research provides a glimpse into the language history of two endangered Khoesan languages from an intergenerational perspective.

'Wag Alisha, wait': repetition practices around children in a multilingual community

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Language socialization investigates how children are socialized through language, and are socialized to use language appropriately within different contexts (Ochs & Schieffelin 1983, 1986, 2014). There are cultural beliefs about child-rearing, language acquisition as well as language ideologies that inform how one talks to children, about them, and in their presence. The research project is a case study that explores bilingual language socialization practices around infants born to adolescent mothers. The participants live in socio-economically marginalized neighbourhoods in Cape Town. The young parents of the infants do not live together but with their extended families. Socialization is collective as child-rearing takes place across several households. The practices of extended family members as well as non-kin must be taken into account.

The participants' linguistic repertoires include two closely related languages, namely Kaaps and Cape Flats English which were formed and have been in contact as a result of Dutch and British colonialization from the 17th Century onwards. The study is thus situated in a context of longstanding bilingualism. The language varieties are typically regarded as non-standard and characterized by fluid linguistic practices that can be described by Garcia & Wei's (2014) term, translanguaging.

This paper analysis interactional routines such as directives, and especially repetition, to explore how individuals draw on their bilingual linguistic repertoires in different ways when talking to and around infants. There are intergenerational differences as well as variation within and across family networks. Repetition is a critical interactional routine that enables children's participation in social interaction, supports language learning and plays a role in how novices are socialized into competent members of their society (Moore 2011). The participants in the study employ different types of repetition, such as prompting, guided repetition, verbal play and revoicing. An analysis of repetition routines in infant-directed speech can provide nuanced insight with regards to intergenerational transmission, language ideologies and translanguaging practices.

"Quiere koffie?" The multilingual familylect of transcultural families

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Scholars working on multilingualism within the family have often highlighted the dynamic nature of any single family's language policy, as well as the active role that both parents and children can play in the evolution of their family language policy and language practices (see e.g. Lanza 2004, Luyckx 2005, Gafaranga 2010, Mishina-Mori 2011, Fogle & King 2013). This presentation examines the language practices of a number of multilingual families from different (linguistic) backgrounds in Belgium, focusing on instances where both parents and children interactionally negotiate the family's language policy at hand. The data illustrate how within those multilingual households, all family members participate in defining the particulars of what can be regarded as a 'multilingual familylect', i.e. a hybrid family language repertoire of their own, with shared family language practices that foster family ties. Examples will be given of how this is achieved, with family members adopting each other's 'voices', for instance, in order to create a shared multilingual family repertoire (Van Mensel 2017). Other excerpts will highlight instances where the linguistic boundaries of the multilingual familylect are being negotiated. This can occur through the explicit correction of 'undesired' language practices, which can be instigated by parents as well as children, or, less overtly, by negative evaluations of these same practices, for instance through metalinguistic commenting. The data will also show instances of resistance to such 'delimiting'.

Changes in language use across three generations: two multilingual families at Warruwi Community (Australia)

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This talk looks closely at language use in two families at Warruwi, a small Indigenous Australian community. In both families patterns of language use have changed over three generations but this change has gone in the opposite direction in each family. The study draws on long-term engagement with the two families, and collaborative research with one family member. Language portraits (Busch 2010, Purkarthofer 2017) are used to illustrate the stories people tell about their linguistic biographies, linguistic identities and their evaluations of self and others' language use. In both families, three generations live closely together and grandparents take an important role in caring for children.

Patterns of use among the youngest generation, called here 'the grandchildren', are compared to the grandparents' language use and considered in light of the grandparents' perspectives on language and identity. In both families the grandchildren's primary linguistic identity is nominally Kunwinjku, a variety of Bininj Kunwok, because language 'ownership' is traditionally passed down from one's father's father. In Family 1, the grandchildren speak Kunwinjku in most contexts and speak very little Mawng. In contrast, the grandchildren of Family 2 speak mainly Mawng, the most widely used Indigenous language at Warruwi Community. In both families the older generations use both Mawng and Kunwinjku. Subtle differences in how the grandparents view their own identities and the fact that each family has a very different approach to raising their children seems to have led to these differences in patterns of language use among their grandchildren.

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Multilingual language use and ideologies across generations: a case study of language change and continuity

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In one Warlpiri community in remote Australia, multilingual adults spoke to children using systematic patterns of code-switching between the traditional language, Warlpiri, a local creole, Kriol, and varieties of English. The children processed the code-switched speech as a single system, added innovations in the verbal complex, and grew up using the new system as their primary way of speaking. They are now aged about 40 and under and have transmitted the new mixed system, Light Warlpiri, to the next generations. Yet they do also speak Warlpiri, along with varieties of English (with some Kriol features). The multilingual make-up of the community has altered during this transition, and now consists of older speakers who speak Warlpiri, and code-switch between it and English and Kriol, and younger speakers, who primarily speak the new mixed system, Light Warlpiri, and also speak Warlpiri and varieties of English (with some features of Kriol). The younger speakers code-switch between each of these languages and varieties, and maintain differentiation between the types of Warlpiri. The major difference between the two systems is the verbal structure. Light Warlpiri verbs are mostly derived from English and Kriol, but verbs derived from Warlpiri also occur, and are morphosyntactically integrated into the Light Warlpiri verbal structure. Fluid transitions between Light Warlpiri and Warlpiri enable the maintenance of the Warlpiri verbal system, crucial to maintaining spoken Warlpiri. Light Warlpiri speakers have conventionalised some features that differentiate between the two varieties of Warlpiri, indicating that they belong to both the larger Warlpiri-speaking community and the smaller, local, Light Warlpiri-speaking community. In this paper I will show how the Light Warlpiri speakers negotiate their two types of Warlpiri, indicating their membership of overlapping groups.

Reversing language shift: the role of second generation mothers in facilitating intergenerational multilingualism

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Situated in the growing body of research known as 'Family Language Policy' (King, Fogle, and Logan-Terry, 2008), this paper uses three case studies based on long-term ethnographic research in the Hebrides of Scotland as a means to understanding more about multilingualism across generations. The study centres on three mothers, each of whom was the product of language shift in her younger years, in that she did not develop full fluency/confidence in the autochthonous minority language Scottish Gaelic due to its lack of use within her own family and community. However, each mother now has acquired the language to full fluency/confidence and is consciously trying to 'reverse language shift' (Fishman 1991) by maintaining Gaelic with her own children. Based on ca. 20 hours of recordings of naturally-occurring conversations in the home environment from 2009-2017, as well as interviews with the three mothers on their linguistic trajectories and language management strategies, this paper applies a Nexus Analysis framework (Scollon and Scollon 2004) to exploring issues of intergenerational multilingualism. The paper begins by discussing how each mother's first-hand experiences of language shift have shaped her current linguistic practices and especially language management strategies with her children. It will then discuss the challenges each mother has encountered on this front, especially in terms of the children's resistance to such management strategies, as well as resistance on the part of each mother's own parents (i.e. the 'first generation') to the use of Gaelic. Finally, the paper considers each mother's efforts to actively facilitate Gaelic language use between the first and the third generation and the role this plays in fostering the third generation's language acquisition. The paper concludes by discussing its main points of analysis in relation to other studies of Family Language Policy in autochthonous minority language contexts.

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Abandoning Heritage: Pragmatic Grandparents and Family Language Policy

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Studies in family multilingualism often focus on parent-child dyads (Lanza 2007). Of the few studies featuring other family members, the majority examined the roles of parents and other caregivers' influence on the negotiation of family language policy (FLP) separately (e.g. Curdt-Christiansen 2016; Ruby 2012). Yet, it is vital to consider the complex relationships of mutual influence and inter-generational negotiation in multi-generational families that is integral in many Asian families. Our research looks at how parents and grandparental caregivers relate to each other's language use and ideologies in the homes of Singapore families, where Confucian values of harmony and respect for elders have deep roots (Low & Goh 2015; Thiele & Whelan 2006). From ethnographic observation and in-depth interviews with three multigenerational Chinese Singaporean families over a period of 6 months, we observed how both young parents and grandparental caregivers in ubiquitous dual-income families respond to the changes in the societal and cultural milieu. A language belief and practice survey involving 258 participants stratified into in four age groups was also administered and further supplemented with interviews from 10 grandparental caregivers. Our findings reveal an ideological continuum which reveal both convergent and conflicting ideologies between parents and grandparental caregivers. Intergenerational FLP continues to be motivated by traditional cultural values such as harmony and mutual respect, as well as parental recognition of their dependence on grandparents for caregiving. Given the local context, it is not surprising that parents and grandparents display a high level of awareness of state language policies and in some families these policies are overtly discussed and implemented. In contrast to the common view of grandparents as maintainers of the heritage languages and 'mother tongues', we found that many Chinese Singaporean grandparents or grandparents-to-be had stronger pro-English sentiments, expectations, and attitudes when compared to young parents. These findings have implications not only for scholars examining multilingualism and family language policy, but also for those interested in language maintenance and shift, especially as agentive grandparental caregivers influence and insert their ideologies into the day-to-day linguistic practices of both parents and their young children, inevitably shaping FLP in the Singaporean household.

Generations of researchers; generations of multilingualism

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In this talk we will consider multilingualism from a generational perspective. We highlight the importance of remembering that "generations" are fluid concepts, which vary greatly across various social, cultural or political contexts. We will focus on the intersection of multilingual linguistic repertoires with "generations" in the highly diverse multilingual context in villages of the Casamance, Senegal, whilst examining societal and cultural factors pertaining to the notion of "generation" in this context. We will further consider intergenerational language transmission and the ideologies surrounding the maintenance of languages using case examples, asking whether the concept of intergenerational transmission should be considered key in maintaining languages and/or multilingual repertoires.

Furthermore, we will take a critical look at not only how researchers are positioned in relation to "generations" of speakers, which affects fieldwork, but also how there are "generations" of researchers who bring different ideological assumptions: for example, one generation of researchers conduct essentialist language documentation on defined bounded languages, and the following generation considers the sociolinguistics and fluidity of multilingual linguistic practices. We will use our own work to showcase different insights into situations of multilingual language use in the Casamance resulting from these different generations. Using data from our field sites we will critically reflect on our own generational positionings as we attempt to understand superdiverse multilingual contexts in the Casamance, Senegal.

Family language policy and language intergenerational transfer: the fate of Congolese heritage languages in South Africa

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For the past decades, increased population movements have affected the planet. Migrations have become not only inevitable but the new order of world populations' settlements when countries, cities and local communities are not only populated by indigenous people but also by migrants from various parts of the world. On the one hand, new Western immigration laws could not stop the African exodus to reach the shores of Europe, and on the other hand African migrants have discovered in South Africa a new land of opportunity.

When migrants relocate, they relocate with their languages. Previously, studies of languages were mostly interested in monolingual migrants moving to monolingual country were they acquire the official language of the host country which is definitely transmitted to the next generation (children). In the case of the African diaspora, when multilingual speakers move into multilingual South Africa, the migrants come into contact with diverse languages of different symbolic value. When Multilingual Congolese speakers move to South Africa, their heritage languages fade away. The presence of South African languages of High Currency could hinder the maintenance and transfer of the Congolese ancestral languages.

In this presentation would like to study the impact of family language policies against the intergenerational transfer of Congolese ancestral/heritage languages to the children. Therefore, I would like to assess the importance of parents' decisions in their children's language choices.

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Contact Hindi in Bihar-emergence of a New Variety Koine'

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Contact Hindi in Bihar-emergence of a New Variety Koine'

There has been a lot of research on development of Hindi as a contact language in the indentured plantations overseas . Indians who were taken there as plantation labourers were mostly from Bihar, Uttar Pradesh and Central Provinces and spoke closely related languages (Bhojpuri, Magahi, Awadhi, Braj, etc. which are spoken in most of the areas of these states are listed as varieties of Hindi in census and they are mutually quite intelligible). There has also been some work on Hindi as a contact language in metropolitan cities like Kolkata and Mumbai.

The main aim of the present paper is to focus on Contact Hindi (CH) in Bihar, India and discuss the emergence of CH as a 'new variety Koine''. Bihar has many regional languages with sizable native speakers, important (in terms of number of speakers) among these are Bhojpuri, Magahi and Maithili. Maithili is listed as an independent language in the eighth schedule of the Indian Constitution since 2003; Bhojpuri and Magahi are still listed as varieties of Hindi in the census 2001. Standard Hindi came to Bihar as part of the 'progressive language policy' of the colonial British government majorly and complex socio-political situation of British North India partially, it replaced Urdu as the official language by 1880s. Standard Hindi is today the state official language of Bihar; medium of education for all government owned and funded schools except minority institutions, and most used language for print and electronic media. First part of my paper will outline the sociolinguistic context that led to evolution of CH. Second part will present important grammatical features of CH along with its peculiarities and my arguments on why I call it a Koine'.

The use of Swahili loanwords in London Gujarati

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Gujarati is an Indo-European language, spoken in the state of Gujarat, but also widely used in the diaspora. This presentation focuses on the use of Swahili loanwords in the Gujarati spoken in London, and specifically among those who are or whose ancestors are of East African origin.

Before the 1970s, while still living in East Africa and before moving to the UK, all East African Gujaratis spoke to some extent Swahili, the most prominent East African lingua franca. In this contact situation, Swahili terms became part of their mother tongue Gujarati. The domains in which Gujarati- and Swahili-speaking peoples interacted and communicated determined the Swahili lexical items which were borrowed into Gujarati. In the first half of this presentation, I provide an overview of the semantic fields in which these borrowings occurred. These include fruits (e.g. machungo 'orange'), vegetables (e.g. mogo 'cassava'), other food items (e.g. jugu 'peanuts'), drinks (e.g. madaf 'coconut water'), kitchen items (e.g. sufariyo 'saucepan'), household items (e.g. pasi 'iron') and names for people (e.g. magheni 'guest(s)').

The second half of this presentation considers the varying use of Swahili loanwords between different generations. Gujarati continues to be the main language among many Gujaratis of East African origin who now live in London. Many of these Swahili borrowings are still present in their Gujarati, reinforced in part through the strong ties which many families in London still maintain with their Gujarati relatives in East Africa. Among their descendants, the London-born younger generation, however, with little or no direct exposure to Swahili, London Gujarati is losing its Swahili influence. This process is accelerated with Standard Indian Gujarati being taught at community-run weekend Gujarati schools in London, where English as well as Swahili borrowings in Gujarati are flagged by the teachers. Finally, unlike their parents, the young Gujaratis do not share an East African identity; in the modern globalised context, they prefer to emphasise their British origin and if at all, their Indian rather than their East African identity.

Shifting languages, maintaining identity: language valuations among Indians in Singapore

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The Indians in Singapore, tracing their history back to the early years of the 19th century (Rai, 2014), have been a linguistically diverse group. Even as Tamil has linguistically represented the ethnic group, alternate languages such as Malayalam, Gujarati, and Punjabi have retained a less prominent presence. Aware of the challenges of imposing a singular language for the linguistically diverse Indians, the government has allowed five alternate languages in education since the early 1990s.

Assessing these affirmative policy measures, this study explores the extent to which these have contributed to facilitating maintenance of community languages. Using the feature-factor matrix offered by Moag (2003), it evaluates demographic, political, socio-cultural, and sociolinguistic factors to gauge the likelihood of survival for assessed languages.

The presentation relies on community-school enrolment figures and interview data to assess ideologies, practices, and management strategies (Spolsky, 2004) of family language managers. Offering enrolment data from 2000 to 2017, it highlights that the consistent growth in the uptake of Hindi occurs at the cost of alternate languages. Thematic analysis of interview data with 29 ethnic Indian families indicates that diversity of social and educational experiences, and varying trajectories of mobility among more recent immigrants results in a re-evaluation of language ideologies. Among more recently arrived Indians, languages that meet anticipated future needs (re-entry into education systems, employment, and wider socialization) are favoured in education. Hindi not only meets these instrumental needs but also is also compatible with a national identity. On the other hand, familial languages, necessary for cultural and community identity, are deemed valuable only within the home domain.

The presentation concludes that among transnationally mobile individuals, languages and associated identities are nested within each other. Since Hindi fulfils both education and identity needs, it is valued over familial languages. Therefore, even as communities may shift from associated languages, the breach is likely to remain confined to languages of broader identities. The study indicates that even as language shift is inevitable, the process permits the maintenance of alternate aspects of identity.

On Circular Migration and Negotiation of Linguistic Identities: The Indian Experience

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In this paper we will explore the relationship between community identities and linguistic repertoires among migrant Indian populations which have voluntarily and periodically returned to their villages of origin. Such circular migration is believed to allow for maximization of capabilities and maintenance of traditional sociolinguistic practices. The paper will draw on data from the author's previous / on-going research involving three different kinds of geographical mobility: (i) Cross-Border migration (ii) Internal Displacement and (iii) Transnational migration. The three migrant communities have a dominant status in the villages of origin but a non-dominant status in their host societies. Multilingual encounters and language maintenance versus shift have been an important part of their social histories. The paper will examine a spread of language varieties with varied social and constitutional statuses: non-standard spoken forms (dialects), tribal languages, minority languages and major languages. The emphasis of this study will be on comparing the three instances of circular migration with reference to the following overlapping questions: (i) Why do the migrants go back and forth? (ii) How have the migrant communities negotiated their linguistic repertoires and identities in interactions with the sending and host communities? (iii) What has been the role of the social attributes of the speakers (including caste status) in deciding the sociolinguistic outcomes of migration? (iv) Which are the factors which facilitated the translation of geographical mobility into social mobility (if at all)? This exploration finds that the sociolinguistic outcome in all the three instances is language shift (although to varying degrees). Hence the study will problematize the treatment of circular migration as a special case of geographical mobility in the study of language maintenance / shift.

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Identity construction and projection in the Kokni diaspora community in Cape Town: A cross-generational analysis of narratives

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The Indian diaspora in South Africa is made up historically of indentured and passenger Indians, and their numerous descendants today(Dhupelia-Mesthrie, 2009).Among the passenger Indians, the Kokni diaspora of Muslims from the Konkan region has been largely neglected in literature as compared to the larger and better known Gujarati diaspora community (ibid). What makes this diaspora interesting is how these diaspora community members harmoniously blend their religious, national and cultural-linguistic identities in the immensely diverse societies (both sending and receiving) they form a part of.

These migrations took place from the Konkan region in India roughly since the end of the 19th century. Konkani Muslim settlements form pockets (entire villages or parts of villages) scattered across the Konkan region. Marriage alliances within families result in close-knit, strong family networks in these pockets, making each pocket an extended family unit. Linguistic distinctions in the Kokni spoken in these sending villages (such as the dative marker in the speech of Latvan speakers) have been inherited and retained by the descendants of original immigrants. Some such distinctions mark separate village identities for Kokni speakers in Cape Town.

Drawing on data collected in the form of cross-generational narratives from both male and female members in the course of fieldwork in Cape Town and in the Konkan, this paper will discuss the reminisced and inherited narratives of the diaspora community. Narratives will be analysed to understand identity construction in the diaspora community across generations, in the context of their ties with India. Of special interest will be the shift both in language use and in identity projection in the younger generation, while still retaining the nostalgia inherited from older members.

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Investigating the retention of Kokni lexicon (vocabulary) among the youth of Cape Town's Kokni community

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Originating in the Konkan coast of Maharashtra, India, a large group of people immigrated to South Africa. The migrations took place in the period of colonialism in the Cape and Natal, and sometimes extended into the later Union and Apartheid periods. These people have settled into living in Cape Town and could essentially be the largest Kokni group outside of India. Generations later, the language "Kokni" is still spoken (maintained) among the Kokni people. However, this is true for the elders, as they still maintain strong ties to India. The Kokni youngsters however have shifted away from the Kokni language as a result of the schooling system which implements knowledge of English and Afrikaans. Despite this, some youth still maintain various lexical items in the Kokni language, as it is still spoken in the various Kokni communities of Cape Town.

The study at hand set out to determine which Kokni lexicon (vocabulary) categories had survived and is still maintained among the post-shift generation of the Kokni youth. Additional emphasis was on determining whether age, gender, birth order, or grandparents in the home affects retention of the Kokni language lexicon (vocabulary). In order to do so, 44 Capetonians of Kokni descent, who matched a specified criteria, were recorded taking part in sociolinguistic interviews. The mixed-method approach was used to gather the background demographics and lexicon of the youth. Afterward, the data was organised and analysed using Guttman scaling (Guttman, 1944; Babbie, 2011; Mesthrie, Chevalier & McLachlan, 2015).

The data shows evidence of particular lexical categories being maintained more than others. Kinship terminology, typical food dishes, counting and every day vocabulary are among these aforementioned lexical categories. This confirms that the Kokni youth have shifted away from the language yet maintained some Kokni lexicon (vocabulary) categories.

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The Gujarati Language in South Africa: Gandhi and After

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Gujarati is one of the Indian languages spoken in Gujarat (India) and to varying extents in the Gujarati diaspora across the world, including South Africa. Gujaratis came to South Africa in the early nineteenth-century as 'free passenger Indians'. The Gujarati language survived in this transplanted/ migratory context and in fact flourished - not just in speech (Vinu Chavda, in progress) but in written prose and poetry as well. Gandhi's writings have been extensively studied from historical and political point of view, along with that of his editor for the long-standing newspaper, the Indian Opinion, M.H. Nazar. However, what is less studied is the possible influence of his writings on Gujarati prose in South Africa and India. Bhana and Bhatt's (1989) translation of M.H. Nazar's letters is a historical study unpacking the lesser known characters in the political struggles in South Africa. Usha Desai's inventory and classification of South African Gujarati focuses on language maintenance and shift within the community. Further, Bhana and Bhatt's translation into English of Gujarati poetry excerpted from the Indian Opinion uncovers rich writing traditions that have existed among South African Gujaratis since Gandhi's arrival and even after his departure. This paper traces the development of Gujarati prose writing in Gandhi's Hind Swaraj and Satyagraha in South Africa, and some recent Diwali Annual magazines published and circulated by and for the South African Gujarati community. This paper very broadly examines the themes of these writings and examines linguistic and stylistic features in terms of grammatical and lexical choices.

The IT-boom as a facilitator of language maintenance: Malayalees in Minnesota

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Mesthrie (2008) describes the third focus of South Asian diaspora as being economically motivated, which, in the context of the South Asian Diaspora in the United States, describes the wave of South Asian immigration following the Immigration and Naturalization Act of 1965. Here, I discuss the impact of immigrants who moved to the United States after the late 1990s, concurrent with and following the IT boom, on the language practices and ideologies of the three generations of existing diasporic community. I focus my discussion on Malayalee immigrants into Minnesota, an area which did not have a concentration of Malayalee- (or South Asian-) origin residents prior to the IT boom (cf., Sridhar & Sridhar 2000). Using census data and language surveys, I compare language maintenance practices and ideologies of three generations of Malayalee immigrants with post-IT immigrants, all living in Minnesota. In addition, I compare the language maintenance practices of the Minnesota communities with a reference population in Kerala, where contact effects of English are demonstrable at all levels of the grammar. Technological advances, continuous immigration, and the rising middle class in India facilitate language maintenance for younger generations in both pre- and post-IT immigrant groups. However, the first generation immigrants differ qualitatively across groups in terms of how English is incorporated into their Malayalam. Data from WhatsApp and other online sources shows that, while contact effects with English are present in the language of the diasporic community as a whole, the post-IT group shows influences from Indian English, which is not a factor for the pre-IT community. The demographic dominance of the more recent immigrants and the high degree of English contact in Kerala-Malayalam predicts that any sustained immigrant variety of Malayalam in Minnesota will resemble the Malayalam of high-contact speakers in Kerala (contra a founder effect, in which the founding members of the community have an outsized impact on the immigrant variety).

Language practices, choices and policies in the Indian diaspora of Europe

Dr Shahzaman Haque

This paper emanates from an empirical longitudinal case study on the language practices, choices, policies and transmission in the household of four families of Indian origin in four countries of Europe : France, Sweden, Norway and Finland. This migrant trajectory is part of the third type of Indian diasporas identified by Mesthrie (2008) as the post-colonial economic diaspora. The research was conducted as a part of a PhD program under which a multidisciplinary approach embraced the disciplines of ethnography, sociolinguistics and anthroplogy were promoted. The main focus of the study was to understand the role and function of each of the languages in the verbal repertoire of the studied family members, the choice and family language policies made by the parents, and which languages were consequently transmitted to their children. The main findings of the study are that the national language policies of both the host country and of the country of origin did have effects on the linguistic ideologies of the parents, which in turn, have influenced the family language policy of transmitting a language or not. Emphasis on English learning was given in every household in order to respond to the needs of the global market. The concept of the «mother tongue» is vague for the second generation as they shift their identities from heritage languages to the languages of the host countries. None of the family members reported religious languages as part of their verbal repertoire although all of them were engaged in religious practices which made use of religious languages.

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The Dynamics of Language, Promoting the TELUGU LANGUAGE, Contemporary insights

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Present-day India was a part of a larger vast geographical & territorial unit, until she asserted her independance from colonial rule in 1947. Following suit, India has become a single unified country under a similar political regime comprising many different regional States where languages & cultures may somewhat differ within a general pattern and motto of « Unity in Diversity ».

Nevertheless, this modern contemporary federal unity has brought upon changes in regard to the way the Indian people globally consider the language practices within their country. Further, two main languages, Hindi and English, have emerged with a higher special status, being considered the two official languages ot the Indian Union as a single politically unified state and country.

This has a definite bearing on the way the twenty-one other "national languages" of India, more regionally constrained are being considered, at the international, national or regional level, outside and within India itself. Notwithstanding the general globalisation process which has also been a reinforcing factor, this relative status of languages inside India has a tremendous impact on the way regional languages are being considered by the very people to whom this is the mother-tongue. In turn, this plays on linguistic, cultural and literary factors pertaining to these regional languages.

This is the general background to my envisioned paper, which will deal with the more specific case of Telugu language and literary culture in the present-day contemporary setting. I shall focus more particularly on the combined and often complementary role, implication, and influence of Indian cultural and political institutions.   At the state level these involve Andhra Pradesh State & Telangana State. But Telugu Diaspora agencies (U.S.A., U.K., Malaysia), and Literary & Academic levels of mobilization are also involved in promoting cultural and communication perceptions and the value of Telugu language and literary culture. A more particular stress shall be given to the cultural & literary activities of Telugu Diaspora agencies of today with a more basic retrospective starting in the mid-1960s.

Selected Phonological features of spoken Gujarati in Cape Town

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This research article focuses on phonetic changes among Gujarati speakers in Cape Town in South Africa. It concentrates on phonetic features in Gujarati related to place of articulation. . For this I conducted over 30 recorded semi-structured interviews with Gujarati speakers in Cape Town, as part of a post-doctoral project. This paper is divided in three sections. The first section briefly introduces the Gujarati diaspora with main reference to South Africa. The second part describes the current state of research on Gujarati places of articulation in relation to dentals, alveolars and postalveolar/retroflex consonants. The third and main part of the paper examines variation between these three places of articulation among 2nd and third generation speakers in Cape Town. Since the majority of migrants emanated from the southern part of Gujarat, the paper compares the Surti dialect with Cape Town Gujarati, concluding that this is the main source of influence. This can be seen in typical Cape Town forms like /gujarāṭi/, ṭhyelā/, /ḍāḍā/, /āypo/, /pan/ which bear resemblance to Surti antecedent forms, rather than Standard Gujarati /gujarati/(Gujarati), /thayelā/ (became), /dādā/ (Grandfather), /āpyo/ (given).

A Study of Language Shift Among Tamil Heritage Language Learners in Umkomaas, Kwazulu-Natal in Post-Apartheid South Africa

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This qualitative study examines language shift among Tamil heritage language learners in Umkomaas, Kwazulu-Natal, South Africa during the post-apartheid period (1994 - 2015). The objective of the study was to determine the extent of the use of Tamil as a language of communication and to map the key variables that have contributed to its current state of decline.

Using grounded theory as a theoretical framework, the study entails data collection from 10 learners of the Tamil language as a school subject as well as interviews with Mr Trishen Govender, the founder of South Africa's largest Facebook group for Tamilians and other established researchers.

An analysis of the data revealed that there has been a serious decline in the use of Tamil as a language of communication in Umkomaas, Kwazulu-Natal and was rarely used by those who consider themselves Tamilians. The researcher draws on studies by Fishman (1989), Reynhart (2007) and Littlebear (2007) to recommend steps that can be taken to ensure survival of the Tamil language in South Africa. Central to the recommendations is the use of the heritage language in the home. Furthermore, the methodology, content and approach to Tamil education need to be reviewed and adapted to address the current challenges.

Turn-taking in Flemish Sign Language interactions: What has gaze got to do with it?

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Studies on interaction management point out the importance of eye-gaze as a turn regulator. Speakers can, for example, use their gaze to initiate or yield the turn (e.g. Kendon 1969, Goodwin 1981). At the end of the current speaker's turn, interlocutors tend to establish mutual gaze and the next speaker shifts his gaze away to signal turn initiation. More recently, Rossano (2012) claims that eye-gaze does not function on the level of turn management, but rather on the level of sequence organization, i.e. interlocutors' gaze behavior differs according to the sequential environment. When interlocutors want to complete an adjacency pair successfully, they withdraw their gaze from one another to enable sequence closure (Rossano 2012).

Conversation analytical research on signed interactions also indicates that eye-gaze is used to negotiate speakership. Signers, as speakers, tend to withdraw gaze from their interlocutor when initiating a turn and gaze back at the addressee at brief moments during the turn-at-talk (e.g. Baker 1977 for American Sign Language, Van Herreweghe 2005 for Flemish Sign Language and Lackner 2009 for Austrian Sign Language). However, these studies focus on turn management in general and a more systematic approach to the role of eye-gaze is desirable.

In the current study, we want to gain new corpus-based insights into the role of eye-gaze in Flemish Sign Language interactions. Do signers withdraw their gaze systematically at turn-beginnings? And how does eye-gaze interact with other (non-)manual turn regulators? The dataset for this study consists of five triadic Flemish Sign Language interactions. Conversations were not only recorded with external cameras, but interlocutors were also equipped with mobile eye-tracking devices (Tobii Glasses 2). Results confirm that signers withdraw gaze from their interlocutors systematically when initiating a turn. However, the sequential environment has to be considered. For example, when asking a question, signers display sustained gaze at their addressee, rather than shifting their gaze away to signal turn-taking. Further analysis will provide more insights into the role of eye-gaze in sequence organization and in the interaction of eye-gaze with other turn regulators.

A preliminary description of South African Sign Language syntax

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This study presents a preliminary investigation into the syntax of South African Sign Language. Utilising narrative data within a case study approach, signing is observed and analysed in terms of Radical Construction Grammar. An emphasis is placed on signs as form-meaning pairings, in which information of form is drawn from previous research on the phonology and morpho-syntax of signed languages. Meaning is explained within the same sphere, drawing on established literature regarding meaning in signed languages – with the addition of Mental Space and Conceptual Blending theories. The aim is to describe the signing elicited as in-depth as possible while covering a broad number of relevant aspects. The efficacy of Radical Construction Grammar as a theoretical framework in signed language is also considered. Results include descriptions of different construction types and a holistic view of signing. Schemas are proposed for common constructions, and Radical Construction Grammar is posited as a viable alternative to a traditional understanding of syntax.

Echo phonology in depicting verbs: The case of South African Sign Language (SASL)

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This study explores echo phonology (a sub-set of mouth gestures) observed during the articulation of depicting verbs in SASL (verbs which describe the specific appearance, movement or location of objects or people). Woll and Sieratzki (1998: 531) first described the phenomenon of echo phonology: "the oral movement components … mirror or echo the manual movements". To date there has been no dedicated study in any sign language of echo gestures occurring with depicting verbs. The data for this study were obtained from five native SASL signers from the Black Deaf community in Johannesburg. A Tom and Jerry cartoon was used to elicit these depicting verbs. I adapted the coding schema used by Johnston et al. (2016) to annotate the tokens of echo gestures. The Berkeley Transcription System (Slobin et al., 2001) was used as a guideline for annotating the manual signs in terms of movement direction, movement path shape and movement pattern. The preliminary findings indicate that echo gestures could be obligatory in some depicting signs, as is the case with the citation forms of some established signs (Woll, 2014). The findings also indicate that echo gestures are not semantically empty, as claimed by Crasborn et al. (2008: 49). These findings are in line with Johnston et al. (2016:22) who claim that the tokens of echo gestures in their Australian Sign Language (Auslan) data have general but consistent meanings and therefore cannot be semantically empty.

Beyond assimilationist approaches: How communicative patterns become norms

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By drawing a line between what was sign language and what was not, the first sign language research showed that Italian Sign Language was an autonomous language. In this way, it contributed to various changes both within and beyond the signing communities. Not only was it a major impetus for a new linguistic awareness and changes in language attitude but also it forced Italian signers to think about rules governing the use of their language. Criteria for establishing norms stemmed from the need to promote sign language autonomy, to separate clearly Deaf signs from hearing gestures, to justify and appropriately describe the presence of visual iconicity and of oral components. The history of sign language linguistics has taught us that sign language change is driven not only by language internal factors but also by changes in language perception, as well as in the changing groups of users and the contexts of use (Fontana et al., 2015). In this sense, language change cannot be analyzed only by focusing separately on structural and social aspects because the two levels are strongly interconnected. Changes do not occur in a laboratorial vacuum but are the products of a complex historical, social and political context.

Starting by discussing rules and norms, in the present study, we intend to discuss the current development of a non-assimilationist approach that is based on meaning rather than on categories developed first based on spoken languages. Hence, either lexical or productive units are considered as articulatory clusters comprising the whole facial expression, gaze, body movement and oral component. Following Slobin (2013) we intend to explore "how communicative patterns becomes normative and thereby acquirable as cultural tools".

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Motion verbs in FSL: Contribution to thinking about sign language verb classes

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This study examines the use of spatial agreement in verbs of motion in French Sign Language. Our data come from signers recorded in the context of simulated dialogical interactions (adaptation of Ricca 1993). These situations favor the use of deictic verbs of motion (such as 'to go', 'to arrive', 'to come'). It appears that in FSL, in this context, signers expressing motion events widely use lexical verb-phrases, rather than classifier predicates. According to the spatial construction, verbs of motion are divided into two classes. The first class consists of lexical verbs ('to go', 'to arrive'...). In any case, these verbs agree with respect to the signer's body as subject, whoever it is. Their use always needs to adopt an internal perspective (by shifting personal references associated with the signer's body), from the place of the subject. The second class consists of neutral verbs of motion, kind of indexical pointing gestures ('from here to there', 'toward there'), as well as of classifier predicates ('from here to there in this posture', 'toward there in this posture'). These verbs depict spatial relations in a topological space, like verbs of localisation or posture do. The perspective is not that of the subject, but that of the enunciator.

This study stimulates the discussion opened by Meir (2008) with her 'body as subject' pattern, because we investigate the relation between verb agreement and perspective, as discussed by Janzen et al. (2016). In FSL, all the verbs of action, perception or feeling for animates are body-anchored signs. Role-shifts determine internal perspectives, so that the movement of these verbs is oriented from the 'body as subject' (Risler 2016). This is also the case for lexical verbs of motion. Only topological operators, as indexical or classifier constructions, behave differently.

Comparison of the use of mouth actions in poetic and non-poetic South African Sign Language

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This paper explores mouth actions in South African Sign Language and compares their use in poetic and non-poetic texts. Previous research has mostly focused on the use of mouth actions in day-to-day signing (conversation or narrative), and little research has been done on the use of mouth actions in poetic works, and/or on the comparison of mouth actions in poetic and non-poetic works. Previous studies have shown that mouth actions can be classified into five categories: mouthing, adverbial, echo, enacting, and mouth actions that are part of the whole-face activities (Crasborn et al. 2008). In addition to these, another possible category called onomatopoeic mouth actions has been proposed in the analysis of poetic work (Kaneko and Sutton-Spence 2016). The aim of the study is to identify these five (or six) categories of mouth actions and compare their distribution in poetic and non-poetic forms.

I collected data from a well-known Deaf poet in South Africa, who produced two sets of data: a non-poetic narrative (telling her life story) and poems. The data were transcribed in ELAN (annotation software) using symbols for describing mouth actions, such as 'ee' 'oo' and 'mm', established by Johnson (2016). I also created new symbols for poems which exhibit a variety of mouth actions to which existing symbols do not correspond. The results show that mouth actions used in poems and in narrative are different. Narrative uses more mouthings, whereas poetry uses more enacting and onomatopoeic mouth actions. This is because poems relate more directly to the real world (imitating actions or appealing to our senses). In contrast, a narrative tends to use established signs accompanied by mouthings. Another difference is that the duration of each mouth action in non-poetic text tends to be shorter than that in poetic texts.

Kinect-ing the dots: How can motion capture technologies contribute to our understanding of sign and gesture?

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When speakers communicate, they often accompany their speech with hand, head and facial gestures. We think of speech as conventionalized and categorical in nature, and of gesture as imagistic and gradient (McNeill 1992; Goldin-Meadow and Brentari 2015). Like speech, sign languages also have gestural elements, despite the fact that signs and gestures are in the same visual modality. Research shows certain modality differences, e.g, signers produce gestures with their mouths simultaneously with their manual signs (Sandler 2009), and when they do use hand gestures, they are more conventionalized than those of gesturers (Emmorey 1999). Here we use 3D motion sensor technology to determine whether there are measurable kinematic differences between conventionalized signs and pantomimic productions, the latter being imagistic and thus gestural.

We compare two types of signing produced by 15 deaf signers during the retelling of a Charlie Chaplin movie segment: (1) conventionalized, and (2) pantomimic. We track motion using Microsoft Kinect (Kinect V2, 2013) 3D motion tracking technology, to investigate which kinematic variables best account for the differences in sign type in Israeli Sign Language (ISL). Parameters were chosen based on kinematic characteristics shown to vary in sign languages or gesture: volume (McCaskill et al. 2009; Nyst 2012), variance (Stamp & Sandler 2016), speed (Kegl et al 1999; Stamp & Sandler 2016), sign duration (Malaia and Wilbur 2011), use of different linguistically determined directional axes (Meir, 2012), and duration of signs (Namboodiripad et al. 2016). Spatio-temporal information was extracted from 25 joints of signers' bodies and analyzed within and across signers.

Preliminary findings identify statistically significant kinematic differences between sign types (conventional vs. pantomime). ANOVA analyses revealed that volume (p=0.019), variance (p=0.002), speed (p=0.001) and duration (p=0.003) were significantly different across sign types, depending on joint type. For example, signs were produced significantly faster by the right hand compared to gestures. In addition, we discuss other variables such as the age of the signer which indicate sociolinguistic differences in this young sign language. We present kinematic measurements from 4 joints revealing the relation between sign and gesture, and specific aspects of torso, head, and hand movement in both sign types.

Data and methods transparency in sign language linguistics

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The work of sign language grammatical description, given the relatively undocumented nature of sign languages, shares many practices with the broader field of language documentation and description. As Gawne et al. (2017) pointed out, there has been a growing literature in linguistics on the most appropriate methods for language documentation. This work has emphasised the importance of transparency in data collection methodology, analysis and citation, and the appropriate open-access archiving of materials. In their survey of 100 examples of language documentation literature however, they found that much of the work presented fails to include key information about data collection methodologies and does not link directly to open access data. We would like to argue that such practices, given the nature of methods and data in sign language linguistics and recent developments in digital video annotation and storage, have direct relevance to how we do sign language research. While acknowledging that these represent a shorter format of data reporting than dissertations and descriptive grammars, we analyse 50 published journal articles on sign languages to assess how many of the practices identified by Gawne et al. (2017) are followed. In a preliminary analysis, we find that many of the aspects of the methodological descriptions meet a high standard of reporting, but very few sign language research papers represent and cite data fully transparently, and even fewer include links to open access archives where the data may be peer-reviewed. As also argued by Gawne et al. (2017), we believe that sign language linguistics as a field needs to move towards a reporting culture that highly values transparency, not only to advance the standards of scholarship, but also to ensure that key stakeholders in deaf communities can understand the nature of our work, and benefit from it.

Lexical variation in the domain of human referents in Yucatec Maya Sign Languages

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In this paper, I examine lexical variation in the domain of human referents in Yucatec Maya Sign Languages (YMSL). YMSL are indigenous sign languages that emerged in Yucatec Maya villages with a high incidence of deafness in Yucatán, Mexico. Data for this study comes from elicitation tasks and narrations recorded in four communities: their sign languages have not been in contact with each other historically, but exhibit striking similarities due to shared cultural and gestural roots. For domains, which are not gesturally encoded (e.g. colours, numbers), each community created very distinct signs. The lexical field of human referents (e.g. kinship terms, professions) constitutes a rich source for comparisons: it exhibits a high degree of inter- and intra-community variation, e.g. different variants for MALE or FEMALE, MOTHER or FATHER. At the same time, the shared cultural background also gives rise to lexical overlap between communities (e.g. the sign GIRL, which depicts the earrings Yucatec Mayan girls typically wear).

The domain of human referents is to a large extent composed by compound signs. According to Meir et al. (2010), an abundance of compounds is typical for young village sign languages. I will show that YMSL compounds denoting human referents, such as FEMALE^OLD 'grandmother' or MALE^LOCK 'police man' exhibit a more rigid head-modifier order than compounds from other lexical domains, where constituent order is rather flexible. Specific attention will be paid to a subset of compounds that include a sign glossed as SPEC-HEIGHT:HUMAN, performed with a B handshape, palm facing downwards. It is derived from a common conventional Yucatec Mayan gesture, which indicates the height of human beings. Signers from all four communities incorporated this "height-specifier" gesture into YMSL compounds, e.g. for kinship relations (e.g. MALE^SPEC-HEIGHT:HUMAN 'son') or name signs (e.g. AUDOMARO^MALE^SPEC-HEIGHT:HUMAN 'Guillermo=Audomaro's son'). The examination of lexical variation in YMSL touches crucial issues concerning (sign) language emergence and evolution and shows how village sign languages create a lexicon from and beyond gesture.

The role of headshake in negation in Auslan (Australian sign language): Implications for signed language typology and the gestural substrate in signed languages.

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Zeshan (2004) proposed a typology of signed languages (SLs) with respect to negation: manual dominant (negation primarily by manual negative signs, with possible accompanying headshake); and nonmanual dominant (negation primarily by nonmanual signs, with possible accompanying manual negative sign). The site and spread of headshaking was assumed to be linguistically constrained (e.g. Zeshan 2006, Pfau 2015, Oomen & Pfau 2017) and was thus linguistic, not gestural. We investigated >1750 tokens of clause negation from the Auslan Corpus (Johnston 2008). The data show that Auslan users almost always negate clauses using a manual negative sign which, in just over half of cases, is also accompanied by a headshake. In many of these clauses, the headshake adds additional pragmatic negative appraisal about the co-occurring clause, or negates another unstated or implied proposition, just as in a clause that is not grammatically negated in spoken language (Kendon 2004) or, as we show, in other non-negated clauses in the Auslan Corpus. Our data also show that when the manually negated clause is part of a response rather than simply the statement of a negative state of affairs, a headshake will be added in most cases. This reinforces our interpretation of headshaking as pragmatic and interactive. In only a handful of cases does headshake appear to be the only marker of clause negation. Finally, the position and spreading behaviour of headshake appears related to pragmatic and semantic factors rather than language-specific grammatical constraints. We thus conclude that not only is Auslan extremely manual dominant for clause negation, but also that headshaking in this SL may not, in fact, be a formal marker of clause negation. This, in turn, appears similar to headshaking in the face-to-face language of the ambient spoken language-using community, where it has been analysed as part of multi-modal composite utterances (Andrén 2014). We explore the implications of our findings for assumptions in linguistics about the relationship between gesture and language, the role of corpus-based data in SL research, and reports of headshaking and negation (and other phenomena) in other SLs made without the benefit of corpus-based usage data.

Continuities between the representational strategies of gestures and signs in children's and adults' narratives

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The capacity of iconizing the practical and perceptual experiences of the world is typical of all Sign Languages (SL). The way of signifying in Spoken Languages increases its iconicity with the presence of gestures. Gestures do not share the complexity of linguistic structure observed in sign languages, but it is possible that the representational strategies used in both systems are related to some extent by virtue of their shared manual modality. Continuities of form between gesture and sign language have been noted by researchers studying co-speech gesture in adults (Kendon, 2008), children (Pettenati, Stefanini and Volterra, 2010), and in sign language (Cormier, Smith, and Sevcikova, 2013).

The aim of this study is to compare in a narrative context the range of representational strategies in co-speech gestures, produced by 20 hearing speakers (10 adults, 10 pre-school and school age children), with those in sign language, produced by 20 deaf signers (10 adults, 10 pre-school and school age children). The participants have been asked to watch an extract of a wordless "Tom and Jerry" cartoon, and to retell the story depicted (constrained narrative). Narratives were videotaped for later analysis. A common procedure to transcribe, annotate and code, spoken, signed and gestural data relying on Elan software, has been defined and used. Gestures and signs produced by hearing/deaf children and adults were coded according to representational strategies used to analyze co-speech gestures (Capirci et al., 2011; Marentette et al., 2016) and according to the same typology of highly iconic structures used to analyze sign languages (Cuxac and Sallandre 2007).

Results show interesting equivalences across the two taxonomies of analysis: The representational strategies used in both systems (gestural and signed) are related to some extent by virtue of the shared manual modality. This study provides a unified methodology to analyze gestures and signs and gives scholars the possibility of investigating the similarities between the iconic principles on which their representation of reality are based. According to Adam Kendon (2014), by studying the visible actions of speakers and signers, we will be able to develop a complete approach to 'language' as a form of action.

Defined by negation: Taking stock of the treatment of nonmanuals in sign language linguistics

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This paper discusses elements customarily referred to as nonmanuals: the actions of a signer's head, torso, and upper and lower parts of the face. However, the use of this term to refer to these elements reveals how little is known about them. Nonmanuality is really a junk category that refers to 'everything else other than what signers do with their hands'. In this paper I argue that there are problems in the description and analysis of nonmanuality that have existed since the early years of linguistic research on sign languages (SLs). The first issue is the lack of usable categories in the investigation of nonmanual activity. The second is methodological and concerns the types of data used to make theoretical assumptions regarding nonmanuals in SLs. To confront these problems, I propose addressing the following questions: (i) How explicitly should concepts such as grammatical, linguistic, gestural, and prosodic be understood in discussions of nonmanuals or when forming theoretical assumptions of their role in a sign language? (ii) What types of data are sufficient for making generalizations on the degree of conventionalization and grammatical status of different nonmanual elements? The paper discusses the above-mentioned issues in relation to recent corpus-based studies on nonmanuals that challenge the traditional view of nonmanuals as either grammatical or affective. Particular attention will be given to head movements and their functions as elements in compositional meaning-making in Finnish Sign Language. In relation to question (i), I suggest that the lack of sufficient categories has led to an eagerness to demonstrate that certain nonmanuals have a categorical status as markers of grammatical phenomena, which I call here manual bias. As for question (ii), I argue that theoretical statements on nonmanuals have often been made on the basis of, for example, elicited data, relatively small numbers of isolated sentences, and intuition-based evaluation tasks, and I suggest that this affects the view that is formed of the language being investigated.

A holistic view on mouthings in Sign Languages: Lessons from sign-spoken bilingualism research

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Based on empirical data, the talk points out the shortcomings of scientific dualism as it has been applied to describe mouthings in Sign Languages. Arguments are made in support of an inclusive, non-dualistic scientific thinking in order to better understand these rather under-researched phenomena in sign linguistics. There have been controversial scholarly approaches to find out whether the use of mouth movements belongs to sign languages or is merely a contact phenomenon in certain situations where a spoken language is also present. These approaches evolved around assumptions about sign languages which often evoke the idea of duality of spoken and sign language. However, this idea fails to capture the actual reality of bilingual signers. The talk offers a holistic, inclusive perspective on sign-spoken bilingualism. This talk posits that elements from more than one linguistic system (e.g. Hungarian and Hungarian Sign Language) are part of the actual linguistic repertoire of signers who make use of two languages dynamically to meet their socio-cultural needs. The case of mouthings obviously exemplifies that a dualistic view cannot provide a full picture of the complexity of linguistic expressions and draws our attention toward a more inclusive, holistic approach through which we can better understand the human language faculty.

Workshop "Signed Language linguistics: Taking stock": Part one – introducing the (history of) the field

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Signed language linguistics is a relatively young field, which started in 1960 with the first modern study of a signed language (Stokoe 1960). Fifty-eight years later, this workshop invites us to take stock of what has been done and look forward to where the field is going. Part one of the workshop provides an introduction by presenting an overview of the history of signed language linguistics as a field. The focus is on the following three themes:

1. the relation between signed language (research) and spoken language (research)
2. the relation between signed language (research) and gesture (research)
3. theoretical approaches and methods

Since signed languages were often considered as primitive gesture systems, early research often focused on demonstrating that they were indeed full, complex, independent languages. This research emphasised the equivalences between signed and spoken languages on the one hand and the differences between signed languages and gesture on the other. In later years, researchers turned more towards issues of modality, investigating modality-specific properties of signed languages, such as the use of space and simultaneous constructions. More recently still, we observe an increasing interest in comparing different (related and unrelated) signed languages, comparing typological properties of spoken and signed languages, as well as comparing aspects of signed languages to aspects of co-speech gesture. Related to theme 3 (development of theoretical approaches and methods) we will also show how new technologies and tools facilitate, for example, the construction of large-scale signed language corpora, which offer opportunities to address new research questions. Naturally, new theoretical developments and advances within the field of spoken language linguistics have been applied to signed language studies as well. The advances in construction grammar and cognitive linguistics constitute examples here. Looking at the important developments related to the three themes listed above clearly shows that the field of signed language linguistics has already travelled a significant distance in a relatively short period of time.

Time slots:
We intend Part 1 of the workshop to cover 2 slots for papers (i.e. we intend the presentation + Q&A time to be +/-1 hour long).

A study of the interactive function of manual and non-manual movements in older Belgian French (BF) speakers and Belgian French Sign Language (LSFB) signers

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In face-to-face conversation, individuals do not exclusively convey information related to discourse content (Kendon 2004) but they also use many other practices, including gestures, facial expressions and body movements, to regulate social interaction (Bavelas et al. 1992). Being like any other natural languages, research has shown that signers also perform gesture when signing (Engberg-Pedersen 2002; Sandler 2009; Vermeerbergen and Demey 2007). However, limited attention has been paid to interactional aspects (e.g. turn-taking, common ground) of gesture and sign language (SL) conversation (Cibulka 2016) and how these aspects occur in the non-pathological aging process (Thornton and Light 2006).

The aim of this presentation is to answer the following question: how and where does the interactive function of manual (e.g. palm-up gestures) and non-manual (e.g. eye-gaze, mouth) elements occur in a spoken and signed interaction? The main hypothesis is that older speakers and signers will manage the social interactive function of manuals and non-manuals differently. It could be that the interactive nature of manual gestures in the spoken interaction will be compensated for by non-manuals in the signed conversation as the hands are also busy encoding grammatical content when signing. Adopting a multimodal corpus-based approach, approximately 20 minutes of annotated video data of 2 older women (75 y. old and older) from the CorpAGEst corpus (Bolly & Boutet, fothc.) (task: milestones in aging) and 20 minutes of 2 older men (66 y. old and older) from the LSFB corpus (Meurant 2015) (task: explanation of a past memory) have been selected for analysis. Moreover, the same task protocol of the LSFB corpus will be replicated on the CorpAGEst participants. This will constitute the first cross-linguistic study between LSFB and Belgian French (BF) on such issues. Ultimately, the benefits are multifaceted: (1) the fostering of scientific exchanges between SL and gesture researchers, and shedding new light on previously neglected aspects in gesture, SL and aging, (2) understanding more about the language faculty in its multimodal aspect, (3) achieving a better understanding of the interactive world of BF speakers and signers in their later life, an issue with vital implications for the future.

Negative constructions in South African Sign Language

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How negation is expressed by means of manual and/or non-manual markers has been described for a wide range of sign languages. This work has suggested a split between sign languages requiring a manual negative element in negative clauses (manual dominant sign languages) and those where a non-manual marker only can be used (non-manual dominant sign languages) (Zeshan 2006; 2004). Oomen and Pfau (2017) have recently indicated that such a typological split is too radical. They also show that larger data sets are necessary to identify the range of expressions used within one sign language.

This paper will contribute to this typological debate by considering data from South African Sign Language (SASL). The only prior study (De Barros and Siebörger 2016) describes SASL as a non-manual dominant language. They described an optional manual negator, occurring in post-verbal position, accompanied by a side-to-side headshake. The minimal scope of the non-manual marker of negation was always over the matrix verb of the clause, and the maximum scope was over the verb phrase and the manual signs of negation. However, since that study made use of only two informants, one of whom was hearing, and only 39 instances of negation, it is questionable whether these observations are generalizable across all users of SASL and whether the typological characterization of SASL is correct.

Using a database (under construction) of spontaneous and elicited SASL material across several provinces, we already have evidence that the negative structures in use are more diverse. Two SASL signers (Western Cape) use a construction, known in the literature as a Question-Answer Clause (QAC), very productively. While this construction has been briefly described for American Sign Language (Caponigro and Davidson 2011), it is not generally mentioned in the literature on negation in sign languages, even in Zeshan (2004; 2006) which examined 38 sign languages. The data also indicate that the head shake occurs at the end of the clause, with possible overlap on the last signed element in the clause. The paper will discuss the variety of expressions used in SASL with a reflection on the implications for typology.

The linguistic influence of Amharic over EthSL

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Ethiopia has over 80 languages and Ethiopian Sign Language is one of them used by over a million people in the country. Amharic is the nation's long standing official language spoken by nearly all of the people in the country. There is a widespread belief within Ethiopia that the two terms: Ethiopian Sign Language and Amharic Sign Language are understood as one and the same. Educators of the Deaf and learners are mostly seen as using these terms interchangeably. However, there is a significant difference between the two. This study aims to show the difference between the two by providing a linguistic explanation. For the purpose of brevity, it will focus on the phonological, morphological and syntactic evidence so that educators and learners of sign language would understand better. All sorts of linguistic data would be collected from native and non-native signers by considering age, gender and variations in schooling. The collected data will be reproduced by two deaf signers. The outcome of this research would help as an input for furthering the linguistics of Ethiopian Sign Language. Teachers and learners of sign language would benefit by understanding the difference between the two forms of communication. Finally, the research will provide the linguistic evidence necessary to demonstrate the difference between EthSL and Amharic Sign Language.

The emergence of referential devices in three young sign languages

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A central function of language is the marking of discourse referents throughout a narrative (Ariel, 1990). Speakers use various linguistic devices such as referring expressions (e.g., *the girl*) and pronouns (e.g., *she*) to distinguish between multiple referents. In established sign languages, the hands primarily convey referring expressions, while the hands, head, body and facial expressions can be used in two different ways: (1) to directly enact the actions of the referent, in a pantomimic manner, and (2) to represent the linguistic functions of identifying and distinguishing referents and their actions in events (Perniss and Özyürek, 2015). It is commonly assumed that universal gestural resources (see Müller et al., 2014) are tapped into for what becomes a more abstract, linguistic referential system. However, little is known about how the gestural becomes more linguistic in a language. Our study traces the divergence between gestural and linguistic elements for reference in the course of sign language emergence.

We compare three young sign languages with different linguistic profiles: Israeli Sign Language (ISL), Al Sayyid Bedouin Sign Language (ABSL), and Kfar Qasem Sign Language (KQSL). ISL is an established sign language with a large, heterogeneous community and a variety of discourse settings, resulting in more grammaticalized linguistic structures (Padden et al., 2010), while ABSL and KQSL exist in small, insular communities with significant shared experience and context, correlating with less linguistic structuring (Meir et al., 2012).

Thirty-one deaf signers participated in a reference elicitation task (Kocab et al., 2015). While lexical devices were exploited by all signers, multivariate analyses of 940 tokens showed both Language Age and Language Profile effects in linguistic use of the body for reference, moving from whole body enactment (pantomime) to more abstract, linguistic reference marking devices. For example, young ISL signers use each side of the body to represent a different referent. This body segmentation (Ergin, 2017) exploits the simultaneous capacities of sign language (Vermeerbergen et al., 2007) and results in complexity, referring to two referents and their actions with one device. Both Language Age and Language Profile are main predictors in the emergence of linguistic structure for reference in young languages.

Compounds in South African Sign Language

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This paper explores compounds in South African Sign Language (SASL). Sign language compounds share many features with spoken language compounds, but they also exhibit unique features due to visual modality (in which multiple elements can be articulated at the same time, allowing simultaneous compounding) and age (most sign languages are young, and their compounds may not have been fully conventionalised) (Meir et al, 2010). There has been no in-depth discussion and classification of compound types in SASL, although they are clearly important part of SASL morphology. Compounding is also identified as a useful tool in creating novel terminology in SASL (Kaneko and Matla 2016).

In order to provide an overview of compounds in SASL, the following data has been collected:
Dataset 1: existing compounds in SASL
Dataset 2: compounds having emerged as a result of creating new terminology for linguistics (involving the first cohort of Deaf students taking sign linguistics courses at Wits)

Using the above data, this paper will first describe compound types in SASL, exploring:
1.   semantic types: endocentric (BLACK + CREATURE = ANT), exocentric (THINK + HOLD = BELIEVE) or coordinate (MOTHER + FATHER = PARENTS)
2.   syntactic structure (combination of different grammatical categories)
3.   headness - Do SASL compounds largely right-headed or left-headed, or do other elements such as ease of articulation and gravity influence the order?
4.   whether each compound is sequential or simultaneous
5.   compression of the form of the two signs (loss of the hold of the first sign, loss of the repetition, merging of the location of two signs, smoother transition, and so on)

The second half of this paper compares the features of existing compounds (dataset 1) with those of newly-formed compounds (dataset 2). One crucial difference is that a large number of novel compounds are combined simultaneously, rather than sequentially.

(Non-)simultaneity as a predictor for semantics and iconicity

Prof Aslı Goksel

In principle, the same pair of handshapes A-B can be coarticulated (i.e. A- handshape on one hand, B-handshape on the other as in (1) below, namely manual simultaneity [Vermeerbergen et al. 2007] here represented as 'ʃ '), or they can be ordered as in (2) (i.e. A-handshape on one hand, followed by B-handshape on the same hand). We propose that these two modes of articulation reflect different types of semantics concerning the members of the A-B pairs and this mapping exploits iconicity differentially, based on our data from Turkish Sign Language (TİD).

(1)   a. [FLAT-OBJECTCL ʃ PICK-WITH-BEAK] 'chicken'
          b. [ROUND-OBJECTCL ʃ TAP] 'watermelon'

(2)   a. [RED^ROUND-OBJECTCL] 'tomato'
          b. [SOUR^BITTER] 'pickle'

In (1a), an asymmetric two-handed sign, the form resembling 'eat-with-beak' rubs against the flat hand, which expresses a relation between what the two hands depict, denoting the concept 'chicken'. In contrast, in (2a), the sequential combination of the signs for 'red' and 'round-object' denote attributes of the concept 'tomato'. Of the 32 sequential combinations in our data, 15 exhibit attributes of the denotation of the lexeme in question, whereas none of the 41 co-articulated combinations does so. Moreover, 56% of the lexemes with simultaneous articulation exploit the spatial relation between the components, compared to 3% of lexemes with sequential articulation. Finally, arbitrariness is more common in the latter group (53%) than the former (17%). Thus, in simultaneous forms the whole 'event' is ostensive and iconically depicted while in sequential forms iconicity may be prevalent in only one of the components. The semantic differences between the two types of articulation in complex lexemes adds to our understanding of the systematic links between semantics and phonology in Sign Languages (Wilbur and Quer, 2008; Lepic et al., 2016) at a level unparalleled in spoken languages.

The evolution of the "sign" in sign language linguistics

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In this presentation we discuss the evolution of the "sign" in sign language linguistics by focusing on its relative length. First, we show how, in the course of the modern history of sign language research, signs have been commonly understood as relatively short units in both abstract (cf. phonological) and concrete (cf. phonetic) approaches. After this, we move on to discuss various empirical findings which, we conclude, raise problems for the whole conception of the short sign and provide a basis for approaching signs as units that are much longer than has hitherto been recognized. In the final part of the presentation we discuss the nature of the longer sign in more detail and outline some of the consequences this latest evolutionary step of the sign is likely to have for the field of sign language linguistics.

The main empirical evidence for the long sign is presented from two perspectives: those of sign articulation, and sign recognition (Jantunen 2015). Concerning sign articulation, the evidence suggests that signs are longer units than is currently assumed because most of the structural features of signs are in fact already present before the currently accepted beginnings of signs and they continue after signs' generally accepted endings. Concerning sign recognition, the longer view of the sign is proposed on the grounds that the recognition point of signs is typically located before their alleged beginning and because, in fact, signing without currently understood signs (i.e. with "transitions" only) is surprisingly well understood and is reproducible. Accepting the longer view of the sign means that some fixed linguistic conceptions about sign languages need to be reconsidered. We propose that the most crucial ones concern those made within the fields of sign language phonology and morphology, in both of which the short view of the sign has always formed the axiomatic basis for theoretical generalizations. However, in our presentation we will also discuss its implications for more applied domains of sign language research.

The productivity of South African Sign Language: Devices used in SASL to coin new lexical items

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According to Lucas C and Vali C (2005) one of the most unique characteristics of human language is its ability to introduce new symbols into the language. Technological advancement, the introduction of new products and brand names has necessitated the continuous need for new signs. Because the established lexicon of a signed language is relatively small in comparison with the lexicon of a spoken language, the productive lexicon created by signers using the phonological rules for handshape selection, movement, location, palm orientation and facial expression, morphological systems and root-signs is of the utmost importance. Researchers have suggested several avenues by which new signs can enter a signed language. These include, but are not limited to: compounding, borrowing and loan translations. This paper will focus on South African signs for brand names, people and places to illustrate different sign-formation processes evident in South African Sign Language.

Signed Language typologies: Urban, village, and indigenous

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Hundreds of Signed Languages (SL) have been documented globally and it is estimated that the actual number may exceed 400 (Ethnologue 2017). Generally, two major types of SL communities are described. First, "urban deaf sign language communities" where members of the Deaf cultural group use SL as their primary communication mode across a range of sociolinguistic domains (education, religion, law, etc.). A second type "village or indigenous sign language communities" involves both deaf and non-deaf community members sharing a common SL. Among both types of SL communities, we find many degrees of greater or lesser vitality; i.e. SL surviving under the shadow of a more dominant spoken language or on the verge of extinction due to the loss of all native users who maintained the language for identity and heritage.

For 25 years the author has been engaged in documentary linguistics fieldwork, documentation, and research of Native American Indigenous SL varieties. This presentation features the latest findings about historical and contemporary varieties of American indigenous sign language and considers how it compares with village and urban sign language varieties. It describes how American indigenous signed language serves as an alternative to spoken language, how it is acquired as a first, second, or third language, how it is used among deaf and hearing tribal members, and internationally as a type of signed lingua franca. Although American indigenous sign language varieties are considered endangered they are still being learned and used by elders and deaf members of some Indian tribes and nations of North America and South America. Based on the latest documentary linguistic fieldwork, the presentation will address questions about language contact, geographic spread, code-switching, lexical borrowing, sign language typologies and the role sign language played in some native communities and as a lingua franca among American Indian nations. It also addresses the linguistic vitality and the potential for revitalization of American Indigenous Signed Language varieties.

South African Sign Language (SASL): Evidence of school-lects?

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This study explores the retention (or not) of 'school-lects' by native SASL signers from the Johannesburg Deaf community who went to school in other provinces. Stamp et al. (2015: 155) note that school-lects stem from centralised schools for Deaf children and developed separately because "these schools interacted only minimally and had no standard or written form of BSL. This phenomenon is also applicable to SASL. The study is based on Quinn's (2010) study which explores variation in British Sign Language (BSL) stemming from different schools for Deaf children. The data for this study was obtained from two native SASL signers who went to school in Limpopo and the Western Cape prior to moving to Johannesburg as adults. I adapted the data elicitation materials described by Stamp et al. (2015) as follows: colours (visual), days of the week (image of a calendar containing English words), school subjects (images and English words), sign names for local stores (logo for each store), languages (images of ethnic groups and English words), food and drink (images and English words) as well as numbers. I then interviewed each participant, eliciting the variants for all the different signs known to them (even though they do not use them). I also questioned them about their reasons for retaining their schools signs or adopting the Johannesburg signs. I then transcribed the signs in ELAN. I used the phonological parameters (handshape, orientation, location, movement and nonmanual features) to describe the differences between variants. The preliminary findings indicate that the participants retained some school signs and adopted Johannesburg signs for some signs. There are different reasons for the choices they made – in some cases they did not like the Johannesburg variant and in other cases they were conscious that they needed to adopt the Johannesburg sign in order to be accepted in the Johannesburg community. In many instances, the difference between variants for the same concept was phonological and not lexical.

Abstract ID: 279

Towards a standardized measurement of linguistic stability

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Stability is an important concept in diachronic research, but there are multiple different ways of how the stability of components of a linguistic system can be quantitatively operationalized (e.g. Bromham et al. 2015; Monaghan 2014). In this paper we discuss validity of the 'basic reproductive ratio' – originally a concept from (evolutionary) ecology – as a measure of the stability of linguistic constituents (Nowak 2000). It is defined as the expected number of speakers adopting an innovation. We derive the basic reproductive ratio from a basic population-dynamical system, which models the logistic spread of a constituent through a population of speakers (Denison 2003; Blythe & Croft 2012). We then show in which way the basic reproductive ratio can be derived from diachronic data and from language-acquisition data, respectively.

Empirically, both ways are illustrated by estimating the basic reproductive ratio of phonotactic items (diphones) from English and Dutch/Afrikaans data. It is demonstrated that item-wise stability estimates gained from diachronic and acquisition data, respectively, correlate. After that, we further analyze the model to discuss various intra- and extra-linguistic factors that influence the stability of diphones (and by implication the stability of phonotactic systems) such as production frequency, morphology, articulatory/perceptual properties, as well as population size and variability in the connectivity of the speaker network. Again, the analysis is supported by phonotactic data from English and Dutch/Afrikaans. We take our results to support the theoretical validity and empirical applicability of the basic reproductive ratio as a standardized measure of stability in linguistics.

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Diachronic stability of agreement systems

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A linguistic feature can be stable in genetic and areal senses (Nichols 1995, 2003). In the genetic sense, features are stable if in normal situations of language transmission (i.e. without language shift) languages are unlikely to lose them or acquire them. Diachronically stable features in this sense will be homogenous across language families with respect to their presence or absence. A feature is areally stable if it is easily acquired or lost in situations of intensive language contact. Diachronically stable features in this sense will tend to be homogenous across language areas.

This paper examines the diachronic stability of a number of agreement patterns: verbal agreement (in any category), number agreement in the NP, gender agreement in the NP, and case agreement (in the NP). Ten language families and ten language areas were selected, and each was represented by five languages. We compared the selected areas to language families with respect to presence viz. absence of the agreement patterns, and found that areas tend to diverge from the means of random groupings less than families, i.e. that they are less homogenous by this metrics.

We have shown that, for all of the surveyed features except for verbal agreement, the difference in the behaviour of areal and genetic groupings is statistically significant. We interpret these findings to mean that families, more than areas, tend to be homogenous with respect to the presence or absence of the selected agreement patterns (except for verbal agreement). This is in accordance with the findings of Nichols (1992), who showed the diachronic stability of gender in language families. We have now shown that two other categories involved in adnominal agreement (number and case) are genetically more than areally stable.

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Statistical estimation of diachronic stability from synchronic data

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Inferring diachronic stability of a feature from its typological frequency is potentially fallacious for three reasons:

> 1. Processes of different rates may lead to identical equilibrium distributions.
> 2. Individual languages are not independent random samples, since genetically related languages are likely to have similar typological profiles.
> 3. The stability of a feature value might depend on the value of other, correlated features.

Modern phylogenetic methods (cf. Nunn, 2011) provide techniques to statistically estimate diachronic transition rates directly from synchronic typological data, provided the phylogenetic tree of the languages under study is at least partially known.

We conducted two experiments. In the first, we considered the features F1: "language contains a dental fricative" and F2: "language contains an uvular or pharyngeal fricative". We used data from the ASJP database (http://asjp.clld.org/) to obtain the feature values for 5,881 languages and dialects. Among those, 5.7% contain a dental and 6.6% an uvular/pharyngeal fricative, so both features appear to be equally stable. We used the Glottolog expert classification (http://glottolog.org/) and the software BayesTraits (http://www.evolution.rdg.ac.uk/BayesTraitsV3/BayesTraitsV3.html). We found that F1=1 is ca. 1.7 times as stable as F2=1, while F1=0 is ca. 2.8 times as stable as F2=0. (Stability is quantified as the expected waiting time until a value switches.) This illustrates the first point made above. The deeper reason for this relates to the second point above: F1 has a stronger correlation to phylogenetic groupings than F2.

In the second experiment, we considered verb/object order and the presence vs. absence of case marking (using data for 204 languages from http://wals.info). When studied separately, it appears that VO is ca. 5 times as stable as OV, and the absence of case about 3.5 times as stable as its presence. We did find a statistically significant correlation between the two features though. A combined analysis revealed the combination "VO/no case" as highly stable – about 4 times as stable as the other combinations, which are about equally stable.

Abstract ID: 351

Investigating youth language varieties in Nigeria

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While there has been a large volume of materials on established youth languages and language practices in Southern and Eastern African countries (and to a lesser extent in French leaning West African countries such as Ivory Coast and Cameroon), there has been little if any concrete documentation of the phenomenon in Nigeria, which is ironically the most populous country in Africa. Beck (2010) had noted, correctly, that "Nigerian cities are hardly ever mentioned in the literature on this subject." Oloruntoba-Oju (2018) also observed that most references to Nigerian "youth language" to date have occurred within the context of research into Nigerian hip-hop culture. The characterisation of youth language varieties in physical settings or domains in Nigeria is therefore a pressing concern for scholars.

This paper is concerned with the prospect of building a sociolinguistic profile for African Youth Languages in Nigeria, by identifying some of the on-the-ground varieties in physical settings and domains (rather than the popular culture or social media varieties that are prevalent in the few existing studies to date), and applying to them established profiling techniques. Steps in this regard include: the identification and naming of possible youth languages and varieties, their users or participants, their differentiated domains of use, and their linguistic and sociolinguistic characteristics. Within our context they would also include a comparison of the identified features with the broad linguistic and sociolinguistic parameters associated with established African Youth Languages, for example, neighbouring Camfranglais.

Investigative focus will be on Lagos. Lagos is the largest Nigerian city, the country's former capital and its commercial nerve centre. It is a huge multi-ethnic and multilingual metropolis, with each of the country's nearly 500 languages represented there in one form or the other. The city is densely populated, with a population mass of 21 million that includes a large youth percentage (nearly 50%). The city is also marked by a visible class divide in planning, architecture and culture; in short, Lagos is a fertile ground for the investigation of urban and youth language varieties.

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Languaging needs "language"

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African youth languages show agency of the speakers manipulating and playing with language to display how they want to be perceived by others. The performance in which this is realised is so multilingual and deviant from what is perceived as the norm in the dominant language that several authors have claimed that this performance shows the inadequacy of the concept "language" and that we should study the process itself as languaging. I fully agree with the second part but I intend to show in the presentation that any interesting study of the performance of languaging requires an abstract notion such as "language". I show that that view is also represented in the metalanguage of the youth language speakers. I discuss which elements of the notion "language" are crucial for an understanding of African youth languages, illustrating this from a variety of African youth languages.

Rural and urban isiXhosa tsotsitaal: Exploring the dynamics of urban varieties between former Transkei in the Eastern Cape Province and townships of Cape Town Metro

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The study is concerned with the manifestation of the tsotsitaal variety in the former rural Transkei in the Eastern Cape, South Africa, whereby tsotsitaal employs some words from mainstream isiXhosa and other South African official languages. It then ascribes new meanings to these words during conversations. The paper also looks at possible linguistic differences between rural and urban areas and compares them to standard isiXhosa at a semantic level. Data was collected through observation, participant observation and unstructured recorded interviews; in some instances, questionnaires were used. The research equally found that tsotsitaal lingo is a cross-cultural variety that builds relations by using most of the South African vernaculars, and borrows different items of lexicon as they are from mainstream isiXhosa, but assigns new meanings to them. Apart from using the variety as an identity marker, tsotsitaal permits youth to express themselves the way they feel and to speak freely about things that young people, especially males, like and admire.

This study attempts to examine the nature and the extent of tsotsitaal penetrating everyday language/discourse and social relations, how it has manifested in the rural former Transkei in the Eastern Cape, the context of use, the form it has taken and who the speakers are. It is a common understanding amongst scholars that each tsotsitaal has its own regional flair and flavour to suit a specific audience. The findings reveal that factors that contribute to the infiltration of tsotsitaal in rural areas, are, among others, (i) migration; (ii) social mobility; (iii) media entertainment, and, (iv) imitation. The study also confirms that though tsotsitaal has been perceived as an urban phenomenon or a language of criminals; it is also found and spoken in the rural areas.

Semantic manipulation strategies employed in the creation of Chibrazi

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Lexical borrowing is probably the most common strategy through which the vocabulary of Chibrazi is created. However, the vocabulary undergoes a number of language manipulation processes. One of the main language manipulation strategies is semantic manipulation in which the relationships between concepts and their referents are manipulated. This paper proposes that the semantic manipulation processes that are used in the creation of Chibrazi fall under one main cognition or conceptualisation process that is termed metaphoric manipulation. The paper analyses some examples of Chibrazi vocabulary using Lakoff's (1993) contemporary theory of metaphor to demonstrate that it is largely the vocabulary that makes Chibrazi different from other Malawian languages, even though it utilises the grammatical structures of the traditional ethnic languages of Malawi. Following from this analysis, the paper submits that while Chibrazi can be described as an emerging mixed language, it is essentially a body of lexical items that are 'floated' across the traditional ethnic languages of Malawi, with Chichewa as one of the languages.

Understanding youth languages in South Africa and Africa: Sociocultural linguistic analysis

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This paper presents a case study of urban youth 'language' in a township community in Johannesburg. Based on ethnographic work over 20 years, I show that young men engage in a multimodal communicative practice with their peers from the age of approximately eighteen years until their late twenties. Young men utilize the dominant languages spoken in their local area as the grammatical base into which they insert a slang lexicon. This register is part of a larger stylistic complex with distinct patterns of intonation and gesturing including a repertoire of codified gestures or emblems. The lexicon, manner of gesturing and intonation vary depending on the social level to which young men belong. This variation can be seen as a continuum from slang styles that are close to the urban varieties of Bantu languages to ways of speaking that are slang and metaphorically dense exhibiting features of anti-languages. The interactive and social functions of this way of speaking show that it is a gendered performative discursive practice and a powerful icon of an urban streetwise township masculine identity involved in the negotiation of social status among male social networks. There is a continuum from shallow to deep mastery of this register with the most creative and expressive speakers coining new words and phrases during communicative performances that spread based on speakers' linguistic skill and social status. Ways of speaking indexing different social categories, lifestyles and identities among young men link to differing orientations towards local and global perspectives and aspirations among black male youth. I argue that: 1) this phenomenon is not an emerging first language as some claim; and 2) academic work and media commodification have engaged in a process of formalization based on data from informants who are peripheral to this communicative practice and on a media manufactured lexicon that bears little relation to the practices of male youth on the township streets. Implications of these findings for our understanding of African urban youth 'languages' in other countries and approaches to their study are discussed.

Metaphors and their link to generation/ age and popular culture in African Youth Languages

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This presentation considers the presence of metaphors in African Youth Languages (AYLs), both lexical and phrasal metaphors, and especially aspects such as the transition of a metaphor from a generational peer group context (relating to a social/ political event) into a conventionalised metaphor. Aspects such as the salience/ multiple salience of a particular metaphor are considered.

Furthermore, the role of metaphors is brought to bear on the urban-rural nexus in AYLs, especially the process of urbanization of rural towns and its implications for AYLs including: language attitudes of speakers, the circulation of 'old' or 'archaic' metaphors, the creation or innovation of new metaphors, and how this dynamic shapes the language practices of 'urban wannabees'.

In the paper we ask why youth want to be 'up to date' with their youth language and how this relates to popular culture. Examples are drawn from Sheng (Kenya) and Tsotsitaal (South Africa) to illustrate the use of metaphor and its relationship to popular culture, modernization and globalization of African towns and cities. We ultimately consider the generational dynamic of 'youth' language, and in this way forefront a critical analysis of the use of the term 'youth' to refer to the AYL phenomena.

Class and identity marking among the youth in rural Kenya: A case of Githungu kia nguku in Mwea sub-county

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The bulk of the African population comprises the youth. This is a group that is generally known for its linguistic versatility which often times results in the emergence of such youth-associated codes as Sheng, Camfranglais, Nouchi and Totsitaal/Iscamto among others. In this paper we focus on an emerging slang known as Githungu kia nguku (when translated into English means: the Chicken's English) spoken in Mwea East sub-county, Kirinyaga county, Kenya. The paper examines the social motivations at play surrounding the 'birth' and the use of the slang. Specifically, the paper provides illustrations of how the youth in this sub-county use the slang, which is basically English that is deliberately contorted using elements drawn from the Bantu languages spoken in the locality, to construct a class identity as well as negotiate for 'personal space' in a highly multilingual set up. Although the focus of the paper is on Githungu kia nguku, we shall also make reference to how code switching involving the slang and other languages in the environs contribute in characterizing the youth language in Mwea. Data for the study was obtained using questionnaires, participant observation and focused group discussion from respondents that were purposively sampled. Coupland *et al*'s Communication Accommodation Theory guided the analysis of the data.

Gender roles and ideologies in African Urban Youth Languages

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In the study of African Urban Youth Languages (AUYL) there is a paucity of research into issues of gender and sexuality and with few exceptions, we have little knowledge of male-female roles and ideologies in this linguistic context. While there is broad consensus in the literature that AUYLs are primarily employed by men, there are only very few studies that look at gender(ed) dynamics involving AUYLs in a more systematic way. The current study contributes to filling this research gap and examines issues of gender ideologies and performances in reference to an AUYL variety spoken in KwaZulu-Natal (KZN), South Africa: isiTsotsi. Three questions are central to this study: First, how widespread is the usage of isiTsotsi among young Zulu women in urban KZN and what motivates them to speak the variety? Second, what kind of masculinities, femininities, non-binary or ambiguous gender identities are constructed? And last, is there any significant lexical variation according to gender in the local variety of isiTsotsi examined? Based on an ethnographic approach and extensive interview data with young, urban Zulu mother-tongue speakers in the eThekwini region of South Africa, this paper provides some answers to these complex questions. Theoretically grounded in intersectionality, we aim to show how isiTsotsi represents fluid identity trajectories of gender and sexuality. The study also problematizes essentialist and monothematic approaches to the study of AUYLs and gender and argues for the importance of holistic accounts that recognize intersections in ethnic, racial, gender(ed), class and linguistic identities.

Urban Xhosa in Gauteng: A sociolinguistics analysis

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Urban Youth Languages in South Africa are believed to have been created by the youth from the Tsotsitaal varieties of the 1940s and 1950s in the cities and townships of Gauteng. This paper seeks to provide an overview of how Urban Xhosa, a certain form of speaking used in urban centres consisting of lexical items borrowed mainly from English and other indigenous languages of South Africa, has been developed in multilingual and multicultural urban settings of Gauteng. The speakers of Urban Xhosa originate from the former Transkei and Ciskei, now Eastern Cape Province and are first language speakers of isiXhosa. They have created ways of mixing the codes in a sophisticated way of speaking. It is still not clear when exactly Urban Xhosa was created, however, as in any language-contact situation, a certain sub-group of amaXhosa youth and speakers of other languages developed some sort of a lingua franca to facilitate communication amongst them in a Sotho-dominated environment. Urban Xhosa has recently been trending all over social networks and is considered as a language of prestige and social class in Gauteng. It has further elevated the status of isiXhosa amongst the city dwellers. This paper, therefore, seeks to investigate language, migration and cultural change focusing mainly on the characteristics of Urban Xhosa, its morpho-syntactic features and semantic shift and other differences from the standard Xhosa.

Selling Sheng, Tsotsitaal, Yanké & co: Questioning youth language research and reconsidering language concepts

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The study of African youth language practices has turned into an attractive field of research within the last decade, and has brought along an increasing body of academic literature until today. A considerable number of studies deal with phonological and morphosyntactic features of African youth "languages" that mark them as allegedly distinctive linguistic systems instead of considering them as fluid overlapping urban practices, that in reality can hardly be fixed or analyzed as stable entities. Linguistic phenomena such as Yanké (Congo), Imvugo y'Umuhanda (Rwanda) or Luyaaye (Uganda), increasingly commodified in popular culture as new language practices, actually reveal – as part of speakers' complex repertoires – very fluent and permeable boundaries to other language practices.

The increasing artefactualization and also commodification of youth languages (in advertising, movies, social media, printed on t-shirts and mugs) also takes place in academia, where the study of specific youth language practices generates funding, dominates conference panels, causes some to consider "standardizing Sheng" (Kenya), or serves as a promising academic career field for young colleagues. These (trivial and academic) processes of artefactualizing youth language have to be reconsidered and deserve to be critically looked at. In my suggested talk they are contrasted with more emic-centered views on fluid urban language use and speakers' "disinvention" of youth language in everyday practice, or with a de-westernization of youth language. My talk is based on interviews with young urban inhabitants of Kigali, Kinshasa and Kampala, in which (youth) language concepts, language boundaries, ownership and ideologies are discussed.

Dismantling the notion of a Tanzanian - Swahili identity through English in hip-hop.

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Within the national context of Tanzania, the Swahili language has been one of the key facets of Tanzanian identity, and arguably, its most important. This can be traced to its encouraged and sustained use during colonial times, through to the creation of the Tanzanian state. In hip-hop in Tanzania, the replacement of English with Swahili as the language of choice among artists has led to its proliferation; a testament to the importance of Swahili in the country. English-using artists existed on the so-called peripheries of the industry. However, in recent times, there are a rising number of hip-hop artists who style themselves purely as English-speaking artists and subsequently create and perform their music primarily in English. Certainly, this plays both into and within the ambivalent relationship between English and Swahili in sonic and poetic space(s) as well as within the national discourse of language use and meaning in Tanzania. This paper explores through a close reading of two (2) hip-hop songs, how artists stylise and construct their texts through English and what meanings can be generated from this for identity creation. My interest lies not in merely pointing out which languages are used where in the texts, but rather in exploring how these languages are used in creating suggestions of Tanzanian identities. Furthermore, I explore how these meanings created within the texts open new ways of positioning the artists in relation to Swahili within the discourse of language use in poetic texts in Tanzania and, more broadly, within Tanzania itself as an everyday lived space.

Linguistic stability (?) and sociolinguistic variation: the future of Nouchi in Côte d'Ivoire

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Considered in the late 80s and early 90s as the language of the unschooled youth and the dregs of society in Abidjan, Nouchi is progressively expanding within other communities and acquiring a more positive social status. The language is indeed getting rid of its secret code meaning and negative subculture connotations. In addition to the original speakers, the community of practice of Nouchi includes students, civil servants, business executives, etc.

Following works by Kouadio (1990) and Aboa (2011) presenting Nouchi as a variety of French; Boutin and Kouadio (2016) giving a creole status to Nouchi; Ahua (2006, 2007) suggesting a writing system for Nouchi; as well as the anthropological analysis by Newell (2009, 2012) presenting Nouchi discourse as modernity and bluff practices, the following work - through the analysis of new data - aims to find answers to the following questions:
-         What is the current status of Nouchi ?
-         What are its main features ?
-         What are the sociolinguistic varieties ?
We will try to theorize a status, identify key features, and unveil varieties.

Transatlantic linguistic ties: the impact of Jamaican on African youth language practices

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This presentation seeks to shed light on global dimensions of language contact and language change with regard to African youth language. By looking at the influences of Jamaican speech forms on youth language practices in Africa the focus will be on transatlantic linguistic ties that link Africa and its Diaspora. As our case studies will illustrate, Jamaican has a huge impact on youths in Africa and is extensively used in their communicative practices. Music, in this regard also plays an important role: while a number of scholars have emphasized the connection between Hip Hop and African youth language, we want to highlight the role of Reggae and Dancehall, as these Jamaican music genres are highly popular and influential in many African countries. In our talk we will draw on examples from various African countries to illustrate the wide spread of Jamaican influences. However, the main focus will be on our case studies in Ethiopia and Zimbabwe.

Lexical trends of urban youth languages in the DR Congo: Lingala and Swahili interactions

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This paper aims to explore ways in which youth languages operate and interact. It is based on Lingala spoken in Kinshasa and Swahili in Lubumbashi, in the DRC. Picking out dynamics of varieties forged by young people may help to understand trends of youth languages and the way they acquire youth status in a multilingual context of cohabitation between colonial and indigenous languages.

This study is not limited to varieties considered, to some extent, as spoken by "deviants", notably slang such as Hindoubill in Kinshasa and Kindubile in Lubumbashi. It focuses on how young people manipulate a language, shaping it in a new way without necessarily being judged badly. Some common realities result in different words defying the prediction. For instance, cheaper items manufactured in China are globally named *shisho* 'China' in Lingala while Swahili is more accurate, calling them *guangzhou* (a Chinese town they are supposed to come from). To name a motorcyclist, Lingala favors the Ciluba word *wêwà* 'you', while Swahili chooses the term *mànsèba* 'uncle', from the same indigenous language. The word for the concept 'rich' in youth Lingala is *nvwama*, borrowed from Kikongo whereas Kiswahili prefers *boos* from English. How to explain such perception difference between two Congolese cities both speaking Bantu languages? This is essentially due but not limited to the surrounding languages of Lingala and Swahili, and also to historical aspects of Congolese cities. A good number of items are exported from Europe to Kinshasa while traders from Lubumbashi used to go to China, precisely to Guangzhou, for their import business. They have to differentiate it accurately from other Chinese cities. Moreover, regarding popular urban transport by motorcycle, people in Lubumbashi more easily recognize the term *mànsèba* as it exists also in the surrounding Bantu language, Kiluba, unlike in Kinshasa, where the word *wêwà* sounds so "strange" that people prefer it to label the new income-generating activity of a motorcyclist. Regarding borrowing from English, Lubumbashi shares a border with some English-speaking countries. All those lexical innovations are part of young people's language according to grammatical (specific processes) and sociolinguistic aspects (spoken by most youngsters).

Verbal extensions in African youth languages: The case of Sheng in Kenya.

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The goal of this study is to describe and analyse the system of verbal extensions in Sheng. Sheng is an urban youth language in Kenya that previously was frowned upon as a marginalized language but today has found broad use in the mainstream society. Sheng, though a hybrid or peer language borrows heavily from Swahili (a Bantu language) morphology. However, the linguistic material derived in Sheng is often deviant from the base language (Swahili). The researcher identifies and describes the morphosyntactic features of Sheng verbal extensions. The verb stems in Sheng have the following morphological structure: verb root + (extensions) + final vowel. Altlhough there are some exceptions in cases where affixation occurs preverbal. Some additions to the verb root such as affixes may cause a change in verb valency. Either the valency may increase or decrease. The study hinges on the fact that the morphosyntax of Sheng has not been extensively described. This study may be useful to linguists and other professionals as it will unveil interesting processes underlying the interface of morphology and syntax in Sheng. The researcher adopts a descriptive research design. Data was collected through discourse observation and elicited spoken data. The findings reveal that different verbal extensions are found in Sheng such as causatives, reciprocals, passives, and applicatives. Some of these extensions co-occur.

Abstract ID: 81

Discursive (re) construction of agency through transitivity structures at the International Criminal Court

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The International Criminal Court (ICC)'s case against the Kenyan defendants attracted international scrutiny and interest. This is because of the magnitude of the violence that had been witnessed in Kenya following disputed presidential elections. The second reason is the prominence of the personalities that the ICC's Chief Prosecutor's investigations had named as the prime suspects to the violence. The case provides significant data for scholarly interrogation about linguistic agency. This study delves into the confirmation of charges hearing in its discursive evaluation of grammatical participant roles. This paper investigates how the prosecution and the defence teams used language to construct, reconstruct and mitigate agency. The data were analyzed using Halliday and Matthiessen's (2004) functional grammar and the study finds that the court participants using political power and law strategically manipulated the transitivity structures of the clause to inflate and alleviate agency on the construction and deconstruction of evidence. Of significant interest, the study finds that these court participants organized grammatical elements differently in order to present the same series of events in a different perspective, from a different stance, with a different emphasis on different participants and suspects while obfuscating the notion of agency in the commission of Kenya's 2007/2008 post-election violence activities.

Using linguistic evidence to challenge elements of unjust interrogation techniques

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There are many established multi-step methods for questioning suspects, victims, witnesses and experts used around the world. Interviewing practices for suspects range from the REID method popular in North America to the PEACE method popular in Europe. Often, when a law enforcement community decides to adopt a different procedure or when a judge deems a confession inadmissible on the basis of the interrogation technique used, scientific evidence is cited. However, this evidence comes almost exclusively from other domains despite the relevance of linguistic evidence that could be brought to bear. This presentation first presents a global picture of suspect questioning before turning to a number of problematic practices from a linguistic perspective including:

1. Effects of priming (lexical, syntactic, other). Example: an investigator (non-presuppositionally) mentions something not introduced by the suspect in questioning, such as a knife, which the suspect initially denies knowing anything about but when asked later, claims to have seen (Neely 1977, Pickering & Branigan 1998, etc., and subsequent).
2. Presuppositional effects on long-term memory. Example: a suspect was at a bookstore and not a pharmacy with her friend. An interviewer asks 'Which side of the car did your friend get out of when you were at the pharmacy?' Re-interviewed a week later, the suspect has a memory of being at the pharmacy rather than the cinema (Loftus 1975 and subsequent).
3. Disjunctive questions (in combination with a particular intonation). Example: a suspect says he did not steal anything. An interviewer follows up with 'Sure, not intentionally, did someone else threaten to hurt you if you didn't take it, or was it because you needed the money?'

Questioning methods such as REID that condone and even advocate these practices often defend themselves by saying that an innocent person can and will correct errors in (2)- and (3)-type questions, but we present evidence that this is true for fewer than 18% of cases across two languages in a bilingual population where being remunerated for the study was said to depend upon correct answers (and thus participants could be thought to be motivated to point out problematic questions).

Linguistic ideologies of intermediate zones: non-native speakers of English in the American judicial system

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In trying to understand a new sociolinguistics of diaspora, we must pay attention not only to the linguistic repertoire of diasporic subjects but also to the ways that surrounding communities interpret, legislate, and understand those repertoires. This paper will take a historical look at jurisprudence surrounding non-native speakers of English in the United States. We look beyond English-only legislation to specific court cases to ask the following questions: How has the supremacy of English been codified into law? What are the mechanisms in the courtroom through which English semantics and pragmatics are held to be dominant even when subjects before the court are evidenced not to speak or understand English? Does the type and extent of legislation vary with the proportion of speakers of a different language? With the type of language? This work aims to contribute to the changing legal thought around the proper administration of the Miranda warning to non-native speakers of English in the United States.

Expert opinion, expert comments, and public policy: 'Speak-English-Only rules in the workplace' in the US legal system

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In the United States, employers can legally require that English or some other language be spoken in the workplace, thereby proscribing the use of other languages, but only under specified conditions. Such "Speak-English-Only in the workplace" rules are permitted by the Civil Rights Act of 1964, as amended. Enforcement of this Act falls to the federal Equal Employment Opportunity Commission (EEOC). Not surprisingly, such rules have given rise to numerous legal cases, some of which have involved sociolinguists as expert witnesses. At the same time, the EEOC periodically issues compliance guidelines on its changing understanding of sections of the Civil Rights Act, and in the waning days of the Obama administration, it offered updated guidelines on issues relating to national origin discrimination, where discussions of these rules occurred. Although these guidelines do not have the force of law, many courts perceive a need to defer to them in their legal opinions (Robinson 2009).

This presentation focuses on the specific changes in the EEOC guidelines with regard to Speak-English-Only in the workplace rules between the previous set (2002) and the most recent version (2016). The changes reflect not only the law's evolving understanding of understanding of civil rights but also the influence of information from the testimony of expert witnesses in various cases. These changes include (a) an acknowledgement of the complexity of bi-and multilingualism in the US workplace, (b) far more explicit instruction for employers about how these rules should work, and (c) a far higher bar for employers who wish to argue that such rules constitute a "business necessity." Indeed, for the first time, such rules are referred to as "restrictive language policies," a significant shift in a society where freedom of expression is highly valued. My analysis is based on experience as expert witness in three such cases, two of which involved the EEOC as named plaintiff, and in submitting extensive comments to the EEOC during an open-comment period on these rules. Thus, the presentation seeks to demonstrate some of the ways that linguistically informed expert testimony can help shape legal proceedings and ultimately public policy.

Unraveling the language of sexual violence

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This study analyzes data from an in-depth case study that investigates the language used to describe and discuss sexual violence in war crime tribunals. The data come from trial transcripts (including witness testimonies) of six senior Serb officials convicted for war crimes and crimes against humanity committed in Kosovo in 1999, and appeal chambers decisions in these cases regarding culpability for sexual violence.

Despite the fact that sexual violence during war is as old as war itself, the criminalization of such violence as a violation of international criminal law is a relatively new development—such crimes were not prosecuted until the establishment of the International Criminal Tribunal for the Former Yugoslavia (ICTY) in 1993, and the International Criminal Tribunal for Rwanda (ICTR) in 1994. The ad hoc tribunals brought the legal issues of sexual violence to the forefront of international humanitarian law and expanded the role of women who were actively involved in the legal process as prosecutors, defense counsel, and judges. Since its inception, the ICTY has indicted 78 persons (48% of the 161 accused) for sexual violence, with 32 individuals convicted for crimes of sexual violence (four of these represent cases where defendants were also convicted for failing to prevent or punish perpetrators of the crimes as commanding officers). While impressive, it says nothing about the doctrine that has been developed regarding sexual violence claims.

Our analysis shows that court opinions undermine witness's experience through the use of overly formalistic language regarding sexual violence. For example, there are debates about the definition of terms associated with sexual violence such as consent, penetration, and even if rape has to include a body part. In addition, decisions of culpability often rested on the judges' interpretations of "command responsibility." We also note that there are linguistic differences between the way in which victims and witnesses testify about the events that occurred, as well as the way in which judges use the evidence from these testimonies to determine criminal liability.

Forensic authorship identification: Style, stylistics, stylometry and linguistics

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Forensic authorship identification has played an important role in serious crimes (homicide, rape, kidnapping) as well as civil actions (employee termination, insider threat). It is one of the oldest issues in forensic linguistics, due to its long history as an issue in literature (e.g. Shakespeare), history (e.g. the Federalist papers), theology (e.g. the Pauline Epistles) and other fields (economics). Further, long before modern linguistics was developed in the 1920s, evidence about language was being presented in American courts in a pre-linguistics way. This talk focuses on the historical developments in forensic authorship identification. Phase 1 is pre-linguistics, typically focusing on school grammar and surface features of language such as spelling errors. Phase 2 is prescriptive linguistics, typically focusing on style and surface features of language such as spelling, grammar and punctuation errors. Phase 3 is semi-linguistics, typically focusing on stylometry, using computer software to measure surface features of language such as vocabulary frequency and punctuation. Phase 4 is linguistics, typically focusing on abstract features of language from syntax, semantics and discourse structures. The difference between surface and abstract features in language in forensic authorship identification has strong ramifications for how forensic linguistics relates to linguistics as a whole. Forensic methods which focus on abstract features of language can easily be placed within psycholinguistics and thus exploit the cognitive realities of natural language processing as explanatory concepts for individual differences. On the other hand, forensic methods which focus on surface features of language are plagued with problems of salience, imitability, the inability to be embedded within core linguistics. Although proponents of surface feature methods insist that surface features are "sociolinguistic" variables, this very justification demonstrates that sociolinguistic variables -- which, by definition, are group level variables -- cannot serve as individuating features. Further, surface level features are typically never discovered in the way that sociolinguistic features are -- through experimentation and quantification. Forensic authorship identification thus plays an important role not only in the history of forensic linguistics but also in the future of linguistics as a forensic science.

Abstract ID: 349

Multilingual aphasia: systematic review of reported cases

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Patterns of language impairment in multilingual speakers with aphasia are notably diverse, that is a natural consequence of the fact that their language system is shaped by a complex interplay of multiple factors, such as, for instance, age of language acquisition, language dominance (what language was predominantly used before an aphasia onset), and linguistic distance. To clarify how these factors influence patterns of language impairments in multilingual aphasia, we conduct a systematic review of reported cases and subsequent meta-analysis. This work has been motivated by the need in a timely update on the increasing number of reported cases in the last five years as well as by preliminary results of our pilot review.

Each of 84 cases included in the pilot review was coded according to the three factors-predictors (age of language acquisition, language dominance, and linguistic distance) and one factor-outcome being a pattern of language impairment. The McNemar's test was used to investigate influence of the predictors on the outcome. To enhance methodological rigour of the main part of the study, we will follow PRISMA guidelines for a systematic review attempting to answer the same research question: How do the three above factors influence language impairment patterns in multilingual aphasia? To enhance statistical power of meta-analysis, at least 100 cases will be included.

Preliminary results are reported here. L2 had higher chances to be more impaired than L1, when it was not dominant or when it shared dominance with L1. When L2 was the only dominant language, L1 and L2 had equal chances to be more impaired and the pattern of equal impairment in both languages was the most frequent. If languages were linguistically distant, a pattern of equal impairment was the most frequent and L1 and L2 had equal chances to be more impaired. Contrary, when two languages were linguistically close, L2 suffered more often.

The preliminary findings allowed us to conclude that the three mentioned factors influence language impairment patterns in multilingual aphasia and, consequently, deserve further investigation in the main part of the systematic review with subsequent meta-analysis.

Repeated object naming as a window on learning in Spanish-English bilingual children with and without language impairment

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Learning is a change in behavior as a result of exposure and use. There are many hypotheses about why children with language impairment do not learn language at the same rate as others do (see e.g. Leonard, 2014), and it is difficult to determine at which points between exposure and production differences arise. Further complicating the issue, the benefit from each additional experience depends on prior experience with a particular word or grammatical structure, in that lower prior levels of experience with one are usually associated with bigger benefits (e.g. Gollan et al., 2008). Thus, potential differences in learning that are associated with language impairment may be obscured or amplified by differences in language experience. The current study deals with this in part by examining word production in each language separately, over multiple repetitions, for a large sample of bilingual children while controlling for age of first exposure to the languages and current daily exposure to each via participant selection and statistical methods.

As part of a larger project, 240 typically developing children and 60 with language impairment were tested in kindergarten, 2nd, or 4th grade on a blocked cyclic object-naming task (also known as the semantic blocking paradigm, Damian et al., 2001). Separate sets of objects were tested in English and Spanish. Within each language, objects from 4 semantic categories were named 6 times each in blocks composed of same or mixed categories. For example, a picture of a dog was repeatedly named in the context of other animals and also in the context of objects from other categories, such as clothing and food.

Children were identified with language impairment based on performing one standard deviation below the mean for a Spanish-English bilingual of the same age on vocabulary or grammatical tests in both languages. Analyses examine how cumulative experience with lexical items results in facilitation and interference for bilingual children with and without language impairment while taking into account differences within- and between-child in experience with each language.

Assessing the effects of Verb Network Strengthening Treatment (VNeST) by event-related potentials in multilingual aphasia

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Previous treatment studies of multilingual speakers with aphasia have shown that speech language therapy (SLT) can have positive effects on both L1 and L2(s) when assessed with offline measures. Language processing in persons with aphasia has also been assessed with online measures, for instance, by using EEG. However, only a few studies have looked at how different treatments affect language processing in the brain. To our knowledge there are no previous studies examining the effects of a specific SLT on online sentence processing by using ERPs in multilingual aphasia.

The present study aims to explore whether an SLT focusing on sentence production improves a) linguistic abilities, b) verbal and non-verbal cognitive abilities, and c) online sentence processing in multilingual aphasia. It is expected that the SLT will improve the oral sentence production, and that verbal cognition will improve as the linguistic skills improve. In addition, it is expected that the sentence processing will become more like processing in healthy individuals. It has been shown that ERP analysis can show changes in language processing even though no behavioral changes can be detected.

The participant, a bilingual person with aphasia (Tamil and Norwegian), sustained a left CVA 6 years prior to the study. The treatment VNeST (Verb Network Strengthening Treatment), focusing on verb production, is provided in an intensive manner (over 30 hours within 4-6 weeks), in the participant's latest acquired language, Norwegian.

The results of the study are reported on 1) language assessment (oral narratives and The Bilingual Aphasia Test (BAT), 2) verbal and non-verbal assessment of cognitive control, and 3) ERP analysis of sentence processing. Language assessment and ERP analysis will be performed in the participant's two languages; cognitive assessment will be performed in Norwegian. The ERP task includes orally presented full sentences, and four conditions: correct condition and three violation conditions (word category, agreement and combined violation). In addition, the participant will be assessed for language use, language proficiency, quality of life, mood, and type of aphasia.

Identifying precursors to early spelling abilities and difficulties in monolingual and multilingual learners of French.

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Children must master the oral language to learn its corresponding written code optimally (e.g. Ouelette & Sénéchal, 2008; Goubert & Colé, 2000). However, according to some studies, multilingual children who fully master their second oral language in school encounter more difficulties, particularly on reading and mathematical measures (Han, 2012).

The purpose of our study was to evaluate the impact of oral language background and other factors – such as language use at home and parental education – on spelling abilities in beginning writers of French. This study examined French oral language abilities in the first grade (Rvachew et al, 2017) and spelling knowledge at the end of second grade in 73 children, of which 30 were bilingual or multilingual. These children were schooled in the French public school system in a suburb of Montreal, Quebec. They exhibited a wide range of immigration and linguistic profiles. Based on previous research (Han, 2012; Skourtou, 2005) we expected to find differences between multilingual and French monolingual participants' spelling abilities. Furthermore, we expected to observe effects of maternal education on spelling abilities (Kolne et al, 2016).

Using parent questionnaires, we obtained information on parental education levels (mother and father), number of languages spoken at home, languages spoken by siblings, and exposure to French at home. Spelling abilities were tested with the BELO spelling evaluation (George & Pech-Georgel, 2006). Spelling errors were categorized as phonological, lexical or morphological. These data were then correlated with 1) Parental education level, 2) Exposure to French at home, 3) Number of languages spoken at home, and 4) Number of languages spoken by siblings.

Results show no correlations between spelling abilities and the above-mentioned measures (all ps > .13), indicating that basic spelling abilities can be learned equally by all children in immersive schooling contexts found in Quebec. We further analyzed spelling errors in all children and identified six children, all of which were monolingual French speakers, with above average difficulties in spelling. We will discuss these children's particular oral language profiles as evaluated in first grade, and highlight oral language predictors for spelling difficulties in second grade.

Assessment of narrative abilities of Russian-Cypriot Greek bilingual children

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The present study investigates narrative abilities in bilingual children with typical language development (TLD). Narrative skills are indicators of child language development and higher-level language skills (Liles, 1987; Applebee, 1978; Berman and Slobin, 1994). Story-telling and retelling abilities are good predictors of academic performance and literacy acquisition (Bishop and Edmundson, 1987; Crais and Lorch, 1994; Paul et al., 1996; Westby, 1991). Narratives are part of children's everyday communication (Preece, 1987; Reilly et al., 2004) and are an efficient tool for assessment and screening of children with TLD and those with Specific Language Impairment (SLI; Botting, 2002; Justice et al., 2009).

The participants (aged between: 4;8-8;4) were asked to retell the Renfrew Bus Story Test (Renfrew 1969 [1997]), both in Russian and in Greek; the recordings were transcribed and analyzed on a number of levels by measuring the semantic complexity (information); the number of subordinate clauses, mean length of utterances, the number of sentences and T-units. The Diagnostic Verbal IQ Test (DVIQ: Stavrakaki & Tsimpli, 2000), adapted to Cypriot Greek (Theodorou, 2013), was used to assess global language abilities for Greek, while the Russian Language Proficiency Test for Multilingual Children (Gagarina et al., 2010) was used to evaluate language skills in Russian. A detailed language history, based on Li et al. (2006) provided all the necessary socio-economic and background information about the children.

The results showed that bilingual children had a better performance in Cypriot Greek than in Russian for all measures: information, mean length of the five longest sentences (A5LS), subordinate clauses, MLU and number of sentences.

Comparing the production of the Russian-Cypriot bilinguals with Cypriot monolingual children and those with SLI (Theodorou et al., 2016) revealed that the bilingual group performed closer to the SLI group rather than TLD group. Bilingual children had weaker narrative abilities than TLD monolingual children in terms of all measures: information, mean length of the five longest sentences (A5LS), subordinate clauses, MLU, except of the number of T-units produced on the re-tell narrative. Age, schooling and language proficiency level affect narrative skills of bilingual children.

New directions in World Englishes research

Abstract ID: 692

Linguistic imperialism meets linguistic justice: Coming to terms with new English worlds

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Robert Phillipson's (1992) theory of linguistic imperialism claims that the use of English is inherently imperialistic, and has created injustices for speakers who have lost their mother tongues in a bid to switch to English. Linguistic justice, according to Phillipe van Parijs (2011), is defined as the condition in which the languages of linguistic groups are accorded official recognition, and that the speakers do not suffer from social, economic, and dignity inequality on the basis of their language. Contrary to Phillipson, Van Parijs, in his model of linguistic justice, proposes that having everyone speak English is in fact the way to redress linguistic injustices. How do we reconcile these two seemingly contradictory ideas? What can we learn from World Englishes in the understanding of linguistic imperialism and linguistic justice, and how can thinking about these ideas create opportunities and new methodologies for World Englishes as a field? This paper seeks to provide a view of from Singapore, based on sociolinguistic data elicited from over 400 Singaporeans, to show how language communities perceive and understand their rights to language, and the way they use English to create new worlds. This paper argues that new perspectives in World Englishes must now take into consideration new ecologies, new economies, and new realities.

The sociolinguistic profile of Ugandan English at grassroots Level: A comparison of Northern and Western Uganda

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Despite the general paucity of research into Ugandan English (UgE), the last few years have seen a relatively growing body of research into this hitherto little known variety of English (e.g. Fisher 2000, Ssempuuma 2012, Isingoma 2014), culminating in a volume edited by Meierkord et al. (2016). However, as is the case with most research into other L2 Englishes, research into UgE deals mainly with the acrolectal strand. This study is thus aimed at bringing to the limelight the use and users of UgE outside the acrolectal domain. The study delineates two categories of speakers, i.e. market vendors and bodaboda (motorcycle taxi) riders, who may volitionally, or sometimes despite themselves, have to speak English given the nature of their trade, which requires them to interact with customers who may not speak their L1 or an indigenous language of wider communication in their region. Using participatory observations, interviews and surveys, the study details the quotidian linguistic behaviour of the respondents, their attitudes towards the use of English, as well as the level of their verbal repertoires. Preliminary results point to differential tendencies, with Northern Uganda recording more inclination to use English than Western Uganda, concomitantly with more positive attitudes towards its use. Relatedly and not surprisingly, the preliminary results show that the more the inclination and positive attitudes, the richer the verbal repertoires. Divergent socio-cultural and linguistic settings seem to have a role in these variable tendencies.

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A Meta-methodological Examination of World Englishes Inquiry: Prospects and Possibilities

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As a worldwide language, English has without doubt reached unprecedented heights of global importance (Seidlhofer, 2011; Trudgill, 2002). With conversations across multiple country boundaries now not only inevitable (Appiah 2006), but, for many, a daily occurrence (MacKenzie 2011), there has been a push to rethink and rearticulate current approaches towards World Englishes (WE) research (De Costa & Crowther 2018; Kumaravadivelu 2015). Yet, this proposed reconceptualization, one promoting an increased focus on phenomena related to globalization such as super-diversity and translanguaging (Bolton 2018; Saraceni 2015), has remained focused primarily on the conceptual side, with little focus on the methodological approaches used to generate the data that inform and shape this reconceptualization. Put differently, while much of the WE literature illuminates our understanding of many of the themes that have defined such inquiry, little focus is placed on how these themes are investigated.

Relatedly, given the themes underlying WE (e.g. language attitudes and ideology, language policy and pedagogy, pragmatics, identity, culture and language), WE inquiry has relied primarily on corpora, qualitative-, and discourse-based research methods as such tools are ideal for the study of natural social life (Saldana 2011). In other words, methodological approaches have primarily included corpus analysis to uncover language norms (e.g., Matsumoto 2010; Yao & Collins 2012) and the use of ethnographic tools (e.g. Chew 2013; Cogo 2012), though data has also been collected through the use of survey- and questionnaire-based techniques (e.g., Timmins 2002; Wei & Su 2015), as well as through acoustic analysis (e.g., Roeder 2012). In light of a conspicuous meta-methodological gap in WE research, this paper provides an overview of how methodological tools have been incorporated into the WE research agenda, along with the themes they have been used to investigate. I consider the methodologies adopted in WE research by (1) examining one or two sample studies that illustrate how the method was utilized, and (2) illustrating how these methodologies can serve to inform future research.

Attending to multilingual practices and ideologies as a new direction for World Englishes research? The case of grassroots multilingualism and private trade migration

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This paper aims to contribute to the discussion of World Englishes by proposing to decenter studying the linguistic features of Englishes, and to center language practices and ideologies in which a variety of Englishes is often a part of the individual and group multilingual repertoire. I do so by demonstrating how World Englishes research may deliberately draw on, and intentionally contribute to, social theories by focusing on linguistic practices and ideologies associated with one form of mobility.

Since 2009, I have worked with African traders in China and Chinese traders in Africa, including "stationed traders" who comprise the core of their respective trade communities and some of whom have stayed in their host countries for ten to fifteen years. Many stationed (and transient) traders have expanded multilingual repertoires for work and life, with limited to no language instruction, or "grassroots multilingualism" which encompasses both linguistic practices and the associated ideologies (Han 2013, 2017). I have come to understand that grassroots multilingualism accompanies and constitutes a form and category of migration initiated by individuals or families that involves seeking new goods or new markets and is not well known in contemporary North America and is rarely recognized in the visa-permit-residency scheme in most countries around the world today.

Based on periodical ethnographic fieldwork in China and Namibia, this paper describes diverse practices, strategies, and processes of expanding multilingual repertoires among differentially positioned individuals in stratified trade communities in both contexts, and the associated discourses and ideologies of language and language learning. Uncovering its historical roots, I conceptualize private "trade migration" as an important form and process of migration that started in pre-historic time, persisted throughout history, expanded significantly in globalization, and yet continues to be marginalized in "the current capitalist world-system" (Wallerstein 2004). I argue that focusing on language/grassroots multilingualism as practices and ideologies helps to shine some light on the marginalization, and at times erasure, of trade migration in research and policy. I further argue that, by closely attending to linguistic practices and ideologies, World Englishes research can offer a unique opportunity to contribute to social theories.

"Broken English for broken people?": English use and Syrian refugees in Germany

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The vitality and variability of English in contemporary society is often studied from the perspective of the language use of the global elite, or else of the proletariat as they come into contact with institutions and structures developed and dominated by that elite. Recently, there has been a turn to studying grassroots uses of English either in the writing (Blommaert 2008), or the speech (Schneider 2016) of users whose educational exposure to the language has been limited. Regarding refugees, Maryns (2014) looked at the use of English in asylum interviews in Belgium. Her study highlighted the strength of the "English as an international language" ideology, which perhaps overestimates the role of English in the lives of the global non-elite.

This paper describes refugees' language use beyond educational and asylum interview settings. It presents the results of interviews carried out with refugees, as well as representatives of governmental, religious, and volunteer organisations engaged with refugees in the German state of North Rhine Westphalia.

The use of English varied according to context: in refugee camps, English use was rarely reported; in official interactions refugees reported bureaucrats' reluctance to engage with them in English, contrary to Maryns' (2014) earlier work. Conversely, English was important in interpersonal exchanges with Germans, and could even do identity work previously done by their first language. However, it was increasingly replaced by German as the refugees' competence in the host language improved, particularly among younger speakers, similar the situation Bolton and Meierkord (2013) reported for Sweden.

The findings problematise our understanding of the role of English as a lingua franca among immigrants in Europe, particularly in grassroots environments.

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"In Zanzibar we don't have much so we have to study." English and tourism in Zanzibar

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Historically, sociolinguistics was rather restricted in its ability to describe dynamism in language (Ebongue & Hurst 2017), which, due to increasingly mobile people, has become part of our modern globalized world. One central issue in this regard is tourism, whose importance has recently been acknowledged for the study of World Englishes (Schneider 2016, Buschfeld & Kautzsch 2017). In touristic contexts, English is often used at the "grassroots level" by hosts (e.g. guides, hotel staff) who did not receive formal English education (Schneider 2016).

This paper analyses English used in the tourism industry on Unguja island of Zanzibar. Officially part of the Republic of Tanzania, English is an official language taught as a subject in primary school and employed as the medium of instruction in secondary education. Thus, English should be widely used in public and acquired formally in school. Based on ethnographic data from interviews and observations conducted in 2017, the paper hence focuses on use and ways of acquisition of English.

The data show that while English is frequently used with tourists, language competence often does not extend beyond formulaic expressions like greetings. These formulae are usually mixed with (commodified) Swahili expressions in communication with tourists. Most participants feel that Zanzibari English is "broken", and hotel managers interviewed mention English skills to be one of the main difficulties in finding suitable staff. Modes of acquisition are highly diverse ranging from first contact with the language at home, over English lessons at school or as part of tourism degrees at university, to private tuition and media consumption. The participants report that private practice of English is essential though, as English lessons at school do not prepare them adequately for speaking fluently. Generally, English is seen as an important tool for employment, especially in tourism as the main source of income for many Zanzibaris, and as an asset that people put a lot of effort into gaining.

Altogether, the paper provides insights into as yet undescribed Zanzibari English in a context away from oft-studied academic circles. Thus, it contributes to bringing World Englishes research up to speed with contemporary sociolinguistics (Saraceni 2015).

Examining the lecturer's role in access, success and ideal language practices in South Africa's multilingual, higher education classrooms: towards an apposite methodology

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In multilingual South Africa, the role of language and language practices is continuously under scrutiny; especially in contested spaces, such as tertiary education institutions, where language policy is dynamic and perpetually challenged. The role of English within such a multilingual space, is central to many of these challenges. Jenkins (2014:2), states that "academic policies and practices need to be brought into line with, and better reflect the sociolinguistic reality of international university life". Following this line of thought, actualized, lived language use is seen as key to access – and success – in higher education, despite the role of English as the preferred language of teaching and learning. The question then arises: how do we optimise language practices in classrooms where English is often the only bridge between lecturer and student, to ensure accessibility and facilitate success?

This paper stands as partial exploration of the role of the lecturer in co-constructing an accessible learning and teaching environment, specifically as it pertains to notions of the 'optimal' use of language(s) within the, sometimes contested, classroom-as-multilingual-space. As a main point of focus, this paper explores the methodologies to be used in such a description of the sociolinguistic realities of lecturers in a multilingual classroom. A suitable methodology to explain and describe the complexities of these realities – amidst the expanding role of English in the classroom, versus the trend towards a multilingual teaching/learning direction – is thus investigated in terms of relevance and significance in the field of world Englishes.

The proposed methodology is the collating of a lecturer profile comprising of 1) language ideology interviews, 2) language repertoire questionnaires, 3) social networks synopses, and 4) language portraits. The combination of these instruments is expected to shed light on the complex sociolinguistic realities of South African lecturers and should further compliment the broader study in which this paper is grounded. This broader study investigates the intersectional role of English (and other languages) in the classroom ecology, the sociolinguistic vectors impacting on both societal and individual levels, and transpiring dominant language ideologies.

The variable use of modal auxiliaries in World Englishes: sociohistorical, cultural, and typological dividing lines

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This paper focuses on some variable uses of modal auxiliaries in World Englishes. We will delimit our study to what Smith (2003: 242) has termed markers of 'strong necessity' (*must, have to, (have) got to, need and need to*) as opposed to those of 'weak necessity' (*should, ought to, be supposed to*, etc.). The uses of all these have been undergoing major changes in the past half-century or so, one of the most salient being the declining frequency of use of the 'central' modal *must*. Mair (2006: 100) notes that in British English, for example, *must* as a marker of necessity has in recent decades been losing ground to other markers, especially the semi-modals *have to* and *have got to* (see also Leech et al. 2006). However, this tendency is not necessarily shared by all World Englishes (see e.g. Bao 2010 on Singapore English; Collins and Yao 2013 on 'Inner Circle' vs. 'Outer Circle' varieties). Other differences also exist that cannot be explained without examining the possible role of sociohistorical, cultural, and typological factors behind the variable uses. The database used for this study consists of the private dialogue components of the following ICE corpora: Hong Kong, India, Ireland, Philippine, and Singapore. The superstrate varieties, British and American English, will be used as further points of comparison; data for these varieties come from ICE Great Britain and the Santa Barbara Corpus of Spoken American English. The results suggest that there are significantly divergent patterns in the expression of strong obligation and epistemic necessity between the studied varieties. In some cases, typological classifications of varieties provide an explanation for the divergent uses. Mostly, however, one has to look to other factors, such as the sociohistorical specifics of each variety, including differences in their evolutionary stage, the possible role of substrate languages, geographical distance or proximity to other varieties, and culture differences. On the whole, the variable usages of modal auxiliaries in World Englishes testify to a certain level of independent development of these varieties even in such a central area of their grammars.

A snowball survey of English in Korean universities

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This presentation will discuss a case study of how a snowball sampling methodology was successfully implemented in an investigation of the sociolinguistics of EMI education in Seoul, Korea. One particularly interesting aspect of the current approach was the adoption of a methodology utilizing social media, such as Facebook and KakaoTalk, and enrolling students to participate in answering a lengthy questionnaire concerning their experiences in dealing with English-medium education. A second key aspect is related to the research findings, which arguably provide some of the most accurate empirical data on the use of English in Korean higher education hitherto collected. This presentation details how using technology and social networks can lead to the collection of rich research data when researchers are physically away from the actual site of data collection. In addition, many of these findings challenge a number of established discourses on English in South Korea in innovative and interesting ways, and further raise a number of key questions in relation to the sociolinguistics of English in this iconic East Asian Expanding Circle context.

Reflecting on methods to investigate the role of English(es) in the repertoire of multilingual South Africans

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Sociolinguistics as a discipline is increasingly concerned with the language repertoires of multilingual people. It is widely accepted that varieties of English play a role in many multilingual repertoires. The inclusion of English(es) in the repertoires of multilingual people are viewed negatively by some scholars, describing English as a "killer language". Other scholars find that English co-exists as one of many languages in the stable multilingual repertoires of people.

The nature of the multilingual repertoires of people are investigated with two broad methods: indirect and direct. The most widely used indirect method is the use of a language repertoire survey. Other indirect methods include interviews about language use and language portraits. More direct methods to study the nature of multilingual repertoires include investigations into the use of English and other languages in the social networks of people via audio-recordings of natural speech.

In some studies, the use of different methods resulted in contradictory evidence. For example, in a study of the language attitudes of participants towards the intergenerational transfer of Congolese migrant languages like Tshiluba and Kikongo in South Africa, Dekoke (2017) found that parents indicate a desire to transfer these languages to their children in survey data. However, during interviews, the same parents and their children lament the lack of transfer of these languages. Different methods (in this case a survey and an interview) resulted in contradicting data sets.

The aim of this paper is to use all the methods discussed above to investigate the multilingual language repertoires of a small group of South African participants to determine: (a) what the strengths of the different methodologies are in relation to descriptions of multilingual language repertoires; and (b) how these methodologies should potentially be used to complement one another to produce valid and reliable understandings of the nature of the multilingual repertoires of people. Ultimately, the paper aims to provide a deeper understanding of the potentially conflicting roles that English(es) plays in the multilingual repertoires of the participants.

Family language policy: Deliberate decisions by parents to educate their children via Afrikaans despite access to English in the family

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The incredible spread of English in the world today is widely acknowledged. In most cases English is added to the language repertoires of people speaking a large number of home languages. In some contexts, there is expressed fear that the acquisition of English threatens the future existence of the, often minority, home language. An aspect which adds more reason for concern is the fact that "English is the medium of instruction at more than 80 percent of South African schools" (Kamwangamalu 2003:68).

In the post-1994 South Africa, Raidt (1997) already indicated a decline in the stability of Afrikaans in its higher status functions. This decline is even more visible today, as Afrikaans has formally been removed as the language medium of instruction from a number of tertiary institutions (Webb, 2010). Despite these concerns, there are parents who are making the conscious decision in their families to educate their children in Afrikaans exclusively.

In the Vaal Triangle region, there is evidence that some families, where at least one of the partners is English, opt to send their children to Afrikaans-medium schools. This observation seems to be against the global and national reports, where English is increasingly viewed and implemented as the main language of education.

An explanatory mixed methods approach is followed for the collection of data. This entails a combination of data sets that are quantitative (questionnaires), as well as qualitative (interviews and field notes) in nature. This methodological approach is essential in order to assist in the aim of this paper, which is to provide insight into this sociolinguistic phenomenon. In addition, the paper aims to shed light on the emergence of a possible trend, within the multilingual context of South Africa, with regard to how and why parents who have access to English in the home, opt for Afrikaans as the language of teaching and learning for their children. Finally, this provides possible additional information, in the field of world Englishes research and sociolinguistic realities, regarding the upward trend towards the maintenance of Afrikaans and/or stable bilingualism (Afrikaans and English) in a linguistically diverse South Africa.

New Perspectives on the Pragmatics of Namibian English. From Quantitative to Qualitative Analysis

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Variational pragmatics, i.e. the study of pragmatic differences between regional or social varieties of a language, has only recently been introduced to and fruitfully combined with World Englishes research (see e.g. Schneider & Schröder (ms.), Schröder & Schneider 2017, Schneider & Schröder 2015). So far, however, this research has concentrated on the comparison of some pragmatic phenomena, such as 'Responses to Thanks' or 'Requests', in Namibian English (NamE) to the ones in some L1-varieties, exclusively on the basis of the same mixed-task multi-focus questionnaire. Although this research warranted immediate comparability and led to the discovery of seemingly specifically Namibian usages, in particular with regard to 'Responses to Thanks', the problems of this type of data collection and the limitations concerning its validity have frequently been voiced (cf. Ogiermann, in press, for an overview and discussion).

The present paper therefore combines the results of a quantitative questionnaire study on the pragmatics of NamE with the qualitative analysis of video-taped role plays and meta-pragmatic focus group discussions and thus, via triangulation, reassesses earlier findings on Namibia-specific 'Responses to Thanks'. Furthermore, we include new findings on the organization of 'Small Talk' in this under-researched variety of English. This will allow us to discuss these pragmatic phenomena in NamE from different individuals', but also from larger group, perspectives.

With this, we will not only increase the knowledge on the (structural) features of NamE (see Buschfeld & Kautzsch 2014, Kautzsch & Schröder 2016 for first approaches), but will also, more generally, contribute to theoretical discussions by further integrating variational pragmatics into the study of World Englishes and by introducing qualitative data from meta-discursive discussions to pragmatic research. This will enhance the understanding of the sociolinguistic complexity and the negotiation of pragmatic strategies in the multilingual ecology of Namibia and possibly beyond.

Language mixing in the social networks of students in Singapore

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Within the field of world Englishes, research on the multilingual language practices of individuals and the social factors influencing their linguistic behaviour have hitherto been few and far between. This presentation discusses the dynamics of language alternation (or language mixing) in the Singapore context, and how such practices are linked to issues of the social identity of speakers in their social networks. The approach for this current study extends Milroy's (1980) framework for research on social networks, and focuses on the 'vernacular' use of language in Singapore. The data comprises transcriptions of naturalistic conversations between Chinese, Malay and Indian students and which constitute a corpus of some 70,000 words. This presentation considers various aspects of the multilingual language use of Singapore students, and reports on the social functions of language alternation and mixing in the lives of these students. Although the research presented in this talk focuses on Singapore, the research methods, data analysis and findings are of particular relevance to other multilingual contexts, such as South Africa, where the multilingualism of university students is comparable to those in Singapore.

Facets of intercultural communication employed in the conversations of local Arab traders in Bahrain

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This presentation examines intercultural communicative strategies noticeable in the conversations of uneducated Arab traders and other nationals. A brief background of the study will highlight the socio-linguistic position of English across the world and specifically, in Bahrain. It reviews the literature and empirical studies from various scholars on intercultural communication. It will also highlight theoretical issues dealing with individuals without formal education of English. The research design for this paper will adopt both the qualitative and quantitative methods in collecting and analyzing the data in order to address issues such as, 'what intercultural communication strategies do local Arabs employ in their conversations with other nationals and how do they achieve desired communication goals with other nationals?' The results of this presentation will demonstrate whether English in any form (either spoken or written), as well as what other languages, is vital in their communication. It is expected that findings from the study will be useful in shedding light on how the use of English among individuals who do not belong to the 'educated elite' typically acquire English outside formal instruction in this community. It will provide further suggestions for future investigations on uneducated speakers of English.

'My muthi is your answer' – A cognitive sociolinguistic analysis of healers, herbalists, sangomas and (witch)doctors in Black South African English classifieds

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The cognitive sociolinguistic approach has recently produced insights into the cultural cognition of speech communities of Englishes around the world, such as West African English (e.g., Wolf 2001; Polzenhagen 2007), Aboriginal English (e.g., Sharifian 2015), Hong Kong English (e.g., Wolf and Chan 2016), Irish English (Peters 2017 fc.) and Indian English (Polzenhagen and Frey 2017 fc.). Here, 'cultural cognition' means "patterns of distributed knowledge across the cultural group […] [that] embody group-level cognitive systems such as worldviews" (Sharifian 2011: 5). These systems contain a variety of culture-specific conceptualisations that are encoded in linguistic forms on all structural levels of language, i.e., the lexico-semantic, the morpho-syntactic, the phonological, and the pragmatic level, of a given variety.

The present paper embarks on the study of culture-specific conceptualisations in Black South African English. Based on a corpus of unedited classifieds published in the South African Daily Sun, the paper carries out a collocational and conceptual analysis of HEALERS, HERBALISTS, SANGOMAS, and (WITCH)DOCTORS with a view to both traditional cognitive conceptualisation patterns and conceptual elements imported from Western and Eastern Africa in more recent times. The usage-based sociolinguistic analysis will be accomplished by anthropological and socio-historical accounts on traditional healers as well as by qualitative data from interviews conducted during a pilot study at the North-West University in 2016.

The paper will illustrate how the analysis of classifieds can yield linguistic proof for a common cultural cognition of speakers of Black South African English, exhibiting shared cultural categories and schemas as well as conceptual metaphors and metonymies with regard to the conceptualisation of traditional (South) African healers. The paper will contribute a case in point for the cognitive sociolinguistic and corpus linguistic methodological approach to World Englishes.

Access to education and interaction in English and the Englishes of the disadvantaged - examples from Uganda and South Africa

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Both South Africa and Uganda are countries in which English is used as a second language by large parts of the population. Whilst in South Africa, the advent of English coincided with the arrival of a substantial groups of British settlers, this was not the case in Uganda. As a former British protectorate, settlers were scarce and English was learnt largely through formal education, so that the sociolinguistic history of English in the two countries has differed considerably (cf. the papers in de Klerk 1996, Mesthrie 2002 and Meierkord et al. 2016).

In both nations, formal acquisition of English has often been tied to socio-economic status, which determines access to quality education. In Uganda, low socio-economic status typically results in a lack of funds for school fees and restricts access to secondary education. In South Africa, access to English-medium education was also restricted due to Apartheid policies. However, both in Uganda and South Africa, there a individuals who regularly communicate in English despite not having had a chance to complete secondary education. They rely on the amount of English acquired in primary school or through interaction with other speakers of English.

This paper presents qualitative analyses of spoken language productions by informal traders in the Cape Town and Kampala regions, whose businesses involve the use of English, often with speakers for whom English is not the first language either, and without prescriptive influence. It discusses how formal and informal acquisition shape speakers' use of linguistic structures and interactional strategies.

Pilot analyses indicate that, at the grassroots level, productions are highly heterogeneous. They contain a mix of features that have in the past been identified as characteristic of learner language, involving simplification, regularisation but also instability of their interlanguage system, and others that seem to more resemble the processes associated with pidginisation.

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Mixed method methodology and the language repertoire: Exploring the importance and value of English in South Africa

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South Africa is known for its complex multilingual setting, where linguistic accommodation takes place in several different languages and domains. White Afrikaans-speaking South Africans are often described as fully bilingual users of Afrikaans and English, whereas white English mother tongue South Africans are predominantly monolingual, with partial Afrikaans competence. With the spread of English into urban and rural areas in South Africa amongst white and black South Africans, it is important to determine the role and value of English. There is a possibility that English is only used instrumentally as a business language, but there might be an increased notion of using English for integrative purposes.

In order to reveal the where, when and with whom English is used in certain domains, methodology plays a very important role. By means of a language questionnaire, language portrait, life history timeline, interview and field notes, the motivation to use English in a specific domain to achieve a specific purpose can be explored. These methods can determine the language repertoire of language users, where the language portrait and interview will reveal how language users feel and value the languages that they know. Furthermore, migration or mobility patterns of language users can disclose whether language learning took place in formal or informal settings, the level of language competence, as well as possible truncation or fossilisation of the language repertoire. Following a mixed method approach as well as quantifying certain data sets, a richer and more focused insight into the language repertoire, with the focus on English, can be explored.

Investigating the status of English in South Africa by means of these above mentioned methods can contribute to language planning and the value of English language acquisition in South Africa.

The revival of the lexicon: on the crossroads of lexicology, lexicography and terminology

The lexicon as a process. Corpus linguistic evidence for the concept of a dynamic lexicon

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Even though it is a commonplace that the lexicon changes over time, most theoretical conceptions of the lexicon – shaped by the function of the lexicon in linguistic theories or influenced by lexicography – are rather static in nature. The availability of ever larger corpora nowadays allows insights into variance and changes within the lexicon that call for a conception of the lexicon that is characterized by its synchronic dynamics.

At the heart of such a theory lie Zipfian distributions of lexical items, according to which the vast majority of lexical items occur only very rarely. Their infrequency is also an indicator of productive processes and change in the lexicon. Productivity in turn is connected to the role of semi-abstract lexical patterns in extending the lexicon. This will be illustrated by the following phenomena:

i. So-called "fixed expressions" like idioms or proverbs turn out to be a lot less fixed when investigated on the basis of large corpora. Not only can a high degree of variance be observed, it can also be shown how and at what speed new idioms and proverbs are modified by language users.

ii. Different ways of measuring the productivity of derivational morphemes have been suggested. Extending these concepts to morphological composition, the productivity of simplex words and specific semantic patterns of word-formation can be described.

iii. An empirically adequate approach to argument structure cannot be based on lexical subcategorization information alone but will have to take argument structure patterns into account. These patterns attract verbs to different degrees in accordance with general quantitative patterns of distribution in the lexicon.

iv. The talk will conclude by sketching the outline of a dynamic theory of the lexicon and its essential concepts.

Reconsidering the lexicographic venue of specialized terms with specific reference to the African languages

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This presentation reflects on the current and future venue of specialized terms with a focus on the African languages. Traditionally, especially in a paper-based dictionary environment, specialized terms were regarded as being part of a specialized lexicon, which should therefore be housed in specialized dictionaries. For the African language lexicographic community, compilation of specialized dictionaries seemed like a luxury, since many of these languages were (and still are) battling to compile general dictionaries of a high lexicographic standard. However, not being oblivious to the need of language users to also have access to specialized terminology, publishers in collaboration with lexicographers started including specialized terms in LGP dictionaries.

In this presentation, an evaluation of the lexicographic merit of this practice will be done, investigating specifically the selection of specialized terms to be included, as well as the lexicographic treatment of such lemmas. With the advent of e-lexicography, new possibilities of presenting users with information on different levels of terminological specialization have become available. Using a single database containing specialized terms defined on varying levels of specialization and complexity, linked to the possibility of the user to select both his level of encyclopaedic knowledge and language competence during the look-up process has become a reality. In order to also benefit from these new developments, an inventory of currently available resources and an analysis of still to be developed resources for the African languages will be done in the presentation.

Digital language resources supporting standardisation of a lexicon

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A lexical unit may be regarded as bundle of different types of properties which include, inter alia, phonological as well as graphematic properties (Klein 2015). This presentation will discuss the latter set of properties paying attention to the need for standardisation in the spelling of lexical items and the implications thereof, focusing on the status of official African languages of South Africa.

Language contact inevitably leads to the adoption of new terminologies in a particular language with potential concomitant adjustment of a term to match the phonological structure of the language. This is a very common phenomenon within the languages of Southern Africa including cross border languages. Despite the presence of high level official organisations tasked to provide language specific guidelines for the spelling of especially new terms, these languages exhibit an increasing variety of spelling for the same lexical item. This situation in turn, impacts on a number of domains spreading from cognitive development involving literacy programs, covering printed media and educational materials, to language technology applications such as spelling checkers, automatic speech recognition – as well as text-to-speech systems. Examples will be presented to demonstrate this situation.

The availability of digital language resources as well as dedicated software provide an excellent base from which to address issues of standardisation which obviously is highly necessary in this case. This contribution will also introduce the scope and functions of a newly established long term research infrastructure, the South African Centre for Digital Language Resources (SADiLaR) with its intended role in the African context. Given the nature of a workshop of this kind it is expected that specific needs and challenges will be enunciated and that concrete suggestions will follow regarding strategies that could be implemented by SADiLaR to support standardisation processes.

Methodological triangulation in distributional lexical semantics

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Recent developments in lexical semantics include the emergence of two new methodological approaches, which are both situated in a distributional framework. One type consists of the various forms of a so-called behavioural profile approach, which tries to establish the meanings of and the semantic relations between a limited number of expressions and constructions by contextually tagging the corpus observations of those expressions and constructions and subsequently performing a statistical analysis on the tagged contexts. This approach, which is very much entrenched within cognitive linguistics, emerged more or less simultaneously in the year 2000 in the doctoral dissertations of Stefan Gries on the one hand and Stefan Grondelaers on the other. The other type of distributional semantics is constituted by the semantic vector space approach, which calculates the semantic distance between expressions on the basis of a matrix containing the elements with which the expressions in question co-occur in large corpora. Vector algebraic calculations then support the identification of synonyms and near-synonyms; in addition, applying the method at the level of corpus tokens rather than types is an inroad to the analysis of polysemy. This second group of distributionalist approaches has a background in computational rather than theoretical linguistics.

As the relationship between these distributional approaches has not yet been thoroughly investigated, this presentation will take two steps towards a better understanding of the methods. First, it will be argued that both approaches are to be seen as explicit and statistically supported variants of a third one, viz. the time-honoured intuitive and manual lexicographical method. Second, the results will be presented of a number of case studies systematically comparing the three (manual, behavioural, vectorial) methods.

The narrow line between lexicology and terminology: the case of the legal dictionaries

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On the theoretical side, the relationship between terminology and lexicology is undergoing a fundamental change. Formerly, the links between terminology and contemporary linguistics were very much restricted, in the sense that terminological studies was considered a rather peripheral area of linguistics. Lexicology and lexical semantics on the other hand evolved along the new insights of cognitive linguistics: prototype theory, conceptual metaphor theory, frame semantics, etc. This growing theoretical interest in the lexicon however, also created opportunities for terminography to narrow the gap with theoretical linguistics. Polysemy and metaphoricity, for instance, hardly have place in the standard conception of terminology, while they are considered pervasive in a contemporary view of the lexicon: so how do they fit into the terminological framework? Similarly, a Wüsterian approach assumes that specialised language more or less constitutes a realm of its own as a "technical" language, clearly separated from ordinary language, while contemporary cognitive-functional approaches to lexicology views would rather emphasise the continuity between general and specialised vocabularies.

In this paper, I want to focus on the specific nature of legal language, and the challenges to describe legal concepts. Do we use a terminological approach or a lexicological approach? Is there a real legal terminology or does the legal domain comprise a fuzzy set of concepts that have ample semantic variation and that relate very closely to general language? I will use several examples of legal dictionaries to argue in favour of a specific approach to legal language.

The role of metaphors for lexical change in pidgin and non-pidgin languages

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It is a well-known fact that metaphors play an important role in lexical change. In this presentation, we will, firstly, show how metaphors can be distinguished within a lexical-semantic theory from other rhetorical devices like personification and metonymy, which lexical categories they involve, whether there are syntactic or semantic constraints for metaphorical shifts and how metaphors can be analysed using semantic networks. Secondly, we will demonstrate the importance of metaphors for vocabulary growth, for the extension of lexical meaning, and for the emergence of polysemy; with regard to this point we will discuss how different strategies in metaphor formation are exhibited in pidgin languages like Tok Pisin on the one hand and non-pidgin languages like English and German on the other.

Is Holland getting smarter? Former specialist terms and the general Dutch vocabulary

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In principle, general Dutch dictionaries describe the general Dutch vocabulary. For technical or specialist vocabularies, specific to and more or less exclusively used within a certain field or discipline, we must refer to technical or specialist dictionaries. Although it is generally easy to establish which words belong to the general vocabulary and which to a specialist vocabulary, there is a grey area of words that are "in transit", usually from the specialist to the general sphere.

One field where this phenomenon is particularly notable, is the world of medicine. For example, there was a time when in everyday usage the Dutch would only speak of *aderverkalking*, *hersenvliesontsteking* and *suikerziekte*, while nowadays the terms 'arteriosclerose', 'meningitis' and 'diabetes' are heard more and more frequently as well. These and many other originally medical terms seem to have become part of the general vocabulary. Does this mean Holland is getting smarter, as the advertisements of the Leidse Onderwijsinstellingen (LOI; a well-known learning centre in Leiden) suggest?

Whether Holland is getting smarter or not, when words from the specialist sphere end up in the general vocabulary, they also fall within the scope of the general dictionary. In this presentation, I will discuss how general dictionaries of Dutch deal with these new arrivals and present some new proposals on the subject.

Intuition-based to corpus-based lexicons

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This presentation reflects on the revival of the lexicon from a lexicographic perspective for the creation of lemmalists for paper dictionaries. Lexicography experienced the transition of the lexicon from an introspective compilation to a corpus-based compilation and this will be regarded as a revival of the lexicon.

Due to limitations on the size of a lemmalist as a result of economic constraints, i.e. the number of lemmas/pages allowed by the publisher, the lexicographer, especially in learners' dictionaries, strives to compile a lemmalist which maximally covers the language. In the compilation of such restricted or sub-lemmalists word frequency counts from a corpus play a crucial role as a collection of a specific number of top frequency words will naturally cover a larger percentage of running words in a text than the same number of low frequency words. The interplay between frequency counts and corpus coverage will be exploited for English versus the Sotho languages. It will be shown that the same percentage of coverage can be achieved with a smaller lexicon for Sotho languages than for English.

The coverage of lemmalists compiled through introspection will be evaluated in terms of the "miraculous consistency ratio" (De Schryver & Prinsloo 2000).

Compilation of corpus-based lemmalists for narrowly defined target users will be discussed in terms of De Schryver and Prinsloo (2003) through comparisons between dedicated and general corpora.

Finally, the degree of stability in top frequencies in different corpora will be discussed in terms of Prinsloo and De Schryver (2001).

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Online dictionary content from the lexicographer's and user's perspective

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None of digitalized Slovak dictionaries (descriptive as well as prescriptive ones) that are available on the web page of Ľ. Štúr Institute of Linguistics, sufficiently reflects the most frequent requirements of the users. The everyday linguistic problems of the users are being managed by the non-dictionary "referential genre", namely by the telephone and Internet Advisory Service of the Institute of Linguistics, and we will try show why.

The main aim of the presentation is to indicate how four different types of expertise (language-related advisory service, concept of norms and system's potential, theoretical morphology and corpus lexicography) determine the design of the Slovak digital-born Orthographic-Grammatical Dictionary which is at present being created. For Slovak as a highly inflective language it would be ideal if with each inflected headword the whole paradigm could be stated (displayed by optional setting). The first version of the Dictionary will display just the grammatical default: the forms important for identifying the declension or the conjugation class of each word and the selection of other forms, this being motivated by findings from the Language-Related Advisory Service with regard to the fact that when forming them, the user experiences considerable uncertainty. The data from the Advisory Service indicate that – in addition to the main content of the Dictionary, i.e. the orthography and grammar – there could also be included information about the meaning of new words, which most often concerns specialized terms occurring in the media. Part of the linguistic culture of the users of Slovak is represented by normative codification. That is why, we also want to include in the Dictionary a set of usage labels (in reference to the sphere of communication or the context, to emotional-evaluative relationship, time, territory, etc.), including special normative labels (substandard, incorrect).

Converting the "English-Xhosa Dictionary for Nurses" to linguistic Linked Data

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The *English-Xhosa Dictionary for Nurses* (EXDFN) is a lexicographic resource written by Neil MacVicar, and published in 1932 by Lovedale Press. EXDFN is a unidirectional dictionary consisting of 1748 lexical entries restricted to the medical field; English is the source language for the lemmas and isiXhosa is the target language for the translation equivalents, interspersed with English definitions and annotations (Gouws & Prinsloo, 2005). The target language items consist of the following types: (i) full equivalence; (ii) partial or zero equivalence, with a definition provided to bridge lexical gaps; (iii) annotation; or (iv) combination of the types (ii) and (iii) (Gouws & Prinsloo 2005).

Linked Data is structured data published on the Web, and interlinked using Uniform Resource Identifiers (URIs) as names for things (Berners-Lee 2006; Wood, Zaidman & Ruth 2014). Structured data is published according to the following Linked Data principles: URIs should be available using Hypertext Transfer Protocol; when a person browses to the URI, useful information should be served; and links to other URIs should be provided, so as to aid discovery of additional information by person or machine (Berners-Lee 2006). Electronic language resources can be converted to Linked Data; enabling resources to be explicitly linked using URIs, standardising the way data is exposed, and allowing for the integration of other multilingual linguistic resources, thus creating relationships in the data (Gracia 2017).

This poster will give a description of the process, briefly described here as digitising the printed dictionary so that it is in a machine-readable form; identifying vocabularies to be used to identify resources, assert provenance, and enable interoperability between the lexical entries and Natural Language Processing tools; modelling the lexical entries, with English as the source language and isiXhosa as the target language, according to the Ontolex-Lemon specification as defined by the W3C Ontology Lexicon Community Group; and finally, publishing the lexical entries as structured data, according to Linked Data principles. Modelling the lexical entries to allow for the extensibility of the translation equivalents to other South African languages, including the Khoisan languages and South African Sign Language, will be covered as well.

Abstract ID: 124

An SS ANOVA study of high tone lowering in Tsua

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This paper examines the acoustic phonetic properties of consonant-tone interaction in the Khoisan language Tsua, using speech production data from original field research in Botswana (Mathes & Chebanne 2014). Tsua exhibits tonal depression in which a root-initial High tone's Fundamental Frequency (F0) is lowered significantly following voiced obstruents, aspirated obstruents or the glottal fricative /h/, resulting in a typologically rare pattern. Given the rarity of such a pattern, an understudied aspect of consonant-tone interaction is quantifying the F0 lowering effect by tone depressor type.

To tease apart the effects by depressor type, F0 curves are evaluated using Smoothing Spline Analysis of Variance (SS ANOVA), a domain-general statistical tool for the rigorous comparison of curves along multiple reference points (Gu 2002, 2013). SS ANOVA has been used in phonetics research to compare tongue shapes in ultrasound images (Davidson 2006) and for vowel formant contour analysis (Baker 2006; DeDecker and Nycz 2006; Simonet et al. 2008). SS ANOVA is adopted here as a novel technique for understanding consonant-tone interaction in Tsua.

The results indicate that the F0 shapes are not significantly different when a root-initial High tone is produced following a root-initial aspirated obstruent or a root-initial voiced obstruent and when it precedes a Mid tone. The F0 shapes are quite similar when a root-initial depressed High tone is produced following aspirated obstruents as opposed to voiced obstruents and when it precedes a Low tone. The F0 shapes are similar when a depressed High tone precedes a Mid versus Low tone regardless of depressor type. There is no evidence to suggest that Mid tones undergo lowering in Tsua.

It is unclear whether a tone depression rule is present in Tsua's phonology or if the pattern is a remnant of Tsua's phonology from long ago. As a first step towards determining whether a rule is synchronically active, a two-part tone Wug Test is discussed as part of a future experiment. The findings reported in this paper expand our knowledge of tonal phonetics by showing what is possible in a typologically rare tone system and highlight the importance of statistical methods in phonetic fieldwork.

Tone and vowel duration interaction in Civili: A phonetic and phonological analysis

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The tonal system of Civili, a Bantu language in central Africa, has been the subject of various studies. A group of previous studies claimed that there are only two "tonemes" in Civili, i.e. High and Low. Other studies have recorded four tones including the contour ones, i.e. Falling and Rising tones. However, most of these studies hardly showed sufficient evidence to support their respective claims, except for tonal minimal pairs and theoretical assumptions. It is also true that the lack of an accurate method to identify tones might lead to imperfect findings. In addition, an examination of data contained in these previous studies shows that the two so-called contour tones are scarce in the studied language. It is also observed that the tone bearing unit for these two tones is always a phonetically-heard long vowel. This leads to the question of any correlation between these two modulated tones and vowel length in Civili.

In view of testing such a hypothesis, acoustic measurements were made of pitch levels and vowel duration. The results were then analyzed within the framework of phonetics-phonology integration approach in order to determine the interaction between tones and vowel duration. Findings lead to a better tone inventory of the language.

The phonemic status of dental and postalveolar clicks in Southern Ndebele in light of quantitative phonetic analysis

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Earlier descriptions of Southern Ndebele (isiNdebele) treat the consonantal system as having two or three places of articulation of clicks (Potgieter 1950, Skhosana 2009), three being the norm in Nguni languages. However, a closer inspection reveals that, at least in modern usage, the place of articulation is rather variable. Only one phonemic click can be clearly established in informal speech, usually realized as dental. In careful speech, some speakers distinguish dental and postalveolar clicks – the lateral click is highly marginal, and not produced at all by the majority of speakers.

In our previous research (Schulz et al. forthcoming), we have found a possible correlation between level of education and consistent distinction of the place of articulation: more highly educated speakers tend to distinguish between the dental and postalveolar in formal speech, generally along the lines of the standard orthography. The current paper expands upon this work by a quantitative analysis of burst spectra, based on data recorded in the field in South Africa. This analysis will follow similar lines to Fulop et al. (2003), additionally controlling for speakers' social and geographic variables. The focus is not on acoustic description, but on analyzing and interpreting the clustering of inter-speaker acoustic variation. We expect this method to more objectively verify the sociolinguistic correlations, as well as provide insight into the frequency of a phonemic distinction between places of articulation in click consonants in Southern Ndebele as opposed to allophonic variation.

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Ternary spread in Bemba is exceptionless: Evidence from an acoustic study

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In ternary H-tone spread in Bemba (Bickmore & Kula 2013) there are clear cases of spreading across three moras, see (1) (H-tone indicated by an acute accent; the first H-tone from the left edge starts the ternary domain).

(1)	a.	*bá-ká-pát-à kó*	'they will hate a bit'
	b.	*tù-léé-lóòndòl-à kó*	'we are introducing'
	c.	*bá-ká-shîîk-à kó*	'they will bury'
	d.	*tù-kà-léét-él-àn-à kó*	'we will bring for each other'

In other cases, H-tone seems to unexpectedly spread across four moras, see (2).

(2)	a.	*tù-kà-bá-lóóndólòl-à kó*	'we will introduce them a bit'
	b.	*tù-kà-bélééng-él-àn-à kó*	'we will read for each other'

While Bickmore & Kula (2013) account for this diverse data with two successive spreading rules, the first having the mora as its domain, the second the syllable, Breteler & Kager (2017) treat the data as evidence for the existence of two layered feet. Crucially, both assume that pre-NC vowels are long, i.e. bimoraic, and able to carry contrastive tone on the second mora, cf. (1b) and (2a-b).

In the present account, we propose that pre-NC vowels are monomoraic (similar to Hyman 1992), and that ternary H-tone spreading always involves spread across three moras. Phonetic evidence for this claim comes from an acoustic study of the duration and pitch movement of pre-NC vowels.

The duration of pre-NC vowels is compared to lexically contrastive short and long vowels. Preliminary results show that the vowels in question are much shorter than lexically long vowels, though they show some phonetic lengthening compared to lexically short vowels. The pitch movement of VNC-sequences as in (1b) and (2a-b) is compared to the pitch movement in lexically long vowels as in (1c) and (1d), respectively. We expect the pitch contour of the monomoraic VNC-sequences to be different from that of the bimoraic VV-sequences.

Our contention is that only a phonological approach enriched with phonetic detail allows us to fully explain the complete distributional pattern of ternary spread in Bemba.

An acoustic and articulatory study of depressors in Xitsonga

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Xitsonga, a southern Bantu language in South Africa, has consonants that are called depressors. These consonants not only lower tone at the onset of a following vowel, but also phonologically block the spreading of high (H) tone. Baumbach (1987) reports consonants that behave as depressors, and Lee (2009, 2015) develops a phonological analysis of the blocking of H tone spreading induced by depressors. However, we are not aware of any study that reports acoustic and articulatory of these depressor consonants.

Results from an acoustic analysis reveal that voiced obstruents and breathy sonorants do have lower f0 at the onset of a vowel following depressors, compared to voiceless obstruents and modal voice sonorants. Baumbach (1987) shows that aspirated consonants block H tone spreading on par with depressors. Results from our study, however, show that aspirates are followed with a high f0. We interpret this contradicting findings as an effect of phonation. Halle and Stevens (1971) group both aspirates and breathy voice consonants under the feature [spread glottis]. We take that the blocking of H tone spreading following aspirates is a function of phonation types, rather than f0.

This study also reports findings from an Electroglottograph (EGG) study. The EGG data shows that Xitsonga speakers have comparable waveforms of glottal flow after breathy sonorants and aspirates.

Laryngeal realism in two Bantu languages: Acoustic and perceptual evidence from Setswana and Sebirwa

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In recent work, proponents of Laryngeal Realism (Honeybone 2005, Beckman, Essen & Ringen 2013) have argued for a distinction between "true voice" languages that exhibit a contrast between [+voice] and [-voice] stops, cued by actual vocal fold vibration, and "aspirating" languages for which vocal fold vibration is not consistent, and whose stop contrasts are better characterized as [spread glottis] vs. plain. Proponents of Laryngeal Realism have focused, however, on languages with only two stop series. In this talk, we present acoustic and perceptual data from fieldwork on Setswana and Sebirwa, Southern Bantu languages that have stop series that have been described and transcribed as voiced, voiceless, and aspirated, and that exhibit post-nasal strengthening/devoicing alternations. We use phonetic data to address the question of what phonological features best characterize these systems.

We will argue that Sebirwa functions as a "true voice" language but with an additional dimension, contrasting stops that are [+voice], [SG], and plain, and exhibiting true post-nasal devoicing (though surprisingly, with labial stops only!). We will argue that in Setswana, however, all voicing is in fact passive, and that the system of stop contrast can be best understood by resurrecting the traditional fortis/lenis contrast (Trubetzkoy 1939). Beyond Southern Bantu, a [fortis] feature can also serve to unify other inventories and alternations that don't fit neatly into a categorization based solely on [voice], [SG], and [CG] (e.g., Gallagher 2011). Contra other approaches that double down on direct representation of laryngeal gestures in phonological representations (e.g. Avery & Idsardi 2001), we will argue that in order to support laryngeal realism, we must also support a certain amount of laryngeal abstraction.

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Prosody and clitic placement in Khoekhoegowab

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Khoekhoegowab (Central Khoesan, Namibia) encodes most tense, aspect, and polarity combinations in particles which encliticize to some pre-verbal element. While tense particles are most commonly found immediately before the verb, Hahn (2013) notes that they may optionally be produced earlier in the clause. Hahn argues that this leftward displacement is driven by prosodic factors. As primary evidence, he cites that a dichotomy between the monomoraic tense particles, which behave as described above, and the bimoraic particles, which are obligatorily clause-final. Khoekhoegowab is a tonal language and research by Brugman (2009; building on work by Hagman 1973 and Haacke 2002) has shown a process of tonal sandhi which is sensitive to prosodic structure: Each content word has two possible tonal realizations, a "citation" form used at the left edge of a prosodic phrase, and a "sandhi" form used elsewhere. The tonal realizations of content words provide the means to probe prosodic structure, and thus to investigate Hahn's claim that tense particle displacement is prosodically driven.

I will present the results of a production experiment conducted on 6 native speakers of Khoekhoegowab. The experiment aimed to determine what prosodic factors, if any, correlate with the leftward displacement of tense particles. The stimuli consisted of 26 sentences across 10 different syntactic frames (e.g. embedded finite and infinitive clauses, polar questions, verb-fronted); each sentence was presented in multiple forms with the tense particles displaced to each licit position, resulting in a total of 68 test items. Each test item was preceded by an accompanying question that provided a supporting pragmatic context; speakers saw each test item a total of three times, in random order. All content words in the test items came from tonal classes that show distinctive tonal sandhi; tonal transcription of the utterances should thus allow diagnosis of prosodic structure. I will also consider other possible prosodic reflexes, including register, duration, and pauses to better test the hypothesis that tense marker displacement is driven by prosodic factors. I will discuss the findings of this experiment and the implications of prosodic displacement for our theory of the syntax-phonology interface.

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A variationist and cognitive sociolinguistic analysis of left dislocation

in Black South African English

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Syntactic structures such as "People they are eating porridge" (Makalela 2004: 361) have been described as a typical feature of Black South African English. They have been discussed under cover terms such as resumptive/shadow/copy/trace/anaphoric pronouns (e.g., Wade 1995, 1997; van der Walt & van Rooy 2002; Siebers fc.), which all seem to represent various subtypes of morpho-syntactic 'topicalisation phenomena' (Mesthrie 1997). Resumptive pronouns, representing one type of left dislocation, have been analysed as topic-comment structures with pronominal apposition (de Klerk 2003: 467; Mesthrie 1997: 134f) and have been discussed as possible outcomes of transfer from Bantu languages (Makalela 2004: 361; Wade 1995, 1997). Mesthrie (1997:132) distinguishes between these more 'neutral predicates' and more complex noun phrases which have the function "to keep track of the subject". The latter type is more frequently used by basilectal speakers. Interestingly, more acrolectal speakers generally do not use the second type but the first type is occasionally found in their speech (Siebers fc.). While being syntactically 'neutral', the question arises whether this type of resumptive pronouns fulfils another function (pragmatic or cultural), e.g., signalling cultural identity.

The aim of this paper is twofold: firstly, we seek to take a fresh look at various left dislocation structures and analyse their use across the lectal continuum. Our analysis will be based on a corpus of spoken Black South African English (de Klerk 2006) as well as a corpus of informal newspaper language that is currently being compiled. Secondly, we will introduce a cultural linguistic perspective and provide a cognitive-conceptual re-analysis of left dislocation. Results from recent fieldwork suggest that cognitive-cultural factors play a role as well and that pronoun resumption in particular may represent a cognitive transfer of a cultural conceptualisation of respect towards fellow-members of the cultural group (see, e.g., Polzenhagen 2007, Wolf & Polzenhagen 2009, Sharifian 2015).

Collocations in contact: explorations into native and lingua franca, translated and interpreted English

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This contribution aims to reflect on the challenges inherent in the corpus-based search for features of language produced in contact settings, using collocations in EPTIC (European Parliament Interpreting and Translation Corpus; Bernardini et al 2016) as a case in point. Within our methodological framework, Corpus-based Translation Studies (Baker 1995), the focus has progressively shifted from straightforward comparisons mimicking monolingual corpus work, to more complex corpus set-ups (parallel, bidirectional, star- and diamond-shaped, multi-target etc.; Zanettin 2012). As we further expand our perspective to include other contact varieties (e.g. English as a Lingua Franca (ELF), Cook 2012), methodological issues become ever more central: what corpus set-ups, metadata, analytical frameworks can we use to investigate such a multifaceted research object?

We illustrate our take on these issues with reference to our experience building and using EPTIC. Originally conceived as an intermodal corpus containing speeches in four versions (spoken-ST, interpreted-TT, written-up-ST, translated-TT), EPTIC can also be seen as an archive from which bespoke subcorpora addressing specific research questions can be derived. In particular, in this presentation we report on a study in which the frequency of collocations, defined on the basis of POS-patterns and statistical association measures, is compared across impromptu vs. prepared speeches and native vs. ELF speeches (12 subcorpora altogether). Preliminary results focusing on spoken data suggest that interpreted and ELF speeches do not differ significantly from original and native speeches, regardless of task constraints (bilingual activation and cognitive effort; Sharwood Smith and Truscott 2014). However, native speeches do show a larger incidence of high-MI collocations in prepared mode, which is not matched by ELF speeches.

Based on these results, which are further illuminated through comparison with written/translated texts, we draw some forward-looking conclusions on the potential and pitfalls of our approach to investigating features of language produced in contact settings under a variety of constraints.

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Contact-induced changes in Ket: A corpus-based study of word order

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Ket is a highly endangered language spoken in Central Siberia, the sole surviving member of the Yeniseian family. The last remaining Kets reside in the north of Russia's Krasnoyarsk province in small remote settlements scattered along the river Yenisei.

Until the 20th century, the Ket did not have massive contacts with the Russian due to their traditional nomadic lifeways. Being geographically and linguistically isolated from Russian settlers, the Ket managed to preserve their language from the Russian interference for several centuries. It was only in the 20th century that the situation began to change drastically triggering language shift.

The presentation describes the dynamics of the contact-induced word order change in Ket that occurred in the process of massive language shift to Russian over the course of the 20th century.

The basic word order in Ket is SOV. The preference for head-final syntax is likewise attested at the noun phrase level where various kinds of attributes and determiners always precede their heads. Still, the oral texts recorded in the late 2000s contain a higher number of SVO clauses, which can be attributed the Russian influence as it is known to have a relatively fixed SVO word order.

This study is based on an annotated electronic corpus of the Ket language. The corpus consists of the Ket oral texts recorded over the course of the 20th century, when the Ket language has gone from fully viable to extremely endangered. It covers three important periods with respect to language shift processes in Ket: 1) 1930s-50s (when the language was still fully viable in all generations), 2) 1960s-80s (when younger Kets were forced to study in Russian-language boarding schools) and 3) 2000s-present (when almost 100% of ethnic Kets are fluent in Russian).

The presentation also addresses the challenges of creating a corpus for an endangered language that can be used in language contact studies.

Exploring the influence of L1 culture on the use of 'we', 'us' and 'our' in Nigerian advanced learners' L2 writing.

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Hyland (2002) refers to academic writing as an act of identity, which represents the writer and conveys disciplinary content. A writer's identity in any text is created by and revealed through a combination of discoursal choices, which include textual and linguistic elements as well as stance and engagement elements, which are also referred to as interactional metadiscourse (Hyland, 2005a). The use and importance of personal pronouns for reference cohesion in discourse have been richly documented by scholars like Harwood (2005a & b), Hyland (2001, 2002), Kuo (1999) and Tang and John (1999). Harwood (2005a) noted that writers used 'I' and 'we' to help them convey the value of their work, to express opinions, to describe research procedures, to announce the structure of the text, and to establish their relationship with readers.

This study explores the influence of L1 culture on Nigerian tertiary learners' transition from singular 'I', as writers asserting presence, to plural 'we', alongside 'us' and 'our', in writing to indicate the collective, i.e., the writer and the reader/ audience. The quantitative and semantic analysis of the learners' use of the pronouns was done using the Nigerian learner English corpus (NLEC) in comparison to Louvain corpus of native English student essays (LOCNESS). The quantitative analysis indicates the overuse of first person plural pronouns by Nigerian learners compared to their LOCNESS counterparts.

This paper reports on the semantic analysis, and reveals that the learners' overuse of these pronouns can be traced to their cultural background of collective shared experience, communality, inclusiveness and solidarity (Esionwu 2016). This is evident in the collocates of the pronouns, e.g., 'we live', 'we have', 'technology has helped us', 'it gives us', 'our friends', 'our society', 'our nation'. The writers' use of these pronouns indicate their involvement in issues of discourse and they emphasis collective experience. The findings of the study confirm the link between culture and writing and how the former reflects in L2 written product, beyond the L2 learners' engagement and emerging mastery of the conventions of academic writing.

Constrained communication and learner translated language: A corpus-based pilot study of L1 and L2 student translations

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This presentation, situated at the interface of Corpus-Based Translation Studies (CBTS) and Learner Corpus Research (LCR), aims at comparing translated language produced by native speakers and foreign language learners of the target language (TL). As repeatedly shown in the CBTS literature (e.g. Laviosa 2002), translated language is characterized by a range of typical features that set it apart from non-translated language, such as simplification, increased explicitness, normalization/conventionalization and source language (SL) influence. As rightly pointed out by Lanstyák & Heltai (2012), however, these features have been attributed to other varieties of constrained communication as well, such as L2 writing, which suggests that they may be more general characteristics of language contact and constrained language production (cf. also Kruger & Van Rooy 2016, Kruger 2017). With this in mind, we address an issue that has not received much attention in CBTS to date, namely translation directionality, i.e. whether translation is done into the translator's L1 or L2 (Campbell 1998, Beeby 2009, Pokorn 2010). We hypothesize that L2 translation, being both translated and learner language, displays more visible features of constrainedness than L1 translation. In order to investigate this empirically, we conduct a corpus-based pilot study devoted to the impact of directionality on the linguistic traits of student translations, focusing on simplification, explicitation and SL interference. The corpus data consist of two French source texts (300-word newspaper articles) and their translations into English by 13 university students majoring in modern languages or translation (6 native speakers of English and 7 French-speaking learners of English). The analysis relies on the automatic extraction of simplification and explicitation indicators traditionally studied in CBTS (e.g. lexical variety, core vocabulary coverage, mean sentence length for simplification; see Laviosa 1998, Bernardini et al. 2016). The automatic stage is complemented with a thorough manual annotation of simplification and explicitation shifts as well as traces of SL interference, as, arguably, these can take on different forms, many of which cannot be fully captured by automatic analyses.

On contact-related lexicogrammatical innovation in the Afrikaans-language tabloid Die Son

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Among present-day speakers of Afrikaans, the tabloid Die Son is notorious for its style of language, which, to put it mildly, is quite different from the Standard Afrikaans used in broadsheet newspapers such as Beeld or Die Burger. In the words of former national editor Ingo Capraro, "Son tells the story as it happens. Not in the language of taalstryders, dominees and those longing for the days of political and cultural Afrikaner domination, but the way our readers speak" (quoted in Wasserman 2010: 75).

In the lexical domain, the difference between Die Son and the above-mentioned broadsheets is immediately obvious in, e.g., the much stronger presence of English loanwords and loan translations in the former. This paper turns to a subtler kind of English influence, however, viz. lexicogrammatical innovations which are potentially modelled on existing patterns in English.

(1) below is just one example. The verb kul 'deceive' is combined with an uit 'out'-PP here to encode an act of dispossession. This is a pattern that is not often used in standard Afrikaans but that mirrors the form and semantics of a productive pattern of English, viz. the out of 'dispossession' pattern (e.g. He tricked/wheedled/scammed me out of my life savings). The Afrikaans uit-pattern is found with other verbs of trickery, too, and seems to instantiate a kind of constructional borrowing not unlike the Dutch phenomena discussed in AUTHOR (2016).

(1) [Brink beweer] dat kerke van die aarde mense bedrieg en uit hul geld kul.

On the basis of data from the Taalkommissiekorpus and from a self-compiled corpus of Die Son, I will investigate whether 'dispossession' uit and other emerging new argument structure patterns are indeed used more frequently and productively in Die Son as compared to more formal registers of language. Next, I will address the tricky question whether we can be sure that such innovations are (solely) due to English influence. While, in the absence of a transfer of phonetic substance, it is always hard to prove that a given change is contact-induced, this is especially difficult in the case of English and Afrikaans (also see Donaldson 1991).

Translationese or Transfer: Comparing Interference Effects in Translation and Second Language Learning

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In her seminal work on corpus-based approaches to the study of features of translation, Baker (1993) excludes interference from the set of translation-specific phenomena. In this perspective, interference is seen as a general feature of language use pertaining to all kinds of contact situations. However, the mechanism is not necessarily exactly the same: It appears reasonable to expect that the L1 will interfere with the use of the L2. Assuming the default of translation into the L1, it is not intuitively obvious why the L2 should affect the use of the L1 in translation. Yet, translators appear to draw on features from the source language in their L1 translation, when the feature is also available in the target language, albeit with differential distributional patterns (Teich 2003). This type of "genuine" shining through of the source language, i.e. interference that cannot be explained by specific (topical) features of the respective translation pairs, has been shown systematically in an English-German translation corpus by Evert and Neumann (2017). We assume that, given the differences in L1-L2 relationship, corpus-based assessment of interference effects in translation into the L1 and L2 writing will produce different patterns with translation into the L2 displaying patterns more similar to L2 writing. Moreover, as advanced L2 learners, the target population in this study, are expected to produce fewer clear indications of L1 interference than translators into the L2, we expect translations into the L2 to still display differences from L2 writing.

Building upon Evert and Neumann (2017), we explore these assumptions with the help of two corpora designed specifically for the purposes of analysing translation (the CroCo Corpus, Hansen-Schirra et al. 2012) and advanced L2 learning (ACAW) in the language pair English-German. To this end we will analyse the data with clustering techniques drawing on a set of register-based lexico-grammatical features, which afford a characterisation of texts independently of the language mediation task at hand.

The findings will help us understand the similarities and differences of these related situations of contact-influenced language use.

Afrikaans influence on genitive variation in South African English? – A comparative diachronic study of Afrikaans and White South African English

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In both English and Afrikaans speakers can choose between a prenominal and a postnominal genitive when expressing a possessive relation:

(1)   English: the cat's tail (s-genitive) vs. the tail of the cat (of-genitive)
(2)   Afrikaans: die kat se stert (se-genitive) vs. die stert van die kat (van-genitive)

The range of factors constraining genitive choice is very similar in the two languages, with animacy being one of the strongest determinants of genitive choice (see Kirsten 2016 for Afrikaans and Rosenbach 2014 for a summary of the research on English genitive variation).

In a first comparative study of genitive variation in English and Afrikaans based on a translation corpus Rosenbach (forthc.) showed that Afrikaans allows inanimate possessors more freely than English in prenominal position. In other words, Afrikaans speakers are more likely to say die trein se deur than English speakers are to say the train's door. In a follow-up experimental study Rosenbach (forthc.) found that the L2 English of Afrikaans speakers showed a significantly higher use of s-genitives with inanimate possessors than the British and the White South African (WSAfE) L1 subject groups, thus transferring the greater freedom of using the prenominal se-genitive with inanimate possessors in their L1 Afrikaans to their L2 English. However, the question of possible Afrikaans influence on genitive choice in WSAfE couldn't be conclusively answered in that study as it lacked a diachronic perspective.

This paper fills this gap by presenting a first comparative diachronic study of Afrikaans and English genitive variation, based on the corpus of Afrikaans by Kirsten (2016), spanning the period from 1911 to 2010 and the corpus of WSAfE by Wasserman (2014), covering the period from the 1820s to the 1990s. Using the same extraction and coding principles (following Bresnan et al. 2017) we will compare the animacy constraint in genitive variation in the two languages from their early stages to the present. A comparative diachronic corpus study will establish the dynamics and chronology of genitive variation in the two languages and in so doing help to further assess the question of Afrikaans influence on WSAfE in the domain of genitive variation.

Grammatical convergence in a contact setting? A probabilistic analysis of complementiser omission in native South African English and Afrikaans

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Language contact between Afrikaans and English since 1820 have led to a number of interesting cases of parallel changes in both languages, where mutual reinforcement may have played a role. One such case is the omission of the complementiser 'that' (English) and 'dat' (Afrikaans) in declarative complement clauses, which demonstrates a similar increase over time in written native South African English and Afrikaans, at rates exceeding that of British English in some registers (Kruger & Van Rooy in review). Historically, the Dutch parent variety of Afrikaans did not allow complementiser omission, nor has it become a feature of contemporary Dutch.

This paper explores the proposal of mutual influence between Afrikaans and English in complementiser omission. Our analysis is based on comparable corpora of 19th and 20th century Cape Dutch/Afrikaans, native South African English, and British English fiction, letters and newswriting. We use mixed-effects binary logistic regression analysis to investigate the interaction between language-internal factors known to condition the choice between complementiser omission and retention, language-external factors such as register (with a contrast between registers characterised by high and low contact), and time period, for the three varieties. We also include publishing houses and authors as random effects in the modelling.

We proceed from the assumption that probabilistic grammar change can be posited "if the stochastic effect of language-internal predictor variables varies as a function of real time" (Szmrecsanyi 2016: 40). To this we add that similarities and differences in the effects of these variables in Cape Dutch/Afrikaans, South African English, and British English over time may be instructive in understanding the ways in which Afrikaans and English have potentially exerted a mutual influence on each other in developing omission patterns that not only set South African English apart from its British parent, but Afrikaans from its Dutch parent too.

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New resources for new challenges: comparing vocabulary knowledge in ESL and EFL

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English as an institutionalized second language (ESL) and English as a foreign language (EFL) are both non-native varieties, but they present different acquisitional contexts (mainly naturalistic for ESL and mainly instructional for EFL). While each of these varieties has been studied for several decades now, it is only recently that they have started to be systematically compared with one another (see, e.g., Mukherjee & Hundt 2011). However, because they have traditionally been dealt with in different disciplines, namely contact linguistics for ESL and second language acquisition for EFL, we still lack fully comparable corpora for their comparative analysis. Consequently, most of the studies so far have had to rely on less than perfect data, being either very small sets of data (e.g. ESL student writing from ICE and EFL student essays from ICLE in Hundt & Vogel 2011) or data differing along one or several variables (e.g. ESL spontaneous conversations from ICE and EFL informal interviews from LINDSEI in Gilquin 2015).

The compilation of a new spoken ESL corpus, the New Englishes Student Interviews (NESSI) corpus, collected according to the same design criteria as LINDSEI, a spoken EFL corpus, will make it possible, for the first time, to properly compare ESL and EFL in speech, a register claimed to be less subject to standardizing forces than writing and thus more likely to display innovations (Seidlhofer 2001). In this talk, I will present this new resource and will describe the results of a study carried out on its first compiled component, the Hong Kong subcorpus, which will be compared with the (mainland) Chinese subcorpus of LINDSEI. The point of comparison will be lexical: using a combination of automated measures of lexical complexity and manual examination of a picture description task included in both corpora, I will test whether the differences in acquisitional context between ESL and EFL students have consequences for their vocabulary knowledge. I will also show how the rich metadata accompanying both corpora can be put to good use to enhance our understanding of the links between ESL and EFL, and more generally between contact linguistics and SLA.

Code-mixing patterns: investigating variation in a corpus of German dialects in Italy

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This proposal relies on a larger research project aiming at the study of language contact in north-eastern Italy, where a variety of linguistic minorities and regional languages have coexisted with each other for centuries, and with Standard Italian for at least one hundred years.

One of the main objectives of the project has been the construction of a spoken corpus documenting the use of language in a context of intense (yet sociolinguistically diverse) contact between different languages and language varieties. A corpus-based approach has allowed the research group to investigate regularities in multilingual word sequences and to quantify language patterns in order to detect the emerging of new linguistic structures in these contact varieties.

The largest subset of data (~130.000 transcribed words) of this corpus has been recorded in the German-speaking community of South Tyrol and documents the local Upper Bavarian dialect(s) as the main code of interaction within this bilingual area of Italy. This corpus has been tokenized and manually tagged according to parts of speech and to the language that each word can be attributed to, in order to optimize query potentials on a larger scale. In this dataset the amount of Italian (or of Italian dialects) in the speech of single speakers ranges between 50% and zero and depends on a variety of individual, societal (type of speech community) and situational factors.

Objective of this presentation is to approach language contact phenomena (in particular code-mixing and borrowing) under a variationist perspective in order to verify which linguistic and sociolinguistic factors are more likely to condition the emergence of different code-mixing patterns. The underlying idea is that although a wide range of combinations of words (ascribable to different languages) are possible in code-mixing not all of them are equally probable within a given speech community, the constraints being more likely sociolinguistic in nature than structural.

Alternations in contact and non-contact varieties: Reconceptualising that-omission in translated and non-translated English using the MuPDAR approach

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The Multifactorial Prediction and Deviation Analysis (MuPDAR) method developed by [1] represents an influential methodological advance in studying variation in language contact situations, where linguistic choices in a non-prototypical variety (learner language, New Englishes) are directly studied in relation to the "native" or "target" variety. In this paper we use the method to revisit the analysis of that complementation in [2], where conditional inference tree modelling was employed to determine how (dis)similar the factors governing 'that' omission in South African (SA) translated English and British (GB) non-translated English are. Using the same data and factors, this paper refines the analysis by explicitly treating SA translated and SA non-translated English as two contact varieties in relation to GB English: a mixed-effects regression analysis is first fitted on the GB English data, and then the outcome of this regression analysis is used to predict for each of the data points in both contact varieties what GB language users would have done, and to what extent the choices in the contact varieties deviate from these.

The results show that the choices made in the contact varieties can be predicted to a reasonable extent (prediction accuracy 76%), signifying that the choices made in contact settings are not altogether different from those in non-contact settings. Closer inspection reveals that the effects of the individual predictors are similar across the two varieties, but SA translators have a higher inclination to use explicit 'that' while SA non-translators demonstrate a lower inclination to use explicit 'that' than GB non-translators. These differences emerge from the fact that some factor levels stimulate significantly different behaviour across the three varieties. Based on these findings, we re-evaluate the proposed increased explicitness of translated language through the frame of contact explanations, outlining the methodological advantages of multifactorial methods over frequency-based methods favoured in earlier studies.

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English in Multilingual South Africa: the linguistics of contact and change

Abstract ID: 635

Star-crossed lovers: the story of White South African English and Afrikaans

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The history of South African English varieties is brimming with stories of movement and contact: movement of societies and individuals, and contact of languages and social identities. This paper will explore the nature, extent and effect of the contact situation between users of White South African English (WSAfE) and Afrikaans, by highlighting the influence of Afrikaans on some unique grammatico-semantic developments in WSAfE from the 19th century to present, based on data from historical and contemporary corpora. Because this kind of development takes much longer to manifest in usage than for example lexical change, it is only really through historical study that it can truly be observed (Mair & Leech 2006).

The users of WSAfE and Afrikaans have maintained an extremely complex socio-political relationship over the course of the past two centuries: sometimes in enmity and sometimes in rather intimate coexistence, but always in close contact. Even so, these groups have sustained very independent social identities (Coetzee-Van Rooy 2013). This relationship has facilitated the reciprocal influence of Afrikaans and SAfE, even though public and academic discourse, especially from an Afrikaans (puristic) perspective, have more often emphasised the (corrupting) impact of English on Afrikaans (e.g. Donaldson 1988/1991). Based on the findings, this study will show that identity alignment is not necessarily a factor where languages show similarities over time (Van Rooy 2014) or coordinate in terms of one language acting as a catalyst for grammaticalisation in the other (Wasserman 2014; Heine & Kuteva 2010). Furthermore, a diachronic comparison between some usage patterns in WSAfE and Black South African English will shed light on the role of contact in the divergence of these varieties, strengthening the argument for Afrikaans acting as propagator in the spread of new WSAfE usage patterns over time.

Exploring (r) variation in the speech of English-Afrikaans bilinguals

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Thomas (2002) observes that in sociophonetic research the acoustics of consonants received far less attention than vowels. However, more recent sociophonetic studies have shown that acoustic analyses of consonants strengthen findings about linguistic and social patterns of variation (see Celata and Calamai 2014). Mesthrie (2012) investigates variation of consonantal variable (t) in South African English varieties, with a focus on ethnicity and place (i.e. region). He found that a robust regional dialectology is possible for Indian and "Coloured" speakers, where place is as important as ethnicity.

While Mesthrie's study is based on a large data set of speakers distributed across five South African cities, my presentation will focus on a smaller group of speakers from this set, namely "Coloured" English-Afrikaans bilinguals, to explore possible patterns of (r) variation. With bilinguals, the possibility exists of a degree of overlap in the English-Afrikaans phonologies; speakers use certain Afrikaans (r) variants along with (or instead of) the English approximant [ɹ]. For instance, with regards English spoken by "Coloured" South Africans, Finn (2004:976) states that speakers of Cape Flats English generally use an 'obstruent /r/', and that uvular-r could be found as an L2 feature in the rural Western Cape areas (also see Wood 1987). Steenkamp (1980) identified at least four variants of (r) used by "Coloured" South African English speakers that correlate with internal social factors: approximant [ɹ], fricative [ɾ̝], tap [ɾ] and trill [r]. Apart from approximant [ɹ], all of these variants are found in Afrikaans (see Ribbens-Klein 2016). This paper will therefore build on previous research into rhotic variation in South African English, especially as used by English-Afrikaans bilinguals, and explore the possible roles played by social factors in the context of mobility and social change.

I-white wedding emhlophe: contemporary Xhosa lifestyle adoptives.

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Contemporary Xhosa speakers use noun phrases like *white wedding* and *long weekend* as adoptives but still qualify them with apparently 'redundant' Xhosa adjectives and relatives. Other nominal and verbal adoptives used in the context of graduations, 21st birthdays and psychological and sexual therapies demonstrate a morphology that is constant flux and evolution. In this presentation we present a corpus of what we term "lifestyle adoptives" in Xhosa, and speculate on their future as bone fide borrowings that will eventually become ubiquitous among Xhosa speakers. We also look into the prevalence and demogaphic incidence of this phenomenon.

A sociophonetic investigation of ethnolinguistic differences in voice quality among young, South African English speakers.

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Prior research has suggested that there may be differences in voice quality between black and white speakers who had attended well-resourced middle-class schools in South Africa. The study addresses the question of whether there is any acoustic evidence of such differences and presents a description of these differences in voice quality based on the evidence provided by the acoustic measures.

36 female South African English speakers between the ages of 18 and 22, divided equally according to ethnicity between white and black were interviewed. In order to control for the possibility of substrate influences on voice quality, all black participants were of an isiXhosa language background. High quality audio recordings were collected and acoustically analyzed using VoiceSauce (Shue, Iseli et al. 2011), a program specifically designed for the acoustic analysis of voice quality. VoiceSauce provides a number of parameter estimates relevant to the acoustic measurement of voice quality. These measurements were based on automatically segmented speech samples using FAVE (Rosenfelder, Fruehwald, Evanini and Jiahong 2011) and PRAAT (Boersma and Weeninck 2014). The VoiceSauce measurement data were statistically analyzed by means of a linear mixed effects analysis and Wilcoxon rank sum tests using the statistical package R to evaluate the significance of ethnicity as a variable.

Significant differences were found for several acoustic measures (2K*-5K, H4*-2K*, H1*-H2*, H1*-A1* and CPP). White speakers were found to consistently exhibit higher values for f0, HNR and CPP. For almost all harmonic differential measures, black speakers were found to exhibit higher values overall. Several possible explanations are discussed to account for these consistent differences and their direction.

The acoustic evidence is most consistent with the hypothesis that white speakers overall typically use a voice quality characterized by greater vocal fold constriction, thickness and stiffness in comparison to black speakers who are hypothesized to typically use a voice quality characterized by more breathiness or a 'lax' or 'slack' vocal fold setting. Possible origins and social meanings of such differences are discussed and suggested directions are provided for future research in the area of voice quality variation research in the South African context.

Processing of intonation by South African English listeners

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In order to determine important discourse information, listeners exploit prior semantic context but not necessarily ungrammaticalized prosodic emphasis. The presentation reports of a phoneme-detection task that provides evidence for this claim in Sepedi, a South African language with no grammmaticalized prosodic expression of focus (Zerbian 2006). Sepedi listeners detected phoneme targets in Sepedi more quickly when the phoneme-bearing words were semantically focused (vs unfocussed) but not when contextually emphatic (vs non-emphatic). A second experiment tested South African listeners with Sepedi as one of their languages listening to comparable stimuli in (British) English, a language with grammaticalized focus-to-accent mapping. These listeners detected phoneme-bearing words in (British) English more quickly in focused condition and in emphatic condition. No interaction was found. Interestingly, monolingual South African English listeners showed the same pattern. The results of the Sepedi listeners might suggest that listeners acquire English prosodic structure (even if it is very different from their first language) while they remain unaware of its underlying discourse representation (see Akker & Cutler 2003 for a corresponding claim for Dutch listeners listening to English). However, the results of the monolingual South African listeners suggest that "variety" (here the clearly recognizable British accent of the stimuli) might be an influential factor in the online processing of discourse intonation. This factor has not been investigated thoroughly to date and might also account for the results of the Sepedi listeners (as well as the Dutch listeners).

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The GOOSE vowel revisited: Investigating the influence of regional variation on sociophonetic change within Coloured South African English across five cities

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This paper examines the influence of regional variation on the spread of sociophonetic change within Coloured South African English (CSAE) across five major South African cities (Cape Town, Johannesburg, Durban, Port Elizabeth and Kimberley), using the GOOSE vowel (Wells 1982) as an indicator of these changes. Post-apartheid developments in South Africa have led to the reshaping of the ethnic varieties of South African English (SAE) through the increasing interaction between speakers of different ethnic backgrounds. GOOSE fronting has been identified as one of the markers of this social change (Mesthrie 2010).

It has been established that GOOSE fronting is occurring in CSAE, however the influence of regional variation, which has been a salient factor in other aspects of sociophonetic change within CSAE, has not been examined by existing studies. Using acoustic methods of forced alignment and vowel extraction, this paper analyses the formant measurements of the 2803 GOOSE tokens produced by 50 study participants (10 per city). While the main influence on GOOSE fronting was found to be the phonetic environment in which the vowel occurred, the data reveals that GOOSE fronting by female CSAE speakers is significantly influenced by region. Female speakers from Durban consistently produce fronter GOOSE values across phonetic environments than females from the other cities. However, no broader patterns of significant regional variation across speakers are evident.

Other social factors, such as gender, age, social class, and style were also investigated. However, only gender was established as a consistently significant influencing factor on GOOSE fronting; with males using the fronted variants more than females. The new patterns of social engagement in South Africa have necessitated the renegotiation of individual and community identities. The degree to which Coloured individuals have adopted deracialised GOOSE variants across the five cities reflects this process of identity renegotiation.

Disentangling implicit language attitudes towards English accents in South Africa: the use of Implicit Association Test (IAT) for sociolinguistic purposes

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Implicit (language) attitudes are difficult to observe directly by using traditional self-report methods (Pantos & Perkins 2012). With an innovative approach, this study examines the effective use of IAT (Greenwald, McGhee, and Schwartz 1998) as a sociolinguistic method to investigate how Standard South African English and Afrikaans-accented English are cognitively processed by 84 young Coloured English and Afrikaans speaking participants in the South African context. In addition to demonstrating that the accents' indexicality on its own can trigger statistically significant implicit positive attitudes towards Standard South African English speakers, this study seeks to shed some light on the role of a number of social variables in triggering or hindering such attitudes. To this end, a post-IAT sociolinguistic survey on participants' linguistic background, language exposure and intergroup social distance levels, among other social factors, was used. Separate ANOVAS were performed using the IAT reaction times as a dependent variable and sociolinguistic variables as factors. Notably, the sociolinguistic approach revealed that more positive attitudes towards Standard South African English are correlated with the dominant languages spoken in their places of origin and the social distance levels with the white group. Finally, important methodological and sociolinguistic implications will be debated.

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When objective-veridical, antonymous and complementary predicates meet 'if-clauses'

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Responsive predicates like 'know' or 'be certain' only have propositional arguments, but can nevertheless co-occur with interrogatives. Whereas 'know' is not restricted with regards to the interrogative-embedding, 'be certain' only embeds an interrogative if it is in the scope of a non-veridical operator. 'Believe', on the other hand, never licenses if-clauses. There are various approaches trying to explain these observations, the most recent ones being Mayr (2017) and Öhl (2017). The latter, like my approach, aim at an analysis that treats matrix predicates that allow that- as well as if-clauses alike by saying that these predicates always affect propositions. In contrast to Mayr's and Öhl's analyses, my analysis manages without exhaustivation, which is proposed by Mayr, and (blocked) extensionalization being advocated for by Öhl.

The talk shows the compositional derivation of the logical forms of constructions with embedded if-clauses. The if-clause combines with a responsive matrix predicate by means of an operator, which is an extension of Adger and Quer's (2001) polarity sensitive operator. The logical form of Frank is not certain whether Maria is in Paris is, informally speaking, 'F is neither certain that M is in P nor is he certain that M is not in P', which does not allow an ob-clause in the scope of a non-veridical operator, because it is not antonymous like 'be certain' but complementary. That is, it is restricted to the doxastic states 'F believes that M is in P' or 'F believes that M is not in P'. The latter disjunction is equivalent to neg-raising and predicts that 'Frank believes whether Maria is in Paris' is a tautology and that 'Frank doesn't believe whether Maria is in Paris' is a contradiction.

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Dynamic pattern of change

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We propose a new classification of verbs of change and modification, from a dynamic interpretation of the lexical semantics of the predicate and its arguments. Adopting the model of dynamic event structure proposed in Pustejovsky (2013), and extending the model of dynamic selection outlined in Pustejovsky and Jezek (2011), we define a verb class in terms of its Dynamic Argument Structure (DAS), a representation which encodes how the participants involved in the change behave as the event unfolds. We address how the logical resources and results of change predicates are realized syntactically, if at all, as well as how the exploitation of the resources results in the initiation or termination of a new object, i.e. the result. We show how DAS can be associated with a dynamically encoded event structure representation, which measures the change making reference to a scalar component, modelled in terms of assignment and/or testing of values of attributes of participants throughout the event, and grounded on the distinction between ordinal and nominal scale in Krantz et al. (1971). We offer a taxonomy of verbs of change based on three semantic parameters: the nature of how the change is measured; the nature of the event capturing the change; and the nature of changed participants relative to the event. The kinds of change we will examine in the presentation are those expressed by both creation and destruction predicates, i.e., predicates that denote the "coming into being" (create, make, build, write, knit, etc.) and the "going out of being" of an entity (disappear, die, destroy).

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Modified numerals and the semantics of focus in Bangla

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The study of the structural distributions and semantic properties of modified numerals have been a topic of inquiry in contemporary semantics (Barwise and Cooper 1981, Partee 1989, Solt 2009, Nouwen 2010, Kennedy 2013, Mayr 2013). In Bangla (a.k.a. Bengali, spoken in eastern India and Bangladesh), there are a range of numeral modifiers that occur in a quantificational phrase (QP), e.g. /kɔek/ 'some', /ɔnek/ 'many', /beši/ 'more', /odhik/ 'more, much', /kichu/ 'a few', /ektu/ 'a little' etc. (Bagchi 2017).

In this paper, modified numerals are examined in relation to the semantics of focus and negation (Rooth, 1992; Szabolcsi, 2010). Examples of these phrases occurring with focus and taking sentential scope are given, such as:

1. ṯhala -te kebol dɔš -ta sɔndesh -i čhilo na dɔš ta -r ektukhani beši i čhilo
   plate -loc.only ten -cls.sweet -foc. be.pst.neg ten-cls.-gen.a little more -foc.be.pres.
   'There were not only ten sweets on the plate, but also a little more.'

However, modified numeral phrase that occurs in the first clause with overt focusing particle, such as /kebol/, is also occurring in the position of a focused phrase with a focus-linked clitic /i/. In example (1), an additive implicature is generated by negating the cardinality of the QP set (card|A|= x) and afterwards modifying the cardinality of the set A (i.e. (Sweet(A)). Moreover, a modified numeral can also occur under the scope of a Negative Polarity Item (Giannakidou, 2011) and there it implies an additive value to the cardinality of the numerals, e.g.

2. ei boi ta -r dam dɔš –er. kɔm noe
   this book-cls.-gen price ten -gen. less neg
   'The cost of this book is not less than 10 (rupees).'

In contrast to English, French and Hindi, which have overt comparative particles, (e.g. *than*, *de/que*, /se/), Bangla has an optional comparative postposition occurring with the numeral before the degree adjective, such as /d̪ɔšer čeye beši/ 'more than ten', /ṯinter ṯheke kɔm/ 'less than three'. Thus, this paper examines the semantics of the modified numerals in the light of a Rooth-style 'Theory of Focus'. Finally, this paper provides an analysis of scope relations between modified numerals and negation in Bangla.

The notion of 'evidence' in the study of evidentiality and epistemic modality and the 'identification problem' of evidential markers

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Our starting point is the double observation that (1°) much scholarly attention has gone to the definition of the 'notions' of evidentiality and epistemic modality (where a relative consensus has been reached), but that (2°) comparatively relatively few attention has gone to the formulation of criteria and procedures for the identification of language items as (primarily or not) evidential or epistemico-modal (let alone that a consensus has been reached).

Yet, these are two different tasks and the solution for the first does not give *ipso facto* a solution for the second : the identification task is much more intricate and delicate than the definition-of-a-notion task, with questions as: are items like *Peut-être que* (French), *vast* (Dutch), *certainly* (English), the so-called "modal" verbs *must/moeten/devoir* and the "conjectural" future to be considered modal markers (on which grounds?) or can they (also) be seen as evidential markers (and on the basis of which criteria?), e.g. in contexts like:

1. [The doorbell rings]
   –*Dat zal de postbode zijn.* / That will be the postman.
2. –*Jef n'est pas là?!* ('Jef is not there?!')
   a. –*Il doit être malade*. ('He must be sick.')
   b. –*Peut-être qu'il est malade*. ('Maybe he is sick.')
3. *Jan is vast weer op kantoor.* ('John is certainly back in his office.')

Anyway, a well-founded solution for the identification task is a precondition for the creation of a database or encyclopedia of evidential markers in individual languages and typology (cf. Wiemer/Stathi 2010).

Our talk is meant as a modest contribution to the solution of the identification problem of evidential markers. The approach will be "hermeneutic" at the outset, examining of the ways in which the key-term 'evidence' – which gave 'evidentiality' – is (diversely) used in some well cited works on evidentiality. We will confront our distributional description of the term in three main meanings and uses with the way it is defined and used in the formal semantics of epistemic modality, and draw some conclusions from that for the identification criteria of evidential markers.

General Topics

How the cultural familiarity of the stimulus and the urban/rural divide may influence storytelling in isiZulu L1 speaking children from KwaZulu-Natal (KZN), South Africa

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The current research was conducted within the broader context of the NRF Project Southern African Text and Discourse Structures and their Relevance for Education. It investigates the storytelling of eighty 10-12 year old isiZulu L1 speaking, South African children. Half of the participants reside in the small village of Sinkonkonko in the infra-structurally underdeveloped rural Nongoma (KZN), while the other half live in urban Cato Manor, a low income urban neighbourhood of Durban (KZN). Each child told two elicited stories, one of the wordless, 'culturally unfamiliar' picture book Frog Where Are You? (Mayer, 1969); one of the wordless, 'culturally familiar' picture book Abongi's Journey (Saadien-Raad and Rosser, 2003).

Results reveal that both groups of children employed elements of a Southern African Narrative Text Structure (SANTS) as proposed by Tappe and Hara (2013) in both stories. This indicates that the children's stories might be judged as 'incoherent' in relation to 'canonical' narrative texts. Moreover, and as we had expected, SANTS elements were more prevalent in the stories of the children from rural KZN. Surprisingly, our results also indicate that the urban-rural divide had a smaller impact on the children's storytelling than we had anticipated and that SANTS elements frequently occurred in the stories of the urban children. Moreover, we found that while cultural familiarity of the stimulus material led to a more frequent occurrence of SANTS elements, it also enhanced the children's ability to detect conflict-resolution pairs in the stimulus material and to verbalize these accordingly. These findings indicate that 'canonical' assessment instruments may not be adequate to measure narrative skills in children with a Southern African L1 and highlight the importance of culturally adequate teaching and learning materials.

An exploration of the oral linguascaping in the linguistic landscapes of rural Northern Cape, South Africa

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Landry and Bourhis (1997: 25) describe linguistic landscape (LL) as "[t]he language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs", while Coulmas (2009) describes it as "the study of writing on display" and asserts that "linguistic landscape is really linguistic cityscape, especially in multilingual settings". These descriptions bring forth two problematic characteristics of current LL studies: Firstly, the assumption of the omnipresence of writing. Secondly, the apparent focus on urban (cityscapes) rather than rural areas (ruralscapes) where oral language predominates in sign-making and consumption. Drawing on Banda and Jimaima (2015) conceptualisations of oral linguascaping and semiotic ecology and Kress's (2011) social semiotic approach to multimodality, the paper uses images of signage, interview data and oral narratives of place in a rural Northern Cape site to explore how people ignore inscriptions and provide their own oral linguascaping of place. The implications of this for the understanding of the production and consumption of signage in rural and oral-language dominant contexts are discussed. This paper concludes with discussion on the importance of oral accounts of place and socio-historical knowledge in the production and consumption of signage in the Global South.

Political positioning in financial news: A case from South Africa's Business Day

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Meanings from the specialized fields of politics and finance are recontextualized into news for public consumption on a daily basis. In this paper, we explore how South African political parties are positioned in an article from the Business Day, a newspaper targeted at a small but influential, financially literate élite audience. This article was selected from a corpus of Business Day political news articles dated between January and June 2015 as illustrative of some of the strongest collocations of political parties' names, which indicate what stances and values are frequently associated with these parties in the newspaper's coverage. We use the Legitimation Code Theory (Maton, 2014) to observe how two types of semantic density are used to build knowledge in the article: the density of empirical knowledge (epistemic-semantic density), and the density of emotional, moral and aesthetic evaluations (axiological-semantic density). These two types of semantic density are enacted using various linguistic resources, which we describe using Systemic Functional Linguistics (Halliday & Matthiessen, 2014), including grammatical metaphor, technicality, Appraisal (Martin & White, 2005) and Periodicity (Martin & Rose, 2007). Epistemic-semantic density and axiological-semantic density are often portrayed as having an inverse relationship to each other, so that, for example, the more emotionally-charged a word is, the more it is bleached of ideational meaning. However, this analysis shows how in certain instances, epistemic-semantic density can support the axiological charging of words. Together, epistemic- and axiological-semantic density are used to cluster a variety of political and economic stances together with different parties in constellations which draw on preconceived understandings of the political landscape. The reproduction of these constellations may have the effect of contracting dialogic space (Bakhtin, 1981) and stifling democratic discussions that are necessary in South Africa in this moment of political crisis. Thus we argue that the semantics of political positioning has implications for the health of a democratic society.

Learning exceptions: Acquisition of residual object drop in L2 Spanish

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Ongoing Second Language Acquisition (SLA) debates have led to two hypotheses: The Interpretability Hypothesis (Hawkins and Hattori, 2006; Tsimpli and Dimitrakopoulou, 2007) argues that uninterpretable features will not be acquired if they are absent in the learners L1; the Feature Reassembly Hypothesis (Hwang & Lardiere, 2013) proposes that acquiring (un)interpretable features raises challenges for L2 learners if they have to reassemble them in the L2 grammar. This study explores the L2 acquisition of both types of [+/-] interpretable features by investigating the acquisition of object drop in L2 Spanish, an absent phenomenon in the L1 grammar of our participants. Object drop in Spanish is a constrained phenomenon which involves interpretable features such as specificity, definiteness and is affected by syntactic constraints leading to subjacency or Phase Impenetrability in recent minimalist analysis. In Spanish, specific topicalized DPs must be doubled by a clitic, while non-specific DPs may not. Only non-specific direct objects can be dropped. Object drop in Spanish is also subject to subjacency restrictions (e.g. Campos, 1986) showing that the dropped object is a topic operator in spec of CP which must agree with [-definite, -specific] features in the D head of the object (Sánchez, 2004). Object-drop is subject to the Complex NP, Sentential Subject, and Adjunct Island Constraints. We present empirical data from two experiments testing the hypothesis that some, but not all, syntactical and semantic features of Spanish might be facilely acquired by English learners of L2 Spanish. A monolingual control group of 20 Spaniards together with two proficiency level groups measured by an independent proficiency test were included (15 English advanced less than 5 years of immersion; 15 English near-native speakers with more than 10 years of immersion). An ethnolinguistic questionnaire, a grammaticality judgement task (45 items) and a production task, were used. The results suggest that some, but not all, learners have sensitivity to the D-related features; there is not equal competence across all of the restrictions nor by all L2 speakers especially with island constraints. We consider group and individual data to address what data of this type tells us in reference to current SLA debates.

Coherency in the linguistic landscape – a rural South African case study

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The language choices displayed on public signs are the outcome of a wide range of contradicting factors. Yet, passers-by perceive all these signs, which constitute the linguistic landscape (LL), as a coherent whole. In some LLs, this apparent coherency is the outcome of policies that regulate code choice on public signs. In others, a homogenous target audience dictate the code choice. This homogeneity relates both to a shared linguistic repertoire as well as collective evaluations regarding language status and function.

In the South African context, however, no such regulatory mechanism is in place. The use of language on public signs is only loosely regulated, relating to public decency and a vague policy to foster multilingualism. Many different speech communities, each with their own linguistic ideologies, share the same space. As a result, the target audience is often highly diverse. What, then, is the impact of these factors on coherency in the LL?

This question is explored by means of a case study of the nine rural towns that comprise the Kopanong Local Municipality, situated in the southern Free State province. All the public signs in the nine towns were captured, resulting in a database of 5,773 entries. Previous research indicates that language choice in the LL is influenced by three variables, namely function (of the sign), agency (sign creator) and locality (where the sign is situated). The data is analysed in terms of these three variables in order to determine whether or not one can isolate a regulatory effect.

The analysis reveals significant variation in code choices across the three variables, resulting in two significant findings. First, in the absence of official regulations, a certain amount of self-regulation is enacted. Secondly, the interaction of contradictory linguistic attitudes requires a significant amount of mutual accommodation and negotiation by the choice makers.

A more in-depth analysis of these findings can contribute to our understanding of the interaction between policy, language attitude, and actual language choice. Since the research is conducted in a rural area, it is one of the few LL studies that focus on peripheral LL's instead of central (urban) settings.

On multiple determinants of discourse marker functions: Peripheral asymmetry revisited

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Recent research on discourse markers (DMs) has been increasingly paying attention to their hypothesized functional asymmetry depending on their position at left- and right-periphery (LP and RP). For instance, it is hypothesized that a DM (or, more generally, a linguistic form) acquires subjective meanings as it moves leftward in VO languages (and rightward in OV languages) and intersubjective meanings as it moves rightward (Adamson, 2000). However, findings that contradict the hypothesis have been reported as well (Traugott, 2014). At the current level of understanding, the functional asymmetry issue remains unsettled. This paper looks at the issue with multi-functional, multi-positional Korean DMs, e.g., kulay, kulssey, kuntey, ku(le)n(i)kka, kulem, all derived from kuleh- 'so', more comprehensively, incorporating other determinants of DM functions.

Recent contribution to DM research focuses on the role of prosody (Maschler, 2009), which has been largely neglected thus far. An analysis of the DMs shows that prosodic features, e.g., intonation contour, duration, subsequent pause, etc., indeed play a crucial role in determining DM functions.

Drawing upon historical and contemporary corpora and prosodic analyses of DMs in actual use, this paper argues that the LP/RP location is not uniquely correlated with (inter)subjectification, and, rather, that there are indeed multiple determinants of DM functions en route to their grammaticalization. It is argued that among the notable determinants are the semantics of source constructions, discursive and interactional contexts, LP vs RP positions, and prosodic patterns of realization.

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Dealing with fast source speech delivery rates in simultaneous interpreting: Formally similar vs formally dissimilar approaches

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Source speech delivery rate is an important aspect of (simultaneous) interpreters' working conditions. A fast source speech delivery rate is considered an "extreme speech condition" (Meuleman and Van Besien, 2009:31) and various studies find that interpreters confronted with this condition produce target language output of sub-standard quality (Gerver, 1975; Galli, 1990; Pio, 2003). Other authors suggest that interpreters can cope with fast source speech delivery rates by applying distinct strategies (Meuleman and Van Besien, 2009). However, little information is available regarding the strategies that do result in a successful interpreting performance despite a fast source speech delivery rate. The present paper examines professional interpreters' choice of strategy when interpreting slow-, medium-, and fast-paced speeches, in order to determine whether these interpreters are more likely to employ formally similar or formally dissimilar based approaches (Dam, 1998) at various source speech delivery rates. In order to examine simultaneous interpreters' performance at different source speech delivery rates, a parallel corpus consisting of the transcriptions of 70 speeches delivered at the European Parliament and interpreted simultaneously from English into German is compiled and analysed using the electronic corpus analysis tool ParaConc. The analysis focuses on interpreters' renditions of the English present participle clause, which offers possibilities for both formally similar and formally dissimilar renditions, into German.

The whole is more than the sum of its parts: Another way of teaching linguistics at the University of Papua New Guinea (UPNG)

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Modern linguistic theory is the product of a deeply rooted tradition of scientific analysis of observable facts. "We understand something, when we know the atoms that compose it, and the laws of combination" (Mcginn, 1999: p.56) – this view has dominated linguistic inquiry, particularly in the 20th century. Yet, there is more to language than just its observable physical structures; this atomistic method of analysis, while providing a wealth of observable detail, 'misses the forest for the trees.' Once broken into its smallest bits, the Humpty-Dumpty of Language cannot be put together again – 'The whole is more than the sum of its parts.'

Based on this premise (and on a synthesis of ideas, voiced in the past by David Hume, Ferdinand de Saussure, and Lev Vygotsky), a dialectical method of linguistic analysis has been developed and used at the University of Papua New Guinea (UPNG) to teach linguistics since 2007. This paper presents the key principles of this unorthodox method of linguistic enquiry and calls for a long overdue change of perspective in how we view human language. It argues that it is only by combining the advantages of both synthesis and analysis in our examination of language can we capture a glimpse of it 'live.' These claims are supported by brief accounts of our pedagogical practice and of Papua New Guinean students' responses and progress so far.

The body as a semiotic scape: An investigation of the racialization of hair in post-apartheid South African schools

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Physical features played a central role in the classification of race and the segregation of people in apartheid South Africa (Population Registration Act, 30 of 1950). With the demise of apartheid, educational intuitions are no longer reserved for particular 'racial' groups and are open for access to people from diverse backgrounds. Although the diversification and transformation of schools has started over 20 years ago, South Africa is still tainted by the segregationist racial ideologies of the past. Using the critical race theory (Fitzgerald, 2017; Ladson-Billings, 2013; Modiri, 2012; Puttick, 2012; Ladson-Billings and Tate, 1995; etc.) as well as viewing the body as a semiotic scape (Ferris, 2016; Albin, 2007; Samuelson and Wohlwend, 2015), this paper aims to analyse the recent newspaper reports on tensions in South African schools as a result of the dressing of hair as well as the consumption thereof on social media platforms. This paper has important implications on the deracialisation of the body and space the in an increasingly globalized world.

Revisiting "medical sign language": What is it and how do we teach it?

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A major challenge for sign language interpreters working in medical contexts is that there are relatively few lexicalised medical signs. When deaf people talk about medical matters, they report using a range of ad-hoc strategies, such as depicting signs, fingerspelling, nonce signs and circumlocution to communicate specialist terms (Major, Napier, Ferrara, & Johnston, 2012). However, how these strategies are used in practice – and how they might be taught to hearing learners of sign languages – remains poorly understood.

This paper reports on an action-research project conducted with a major Auslan (Australian Sign Language) training organisation that aimed to improve advanced students' ability to converse about basic medical matters prior to their entry into a specialist interpreting course. The project developed a range of teaching resources centred around videos of simulated conversations that might take place between family members and friends around routine health matters, such as medication dosage instructions or the treatment of colds or allergies.

In this paper we explain some of our hopes in designing the resources the way that we did, as well as evaluating what the experience has taught us about the nature of medical Auslan and the efficacy of our resources. We argue that our work is of wider relevance to teaching medical interpreting in a range of contexts where the target language does not have a widely developed/ used medical lexicon.

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Variation in the use of attitude devices in medicine, engineering and linguistics

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Scientific writers are supposed to use standard linguistic devices in research papers in different contexts. However, researchers may use different strategies to communicate with the reader depending on the field of knowledge. Nevertheless, there may be some variation in the use of pragmatic strategies. For example, attitude devices point out the stance of the writer towards the reader and act as interactional resources involving the reader in the development of discourse as pointed out by Hyland and Tse (2004), Gillaerts, Paul and Van de Velde (2010), Abdollahzadeh (2011) or Mur-dueñas (2010, 2011). The hypothesis of this paper is that writers with different linguistic backgrounds use attitude devices in English differently when they communicate in technical discourse. In this sense, the main objective of this study is to determine if attitude markers are used in a different way when written by researchers that belong to different fields of knowledge. In order to answer this research question, fifty academic papers about linguistics studies, fifty academic papers devoted to the study of medicine and fifty articles focused on engineering research were compiled and attitude devices spotted and analysed in context with the tool METOOL. The results showed that there are in fact differences in the use of attitude devices produced by writers that belong to different specific fields, even though in theory they share the genre and the academic style.

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Paraphrasing as translation strategy in the Zulu translation of 'Terminologie van het tolken'

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Each type of domain-specific translation requires the use of particular translation stategies. In 2017, the Dutch interpreting dictionary *'Terminologie van het tolken'* by Salaets, Segers and Bloemen was translated into four South African languages, namely Afrikaans, English, Northern Soto and Zulu. The source text consists of a list of interpreting terminology. Each term is defined and in some cases synonyms, antonyms, examples and cross-references are given. During the first phase of the project, the source text was localized for a South African target audience and translated into English and Afrikaans. Translation equivalents of the terms only were subsequently provided in Northern Sotho and Zulu.

In this paper we focus on the translation strategies used by two Zulu translators who are both interpreters and translators. We focus in particular, but not exclusively, on paraphrasing. The translators worked independently and produced two separate lists. In 80% of the cases, the translation equivalents in the two lists did not match. On further investigation, it became clear that the lack of standardized terms in Zulu forced the translators to make use of different translation strategies, such as borrowing, coinage and paraphrase.

The back translations of the Zulu equivalents into English provided insight into exactly how the translators made use of paraphrase in particular. We will consider the likelihood of the various equivalents becoming entrenched as standardized Zulu interpreting terms, and the possibility of this project contributing to the standardization of Zulu in particular, as far as interpreting terminology is concerned.

Data Citation in Linguistics: Looking forward to new standards

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A key tenet of linguistics is that theories advanced are based on the structure and/or use of language. Although most linguists base their work on observable data or describable intuition, the nature of this data is rarely clear in the subsequent publication. This is problematic as it means that the reader is less able to decide if they agree with the argument in the paper, or form their own analysis. Also, a lack of data and method transparency indirectly devalues the considerable work done in data collection, management and analysis (Thomason, 1994; Himmelmann, 1998; Haspelmath & Michaelis, 2014)

In this paper we look at the state of data citation in an analysis of 270 journal articles from ten journals within a ten-year span. The journals surveyed include a range of theoretical and areal perspectives. We find some positive practices in data citation, however much of the surveyed research does not include a citation for the linguistic data or other key metadata.

We discuss the implications of current data citation practices while looking forward. A group of linguists (including the authors of this paper) are currently working on a set of data citation principles, the objective being to encourage more researchers to clearly cite their data, to facilitate such citation in their subfield, and to make at least part of that data accessible to others. This work is being undertaken under the auspices of the Research Data Alliance. Clearer standards for data citation allow linguistic researchers in all subdisciplines to improve the reproducibility of their research, improving accountability, which are hallmarks of social science research, and part of a larger push towards open research across the sciences (Gezelter, 2009).

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The means and characteristics of strategic maneuvering in Tanzanian political campaign speeches: A pragma-dialectical perspective

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This paper identifies the characteristics and means of strategic maneuvering in the 2015 Tanzanian presidential election campaign speeches in the context where Kiswahili is the only official African language allowed in campaigns. In the Tanzanian history, Kiswahili is a symbol of unity since the struggle for independence. Attempting to use other languages, may endanger the objective of winning minds of the electorate. The paper investigates how campaigners utilise available topics to achieve political goals. It explores presentational devices in political campaign speeches. It examines how presidential candidates adapt to the audience demand. The Pragma-dialectal perspective in the Argumentation theory seeks to provide stages arguers must abide by and the model of critical discussion in which specific rules must be observed in argumentative moves. The theory views any move obstructing the rules as a fallacy. Moreover, it suggests possibilities of maintaining a delicate balance between reasonableness and effectiveness in argumentative moves. In the analysis, the theory provides methods for the reconstruction of unexpressed premises by means of dialectical profiles. The findings demonstrate different characteristics and means of strategic maneuvering in political campaign speeches especially self-evaluation strategies and opponent weakness identification strategies. They also demonstrate that some of the rules, because of cultural variations, do not fit in the Tanzanian political context. The paper adds to the body of existing knowledge on effectiveness and reasonableness in political argumentation, particularly in African languages, Kiswahili in this case.

Key words

Strategic maneuvering. Rules for critical discussion. Fallacies. Rhetoric. Reasonableness. Effectiveness. Pragma-dialectics. Unexpressed premises. Dialectical profiles. Argumentation stages.

Language as characterization tool in The Walking Dead

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Linguistic analyses of popular television series (Bubel, 2006; Bednarek, 2010; Sorlin, 2016 and Schubert, 2017) have indicated that the language used by certain characters can reveal a lot about the characters themselves and how the audience perceives them. In this study, a linguistic analysis of the AMC hit show The Walking Dead (season 7) is done to indicate how language is used as a characterization tool for specific characters. The analyses and interpretations of the dialogues are mainly based on the work of Culpeper (2001 and 2002), Fishelov (1990) and Bednarek (2010). The linguistic characteristics of three different characters in distinct settings are explored and indicates that, in this season of the show, language has become an important tool to distinguish different "worlds" within the bigger post-apocalyptic setting. By giving certain characters distinctive linguistic "trademarks", the writers are able to create a very definite divide between the three settings and emphasize the oppositions that these characters represent.

Apart from the linguistic trademarks of the characters, non-verbal behaviour in the context of the dialogue are also taken into account as supporting characterization techniques. The settings that the characters function in and certain props they use can also be seen as supporting techniques to their linguistic behaviour.

This study indicates the various ways in which language is used as a method for characterization and how language can distinguish one character from another in a very deliberate way.

On the effects of the language barrier faced by Hispanic immigrants within a medical setting

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Characterized by "creating good interpersonal relationships, facilitating exchange of information, and including patients in decision making," effective doctor-patient communication allows for a positive impact on a patient's medical literacy, and improved recognition of a patient's needs, opinions and expectations regarding healthcare (Fong Ha, et al. 2010). In an era of increased necessity to assist Hispanic immigrants in the United States, doctor-patient communication is hindered severely when immigrant patients and domestic providers are separated by a linguistic barrier in which patients do not have a good grasp on English and caretakers do not speak Spanish proficiently. Furthermore, studies show that the use of interpreters decreases a patient's ability to participate in medical discourse (Davidson, 2000). Unfortunately, physicians are not aware of patients' communicative needs, which may lead to patients' dissatisfaction due to interactive shortcomings that remain unknown to the doctor (Fong Ha, et al. 2010).

Existing studies on the lack of communication between Hispanic patients and doctors who do not speak Spanish competently seem to either focus on the effects of using an interpreter (Aranguri, et al. 2006 & Davidson, 2000) or the language abilities of the doctor (Fong Ha, et al. 2010 & Diamond, et al. 2011). In contrast, we hope to contribute to this matter by examining the attitudes of patients who either completely do not understand their healthcare providers or must communicate with personnel in a non-native language. Questions that we explore through this study include: (1) How do patients feel when having to communicate in a medical setting using a non-native language? How would their sentiments differ if they had access to healthcare in their native tongue? (2) To what extent are English-deficient patients able to understand their healthcare providers? And (3) Do these patients feel neglected or less involved as a result of the language barrier?

Through a series of in-person and anonymous interviews, we aim to measure the extent to which primarily Spanish-speaking patients face dissatisfaction and insufficiencies in their healthcare. We hope to garner more attention to this underrated issue and make aware to medical practitioners the need to communicate better with LEP patients.

A critical linguistic analysis of pornography in South Africa

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Pornography has recently become an issue of debate within South Africa with the approval by the Independent Communications Authority of South Africa for three adult content channels to be aired on paid TV services. These debates have largely been dominated by discourses of harm which depend largely on feminist pro/anti arguments regarding pornography. However, academic research into porn has begun to move away from these arguments to examine issues of representation, identities, the pedagogies of porn, as well as labour, production, and consumption. The current paper aims to move away from the "tired binary" (Juffer, 1998) of pro/anti arguments by examining data from an ongoing PhD project which investigates the South African pornography industry. The investigation of pornography provides a vantage point from which to examine the intersection of social categories such as race, gender, and sexuality; how these are mediatised and (re)produced in the medium of pornography, and the ways in which they intersect in the production of erotic desire. As such, this paper will make use of multimodal critical discourse analysis to analyse various South African porn sites such as mzansi-porn.co.za and mzansixxx.com in order to understand the ways in which social actors are represented as well as the discourses that inform these representations. Since recent academic work in the field of porn studies focuses largely on pornography produced and consumed in the global north, the current work also aims to speak back to these studies from a southern viewpoint in order to reread and challenge dominant discourses regarding the ways in which pornography works to (re)produce and mediatise social categories.

Cultural considerations of implementing humor into the language learning curriculum: A case study of English language courses at universities in Japan

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Humor has the potential to not only make foreign language study more enjoyable and memorable, but also provide learners with valuable insights into language and culture (Bell, 2009; Gardner, 2008). Recent research also highlights the role of understanding English humor in developing cross-cultural communicative competence (Bell & Pomerantz, 2014). From a sociolinguistic perspective, the role of humor in cross-cultural communication requires more research, as people from different cultures use humor in vastly ways. This can cause a lack of understanding of humor, leading to embarrassment or marginalization among English language learners (Bell, 2006; Wulf, 2010).

Including humor in the language learning curriculum is complicated. However, Banas et al. (2011, p. 138) warns that "normative expectations of other cultures regarding humor and education should be studied." considering the context of Japan. Research has shown that Americans use humor four times as often in conversation than Japanese and that Japanese hardly ever use humor in formal situations (Takekuro, 2006). Furthermore, forms of humor common in Western countries, such as satire (Wells, 2006) and sarcasm (Coskrey, 2012), are relatively absent in Japan.

In order to gauge Japanese views of humor in English language courses, the presenters administered a survey to participants (N=918) at 10 universities across Japan. The survey consisted of 16 Likert-scale items in four constructs: 1) the role of humor in the language classroom, 2) comfort with humor in the language classroom, 3) humor and language proficiency, and 4) humor and cultural differences. Two open-ended items also asked the learners to explain: 1) the degree to which humor has an important role in language education, and 2) how they perceive the humor of Japanese and English speakers to be different.

The presenters will summarize key results from the quantitative items, as well as positive and negative qualitative responses. In order to expand the topic to be relevant to teachers and researchers in different cultural contexts, the presenters will also offer suggestions on reaping the awards but avoiding the pitfalls of using humor in language instruction. Participants will also be encouraged to replicate the study in their respective cultural environments.

Diagnosing and treating communicative risks in health translation: Novice versus expert

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Translation is a creative activity that requires problem-solving in order to facilitate the dissemination of health information. In Translation Studies these problems can be seen as risks which can take on many forms. In this paper we see risk as the possibility of the target text not fulfilling its purpose; the meaning of risk is restricted to communicative risk. Health texts as such are usually regarded as high risk texts since the target text readers often cannot fully access the required content in these texts because of linguistic and/or textual barriers in Source Texts (ST) carried over to Target Texts (TT). In order to solve translation problems, translators resort to various solutions as "ways of expending effort to manage risk" (Pym, 2010: 3). Some solutions to translation problems involve more risk and effort than others depending inter alia on the function of the text translated.

The aim of this paper is to compare the ways in which novice translators (translation students in their third and fourth years of study) and experienced translators (professional translators with eight years and more experience) manage risk when translating a health text. In our case study risk does not pertain solely to the risk-taking behaviour of the translator, but is also inherent in the text itself. This study employs Gile's (2004) Integrated Problem and Decision Reporting (IPDR) method. The focus is on three parameters relating to novice and experienced translators' risk behaviours: (1) identification and grading of risk elements in the ST as low, medium or high, (2) translation solutions proposed to mitigate the risk in the resulting TT, and (3) degree of total translatorial effort. We hypothesise that experienced translators will perform better than novice translators in terms of identifying potential risk elements in a text; that they would propose low-effort solutions to high-risk problems; and that, ultimately, the degree of effort they exert during the translation task will correlate favourably with the degree of risk involved. We believe the findings of this study could inform translation pedagogies and training practices in future.

Prosody, sound symbolism, and embodiment in Chilean youth narratives about police violence

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This paper examines use of prosodic features in narrative constructions of identity in the context of a modern carceral state (Foucault, 1977). Data is from ethnographic interviews with two high school students about experiences of police violence during a 2016 student protest in Santiago de Chile. Stylistic shifts in pitch, voice quality, and rhythm anchor the speakers' past affective experiences in the multimodal semiotic organization of the body (Mendoza-Denton & Jannedy, 2015) at the time of narration. My analysis of prosodic variation thus situates the teenagers' embodied experiences of carceral state violence in processes of identity construction through embodied linguistic practice.

Voices are socially mediated through practices of speaking and hearing (Zimman, 2012). Prosody grounds emergent processes of meaning in the embodied material practices of language-users as they produce, overhear, and understand sound. In the narratives described in this paper, stylized prosodic variables functions as social indexicals of affect (Eckert, 2010), cueing listeners into the embodied state that a speaker associates with the experience described. In the following example a speaker highlights feelings of injustice while witnessing police beating up a peer protestor. She emphasizes that the encounter involved a single protestor "*una pura persona*" and large group of police, *"seis o siete fuerzas especiales alrededor así pegándole"* (six or seven special forces around hitting him). On the word pegándole 'hitting him' the stressed syllable -ándo- co-occurs with a H+L* pitch accent (falling) followed by a H% boundary tone (rising). The contour is complemented by extreme changes in pitch range between tone-targets: the first syllable peg- begins at 321 Hz, drops to 157 Hz in -ándo-, then rises to 311 Hz at the end of the utterance -le. Here, intense changes in f0 index the speaker's intense feelings of shock, fear, and injustice at witnessing police violence against a peer.

This work contributes to a growing body of research involving prosody, sound symbolism, identity, and embodiment (Eckert, 2010; Thomas, 2011; Podesva & Callier, 2015; Zimman, 2015). It also extends linguistic methods to efforts to understand and combat global institutionalized violence against marginalized populations and youth (Rickford & King, 2017).

'From brutal poacher to delicate pastry chef': A stylistic analysis for creating awareness of wildlife conservation

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The inextricable relationship between documentaries and literature, and by implication, language and stylistics, is documented by authors such as Strachan (2007), who notes that copywriters draw on an array of literary styles for effect, and Periasamy and Gruba (2015) who include linguistic elements as a form of multi-modal expression. Documentaries, generally defined as artistic expressions of actuality, are being increasingly used by wildlife conservationists for creating awareness and influencing viewers to become active backers of wildlife protection. A promoter of such a documentary is Mercedes Benz which has created a digital platform for 'Share your story' in 'Beautiful News, Reframing our world' (15 Jan 2017). In this paper I analyse the prologue to the documentary, 'The journey from brutal poacher to delicate pastry chef', and the visual monologue narrative, 'The Pastry Chef', to show how the copywriter uses language – against a backdrop of visual images and soundscapes – to convey message and prompt action amongst its reader-viewers. Favouring a pluralistic approach, blending literary criticism, linguistic analysis and stylistic description, I adopt Leech and Short's (2007) broad framework of linguistic and stylistic categories (i.e. lexical items, grammatical features, figures of speech and other rhetoric features and cohesiveness) as well as a range of other relevant linguistic, sociocultural and sociolinguistic phenomena, to show how the copywriter creates awareness of wildlife conservation and make rural people active backers of wildlife protection. Finally, I conclude by arguing that linguistic choices, particularly voice, diction, rhetoric and tone, are critical features of persuasion in documentary design.

Between linguistics and onomastics – The meaningfulness paradox of given-names

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The paper sets to present and resolve the puzzle of proper nouns in general and given-names in particular. Being signifiers constituting a fixed phonetic sequence they are categorized linguistically and morphologically as a nominal category, thus treated as linguistic entities. Looked from onomastics, and accounting for semantic and grammatical peculiarities shows that given-names have no denotation they singulate, not generalize. As such they are external to language and linguistics. Not being part of the language's lexical inventory given-names are free to be loaded with unlimited idiosyncratic psychological and social, personal and collective meanings. They are condensed and displaced (Freud 1900) narratives.

We first outline the major linguistic, grammatical and logical differences between common nouns and proper nouns. This highlights the essence of common nouns being true conventional denotation of objects (be them real or fictitious; concrete or abstract) to annul the singularity of the particular referents belonging to that class. In contrast, bestowing a proper name to an individual – and particularly bestowing a given-name to a person – being external to language and logic, its chief function is marking the named singularity, thus setting this referent apart from all other referents.

As we all experience, as named, namers and members of society, throughout life, given-names serve vast socio-psychological, artistic and other functions; they attach many varied and dynamic significances. This seems to constitute a puzzle. We then explore and illustrate this puzzle, showing that being linguistically arbitrary labels marking individuality, associating given-names with narratives, loading them with meanings resides linguistic peculiarities. We illustrate how confining to the idiosyncratic, these meanings condensed and so loaded on the given-name do not entail removing lexical meanings, altering semantic nets or resolving logical incompliance but call for unique linguistic and onomastic repair strategies disambiguating and singulating referents (namesakes).

A social semiotic analysis of the material culture in HIV/AIDS branding material at the University of the Western Cape

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Although there are multiple interventions to hamper the increase of HIV infections in South Africa, it still has one of the highest number of people living with HIV/AIDS in the world (UNAIDS report, 2007). Recent work on HIV and AIDS has either focussed on the knowledge, attitudes and experiences of people who are affected by HIV/AIDS or the production of texts on HIV/AIDS (Norton & Jones, 2011; Ahimbisibwe, Mutonyi and Kendrick, 2011; Stroud & Luphondo, 2012). Studies focussing on both the production as well as the accessibility and consumption or understanding of texts on HIV/AIDS lack. This paper draws on the grammar of visual design (Kress & Van Leeuwen, 2006), recent developments in social semiotic approaches to multimodality (Kress, 2010) and the material culture of multilingualism/multiculturalism in the semiotic ecology of linguistic landscapes (Banda & Jimaima, 2015) to explore the efficacy of the different modes used in the composition of various branding materials on HIV/AIDS at the University of the Western Cape. Observations of signage emplacement and interview data with students from different linguistic/cultural background are used to evaluate the consumption, accessibility, information value and the nature of narratives of place and HIV/AIDS discourses in multilingual/multicultural higher education contexts. The findings and conclusions on the social construction of multimodal texts and the consumption of material on HIV/AIDS are used to frame implications for development and composition of socially responsive/responsible multimodal texts in multilingual/multicultural contexts.

The rise and fall of a genre: Tracing the nature of evaluative language in Runyankore-Rukiga editorial writing

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Appraisal framework within Systemic Functional Linguistics (Martin & White, 2005) has recently gained tract across various fields including language teaching, journalistic discourse, and scientific research contexts in the fields of biology and medical discourse. However, it has largely focused on evaluative meanings in English and other European and Asian languages (Thomson & White, 2008 and Thomson et al, 2008). Its application to other languages, particularly those unfolding on the African continent and within the context of news reporting studies remains limited despite a proliferation of newspapers in English and many local languages in Africa. Therefore, in this paper I seek to extend Appraisal framework to other languages within the discursive practice of editorial writing in the Ugandan print media. Using a multi-dimensional and multi-perspective approach to discourse analysis, the paper will analyse a diachronic corpus of editorial genres of two Ugandan local newspapers, Orumuri (The Torch) and Entatsi (The Spy). The analysis will be to establish the nature of appraisal resources manifested in Runyankore-Rukiga, an agglutinating Bantu language and one of the few African languages examined within this framework. I will demonstrate that editorial writing in Runyankore-Rukiga often invokes anecdotes, similes and proverbs not only to evaluate processes, actions, and behaviour but also to amplify meanings. The Runyankore-Rukiga editorial discourse also exhibits hybrid realisations, and invocations of affectual values that seek to align the reader with the information being presented. The paper will further demonstrate that while the construction of a Runyankore-Rukiga editorial appears to ensue from the rhetorical moves of an English editorial (Ansary & Babaii, 2005), it does not adhere to its argumentation structure and the expected argumentation principles that govern the construction of an editorial genre. The paper will also reveal that the editorial genre in Runyankore-Rukiga is diminishing because most media outlets in Uganda are fearful of government's crackdown whenever they articulate issues that disfavour government policies and undertakings. The paper aims to extend Appraisal theory to Runyankore-Rukiga by examining newspaper texts.

Name choices and identity construction by African dominatrixes

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Wilson (2005: 32) describes a dominatrix as a woman "who, normally for financial reward, participates in forms of sexually charged role-play with a fetishistic or sadomasochistic backdrop." Wilson's small scale study analysed the linguistic choices of working names by German dominatrixes and his study concluded that the names chosen reflected "class, femininity and mystery" combined with the "darker side of sadomasochism" (39-40). Importantly, name choice plays a pivotal role in the "construction and maintenance of this culture's identity "(40). Following Wilson's call for more comparative research on how linguistic choices index dominatrix identity, in this paper I analyse the names that dominatrixes choose from Egypt, Ghana, Somalia, Congo, Nigeria, Zambia and South Africa. Data for this study was gleaned from online directories and BDSM specific websites. How do dominatrixes "Queen Cheetah" (Kenya), "Mistress Haram" (Congo), "Queen Shahy" (Egypt) and "Mistress Eve's" (South Africa) choice of working names construct a specific dominatrix identity? Are these dominatrixes and the services they perform an example of resistance to "hegemonic straights" or they "deeply tied to capitalist cultural formations [that] work within the social norms that compel subjectivity" (Weiss, 2011: Loc166).

'Afrikaans' or else: Post-national linguistic vulnerability

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In a post-national South Africa, spaces are transforming to accommodate multilingualism, countering structures of sociolinguistic isolationism that goes against sociolinguistics flows. In a transformative society like South Africa, it is important to be part of a multilingual society to advance sociolinguistics. Therefore, it stands to reason that any linguistic isolationism goes against multilingual diversity. However, over the years, there has been an increase in social enclaves in certain South African communities where alternative identities and discourses of language diversity have been cultivated. During apartheid, Afrikaner identity was powerfully asserted through the apartheid ideology, with the threat of vulnerability being the driving reason for the protection and promotion of their social, political and economic supremacy. In this presentation, I discuss the sociolinguistic effects of linguistic isolation by reporting on an Afrikaner community that has organized itself based on modern principles of social living and linguistic isolationism which could be seen as a strategy to conserve their vulnerable state. I will draw on a research project that focuses on White Afrikaner youth that forms part of a particular Afrikaner youth group in South Africa. This project is based on an ethnographic fieldwork study with a focus on youth between the ages of 14 and 18 years. I report on themes that emerge in interviews with those youth, interactional data as well as document analysis to demonstrate how language ideologies frame and promote discourses of empowerment of the "modern Afrikaner". I draw on Irvine and Gal's (2000) language ideology model, applying the notions of iconization, fractal recursivity, and erasure. I argue that the youth group in my study seem to adopt the strategy of erasure as a technique to dismiss other sociolinguistic groups by attempting to simplify their sociolinguistic field, which "render some persons or activities as invisible" (Irvine & Gal, 2000:38). I anticipate that this group is employing the strategy of erasure to reorganize the space and social life of the young Afrikaner. This leads to the inward migration of Afrikaners where they withdraw from the shared multilingual spaces while Whitening their own spaces by creating an exclusionary monolingual space.

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Semantic change in Afrikaans modal verbs

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This paper is concerned with the semantic change of the pair *moet* 'must 'and *moes* 'had to' in Afrikaans. These modal verbs are typically associated with the semantic dimensions of 1. obligation and necessity enforced by an external participant (deontic modality); 2. necessities and needs desired by an internal agent or situation (dynamic modality); 3. inferred conclusions and hypothesis (epistemic modality) (Van der Auwera 1998, 2009, 2016; Bybee 1994, 1995; Nuys and Van der Auwera 2016; Palmer 2001, 1986). Traditionally the distinction between these modal verbs is made with reference to tense, where *moet* historically encodes the present tense form which conveys a high to medium-high speaker strength and a heightened sense of obligation, and *moes* is the historical preterite form, which implies medium to low speaker strength and carries a low degree of obligation but a high degree of counter factuality (De Villiers 1971; Ponelis 1979; Conradie 1979; 1976; 2017). However, the semantic boundaries between these two modal verbs seem fuzzy and this paper's goal is to investigate these boundaries to see whether the meaning of *moet* and *moes* has changed over a period of 100 years. A historical corpus comprising of a variety of text and registers is used as basis for the analysis. This corpus (Kirsten 2016) consists of one million Afrikaans words covering the period from 1911 -2011. The corpus includes a formal, informal, informative and narrative register. The first analysis describes the unique character and semantic frames of *moet* and *moes* comparing it to the earlier cognates in Early Modern Dutch which was the form used when Dutch settlers arrived in South Africa from 1652 onwards, focusing on the evolution of the diachronic changes from Dutch *moeten* and *moesten* to Afrikaans *moet* and *moes*. Secondly, each modal's semantic frames are explored in order to determine a) whether there is competition between the two cognate modals where one or both has moved into the specific semantic boundary of the other and b) whether either of the modals has grammaticalized in such a way that it has obtained new meanings, when compared to their meanings in contemporary usage.

Afrikaans inflection up for renovation

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Owing to a history of intense language contact, Dutch underwent a great deal of deflection at the Cape since the 17th century, for example as regards the deflection of the finite verb, the loss of the finite-nonfinite distinction, the loss of the preterite as a tense form, the regularisation of the past participle, the loss of grammatical gender, etc., all of which contributed to making Afrikaans a more analytic language than Dutch. However, what has gone unnoticed to a large extent, is that Afrikaans has been reintroducing remnants of inflection in new functions and even developing novel forms of inflection deviating from Dutch, for example by

- creating a literal/figurative or concrete/abstract contrast through participial regularisation (*'n gebreekte koppie* 'a broken cup' vs *'n gebroke hart* 'a broken heart') or adjectival inflection, e.g. *die ryk heerser* 'the rich ruler' vs *'n ryke verbeelding* 'a rich imagination';
- extending adjectival inflection to emotive adverbs, e.g. *'n vreeslike groot ongeluk* 'a terribly big accident';
- employing the few remaining preterites in new functions, e.g. *Dit sou moes kon geslaag het*, 'It should have been possible to succeed', where the preterites *moes* 'must (pret.)' and *kon* 'could' have a cohesive function;
- employing the two remaining marked infinitives in the language in a hortative function, e.g. *Kom ons wees eerlik*, lit. 'Come we (= let us) be honest', *Kom ons hê pret*, lit. 'Come we (=let us) have fun';
- creating a novel double plural in compounds consisting of day-of-the-week + -*oggende* 'mornings', -*middae* 'afternoons' or -*aande* 'evenings', e.g. *Maandagaand* 'Monday evening' but *Maandae-aande* lit. 'Mondays evenings', and
- reducing *het* 'have' as clause-final auxiliary to an inflectional ending, e.g. as [xəsəŋ-ət] in the full infinitive *om die aria te gesing het* 'to have sung the aria' vs *om gesing te word* 'to be sung'.

Changes such as these are evaluated against the background of processes such as grammaticalisation, exaptation, the reinforcement of cohesion, and the creation of new lexical distinctions.

Processes of change in earlier African American English: Variation in

the community and the individual

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The relation of the community and the individual has been a controversial issue in sociolinguistics. Much of the research on sociolinguistics, particularly in the Labovian tradition, has focused on the variation of socially stratified groups. The resulting assessment of intra-individual speaker variation as unimportant implies that speakers of a group are assumed to speak in very similar if not identical ways. This is what Wolfram and Beckett (2000) have criticised as the homogeneity assumption. They argue instead that the study of individuals should receive more attention and that it offers new insights into patterns of language change in the community, particularly in the reconstruction of African American English. The aim of this paper is to shed light on the relation between the individual and the community in earlier African American English by drawing on a recently compiled major data base, the Corpus of Older African American English. It is the largest and most diverse collection of pre-1900 African American English and comprises more than 1,500 letters from almost 1,000 different writers stemming from 18 states. While most writers in the corpus did not write more than one or two letters, there are two authors (Lucy Skipwith and Henry Stewart) who wrote a whole series of letters, stretching across a considerable time span. Such series of letters allow us to study the language of semi-literate individuals in more detail and thus to assess how consistently vernacular features are used. The letters of Lucy Skipwith and Henry Stewart will be analysed according to selected features such as *was*/*were* variation, verbal *-s* and past time reference and compared to earlier findings from African American communities in the nineteenth century. The main question to be addressed is to what extent individuals mirror the conditioning of a particular feature in the community. It is argued that the study of individuals throws light on general processes of change in the development of African American English and the relation of the individual and the community in such changes.

Pale, not green: the colour of grass and nightingales

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In this paper I re-examine the Greek term χλωρός, a word whose meaning is debatable and difficult to pin down exactly, with interpretations ranging from 'green' to 'moist'. As a colour term, the word is generally accepted as referring to the green/yellow part of the spectrum; in Greek, 'green' is generally understood to be the primary colour meaning, rather than 'yellow', often on the evidence of poetic and metaphorical uses. However, checking the LSJ citations for χλωρός shows that for many of the instances cited in support of 'green' as the primary meaning, 'green' is not necessarily the only available interpretation, and for some of these citations 'green' is not accurate.

The evidence of botany and zoology (drawing from, for instance, Aristotle's *Historia Animalium*) as well as cognates in other Indo-European languages suggest that green is not the primary meaning even in Greek, but rather that χλωρός refers first to pallor, and then only to yellow and green. In addition, there is possible supporting evidence for χλωρός 'pale, with a yellow tinge' that can be adduced from the translation of horse colour terms in Persian and Arabic.

I wish to propose that the notion of green being the primary colour reference of χλωρός arises from a Western interpretation, based on the climatic norms of more northerly latitudes, and that localisation of terms is important, especially in historical linguistics. A Western lens can distort Mediterranean natural truths

Order out of anarchy in Oceanic verbal suffixes

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Proto-Oceanic retained the favourite lexical morpheme shape CVCVC from its predecessors Proto-Austronesian and Proto-Malayo-Polynesian. Categorical loss of original word-final consonants has happened at least twice independently among its descendants, affecting perhaps 200 modern Oceanic languages. One consequence of this was that, in surface terms, former vowel-initial suffixes such as POC *-i* 'transitive', now appeared to include a consonant not generally predictable from the verb base:

<div align="center">

POC *polas* 'spread out'
  (intransitive)   (transitive)

</div>

Pre-consonant loss:	*polas*	*polas-i*
Post-consonant loss	*pola*	*pola-si*

Considerable attention has been given to the synchronic analysis of this situation in various descendant languages. While some linguists have felt inclined to treat the historic consonants as part of the root at some underlying level, thus preserving the Pre-loss situation above, there is much evidence that seems to point in the opposite direction. It seems that as far as speakers of these languages are concerned, there is an array of suffix forms, equivalent in meaning, differing only in initial ('thematic') consonant, each verb selecting a particular suffix form, apparently arbitrarily.

With more comprehensive studies of individual languages and a surer control of comparative Oceanic, it has become clear that all descendant languages have introduced some regularity into the choice of suffix forms, though hardly any two have done so in exactly the same way. Strategies both semantic (associating thematic consonants with semantic classes of verbs) and phonological (preference or dispreference of particular suffix forms according to vowels and consonants of the base) have been employed to create such order, probably both types at once throughout the period since the final consonant loss. Analogical clustering based around specific verbs has been one factor throughout.

The present paper gives a broader comparative perspective than previously available on these changes, and presents illustrative examples of the diversity of suffix-form selection strategies in languages that have been investigated.

Applicative and Causative in Ancient Greek and Latin: Evidence from verbal prefixation

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Many languages have different types of verbal derivation that affect the number of verb arguments and/or the typology of their coding. Typically, the number of core arguments may either decrease or increase; alternatively, a change occurs in the semantic role of one or more arguments, but not in valency. In the present paper, we address these types of verbal derivation, in Ancient Greek and Latin and, specifically, focus on the applicative and causative constructions. Typically, in the so-called "causative alternation", the argument in the A function, that corresponds to the syntactic subject of the causative construction, becomes $\varnothing$ in the so-called "inchoative construction" (Haspelmath 1993); whereas, the argument in the O function, that corresponds to the direct object of the causative construction, takes the S function and becomes the syntactic subject of the inchoative construction: "the sun melted the snow" vs. "the snow melted". In the "applicative alternation", S (intransitive subject) becomes A (transitive subject), in the applicative construction, and a peripheral argument is taken into the core and bear the O (transitive object) role (Dixon & Aikhenvald 2000): e.g., Italian *Maria piange per la morte di Mario* "Maria is weeping for Mario's death" (in which the verb has valency #1 and "Mario's death" takes oblique case marking) vs. *Maria piange la morte di Mario* "id." (in which the verb has valency #2 and "Mario's death" is the direct object). In previous studies, applicative has never (or very little) been investigated in Indo-European languages and, especially, Classical languages. In addition, the relationship between applicative and causative has not yet been addressed. In the present paper, we investigate the strategies to encode the applicative category in Ancient Greek and Latin, and discuss the relationship between applicative and causative, from a historical and typological perspective. We show that verbal prefixation represents a strategy to encode categories such as applicative and causative, by operating on verbal actionality and valency and by affecting the semantic role of verb arguments (cf. Romagno 2003, 2004, 2008). Moreover, we provide evidence that applicative and causative can be defined by identical parameters, that are manifested in different degrees

Ecological and linguistic correlates of the dynamics of phonotactic diversity: a diachronic case study

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Linguistic dynamics have been hypothesized to be driven by ecological factors such as population size or social structure (see Nettle 2012 for an excellent overview). In this paper, we investigate the diachronic development of phonotactic diversity in the history of English from Middle English to Present Day English (using historical data from PPCME2, PPCEME, PPCMBE and COHA, and phonological transcriptions from ECCE and CMU). We find that the diversity of word-final coda phonotactics has been increasing through the past 800 years.

What is more interesting is this: we compare the trajectory of phonotactic diversity to trajectories of ecological factors such as (a) population size, (b) population density, (c) populated area, (d) average path length, of the English speaking community, respectively, as well as the linguistic factors (e) phoneme inventory size, (f) syntheticity, (g) analyticity (Szmrecsanyi 2012), and (h) corpus size of the English data we used, all derived for the whole observation period. By applying autocorrelation-driven time-series clustering to all trajectories it is shown that the development of phonotactic diversity is most similar to that of ecological figures (b-d), while the developments of the linguistic properties (e-g) show substantial differences and thus seem to be more independent from phonotactic diversity.

Our analysis shows that the influence of ecological factors on linguistic structure should not be underestimated. In line with Bromham *et al*. (2015) we argue that similar ecological mechanisms seem to apply in linguistic and biological evolution. If this is correct, phonotactically based language-dating methods (e.g. Rama 2013) clearly need to take these ecological factors into account.

Variation, divergence and convergence in Bantu morphosyntax: Quantitative approaches

Prof Lutz Marten[1], Dr Peter Edelsten[1], Dr Hannah Gibson[2], Prof Rebecca Grollemund[3], Dr Rozenn Guérois[1]

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With about 350-400 languages the Bantu family is an ideal testing ground for the study of language relationship and micro-variation. This talk addresses these issues based on a study of morphosyntactic variation in Bantu, adopting quantitative methods of analysis. It shows how morphosyntactic variation can be examined in relation to lexical variation and how results show the interaction between different processes of divergence and convergence.

Traditionally, research in comparative Bantu has focused on the study of innovation and divergence, with a view to developing a genetic sub-classification of Bantu languages (e.g. Heine et al. 1977, Ehret 1999, Nurse and Philippson 2002). Recent work by Grollemund *et al*. (2015) has proposed such a genetic sub-classification of Bantu based on a phylogenetic study of a comparative word list of 200 lexical items, and correlates this with historical and archaeological data. However, convergence effects in Bantu have also been noted(e.g. Möhlig 1983, Marten *et al*. 2007), and have been related to the dynamics of multilingual language ecologies and language contact.

The current talk presents results from a comparative study of morphosyntactic variation in Bantu based on 142 morphosyntactic variables and 40 languages. The analysis adopts two quantitative methods: the calculation of pairwise similarity and the use of phylogenetic methods. These show the following results:

• The establishment of local clusters of similarity
• Tracing of centripetal convergence effects, where similarity increases towards the centre of the Bantu area
• A partial phylogenetic classification and its divergence with classifications based on lexical data
• Reconstruction of particular morphosyntactic aspects of Bantu using the phylogenetic comparative method that leads to a better understanding of the evolution of these morphosyntactic features

Each of these types of result will be explored through recourse to quantitative data, and illustrated with relevant examples from the database. Overall the talk shows the value of morphosyntactic data for comparative Bantu, but also the value of the use of quantitative methods for the study of morphosyntactic variation, both in Bantu and more broadly.

Accusative/dative syncretism in Old Northumbrian: Evidence from the glosses to the Lindisfarne Gospels and the Durham Collectar

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One of the features of the grammar of the Gloss to the Lindisfarne Gospels (MS Cotton Nero D. IV) is accusative/ dative syncretism in the singular paradigm of nouns belonging to originally *a*-stems, light *ja*-stems, heavy *ō*-stems, heavy and light *jō*-stems, heavy *i*-stems, heavy *u*-stems, and *nt*-stems. Fernández Cuesta and Rodríguez Ledesma (forthcoming) show that the degree of syncretism in this declension is higher in prepositional phrases than in nouns with the function of direct and indirect objects, which could indicate that the preposition was in the process of becoming grammaticalised to mark syntactic function at the expense of semantic distinctions.

Nevertheless, it is puzzling that, as already observed by Ross (1968), accusative/dative syncretism is much rarer in the gloss to the Durham Collectar (Durham Cathedral Library MS A IV 19), added about two decades after the Lindisfarne gloss by the same scribe, Aldred of Chester-le-Street, and that this is not the only feature that appears to be more 'conservative' (i.e., in the direction of Standard West Saxon) in the language of the Collectar (Ross 1970, 1978). The aim of this paper is to carry out a quantitative analysis of the distribution of inflected and uninflected forms in the Collectar in the same contexts as in Lindisfarne in order to assess whether the degree of accusative/ dative syncretism is significantly lower in Aldred's later gloss. I will also try to give possible explanations for the syncretism observed in both glosses.

Semantic change and grammaticalization of the verb 'to get/ acquire' in Youle Jino, a lesser-known Tibeto-Burman language in China

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This paper aims to analyze a case of semantic change and grammaticalization of the verb 'to get/ acquire' in Youle Jino, a lesser-known Tibeto-Burman language of Yunnan, China.

The word for 'good' is a member of Swadesh list which corresponds well to the related languages, though Youle Jino /jɔ55/ 'good' does not correspond to most related languages, such as, Lahu [Tibeto-Burman; China/ Burma/ Thailand] /dàʔ/, Akha [Tibeto-Burman; China/ Burma/ Laos/ Thailand] /mὼ/, etc. On the other hand, Youle Jino /jɔ55/ phonologically corresponds to Written Burmese /ra/ 'to get'. This leads us to speculate that the proto-meaning of Youle Jino /jɔ55/ was also 'to get/ acquire' and changed into 'good' in the present language. And the similar phenomena are attested in other East and Southeast Asian languages as well, which is exemplified as Chinese /de2/ 'to get' denoting 'good' or 'OK' in some cases.

The other things to be noted on Youle Jino /jɔ55/ are related with its grammaticalization. /jɔ55/ is used for denoting ability when occurring before the verb ('can V'), while for meaning deontic modality when following the verb together with the copula ('must V'). This process of semantic change is also widely attested in Southeast Asian languages. For example, Hmong [Hmong-Mien; Laos/ Thailand/ China] /tau/, originally meaning 'to get/ acquire', extends its function to denote 'can V' when following the verb, and 'must V' when preceding the verb in some cases (Enfield 2003). The order of 'to get' and the verb in Hmong is reversed to that in Youle Jino, which may be related to the difference of word order (Hmong: SVO, Youle Jino: SOV).

This paper will contribute to provide a good example of semantic change and grammaticalization with Tibeto-Burman linguistics, linguistic typology and historical linguistics.

Postural verbs: Evolution from progressive to modal – evidence from Afrikaans

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A common use of progressives is to express subjective meaning. The speaker's attitude or mind-set – usually negative – towards a particular situation is emphasised by presenting the situation as progressive. This paper – based on evidence from Afrikaans – aims to show that this use of the progressive to express subjective meaning brings about the further grammaticalisation of the postular progressive into a fully-fledged postural modal.

Kuteva (1999) studies the evolution of the cardinal postural verbs (CPV) to aspectual constructions in a variety of languages, and proposes a grammaticalisation chain or development route involving four main phases. In the first phase the CPV is used to express the physical orientation of a human body. In the second phase the CPV is used to express the spatial orientation of physical objects. The third phase is characterised by a syntactic organisation where the CPV has evolved into an aspectual auxiliary verb, and the second verb in the sentence serves as the main verb. She also explains that the construction is no longer ambiguous – the interpretation of this sentence is now aspectual, and limited to inanimate subjects. Lastly, in the fourth phase, it is possible for the construction to combine with living subjects. In these last two stages of development, the CPV is generalised to such an extent that the original lexical meaning fades completely. In the first two stages the postural meaning of the CPV is still visible to a greater or lesser extent. In these final stages of the development of the aspectual construction the CPV has lost all locative meaning and has entirely changed to an aspectual marker.

In this paper, a fifth phase of the CPV grammaticalisation chain is proposed, namely the development of the CPV into a fully-fledged modal construction. In this phase, the postural meaning of the CPV verb is no longer evident, and furthermore, the progressive meaning has completely faded. The CPV construction is now used exclusively to express subjective or interpretive meaning, even in contexts where progressive interpretation is not possible, such as anterior, telic and stative situations

On Decipherment of the inscriptions of Linear A in the Common Kartvelian language

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The object of this paper is deciphering of Cretan Linear A (LA) inscriptions spread all over the Aegean area, also found on the territory of Palestine, Bulgaria, Georgia.

1. The paper presents an overview of the data on the ancient population of the Peloponnese, Asia Minor, Aegean islands before the migrations of Indo-European tribes into Europe began.

It is supposed that indigenous inhabitants of this area were of non-Indo-European and non-Semitic origin but were South Caucasian – Proto-Kartvelian tribes.

2. The Common Kartvelian (CK) language formed an influential substratum for the language of Proto-Greek tribes after their invasion of the Peloponnese. The toponyms of 'unknown etymology' (J.Chadwick, R.Beekes) are now prove to be CK.

3. The analysis of linguistic material (of special importance are toponyms, ethnonyms, anthroponyms and theonyms), the study of graphical qualities of LA and the signs of related scripts (Linear B, Linear C), the previous phonetic reading of Linear B script by M.Ventris and J.Chadwick granted the correctness of my decipherment of LA inscriptions in the CK.

The texts of LA inscriptions are mostly agricultural accounts with anthroponyms, agricultural produce (e.g., cereals, etc.), domestic animals, and signs denoting natural numbers and fractions, etc.

4. My deciphering has been carried out according to the principles of the algorithm presented by me for the Phaistos Disk script. One of the rules of the algorithm has been applied to the whole stock of LA texts.

Some of the deciphered LA words are the following:

a. The toponyms and anthroponyms: *ma-ka-ri-te* – 'Macris'; *pa-i-to* – 'Phaistos'; *a-ja* – 'Aea'; *ku-ku-da-ra* – 'Colchian'; names of pots: *ka-ti*; *ka-di*, and also, numerous other anthroponyms with regular reliable correspondence to Kartvelian personal names.

b. The words for the operations on numerals (addition): *ku-ro* – 'to bind, gather, collect, add', and *ki-ro* – 'fault, defect; to subtract, lessen, diminish, cut off, decrease, reduce'.

All the above terms also display regular phonological and semantic relations to Kartvelian materials.

A diachronic view of youth language practices in Nigeria

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Scholarly debates on African youth language(s), or African youth language practices, have focused on the perceived need to determine, interalia, the historical origins of the languages, particularly their relationship to colonial and postcolonial dynamics, their locales, in terms of their relation to urbanity (the rural-urban divide), their content or structure, the environmental influences under which they operate, the political dynamics in the country or entity in which they are located, and the associated language policies and attitudes. It has also been debated whether the phenomenon refers to autonomous languages with self-regulating structures and established speech communities, or simply to age graded sociolinguistic varieties, styles or practices (see Androutpoulous, 2005; Kiessling et al, 2005; Beck 2010, Mesthrie and Hurst, 2013, among others). The dynamics of history are therefore influential to the categorisation of languages and language varieties.

In general, African urban/youth languages have been considered a colonial/postcolonial phenomenon (Mclaughlin, 2008), leading to the neglect of indigenous languages communities in the consideration of the related linguistic phenomena (Beck, 2010), and activating critical reaction on the part of African scholars (Omoniyi, 2006; Chary, 2012; Oloruntoba-Oju, 2015; in press). It is arguable that part of some of the conclusions reached in early considerations of African urban/youth languages are fuelled by a focus on the synchronic values of the phenomenon.

This paper applies a diachronic perspective to the consideration of African urban and youth language practices in Nigeria from pre-colonial, through colonial to postcolonial times. A diachronic perspective helps to track, and highlight, the historical, political and cultural dynamics involved in the evolution of the languages and or practices in the country over time. It also helps to distinguish some of the synchronic linguistic values associated with particular epochs (see Moessner, 2003; Bybee, 2010). The paper assembles data from oral tradition, popular culture and social media to establish elements of youth language practice in the different periods, including inputs from indigenous language forms, some notable changes over time and the conditions for the emergence of the new forms.

Writing an inclusive history for Afrikaans: insights and findings

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Since 2013 (actually from 1980) the presenter of this paper has been involved in a comprehensive project regarding writing an inclusive history for Afrikaans. The reason for this project was that in the past so many books on this history of Afrikaans mainly focused on selective aspects of the history of Afrikaans and in most cases it had to do with the history as seen from a white perspective. As the majority of the speakers of Afrikaans are not white, it presented a one-sided view of what Afrikaans and the history of its speakers entails.

In this book I try to write from another perspective, in which the totality of the speakers of Afrikaans is included. This necessitated me to write from a socio-historical point of departure as the history of Afrikaans cannot be told apart from its speakers, and what they did or not. It is a well-known fact that the history of a language and a history of its speakers cannot be separated.

I would like to talk about aspects regarding the actual writing of the book: the need for such an inclusive perspective, the process of writing the book, problems encountered, findings of the book, and future plans for research in this regard.

The progressive converb in Old Kanembu Manuscripts: Saharan features?

Dr Dmitry Bondarev

Old Kanembu, a variety of Kanuri (a Western Saharan language spoken in the wider Lake Chad region) surviving in the Borno manuscripts of 17th to 19th centuries, has an affix *ki* used to form a nonfinite converb-like verbal form with wide progressive meaning, including continuity, nonstativity, simultaneity, contingency and emotiveness. The converb in the Saharan languages is known for broad range of functions beyond adverbial clauses and the *ki*-converb in Old Kanembu is no exception: it occurs in adverbial, complement and existential clauses. The position of this morpheme in the verbal complex depends on the morphological class of the verb. In class 1 verbs, it is prefixed to the general converb form, e.g. <ki-so-rāg> (ki-CVB.3p-adore) '[people] are adoring [them]' (angle brackets = graphemic). In class 2, it is suffixed to the lexical root, e.g. <gul-ki-m> (say-ki-CVB.2s) 'you are saying'. The suffix *-ki* can form the progressive from any class 2 verbs, whereas the prefix ki- can only operate on a restricted group of class 1 verbs which take a prefix s(V)- to form the imperfective converb. Thus, <ki-sa-dī> (ki-CVB.2p-do) 'you are doing' is a progressive converb derived from the imperfective converb <s-dī> (CVB.2p-do). The strict correlation between the prefix *ki-* and the *s*-verbs (*s-* being only realized in imperfective) prompted the Borno scribes to use a combined *kis-* morpheme (i.e. *ki + s*) as a distinct marker of the nonfinite verbal forms. Since the Arabic grammatical tradition considers the Arabic imperfective similar to nouns (Ar. *muḍāriʿ* 'resembling') and the progressive converb was only used for the translation of the Arabic imperfective, at some stage of the development of Old Kanembu the *kis-* form was reanalysed as imperfective. The *ki* and *s* verb forms are inexistent in the (Modern) Kanuri morphology. However, the Old Kanembu progressive *ki* is likely to be traceable to Tubu and the imperfective *s* to Beria (the Eastern Saharan languages).

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Planning the unplanned: The case of Afrikaans RLS in a civil organisation

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Baldauf (1994) and Egginton (2010) agree that unplanned language planning in the broad field of language planning, and more specifically in the field of status planning – which includes reversing language shift (RLS) – receives little attention. Baldauf (1994) attributes the lack of studies on unplanned language planning to language planning initiatives that are mainly conducted at macro level with a top-down approach. This means that micro language planning, which occurs daily, is not necessarily documented and identified as language planning actions; consequently, a specific language situation is not summed up correctly and results in unplanned language planning (Baldauf 1994:82-83).

A case in point is the civil organisation Solidarity Movement and, specifically, its initiatives that are aimed at reversing language shift as far as Afrikaans is concerned.

The focus of this paper will be on the investigation, documentation and evaluation of unplanned language planning that have been taking place at the Movement. In the absence of dedicated language planning and a language policy, the investigation will involve understanding the language practices and beliefs that are evident in this organisation with a view to arriving at a macro-level-organised language management situation. This will "reflect conscious and explicit efforts" (Spolsky 2009:1).

The aim is to produce a set of recommendations on the way in which the implementation of these initiatives are aligned with the theoretical aspects of language planning.

Research tools that were implemented in this study include a literature study and a focus group interview that serves as a basis for empirical data collection. The empirical study entails two separate quantitative questionnaires completed by heads of RLS initiatives that were undertaken by the Solidarity Movement, as well as members of the Movement.

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The decay and reconstruction of nominal classes in Srinagar Burushaski

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There are four major nominal classes in the Burushaski language. All nouns are classified into the following groups according to their referents: human males, human females, concrete entities, and abstract entities. In this paper, I show that the Burushaski variety spoken by the young generation of immigrants at Bota Raj colony in Srinagar is decaying the inherent noun classification system; these speakers are now using a distorted reconstructed system of noun classification. The ancestors of Burushaski speakers at Bota Raj migrated from the Nager and Hunza princely states, where are parts in northern Pakistan now, approximately 150 years ago.

Noun classification systems are generally dynamic, and may decline or even lose classes. Some languages have lost the systems (partially) under language contacts with any languages of simpler or no noun classification systems. In other cases, some of them have neutralised distinguished classes into a new class, decreasing the number of classes as a result.

Younger speakers in Srinagar Burushaski do not show only the decay of nominal classes. They once lost the basis of categorisation for noun classification, but then recategorised all nouns to avoid incoherence in the nominal class system. As result, the number of their reconstructed nominal classes increased to five classes. The new classes are: human males, human females, animals, concrete entities and abstract entities. The latter two categories are labelled with the same names as before, but the contents are not identical. By the reconstruction they augmented the numbers of classes and carried it out without introducing any new morphological forms. It is noteworthy that there are no adjacent languages which have such a noun classification system distinguishing animals from others in particular.

Morpho-syntactic development in the isiXhosa of selected international migrants in Cape Town: A study in second language acquisition

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Recent years have seen a growth in south-to-south migration on the African continent. Since the 1990s South Africa has been an important destination country for south-to-south migrants and increasing numbers of African migrants have entered the country for a variety of reasons including business, education, work, and refuge. Cape Town's global stature means that it will continue to be an important destination for migrants. This has important consequences with regard to isiXhosa, which is one of the city's three major languages.

This paper is part of a research project on language migration and identity in Cape Town. As one of the field workers on the project, I have been motivated to look at the linguistic implications of the naturalistic acquisition of isiXhosa by these migrants. This is an area which has not received serious attention in the study of African languages and South Africa in particular. The database consists of a sample of 30 learners from various sites, who were recorded in relatively unstructured interviews/conversation with the author. This cross-sectional study of their language use involves length of stay as a key variable. Following the work of Ellis (1985, 1994) it is hypothesised that there are specific pathways of acquisition. Learners from diverse African migrant and language backgrounds produce similar forms of second language constructions as they move from basic communication to competence involving more complex sentences. This hypothesis is tested in the analysis of an array of suffixes found in the agglutinating target language as well as the acquisition of relative clauses.

Stress and tone mixing in the lexicon growing Swahili of Lubumbashi

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Swahili, a toneless and penultimate syllable stressed Bantu language exhibits an outstanding mixture of stress and tone-like patterns in the Lubumbashi Swahili (LS), a DRC dialect, as opposed to Standard Swahili (SS), its lexifier in Tanzania. SS words, coined or loan ones in the LS echo the ancestor prosodic patterns:

(1)   (a) *mateso* (SS) →*mateso* (LS, from SS) 'suffering'

     (b) *m'jinga* (SS) ≠ *mbumbu* (LS coined word) 'a stupid person'

     (d) *kugawanya* (SS) ≠ *kukabula* (LS, loan word) 'to share'

Nevertheless, the LS exhibits own stress and tone-like patterns no matter whether the word originates from SS or is a coined/ a loan one:

     (a) *furaha* (SS) → *fura* (LS, instead of fura) 'pleasure' (Kalunga, 1977)

     (b) *ulimbo* (SS) → *bùrìmbò* or ˌbùrì'mbò (LS, from SS or loan word from local languages) ' birdlime'

     (c) *matembeleo* 'a frequented place' → *ntèmba* (LS, borrowing) ' secretly frequented place'

     (d) *tabia* (SS) → *kìsèlà* (LS, borrowing) 'a habit'

Seemingly, the contact of the Tanzanian SS with the Katanga DRC native languages resulted in an ongoing lexical growth and a mixture of stress and tone-like patterns, the latter being the outstanding prosodic feature of the LS. Thus, the threefold question of its prosodic status as stress, tone or both stress and tone language. This paper sticks to the description of the phenomenon within an interdisciplinary structural, historical and sociolinguistic perspective aiming at a best understanding of the evolution of prosodic patterns in the LS. This preliminary field data based analysis is a prelude to a theoretical approach on the prosodic status of the LS in a dynamic urban society facing cross sociolinguistic challenges.

The paper will focus on Swahili history and the sociolinguistic background of the Lubumbashi city, LS prosodic patterns in the light of the lexicon development.

Ambiguous affinities in colonial contexts: How to make one's Malay sound Chinese and why?

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This paper examines several ways of encoding ethnic consciousness through language, by highlighting the sociolinguistic practices of Chinese-Indonesians in colonial times. Indonesia is home to one of the world's largest and oldest Chinese diasporas, most of whom are no longer proficient in Chinese. Their first language had typically become Malay, Southeast Asia's most successful regional lingua franca in the spoken and written domain. Despite this process of linguistic homogenization, Indonesia's Chinese-descended communities continued to be seen as ethnically distinct – by themselves, by "indigenous" populations, and according to the Dutch colonial law.

Many Chinese-Indonesians were able to emphasize their cultural distinctness from non-Chinese speakers of Malay through a variety of phonological and lexical strategies. They could make their Malay incomprehensible to outsiders by interspersing it with Chinese and European loanwords. Code-mixing and grammatical convergence with Chinese constituted additional strategies to contrast themselves with others. As most Chinese-Indonesians seem to have been able to switch these features on and off depending on the situation, their language behavior is best described as an "ethnolinguistic repertoire" (Benor 2010).

On the basis of a large corpus of printed sources published on the island Java (1870s – 1930s), such as novels, newspapers, short stories and advertisements, the present paper examines strategies of "Sinifying" the Malay language in order to articulate – or reject – Chineseness. Chinese-Indonesians frequently Sinified their Malay to highlight in-group solidarity. Numerous examples of this can be found in the prolific "Sino-Malay" press, which – as the term suggests – was dominated by ethnic Chinese authors and consisted of widely read Malay-language publications. Yet Sinified Malay was used with equal frequency to ridicule Java's Chinese population – by insiders as well as outsiders to the community. The Sinification of Malay therefore conveyed both belonging and unbelonging, endearment and alienation, and sympathy and animosity.

Egyptian Greek: L2 perception and L1 transfer

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Greek texts in Egypt contain misspellings based on Egyptian phonological influence (Dahlgren 2017). From Roman period onward, many Greek vowels raised to /i/ as in Modern Greek. However, some variation in Greek papyri seems to result from the impact of Egyptian, e.g. the allophonic variation between /o, u/ and reduction of word-final /a, e, o/ to schwa (Peust 1999: 250-254). The language contact situation is here observed through texts from the Papyrological Navigator, an online platform containing ca. 70 000 Greek texts.

Phonetically-based misspellings were mostly produced by Egyptian scribes but the reduction of word-final /a, e, o/ to schwa also occurs in letters by non-Egyptian writers in e.g. *pempsen* (resembling active aorist infinitive) from the standard *pempson* (active aorist imperative of *pémpo*, 'send'). Both spellings are phonetically [ˈpempsə(n)] according to the Coptic phonological rules. Transferring the Afroasiatic consonant-emphasising structure, caused by the root and pattern morphology, onto Greek confused Greek inflection which placed morphological information on word-final vowels. Another notable feature is consonant-to-vowel coarticulation, a phonological 'device' used in consonant-rich languages, to give evidence of consonant quality through the altered quality of vowels; for example, vowels will be fronted near front consonants (Traunmüller 1999).

As these features are visible throughout Egypt from 2nd to 8th century, early language contact effect can be excluded. What may have started as a L2 version of Greek based on listener perception as described by Ohala (1981), can have developed into an independent Egyptian Greek variety instead of being part of Greek internal development.

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Language contact and Swahili hybridity in Nairobi from the early 1900s to 'Unbwogable'

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Diversity, language contact, and Swahili hybridity have remained salient features of Nairobi's linguistic space since 1899. Originally a seasonal swamp known to Maasai people as Enkare Nyairobi (the place of cool waters), Nairobi transformed into a colonial railway settlement in 1899 when the Kenya-Uganda railhead reached Mile 326. The new railroad depot "sprang into existence with a mushroom-like growth" (Preston 1934) with the British moving the colonial capital from Masaku to Nairobi (Mills 2013). The rapid expansion intensified contact between African, Indian, and European languages that hitherto were spoken intermittently along trade caravans and during railway construction. As a result, hybrid Swahili varieties emerged out a need to transcend emerging language boundaries in the increasingly complex linguistic environment. In decades thereafter, Nairobi residents varyingly utilized blended Swahili varieties to facilitate in- and out-group interactions as well as to assert belonging and identity in a contested terrain. Although extant literature depicts indigenous speech communities in colonial Nairobi as both subservient and lacking agency during interactions with foreign languages, historical evidence offers a contrasting view. Specifically, African residents in a segregated Nairobi have always adopted innovative linguistic strategies, anchored around Swahili, to navigate the complexities of a changing urban environment.

The paper seeks to understand the trajectory of hybrid Swahili varieties in Nairobi by exploring the intersection of urbanization, language contact, and migration. Beginning with a brief look at Nairobi in the early 1900s, the paper examines African agency in the growth of mixed Swahili varieties such as Kisetla, KiKAR, Kipancha, Kitaniboi, and Sheng.

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A phonetic account of mixed language phonology

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Traditional phonological analyses and theoretical accounts of mixed languages suggest their phonological systems can be predicted based on their morphosyntactic arrangements. Such analyses propose that the category of lexical-grammar mixed languages will systematically adopt the phonological structure of the grammatical source language (i.e. undergo phonological regularisation) while in the category of structural mixes, the phonology will become stratified preserving the structure of each source language (i.e. two co-existing phonologies are used).

While van Gijn's (2009) analysis reflects various impressionistic aspects of the surface-level phonologies of mixed languages, it falls short at predicting the actual phonetic production and perceptual realities of these languages. From a phonetic stand point, mixed language phonology is a complex arrangement of the source language phonologies. Analyses of Media Lengua, Gurindji Kriol, and Michif suggest there exists a propensity for phonological material to assimilate to the phonology of the ancestral language. In other words, the language, which was acquired originally as an L2 essentially conforms to the L1 phonological system in much the same way a mid to late bilingual might acquire the phonology of their L2. However, at the same time, the introduced language appears to feed in phonological aspects that appear beneficial for maintaining contrasts. In doing so, we witness near-mergers, overlapping categories, categorical assimilation, categorical maintenance, and overshoot of target categories at the segmental level, in addition to prosodic assimilation, possible preservations of archaic patterns, and innovation at the suprasegmental level.

This paper provides an account of the emerging trends in mixed language phonology through a number of studies regarding the production and perception of conflicting areas of phonological convergence (phonemic conflict sites) in Media Lengua, Gurindji Kriol, and Michif. The paper will also discuss future avenues for analysing phonologies in mixed languages and other forms of language contact.

Crosslinguistic influence and onomastics at the interface: an analysis of isiNdebele and isiXhosa hypocorisms

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Fragments of the foundations of indigenous beliefs, knowledges and cultures can be found strewn across naming patterns of different languages. Contemporary hypocorisms, as remnants of names that have been patterned to conform to global trends present one such reservoir of indigenous knowledge, culture and crosslinguistic heritage that is evident in isiNdebele and isiXhosa languages. This paper engaged in a crosslinguistic-onomastic analysis of fifty isiNdebele and fifty isiXhosa hypocorisms of first year students at a university in South Africa. As a qualitative case study, the participants were purposively sampled. Questionnaires were administered to one hundred selected participants and data was thematically analysed. The paper disaggregated the indigenous hypocorisms in an attempt to map the ideological origins emerging from the morphological structure and semantic intent of the names using Halliday's Systemic Functional Linguistics theory as a theoretical lens. The findings indicated a complex convergence of the triadic constructs of crosslinguistic influence, indigenous knowledge and onomastics in an interface that culminated in a hybrid identity with complementary yet distinct parts that define individuals with a colonial past. The findings of the study contribute to insights on the interpretation of indigenous knowledge and beliefs that congregate to form names but are obscured by crosslinguistic influences from English as a global language wielding economic and political power. The construction of a framework of an identity resulting from a crosslinguistic hypocorism is a subject that demands further research due to its breadth and variation across languages and cultures.

"To go x-ing" in Ecuadorian Andean Spanish: What it means, who uses it, and what it can tell us about language contact and variation

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Ir+GERUND is a periphrastic construction in Spanish that derives from grammaticalization of ir Span. 'to go' and translates loosely to Eng. 'to go x-ing.' Once the most common periphrastic construction for expressing imperfectivity, it has long since been superseded by estar+GERUND, 'to be x-ing' (Keniston 1936). Ir+GERUND is now reserved for more specialized meanings, mainly various kinds of imperfective aspect. However, the literature on precisely which kinds of imperfective aspectual meanings it can encode for is unclear, as many different meanings have been attributed to it. This makes it difficult to distinguish which meanings still hold today and which are outdated items on a list of diachronic changes. This paper addresses that issue by examining how the construction operates in a corpus of Ecuadorian Andean Spanish (EAS) data, collected 2016-17.

The decision to examine EAS was motivated by the observation that contact with Quichua changed the frequency of usage and semantic parameters by which periphrastic expressions are used in Andean Spanish. The two constructions that have received the most attention to date are estar+GERUND (Escobar 2006; Muysken 1984; Niño Murcia 1995), and dar+GERUND (Haboud 1998; Olbertz 2008). However, no quantitative analysis has tested whether contact with Quichua played a role in shaping how ir+GERUND is used in EAS today. And there is good reason to believe that Quichua did play a role; Quichua has a construction that encodes imperfective aspect and derives from its 'to go' verb. In 1953, Toscano Mateus noted that ir+GERUND is much more common in American Spanish than it is in peninsular Spanish and suggests this might be the case because the increasingly archaic construction was revitalized through reinforcement with Quichua. This paper pursues that hypothesis with a quantitative corpus analysis. Findings reveal that those who are either Q-S bilingual or have close contact with Quichua/Q-S bilingual Spanish use ir+GERUND more often and along different semantic parameters than do Spanish monolinguals and those with little to no Quichua or Q-S bilingual Spanish contact. These results suggest that Quichua contact likely had a hand in the synchronic variation we see today regarding ir+GERUND usage in EAS.

An extended pidgin at the Cape of Good Hope

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The establishment of a permanent Dutch East India Company base on the southern coast of Africa (1652) saw the development of an inchoate fort colony, with complex economic and social relationships between Europeans and the indigenous Khoekhoe. But the disrupted linguistic ecology took a different trajectory with the formal introduction of nonindigenous slave labor in 1658. Many involuntary immigrants experienced slavery within an urban environment. The Company housed hundreds of slaves in its Logie ('Lodge') in Cape Town to provide labor for its agricultural and municipal operations. The busy port served as a depot for the oceanic slave trade, principal distribution center for the Cape's imported slaves, and destination for Asian political exiles and convicts.

The Slave Lodge and the larger estates in the arable regions near Cape Town were linguistically heterogeneous from the start. The nearly autonomous community that resided in or passed through the Lodge adopted and transformed a Dutch-Khoekhoe trade jargon into a medium of interethnic communication (MIC) within the labor caste, which included not only enslaved but also wage and indentured indigenous workers. As the Cape slave society changed from the urban/household type to a more rurally based plantation system from ca. 1770, an elaborated medium of caste socialization had taken root in the town and spread inland. The Cape MCS was essentially an expanded pidgin. It was not a creole because it was not the language of a political group or a first language for the whole community. Rather, it was emblematic of a labor caste, within which multiple group identities coexisted.

Adaptation on the part of the labor caste to European culture and linguistic norms varied considerably in degree and quality, depending on local conditions. For its part, the patron caste made concessions to the MCS as well as to the antecedent MIC. Mutual accommodation at the interface between the expanded pidgin and an extraterritorial (settler) variety of Dutch produced a Cape Dutch Vernacular, which itself showed a high degree of variation. What we know today as Afrikaans is a focused, standardized variety that began to take shape ca. 1875–1925.

Language-independent talker-specificity in bilingual speech: Individual "traits" persist across L1 and L2 "states"

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Current phonetic theories emphasize the integration of linguistic information (i.e. the meaning, or message, of an utterance) and indexical information (i.e. information about the talker and the particular communicative situation) in the cognitive representation of speech. For monolingual speakers, indexical features are conveyed by phonetic variations of a single language. However, for bilingual speakers, language dominance (typically L1 over L2) and structural interactions between the two languages introduce additional sources of variation in the encoding of linguistic and indexical information. In this study, we probed the relationship between these multiple sources of variation seeking evidence for talker-specific "trait" characteristics that transcend the constraints imposed by either language-specific structural (i.e. phonological) factors or state-specific (i.e. L1 vs. L2) production factors. Using automatically extracted speaking rate measurements (syllables/second) from read and spontaneous speech recordings in the L1 (10 different languages) and L2 (English) of a group of bilinguals (n=86) and in the L1 of English monolinguals (n=27), we examined the relation between talker-specificity and language-specificity as modulated by dominance (L1 vs. L2). First, we found small but note-worthy differences in L1 speaking rate across the various languages indicating a relatively small role for language-specificity in average speaking rate. Second, L2 speaking rates were significantly slower than L1 speaking rates both across groups (monolingual L1 English vs. bilingual L2 English) and within bilinguals across their L1 and L2, indicating a strong role for state-specificity (i.e. dominant/L1 vs. non-dominant/L2) in average speaking rate. Finally, and critically for this study, we found that L1 speaking rate significantly predicted L2 speaking rate within individuals, indicating a strong role for language- and state-independent trait-specificity in average speaking rate. That is, relatively fast or slow talkers in L1 were also relatively fast or slow in L2, respectively. In a follow-up speech recognition study, we found that L1 intelligibility predicted L2 intelligibility. That is, relatively high or low intelligibility talkers in L1 were also relatively high or low intelligibility talkers in L2, respectively. Together, these results indicate a persistent influence of talker-specific trait characteristics that combine with, rather than are overwhelmed by, language-specific and dominance-dependent influences in bilingual speech.

Social mobility and the emergence of Black Cape Dutch varieties

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Despite regular objections, creole research tends to regard Europeans-to-non-Europeans ratios in colonial settings as a decisive factor in degrees of restructuring. As a result, relatively high proportions of Europeans are seen as an explanation for the emergence of partially restructured varieties. Quite problematic, however, is that some colonial settings with relatively low proportions of Europeans show little historical evidence of restructuring. To address this apparent paradox while avoiding too locale-specific explanations, I attempt to sketch a unified sociolinguistic account of restructuring, or the absence thereof. Central to the account I propose is the notion of upward social mobility in colonial societies, whose linguistic impact I illustrate by means of a comparison between two partially restructured non-European varieties of Dutch that arose at the colonial Cape, namely, Orange River Afrikaans (ORA) and Cape Malay Dutch (CMD). I present indications that ORA, which developed in socially fluid frontier settings, seems in certain respects to display less restructuring than CMD, which developed in increasingly segregated settings. I present the fact that Europeans were less represented where ORA developed than where CMD did as evidence that social mobility might to an extent override European/non-European demographics as a factor in degrees of restructuring. I finally discuss the extent to which a socio-historical reconstruction of ORA and CMD can shed light on historical sociolinguistic developments elsewhere than the Cape, such as in particular colonial Ibero-America.

Parallel trajectories in genetic and linguistic transmission

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This paper, coauthored by a team of linguists and geneticists, reports the results of the first study of its kind exploring directly the connections between genetic and linguistic admixture by collecting both DNA samples and speech data from the same individuals within an admixed creole-speaking population. The targeted population is that of the island of Santiago in Cape Verde, populated in 1461 by a large population of slaves and Portuguese settlers. One of the core questions originally driving this study is whether it is possible to reconstruct the ancestrality of the Cape Verdean archipelago combining linguistic and DNA data, given that each of the nine inhabited islands was populated at a different point in time by different populations. Due to its early history, Santiago is viewed as the oldest settlement with a basilectal variety of the language that still shows the imprints of the African languages spoken by the early slaves. Such imprints can be found in both the lexicon and grammar of the Santiago variety, and have been argued to be of Wolof or Mandenka origins. In our study, we used the DNA samples of 44 consultants and compared them to those of the Mandenka population, created a list of basilectal features and correlated the frequency rate of the basilectal features in our consultants' speech data to variables like consultants' birthplace vs. that of their parents and grand-parents. Our findings reveal connections with Mandenka and parallel trajectories of both genes and basilectal features transmitted vertically from parents to children; the results are correlated to the birth place of our consultants' parents rather than to our consultants' birthplace. While the vertical transmission of genes is expected to be in accordance with Mendel's law, the vertical transmission of basilectal features is surprising, as linguistic features inherited vertically from parents could be obliterated by the features resulting from horizontal or oblique transmission, inherited through contact with other speech communities. Social variables like identity marking and the relative isolation of Santiago could also be factors that will be explored in a future study.

Central Andean linguistic diversity in space and time

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In this paper I contrast the linguistic landscape of the Central Andes (coast and highlands of present-day Peru and western Bolivia) as it exists today with what can be reconstructed for the same region at the eve of Spanish contact. I suggest that taking into account the earliest recoverable situation, which 16th century Spaniards were still able to observe, may require a reconsideration of the areal typology of the Central Andes and of widely accepted notions as to how Andes and Amazonia differ(ed) from one another linguistically.

Today, languages of the shallow Quechuan and Aymaran families, which are characterized by a long history of bilateral language contact at various time depths, dominate the Central Andes, especially in Southern Peru and in Bolivia.

Yet, Quechuan and Aymaran were not the only languages in Southern Peru and Bolivia at the point of European contact, and even today Chipaya, an unrelated language, is spoken near Lake Titicaca. Even more striking is the original linguistic diversity of the northern Peruvian Andes, where a large number of non-Quechuan languages were once spoken.

Today, this picture of diversity is rendered largely invisible by post-conquest language extinction and poor documentation. In this paper, I demonstrate that nevertheless aspects of the linguistic structures of the northern languages can be reconstructed by the application of philological techniques and by paying attention to patterns in local toponymy.

The results of such analyses can then serve as the input for broader comparative work in which I engage, too. Specifically, I suggest that Quechuan and Aymaran characteristics have influenced ideas of what Andean languages are like to a degree that is disproportionately high. I suggest that when considering the past as well as present linguistic diversity of the Central Andes, the picture must be modified. Comparative analysis of all available data for the poorly documented languages of the northern Peruvian Andes not only brings to light a corpus of clearly identifiable shared vocabulary items, including "basic" vocabulary, but also reveals shared structural traits that contrast with Quechuan and Aymaran.

Passive structures in languages of Northern Europe

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The emergence of the syntactic category of subject plays a crucial role in the evolution of the passive voice as we understand it today. However, passive forms already existed before the appearance of the passive meaning.

In Swedish, Norwegian, Lithuanian and German, languages spoken in Northern Europe and in the North-Russian dialect two interesting phenomena deserve our attention: first, intransitive verbs can also be passivized, second, nouns appear in the explicit or in the implicit accusative (rather than the expected nominative) case as arguments of passive verb forms,i.e. when they assume the semantic role of logical object, in other words, patient. The first of these two phenomena is also present in Hungarian. The paper is set to provide a detailed morpho-syntactic analysis of that.

Typically, referents of such nouns are non-persons, which hints at the fact that the semantics of nouns also plays a role in their ability to receive certain cases and assume certain syntactic functions. Furthermore, if we look at the issue from the perspective of historical linguistics, we may conclude that – as with languages spoken outside Europe, in particular Korean and Navajo – these examples represent the fossilization of a period when the meaning of an element of the sentence determined whether that element in question could function as the subject of the sentence.

Northern areas are more scarcely populated today than the rest of continental Europe as opposed to prehistoric times. This fact allows us to surmise that there may have existed a prehistoric language of a prehistoric people exerting a great deal of effect especially on languages spoken in the North of Europe leaving behind archaic linguistic – and perhaps also non-linguistic – phenomena. If we assume that languages of different cultures settling down in the same geographical area were in contact we might be able to give an account of seemingly irregular linguistic phenomena.

Sociolinguistic change with language contact in Tanzanian ethnic communities

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This study investigates the sociolinguistic change induced by language contact in Tanzania. The spread of Swahili in Tanzania led to sociolinguistic change in language communities at the cost of ethnic languages (ETLs). The decline of ETLs, however, does not seem to follow the phases of language shift described by Batibo (1992). Batibo expected that over time Swahili would become dominant in all domains of ethnic communities as a result of it. However, until today, the speakers still consider that they themselves use their ETLs in everyday lives even if Swahili is their first language. Thus, language shift has apparently not taken place in terms of their perception even though their language use must have been influenced by the use of Swahili.

The goal of my present work is to refine the phases of language shift which Batibo described based on my own investigation conducted in 2015-2016. A total of 122 subjects were interviewed in the study. Questionnaires were designed to investigate their language use, and 24 out of 122 subjects were also involved in an interview about their language attitude. In addition, 11 monologues and 3 conversations are recorded with visual materials, which demonstrate frequent code-mixing.

A preliminary result indicates that the speakers hardly use only one language in practice even though they perceive themselves using one language. It has already been pointed out that "Swahilization" of ETLs and what is happening in language communities in Tanzania may not be a language shift but 'language drift' (Yoneda 2010, Brenzinger & Marten 2016). However, the claims about language drift have not been substantiated by data on actual language use. The present study contributes towards a better understanding of the 'language drift' in Tanzanian communities.

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How different are young children's language processing mechanisms in contact-induced language change?

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A major question in contact-induced language change is whether the role of children in the process of language acquisition in contact situations differs from that of children in monolingual contexts. In other words, how much does children's production in each context differ from their input? It has been argued that children take large cognitive leaps during acquisition in some contact situations, but also that children's cognitive processing is the same in both contexts. Until now there has been no empirical data available for a useful comparison of the contact versus monolingual contexts.

This paper compares child language data on the emergence of Light Warlpiri, a mixed language spoken in northern Australia in a complex contact setting, with data on monolingual English. It illustrates that in both contexts children re-analyse and regularise patterns in the input provided to them, in somewhat similar ways. The novel production of a reanalysed form spreads through one speech community but not the other. The determinants of whether it will spread are social.

The paper shows re-analyses of *I wana* 'I want to' in two child language contexts. In a monolingual English context, a child produces the form *ana* for 'I want to' (CHILDES database, MacWhinney, 2000), but it does not diffuse through the community. The child later conforms to the target of *I wana*. But in the context of rapid language change in a small community, a child's production of *ana* for 'I wana' did diffuse through the community and has now become s a new structure within the verbal system of the mixed language.

The data show that children's re-analyses in both contact and monolingual situations are similar, and are motivated by patterns in the input. Social factors influence whether the novel productions spread. We need not look for different kinds of mechanisms operating in young children's language processing in different contexts. Explanatory power lies in better understandings of the social environment surrounding young children's novel productions.

"Vazaha" or "Gasy": notes on languages in contact through diverse intrusions of foreignness to Madagascar

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Madagascar is known for its uniquely diverse (and often endangered) natural ecologies but less for the way indigenous peoples have received multiple deposits of foreign intrusions to their autonomy and cultural environments, among these Arabic, Swahili, European, Asian, African. One fascinating path to follow in seeking understanding of the products of language contact in Madagascar is to excavate the historical deposits of colonial efforts and intentions and note the way Malagasy language communities have dealt with these. The introduction of Islam, Christianity, schools, courts of law and other foreign institutions caused a sort of negotiable duplication of indigenous systems and functions in place, the own being the trusted essential. Another example would be the use of loanwords from Swahili, French, English or Arabic: do these indicate acceptance and adoption of these intrusions, historical challenges or innovations or are these precisely a sign of objection or rejection, a way to keep the indigenous ecology "safe" from the foreign threat to belief systems and customs. Another salient phenomenon of the Malagasy cultural and linguistic ecology is the occurrence of taboos: a strong indicator of preservation or accommodation. The influences that were exerted in these contact situations often held a variety of challenges, sometimes with economic or power outcomes, or with pressure on the indigenous belief systems and societal structures. Such contact situations are often mirrored in language outcomes, for example in language choice and assigned language domains. This paper is an effort to sketch the result of some foreign intrusions on the language landscapes of Madagascar.

Translation and language contact as a loci of converging cross-linguistic transfer phenomena

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It is well known that the development of translation studies in the 1970s and the 1980s was spurred, among other things, by the unsuitability of traditional approaches (both old, philologically-oriented ones, as well as newer ones, such as structuralism) for much of research on translation and by the need for more fitting methods of investigating it. Since translation is an eminently textual phenomenon, it calls for specific ways in which to productively explore it both as a process and product. In actual fact, the disciplinary differences between linguistics and translation studies have revealed themselves to be rather superficial, for translation is, first and foremost, linguistic communication and necessarily has to be studied as such.

While until recently the study of language and the study of translation may have seemed to be drifting apart, it is now increasingly clear that they can most naturally be investigated within the same research framework. This is especially true of situations of language contact, which share important features with translation. In both instances, i.e. in language contact and in translation, cross-linguistic transfer is involved as a crucial element: it is the result of two (or sometimes more) languages interacting with each other, during which process linguistic material of various kinds (lexical, syntactic, conceptual, stylistic, etc.) is projected from one language to another. The paper aims to discuss the potential of this line of investigation as a means to better understand the role of language contact, and in particular of translation, in language change.

A new perspective on the evolution of Ghanaian English

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Based on Buschfeld & Kautzsch's (2017) Extra- and Intraterritorial Forces model, this paper provides a new look on the evolution of Ghanaian English (GhE) and its current sociolinguistic manifestations. GhE has not followed the prototypical path laid out by Schneider (2007) as it was an exploitation colony and there never existed a sizable STL strand. Linguistic development and identity construction was therefore largely restricted to the IDG population.

Language contact with the colonisers (a major extraterritorial force) was rather limited and therefore the intraterritorial forces, most notably the educational and language policies and sociodemographic factors, play a vital role. They have clearly shaped GhE in the first two phases and their repercussions are still visible today. For a long time, only a small group of locals had the chance to attend one of the few schools set up in the colony and learn English. As most of these schools were in the Akan-speaking coastal areas, Akans should therefore be considered the founder population (Mufwene 2001), who provided the (covert) norms when the education system was expanded. This point will be supported by considering census data and colonial reports, which in addition also provide a relatively detailed picture of how the language proficiency has evolved.

When Ghana became independent and adopted English as an official language, almost the complete local elite had spent several years in the UK and may even have spoken English with a (near) RP accent (cf. Huber 2017). This may explain why even until today the orientation is still largely exonormative. The linguistic reality, however, is quite different and even shows robust sociolinguistically stratified variation (Brato & Huber 2008), not expected at this stage. Once more this can be best explained by sociodemographic aspects, such as population growth and regional distribution, educational factors as well as changes in language attitudes. Many children in the urban areas now grow up speaking English as their only or first language. As elsewhere, globalisation has taken its toll, surfacing linguistically in an Americanised pronunciation referred to as locally acquired foreign accent (Shoba et al. 2013).

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In search of Dust Foot Philosophy in Zambian Hip Hop Nation music: Rhyming and rhythming across linguistic, local and transnational musical boundaries

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Although there are studies in the cultural and sociolinguistics of youth identities and Hip Hop cultures in Nigerian, South African, Tanzanian and Malawian (to name a few) Hip Hop Music, there is none on Zambia. The paper uses Pennycook and Mitchell's (2009) conceptualisation of Dust Foot Philosophy to explicate Zambian music as a translocal node of the Global Hip Hop Nation (GHHN). I use Bakhtinian notions of multivocality and polyphony and Bolter and Grusin's (2000) notion of semiotic remediation, to analyse the simultaneous construction of multilocality and multiple meanings through semiotic appropriation and novel blending of local-global linguistic, musical styles and cultural flows. Based on the music videos of selected Zambian Hip Hop musicians (Jay Rox, Macky 2, Petersen and General Kanene), I illustrate how topic/content, multilingual (linguistic) vocal arrangement, musical phrasing and instrumentation choices enable the musicians to produce individualised (and differentiated) sounds/Hip Hop styles constituting simultaneously the local Zambian Hip Hop Nation (ZHHN) yet global style, hence the GHHN. I trace the local and global linguistic and cultural influences in the music styles and argue that in the search for authenticity and unique identities, there is no tension or boundary between 'keepin it real' and 'goin global,' and between local and transnational identities, as local and global cultural semiotic resources are blended and transformed in the performative production of new local forms yet global tropes of Hip Hop music. The implications of the simultaneous localisation and globalisation of the verbal and instrumentation repertoires for the re-invention of both local and global Hip Hop music are thereafter discussed.

Language and repertoire change in transnational migration: a comparison between first and second generation Zimbabweans in Cape Town.

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This paper analyses the effect of migration patterns on Zimbabwean nationals, specifically those of Shona heritage who have relocated to Cape Town in the last decade as a result of the economic crash faced by Zimbabwe since the late 90s. The focus is on the seemingly imposed linguistic and overall repertoire change in the lives of first generation Zimbabwean nationals who have started families and are raising their children in South Africa. The children, as second generation Zimbabweans in South Africa, are growing up as South African citizens both as a result of their birth or at least their education, but mainly by socialisation.

Where the parents might still refer to Zimbabwe as "home", their children are mere visitors to that "home" and at times even to the families they visit when they do travel to Zimbabwe. The research carried out for this paper analyses the linguistic aspects emerging from the transnational migration of Zimbabweans as they forge new lives in neighbouring South Africa; and for this particular study, their moving into the Cape Town community.

From the sample population interviewed as part of the research process, the overarching theme is one of migrants seeking to maintain a hold on their Shona heritage - especially the language. For those who have chosen to assimilate and embrace their new home - South Africa - in place of their Zimbabwean heritage, a generational ripple effect results. Assimilation, in these instances, is as a result of circumstance or perceived hostility within their new communities.

Shona-speaking Zimbabwean migrants are a minority group in a linguistically-rich country such as South Africa. They are consequently raising children that are more at home in a foreign country thus leaving the parents tasked with the responsibility of finding ways to bridge this gap with varying levels of desire, choice and success.

Linguistic layering in multilingual contexts: Ghanaians in Italy

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The study of language contact can now rely on consistent theoretical frameworks presenting allegedly universal hierarchies of borrowing and continua of language mixing/language alternation phenomena, guiding researchers in the interpretation of new data. A promising field of inquiry, against which hypotheses on borrowing and mixing scales can be tested, is that of complex linguistic repertoires, e.g. the repertoires of multilingual speakers whose language competence has further expanded as a result of migration to multilingual speech communities. In complex sociolinguistic settings, the outcomes of language contact may take different forms, including multi-layered patterns of language mixing which will be the object of our research project. Given the multidimensional and hierarchical nature of the (socio)linguistic repertoires that we are taking into account, the hypothesis is that the incorporation of additional languages does not entail the mere inclusion of languages in an already complex linguistic repertoire, but a reorganization of multilingual speech, influenced both by the intensity of contact (in terms of length of contact and degree of linguistic competence) and the overall functional allocation of the linguistic resources within the repertoire as a whole.

The present contribution draws on data collected in two Ghanaian communities residing in Northern Italy: one in the officially trilingual region of South Tyrol, where different speech communities have been living side by side for at least one hundred years; the second in the province of Bergamo, where Italian is spoken alongside a local, Romance vernacular (Bergamasco). After sketching a sociolinguistic profile of the immigrant communities under investigation, we will focus on the analysis of map task dialogues in Akan. We will provide a comparison of the language mixing patterns in the two communities and describe the interplay of Akan with English, Italian, German and Bergamasco in the speech of both first generation and second generation community members, thus providing much-needed empirical evidence on language use patterns among immigrants of the second generation, whose appearance in Italy is still at an incipient stage.

English in the language ecologies of Uganda and Tanzania: language use outside the big metropolises

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In the context of Eastern Africa, English is usually discussed as a language of urban metropolises; a language connected to global capital, political power, and higher education. However, globalization has brought about important sociolinguistic changes worldwide. The ongoing forces of globalization and the spread of mass communication and mass media across the land have created pockets away from East African urban centres, where English is an important part of local linguistic practices. This study presents two examples of such places, one each from Uganda and Tanzania, and discusses the role English has there, and the attitudes people hold towards the language.

The Ugandan questionnaire data from Gulu, a medium-sized city, was collected between 2015 and 2016 and shows English as being an essential element in everyday communication for members of this community. Not only in inter-ethnic communication or in business encounters, but also in interactions among ethnic Acholi, English has taken an important place. This importance is also reflected in the attitudes held towards English, where it scores highest against a selection of Ugandan languages.

The Tanzanian questionnaire data from Arusha, another medium-sized city, was collected in 2016 and shows an equally favourable attitude towards English on the instrumental level despite Kiswahili being more frequently used in everyday communication and interaction. Further, there are a number of English-dominant individuals, who are even more numerous than in a similar data set from Dar es Salaam, the largest city of Tanzania with 4.3 million inhabitants. This increased importance of English in the Arusha region may be attributable to tourism, one of the most important globalization forces.

Both examples show the importance of recognizing the dynamics of language locally in its concrete ecologies when assessing the role of English in Africa. In both cases, socio-historic and socio-economic developments have led to the increased use and strengthening of attitudes towards English, which are not unique, but specific for these places.

Language testing and (im)migration in Europe: Legal, political and social issues

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Since the massive influx of refugees into Europe in the summer of 2015, restrictions have been placed on the acceptance of so called "economic migrants" besides the progressive closing of borders to asylum seekers. One of the ways of limiting access to or terminating legal sojourn in a country is via required levels of language proficiency. These requirements vary from country to country and according to the desired purpose of entry, length of stay and degree of integration. Over time, levels of proficiency demanded for different kinds of visa have been gradually raised, leading to a range of legal, political and social ramifications. This paper will discuss the consequences of these developments using the example of Austria, which in the year 2016 together with Greece registered the largest number of first entries of asylum seekers after Germany. In doing so, the paper will juxtapose recent legislation and court decisions on one hand, with political agendas as manifested in party programs and media reports on the other. Whereas politicians and media tend to focus on unskilled labor, judicial decisions and their administrative implementation also affect skilled migrants. Implications for educational providers will be illustrated based on relevant changes in admissions policies and concomitant limitations on the pool of potential applicants. It will be argued that language policy needs to be conceptualized, formulated and applied equitably after extensive stakeholder consultation in order to safeguard both human rights as well as economic and political interests.

African linguistic communities in Graz: Young speakers – new perspectives

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The study "African Linguistic Communities in Graz" analyses the sociolinguistic situation of speakers of communities with roots on the African continent. African communities belong to the "new" migrant communities in Graz. In comparison with other communities, their migration history to Austria is relatively short.

Linguistic repertoires and practices of speakers of African communities are regarded as particularly interesting due to their histories of multilingualism and diverse practices of language mixing and blending as well as their marginal status in Austrian society which is itself rather peripheral in the context of African-European relations.

Repertoires are not considered stable and fixed but very complex and dynamic "records of mobility" which reflect the biographies of the speakers (Blommaert & Backus 2012). Furthermore, "African" is not understood as a homogeneous entity but as a construct which has been ascribed with different meanings and preconceptions which can hardly grasp the diversity and heterogeneity of the continent and its regions. The aim of the project is to investigate central sociolinguistic issues of language use, language attitude, and language transmission. The socio-political relevance of linguistic diversity for speech communities and beyond that for society as a whole shall be argued, in a world which is characterized by globalized mobility and diverse transcultural links. In particular younger speakers (in terms of age) and their perspectives are considered important sources of creativity and innovation.

The study combines mainly qualitative methods of data collection. The interpretation of the data will be conducted within the context of a poststructuralist (as well as postcolonial) framework. Additionally, a perspective of intersectionality is seen as crucial to capture the different dimensions of power imbalances involved.

Results of preliminary studies have shown significant differences in language use as well as language attitudes among the different generations of speakers within African communities in Graz. In particular issues such as language transmission appear to strongly correlate with the prestige of the language varieties and questions of power, marginalization, and identity formation.

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The verb phrase and definiteness in Bantu

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The aim of this talk is to summarize our current state of knowledge of how word order and other aspects of the verb phrase correlate with definiteness and specificity in the Bantu language family. Few studies have been conducted on how concepts such as identifiability are expressed in the language family, in which articles are largely absent (e.g. Visser 2008; Asiimwe 2014). Generally, such studies focus on aspects of the noun phrase such as the use of the demonstrative. However, it will be shown that these categories map imperfectly onto the notion of identifiability. Instead, word order is argued to be the main correlate of definiteness. Word order is relatively free in Bantu languages and different verb-subject constructions can be used to express the (in)definiteness of the subject. For example, a certain construction with reversed verb subject order is used when the referent is identifiable due to previous mention (Bloom Ström 2017):

1) *lâ:-fî:k(a)*   *ízi:m*   *lá-vál(a)*   *e-mnyá:ngo*   (Xhosa)
    5SM.PST-arrive 5.giant 5SM.PST-open LOC-3.doorway
    'The giant arrived and opened the door.'

The relationship between word order and concepts such as topic and focus is relatively well studied in Bantu languages (Downing & Hyman 2015). One example is that the pre-verbal position is often used for definite, discourse-old objects (van der Wal 2009: 178), the result of left-dislocation. This presentation will make use of such studies as well as fieldwork by the author to sketch a more complete picture of definiteness and the verb phrase in Bantu.

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The anti-contiguity of wh- and C: New evidence from Nupe

Dr Jason Kandybowicz

Richards (2010, 2016) proposes a PF condition requiring wh- items to phrase prosodically with their scope-marking complementisers. For Richards, the two items must be prosodically contiguous (i.e. contained within a single phonological phrase). Kandybowicz (2017) develops an anti-contiguity proposal in which wh-items are barred from phrasing with overt C at the level of Intonation Phrase (iP).

          1)   No iP may contain both overt C and wh-

This talk presents new evidence in support of Kandybowicz's (2017) anti-contiguity proposal on the basis of two surprising wh- asymmetries in Nupe, a Benue-Congo language of Nigeria. I show that both asymmetries can be directly explained in terms of (1).

Asymmetry 1
Embedded constituents can be focused in Nupe by moving to the left periphery of the embedded clause. Embedded wh- items, however, may not appear in left peripheral focus positions below obligatory C. That is, despite the availability of an embedded focus position, Nupe does not allow embedded questions or partial wh- movement.

Asymmetry 2
Nupe is not a wh- in situ language, but like English it allows wh- in situ in multiple questions. Wh- in situ in multiple questions, however, is limited to root contexts.

Analysis of the Two Asymmetries
I show that the two asymmetries above can be derived from (1). Prosodic analysis reveals that overt embedded C in Nupe does not induce iP phrasing of its clausal complement. The phonetic correlates of Intonational Phrasing in the language include the presence of low boundary tones (L%) at the right edges of iP, significant pauses/prosodic breaks, and the induction of F0 register reset. At the juncture of C and its clausal complement in Nupe, we find none of these phonetic indicators. As a consequence of the fact that overt embedded C does not induce Intonational Phrasing of its complement, C and its clausal complement are prosodically contiguous within the iP in Nupe. Given (1), it follows that all wh- items in the language are restricted from appearing in embedded contexts, whether moved (i.e. Asymmetry 1) or in situ (i.e. Asymmetry 2).

Metafunctional analysis of Gikuyu clause complexes of expansion

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Few studies on African languages have investigated metafunctions in clause complexes. The main aim of the research reported in this paper is to describe the metafunctionalism of Gĩkũyũ clause complexes of expansion within the Functional Grammar Theory (FGT). Specifically, it focuses on the metafunctional analysis of both paratactic and hypotactic Gĩkũyũ clause complexes of expansion in the three metafunctions identified by Halliday and Matthiessen. These are textual, interpersonal and experiential, the three basic functions of language when in use. The data, Gĩkũyũ clause complexes of expansion, was purposely picked from selected written and spoken sources and simultaneously analysed in the three metafunctions.

The findings reveal that Gĩkũyũ clause complexes simultaneously serve the three metafunctions. They also demonstrate that the thematic, mood and transitivity structures, the respective structures that carry the three metafunctions, are affected by various aspects. The presence of the linker in the paratactic clause complexes, and the binder in the hypotactic ones, results in multiple themes in the thematic structures and syntactically empty slots in both the mood and transitivity structures. The study also identifies some unique characteristics of the Gĩkũyũ clause that FGT does not account for. These features are mainly due to the agglutinative nature of Gĩkũyũ, and include the redundancy of constituents in the metafunctional structures. Various forms of ellipsis in both the paratactic and hypotactic complexes affect the structures differently, with one or more constituent being ellipted. The hypotactic Gĩkũyũ clause complexes have been found to take either progressive or regressive sequences, something that influences the position of the constituents associated with the binder. The findings are of significance to the users of Gĩkũyũ and also to institutions teaching African languages and researchers of the same, especially the Bantu languages.

On the special vocalic morpheme -ˈə- in Kiswahili

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The formal analysis of Bantu languages pays particular attention to the formal demarcation line between phonological and morpho-phonological units. Applied to Kiswahili, this approach distinguishes five phonological vowels generally reduced to five underlying morpho-phonemes. Beyond the latter, others deserve being established to account for a coherent and logical structuring in order to avoid exceptional explanation to general rules.

This paper discusses another kind of morpho-phoneme unestablished in many formal descriptions; a special morpho-phoneme whose phonological representation cannot be established under any possible form as a vocalic unit. However, it can be established from pitch stress assigned to some verbal flexional categories, which may structurally appear as a neutral vowel. The latter functions as a segmental unit intended for bearing the pitch stress. This special morpho-phoneme has been established on the basis of a comparison of several negative forms related to the future tense and to the conditional, on the basis of some types of verbal stems, to which the copula stem in the indicative form associates.

> 1) *tu-ta-sem-a*
>   1.PL-FUT-speak- F
>   'We will speak'
>   *ha-tu-ˈə-ta-sem-a*
>   NEG-1.PL-PREFO-FUT-speak-F
>   'We will not speak'
> 2) *tu-nge-tum-a*
>   1.PL-COND-send- F
>   'We could send'
>   *ha-tu-ˈə-nge-tum-a*
>   NEG-1.PL-PREFO-COND-send-F
>   'We could not send'
> 3) *ni-ˈə-po*
>   1.SGL-PREFO-LOC
>   'I am thereupon'

The special morpho-phoneme -ˈə- functions in the Kiswahili internal system as a preformative (PREFO). It obeys the following representation general rule: 'The special morpho-phoneme -ˈə- is phonologically deleted, the prosodic unit associated with it is phonologically assigned to the previous syllable'; i.e. NEG-PRO-ˈə-TAM-STEM-F.

The negative existential in non-initial position in pre-modern Hebrew

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In pre-modern Hebrew, verbal negation regularly precedes the verb and usually immediately precedes the verb. The same is true of the negative existential particle, which regularly occurs in sentence-initial position regardless of the kind of predicate that follows. However, there are instances in which the negative existential is not in initial position. These include constructions involving a nominal or participial predicate. An additional factor in non-initial negative existentials involves the phonological shape of the negative existential. When the negative existential is in sentence-initial position followed by other matrix constituents, it is always in what traditional grammars call the "construct" shape (based on a cliticised nominal form described as "construct"). When the negative existential is not in initial position, it may occur in the "absolute" shape (so named for its similarity to a non-cliticised nominal form) or in the "construct" shape. It is therefore not clear precisely how the phonological facts of the negative existential interface with the syntactic ones.

Previous explorations of the negative existential have described the syntactic constructions without analysing them (Gesenius, Kautzsch, Cowley 1910; Waltke & O'Connor 1990; van der Merwe, Naudé, Kroeze 1999), have described the prosodic features of these constructions as indicated by the ancient manuscript traditions (Joüon & Muraoka 2006), have analysed the negative existential with participial predicates (Miller-Naudé & Naudé 2015), and have analysed how the syntax of the negative existential changes over time with respect to the negative existential cycle in pre-modern Hebrew (Naudé & Miller-Naudé 2016). In this paper, we explore the constructions in which the negative existential occurs in non-initial position in order to determine the syntactic features of these constructions, the interface between the syntactic features and their phonological (or prosodic) form, and the scope conditions on the negative existential in order to determine how these constructions relate to the negative existential cycle in pre-modern Hebrew as previously identified (Naudé, Miller-Naudé & Wilson 2017; see also Veselinova 2016). The research forms part of a larger project to develop a complex theoretical approach to the historical linguistic development of pre-modern Hebrew (Naudé 2012).

Towards a typology of verb agreement domains

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Verb agreement can, in basic terms, be defined as a co-variance of features (e.g. gender, number or grammatical role) between a noun and its verbal head. An issue which is often discussed in the context of verb agreement is the dichotomy between grammatical and pronominal agreement, the basis of which is the co-occurrence restriction (Bickel & Nichols 2007). One speaks of grammatical agreement if two expressions referring to the same entity can co-occur: the argument, realized as an NP, and the agreement marker on the predicate. If the co-occurrence of the argument and an agreement marker is not possible, the marker on the verb itself is seen as an argument and is referred to as pronominal agreement.

Although the basic concepts and notions of verb agreement are well established (Fleischer et al. 2015), other aspects have traditionally been assumed as part of the definition and have not been discussed thoroughly (cf. Croft 2013). For instance, it is often assumed that the standard agreement domain is local, i.e. that the morphosyntactic environment in which grammatical agreement takes place is the clause (Chomsky 2000, Corbett 2006). This assumption has significant consequences for the study of the cross-linguistic distribution of agreement. In many languages, the absence or presence of the verbal marker concerns specific conditions; for example, the clause-internal/clause-external status of the argument, information structure, the type of noun phrase it co-occurs with, phrase structure, or polarity.

Against this background, my poster presentation aims at providing an account of agreement domains, foregoing any general assumptions. I intend to establish a typology of conditions under which the co-occurrence of an overt noun phrase and the feature-matching marker on the verb is possible. Using a bottom-up analysis of a genealogically and geographically balanced sample of 50 languages and methods from corpus linguistics, I provide an overview of variation of grammatical agreement and the conditions under which it occurs. I will try to answer whether there are repetitive patterns, and whether the same patterns and conditions hold for subjects as well as objects.

The types of morphographemic alternation in derivative words in Korean

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The purpose of this study is twofold: 1) to analyse the systematic nature of the relationship between morphology and graphemics; and, 2) to provide an explanatory account of how morphographemic alternation in derivative words is formed. Two major research questions were adopted in this study: 1) what is the linguistic nature of morphographemics?; and, 2) how morphographemic alternation influences the way spelling is formed in derivative words in Korean. Like English, in the case of Korean, King (1996), Sohn (1999), and Ravid (2012) argued that Korean orthography has been developed as a morphophonemic writing system which tends to maintain a consistent and simple mapping between graphemes and phonemes. However, the morphophoneme expresses an interrelation between morphology and phonology. Ritchie, Russel, Black, and Pulman (1992: 7) argued that the morphophoneme is a linguistic term which refers to phonological variations related to the grammatical structure, whereas the morphographeme is a linguistic term which refers to graphological variations related to the grammatical structure.

I argue that this term should be replaced by the term 'morphographeme', which is an interrelation between morphology and graphemics, focusing on the orthographic variations based on graphemics. Luelsdorff (1994: 142) states that 'morphographemics' refers to the study of graphemic alternations attendant upon changes in morphology and their associated contexts, further defining a morphographic alternation as an alternation of graphemes that is morphologically, orthographically, or phonologically conditioned. In addition, Luelsdorff (1994: 142) classifies morphographemic alternation (MA) into two major subclasses: 1) those that are morpho-phonemically free; and, 2) those that are morphophonemically bound. Morphophonemically free MA is not bound by alternations in phonology (i.e. morphophonemics), while morphophonemically bound MA is bound by morphophonemics. Based on Luelsdorff, the findings of this study were that the type of morphographemic alternations in derivative words in Korean lead to two types:

Type Ⅱ (-P, -O, +M), and Type Ⅲ (+P, +O, +M).

These types can be made more nuanced by specifying four types of alternation: A (addition), S (substitution), D (deletion), and Z (zero). In future, the morphographemic writing system and its historical alternations in Korean will be sustained.

Causation, event structure, and the argument–adjunct distinction in locative–subject alternation constructions with the motion verb -*phuma* 'exit' in isiXhosa

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This paper has three interrelated aims, first it examines the nature of the argument structure in the below alternates, (a) and (b), of locative-subject alternation constructions with inherently directed motion verbs in isXhosa, in this case the verb -*phuma* 'exit':

    1)   a. *Isidudu siphuma embizeni (ngentombi)*

          Isidudu si-phum-a e-imbiza-ini (nga-intombi)

          7.porridge 7.AgrS-exit-FV loc.-pot-loc (by – girl)

          'Porridge comes out from the pot (by (means of) the girl)'

        b. *Imbiza iphuma isidudu (*ngentombi)*

          Imbiza i-phum-a isidudu (*nga-intombi)

          9.pot. 9.AgriS-exit-FV 7.Porridge (*by-9. girl)

          'The pot (is from where) comes out porridge (*by (means of) the girl)'

It is argued that the alternates of the locative-subject alternation are base-generated, i.e. the one is not derived from the other, considering the distinct argument realisation including the prepositional phrase (*ngentombi* in the example above). Secondly, the paper presents evidence in support of this view by arguing that the two alternates have distinct properties as regards causative semantics, i.e. in exemplifying the (anti)-causative distinction. A number of diagnostics, including the (im)-permissibility of manner and instrumental adjuncts, and purpose clauses, which provides evidence for positing the respective distinct structural representations. Thirdly, the distinct aspectual verb (class) properties of the two alternates are considered, arguing that the (a) alternate exemplifies an accomplishment event, while the (b) alternate exemplifies a habitual state, with a generic (dispositional middle) interpretation. On the grounds of the distinct properties of the (a) and (b) alternates in the locative–subject alternation construction with -*phuma* 'exit' as regards their argument structure, event structure and causation semantics, the paper then argues that the agentive PP *ngentombi* 'by (means of) the girl' introduced by the preposition *nga-* in the (a) alternate represents an argument, or quasi-argument (rather than an adjunct), which is implicit in instances where it is non-overt, given the optionality of the overtly realised PP. The paper lastly invokes a layered v field architecture in postulating structural representations for the two alternates.

Affixing clitics: Definite determiners in Windesi Wamesa

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This paper presents an analysis of definite determiners in Wamesa [wad], an Austronesian language of West Papua, Indonesia. Wamesa is under-described in the literature; all data here come from my own fieldwork on the language. Wamesa has three definite determiners: =*ne* (proximal), =*pa* (medial/default), and =*wa* (distal). Determiners follow their noun in Wamesa. Following Anderson's (2005) criteria, the definite determiners in Wamesa are phonological, though not syntactic ("special"), clitics: they are phonologically deficient and lack sufficient prosodic structure to constitute words on their own, but are assigned their position in the clause through normal syntactic processes (Anderson 2005: 23). Phonological tests confirm the Wamesa determiners' clitic status. The clitics may receive contrastive but not word-level stress, and require a preceding host, which may be of any lexical class. Phonological processes which take place at the affix-stem boundary, such as cluster reduction, fail to apply between a clitic determiner and its host.

These determiners have two notable properties to be described here. The first regards their position within the DP: Wamesa shows the default word order Noun-Adj-Det-Num, which Greenberg's (1966) Universal 20 claims to be unattested; Cinque (2005) only finds nine clear examples in his survey of the typological literature. Its appearance in Wamesa (as well as neighboring Dusner) therefore bears pointing out. The second unusual property is these determiners' ability to bear the number agreement affixes -*i* (sg.) and -*si* (pl.), though they themselves are clitics. Clitic-affix interspersion is generally considered impossible (Anderson 2005), and the Wamesa data do not contradict that claim – the agreement affixes are attaching to and modifying the determiner clitic itself as head of the DP, not its host lexeme. Still, this is a typologically rare pattern; affixation onto clitics has been claimed for some Arabic varieties (Fehri 1988), Portuguese and Caribbean Spanish (Heggie & Ordóñez 2005), and possibly Bardi (Claire Bowern p.c.). Based on this evidence, it seems clear that the determiners are indeed clitics, and that Wamesa constitutes one of only a handful of languages in which clitics may be affixed.

Integrated parenthetical constructions in Japanese

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The present paper argues that Japanese has an Integrated Parenthetical Construction (IPC), which has been acknowledged in Russian and German:

1) *Anata-wa [John-ga   dare-o   aisiteiru ka] doo omotteiru no?*   (Japanese)
   you-TOP John-NOM who-ACC loves   Q how think   Q
   'Who do you think John loves?'

2) *Kak ty   dumaesh kogo ja videla?*   (Russian)
   how you think   who I   see-PAST
   'Who do you think I saw?'

This construction shows three different properties from the real instance of Partial Wh-movement: a) IPCs do not allow the presence of an overt complementiser (3); b) IPCs allow a preposing (postposing in Japanese) of the 'apparently embedded' interrogative clause (4); and c) IPCs do not allow for more than two clauses (5). The following examples alternate between Russian (a), and Japanese (b).

3) a. *Kak ty   dumaesh (*chto) kogo ja videla?*
     how you think   (that)   who I see-PAST

   b. **Anata-wa [John-ga   dare-o   aisiteriu to]   doo omotteiru no?*
     you-TOP   John-NOM who-ACC love   COMP how think   Q

4) a. *[Kogo ja videla],   [kak ty   dumaesh]?*
     who I see-PAST how you think

   b. *Anata-wa doo omotteiru no, [John-ga   dare-o   aisiteiru ka]*
     you-TOP   how think   Q John-NOM who-ACC love   Q

5) a. **Kak ty   dumaesh [(kak) Ivan skazal [kogo ja videla]]?*
     how you think   how Ivan said   who I see-PAST

   b. *Anata-wa [[John-ga   dare-o   aisiteiru ka] Mary-ga   doo itta ka] doo omotteiru no?
     you-TOP   John-NOM who-ACC loves   Q Mary-NOM how said Q how think   Q

By proposing the existence of an internally complex wh-phrase (6), we can give a unified analysis to these three properties of IPCs in Russian, German, and Japanese:

6) [DP [Restrictor …] [OpP Operator [wh-stem]]]

Specifically, the property a) can be considered to be one of the concord phenomena; that is, several wh-elements contribute to one question. The presence of an overt declarative complementiser is semantically incompatible. The property b) can be reanalysed as an instance of a large-scale pied-piping. Lastly, the property c) can be directly accounted for by the proposed internal structure; a wh-stem with an operator affixed is not locally merged with the associated interrogative clause.

What a little word can do for you: The case of Afrikaans *vir*

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Scrambling – or the leftward movement of direct objects from the unmarked verb-adjacent position – is a hallmark of West Germanic languages, including Afrikaans. Closer investigation of Afrikaans's scrambling behaviour, however, reveals various departures from the West Germanic norm. The purpose of this paper is, firstly, to describe some key respects in which Afrikaans scrambling is distinctive and, secondly, to propose a rationale for and analysis of these facts, one which also takes into account the contact circumstances under which this language arose.

The generalization that "old information" nominals are the targets of scrambling in Afrikaans is broadly correct, although we will here refine this characterisation in certain crucial respects. Under the influence of Afrikaans's contact-shaped negative imperative structure, for example, all non-pronominal nominals surface in post-*nie* 'not' position, regardless of their information-structural status. Interestingly in this connection, we also see a development in terms of which another little word, the preposition *vir* 'for', has taken on an information-structural role that it does not have in Dutch. Consider (1):

> (1) a. *Ons het ((vir) julle) die geld ((*vir) julle) gegee.*
>   us have for you.PL the money for you.PL given
>   'We have given the money to you.'
>
>   b. *Ons kom ((vir) julle)   vinnig ((*vir) julle)   groet.*
>   us come for you.PL   quickly   for you.PL greet
>   'We're just coming to greet you quickly.'
>
>   c. *Ek sien vir jou!*
>   I see for you
>   'I can see you!'

In (1a), *vir* optionally marks the indirect object in a double-object ditransitive, whereas it is (unsurprisingly) obligatory in the prepositional variant. (1b) shows that this pattern extends to monotransitives, an extension which –significantly– facilitates unscrambled pronominals (and other referentially old nominals), i.e. *vir* serves as a lexical information-structural marker here. That there is more to *vir* than simple old-information-marking (Molnárfi 1999,2002,2006) is clear from (1c), where the presence of *vir* conveys affective meaning. Drawing on recent advances in the generative understanding of how speaker perspective is formalised, we provide a formal analysis of these structures and of Afrikaans scrambling more generally, also showing briefly how the analysis accounts for other speaker-hearer-related innovations in the language.

The nature of number and gender in Cushitic

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Number and gender interact in two ways in Cushitic languages: plural is one of the values of gender for some languages, and for some other languages there is a phenomenon termed gender polarity which refers to the fact that feminine nouns have a masculine plural and the other way around. First, I present the essential properties of the category of number in Cushitic. In some, but not all, Cushitic languages number is a category that has to be recognised on the basis of agreement with two values, singular and plural. Number tends to be a category that is not obligatorily expressed and consequently nouns can have "general" number (or be "transnumeral" in a different terminology). This will need discussion about the facts across the lexicon and in language use. The morphology marking of number shows a great of variation with often very rich and complex systems with multiple derived singulative and plurative derivations even for one and the same lexeme. I provide a systematic overview on how these systems differ. The various semantic values and associations for this number morphology will be discussed. An understanding of the nature of the number category in Cushitic is crucial for discussing the interplay of gender and number and establishing the various Cushitic gender/number systems. I show how number derivation imposes gender and how the choice of a particular number derivation correlates with factors such as the gender of the base, the final vowel and the other derivations in the lexeme as this crucial in understanding the (apparent) gender polarity and to evaluate analyses thereof that are based on the concept of markedness. I argue that some languages require a value "plural" for the category of gender and discuss the controversy around such an anomaly. I discuss the semantics of "plural" gender and the lexical typology of words with this gender value. Finally, I examine the nature of the categories number and gender in Cushitic and situate it in a wider cross-linguistic perspective of nominal categorizing systems.

A new type of concurrent nominal classification in Niger-Congo?

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Recent research on gender and nominal classification has brought to light a number of languages that (arguably) possess more than one system of nominal classification. By focusing on cases involving classifiers and canonical agreement-based gender, Corbett and Fedden (2017) in particular attempt a first systematic typological approach to such languages. A number of Niger-Congo languages have restructured their inherited noun classification in a particular way. That is, the inherited system entailing a strong parallelism between agreement-based gender and affix-based noun declension shifted toward one in which the gender system is reduced largely to an animacy-based opposition, while the inventory of number declensions maintains a large amount of its original complexity also involving semantic criteria beyond those pertaining to gender. Such a situation prima facie suggests itself as a candidate for concurrent noun classification. From a relatively superficial survey of Niger-Congo a number of these cases in such diverse subgroups as Potou-Akanic, Ghana-Togo Mountain, Gur, Nupoid, and Bantoid emerge – all unrecognized in Corbett and Fedden's (2017) cross-linguistic survey. The paper will discuss this phenomenon in Niger-Congo and determine whether, or how, it can be integrated in the typology of languages with concurrent nominal classification proposed by the above authors.

Possession expression in Tugen and Kiswahili

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Ownership, kinship and whole/part relationships are possessive expressions in natural languages. Possession is distinguished between alienable and inalienable possession, depending on the semantic relationship between the possessor and possessum. Alienable possession is a contextually dependent semantic relationship where the elements in the relationship do not show any semantic dependency whereas inalienable possession is a permanent semantic relationship between the possessor and the possessum; for example, as used in the expression of body parts. Languages also exploit possessive expressions to express non-possessive relationships; for example, to express emotive states. This paper attempts to compare how possession is expressed in Tugen, a Kalenjin language of Southern Nilotic group and Kiswahili, a Bantu language. It also seeks to show how alienable and inalienable possession is distinguished in the languages –if at all– as well as how possessive expressions are used to express other non-possessive relationships in both languages. It also seeks to find out the role of definiteness in the semantic expression of possession. Tugen is a VSO language, spoken in Baringo county of Kenya, while Kiswahili is an SVO language, and an official and national language in Kenya.

Asymmetric coordination in Khoekhoegowab

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Khoekhoegowab (Central Khoesan, Namibia) allows a heretofore-unreported predicate coordination construction in which items from the first conjunct may be extracted to the prefield, apparently violating the Coordinate Structure Constraint (Ross 1967) and stranding the shared subject of the sentence inside the first conjunct. This construction bears a striking resemblance to the *Subjecktlücke in finiten Sätzen* ('Subject Gap in Finite Clause', SLF) construction in many Germanic languages. The primary puzzle of the SLF construction is what Johnson (2002) calls the 'size paradox': if the two conjuncts are taken to be large (i.e. CPs), the violation of the Coordinate Structure Constraint is avoided, but instead there is no explanation for the obligatory coreference of the subject in the first conjunct with the gap in the second. However, if the two conjuncts are taken to be small (i.e. TP or VP), then the reverse is true. Various solutions to this paradox have been proposed in the literature; see e.g. Heycock & Kroch (1994), Büring & Hartmann (1998), Schwarz (1998).

I will show, based on original fieldwork, that Khoekhoegowab allows a construction which closely parallels SLF, making it the first non-Germanic language found to have this construction. Strikingly, while Khoekhoegowab is not a verb-second language, it does show evidence of second-position phenomena, with a well-defined prefield into which a variety of syntactic constituents may be fronted. Unlike German, however, Khoekhoegowab marks tense and aspect with a clitic that is independent of the verb; in the SLF construction, it is possible to have only one tense marker present, which is pronounced in either one of the two conjuncts but is understood as applying to both. This is potential evidence for an analysis in which SLF conjuncts are smaller than TP, after Johnson (2002). I will discuss the implications of Khoekhoegowab SLF for our understanding of the typology of coordination and second-position phenomena more generally. I will also propose a linearization-based analysis in the style Bjorkman (2002), in which two subject DPs and tense markers are present in the syntax but are indistinguishable from each other to PF, resulting in only one pronounced copy.

Aspect contrasted: Japanese and Slovene

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In Slavic languages, aspect is an explicit grammatical category of the perfective–imperfective opposition. On the other hand, aspectuality in Japanese is observed in the inherent verbal semantics, and is usually discussed in close connection with tense. Acquiring verbal aspect, especially for learners of L2 whose L1 is of a genetically distant language system, is a complex and lengthy process. This paper takes a closer look at the aspect-related understanding and performance of learners (whose native tongue is either Slovene or Croatian) of a non-Slavic language (Japanese). Observation shows that many of these learners of intermediate level have difficulties in expressing:

1) unrealized but realizable action in a certain time span;
2) activity in the past without any reference to another event.

These difficulties are related, among others, to the learners' prior knowledge about aspect (in Slavic L1), their insufficient understanding of Japanese tense, and the Japanese polysemic predicate form *-te iru*. The research takes into account existing studies on Slovene and Japanese aspect, and the recent attempts in the field of typology to set up a truly universal ground for research in aspect. On the basis of data gathered from learners' performance, a more effective way to teach Japanese aspect to Slovene and Croatian learners is proposed.

Copula in Abaza and the typology of indexing

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In this paper, I discuss indexing of the copula in Abaza, a polysynthetic language of the West Caucasian family. I argue that it shows unexpected typological characteristics and relate them to the specific pronominal properties of the copula. Equational clauses in Abaza have the structure TOPIC [FOCUS COP]. The copula has been described (*cf*. O'Herin 2002, see also Spruit 1986 for closely related Abkhaz) as containing a specific prefix which agrees with FOCUS in person, number and gender. The data suggest, however, that the indexation of the copula at first glance may be controlled by the NP which is higher in the following hierarchies: 1,2 > 3, FOCUS > TOPIC, DEFINITE > INDEFINITE, HUMAN > NON-HUMAN.

The construction could represent an instance of "trigger-happy agreement", whereby an agreement target may choose different controllers (Comrie 2002), but it differs from its typical representatives in its preference for the focus rather than the topic. I argue that the choice of the form here is motivated semantically: the copula chooses the most informative features. This may result from presumable reanalysis of the copula as an autonomous predicative pronoun (similar to those existing in neighbouring Circassian languages). Hence in copular constructions the speaker should choose the pronoun and not a cross-reference prefix and need not rely on any formal rules.

In relation to this, I propose that one should distinguish between 'linking indexing' whereby the indexing features are determined not by the referent of a phrase showing indexing but by some other semantic element (as is the case with typical cross-reference) and 'inherent indexing' whereby the indexing feature directly describe the referent of the indexing phrase, even though these features may coincide with some other element (as is the case, for example, with independent pronouns). Typologically, this distinction (which is akin to but not identical with Lehmann's (1983) contrast between external and internal agreement) may have further formal and semantic implications which are primarily based on the different degree of grammaticalisation of the two types of indexing.

Splitting of adposition and indexical in *waar-/daar-* + adposition constructions in Afrikaans: A contrastive linguistic perspective

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In Afrikaans, as in Dutch, *waar-* combines with an adposition to form words which can function as interrogative or as relative, e.g. *waarna* ('which at'; Dutch: *waarnaar*) as in, *Waarna kyk hy?*; *Die film waarna hy kyk*. Afrikaans *daar* and *hier* (Dutch *er*, *daar* and *hier*) combines with adpositions to form referential or demonstrative expressions, e.g. *hierna*, *daarna* as in, *Hy moet hierna kyk*. In colloquial Afrikaans, one finds constructions in which the indexical part of the word is split from the adposition, as in *Na wat kyk hy?* (literally, 'At what looks he?'); *Die film wat hy na kyk* (literally, 'The film what he at looks'); *Hy kyk na dit* ('He looks at it'). In Dutch, the splitting of indexical word and adposition is common and not marked as colloquial. However, the split constructions in Afrikaans and Dutch differ in form, as illustrated by the following examples provided by Broekhuis (2017):

1) *Waar kijkt Jan naar?; Het boek waar ik naar keek; Jan keek er zo juist naar* .

Beyond social acceptability, the chief difference between the split constructions in Afrikaans and Dutch is that the indexical element changes from *waar/daar/hier* ('where'/'there'/'here') to *wat* ('what') and *dit* ('it'). In the interrogative and the demonstrative split constructions, the order of the elements also differs, with the adposition occurring before the indexical element in Afrikaans and after it in Dutch. This presentation aims to give an account of the distribution of the split versus intact pronominal prepositional phrases in Afrikaans based on corpus data and to compare this with Dutch data. The differences between Afrikaans and Dutch will be explained by considering the role of language contact between Afrikaans and English in South Africa, as well as cognitive processing motivations. The extent to which processing factors that motivate preposition stranding in English are applicable to the interrogative and relative split constructions in Afrikaans will also be considered.

Emai class marking: Vowel vestiges

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Good (2012) determined that class marking systems in Niger-Congo had a robust character, although he gave scant attention to West Benue-Congo. In this paper we explore class marking in Emai (Edoid/West Benue-Congo; Elugbe 1989, Williamson & Blench 2000). Emai manifests vestigial class marking. Its restructuring of Bantu agglutinative coding is systemic, affecting noun prefixes, intra-NP concord and SV agreement. Overall, marking has shifted selectively from class to number. Emai displays eleven prefix pairs or gender classes affecting fewer than 100 nominal roots. Each prefix is exclusively shaped as an oral vowel. Included are: *a- / e-, a- / i-, ɛ- / i-, ɛ- / e-, o- / a-, o- / e-, o- / i-, o- / e-, o- / ɛ-, o- / i-, and u- / i-*. Semantically, human nouns characterize *o- / i-* but also appear in four other classes. Body parts constitute *o- / a-* but occur in *o- / e-* and *u- / i-*. Animates spread across eight classes, with *ɛ- / i-* and *ɛ- / e-* each marking only a single herd animal: cow or goat. The strongest non-human class is *u- / i-*; it references inanimates of the natural environment, in addition to artifacts of human invention, abstractions and animates of land, air and water.

Within NPs, comprehensive class concord fails. Remnant concord exists as singular/plural prefixes on the definite article (*ó-lì/é-lì*), existential quantifier (*ó-sò/é-sò*) and kindred forms (*é-wé é-lìyó* [pl-goat pl-that.kind] 'goats of that kind'). On select adjectivals*, o- / e-* codes number concord for herd animals (*é-mèlá lì ò-khúá* [sg-cow R sg-heavy] 'heavy cow' ~ *í-mèlá lì è-khúá* [pl-cow R pl-heavy] 'heavy cows'). Subject-verb agreement appears as a segmental remnant only with imperfect aspect. The SV marker is *ò* with high tone continuous *ó* but *ó* with low tone habitual *ò*. We conclude by discussing Emai resistance to a full-fledged shift from Bantu. In part, at least, its failure to yield resides in strong cultural/semantic factors, among them a proposed pastoral past for people who are now exclusively forest zone agriculturalists, resilience of imperfect aspect and the enduring value of overt number marking.

A comparison between *bèi* passives and *yóu* passives in Mandarin Chinese

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This study compares the syntax and semantics of *bèi* passives and *yóu* passives in Mandarin Chinese. To express a Chinese equivalent for 'The thief was taken away by the police,' either *bèi* or *yóu* can be used, as in (1) *Xiǎotōu bèi/yóu jǐngchá dàizǒu le*. This study shows that the two kinds of passives differ semantically and syntactically. The semantics of *bèi* passives is centred on the Patient subject, which is an Affectee, undergoing the consequence brought up by the action represented by the predicate. This may explain why in (2) *Wǒde huà bèi/*yóu tā niǔqū le* 'My words have been twisted by him,' only *bèi* is allowed, since the subject NP *wǒde huà* 'my words' suffers a negative consequence. *Yóu* passives, in contrast, place the semantic focus on the post-*yóu* NP, which is, however, not an Affectee. Instead, it plays a role which has to take a certain responsibility without being affected in the same way an Affectee. For example, in (3) *Zhèbù diànyǐng yóu/*bèi tā dānrèn dǎoyǎn* 'This film is directed by him,' only the use of *yóu* is possible because the post-*yóu* NP *tā* 'him' refers to someone in charge, who is not an Affectee. Syntactically, *bèi* passives and *yóu* passives differ in that the former involve a two-place predicate while the latter a three-place predicate. *Bèi* has been argued by some Chinese syntacticians to be a two-place predicate which selects an Experiencer subject and an Event complement. Under this analysis, the initial NP *xiǎotōu* 'the thief' in (1) is a base-generated subject. This study, on the other hand, proposes that *yóu* passives fall into a three-place un-ergative structure. The initial NP *xiǎotōu* 'the thief' in (1) is a topic which serves as a Patient taken by *dàizǒu* 'take away.' The subject of the sentence is assumed to be a null Agent. Regarding the post-*yóu* NP *jǐngchá* 'the police,' its status is dual: a Patient introduced by the light verb *yóu* and an Agent assigned by *dàizǒu* 'take away.' This study contributes to better understanding of what makes the distinction between the two kinds of Chinese passives.

The complexity of parole: Kolmogorov complexity revisited

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Language complexity is currently a very fashionable research topic in crosslinguistic typology, dialect typology, and sociolinguistics. Against this backdrop, we build on and extend earlier proposals in the literature (e.g. Juola 2008) to utilize Kolmogorov complexity for measuring language complexity. This construct defines the complexity of a text as being proportional to the length of the shortest algorithm that can generate that text. Unlike the plethora of measures used in the theoretical literature, Kolmogorov complexity is a usage-based measure because it gauges the text complexity, in the parlance of Pallotti (2015), of production data. What takes centre stage is thus not selected aprioristically properties of texts, but – more holistically – the predictability of upcoming text based on previously seen text. Technically, Kolmogorov complexity can be approximated by using file compression programs: text samples that can be compressed efficiently count as linguistically simple. The compression method may be combined with various distortion techniques to calculate measures of morphological and syntactic complexity specifically. Kolmogorov complexity has been previously applied to parallel corpus databases. By contrast, we investigate the extent to which it can also be applied to more naturalistic, "realer" usage data: (1) a parallel – and, after some permutation wizardry, semi-parallel – corpus of *Alice's Adventures in Wonderland* in nine languages; (2) a non-parallel sample of newspaper texts covering nine European languages; and (3) a collection of naturalistic English-language learner essays from students of eleven different L1 backgrounds and with different proficiency levels, for the sake of exploring intra-lingual complexity variation with an SLA twist. Results show that the technique yields complexity rankings that are broadly in line with more orthodox complexity notions. We also demonstrate that the compression technique is not limited to parallel texts but can be successfully applied to semi-parallel and entirely non-parallel (i.e. properly naturalistic) texts. In summary, Kolmogorov complexity measurements provide an economical and objective way for assessing language complexity.

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A crosslinguistic perspective on nominal person

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Nominal person anchors the denotation of nominal projections with respect to speech act participants. This talk presents crosslinguistic data and generalisations concerning expressions of nominal person based on a survey of 87 languages from about 40 language families, drawing on published grammars and augmented by elicited data. The focus is on adnominal pronoun constructions (APCs) like "we linguists", although nominal person has also been observed to be marked by means of clitics in the extended noun phrase (eight languages). Possessive marking was deliberately excluded from the investigation. Parameters investigated include word order (relative order of head noun with regard to adnominal pronouns and demonstratives, type of adpositions), presence of articles in APCs, the possibility of co-occurrence of personal pronouns and demonstratives and person/number restrictions in nominal person marking (*cf*. English *I student, *they linguists).

Apart from the overall prevalence of prenominal APCs (64 languages), the data indicate a strong tendency for adnominal pronouns and demonstrative modifiers to occur on the same side of the noun, consistent with the hypothesis that they can form a distributional class (Blake 2001, Choi 2014, Höhn 2016). Moreover, all languages with postnominal APCs or enclitic person markers have postpositions consistent with a head-final analysis. The occurrence of articles in APCs in 21 languages (of 43 languages with articles) raises questions for the pronominal determiner analysis/PDA (Postal 1969, Abney 1987) and suggests that nominal person features are not universally encoded on the same head as definiteness. Moreover, 17 languages allow demonstratives and pronouns to co-occur in the same nominal projection in personal pronoun-demonstrative constructions (PPDCs), suggesting that demonstratives and personal pronouns do not universally form a class and person. So it seems that person and demonstrative features can be syntactically dissociated just like person and definiteness. Concerning the person/number restrictions, two generalisations emerge: if a language has singular APCs it also has non-singular APCs, and if it has third person APCs it also has non-third person APCs. The markedness of third person APC may be partly explained by definite articles taking over the position of third person adnominal pronouns, as suggested by Postal's (1969) PDA.

On the derivation of ellipsis

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There have been controversies over how exactly ellipsis is derived. Some researchers argue for the so-called "copy theory," whereby the ellipsis site is occupied by an empty element with no internal structure in syntax and its semantic content is identified later by copying the antecedent at the level of logical form (Lobeck 1995, among others). Other researchers advocate the so-called "deletion theory," whereby the ellipsis site has fully articulated structure with lexical items in syntax and it undergoes deletion at the level of phonological form. The latter theory comes in two varieties. One of them maintains that the deletion takes place in situ, that is, at the ellipsis site (Merchant 2001, among others). The other claims that the constituent targeted by ellipsis must first undergo syntactic movement and is then deleted at its landing site (Johnson 2001, among others).

This paper is an attempt to decide which theory is valid based on curious phenomena of the kind discussed by Takahashi and Fox (2005) and Merchant (2008), in which the grammaticality or interpretation of a certain sentence is determined by how much one elides. The key observation that emerges from our examination of the full range of relevant data (mainly from English) is that full-fledged syntactic structure can be phonologically null only if it undergoes movement. In cases where such movement is impossible because of locality constraints, one must always resort to the copy strategy, which necessarily puts restrictions on interpretation. In brief, we need to adopt both the copy theory and the movement-based deletion theory, rejecting the in situ theory of deletion. If time permits, we will show how exactly previous accounts of the phenomena in question –using a notion of economy– fail.

Ideophones as mixed-expressives

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Ideophones are marked words which convey sensory experiences in a vivid manner. Speakers struggle to paraphrase the meanings of ideophones, suggesting that the words themselves just `sound like' what they describe and are `like onomatopoeia'. But many ideophones convey meanings which have no manifestation in sound; in some languages, even the experience of silent stillness can be conveyed ideophonically.

Prior descriptive work on ideophones has concluded that depiction –the analogical mode of representation utilized by iconic demonstrations– is part of the lexical semantics of ideophones. (It is this property that aligns ideophones with direct speech, as reflected morphologically in many languages; *cf*. Baglini 2016, Henderson 2016.) The use of ideophones is associated with high speaker involvement (Nuckolls 2001, Irvine 1993), emotive intensity (Baba 2003), and epistemic authority (Dingemanse 2013). These qualities are highly reminiscent of the characteristic features of expressives (Potts 2003, 2007), and I propose to capture the resemblance formally.

Focusing on data from Wolof (Niger-Congo, Atlantic), I show that ideophones exhibit the hallmarks of expressives detailed in Potts (2007): non-displaceability, independence, ineffability, perspective-dependence, immediacy, and repeatability. However, I provide evidence that Wolof ideophones in fact have the status of mixed expressives (McCready 2010): they convey meaning at the truth conditional and expressive levels simultaneously. Wolof ideophones are not entirely scopeless with respect to certain operators (e.g. negation), which would be unexpected for purely expressive forms. At the truth-conditional level, ideophones have the same semantic type as lexical verbs, introducing a Davidsonian event argument associated with a highly underspecified predicative meaning. At the expressive level, ideophones convey a speaker-oriented depiction of a sensory experience. Ideophones' depictive affordances arise in part through conventionalisation. Speakers are able to identify ideophones based on their distinctive phonotactics, and nonce words conforming to these patterns are accommodated by speakers and assigned ideophonic meanings based on both motorsensory resemblance and relational analogy to existing ideophonic forms. These nonce-ideophones conform to the patterns expected for mixed expressives (Baglini & Hjorth, in preparation).

Unaccusativity alternation: An East Asian view

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Levin and Rappaport (1998) report that (unergative) motion verbs alter to unaccusatives when accompanied with a direction denoting adjunct. We will present similar unaccusativity alternation in Japanese and Chinese. A motion verb *hasi* 'run'(unergative), in Japanese is not very compatible with a direction adjunct (1a), while adding a light verb *-iku* 'go', makes the sentence acceptable (1b):

1) a. ?**kodomotaii-ga koen-e   hasitta*
    Children-NOM   park-to run-PAST
    'Children ran to the park'
    b*. kodomotati-ga koen-e hasitte-it-ta*
    Children-NOM park-to run-go-PAST
    'Children ran to the park'

We claim, following Yamada (1998), that the light verb *–iku* 'go', alters an unergative *hasi* into an unaccusative predicate. Yamada (1998) further claims that English sentences such as *A mouse ran into the box* also involve a null light verb *GO* attached to *run*. Hence, a light verb attached to an unergative causes unaccusativity alternation: overt *-iku* 'go', in Japanese and covert *GO* in English. Chinese exemplifies both types of light verb responsible for unaccusativity. While unaccusative verbs like *si* 'die', allow VS order, unergative verbs like *pao* 'run', do not, as in (2):

2) a. *Si   le   xuduo ren*
    die ASP many people
    'Many people died'
    b.**Pao le   xuduo ren   (cf. Xuduo ren pao le)*
    run   ASP many people
    'Many people ran'

However, even with unergative verb *pao* 'run', we can observe VS word order (3) (the surface unaccusativity phenomenon):

3) a. *Fangjian   pao jin le   xuduo ren*
    the room run-enter-ASP many people
    'Into the room there ran many people'
    b. *Pao le   xuduo ren   jin fangjian*
    run-ASP many people   into the room
    'There ran many people into the room'

We argue that in (3a) *jin* 'enter', is an overt light verb and in (3b) null light verb *GO* is attached to *pao* 'run', both of which are responsible for unaccusativity alternation in Chinese. We will also explore some implications of our proposal, including the preferred "inverse" scope phenomenon in Japanese and surface unaccusativity in Chinese.

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On the exceptional case-marking construction in Japanese

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In English, ECM (Exceptional Case-Marking) constructions, where the embedded subjects are marked with accusative rather than nominative case, cannot include complementisers, and hence are often analysed as having a less than full clausal projection, having a projection up to TP but not CP. In languages like Japanese, ECM constructions do include a complementiser.

1) *John-ga   Mary-o   tensai-da   to   omot-ta*
   John-NOM Mary-ACC genius-COP COMP think-PAST
   'John thought Mary a genius'

The presence of a complementiser in the ECM construction suggests that the CP projection is present in the clause, which raises the question of where the embedded subject is located and how accusative marking is sanctioned. There are two major proposals available in the literature. One is to analyse the ECM subject as raised to the matrix object position (e.g. Kuno 1976) (and thus, this construction is sometimes alternatively referred to RTO (raising to object) construction). The other claims that the ECM subject stays in the embedded clause (e.g. Hiraiwa 2005). In this presentation, I argue for the second view, providing new evidence based on clausal pronominalisation. Specifically, it is shown that when *soo* 'so' pronominal, which can replace a subordinate clause, must include the ECM subject, as in (2a). On the other hand, *soo*-replacement is possible if the embedded subject is promoted to matrix subject via passivisation, as in (2b).

2) a. *John-ga   (*Mary-o) soo omot-ta*
      John-NOM Mary-ACC so   think-PAST
      'John thought (*Mary) so'
   b. *Mari-ga   John-ni soo   omow-are-ta*
      Mary-NOM John-by so   think-PASS-PAST
      'Mary was thought so by John'

Chiefly, on the basis of the contrast obtained depending on whether NP-movement takes place, it is shown that the ECM subject resides in the embedded clause. It is also argued that the ECM subject is placed in a higher structural position than its nominative subject counterpart, i.e. in a position sufficiently high to be accusatively case-marked by the matrix predicate.

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Spatial deixis in ciNsenga

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Many natural languages possess spatial deictic expressions, in the form of demonstrative pronouns, which denote space in relation to the location of the speaker at the time of utterance. English, for example, distinguishes space that is close to the speaker (e.g. *this*) from space that is away from the speaker (e.g. *that*). Some languages make a three-way distinction between proximal ('this') – i.e. near the speaker; and two forms of distal demonstratives ('that' and 'yonder') – one denoting space away from the speaker but close to the hearer, the other denoting space away from both. In ciNsenga (N41) and related languages there are subdivisions within the class of proximal demonstratives. Consider (1) and (2):

1) *M-ng'anda umu   mu-li   njoka*
   18-house   18.DEM 18SM-be 9.snake
   'There is a snake in this house'

2) *M-ng'anda muno   mu-li   njoka*
   18-house   18.DEM 18SM-be 9.snake
   'There is a snake in this house'

The translations provided above mask the subtle differences in meaning between the two sentences. Although in both cases the house is proximal to the speaker, the demonstrative in (2) denotes space that necessarily includes the speaker whereas the demonstrative in (1) denotes space that necessarily excludes the speaker. To put it differently, (1) necessarily means that the speaker is outside the house whereas (2) necessarily means that the speaker is inside the said house. The goal of this paper is to present a comprehensive descriptive account of demonstrative pronouns in ciNsenga and also to draw parallels between symmetries that lie in the nominal domain (the demonstrative system) and those that lie in the verbal domain (the tense system). It is conjectured that symmetries in one domain are reflected in other domains of the same language.

Negation in Dravidian languages

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This paper presents a syntactic description of negation in select Dravidian languages, such as Tamil, Telugu, Malayalam, and Kannada. This description accounts for negation in the light of sentential negation, Negative Polarity Items (NPIs) and quantifier scope. The sentential negation occurs as a bound morpheme suffixed to the main verb as in (1). In existential clauses, it occurs as a fusional morpheme that functions as a negation + copula as in (2).

1) *pas inkē var-ā-tu*   (Tamil)
    bus here come-neg-3sn
    'The bus won't come here'

2) *rāmu ḍākṭar alla*   (Malayalam)
    Ram doctor be.neg.copula.pres
    'Ramu is not a doctor'

3) *evarū lē-ru/*unn-ā-ru*   (Telugu)
    anybody.NPI be.pres.neg-3.pl.h/ *be-pres-3.pl.h
    'Nobody is there'

4) *ellāru iddāre/illā*   (Kannada)
    that many be.pres/ be.pres.neg
    'All are there' / 'Not all are there'

Negative occurs in the post-verbal position as a bound morpheme in Dravidian languages, and as a free morpheme (lexical item) in preverbal position in Indo-Aryan languages. Negation as a bound morpheme in Dravidian languages appears to provide evidence that negation is a functional category and not a lexical one. Syntactically, the sentential negation heads its own phrase and occurs in the functional domain dominated by TP, whether it is a bound morpheme, a fusional morpheme, or a lexical item in Indo-Aryan languages. Sentential negation licenses all types of NPIs in its c-commanding domain in a base-generated position before movement takes place. In this account of sentential negation in the functional domain, it licenses NPIs in the subject position as well. At the same time, it can license multiple NPIs. Feature checking (Chomsky 1998) shows that the NPIs interact with the licensor; the NPIs are the probes, with a quantificational scale (Chierchia 2013) and the negation marker is the goal. Furthermore, the study of negation helps us understand quantifier scope, in the sense that quantifiers depict existential quantification in the presence of sentential negation as in (4), and in the absence of it the quantifiers depict universal quantification.

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The syntax of verb copy factive clauses in Seereer

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This talk analyses factive clauses in Seereer, an Atlantic language of Senegal. The focus is on a construction in which a nominalised copy of the verb (1) appears in a clause that is formally identical to a headed relative clause (2):

> Verb Copy Factive
>
> 1) *a-ñaam a-le   ta   ñaam na   maalo f-e   a-bet   axam*
>   CL-eat   CL-CREL 3SG eat   REL rice   CL-the 3SG-surprise me
>   'The fact that he ate the rice surprised me', 'The way that he ate the rice surprised me'
>
> Headed Relative Clause
>
> 2) *o-teew   ox-u   ta   jaw na   maalo*
>   CL-woman CL-CREL 3SG cook REL rice
>   'The/some woman that cooked rice'

That the verb has been nominalized in (1) is indicated by the presence of a noun class prefix (*a-*) on the copied verb. The verb copy factive involves a relative clause, given the presence of the noun-class agreeing relative clause complementiser, *a-le*, which also occurs in headed relative clauses and agrees in noun class with the RC head (*ox-e*) (2). The factive clause in (1) also involves the same relative clause specific verb morphology (post verbal *na*), as found in the headed relative clause in (2).

The Seereer data provide cross-linguistic empirical support for theoretical proposals that (a) factive clauses involve a null operator/nominal that originates low in the clause, below T (Aboh 2005, 2010) (b) the null factive operator/nominal undergoes A-movement to SpecCP (Collins 1994, Aboh 2005, 2010, Haegeman 2006, Haegeman and Ürögdi 2010). I show that in the verb copy factive, material such as direct objects can also be copied. In contrast, I show that other material cannot be copied (e.g. the negative affix). Overall, I examine copying of arguments and adjuncts, adverbs, and verbal affixes. I argue that in the verb copy factive: (i) a null nominal is merged below TP; (ii) this null noun raises to SpecCP, where it triggers Spec-head agreement on C (*al-* in (1)); (iii) the copying of the verb results from the null noun pied piping FactP, which contains a copy of the verb, which has raised to T.

The relationship between lexicon, syntax, and functions

Prof Zygmunt Frajzyngier

The main question of the study is as follows: why do lexical items referring to the same event or entity, e.g. verbs such as 'break', 'see', 'come', 'stay' and nouns such as 'house', 'water', have different syntactic properties across languages? If it is true, as is often assumed, that verbs determine the number of arguments in the clause, why can these verbs occur with a different number of arguments, and with arguments referring to different semantic roles, in different languages? The very rich literature dealing with the interface of lexicon, syntax, and semantics (see Pustejovsky 1998, papers in Rapaport-Hovav, Doron and Sichel 2010, and a large number of contemporary studies) does not provide an answer to this question. The present study, based on cross-linguistic data rather than on data from a single language, demonstrates that the syntactic properties of verbs and nouns do not depend on the events that the verbs refer to or the participants that the nouns refer to, but rather on the functions encoded in specific languages. Accordingly, if a language encodes a certain function –such as affectedness– in its grammatical system, some verbs will be inherently [+affected] and others will not. In a language that does not code the function [affectedness] in its grammatical system, the semantic feature of affectedness will not play a role in the characterisation of verbs. Similarly, if a language codes the function [locative predication], some verbs and nouns will have the inherent feature [+locative] and other verbs and nouns will not have this feature. In a language that does not code the function [locative] in its grammatical system, the semantic feature of locative will not characterise lexical items. Therefore, an open question in the study of a given language is: what functions are encoded in the grammatical system and, consequently, what semantic features characterize the lexicon?

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Nivkh reflexive-intensive pronoun *phi* in synchrony and diachrony

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Nivkh (Gilyak) is an isolate language spoken in several varieties on Sakhalin Island and the Amur region of Russia. Nivkh has a cross-linguistically rather typical system of pro-forms that comprises eight sets of pronominal and proverbal units. The pronoun *phi* 'oneself', has the same form in all varieties and share most of morphophonological and morphosyntactic properties with the personal pronouns *ɲi* 'I', and *chi* 'you:sg'. *Phi* can function both as a reflexive anaphor (1) and an intensifier (2):

1) *Chi   phi-in   voci-d*
   you:sg oneself-com:sg look.like-ind
   'You are like yourself'

2) *Chi   phi   vi-ja*
   you:sg oneself go-imp:2sg
   'You go yourself.'

The pronoun is generalised to all persons and in both uses is strictly subject-oriented, so that coreference with any other constituents of the clause/sentence is impossible. In the anaphoric function, the pronoun can act both as a local and long-distance reflexive, indicating coreference with the subject as follows: (a) within a clause *phi* is bound by the local subject (1, 3); (b) across adjacent clauses *phi* is bound by the subject of either the preceding or the matrix clause (3); (c) across adjacent sentences *phi* is bound by the subject of the preceding sentence (4). The pronoun can have a whole range of syntactic functions and may appear in a free or a bound form (*phi-/phe-/pha-/ph-*). The latter cliticizes on the head verb or noun as a prefix – compare: *ph-eɣlŋ* 'her child', and *ph-rhaku-t* 'warmed herself' in (3):

3) *rhaŋɢ   ph-eɣlŋ   + daku-rorh   phi   ph-rhaku-t*
   woman refl-child + warm-conv:temp:3sg oneself refl-warm-ind
   'A woman, after warming her child, herself warmed herself.'

4) *If   j-aχ   kəpr-gu-ɟ.   Phi   vi-r…*
   he he-causee stand.up-caus-ind oneself go-conv:man:3sg
   'He made him to stand. [He] himself going…'

As an intensifier, *phi* is always used in a free form and can function only as the second subject of the clause. The paper examines the use of the *phi*-pronoun in various types of constructions and discusses its properties from synchronic and diachronic perspectives.

The morphosyntactic status and distribution of the Korean plural marker –*tul*

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The purpose of this presentation is two-fold. Firstly, we will show that the morphosyntactic status of the (genuine) plural marker in Korean, -*tul*1, can best be identified as a clitic. Secondly, under the assumption that -*tul*1 –as a syntactic word– has its own meanings, its distribution will be defined as follows: its occurrence is essentially optional, except in those contexts where its existence is required. Although -*tul*1 is generally assumed to be an inflectional affix (H-M Sohn 1999) or a particle with its own meanings (E-J Kwak 2003, C Kim 2005, B-M Kang 2008, Y Jun 2013), these two positions are based on different levels –the formal and semantic levels– respectively. The relationship between them has not yet been clarified. The marker -*tul*1 has an unexpected property as an inflectional affix: there are expressions in which it is not compatible with the preceding noun, due to a conflict in number. If -*tul*1 were an inflectional affix, we could not adequately account for such data.

The occurrence of -*tul*1 is generally optional in the context where two or more entities are involved. However, there are some cases where its appearance is obligatory. Firstly, it is obligatory when the noun at issue is directly modified by the demonstrative adnouns *i/ku/ce* 'this/that/that (over there)' (J Yeon & Brown 2011). For example, *i salam* means only 'this person,' and we need *i salam-tul* for 'these people.' The demonstrative adnouns have the property of indicating a singular entity when there are no other elements which induce a plural reading. Secondly, the existence of the plural-subject marker, -*tul*2, also provides a context where -*tul*1 must appear. That is, when -*tul*2 appears in the sentence, there has to be an element which causes the subject NP to be plural – this can be accomplished by -*tul*1. Although there may be some extra-linguistic factors such as the speaker's intention to emphasize the individuality of the entities rather than their genericity (Y Jun 2013), there do not seem to be other noticeable linguistic contexts where the use of -*tul*1 is obligatory apart from these two contexts.

Differential nominal marking and hypocoristic harmony in Korean

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Korean has a suffix *-i* that attaches to consonant-final forms of personal given names when these are integrated into a larger syntactic structure. To the extent that this suffix can only appear on personal names but not on other nouns, it constitutes an example of differential nominal marking. As such, it helps to distinguish names and homonymous common nouns. If we take the example of an appositional structure where the given name modifies a common noun, use of the marker is the unmarked option. In contrast, the marker is less common if the personal name is preceded by the family name. In general, omission of the marker is perceived as more formal than the pragmatically unmarked construction with the suffix, which in turn conveys a somewhat more intimate relationship. The marker will therefore be labelled 'hypocoristic'. Furthermore, personal given names can be shortened to their last syllable to derive a hypocoristic form. While the hypocoristic marker is optional when including the family name and preferred with full given names, it becomes obligatory on the shortened form. The correlation between the use of the hypocoristic nominal marker and hypocoristic name forms will be referred to as 'hypocoristic harmony'. The combinatorial possibilities of short given names vs. long given names vs. full names, the presence vs. absence of the hypocoristic marker, and the use of titles, yield a hypocoristic continuum. A consequence of the hypocoristic harmony is that the more honorific a title is, the less the hypocoristic marker will be used before it. While the hypocoristic marker would be expected on a given name before *haksayng* 'student', and is still compatible with *senpay* 'senior student', the much more honorific *kyoswu* 'professor', would be entirely incompatible with it. In summary, the Korean suffix *-i* seems to be a unique case of grammaticalisation from evaluative derivation towards a noun class marker. While honorific or formal contexts do not display the marker, its generalized presence in informal contexts is arguably no longer perceived as derivation, but as a form of inflectional marking exclusive to given names.

Everyone left the room, except the logophor: *ABA patterns in pronominal forms

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This presentation will investigate *ABA syncretisms in anaphora, logophora, and pronouns. Consider the sentence in (1), and its possible Logical Forms (LFs) in (2):

1) Only Piglet thinks that Tigger loves x.

2) a. Only Piglet λx[x thinks that Tigger λy[y loves y]]

   b. Only Piglet λx[x thinks that Tigger λy[y loves x]]

   c. Only Piglet λx[x thinks that Tigger λy[y loves z]], where z = Piglet

   d. Only Piglet λx[x thinks that Tigger λy[y loves z]], where z ≠ Piglet

In English, the first LF is realised by the anaphor 'himself' replacing x in (1), while the latter three LFs are all realised when x is replaced by 'him'. This represents an ABBB syncretism pattern. At the time of writing, I have data from 40 languages which support five further syncretism patterns: AAAA (e.g. Bislama, Tongan), AAAB (e.g. Turkish, Korean), AABB (e.g. Icelandic, Japanese), ABBC (e.g. Standard Mandarin, Yoruba), ABCC (e.g. Beijing Mandarin). Two contiguous syncretism patterns remain unattested in my language sample: AABC and ABCD. Work is ongoing to try to find attestations of these patterns. Logically, there are also seven non-contiguous syncretism patterns: AABA, ABAA, ABAB, ABAC, ABBA, ABCA, ABCB; I do not have attestations of any of these patterns.

Syncretism patterns between logophora and pronouns were first noticed by Culy (1994:1081-2), and the LFs in (2) were first discussed in Kiparsky (2002). However, to the best of my knowledge, no research has been conducted into the link between the two. The present study aims to bridge this gap. Specifically, I argue that the overt morphology and patterns of syncretism support an analysis in which pronominal forms are complex syntactic structures. Each node of the structure introduces a feature, F, that adds a layer to the semantic requirements on the pronominal's antecedent. Minimally the pronominal structure is a pronoun, [F1], and maximally an anaphor, [F4[F3[F2[F1]]]]. Such a structure would explain the contiguous syncretism patterns, and rule out the non-contiguous *ABA patterns.

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Deriving *zi*-verbs in Mandarin Chinese: Reflexive and adverbial types

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Reflexive verbs –verbs whose direct objects are the same as their subjects– are extensively used in languages like the Romance, Slavic and Hebrew languages. There are languages that have explicit morphology or syntax to transform a verb into a reflexive form. In (Mandarin) Chinese, the morpheme *zi* is used to form a reflexive verb, as illustrated in (1).

1) *Zhangsan   zi-sha-le*
   Zhangsan   SELF-kill-Asp
   'Zhangsan killed himself'

However, in addition to this usage, *zi* can also be employed to form a verb and give to the verb an extra meaning of "by oneself", as shown in (2).

2) *Zhangsan   zi-xue   zhongwen*
   Zhangsan   SELF-learn Chinese
   'Zhangsan learns Chinese by himself'

In this paper, we will investigate derivation of both types of *zi*-verbs in Chinese, arguing for a syntactic approach. We will show that reflexive *zi*-verbs are derived by syntactic noun incorporation (*cf*. Baker 1988), involving transitive verbs underlyingly, contra the intransitive analyses which are generally claimed for Romance reflexive verbs (e.g. Grimshaw 1990, Reinhart & Siloni 2005). The fact that *zi* retains the meaning of "self" in both types of *zi*-verbs supports our claim that unlike *se* in French, *zi* is not a grammatical but a content morpheme. As further support of our syntactic approach, we argue against two representative analyses of *zi*-verbs in the literature, Kao (1993) and Lin (2010), both of which derive the *zi*-verbs in the lexicon. New data, like (3), will be presented against the lexicon approach, but in favour of the syntactic approach.

3) *Zhangsan   zi-bai-le   zuixing*
   Zhangsan   SELF-confess-Asp crime
   'Zhangsan confessed about the crime of himself'

The results of this study will be shown to argue for a transitive approach to reflexive verbs in Chinese, an approach that is discarded for *se*-verbs in French (e.g. Kayne 1975).

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The origin of the variant Afrikaans passive past tense lingueme

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Dawkins (1976) describes a gene as a replicator – a self-replicating unit of transmission "that is copied and [that] preserves most of its structure in copying" (Croft 2008: 221). The fact that mutations can occur when genes replicate, form the basis for evolution. Dawkins coins the term "meme" to refer to cultural replicators and Croft (2000) coins the term "lingueme" to refer to linguistic replicators. Lingueme mutations cause variants, which are alternative structures used for a particular structural element. In a language contact situation, variant linguemes can be taken from the contact language, since the linguemes of the contact language also form part of the "feature pool" (Mufwene,2002: 55) from which utterance selection can be done. Language change occurs when lingueme variants are propagated by utterance selection.

The Afrikaans passive construction is an example of a lingueme with a variant as far as the past tense is concerned, since the auxiliary verb *was* (see (1), which is read at the end of every news bulletin on an Afrikaans radio station) is sometimes used instead of *is* (2). The usage of *was,* instead of *is,* is generally regarded as incorrect (Kirsten, 2015).

> 1) **Die nuus was geborg deur* X
>   'The news was sponsored by X'
> 2) *Die nuus is geborg deur* X
>   'The news was sponsored by X'

Kirsten (2015) finds that the existence of this variant lingueme can be ascribed to either the influence of English (i.e. language contact adding to the feature pool available for selection), or to confusion with the closely related copula construction. She hypothesises that the latter is more likely (but that the influence of English on Afrikaans cannot be discounted). In this paper I will test the hypothesis of Kirsten (2015) by describing the semantic and syntactic properties of each of the constructions in question. The descriptions will be compared in order to determine what the overlap between the two constructions is. I will also describe the similarities between the English and Afrikaans passive constructions and, in so doing, try to determine what the origin of this variant is.

A morphological glosser for multiple exponence

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Among the many bottlenecks in making fully-annotated corpora is the considerable human effort that goes into morphological glossing. This is particularly problematic in languages which exhibit multiple exponence. The Yam languages of southern Papua New Guinea – including Nen, Nmbo and Nama – express both tense-aspect-mood (TAM) and person-number (PN) combinations for agents and undergoers in a combination of prefixation and suffixation (Evans 2015). Cross-cutting syncretism means prefixes and suffixes can often only be interpreted together. For example, the Nen phrase *dnawapapte* '(s)he taught us(pl) a long time ago', marks TAM (imperfective, remote past) and undergoer (1st person non-singular) PN in the prefix *dn-* and TAM and agent PN in the suffix *-te*. However, the suffix also marks non-duality which implies a strict plural interpretation for the undergoer.

Faster annotation of such forms has been achieved by developing a parser which constructs the features of the gloss. The morphological specification consists of a sequence of patterns. Each pattern includes a regular expression restricting the form and/or values for a subset of annotation features. At each point in the analysis, a subset of annotation features have instantiated values. The next pattern in the sequence is checked for (a) compatibility of the word form being parsed with its regular expression, and (b) compatibility of existing instantiated feature values with those in the pattern. If any conflicts inhibit the pattern, it does not apply. If there are no conflicts, the pattern applies and any hitherto unspecified features are instantiated with the corresponding values in the pattern. As an example, one pattern which matches in the interpretation of the above Nen example combines regular expression *^dn* with values "gamma" (a category of prefix morphs) for feature Series and "1nsg" for Undergoer. This rule system has the following advantages: (a) it gives a unified representation to form interpretations, featural implications and interpretations conditional on features, (b) it is easy for non-programming linguists to develop for their own languages, and (c) patterns provide a simple concept for relating feature combinations in multiple exponence to semantic interpretation features.

Multilingualism, Education, Policy and Development

Student voice and agency in master's thesis writing in a second language context: Beyond the use of pronouns

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This paper investigates the multimodal construction of voice and agency in master's theses within the South African context. I argue that voice is not only realized through linguistic features but also other multimodal meaning-making resources. The majority of postgraduate theses produced in South Africa are in English, despite the fact that English is only the fourth most widely spoken first language in the country. This paper investigates how student voice and agency are discursively constructed in selected master's theses in this second language writing context. More specifically, I investigate how semiotic resources are used across modalities to construct voice and agency in completed master's theses and how students themselves reflect on the thesis writing process in semi-structured interviews. Using insights from genre analysis (Bhatia, 2002; Paltridge, 2002), sociocultural theory (Van Lier, 2008) and postmodern sociolinguistics (Pennycook, 2006) the paper focuses on ways in which students intentionally violate norms of thesis writing to construct themselves as autonomous.

The findings suggest that construction of voice and agency relies not only on the use of language but also on the manipulation of other multimodal meaning-making resources such as the use of visuals, layout, fonts, other languages and chapter order. Finally I identify six elements, prominent in the data that are important in assisting students to construct voice and agency in their thesis writing. This paper ultimately provides theoretical insight into the multimodal construction of agency and voice, a topic which to this point have received very little attention in scholarly research on second language academic writing.

Decolonial approaches to language and literacy in higher education.

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In recent years, the South African higher education system has seen growing calls for broadened epistemic access, decolonised curricula and transformed institutions. Scholars across South Africa have taken up the challenge and are working on new theoretical approaches to teaching and learning in higher education (e.g. Liebowitz and Bozalek 2017, Ndlovu-Gatsheni 2013). In this paper, we reflect on a series of case studies and commentaries written by both local and international academics who have been working with issues of multilingualism and diversity for a number of years. We use the notion of linguistic citizenship (Stroud 2001, 2015), a decolonial lens, to reflect on the case studies and to highlight how these innovative educational practices and policies can be used as tools for transformation, not only in the sense of enhancing epistemic access, but also in the broader sense of giving voice to more marginal participants. We explore how the centring of multilingualism and diversity – not only as core pedagogic principles, but also as a methodology for transformation – can be used to enhance access and recapture voice in the building of a more integrated and just society. The case studies form part of a Bloomsbury volume, *Languages and literacies in higher education: Reclaiming voices from the south*, edited by the presenters, and in this paper, we draw out the theoretical insights to emerge from this project.

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Bridging the vocabulary gap for learners of English as an additional language

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English as an Additional Language (EAL) learners have been shown to struggle academically in English-only learning environments (Coxhead & Boutorwick, 2016; Murphy & Unthiah, 2015). This phenomenon has far-reaching consequences considering recent population changes brought about by mass migration and worldwide increases in EAL student numbers (Bunnell, 2014). EAL studies suggest that one reason for such performance discrepancies relates to EAL learners' vocabulary knowledge often being significantly smaller than that of their L1 counterparts (Henriksen & Danelund, 2015). To overcome such challenges it is of primary importance to understand how a lack of vocabulary knowledge might influence EAL academic performance. Accordingly, we investigated the relationships between general academic ability, linguistic knowledge, and vocabulary knowledge amongst EAL students and their first language (L1) English counterparts.

The investigation was conducted over a three-week period with 58 EAL learners and 23 L1 (English) counterparts at an international school in Japan. Based on a range of measures from recent EAL papers, we evaluate our subject population for: vocabulary knowledge (McLean, Kramer & Beglar, 2015); reading comprehension ((YARC) Melby-Lervag & Lervag, 2014); overall academic proficiency (C-test) Eckes & Grotjahn, 2006); and, linguistic proficiency (Bell Foundation, 2016).

Results suggest that EAL learners' performance is lower than their L1 counterparts for all measures, with significant correlations between vocabulary knowledge and linguistic proficiency measures. These results mirror earlier EAL research and indicate that a focus on vocabulary is important for EAL students' academic success. We discuss the pedagogical implications of our findings in this light, and explain how the data discussed in this presentation will inform a larger-scale study to be conducted at a further 33 international schools in Japan.

The perceived impact of the *Oxford Bilingual School Dictionary: isiXhosa and English* on learners and teachers in Port Elizabeth: an evaluation

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Research was conducted in the Eastern Cape to explore teachers' perceptions on the impact of using the *Oxford Bilingual School Dictionary: isiXhosa and English* (2014) on teachers and learners. The study was an exemplar that formed part of the development of the Oxford Impact Framework. Oxford Impact is a unique way of evaluating the impact that educational products and services from Oxford University Press have on teaching and learning. At its heart is the Oxford Impact Framework – a structured process developed with the National Foundation for Educational Research (NFER), and supported by Oxford University Department of Education (OUDE).

In 2004, Oxford University Press South Africa (OUPSA) started to develop a range of bilingual dictionaries to support the learning of English as an additional language, especially by learners with an African language as a mother tongue. By 2016, OUPSA were keen to find out in what way, if at all, the latest dictionary in the range (*Oxford Bilingual School Dictionary: isiXhosa and English*), was making a difference in the classroom. A Perceptions of Impact study was chosen to explore this question. During March 2016, six interviews with Grade 7 teachers in Port Elizabeth district showed that all teachers in this study felt that the impact on them and their learners had been positive. The dictionary's impact was felt across the curriculum, in English First Additional Language (FAL), isiXhosa Home Language (HL) and content subjects. Aspects of the findings were surprising because bilingual dictionaries are not usually used to support the development of the home language.

Schools participating in the research had received dictionaries from the provincial department of education and had used the dictionaries for more than a year at the time of interview. The interview instrument was designed to elicit both positive and negative perceptions and was administered in isiXhosa, the home language of the participants. Further research would be necessary to confirm whether the perceptions of these teachers are wide-spread, and to find out whether other bilingual dictionaries have a similar impact.

A problem within a problem: the use of experiential, project-based learning to foster the transfer of academic literacy competencies

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According to Perron, Sommer, Louis-Simonet and Nendaz (2015: 1), experts agree that "good communication skills are not innate and can be learned through intentional, systematic and experiential training". One of the greatest challenges for academic literacy practitioners, however, is to ensure that once students have acquired these competencies, they transfer them to other contexts – specifically, to their content subjects. In fact, McKeogh, Lupart and Marini (1995: vii) state that learning transfer is "the ultimate aim of teaching". Experiential learning, which includes project-based learning, reflective learning, and cooperative learning, allows students to engage in deep learning, which is generally considered to lead to transfer (Furman & Sibthorp, 2013: 17).

This paper reports on an academic literacy assignment which aimed to allow students to engage in experiential learning on two levels. Firstly, it was a collaborative assignment in the form of a case study between a business management subject and an academic literacy subject; thus, students were required to implement the competencies acquired in the academic literacy classroom to another context, namely that of business management. We went one step further, however, and required a pilot group of 50 students (divided into groups of five) to identify a business management related problem at an Early Childhood Development (ECD) centre in the township of Mamelodi in South Africa. Students had to attempt to address this problem, and write a case study report on the process. This assignment stretched over a period of seven weeks, with extensive input from both business management and academic literacy lecturers. Focus group interviews were held at the end of this assignment to obtain qualitative feedback from both students and lecturers on their experience of this experiential learning assignment. Key themes are reported on, including whether students were able to transfer academic literacy competencies to this unfamiliar context.

Linguistic research in university language and linguistics departments for contributing to multilingual tertiary education: a South African perspective

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The paper explores the key issues relating to the requirements of connection, innovation and advocacy (cf. Minana 2017) in presenting a conceptual analysis of how language and linguistics departments of universities can position themselves as indispensable with regard to the central role they have. This role pertains to providing the research base and teaching profile required for the successful implementation and attainment of the university's strategic objectives relating to multilingualism in teaching and learning. In South Africa, such positioning is crucial to promoting access and success in academic study to a diverse student body, a high number of which constitute students who have English as a second/additional language and are home language speakers of one or more indigenous African languages. It is argued that language and linguistics departments can contribute, through the linguistics and applied linguistic research fields they select, in a crucial way to the theoretical and applied research underpinning universities' language planning and policy design and its successful implementation in institution-wide language use in teaching and learning, and in language service provision, for example, in collaboration with University language centres or academic language support units. This research base for the design of theoretically accountable language policy and planning by universities and its effective implementation for the purpose of optimal accomplishment of the universities' strategic goal of student access and academic success is argued to be a key element of the transformation of higher education institutions in South Africa. Language and linguistics departments therefore, have a unique opportunity and, indeed, obligation, to introduce and/or further develop research expertise and related applied competence among staff and students in specific areas of (applied)-linguistics which can underpin informed decisions about universities' language policy and planning in promoting multilingualism. A variety of such important research areas are identified which can be included in research and curriculum innovation of language and linguistics departments, as (sub-)fields that can be connected through inter- and multi-disciplinary research.

"The pre-service teacher tango": pairing literacy and science in multilingual Australian classrooms

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In recent years, Australian schools have become increasingly multilingual, with students needing targeted support to develop academic English, yet also bringing rich linguistic resources to the classroom. Policymakers have recognised the critical role of identifying and describing the language and literacy demands in all disciplines, highlighting an essential role for pre-service teacher training. This article presents various components of teacher learning made available to 11 Australian pre-service science teachers enrolled in a Masters language and literacy course, which included a practicum component and explicit training in elements of translanguaging pedagogy to harness multilingual students' linguistic resources. It analyses the relative ways in which the training contributed to pre-service teachers' developing scientific pedagogical language knowledge. In doing so, it charts their emerging and developing professional identities as teachers of scientific literacy as they are trained to analyse core scientific content for opportunities to provide targeted language and literacy support, as well as their growing understanding of the diversity of language and literacy strengths and challenges faced by their multilingual learners. Furthermore, this paper outlines student teachers' evolving self-reflection as they become "apprenticed" into the role of professional teachers who assume responsibility for their students' language and literacy development as a key way of facilitating their access to scientific curriculum content knowledge.

Endangerment and vitality of highly safeguarded minority languages. Romansh and Italian in Switzerland: a case study

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This contribution intends to examine high-degree institutional safeguarding of minority languages by focusing on the examples of Romansh and Italian in Switzerland, two cases sharing the status of minority languages within the same nation, however differing with respect to a number of historical and sociolinguistic features (e.g. Haas 2006). Both are national languages (together with the majority languages German and French) and are well-protected by the Federal legislation. The Swiss government considers them minority languages according to the European Charter for Regional or Minority Languages. Nevertheless, Romansh is classified as 'definitely endangered' by the UNESCO Atlas of languages, while Italian, being one of the important European languages, enjoys a certain degree of vitality within Switzerland (Moretti et al. 2011: 15-22). Both languages, coexisting within the same framework of a national multilingual policy, have undergone massive interventions of language policy and planning (LPP) at the status and acquisition level. Romansh, consisting of five different local varieties, has furthermore experienced a process of corpus standardization resulting in a standard written variety for mainly official use. Romansh is therefore "an almost prototypical case" of LPP intervention (Berthele & Coray 2010), whereas Italian can be considered an atypical case. From the analysis of these two sociolinguistic realities, the instruments for a differentiated evaluation of LPP (e.g. Gazzola 2014) emerge, which are also applicable to other minority language situations.

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Effect of Age of Onset (AO) of English learning on National High School (NHS) students' academic performance in Papua New Guinea

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In Papua New Guinea, as in a number of multilingual societies, English is the language of higher education. Therefore, the question of whether the Age of Onset (AO) of learning English affects the students' academic performance down the line acquires true 'national security' significance. Our study aimed to examine the causes of the downward trend in students' academic performance among National High School (NHS) students in Papua New Guinea, focusing specifically on the influence of AO on their English acquisition. Data were obtained from a survey of 2393 students from all six NHSs in Papua New Guinea. Students' language education backgrounds were matched with their English scores and analysed, using ordinary least squares regression. A series of ANOVAs and correlation analyses was also performed. The results reveal that an increase in AO is associated with a decrease in English score (Eta .336; p = .000). A significant inverse correlation was likewise observed between the AO and the students' overall academic scores (Eta .278; p = .000), and also between the students' academic scores and their Age at Literacy (ALit) / Early Learning Language (ELL), respectively. This paper discusses our findings and offers recommendations for future language policy reforms in Papua New Guinea (and beyond).

Being Afrikaans in an English higher education system in South Africa

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While English is increasingly becoming the predominant medium of instruction in South Africa's higher education institutions, it is important to investigate how Afrikaans students use their home language in this linguistically complex academic context. Afrikaans-English bilingualism is regarded by some researchers as a unique form of balanced bilingualism. In the wider context of investigating how all indigenous languages can be used in South African higher education, it is important to investigate whether there are benefits to Afrikaans-English bilingualism, with a view to determine if the same benefits could be applied for other languages.

The main focus of the paper will be on the results of two experiments that were employed to further explore and describe the students' use of their Afrikaans-English bilingualism in academic settings. The first activity includes an eye tracking experiment with think-aloud protocol, where individual students are confronted with general as well as academic texts in Afrikaans and English. This will shed light on the different ways in which students read and process texts in their two predominant languages respectively. The second activity focuses on the information gathered through direct observations (recordings of class presentations, group work and how students deal with complex information in such settings). These data sets that emanate from direct Afrikaans-English use in a South African higher education context, would contribute real-world empirical data. The paper will provide important information and a real-world description regarding first-year students' use of their Afrikaans-English bilingual language repertoire to function, and often flourish, in a higher education environment. In addition, it will show how the students use their Afrikaans home language to support their understanding, use and production of English linguistic output in an academic context.

Disruptions and continuities of the educational language policy in Malawi: Case study of the Northern Region

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The article examines the different factors and contexts which have influenced educational language policy in Malawi from the time of early missionaries to the present. Various factors influenced the educational language policy, among others political, economic and social aspects. These were not limited to national factors, but rather international ones, like the influence of the Bantu Education Act or the role of international donor aid agencies. In addition to intensive literature review and document analysis, semi-structured interviews, mainly with secondary school teachers, were conducted in the Northern Region. The data showed that the covert daily language practices are not always congruent with the official language policy as elsewhere in Sub Saharan Africa. Nevertheless many unique Malawian aspects were revealed. The current language practices are based on the historical foundations of the missionaries and the Hastings Kamuzu Banda regime which have highly influenced and affected the development and usage of both indigenous and foreign languages in Malawi. It further discovered that the long-standing dictatorship of Banda continues to have a far-reaching impact on language attitudes, practices and the overall language policy. However, since the election of Bakili Muluzi and the new multi-party democracy, the language policy has generally been characterised by linguistic pluralism in place of the linguistic assimilation policy under president Banda. However not much has been done to make it more favourable to indigenous languages due to lack of resources and inconsistent implementation. The implementation of a language policy in favour of indigenous languages unlike any version of an early-exit model in Malawi, like in many other African countries, faces many challenges and is riddled with contradictions whether implicit or explicit.

Indian higher education policy and the world of work: changing circumstances and challenges

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Many experts and key actors agree on the main directions in which higher education must head in response to the changing challenges from the world of work. For example, it devotes greater attention to generic competencies, social skills and personality development. In other words, higher education must prepare students for the growing world of globalization and internationalization. At the beginning of the 21st century, the connections between higher education and the world of work are again among the key issues of debate. Issues in this domain played a significant role, and were more frequently addressed than any other topic in the series of preparatory conferences held in 1997 for the UNESCO World Conference on Higher Education (UNESCO, 1997a, b; Dias, 1997; Teichler, 1997).

In this context this paper will explore the ambivalent attitudes of our Indian policy makers when it comes to setting the goal of higher education in a globalized workable market for Indian students. There have been many inconsistencies between national higher education policy in India and the actual demand of contemporary job markets. This paper would also try to present a comprehensive picture of these policy formulations in an Indian context and establish an argument of how educational markets today can be expected to serve the wealth of national market-driven economy.

Intellectualisation of African languages: past, present and future

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This paper discusses the intellectualisation of African languages from a historical perspective. It explores how different historical epochs ascribed certain values on African languages, thereby facilitating or impeding the development of the languages, which remain in urgent need of transformation into fully functional languages in modern society. Such an exploration is not undertaken for the purposes of generating another historical account or rivalling others already in place, but in order to contribute towards understanding the integral role of African languages in the broader decolonisation and transformation endeavours across the continent. For instance, the chapter seeks to understand how the intellectualisation of African languages in the South African post-1994 democratic milieu and elsewhere on the continent can contribute to transformation and development not only within the education sector but in the broader society. Almost all South African universities, for example now have institutional language policies in place, and these are part of an enabling policy environment. However, when it comes to using language as part of transformation and asserting an African voice, there are still policy implementation challenges. The paper takes both a historical and contemporary view of how African languages have been used in the past and how they can be used today as resources to increase participatory democracy within countries, as well as contribute to socio-cultural modernisation, education and economic development on the continent. From a historical perspective, the argument for the intellectualisation of African languages considers the intellectual value of the languages before the marginalisation of indigenous knowledge systems in which these languages were critical, before trying to reposition them for the intellectual and socio-economic needs of transformed modern societies.

The language of medium of instruction and assessment in the Free State schools in South Africa

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With the dawn of a new democratic government in South Africa in 1994, a new commitment was made to ensure multilingual language opportunities in education for all citizens. Multilingualism education advocacy does not only seek to promote the use of African languages that were previously oppressed during Apartheid, but also promotes socio-economic justice and social cohesion. This research seeks to investigate the implementation of the national language policy in schools. This commitment further requires that schools adopt a multilingual policy that includes the use of African languages as mediums of instruction and assessment. The paper further argues that the use of learner's home language during learning and assessment, does yield better school results, since learning and understanding of concepts become easier for learners.

The paper discusses the current language status of African languages in schools in the Free State. In particular it examines whether schools in Harrismith, in the Free State have a language policy. It identifies what languages are used in the classrooms, and reports on the Free State trends with regards to language use, in the classrooms. Lastly, it discusses findings on how teachers and students deal with language challenges during teaching and learning. Based on the findings, new multilingual policies are recommended for these schools. The study was conducted under the transformative paradigm and Language Management Theory.

A language vitality index as an instrument for language policy and planning

Ms Sabine Christopher

Vitality indexes are elaborated primarily for quantifying the degree of endangerment (e.g. Fishman 2001; Brenzinger et al. 2003; Ammon 2011; Landweer 2016) with the intention of preventing the extinction of endangered languages. However, also in contexts where language minorities are juxtaposed to a majority within a political community without necessarily being endangered, minority language policy can benefit from an articulated vitality index. Such an index is being developed for Italian in Switzerland, a territorial and extraterritorial minority (Pandolfi, Christopher & Casoni, forthcoming – a preliminary version of the index appeared in Moretti, Pandolfi & Casoni 2011: 15-22). The particular situation of Italian in Switzerland is illustrative of language minorities, which, due to their multi-faceted sociolinguistic characteristics, are inherently highly diversified. This contribution proposes an articulated set of indicators combining a number of demographic features with indicators concerning a wide range of domains of use, thus permitting a differentiated quantification of the vitality of a minority language. The index is designed to allow the monitoring of a minority language at regular intervals and, prefiguring possible language policy measures. It is organized according to the levels of intervention, i.e. status, acquisition and corpus. Policy makers are therefore accurately informed on the sociolinguistic specificities of a minority language and are, at the same time, provided with indications towards focused intervention strategies where necessary.

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Genre-based pedagogy in teaching African languages as home language subject in South African multilingual secondary schools to promote writing across the curriculum: A genre-based analysis of isiXhosa Social Sciences texts

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The paper has two main goals in advancing the view that the use of content-subject texts in African languages, an isiXhosa Social Sciences (History and Geography) text being used as example, in genre-based teaching of the African languages as home language subjects, is of benefit for the development of knowledge of language required for effective writing in disciplines, i.e. across the curriculum in a multilingual education context like South Africa, with English as academic lingua franca. First, the paper presents some key perspectives on the notion of the use of the African languages as home languages in promoting educational equality and achievement. The wider use of the African languages across the curriculum, in bi-/multilingual teaching of the content subjects, in conjunction with English is an essential element of educational equality.

Secondly, the paper gives a demonstration of how a genre-pedagogy analysis of an isiXhosa Social Sciences (History and Geography) text segment can be used in the modelling stage for teaching genre-awareness to secondary school Grade 9 learners which will equip them with knowledge (of Social Sciences disciplines) language, that can contribute to promoting, in turn, knowledge of the discipline of history as learners employ this genre-based knowledge to learning history in the content subject class. The general discourse structural features of interpretation, explanation and exposition are illustrated in the isiXhosa Social Sciences (History and Geography) text, followed by sentence-level analysis of Systemic Functional linguistics based analysis lexico-grammatical resources. The paper concludes by presenting some exploratory views on genre-based teaching and learning.

Ethno-linguistically diverse South African students: "For academic purposes, I use English…"

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When designing academic literacy programmes one of the major challenges that academics face is to accommodate culturally and linguistically diverse student groups. This longitudinal study has been conducted on pre-service teachers at Stellenbosch University to find out their understanding of the importance of good writing and ways in which they can use translanguaging to assist them in their writing. This study has also been viewed against the backdrop of multilingualism in South Africa, with the notion of socio (cognitive) process and its influence on the students' ability to write. This study focuses on literacies pedagogy as it is manifested in the understanding and experiences of multilingual students engaging in the practice of their understanding of the importance of writing well. Since multilingual students do not often consider the social contexts in which their L2/L3 academic writing takes place, models of first language (L1) writing instruction and research on composing processes are often found wanting changes in their L2/L3 writing. This study looks at ways to improve the confidence in our bi/multilingual students with the use of their mother tongue when writing for academic purposes. The aim of this study was to identify the kinds of strategies that could assist multilingual students with academic writing. With this purpose in mind, pondering on the holistic view of the findings, this study endorses the use of home language in the educational practice of academic writing. The implication of this study is to make pre-service student teachers cognizant of the importance of writing efficiently and hopefully encourage them to progress towards finding methods to help improve learners writing skills.

Publication trends in South African interpreting studies: which language(s) do we publish in?

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The aim of this paper is to discuss which languages interpreters and interpreting scholars in South Africa use as preferred languages of publication. South-Africa's process of democratisation in 1994 resulted in the implementation of a multilingual language policy including 11 official languages. This introduced exciting possibilities for the field of language practice as the development, training and employment of, amongst others, interpreters seemed imminent. In turn, a rise in language practice-related research was also expected as problems and research questions were inevitably going to surface (Lubbe, 2002:78). This indeed seemed to be the case as Van Rooy and Pienaar (2006:196) reported a steady rise in publications on translation and interpreting-related studies.

In light of the foregoing, in a country where only 19,6% of the population speak English as a home language, questions do arise regarding which language researchers prefer to write in when submitting their research for publication, and why. These are by no means simple questions to answer given that one has to consider world power structures, the social organisation of a developing country, growing North/South disparities, the question of collaborative research and the discursive and non-discursive problems researchers in periphery countries face (Salager-Meyer, 2008:121). However, it is important and relevant to determine which language(s) are preferred as language(s) of publication in a country and field of expertise which focuses on inclusivity and multilingualism. By using a systematic literature review (SLR) (Fink, 2005), I will investigate the language of publication trends in interpreting research in South Africa during the period 2006 to 2016. The results of this investigation will be used to describe the language of publication trends and attempt to explain them.

1 According to Brand South Africa's 2011 Census
(https://www.brandsouthafrica.com/peopleculture/culture/languages-of-south-africa)

Staff responses to bilingual instruction in English and an African language at a South African university

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The University of KwaZulu-Natal has a bilingual language policy (2006) which creates an opportunity for students to receive instruction in isiZulu as well as in English which has important implications for staff capacity to deliver instruction in these languages. This paper reports on an online audit of such capacity for both academic and support staff. Background information was collected for the creation of staff profiles in relation to their Colleges, Schools and Disciplines and included age, language group, language use, language of schooling and years of experience in Higher Education. It also included the nature and number of modules currently taught by staff through isiZulu; language proficiency in terms of basic interpersonal communication and in relation to the languages of instruction; perceptions of their own capacity to deliver instruction in isiZulu and the time it would take them to develop adequate proficiency to use it as an academic language and the type of support needed for this. Respondents were asked to translate a fairly complex sentence into isiZulu, the responses to which were later analysed into three categories: fluent, semi-fluent and not fluent. These results were then compared with the staff member's own perceptions of their proficiency levels. Answers to the questions on language capacity were matched with respondents' background information in order to discern significant patterns in the data which could be linked to their profiles. Findings revealed a serious gap between current staff capacity to deliver course modules in isiZulu and the implementation of the policy within the projected timeframes. Other measures, such as translation, interpreting, and bilingual teaching assistants may go some of the way towards addressing the problem.

Creating assistive technology for people with autism using principles of natural language

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People with complex communication needs (CCN) often use picture-based aids to communicate (Schwartz, Garfinkle and Bauer, 1998). While such aids provide a visual lexicon, there has been limited progress in creating a visual system of grammar that is as expressive as natural language. Here, we describe our experiments in creating such a system, and results obtained when testing it with children with autism. A successful strategy when communicating with children with CCN is prompting through contingent queries: a communication partner cues the child visually, verbally or physically to stimulate communication (American Speech-Language-Hearing Association, 2004; Paul and Cohen, 1984). When a child says "I ate", the partner may ask "What did you eat?" to stimulate expansion of the sentence. We generalized this to pictorial thematic maps, where users select and arrange pictures in a map that expresses their thematic relationship (e.g. Agent, Modifier) to each other. Each word also takes attributes (such as Tense) as a feature complex. Similar representations have been explored in Universal Networking Language (Uchida and Zhu, 1998).

We also implemented a rule engine grounded in fundamental principles of natural language, that converts thematic maps into grammatically correct sentences through successive application of Merge and Move operations on lexical elements (consistent with Chomsky, 1993). The engine consists of a core computational system and a set of language-specific rules, forming a concise theory-consistent computer implementation of principles and parameters in generative grammar. When tested against 8,371 sentences from a corpus of simple English, the map and engine successfully generated 8,036 (96%) of them. When tested in a mixed population of children with CCN and their communication partners (N=40), we found that children using the system used 60% more morphological forms and 65% more syntactic forms compared to single-word picture communication systems. In conclusion, we created a computer application grounded in natural language fundamentals that shows considerable promise as an alternative access to language for children with CCN.

Looking inside the experiences of African students who studied abroad in Japan to extract opportunities for peoples of African nations and Japan

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There are various government-backed scholarship programs that allow students from African nations to study in Japan. This presentation will present the voices of African students who have studied abroad in Japan at a Japanese national university. These students received various kinds of government scholarships to do so. They attended university graduate programs in Japan and have returned to their home nations. Attendants will hear about their linguistic, cultural, and academic challenges and accomplishments. The objective of this presentation is to provide an understanding for how to shape and form study abroad experiences, as well as explore ways to improve support measures so more students from African nations enjoy a rewarding experience in Japan. This will entail exploring policy measures and implications at the central government, local municipal, and the university administrative levels. The presentation will conclude with suggestions for various areas of mutual accord where Japanese and African universities could increase study abroad opportunities for Japanese students looking to improve linguistic as well as other disciplinary skills. As the economies of African nations rise, the prosperity of the population will as well. Young people seeking more opportunities from their higher education experiences will certainly study abroad. The same force of globalization that is pushing African nations to develop is pushing nations like Japan to seek markets in the rising economies of Africa. This will open up places for both African and native Japanese students to study abroad more actively.

Translating established English and Afrikaans academic literacy placement tests into Dutch: semantic, cultural, academic and methodological issues to be addressed

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The translation of tests is hardly ever a straightforward process. It involves dealing with a broad range of semantic, cultural, academic and methodological issues (e.g. Hantrais, 2009). This is even more important when the stakes are high and administering the test, and acting on its results may decisively influence the future lives of the respondents. Recently, the Test of Academic Literacy (TALL), in conjunction with the African TAG version, has been translated into Dutch. Both TALL and TAG have an impressive history, and have been taken by tens of thousands of students (Van Dyk, 2015). Dutch universities can benefit from this. The Dutch version is used within a test battery for prospective teachers for one university. Taking our social responsibility as researchers, translators and administrators seriously implies scrutiny of the validity of any translated test. The translation process into Dutch revealed that a number of conditions have to be met simultaneously, in order to start tackling the issues mentioned above and to yield a valid version. The roles and competences of all those involved will be reviewed, including the roles of different L1s, L2s, and L3s. This also leads to important recommendations regarding the translation of tests intended for usage in contexts where cultures and languages are more disparate than (South-African) English, Afrikaans and Dutch.

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English is here to stay, but Afrikaans refuse to go: the language debate on the language of instruction at South African universities within a multilingual environment.

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On 29 December 2017 the Constitutional Court handed down judgment in an application by AfriForum and Solidarity for leave to appeal against a judgment of the Supreme Court of Appeal (SCA). The issues to be resolved were whether the adoption of the language policy that discontinues the use of Afrikaans as a primary medium of instruction by the University of the Free State is constitutionally valid and whether the university's policy is consistent with the Ministerial Language Policy Framework. Leave to appeal was refused. But on 29 March 2016 Afriforum has secured a Western Cape High Court order against Stellenbosch University, compelling the institution to ensure Afrikaans-speaking students are taught in their mother-tongue. Language is of critical importance in curriculum delivery as it determines how knowledge is received, constructed and transmitted. Although there is a strong correlation between mother-tongue instruction and success in academic performance, English is the default language of instruction in most South African universities. This means most South African students have to study through their second language. The hegemony of English has led to a gradual decrease in the use of Afrikaans at the historically Afrikaans universities (HAUs). This paper investigates the prevailing debate about the future of Afrikaans as university language. The focus will be on Stellenbosch, Northwest and Free State Universities, the last tertiary institutions where Afrikaans still has a place. Based on the premise that South Africa is a multilingual country with 11 official languages where most students are not Afrikaans or English speaking, the research question we asked, is whether English should replace Afrikaans as university language. We investigate the hypotheses that many students are academically unsuccessful because the nature of second-language learning is extremely complex. Based on Vygotsky's (1978) social constructivist theory and his description of language competency in a second language and the acquisition thereof, the research design will be in the form of a literature study. Against this background we will motivate why a multilingual language policy is recommended.

Levelling the field: multilingual assessment at a South African university

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The South African university landscape has witnessed a number of initiatives aimed at diversifying the languages of teaching and learning. Initiatives include those on classroom interpreting, the provision of multilingual glossaries, and the development of other lecture resources, among others. At the University of the Western Cape, the authors of this contribution have been providing lecture materials in a third year course on multilingualism in English as well as in varieties of languages spoken by their students (Antia & Dyers 2016).

The current phase of this project focuses on multilingual assessment. This phase is informed by the view that, in spite of whatever multilingual arrangements are made in teaching and learning, it is the language of assessment that ultimately communicates to students what language(s) they should prioritise (Shohamy 2006). Underscoring the need for research to attend to multilingual assessment, Garcia (2014) argues that, just as there have been initiatives diversifying the languages of teaching and learning, similar efforts are required to establish translanguaging as a practice in assessment. This presentation reports on arrangements we have made in our course to provide multilingual assessments (English, Afrikaans and isiXhosa) to our students in tests, assignments and in final examinations. The students' reflections on their experience of translanguaging on the basis of the multilingual assessments are discussed from a number of standpoints: general uptake of multilingual assessment, reported benefits of processing questions and instructions across languages, and the opportunity to write answers in languages of their choice. The implications of translanguaging in assessment for addressing issues raised by the notion of consequential validity are underscored.

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The influence of syntactic knowledge and awareness on comprehension process ability in second language reading: when isiZulu first-language speakers read in English as a second language.

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Comprehension is defined as a higher-order reading skill, and the process whereby the meaning of connected text is unlocked in order to understand the "interconnected knowledge of concepts" (Stahl and Nagy 2006: 10). Syntactic knowledge is understood as the ability to understand or produce varied grammatical structures within the context of a sentence (Brimo et al 2017), while syntactic awareness refers to the "ability to manipulate and reflect on the grammatical structures of the language" (Cain 2007). Together, they contribute to reading comprehension (Shiotsu and Weir 2007). Several international studies on the components of reading comprehension in English as a second language (L2) have highlighted that syntactic awareness and knowledge facilitate reading comprehension (Barry and Lazarte 1995 and 1998; Gascoigne 2005), and that L2 syntactic knowledge may be a strong predictor of L2 reading comprehension competence (Barnett 1986; Shiotsu and Weir 2007; Yamashita 2002).

The research aims to identify to what degree this posits true when first-language speakers of isiZulu are required to read and comprehend English texts. With the prominence of the so-called 'literacy crisis' faced by South African learners, the research seeks to highlight the relationship between syntactic knowledge, syntactic awareness and higher-order comprehension skills in English second-language reading. Data for analysis comprises grammar and reading comprehension tests administered to +/- 80 isiZulu first-language Grade 10 learners who are taking English as a first additional language. Data is analysed and then interpreted through syntactic awareness theory. The findings suggest surprising correlations between learners' levels of syntactic knowledge and awareness, and their ability to display reading comprehension skills in English L2.

Running against the wind: phonological obstacles in a globalized world

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In a globalized world, where academic mobility and international employability increasingly depend upon English competence, English is both a gatekeeper and a ladder. Those with lower levels of English proficiency are often held back, while those with higher levels of proficiency move up. In order to develop the international competencies of their students, policy makers in both the public and private sectors have increasingly been promoting academic programs where English is the medium of instruction. In such programs, proficient listening skills are absolutely essential. However, the phonologies of human language vary considerably. English, being a stress-timed language, has a regular rhythm pattern. Salient syllables tend to occur at regular intervals, and this tendency results in function words being phonologically reduced to accommodate the regular spacing of syllable prominence. This regular spacing of salient syllables is known as isochrony, and isochrony is the mechanism that governs many of the suprasegmental phonological features such as vowel reduction and elision. However, syllable-timed languages such as Korean, where the time needed to pronounce each syllable is roughly equal, and mora-timed languages, such as Japanese, where the time needed to pronounce each mora is roughly equal, are phonologically distinct from English. As a result, such languages often lack many of the common suprasegmental phonological features found in English. This lack of understanding can seriously impede the development of listening comprehension skills.

Unfortunately, phonological impediments are rarely a consideration at decision-making levels. Policy makers often come from non-linguistic backgrounds and don't sufficiently consider linguistic issues that can adversely affect language development. Students competing for academic achievement are all assumed to be competing on a level playing field, and yet clearly this is not true. All other factors being equal, learners who have stress-timed native languages, for example Swedes, or Norwegians, have far more success learning English than learners coming from syllable-timed, or mora-timed linguistic backgrounds. This paper will outline some of the emerging research in this area, and discuss some of the resulting policy considerations.

Linguistic diversity and linguistic contraction in formal education: problems encountered in multilingual societies

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There is a growing awareness of the importance of promoting primary education in children's mother language. This paper addresses the challenges children encounter when their school language is not the same as their mother language. The purpose of the research is to identify problems surrounding languages of education in multilingual communities. The paper first draws a case from the Philippines, a country which embodies 182 mother languages currently spoken, but only a few of them (such as Tagalog and Bisayan) are designated as languages of education for the first three and a half years of primary schooling. These languages are then replaced entirely with English by the fourth year, which is used as a medium of instruction thereafter throughout life. The paper secondly promotes linguistic and cognitive reasons for why mother language is important for quality education. Possible reasons are attributed to L.S. Vygotsky's most prominent work Thought and Language, in which he asserts that thought development (in childhood) is determined by language. It is then anticipated that, in the case of the Philippines, thought development set out by the children's mother language is interrupted twice: once, upon the entrance to primary schools when the children must switch their mother language to the designated school language, and second, upon starting the fourth year when they must switch the school language totally to English. How mother language diversity is respected in formal education appears to be a persistent challenge. Contrastive but referential, the paper introduces a case from Japan, the nation which has a history where a single language of education was derived from a number of mutually unintelligible dialects and has been used till the present day throughout the nation.

Investigating the provision of Chinese language in South Australian schools

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The increasing significance of Mandarin as a major community language in Australia and as an important global language are reasons to investigate the quality of provision of Chinese language in multilingual Australian Schools. This includes the teaching of Chinese as a language and in relation to bilingual Chinese-English education (see for example Liu & Bianco, 2007; Orton, 2008; Scarino et al., 2011). This paper reports on a study of the provision of Chinese language in three schools in South Australia (SA). The purpose of this study is to explore the extent to which current provision for learning of Chinese in SA's schools meets the needs of students, parents and teachers. This study incorporates qualitative approaches that include: 1) ethnographic research as conceptualized by a number of researchers (see Blommaert & Dong, 2010; Heugh, 2013), using classroom observation, interview, and questionnaire; and 2) namely document collection and analysis (see Ahmed, 2010), which allows triangulation with the ethnographic data. Data are analysed through thematic analysis, focusing on the nature of and pedagogical practices of Chinese as an additional language education. The extent to which data point towards a need for programs that offer opportunities for biliteracy and bilingual education in SA.

In the current context of 'complex-diversity' (Kraus, 2012), the reality of growing multilingualism in schools, the complexity of linguistic interactions in classrooms, and the apparent significance of translanguaging for bilinguals and bilingual education (García & Li, 2014), this study also discusses the potential of Chinese-English bilingual programs that go beyond the conventional separation of two languages. Instead there is reason to suggest that contemporary bilingual programs can be enriched with opportunities for translanguaging teaching and learning practices in ways that respond to changing needs of contemporary multilingualism.

Redesigning North-West University's language policy

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The language policy of the North-West University (NWU) at the time of writing is undergoing its second redesign. It was first established in 2007 and because it officially has a five-year useful life, it was revised in 2012 and is currently again in the process of revision. NWU takes pride in the fact that its language policy has always been established by a bottom-up process. This paper discusses the processes followed, in the past as well as in the present policy revision process. Whereas in the past only a language audit was done (not as a registered research project), consisting of quantitative and qualitative components, this time around the process consisted on the one hand of a language policy task team revising the 2012 language policy, with stakeholder consultation of the draft policy, and on the other hand of a language audit registered as a research project within the Faculty of Humanities following all research protocols.

Previously the NWU language policy was based on the principle of functional multilingualism. It made provision for the use of Setswana and Sesotho on a needs-driven basis. During the revision the objective was to actively provide for the promotion of these two African languages so as to develop their use and status as academic languages. The paper concludes with a discussion of the means by which this promotion of Setswana and Sesotho is to be achieved, as set out in the language plan and operationalisation guidelines that form part of the policy documentation.

Translanguaging strategies: a case study of discursive practices of students in bilingual education programmes

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In today's day and age, a room full of students using a mixture of different languages within the same conversation is not an uncommon scenario. Due to factors such as globalisation and the widespread use of the internet, multilingual practices are becoming increasingly frequent in a variety of social settings. In order to engage in such activities, all the students in the classroom need to comprehend at least two languages. By definition, people who have knowledge and use in two languages are deemed "bilingual" (Bhatia and Ritchie 2013: xxi). Bilingualism brings forth a number of different questions when it comes to fluency. This is because it is difficult to draw the line between a monolingual who uses words from an L2 despite the fact that they might not be proficient in that language, and a bilingual who uses both languages simultaneously. The different structures that occur when an individual mixes languages, might also point to their level of fluency.

In 2016, I conducted a questionnaire with high school students attending bilingual programmes (International Baccalaureate and the Turkish-Bosnian College) in Bosnia and Herzegovina. The sociolinguistic variables included age, gender, nationality, native tongue and whether the participant had been raised in Bosnia and Herzegovina. The initial purpose of the project was to explore how attending an international school affects bilinguals' sense of belonging and cultural identity. However, one of the factors that was examined was language mixing. The study showed some very interesting results in relation to language mixing i.e. "translanguaging" strategies in various social settings. Canagarajah defines translanguaging as: "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (2011: 401). This paper explores the differences between translanguaging and code-switching, how students use translanguaging for different purposes and what linguistics structures are particularly salient in a variety of scenarios.

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Cameroonian languages in urban elementary schools: the case of Ewondo and learning efficiency in a multilingual classroom

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This research project includes an empirical investigation into learning efficiency of Cameroonian students in urban elementary schools which use Ewondo (a Cameroonian language, henceforth LL) as a medium of instruction in Yaoundé, Cameroon. The empirical investigation draws attention to language attitudes and behavior of students who are taught in Ewondo in urban spaces. The empowerment of LLs in an educational context is supported by Tadadjeu (1995), Echu (2003) and Chumbow (1996); however, the ethnically heterogenous complexity of urban spaces and prevailing prejudices create a highly diverse context which needs to be investigated.

Urbanization is a challenge which might destabilize ethnic communities that is why issues of language maintenance in urban areas remain a priority in this research field. Students in urban centres are required to adapt the dominant language and "structure their linguistic identity to meet their needs in the host cities" (Fonyuy 2010: 36). In multilingual urban areas the influence of former colonial language education increases because it appears preferable to learning another LL; as Anchimbe (2006: 366) argues "it becomes difficult convincing one ethnic group to acquire the language of the other". The ambition to learn French and/or English is caused by the economic advantages accompanying the dream of leaving the country for America or Europe, "the promised land [...] of milk and honey" (Mforteh 2007: 95; Fonyuy 2010: 39). Furthermore, there are fears that LL teaching might spark ethnic conflicts (Tamanji 2009:14). The perception persists that LLs are not valuable in formal domains because they do not offer social upward mobility, global opportunities and employment (Anchimbe 2013: 71). Cameroonians assume that their LLs are not prestigious enough to be used in schools; hence, very negative attitudes prevail towards LLs in official domains. Within this context, I would like to address the following questions:

1. Would Cameroonian students be willing to accept Ewondo, which might not necessarily be their mother tongue, as a medium of instruction in the classroom? Why?

2. To which extent does Ewondo teaching positively affect learning efficiency in other subjects?

3. Which factors determine the students' learning success in this particular context?

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The asymmetric correspondence between prosody and melody

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This study focuses on the correspondence between the tones of lyrics and their melodies in Taiwanese Southern Min (henceforth, Taiwanese) songs. Previous studies have shown that songs written in some tone languages have melodies which correspond with the lexical tone or intonation of those languages. Some tone languages have traditional methods of musical composition that either partly or fully preserve the tones in lyrics of songs (Chao, 1956; Wong and Diehl, 2002; Yung, 1983). Taiwanese, which has seven lexical tones, shows a similar tendency, e.g. a rising melody in a song may be more likely to be assigned to a syllable that has a rising tone. However, some tonal patterns do not seem to be well preserved and some tones seem to be more likely to be preserved than others, showing an asymmetry in preservation. To investigate this, the present study analyzes Taiwanese songs over the last decade and forms generalizations regarding how their tones correlate with their melody. The results will then be compared with Vondenhoff's (2009) analysis of the relationship between lexical tones and melody in Mandarin Chinese. As a result, the asymmetry in the preservation of tones shown in the Taiwanese data could perhaps be accounted for by proposing a ranking of tone markedness, where marked tones are more likely to be preserved in a song than unmarked one

Orthography effect in loanword adaptation: Korean speakers' adaptation strategies for English reduced vowels

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Up to this point, little seems to be known about the actual influence of orthography on loanword adaptation because its influence has been described as marginal or even negligible. However, there is an increasing number of studies verifying orthography as a significant factor in loanword phonology. This study intends to demonstrate that orthography plays an important role in loanword adaptation by investigating how Korean speakers adapt the English reduced vowel. In many cases, the mapping between a source English reduced vowel in an unstressed syllable and its Korean adapted form are variable. The reduced vowel, phonetically [ə], can be adapted as Korean [i], [ɨ], [u], [ɛ], [ʌ] and [ɑ]. If Korean speakers rely on phonetic cues to adapt English loanwords, the reduced vowel would necessarily be adapted as Korean [ʌ], which is the most similar in both production and perception. This paper conducted both a corpus-based study and an experimental study in order to observe the actual trends in adaptation of the English reduced vowel. The former was used to investigate the trends in 'integrated loans', and the latter to scrutinize the tendencies in 'on-line adaptation'. The results of the corpus-based study suggest that Korean speakers do not only use a perceptual mapping strategy, but also refer considerably to orthographic information. The experimental study consisted of three different sets of conditions, spelling only, sound only, and mixed (spelling and sound), respectively. The results show that grapheme-to-phoneme mapping is more likely to occur when only the spelling information is given, and perceptual mapping is more likely to occur when only the sound information is given. Interestingly, Korean speakers are more sensitive to sound stimuli than visual stimuli when both stimuli are given simultaneously, and this tendency of the mixed condition is similar to those of integrated loans. Additionally, mixed-effect logistic regression analysis demonstrates that there is a significant difference in the degree to which the grapheme-to-phoneme strategy is used depending on what the input English graphemes are. Thus, adaptation conditions are considerably important in deciding the form of loanwords. These results suggest that orthography should be considered as a crucial factor to understand the nature of loanword adaptation, along with phonetic and phonological factors.

Word-order maintains OCP-Place effects across word boundaries in Māori

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Many languages show a dispreference for co-occurring homorganic non-identical consonants (i.e. consonants sharing a place of articulation) (McCarthy 1986; Pierrehumbert 1993). This tendency is known as the Obligatory Contour Principle for Place of Articulation (OCP-Place). Previous studies have focused on investigating the OCP-Place within words, in particular, within verbal roots or across morpheme boundaries. The current study examines OCP-Place effects within words and across words in Japanese and Māori. We use corpora of running speech to examine whether a dispreference for homorganic non-identical consonants is also present across word boundaries. Following Pierrehumbert (1993), we use the position-dependent ratio of observed probability over expected probability (O/E) for each pair of adjacent consonants to measure the degree of under- and over-representation of co-occurrence. Linear mixed effects regression analyses are conducted to test for statistical significance. We find that, while both languages show significant OCP-Place effects of non-identical labials within words, only Māori shows significant OCP-Place effects of non-identical labials across word boundaries. These effects of OCP-Place across word boundaries are not driven by highly frequent collocations. A word-boundary OCP-Place effect could arise through two distinct phenomena: (a) systematic differences between word beginnings and word endings, which maintain a dispreference for similar consonants across word boundaries, or (b) systematic word-order effects which position adjacent words in a way which avoids sequences of homorganic consonants. In order to distinguish between (a) and (b), we randomize the word-order of our running speech corpora and reconduct our analysis. In the randomized corpora, no significant OCP-Place effects are observed across word boundaries. This shows that in Māori (but not Japanese), OCP-Place effects are present across word boundaries, and that these effects are maintained by word-order. This is the first time that the relationship between word-order and word-boundary OCP-Place effects has been studied in any language. We discuss possible morphosyntactic and morpho-phonological differences between Japanese and Māori which may account for this difference.

Tone in the verbal system of Cisukwa, Cindali and Cilambya

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This paper examines tone in selected verbal constructions of Cisukwa, Cindali and Cilambya (also referred to as SuNdaLa by the author). Cisukwa, Cindali and Cilambya are closely related, inadequately described varieties classified in Zone M by Guthrie (1967/77) and spoken in Malawi, Tanzania and Zambia. The analysis for this paper is for the Malawi varieties. In their language mapping survey of 2006, The Centre for Language Studies (CLS) of the University of Malawi - on the basis of a presumed mutual intelligibility as well as shared linguistic features of the lexicon and phonology- lumped the three varieties together to form one language. It should be noted however that the speakers of these varieties insist they are distinct languages (CLS 2006).

This paper takes a descriptive approach in the analysis of tone in the broader context of identifying similarities and differences within the SuNdaLa cluster. It demonstrates that the varieties exhibit similar patterns in the verb system. Verbs show accentual properties since the realisation of a high tone is found on one position (either the penultimate or antepenultimate mora) depending on a number of morphological and phonological factors. Just like other Bantu languages, the presence of high tones in SuNdaLa can be determined by tense and aspectual markers. Furthermore, while in other Bantu languages such as Chichewa, Citonga, Kimatuumbi, Cishona and Ikalanga, a high tone may spread to a neighbouring vowel, tone spreading does not occur in the SuNdaLa varieties.

Blocking and extended morphosyntactic feature realization in English inflectional morphology: An Optimality-Theoretic approach

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Natural languages show cases of both blocking and extended exponence, so any theory of inflectional morphology must accommodate both. One of the major differences between derivational and inflectional suffixes in English is whether multiple suffixation to the base form is possible or not. Typically, inflectional suffixes cannot be attached to the given word more than once (e.g. *workeding*) with some exceptions. The purpose of this paper is to account for the blocking and non-blocking effects found in English inflectional morphology in a systematic and formal way, adopting the formalism of Optimality Theory.

Inflectional blocking occurs when a morphological realization prevents the application of another morphological realization expressing inflectional feature value, thus blocking the occurrence of multiple realizations of morphosyntactic feature values. By contrast, extended morphosyntactic feature realization occurs when more than one morphosyntactic feature is realized in the same word. In this regard, the markedness constraint *FEATURE SPLIT (multiple realization of any morphosyntactic feature value is prohibited) plays a key role in both barring and allowing the realization of any morphosyntactic features more than once (Xu and Aronoff 2011, among others).

If *FEATURE SPLIT ranks lower than two or more realization constraints expressing inflectional features, then we observe extended morphosyntactic feature realization. Otherwise, we find blocking of inflectional features. For a blocking case, take *cat-s-'s*→[kæts'] (*[kæts'əz], *[kæts's]), a combination of plural and possessive markers. In this case, plural and possessive forms are merged, violating the UNIFORMITY constraint which bars 'no coalescence'. But this is selected as the optimal form since other rival forms commit a more crucial violation of higher ranked constraints *[SIB][SIB] and *FEATURE SPLIT (pl. poss). On the other hand, a non-blocking effect occurs in the case of the irregular plural-possessive form (*child-ren-'s*→[čildrən'z], *[čildrən']). Here, the optimal output form [čildrən'z] violates *FEATURE SPLIT (pl, poss) because both plural and possessive elements are realized on the base form. However, this becomes optimal since *FEATURE SPLIT (pl, poss) is ranked lower than MAX-IO (pl, poss). In this sense, it is suggested that the Optimality-Theoretic approach is superior to various alternative approaches to blocking and extended morphosyntactic feature realization.

A study of Chitembo vowel space

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This study investigates Chitembo vowels in terms of the cumulative frequency of the datapoints of the first two formants on the vowel space grid. This study establishes a hypothesis that any peaks which stand out in the vowel space function as vowel phonemes. This hypothesis has been tested on a phonetically balanced dataset of Bahasa Malaysia and Bahasa Indonesia (2006) and a spontaneous dataset of the Dagur and Tuvan languages (2017). For this study, 3000 isolated Chitembo words were recorded by a native speaker of Chitembo who was born and raised in the Republic of Congo. The subject was asked to provide a Chitembo word twice in response to the explanation of the meaning of that word in English. Formant values were measured at each pulse of vocal fold vibration by Praat. Datapoints of the first two formants were plotted on the vowel space grid in Hz, mel, Bark, and ERB, such that more frequently occurring datapoints are stacked upon one grid point of the vowel space accounting for a higher cumulative frequency, hence building up a peak. This study showed that Chitembo vowels emerge from the accumulation of frequently occurring formant datapoints. This study is significant in that the formation of the terrain of vowel space suggests that psychoacoustics, language development, and language acquisition and learning should be reconsidered in this light as well as phonetics and phonology.

Patterns in morpho-phonological variation: Identity avoidance and register

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There is a growing body of research that shows that identity avoidance/segmental dissimilation plays a significant role in shaping phonological patterns (McCarthy 1986; Steriade 1987; Yip 1988; Suzuki 1998; Frisch et al. 2004; Kawahara and Sano 2014; Bennet 2015). This project provides a case study of identity avoidance, focusing on the morpho-phonological variation in verbal inflection called 'ranuki' (*ra*- Deletion) in Japanese. Potential forms in Japanese are produced by attaching potential suffixes to verbs stems. Ranuki affects verbs with vowel-final stems, where it variably deletes the syllable *ra* of the potential suffix *-rare*, resulting in the reduced form *-re*. This produces the morpho-phonological variation in potential forms with vowel-final stems that comprises *-rare* (full form) and *-re* (reduced form) (Shibuya 1990; Matsuda 1993; Kinsui 2003; Ito and Mester 2004). This study examines 1) if the applicability of ranuki is affected by identity avoidance, and 2) if the effect of identity avoidance is consistent across registers (spoken and written).

Data were retrieved from spoken and written corpora of Japanese: 1) the Meidai Conversation Corpus (MCC) and 2) the Balanced Corpus of Contemporary Written Japanese (BCCWJ). The data were collected using the Chuunagon online search system (version 2.2.2.2). An exhaustive search of the data in the MCC resulted in 656 tokens of which 387 (59%) were full forms and 269 (41%) were reduced forms, while the search in the BCCWJ (core component) produced 852 tokens of which 787 (92.4%) were full forms and 65 (7.6%) were reduced forms.

Although ranuki was infrequent in written Japanese (except for SNS), the segmental dissimilation was operative both in spoken and written data: if the application of ranuki produces identical or more similar segmental sequences in potential forms, ranuki is less likely to apply (*ere*: 35.9% < *ire*: 43.3% in MCC (z=5.813, *p*<0.01); *ere*: 4.4% < *ire*: 11.4% in BCCWJ (z=6.122, *p*<0.01)). Note that irregular verbs patterned differently from regular verbs regarding the applicability of ranuki (e.g. *ore*: 79.2% in MCC; 46.2% in BCCWJ). This suggests that phonological processes may distinguish regular and irregular verbs as different domains of application.

Clash of boundaries: Realization of focus vs. intonational phrase boundary tones in Urdu/Hindi

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Focus introduces a high phonological phrase boundary on the right edge of a constituent in Urdu/Hindi (Patil et al. 2008). Hock (1998, 1999) claims that SOV languages prefer to avoid prominence on final verbs. But Jabeen et al.'s (2015) investigation of verb focus in Urdu/Hindi exposes more complex patterns than the ones presented above. They show that while contrastive-correctively focused verbs in SVFO sentences indeed have the H- phrase boundary, the focused verb in SOVF is produced with modal voice quality and L% tone. Jabeen et al. (2015) however fail to consider the conflict between the focus-induced H- and the low IP boundary required by declaratives. We report on a production study that explores this clash and investigates if adding an auxiliary after the verb may resolve the conflict between phonological and intonational phrase boundary tones in Urdu/Hindi.

Our dataset consisted of ten sentences each for SOV, SOVF and SOVFAux word orders. The sentences contained trisyllabic verbs. All sentences were presented in contexts of broad as well as contrastive-corrective focus on the verb. We recorded five Pakistani speakers of Urdu (3 females, 2 males). The syllables and the boundary tones in the sentences were manually tagged using Praat. Our results confirm Hock (1998, 1999) and Jabeen et al.'s (2015) findings regarding the non-prominence finality effect in SOV and SOVF sentences. Furthermore, we found that in SOVFAux, the focus-induced H- aligns with the finite verb and the L% required by declaratives is realized on the auxiliary. We explain the absence of H- on the verb in SOVF sentences as resulting from the conflict between focused phonological phrase (H-) and IP boundary (L%) tones. The IP, being higher in the prosodic hierarchy, wins in this conflict and L% is realized on the verb. However, adding an auxiliary in SOVFAux makes the verb non-final. The H- may now be realized on the finite verb whereas the L% may align with the auxiliary. Our finding lends support to previous claims regarding the finality effect in SOV languages in general and Urdu/Hindi in particular. It also proposes that analyses of sentence final prominence should consider the interaction between boundary tones of different prosodic domains.

Speaking a syllable-timed language as a native speaker of a stress-timed language

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Little is known about how native English-speaking learners may resolve the conflict of speech rhythm when their target language has syllable-timed rhythm. In order to investigate this question, we assume, based on the a priori reasoning in Ladefoged (2010: 116-118, 252-254), that stress in English tends to recur at regular intervals of time, leaving aside the disagreement on whether or not there is contrastive speech rhythm (Roach, 1982 vs. Grabe and Low, 2002). We purport to show that the native English speakers employ both pitch and length variation to accommodate the syllable timing of the target Korean language.

Twenty-four English learners of the Korean language were divided into low and high-levels, based on their L2 proficiency. Ten native speaker listeners of Korean evaluated the L2 proficiency of English learners by listening to randomized speech recordings on a scale of 1 to 7 (1=very poor, 7=definitely native). A total of 325 sentences were acquired from both the non-native speaker subjects and nine native speaker controls. Then, the duration and fundamental frequency were measured for the initial pair of accentual phrases (e.g., *gongbu* in the sentence *sillihageul gongbuhamnida*, 'I study utilitarianism.'). We then computed the pairwise variability of the duration and F0 difference. We excluded the final syllables due to the phrase final lengthening phenomenon.

The results showed that the pairwise variability of learners' F0 and duration was significantly greater than that of native speech. The variability decreased as their L2 proficiency of the Korean language increased. The results were statistically significant according to t-test and ANOVA ($p<.05$) results. Our results suggest that the L2 speech rhythm is detectable by the pairwise variability of F0 and duration of the initial pairs of syllables in accentual phrases. The results are particularly intriguing, because the stress-timedness assumes alternation of strong and weak syllables, while syllable-timedness does not. This finding is new, but along the lines of the previous findings in the literature that native speakers of a syllable-timed language do not reveal much duration variation (Low, Grabe and Nolan, 2000; Jian HL, 2004). The results can apply to the teaching of speech rhythm in class and to developing CALL software.

Trimoraicity and monomoraicity: Cases in Japanese

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Japanese is a "mora-counting syllable language" (McCawley (1968). In particular, the fact of accentuation, i.e., the fact that a long (bimoraic) syllable can only have an accent on its first mora, has been regarded as evidence for the unity of bimoraic prosodic constituents (syllable in this case). We find some examples of "trimoraic syllables," but its linguistic status has hardly been studied, except for Kubozono (1994) proposing that apparent trimoraic syllables (e.g., *sain* 'sign') should be divided into a monomoraic syllable followed by a bimoraic syllable (*sa.in*). This paper also argues that apparently anomalous trimoraic syllables in Japanese are "repaired" into a string of maximally bimoraic syllables, but not necessarily as Kubozono (1994) proposes. In particular, this paper argues that a thorough analysis of trimoraic syllables leads to the necessity of previously unnoticed anomalous monomoraic consonantal syllables, as in the following:

1. If we strictly follow the bimoraicity thesis, examples like *su.puunk.ko* 'spoon-fed kid' and *ko.saint.te* 'and the cosine is' are problematic, as they have anomalous superheavy syllables like *puunk* and *saint* which, following the bimoraicity thesis, must be divided into *puu.nk* and *sai.nt*, the second division of which must be syllabic but bimoraic with non-vocalic nuclei.
2. If 1. is the case, there must be independent cases in Japanese where superheavy syllables must be divided into a bimoraic syllable followed by a monomoraic non-vocalic syllable as the phonological system allows for such a possibility. There are indeed such cases, e.g., *toon* 'tone', which, if we follow the accentuation thesis above, must be divided into *too* and *n*.
3. Moreover, a non-vocalic monomoraic syllable can even stand alone. Examples like *n.go.ro.n.go.ro* (a place name in Tanzania) and *n.go.ro.po.po.su* (a name of a pinball game in Japan) are cases in point. These words are definitely with six morae, and six syllables, because none of the "syllables" are "deficient" in the sense of Labrune (2012) regarding accentuation. *n* here can be accented (= the second *n* of *ngorongoro*) and can undergo Initial Lowering (= the other two cases of *n*), both of which are signs of an independent syllabic status in Japanese.

The consonant system of Lafofa

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This paper provides a first tentative analysis of the consonant system of the Lafofa language. Lafofa (Tegem) is a Kordofanian language spoken by approximately 5,000 people (Stevenson 1984:28) in the Nuba Mountains of Sudan. There is ongoing discussion on its genetic affiliation, however, due to the scarcity of existing language data and studies on this language, this paper will follow Schadeberg's (1981) classification, who considers Lafofa to be a Talodi language of Kordofanian in the Niger Kordofanian phylum. The speech sound inventory of Lafofa includes 22 consonants, namely twelve plosives: p, b, t̪, t, ʈ, c, k, ʔ, d, ɖ, ɟ, g, four nasals: m, n, ɲ, ŋ, three approximants: l, ɬ, j, and only one fricative: h, one trill: r, and one flap: ɽ. These consonants are realized at seven places of articulation: labial, dental, alveolar, retroflex, palatal, velar, and glottal.

Not all of these speech sounds are phonemes in the language. In order to define the phoneme inventory of Lafofa consonants, their patterns of distribution within words, as well as minimal pairs will be identified. For instance, some Lafofa consonants frequently occur in all three positions of a word, such as [ŋ], [r] and [l], e.g. [ru] 'horn pl.' [kʌrʌŋ] 'nose' [lur] 'cloud'. There are distributional restrictions for other consonants; [p] occurs in the initial position only e.g. [pa:l] 'fish', [ɽ] occurs in the medial position only, e.g. [ɖuɽɔ:] 'star' and [t] in the initial and final positions only, e.g. [tɛɲ] 'mouth' and [ligit] 'face'. Additionally, [c] and [ɟ] may vary freely in initial position without any contrast in meaning, e.g. [cur] and [ɟur] 'feather'. The data presented in this paper are based on 300 items (Swadesh and SIL Comparative African Wordlist-SILCAWL) which were collected by the author in Khartoum, Sudan in 2016. The Lafofa lexemes were elicited, recorded, and transcribed. This corpus constitutes the basis for the analysis of the phoneme inventory of Lafofa.

Psycholinguistics

Longitudinal research of children's corpus: evolution in the use of verbal diatheses in Brazilian Portuguese children speakers

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The communicative interactions of each child plays an important role in her acquisition and in her linguistic development (Brunner, 1975; Tomasello, 2000; Clark, 2000; Snow, 2014). Considering this assumption and the methodology and corpus we made use of, our research follows the evolution in the use of verbs by our informants. In other words, this is a longitudinal research project that aims to describe the evolution of the verbal diathesis used by children during dialogues with their caregivers. (Our data source is a corpus collected from two Brazilian children beginning during their first months of life. At the moment, we have already recorded and transcribed about 15 hours of spontaneous speech, establishing a corpus of 3500 labeled occurrences). In view of that, our analysis has chosen as a conceptual reference the recent research developed by M. Perini (2008, 2015, in preparation) that describes Brazilian verbal valence constructions. Perini analyses the verbs through an extensive list of semantic roles - like agent, objective, patient, reference, theme, goal, experience - associated with syntactic structures, establishing their valencies. An important aspect of this research concerns the fact that when a child learns a new verb she concentrates on acquiring verbal diatheses by themselves instead of in classes. So it is quite relevant to observe the evolution of verbal occurrences in child language use. In the set of data we have, it is noted that first to appear are the use of simpler verbal forms, like (1) MOTHER: *Não tem como pegar não*. (Literally: 'No have how to take no'). CHILD: [01;02.01] *Pega* (Literally: 'Take'). Later, more complex constructions occur: (2) MOT: *O que que é seu? O que que é aquilo?* ('What is yours? What is that?'). CHI [02;07;01]: *A vovó pegou lá o papel meu.* ('The grandma took there the paper my.') Progressively more complex verbal constructions, considering their diathesis and respective semantic interpretations, became more frequent.

Eye-tracking and verbal protocols as portal into ESL test-takers' cognitive processes while completing a reading-writing test task

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Eye-tracking technologies have been used extensively to study reading (less so in South Africa), tending toward a narrow focus on individual elements rather than on learners' processing to create meaning (Knight and Horsley 2014:290). Recently, eye-tracking combined with verbal protocols have proven valuable for investigating second language test-takers' cognitive processing while completing reading comprehension test tasks (Alderson and Brunfaut, 2012; Brunfaut and McCray, 2015). Reading assessments often include a reading-writing component. Test takers answer questions on a reading passage and write a summary of the text. However, limited research has been done on the complex interaction between skills and processes learners use to read accurately and comprehend meaning (i.e. reading comprehension; Knight and Horsley, 2014); as well as on the interaction between reading and writing processes.

Contemporary perspectives suggest that communicative skill integration is important to improve language proficiency (e.g. Widdowson, 1978; Canale and Swain, 1980; Bachman and Palmer, 2010; Hinkel, 2010). It thus stands to reason that strategies employed to improve second language writing and reading proficiency, and assessment practice may benefit from research on the complex interactive processes employed by language users when engaged in such reading-writing tasks requiring high cognitive load.

As part of a larger project focussing on the L2 reader-writer as central socio-cognitive construct (e.g. Brunfaut and McCray, 2015; Khalifa and Weir, 2009; Shaw and Weir, 2007), the general aim of our research is to investigate the cognitive processes that test-takers employ during reading-writing tasks. The following variables are considered: a) L1 background; (b) rereading habits; (c) what is read first; (d) participants' emotions as they complete the task. We adopt the eye-tracking/verbal protocols methodology to address the main research question: What cognitive processes do test takers engage in during a reading-writing comprehension test task? In this presentation we aim to present the first discussion of the eye-movement patterns and verbal protocol reports collected from university level English Second Language (ESL) learners on completing the "Reading"-section of a standardised English Proficiency test. We consider the value of the methodology in this context, as well as implications for teaching practice and valid assessment, and future research.

Beyond emotions in bilingual decision-making: How language choice affects moral judgments

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In an ideal world, reactions and answers to ethical problems should be consistent irrespective of the medium through which the question/situation is presented. Yet recent research (Costa et al. 2014; Geipel, Hadjichristidis & Surian 2015, 2016) has shown that the same dilemma may elicit different moral judgements depending on the language in which it has been described.

Using a covert 2×2×2 experiment where 61 bilinguals were asked to translate (L1↔L2) a text peppered with swearwords, we show that the picture is much more complex. While the results ostensibly corroborate the Emotion-Related Language Choice theory (according to which bilinguals find their L2 an easier medium of conveying content that evokes strong emotional reactivity; Kim & Starks 2008), the effect was only observed in the case of ethnophaulisms, i.e. expletives directed at social (out)groups. This indicates that the key factor modulating response strength is not so much the different emotional power associated with the respective languages, but *social and cultural norms*.

Long cultural learning and socialisation make expressions in L1 extremely prone to normative influences, whereas using a foreign language exempts the speaker from these (whether our own or socially imposed) norms and limitations. It transpires that switching to a foreign language during decision-making may not only reduce emotionally-driven responses and political correctness biases, but promote candid deliberative processes (e.g. rational cost-benefit considerations; in line with observations from the psychotherapy of bilingual patients, as well as models that perceive moral decision-making as the outcome of the interplay between intuitive emotionally driven processes and rational reflective processes; e.g. Greene & Haidt 2002; Haidt 2007).

The orthogonal influence of the language medium on decisions, judgments and reactions has far-reaching consequences in our multilingual and multicultural world (not limited to such high-stakes scenarios as legal contexts).

Comprehension and production of wh-questions as later-developing phenomena in low socio-economic status Afrikaans and isiXhosa first language acquisition.

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Wh-questions are challenging for young typically-developing children (Schulz & Roeper 2011). However, small-scale studies show that four-year olds have a capability of long distance movement, an obedience to certain barriers to movement, sensitivity to adjunct and argument distinctions as well as the conditions to structural unavailability of movement (De Villiers, Roeper, Bland-Stewart & Pearson, 2008:77). De Villiers et al. (2008:98) outline that "[their] results may surprise researchers who usually expect children of low [socio-economic status (SES)] to fail language tasks more frequently, but the wh-questions tap core grammatical operations that are shared in common across dialects and environments, at least after the age of four years."

This paper intends on answering the following questions: Firstly, how well do low SES Grade 1 learners with Afrikaans and isiXhosa mother tongue education, perform at the beginning and end of Grade 1 on the comprehension and production of simple and complex wh-questions? Secondly, which wh-question types remain problematic at the end of Grade 1? Thirdly, how do the answers compare with dialectal effects and higher SES?

In answering these questions, two L1 groups, one Afrikaans, and one isiXhosa, were tested twice with question-elicitation tasks focused on the production of single wh-questions, complex wh-questions, which included the comprehension of barrier questions, the comprehension and production of conjoined questions (including embedded clauses, relative clauses and adjuncts) as well as paired exhaustive questions. The results indicate that the production of single wh-questions are later-developing in both languages for low SES. For comprehension of complex wh-questions, the conjoined adjunct questions were mastered by the start of Grade 1 for isiXhosa and the end of Grade 1 for Afrikaans. The isiXhosa group mastered conjoined embedded-, paired exhaustive- and barrier questions by the end of Grade 1. All other comprehension and production items remain problematic by the end of Grade 1 for both groups.

Compared with higher SES studies in Afrikaans (Southwood & Van Dulm, 2012; Schulz, 2015), and seminal literature specifying age of acquisition (Roeper, 2004; 2007) the low SES group is behind in the acquisition of these wh-questions. A further factor influencing the acquisition of wh-questions involves the dialectal variation of Standard Afrikaans and Kaaps.

Tense recovery in a Shona Agrammatic aphasic

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The present paper focuses on grammatical deficit in a Shona speaking agrammatic aphasic, with special reference to use of tense in verb production. Agrammatism is commonly associated with the clinical syndrome of Broca's aphasia, and is traditionally defined as a disorder of language production which is characterised by the simplification of structure and the omission and or substitution of bound and free morphemes. The main aim of the paper is to find out how tense recovers in a Shona agrammatic aphasic. The study also seeks to highlight practical contributions that Linguistic Theory can make in solving language related problems. Data was collected from St. Giles Rehabilitation Centre in Harare. The primary data collection method was experimental using the probe technique. The TART (Test for Assessing Reference Time) Shona version in the form of sequencing pictures was used to assess the use of tense by the agrammatic aphasic. Using the SPSS and Excel analyses, it was established that the use of future tense was impaired in a Shona agrammatic aphasic, whilst present and past tense were intact. However, though past tense was intact in a Shona agrammatic, reference to remote past was never made. The findings of this study are important in terms of speech therapy in the context of Zimbabwe. The study also contributes to the data base that already exists on the pathological language dissolution. It also contributes to Bantu linguistics in general and Shona in particular.

Language for thought: experimental insights

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Understanding that people's ideas may be false is a challenging step in Theory of Mind (ToM) development, and is accomplished around the age of 4-5 years old by typically developing (TD) children. False-belief attribution remains difficult beyond this age for certain clinical populations, such as Autism Spectrum Disorder (ASD), where delays in this realm are significant (Baron-Cohen & Frith, 1985), and Specific Language Impairment (SLI), where delays tend to be subtler (Nilsson & Jensen de Lopez, 2016). Research has identified links between ToM success and language skills, in particular complement clauses such as 'John thought/said that aliens landed in his garden', and it has been hypothesized that these structures serve as tools for representing subjective truths (De Villiers & Pyers 2002). However much previous work has assessed ToM verbally. As a result, the links identified between ToM and complementation may stem from linguistic demands impacting scores across these tasks, rather than from the specific role played by sentential complements in ToM reasoning. We thus determine here if mastery of (communication-verb) complements relate to ToM performance when ToM is assessed nonverbally, in 34 children with with ASD (6;9-14;4 years) and 20 with SLI (6;5-11;7) matched on nonverbal reasoning abilities. Partial correlations controlling for nonverbal reasoning and general morphosyntax reveal significant complement-ToM correlations in ASD ($p = 0.05$) and SLI ($p = 0.02$). These findings provide new evidence for the view that complements relate to ToM reasoning in ASD and SLI. In light of this, we assess if complementation training may trigger improved ToM in instances of ToM impairments. Thirty children (10 ASD, 10 SLI and 10 preschool TD) showing ToM difficulties on pre-tests participated (15 additional children are currently undergoing training). Half completed trained on communication-verb-complements via an iPad application we created, and half on pre-existing lexical applications. Training consisted of 6-8 hours spread over 4-6 weeks. Significant improvements in post-test ToM scores emerged after complementation training ($p < .001$), but after not lexical training ($p = 0.6$), indicating the importance of complementation for enhancing ToM, and suggesting novel directions for ToM remediation in both ASD and SLI.

Abstract ID: 737

Consequences of bilingualism and L2 proficiency for syntactic processing: Data from English-Afrikaans bilinguals

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Previous experimental findings have shown that second language (L2) and first language (L1) speakers of a language behave differently in how they use the structure of a complex sentence in comprehending it (cf. Clahsen & Felser (2006)). Some scholars attribute these findings to a supposed "L2 effect" on processing, which posits that it is the L2 status of the language that causes the observed processing differences. However, the status of this L2 effect is unclear, as most existing studies have tested bilinguals who are strongly dominant in their L1 and only began learning their L2 during adolescence in a classroom setting. The differences in L2 syntactic processing that have been found may thus instead stem from low proficiency in and limited exposure to/use of the L2.

An additional problem with studies of this sort is that they typically use monolingual speakers as a control group. Thus, a further question arises: whether the differing behaviour of the L2 speakers might be due to their bilingualism rather than their status as L2 speakers.

The paper explores this "L2 effect" from both of the angles mentioned above. That is, it takes into account both the L2 proficiency of the L2 group and their bilingualism. The first consideration is accounted for by testing participants who have spent all their lives in a context where L2 exposure is pervasive and have attained high proficiency in the L2. The second consideration is addressed by using a control group of bilingual speakers with similar levels of L2 proficiency and L2 exposure.

Specifically, the paper reports on a self-paced reading task which tested subjects' processing of long-distance wh-dependencies in English. Participants were 45 English-Afrikaans bilingual students at a university in South Africa's Western Cape (28 L1 English-L2 Afrikaans; 17 L1 Afrikaans-L2 English).

The results show no main effect of L1 group on the participants' processing behaviour, thus suggesting that the differences that have previously been found may indeed be due to a bilingualism and/or proficiency effect. Consequences for research into bilingual processing are discussed.

References

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Abstract ID: 70

The interplay between syntactic and semantic processing in late learners of French: An event-related brain potential (ERP) study

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Learning a second language (L2) during adulthood is difficult presumably because brain plasticity declines with age. How this affects sentence processing can be investigated by comparing brain potentials (ERPs) elicited by L2 and native (L1) speakers in response to lexical-semantic (N400) and syntactic errors (left anterior negativity + P600). While some suggest that late L2 speakers always recruit lexical-semantic mechanisms to process morpho-syntax (e.g. Clahsen & Felser, 2006), Steinhauer et al (2009) hypothesize that L2ers converge on L1 ERP profiles with increasing proficiency.

Our study evaluates Steinhauer et al's hypothesis by investigating syntactic category processing in complex structures involving context sentences and antecedent retrieval. In French, the determiner *le* ('the') and the direct object clitic pronoun *le* ('him/it') are homophonous. Some French verbs only take nouns as complements (1), others only verbs (2).

1) Les dames poussent le camion.
    'The ladies push the.DET truck'
2) Les dames pensent le saluer.
    The ladies think-about him.CL to-greet
    'The ladies think-about greeting him'

Our balanced design manipulated both targets and contexts. Syntactic category errors (SCEs) were introduced by cross-splicing the sentences before the target (e.g. 3):
3) Les dames poussent le *saluer
    'The ladies push the to-greet'

Each sentence was preceded by a context sentence to license the use of clitic pronouns and definite determiners. Cliticization does not exist in English and is difficult for L2 learners.

Thirty-nine native speakers and 36 intermediate to advanced L2 learners were recruited. Participants read sentences and rated their acceptability while their electroencephalogram was recorded. Their score at that task was used as a structure-specific proficiency measure.

Results show that while L1 participants engaged both lexical-semantic (N400) and syntactic reanalysis (P600) mechanisms for SCEs, L2 participants on average only elicited an N400. However, when including proficiency as a predictor, more proficient L2ers revealed a late P600 in addition to a N400 for SCEs. Intermediate L2 learners seem to rely on lexical-semantics when processing syntactic violations, and have apparently not grammaticalized these structures. However, highly proficient bilinguals show qualitatively distinct profiles, suggesting that they are recruiting syntactic repair mechanisms, thus converging on native speakers.

'Greenhouses' and 'green houses': Using compounds to investigate phonological encoding in native and non-native English speakers

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Language production models agree that there are a series of cognitive stages involved in the production of speech. Numerous psycholinguistic studies have shown that the post-lexical encoding stage is responsible for infusing abstract lexical representations with phonological properties (e.g. Cholin et al. 2004; Damian & Dumay 2007). In this talk, we present two psycholinguistic paradigms which have proven successful in eliciting evidence for post-lexical processing in native (L1) and non-native (L2) speakers.

Although multi-word sequences such as compounds and phrases may look similar on the surface, they can be quite different depending on their prosodic structure. For example, while both the compound White House (the residence of the American president) and the phrase white house (a house painted white) contain the same number of lexical units and the same number of prosodic units, they differ in stress placement when spoken in regular speech. This suggests that compounds and phrases differ in structure at the prosodic level (where phonological features such as stress and intonation are assigned).

We report on four psycholinguistic experiments composed of English stimuli containing noun-noun compounds, adjective-noun phrases, and two types of monomorphemic words. Speakers were instructed to answer an auditory question ("what was it?") using the stimulus they saw on a screen ("it was GRAVEYARD"). Three speaker groups participated: 24 native British English speakers (L1), 24 native Bengali speakers with high fluency in English (HF), and 24 native Bengali speakers with low fluency (LF). Despite a significant increase in stress placement errors, HF speakers exhibited identical patterns of phonological encoding to L1 speakers: the phrasal condition exhibited significantly longer latencies ($t=10.63*$), with compounds showing no difference (all t's < 2.00) to disyllabic words. That is, compounds were produced similarly to monomorphemic words while phrases were treated as two independent words. The LF speakers, conversely, were unable to distinguish between the four conditions (all ts < .9). Taken together, these findings suggest that the L2 speakers were able to access the correct prosodic frames for compounds and phrases if they were fluent enough in English. Following this, the relationship between fluency and phonological encoding will be discussed.

The Repetition Effect in Deutsche Gebärdensprache (DGS)

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Repeated words are shorter in duration than their first-mention counterpart (e.g., Aylett & Turk, 2006; Bell, Brenier, Gregory, Girand & Jurafsky, 2009; Galati & Brennan, 2010; Vajrabhaya & Kapatsinski, 2011). Despite theoretical disagreements, this phenomenon, which we shall call the Repetition Effect, has been well-documented in speech literature. Interestingly, the Repetition Effect is not modality-specific: it has also been found in co-speech gesture. That is, repeated co-speech gestures appear to, for instance, be smaller in size and exhibit less precision (e.g., Galati & Brennan, 2013; Gerwing & Bavelas, 2004; Hoetjes, Koolen, Goudbeek, Krahmer & Swerts, 2011; Holler & Wilkin, 2009; Vajrabhaya & Pederson, in press). In sum, the Repetition Effect occurs across modality, regardless of the modality's degree of conventionalization.

The Repetition Effect, however, has rarely been studied in signs, with the exception of Hoetjes, Krahmer & Swerts (2014) who report that signs in Sign Language of the Netherlands (NGT) undergo the Repetition Effect, both qualitatively (rated as less precise) and quantitatively (e.g. shorter in duration). Signs provide a vital piece of information as they share properties with both spoken words and co-speech gestures. Like spoken words, signs are conventionalized. However, signs are also articulated manually like co-speech gestures, which by definition are not as conventionalized as signs (see Kendon, 2004; McNeill, 1992).

In this study, we investigate the Repetition Effect in German Sign Language (Deutsche Gebärdensprache (DGS)). Fifteen native signers are asked to produce a sign three times consecutively, without an interlocutor present to avoid possible effects deriving from an interaction (see Clark, 1981). A total of 120 DGS signs are selected as stimuli; they are controlled for: level of iconicity (see Grote & Linz, 2003; Mittelberg, 2014), location (see Tyrone & Mauk, 2010), and movement. In addition to an HD video-recorder, data is obtained with Motion Capture Technology, a tool that offers precise measurement of motoric movements in 3-dimensional space. The purpose of this study is to provide a detailed quantifiable description of DGS signs under repetition, which could be beneficial to current and future work on sign language phonetics and/or the Repetition Effect.

Semantics / Pragmatics / Lexicography

Metaphor and metonymy in Afrikaans first language acquisition

Mrs Nina Brink[1]
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Little research has been done on how Afrikaans children acquire their first language. This presentation forms part of a research project that explores a variety of themes in Afrikaans first language acquisition. These themes include: (i) Afrikaans children's first form-meaning mappings; (ii) the holophrastic nature of children's first lexical items; (iii) a survey on the available literature on Afrikaans first language acquisition; (iv) conceptual blending in Afrikaans first language acquisition; and (v) Afrikaans children's first metaphoric and metonymic mappings.

Lieven (2010) indicates a universal need for more language acquisition studies in a variety of languages and especially research on how form-meaning mappings are construed by children from the input in different communicative situations, therefore how children make form-meaning mappings in particular language specific contexts. Metaphoric and metonymic mappings form part of this process in which children add meaning to certain word forms. In this presentation, the focus will be on the metaphoric and metonymic mappings made by Afrikaans children acquiring their first language.

Data were analysed from 21 Afrikaans-speaking children between the ages of 8 and 24 months using their first lexical items, in order to determine the role metaphor and metonymy play at this stage. The findings indicate that metaphor is not yet an active categorisation mechanism at this stage (only two possible metaphoric mappings were identified), while metonymy is more productive at this early stage. This finding corresponds with the studies of Rundblad and Annaz (2010) and Pérez-Hernández and Duvignau (2016). The metonymic mappings were categorised further into PART FOR WHOLE, WHOLE FOR PART and PART FOR PART. The metonymic mappings are also made on the basis of a variety of characteristics. The results of this study will be presented.

Linguistic properties of propaganda

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The main aim is to determine if there are linguistic features that are characteristic of propaganda by undertaking a formal linguistic analysis. Until now, the linguistic properties of propaganda have been identified in previous research mostly by using discourse analysis and critical discourse analysis and were therefore often subservient to the analysis of power relations in the texts. This strategy presupposes that the text(s) for analyses have already been identified as propaganda in advance. Findings are not tested against a control group of texts that do not meet some set of criteria to be classified as typically propaganda. The result may be that linguistic properties identified as characteristic of propaganda may be shared with other forms of communication, and therefore not strictly speaking characteristic of this text type.

To counter the possibility of circular reasoning, a selection of mainly media texts pertaining to former President Zuma in the Nkandla and Gupta cases are classified individually as propaganda or non-propaganda with the help of a non-linguistic propaganda classification model drawing on content analysis and some conceptual tools from narratology. These texts are then submitted to a linguistic textual analysis by testing whether the linguistic properties already ascribed to propaganda in the literature are indeed characteristic properties of propaganda. The analysis is therefore different from a standard discourse analysis or critical discourse analysis as the texts are first sorted as propaganda or non-propaganda with regards to their content and by making use of a control group of texts.

In the presentation the analysis will be illustrated by referring to ten texts representative of the propaganda and non-propaganda text groups. After the two groups of texts, propaganda and non-propaganda, are compiled a linguistic analysis is conducted in order to identify linguistic properties that could be ascribed to propaganda rather than to non-propaganda. A broad conclusion entails that the linguistic properties of propaganda need to be redefined on a more specific and detailed level.

Variation in lexical diversity: the influence of concept-related features

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Why do we only know one name for 'sober', while 'being drunk' can be described by a myriad of expressions? Lexical variation of this type is traditionally considered to be influenced by lectal features, like sociolinguistic or register-related stratification. For instance, in colloquial speech, a language user may refer to a drunk person as a someone who is 'hammered', while a doctor's report is more likely to contain the term 'intoxicated'. However, in this presentation we show that variation in the amount of lexical diversity, i.e. the number of alternative expressions available to express a particular concept, is also influenced by features related to the concepts themselves. Next to the fact that for tabooed concepts, like 'being drunk', lexical diversity is frequent because names for such concepts quickly lose their euphemistic reading (Allan & Burridge 2006), we show that the prototype-theoretical organization of the lexicon interacts with diversity as well.

On the one hand, concepts that are more vague, i.e. difficult to distinguish from related concepts, are characterized by a larger degree of variation. For 'to drizzle' and 'to rain', for instance, it is difficult to distinguish where 'to drizzle' ends and 'to rain' begins. This results in the names for these concepts being used interchangeably and, thus, more lexical diversity per single concept. On the other hand, some concepts, like 'bubble tea' (a mixture of tea and milk, often with tapioca and other flavours), are less familiar to language users than very well-known referents like 'coffee'. Such less familiar concepts also show more lexical diversity, because people frequently use alternative words (hyponyms, co-hyponyms, periphrastic constructions etc.) to describe them.

In this presentation, we report on a large-scale case study of the influence of these concept features, viz. affect (a generalized notion of taboo), vagueness and familiarity, on variation in the amount of lexical diversity in dialectal varieties of Dutch. Our quantitative analysis shows that the effect of such features is stable across semantic fields and in different dialect regions of Dutch.

Invariant tags and follow-ups in Afrikaans

Dr Kate Huddlestone[1]
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This presentation offers a descriptive analysis of the pragmatic markers *is dit (nie)* ('is it (not)/is(n't) it') and *né* ('right'), which function as invariant tags and follow-ups in Afrikaans. A tag is a linguistic item or short construction appended to an utterance, while follow-ups are brief, multifunctional listener responses that refer to a previous speaker's most proximate utterance. Tags and follow-ups can vary according to the grammatical structure of the sentence that they either attach to, as with tags (e.g. *Hy het gekom, het hy nie?* 'He came, didn't he?'), or refer to, as with follow-ups, or they can be invariant, meaning they do not change, regardless of the grammatical structure of the referring utterance (e.g. *Mens kan net droom, né?* 'One can dream, right?'). Invariant tags and follow-ups can be either canonical, i.e. they follow the grammatical rules of a language, or non-canonical. A non-canonical invariant item illustrates a break with conventional usage by not agreeing with the preceding (part of the) utterance (e.g. *Ons het geweet, is dit nie?* 'We knew, isn't it?').

Preliminary observations indicate that the invariant tag *is dit (nie)*, made up of the present tense form of the copular verb BE (*is*), followed by the singular neuter pronoun (*dit*) and an optional sentential negator (*nie*), depending on the polarity of the preceding part of the utterance, is not common in Afrikaans. Instead the invariant tag *né* is used to elicit some form of response from the hearer, as a hearer-oriented marker used to navigate or determine the flow of communication. The Afrikaans follow-up *is dit*, takes the same form as tag *is dit*, but without the sentential negator. In this construction the attributed predicate is omitted, but as a response, it is assumed from the most previous statement. This item functions to express polite attention and interest and to allude to astonishment or disbelief of new information. While other tags and follow-ups involving modal and aspectual auxiliary verbs (e.g., *moes ek* 'must/should I', *het hy* 'has/did he', *gaan julle* 'are you (going)') (Donaldson 1993: 255–256) do occur, the invariant form is more widespread.

A semantic and pragmatic analysis of English articles from the perspective of second language acquisition

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Articles are among the most frequently used words in English, but they are among the most difficult words for EFL (English as a foreign language) learners to make proper use of. Since the Japanese language does not have any overt system for coding definiteness and indefiniteness, as well as countableness and uncountableness, Japanese EFL learners find it very difficult to appreciate subtle nuances conveyed by articles. Such being the case, the purpose of this study is to elucidate semantic and pragmatic factors that are involved in the speaker's selection of articles, by comparing the data of native speakers' article use with that of Japanese EFL learners', which have been collected through the survey of over 700 subjects.

First, a variety of semantic factors influencing article choice are examined. English noun phrases are classified into (i) definite ('the') and indefinite, and the latter is divided into (ii) countable (= 'a') and uncountable (zero article). The distinction between definiteness and indefiniteness is related mainly to pragmatics, whereas that between countableness and uncountableness, to semantics. In order to clarify semantic features involved in the speaker's selection of indefinite and zero articles, such factors as ways of recognizing space, time, etc., are considered, and such ideas as 'whether the entity is partitioned or not' and 'whether the original shape is lost or not' are proved play a crucial role in determining countableness and uncountableness.

Second, pragmatic factors influencing the speaker's selection of definite and indefinite articles are examined by scrutinizing various types of definite reference, i.e. endophora (anaphora, cataphora) and exophora.

Finally, by utilizing the findings of those semantic and pragmatic analyses, the results of the survey on the use of articles – conducted in Japan and Canada with three different categories of participants – are examined.

In conclusion, semantic factors influencing article choice are proved to be much more difficult for EFL learners than pragmatic factors. Cognate closeness of one's native language to English is also shown to be one of the major factors influencing article choice, and even the advanced Japanese EFL learners proved to have difficulty with English articles.

Abstract ID: 4

Remarks on the distinction between inference and assumption in Finnish

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This presentation explores the border between inference and assumption by examining the features that determine the use of the particles *näköjään* 'seemingly/inferably' and *varmaan* 'probably' in Finnish. The presentation will show that the distinction between inference and assumption is clear despite their common features (see de Haan 2001: 201 for a different approach).

This study is based on a questionnaire comprising 32 scenarios. First, the situations described involved canonical instances of inference and assumption. In the first case, the speaker has concrete sensory evidence (see also De Haan 2001), while in canonical cases of assumption, the speaker is using, e.g., common knowledge for his/her claims. Prototypical inference is based on directly observable, yet indirect evidence, while assumption usually concerns indirect and non-concrete information (see Barnes 1984 for Tuyuca, where assumptive appears when the speaker has no evidence). Expectedly, canonical instances of inference were referred to by *näköjään*, while clear cases of assumption received *varmaan*. Additionally, the questionnaire comprised other types of case. The denoted situations varied according to the following features:

   i.   Is sensory evidence involved or not.
   ii.   Does the evidence at hand naturally allow multiple interpretations?
   iii.   Does our inference/assumption concern past, present or future?

The first feature is unarguably central; whenever sensory evidence is lacking, the use of the assumptive particle *varmaan* becomes dominant. Multiple interpretations and inferences/assumptions concerning future events also favoured *varmaan*, but not as dramatically. The study also shows that the distinction between inference and assumption is not based on the nature of evidence alone, but the choice also depends on how the speaker conceptualizes an event and how reliable s/he considers the evidence to be. Subjectivity is most visible in feature ii. This is directly related to responsibility; the lower the number of potential interpretations the higher the probability that our interpretation is correct. This manifests in the fact that inference is generally more reliable than assumption.

The discursive use of historical analogies. Theoretical delimitations and empirical evidence of analogies with the word 'apartheid'

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One way of framing events or states in discourse is to create a historical analogy. Generally, an analogy proposes that X has something in common with Y (cf. Cate 1998). Specifically, historical analogies are common in political discourse. However, the analogy in itself as a rhetorical mean has seldom been subject to theoretical investigation. The purpose of this presentation is therefore twofold. First, it seeks to explore the nature and limits of historical analogies as such from a theoretical viewpoint. Beginning with Eitz' and Stötzels (2007) account of contemporary Nazi-analogies, the analogy as a rhetorical mean will be reviewed, as well as its different linguistic shapes: analogies can be both metaphorically indirect and explicit comparisons between Y and X. Semantic resources are applied, but in a non-standardized way; the phenomenon of the historical analogy belongs to the interface of Semantics/Pragmatics. Second, evidence of the use of historical analogies will be presented. The specific evidence comes from a corpus comprising English and German media texts 1994–2014, i.e. in the post-apartheid era. The current analogies studied are shaped with the word 'apartheid' (once a positive political key word in its original Afrikaans context) as the source domain. The present study on analogies with apartheid, i.e. occurrences of the word not referring to the historical apartheid system in Southern Africa, shows how this system is used to capture other phenomena in the present. Among the analogical uses of 'apartheid', two dominant fields can be found. First, 'apartheid' is used in contexts concerning gender relations, specifically in a religious and foremost Islamic framework, and second, in the context of Israel/Palestine, specifically regarding the treatment of Palestinians by the Israeli government (cf. Ängsal fc. 2017).

Being a human – re-defining the hyperonym *Mensch*

Dr Maria Pober[1]
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Who is defined totally unconditionally as a human being in the dictionary? When using a German dictionary nowadays, a human being might be a female, male or an intersexual being, who can possibly show the most diverse sexual-orientation-features, such as asexual, poly-amorous, hetero-, homo-, bi-, or transsexual/-gender. Does this first impression really apply? Are all human beings after nearly 40 years of legal emancipation, especially in regard to the heterosexual woman as well as to the almost complete emancipation of all others, represented accordingly?

The question indeed remains, whether on a meta-lexicological level, a corresponding representation of all forms of sexual existence – not merely additive, but also in reference to the macro-structure of the dictionary – has actually taken place. Or do we have to concede that the representatives of this species are still defined in terms of the pre-feminist human being, i.e. the masculine heterosexual man, thus rendering their own conception lacking and incomplete?

The implementation of this masculine prototype into the word-formation process is realized through the three Masculinist Principles – 1 "The Hetero-Man – the Embodiment of General Human Qualities"; 2 "Woman and the Other – the subordinated Gender"; and 3 "Gender Imagery" – can be attributed to the semantic-masculinist level, which to this day reduces the codification of women and the Other to certain semantic categories like privateness, associating them with selected roles, powerlessness and sexualization.

Specifically, synonyms of the hyperonym *Mensch* like *Person*, *Wesen*, *Individuum*, *Subjekt*, and *Leute* should be gender-critically and analytically explored concerning the semantic relations to their hyponyms as for example *Frau*, *Mann* or *Mädchen* and *Bub/Junge*. It is the aim of this study to examine the lemma *Mensch*, to conclude whether in its lexicological implementation it can already be considered a hyperonym comprising all – including the heterosexual man, too.

Polite requests and the Partition of Pragmatic Labor

Dr Roland Mühlenbernd[1], Dr Przemysław Żywiczyński[2], **Dr Sławomir Wacewicz**[2]
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One of the nagging questions in language evolution research has been reconciling two major approaches to communication: the cynical approach (Krebs & Dawkins 1984), which meets the Darwinian predictions, and the Gricean model (Grice 1975), which has in-built assumptions about cooperative character of communication and – for this reason – is difficult to integrate with the Darwinian perspective (cf. Searcy & Nowicki 2005). In our presentation, we suggest how a bridge can be built between the two models of communication, by subsuming language under a more general explanatory principle derived from game theory.

In doing so, we: i) focus on linguistic politeness (LP; Lakoff 1973, Leech 1983, Brown & Levinson 1987, Watts 2003) and specifically on LP in the speech act REQUEST (e.g. Searle 1975, Gordon & Lakoff 1975), and ii) put forward the principle of Partition of Pragmatic Labor (PPL principle), whereby the more disalignment there is between the interests of speaker and hearer, the more LP the speaker needs to use to offset the imbalance. Finally, we present a formal model inspired by evolutionary signaling theory, and provide a mathematical proof of the model to follow the PPL principle. We conclude with a discussion of extending the model to other LP phenomena (most importantly the generally construed problem of speech indirectness; cf. Pinker, Nowak & Lee 2008) as well as preference-dispreference organization of conversational turns (Wootton 1981, Levinson 1983, Pomerantz 1984).

Prosody and the redefinition of the semantic/pragmatic interface

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The modeling and theorizing of the semantic/pragmatic interface has for decades been centered on the sentence/utterance relationship (e.g. Grice, Récanati), with sentence being defined in strictly syntactic terms and the main issue being the determination of the output of the syntactic module, prior to utterance interpretation.

In the past fifteen years however, major advances have been made in the semantic study of prosody, ranging from the demonstration of the prosodic dimension of polysemy (and the reality of lexicalization of prosodic contours at word level), to the development of automated prosodic discrimination of interpretative features at all semantic levels (e.g. sentence level), thanks to machine learning techniques and the use of large corpora.

The cornerstone of all these advances, and of any theoretical discussion of the semantic/pragmatic interface issue, is that the mere existence of intoned sentences radically blurs the conventional distinction between sentence and utterance. With no utterance not being intoned and no intoned sentence not being uttered, this blurring implies:

- A reconsideration of the notion of sentence, to allow a distinction between sentences as combinatorial realities and uttered sentences as prosodically bound sentences;
- A full inclusion of uttered sentences (i.e. intoned sentences) within the scope of semantics and linguistics, prosody being an indisputably linguistic driver of interpretation;
- A reconsideration of the notion of utterance to allow a distinction between the properties of utterances which are not linguistically driven and those which are linguistically driven;
- Avoiding the Gricean and post-Gricean confusion between contribution and utterance.

We shall then show that:

- The lexicalization of prosodic contours implies reconsidering Frege's context principle;
- The linguistic nature of uttered sentences implies that any meaning associated with prosodic variation of contours or features is a linguistic meaning;
- The fact for prosody to convey metacommunicational information implies that "pragmatic" information is linguistically-driven and fully explicit;
- The reduction of linguistic meaning to logical form is therefore impossible;
- Prosodic comments are metacontributional at all levels;
- Modelling the semantic/pragmatic interface implies a complete remodelling of the syntax/prosody/semantic/pragmatic interface.

Dictionary use in the classroom: a case study with French as a foreign language

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With regard to dictionary use in classroom contexts, there are two opposed arguments. First, it is claimed that dictionary use during class can be a hindrance or a time wasting activity. On the contrary, it is also argued that it can become a great aid to learners. Activities to integrate dictionary skills into the classroom are most of the time not integrated into the syllabus. In most foreign language classes, the textbooks are the principal tools in the classroom. French language as foreign language in the South African context is no exception. Yet, it well-known that from intermediate to advanced level of proficiency, learners experience numerous problems with polysemy, homonymy and words with multiple extensions.

The research work contained in this presentation assumes dictionary usefulness in a classroom situation. However, dictionary usefulness in a classroom situation should be assessed prior to any advocating for either claim. Thus, dictionary usefulness assessment in this research project specifically focused on test and essay writing. Furthermore, sufficient time was set for all writing exercises (essay, discussion, translation, etc.) with a dictionary consultation during class. The research was conducted at the University of the Western Cape with the French Section of the Department of Foreign Languages as a work field. Only 2nd and 3rd year French classes were considered for the study. The levels of language proficiency in French were pre-intermediate to intermediate. The courses taught at these different levels prepare the student for essay writing, literature analysis and translation of short texts. The students were encouraged to use dictionaries during their writing exercises. Bilingual and monolingual dictionaries were provided during class.

Findings of this study show that in a classroom situation most students lack dictionary reference skills, which actually play a key role in the success or failure of the look-up process. The study also corroborates the growing awareness that users' needs should be understood in the light of specific user situations and that user skills must be investigated independently.

Communication accommodation, appraisal and dissociation in strategic manoeuvring in doctor-patient consultations: a pragma-dialectical account

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The doctor-patient consultation presents an argumentative communicative activity for pragma-dialectic analysis of the dialogical exchanges by subjecting it to the ideal model of critical discussion with the intent of resolving differences of opinion between the interlocutors reasonably and effectively (van Eemeren et al 2014) for shared treatment decision-making. Using the pragma-dialectic method of analysis and evaluation (van Eemeren 2015), the presentation takes an integrated approach encompassing communication accommodation theory (Giles 1973; Giles, Coupland & Coupland 1991; Dragojevic, Gasiorek & Giles 2016), appraisal theory (Martin 1997, White 2011) and dissociation (Perelman & Olbrechts-Tyceta 1969, van Rees 2007) in the study of the strategic design of the extended pragma-dialectical theory of argumentation in resolving differences of opinion on merits in doctor-patient argumentative discourse. The study data consists of audio recordings of simulated doctor-patient consultations carried out in EkeGusii between a purposive, stratified sample of Gusii doctors and Gusii patients (the simulated patients' role being taken by nurses) in a public teaching and referral hospital in Kenya, East Africa.

The presentation concludes that while arguers endeavour to reconcile maintaining dialectical reasonableness with rhetorical effectiveness as their key aim, sound analysis, interpretation and evaluation of strategic manoeuvring ought to account for communication attunement parameters, how arguers evaluate and engage each other in the social milieu as subjects of the socially determined positions, and how the ability to ascertain central and peripheral notions and dissociate between these can facilitate shared decision making in the medical consultation communicative activity.

Method of lexico-contextual application and reapplication and its use in the analysis of lexical meaning in the text

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Submitting original and translated texts to a contrastive analysis, one can observe considerable lexical differences that, accounted for by non-coincidence of lexical systems and, further, worldviews represented in the sources and translations, often lead to a distorted perception of the original idea by the reader of a translation.

Such discrepancies can be eliminated to some extent through the use of the method of lexico-contextual application and reapplication that we have worked out initially for the analysis of biblical texts (sources and translations). It consists in the application of the sum of occurrences of a lexeme of the source text on the corresponding contexts of a translation, thus creating different types of equivalency between units of the source text and those of the translation. Lexemes appearing in the translation display a semantic structure somewhat different from that of its equivalent in the source text and create, if reapplied on the original, a new system of equivalents. In such a way every subsequent application and reapplication involves in the analysis lexemes with referential areas that can be considerably different from original ones. Discrepancy between the semantics of lexical units of the source texts and those of translations can require a new search for equivalents that can continue endlessly, though in practice the first two steps – application and reapplication – are sufficient.

The method allows us to analyse the semantics of lexical units used in the source texts and translations, singling out permanent semes as well as secondary ones that can be lost in the course of (re)application. Lexico-contextual application and reapplication can also be effective in outlining ideographic groupings comprising these units, stating the type of equivalence appearing between vocabulary units of the source text and a translation, and modelling concepts in the contrasted texts.

The method can be applied to original texts and their translations into one or several ancient or modern languages.

An alternative means more: the role of conventionalized grammatical variants in requestive directives

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Previous research on directives mainly tended to focus on the imperative-interrogative dichotomy and the most standard formats within these two grammatical categories, such as ability interrogatives of the kind 'Can you pass the salt?'. Even if variant forms were mentioned, no particular attention was paid to their situation-specific functions. The pragmatic analyses of directive constructions were merely occupied with the most standard implicature-generating divergence between the convention of form and the convention of usage (e.g. ability interrogative => request). However, the empirical data show that apart from the main conventional meaning of an utterance (here: directive) one can identify an additional level of conventionalization strictly related to the construction's recurrent use as a variant form with a directive function in a given contextual configuration. This has important consequences for the additional meaning potentials of alternative constructions used as requests in different cultures.

The presentation explores regularity and variation in requesting in Polish and Norwegian informal interactions. A total number of 1465 requests (851 Polish and 614 Norwegian) were analyzed with regard to their grammatical diversity and the contextual assignments. The study shows that requestive directives are composed as multi-level linguistic designs that enter into particular relations with contextual parameters. Constructions that are less regular at different levels of grammatical composition tend to be more functionally transparent because they cover specific contextual configurations. Further, since they recurrently appear in these configurations, their meaning potentials are conventionally linked to their default contextual parameters.

Variant requests normally carry additional implicatures about S's stance towards H, the relevant action, and the request itself. As a result, when S applies a grammatical alternative in a configuration in which this fits certain parameters, it will seemingly remain marked relative to the default, unmarked construction that would be expected by H. However, the construction will be conventionally marked in that it exposes the additional meaning conventionalized through recurrent social practice. Yet, when S uses it against the standard parametrical arrangement and H's expectations, it will be unconventionally marked.

The presentation emphasizes the importance of research on the grammatical variation of speech acts across languages.

Lexicon, sociocultural cognition and emotions: a multifactorial profile-based and cultural-cognitive account of emotion concepts in European and Brazilian Portuguese

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This presentation explores the cultural conceptualization of emotions in the lexicon of Portuguese as a pluricentric language, specifically in European Portuguese (EP) and Brazilian Portuguese (BP). The starting point is the idea that emotions have a biological basis, but are socially and culturally constructed. The study presents a cultural-cognitive (Geeraerts/Cuyckens 2007, Sharifian 2017) and multifactorial profile-based (Geeraerts 1994, Gries 2003, Glynn/Fischer 2010) analysis of four emotion concepts, namely ANGER, PRIDE, LOVE and SHAME in EP and BP. The data comprise 3000 occurrences of the different lexemes expressing these emotions, extracted from a corpus of blogs. The different conceptual features that are associated to the arguments of these emotion event-frames will be analyzed. Multiple correspondence analysis reveals different clusters of usage features. Specifically, ANGER comprises a violent type of anger associated with norm violations, complaining anger associated with inconveniences, and interpersonal anger associated with the behaviour of known people. Two clusters of PRIDE features and three clusters of LOVE features were also found, namely self-centered and other-directed pride, and passionate, sexual and suffering love, respectively. A comparison between the non-figurative and the metaphorical/metonymic structuring of these emotions will also be performed.

Logistic regression uncovers a few predictors for EP and BP. For instance, social allegiance and family causes of pride are predictors for EP (other-directed pride), whereas cause relevance for the Emoter is a predictor for BP (self-centered pride). Furthermore, EP is more consistent with violent anger caused by norm violations, whereas BP is more associated with irritating anger caused by inconveniences. BP also appears to be more closely associated with passionate love, whereas EP seems to focus more on the relationship between love and suffering. These results are in line with cultural conceptualization differences, i.e. the more collectivist Portuguese culture in contrast with the more individualistic Brazilian culture (Hofstede 2001). The impact of these lexical cultural-conceptual differences in the pluricentricity of Portuguese will be examined. Finally, we will argue for the descriptive accuracy of the sociocultural-cognitive theoretical perspective and of the profile-based and multivariate statistical methodology in the study of the lexicon of emotions and the lexicon in general.

Deictic directionals in Toposa a hybrid frame language of South Sudan

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Toposa, an Eastern Nilotic Language from South Sudan, shows a pervasive occurrence of the deictic directionals ventive and itive in motion and non-motion verbs. A study by Schröder (2017) showed that Toposa cannot be classified into the paradigm of current typology namely verb frame or satellite frame language (Talmy 2000), but developed so-called hybrid frames that mix verb and satellite frame language characteristics. The unique verbal lexicalisation processes of the language and the complicated usage of the deictic directionals bring forth the hybridity of the frames.

This presentation discusses the deictic verbal directionals in motion verbs, where the ventive suffix –un orients the motion towards the deictic centre, and the itive suffixes -or ~-ar away from or not in the direction of the deictic centre.

In non-motion verbs the itive and ventive mark associate motion events also described in literature as "alloying" (Dimmendaal 2015) "atrilocative" (Mietzner 2010) or "round trip motion" (Bourdin 2006). In Toposa these associate events are conceptually related to the verbs go, take (itive) and bring, come (ventive). They demonstrate time relations of preceding, concomitant or subsequent co-events or round trip events (also described for Somali by Belkadi 2015).

The grammaticalisation of the directional as future tense and inceptive and resultative markers concludes the discussion.

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Body part terms and conceptualization: a cross-linguistic perspective

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Major body part terms are included in the basic lexicons of all languages. They also provide a natural and always available source domain for target concepts in other domains, such as, emotions, reasoning and knowledge, social interactions and values, grammaticalization, and external domains of objects, plants, landmarks, etc. Cross-linguistic evidence demonstrates a remarkable convergence in body part terms' transfer and meaning extension, whether manifested as synchronic polysemy, or as diachronic semantic change. This presentation focuses on such observed regularities from the perspective of universal cognitive processes on the one hand, and shared culture on the other. Regularity of semantic change interacts with typological parameters leading to language-specific, but recurring cultural models. For example, several inner body parts can be conceptualized as metaphoric containers for emotions, as 'heart' in English, Swahili or Thai, 'stomach' in Japanese or Thaayorre, or 'liver' in Indonesian or Dogon. 'Eyes' in many Indo-European languages are figurative instruments of acquiring knowledge, but 'ears' provide an alternative model, as in Sanskrit or Australian languages. 'Blood', 'belly' and 'navel' tend to be figuratively associated with kinship relations, 'hand(s)' or 'sweat' with work, etc. Shared paths of semantic extensions of body part terms are motivated by recurring metaphors, e.g. knowing is seeing/hearing, or kinship relation is body (part) sharing, as well as by metonymies, e.g. face (facial manifestations) for emotions, or hand(s) for possession. The presentation argues that such evidence of body part terms' extensions points to the regularity of semantic change which is comparable to the regularity previously observed in studies on grammaticalization. This constitutes an important contribution to the understanding of emergent cognitive universals and typological patterns, and adds to hypotheses on language origin and development through conceptualizations based on embodied experience.

Sociolinguistics of Variation and Change

Abstract ID: 451

An acoustic analysis: mapping regional and social variation of the BATH vowel among 'Coloured' speakers of South African English using the FAVE-Toolkit

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The BATH vowel is a distinctive feature of 'southern' English varieties and a socially salient variable within South African English (SAE). While older accounts of SAE describe a marked social stigma around raised and retracted BATH vowel variants (Lanham and Macdonald 1967, 39), more recent research suggests that this is no longer the case. Specifically, Mesthrie, Chevalier and Dunne (2015, 26) report that all social classes in four SAE 'ethnolects' exhibit raised and retracted variants. Their analysis spans five major South African cities (Cape Town, Durban, Johannesburg, Kimberley and Port Elizabeth), revealing the extensive regional variation of the BATH vowel. This paper tests Mesthrie et al's (2015) main claim regarding the variety of SAE spoken by 'Coloured' speakers (CSAE): BATH is realised lower and fronter in Johannesburg, compared to the other four cities.

Mesthrie et al's (2015) data is reanalysed using a method of acoustic analysis which has since been introduced to SAE, namely the FAVE-Toolkit (Rosenfelder, Fruehwald, Evanini and Yuan 2011). This methodology was introduced to SAE by Chevalier (2016) and it has not previously been used on CSAE. The dataset consists of 50 participants, 10 from each of the 5 South African cities. In total, 2937 BATH tokens are analysed. The results confirm that Coloured speakers in Johannesburg have unraised, front BATH variants, [ä:] and [ä:]. These variants contrast those found in the other cities, where speakers have partially or fully raised and back or 'super-back' variants, ranging between [ä:], [ɑ:], [ɒ:], and [ɔ:]. The reason for this remains unknown and might be described as the 'CSAE puzzle', in reference to Bekker's (2012) South African puzzle. The raised and retracted variants in Cape Town most starkly contrast the variants in Johannesburg.

Gender, class, age and style are included in the analysis, thus going beyond Mesthrie et al's (2015) investigation. The results of these exploratory analyses not only corroborate Mesthrie et al's (2015) claim that raised and retracted BATH variants are no longer stigmatised, but in fact suggest that they are the emerging prestige variants, or at least the unmarked variants in CSAE.

The Reverse Short Front Vowel Shift in South African English

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The South African Chain Shift involved the raising of the short front vowels KIT, DRESS and TRAP when compared to Received Pronunciation (Lass & Wright 1985; 1986). This raising was particularly evident in the speech of middle class white speakers of South African English (SAfE), as well as coloured speakers in the Cape. Recent scholarship suggests that young white South Africans are reversing this raising. In particular, Bekker and Eley (2007) and Bekker (2009) report the lowering and retraction of TRAP. Mesthrie (2012) also reports lowering, retracting TRAP, but also the lowering of KIT and DRESS. In addition, scholars such as Mesthrie (2010) have found post-segregation deracialisation of middle class SAfE.

This paper therefore presents the investigation into the extent to which the reversal of the older South African Chain Shift exists in the speech of white middle class South Africans from Cape Town. In so doing, participants in sociolinguistic interviews are reported on. The Forced Alignment and Vowel Extraction Toolkit was utilised for formant measurement and extraction. Statistical testing via R was performed, including linear mixed-effects modelling and conditional inference trees.

The analysis finds evidence of the reversal of the South African Chain Shift in the speech of participants under the age of 30. In particular, speakers aged between 18 and 25 participate the most in lowering KIT, DRESS and TRAP. Moreover, the short front vowels are retracting in the speech of younger Capetonians, indicating that within the process of vowel lowering, further innovation occurs via vowel retraction. The Reverse Vowel Shift is found to be a combination of push and pull chains: the fronting of FOOT causes the lowering of KIT, and the lowering of TRAP causes the lowering of DRESS. The retraction of TRAP furthermore causes the backing and raising of STRUT, such that an anti-clockwise rotation of the short front vowels (barring LOT) is evidenced in SAfE.

The Reverse Vowel Shift evident in Cape Town is similar to trends observed in California, Canada, southeast England, Ireland and Australia. This illustrates the effects of globalisation on English in South Africa, though internal motivations are also responsible.

Semiotics and cultural pluralism: A consumers' appraisal of food branding discourses in Zimbabwe.

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Many African countries have been struggling to shake off the shackles of colonisation in many ways. One obvious remnant of colonialism in Africa is the continuous promotion of English as the main language of business, while marginalisation of indigenous languages and cultural subordination continue. Despite the fact that food and gastronomic values of a country are undoubtedly distinguished assets of cultural identity and marketing markers, most of the food products found in Africa are still branded in English. Against this backdrop, the new constitution of Zimbabwe has made provisions for not only acknowledging the usage of indigenous languages in public domains but revitalising them as well. In response to this, several businesses have found an opportunity to both help the government revitalise the local languages and also relate to their consumers through food branding. Using stimulus texts interviews based on several semiotics used to brand the food products in selected foodscapes in Harare, this paper investigates the perceptions of consumers on emerging localised food branding practices and discourses. Using elements of critical semiotic discourse analysis, the paper divulges the kinds of meanings that consumers attach to food branding discourses. It reveals the nuances of understanding locality and eating as political in addressing both language revitalisation and promotion of a multicultural identity of a country in a globalised world.

Swabian: thriving or dying? Language variation and change over 35 years

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Auer (2005) defines a typology of standard/dialect constellations for Europe to explain changing language repertoires and calls for empirical research to analyse the transitions and establish the boundaries between varieties. To answer this call, this research looks at the Swabian dialect in southwestern Germany, which is changing from a diglossic (high-low varieties) to a diaglossic (a continuum of intermediate varieties) situation, offering the opportunity to analyse the linguistic changes involved in the transition.

Following the variationist sociolinguistic paradigm, this paper presents the results of a 35-year panel study of 15 Swabian speakers who were interviewed in 1982 and 2017. Three phonological and three morphosyntactic variables were analysed to assess frequency and usage constraints in different stylistic situations. The findings show that, while some dialect features have converged toward the standard, others remain, confirming Britain's (2009:121) claim that dialect attrition 'does not necessarily lead to an overall shift to the standard language' and Auer's (2005) assertion that diaglossic repertoires, while susceptible to leveling, tend to be resistant to change.

To explain these findings, indices of identity, mobility, and social network (Cheshire et al. 2008; Sharma 2011) were analysed and the results show how certain features act as markers in establishing a positive Swabian identity, while others are stigmatised and hence avoided. This study offers new understandings in dialect attrition and provides indicators on the nature and direction of language change.

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Complex networks in language phenomena: From sociolinguistics to language acquisition research

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A growing body of 21st-century research has sought to integrate methods and techniques from different fields of science in order to further our understanding of the world and the governing principles therein. A method which has been increasingly applied in addressing these cross-disciplinary questions is social network analysis (SNA), consisting of investigating social structures through the prism of graph theories. Social networks have been found to play an increasing role in human behaviour and the attainment of individuals. The talk will present the results of two projects applying SNA to language phenomena. One (Paradowski & Jonak 2012) involves exploring the social propagation of neologisms in a Twitter-like microblogging site. We demonstrate that the general lexical innovativeness of Internet users scales not like a power law but a unimodal, that the exposure thresholds necessary for a user to adopt new lexemes from his/her neighbours concentrate at low values, and that, contrary to common expectations, the most popular tags are characterised by high adoption thresholds.

The other project (Paradowski, Ochab, Cierpich & Chen, subm.) investigates the impact of social network structure and 'first world' peer interaction dynamics on L2/L3 learning outcomes in the setting of naturally occurring face-to-face interaction. We find that the best predictor of TL performance is reciprocal interactions in the language being acquired, that output in the TL is a stronger predictor than input, a negative relationship between performance and interactions with same-L1 speakers, a significantly underperforming English native-speaker dominated cluster, more intense interactions taking place between students of different proficiency levels, as well as several other significant outcomes.

Hypotheses will be presented to account for the novel findings. The proposed methodology can provide new insight into the link between social relations, language change, and language acquisition, showing for instance how social network configuration and peer interaction dynamics are stronger predictors of L2/L3 performance than individual factors such as attitude or motivation, and offer novel tools for investigating other language phenomena.

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Spatial change and language practices in Cape Town

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The spatiality of Cape Town has changed considerably over the past years: urban sprawl, implementation of the MyCiTi bus system, rezoning and redevelopment, gentrification, rise in property prices, gang war over turf, desegregation, and rural-to-urban migration all affect the different areas of Cape Town in different ways. This study aims to highlight the spatial changes Cape Town has undergone over the past years, which are potentially affecting language practices, and, thus, should be taken into account when doing sociolinguistic research in Cape Town. The study is based on data collected through recordings and observation following an ethnographic sociolinguistics approach, and complemented with material from social media and newspapers. The analysis undertaken is geared towards accounting for which factors have an influence on language in Cape Town. However, the investigation not only focuses on linguistic constraints, but also on social meaning, indexicalities and style. Results show that space is, indeed, a crucial factor in language variation in Cape Town. On the one hand, more than 20 years after the end of apartheid there are still many traces left from apartheid urban planning (spatial segregation, infrastructure, housing, transportation) that constrain the language practices in use in Cape Town. On the other hand, the post-apartheid (neoliberal) city management and its investments has led to a new spatial development of Cape Town, which in turn shapes the linguistic picture of the city in fundamental ways. This paper aims to propose novel ways of how to factor in the complex dynamic social realities of emerging cities (in the Global South) in sociolinguistic studies.

The simplification of the honorific language use in Japanese

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The honorific systems in Japanese have been simplified over the past few decades (Inoue, 1983). This study aims at illustrating how honorific language use has been changing in the workplace by means of a survey targeting 500 people. Roughly half of the participants are considered life-long employees, while the other half are non-regular workers. It is assumed that the attitude towards honorific language use is different depending on the participants' employment statuses.

In the strict perspective, the two kinds of honorific systems have been conducted in parallel since around the 15th century in the history of Japanese honorific language. The first is the listeners' honorific system. In this system, speakers are supposed to show respect to the upper-status listeners. The second is the referred person's system, which is quite authentic in the Japanese honorific system. In this system, speakers are strongly supposed to adopt honorific language in order to show respect to the upper-status people to be spoken of.

According to the recent survey which the writer has conducted, the above mentioned two kinds of honorific systems can be observed to begin integrating with one other. That is, people seem to be inclined to adopt the honorific forms only when he speaks of an upper-status person to a listener of the upper-status. Whatever upper status the referred person belongs to, speakers recently seem to have a tendency towards using the non-honorific style when they talk with someone who is of the same or lower status as they are. Furthermore, it is noticeable that life-long employed people tend to be more concerned with the referred honorific system than the non-regular workers.

According to Romaine (1994), the Mexican language, Nahuatl, lost its elaborated referred honorific system with the intrusion of the Spanish people. Multipolarization could provide the influence to lapse the honorific system in a speech community.

The effect of the Min dialect and speech genre on the realization of retroflex fricatives in Taiwan Mandarin

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Taiwan Mandarin is the official language of Taiwan. It has two retroflex fricatives, /ʂ/ and /ʐ/, but only the former has a dental counterpart /s/. Most Taiwan Mandarin speakers also have some passive knowledge of Min, a local substrate language which has no retroflex in its inventory, but has either /s/ and /z/ (the [Z] dialect), or /s/ and /l/ (the [L] dialect). Thus, many speakers are inclined to apply deretroflexion to their Mandarin retroflexes due to negative Min transfer, including /ʂ/→[s], and /ʐ/→[z, l, n], especially in spontaneous speech. This study intends to investigate how the Min dialect and speech genre affect the realization of Mandarin /ʂ/ and /ʐ/. Twenty gender-balanced, Mandarin-Min bilinguals were recruited to perform two experiments. The Mandarin experiment had two subparts, read and spontaneous, each including the same five /ʂ/- and five /ʐ/-initial words as stimuli, along with five /s/- and four /l/-initial words serving as controls. For read speech, subjects read from printed Chinese characters as is. For spontaneous speech, the experimenter asked subjects questions to elicit simultaneous responses of the stimuli. The Min experiment was a short story with twelve /z/-initial words embedded. Subjects were required to read the story fluently. Preliminary results showed a prominent Min dialect effect for Mandarin /ʐ/ realization. [ʐ] was more likely to occur among [Z] Min dialect males, while [l] realization was more likely among [L] Min dialect speakers for both genders. For the genre effect, there were more [ʐ, ɻ] and fewer [z, l] realizations in read than spontaneous speech among males. For female, there was a dialectal split. With [Z] Min dialect females, there were more [ɻ] and fewer [ʐ] in read than spontaneous speech, while for [L] dialect females, there were more [z] and fewer [ɻ, l]. As for /ʂ/, females showed more backing in read than spontaneous speech, while no such trend was found among males. The effect of the Min dialect on /ʂ/ realization is still underway. In general, the results of this study seem to imply that cross-linguistic influences in bilinguals are rather dynamic, and are speaker- and genre-dependent.

T[ε]n [ε]ly b[ε]ds in D[ε]ban: scrutinising NURSE in Black South African English (BSAE)

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The pronunciation of NURSE is a significant social marker in South African English (e.g. Da Silva 2007). This paper investigates the production of NURSE in a socially stratified sample of 44 BSAE speakers of the North West Province. Around 1100 tokens of Lobanov-normalised NURSE formant values were extracted and subjected to descriptive and analytical statistics using linguistic variables (L1 language family, context, spelling, speech style) and social variables (sex, age group). Vowel distinction against DRESS was measured by means of Pillai score (e.g. Hay et al. 2006) and Bhattacharyya coefficient (Johnson 2017). Vowel length was compared by raw and normalised vowel duration (Wassink 2006). Across all variables, the acoustic analysis yielded a large overlap of NURSE and DRESS tokens, meaning that the central NURSE vowel [ɜ] was frequently pronounced as the front vowel [ɛ] of DRESS. This result is supported by former studies, such as Van Rooy & Van Huyssteen 2000; Simo Bobda 2000 and Wissing 2002. A closer examination, however, revealed more diversity: of the linguistic variables, speech style is the most decisive one, showing that most participants pronounce NURSE words differently in different speech styles. Of the social variables, age has the biggest influence on vowel quality. The younger speakers exhibit the greatest variation, which ranges from [e], [ɛ] to [ɜ]. Concerning vowel length, duration increases with the degree of formality of the speech style, and NURSE tokens are generally produced longer than DRESS tokens. Again, the younger participants show the biggest contrast in vowel quantity. The divergence of some of the younger participants from a commonly reported feature of BSAE suggests an ongoing language change. Yet, not all young participants show this outcome. This paper provides a comprehensive account of the realisation of NURSE and discusses possible reasons for innovative and retaining language behaviour.

Accent modification as a means to construct a professional teacher identity in Britain

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In Britain, accent is a sensitive topic, with broad regional accents in particular having negative connotations (Coupland & Bishop, 2007). Within primary and secondary teaching, what might the implications be for teachers with such accents? To investigate, I obtained the views of 32 British trainee teachers to understand how their accent plays a role in the construction of a professional identity. From the results, accent modification is required by mentors for teachers from the North and Midlands in particular; for teachers from the Home Counties, accent is rarely mentioned. While the mentors' rationale is to ensure teachers are understood, many teachers feel that it is linguistic prejudice and therefore regard an accent modified for someone else as leading to a fraudulent identity. Moreover, some of the comments can be quite blunt: consider a teacher who resides in the South being told that it was 'best to go back to where you come from' if she couldn't modify to Southern pronunciation.

From the results, there are three broad phonological changes expected:

- Northern/Midlands-accented teachers need to change to Southern pronunciation in words such as bath and bus; thus, a change from [baθ] [bʊs] to [bɑːθ] [bʌs]

- Teachers from the North (e.g. Yorkshire) told to change from monophthongs to diphthongs, thus [goː] becomes [goʊ]

- Glottal stops are avoided; a teacher from South London was told to write 'water' with a capital t (waTer), in order to avoid a glottal stop

Thus, in a climate of respect for diversity and equality, this study is timely as it addresses an area for which equality is not necessarily relevant – that of accent in British teaching. Furthermore, while many British people arguably have an instinct for 'broad' versus more 'general' versions of regional accents, there appear to be no studies which have attempted to explain what this means from a purely phonological perspective. Finally, given that the Teachers' Standards do not mention accent, this study hopes to start a national debate as to whether or not they should, rather than shy away from what can be a potentially complex (and sensitive) topic.

Recent innovations in the English language in Nigeria

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This study has observed the existence of an online variety of English that is computer technology and internet driven in Nigeria. It is shown that new things have happened to the English language in Nigeria. These recent innovations in English in Nigeria can be observed at all levels from primary through secondary to tertiary education and beyond. Data for this study were collected from the Nigerian Punch Online Newspaper readers' comments and the Nairaland Forum. Social media data were collected from emails, internet messaging IM/Chats and Facebook. Content analysis framework was used to identify and code the major observable features of the English now used for online communication. The analysis revealed that Nigerian internet users are part of the global village and the current trends in the language of the internet in other English speaking countries are very much with us. Based on the data collected and analysed for the study, the main conclusion drawn from this study was that what can be considered recent innovations in the English language in Nigeria is the gradual 'colloquialization' of Nigerian English, hitherto described as 'bookish', through the presence of features of technology-driven communication. It can safely be said that this conclusion holds true not only for Nigerian English but also for all varieties of global Englishes.

"Writing becoming more like speech": Exploring the colloquialisation of formal written Afrikaans

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Language is in a constant state of change. One of the forces of language change is the process of colloquialisation, i.e. the integration of spoken features in the written language. Not many studies have been conducted on the colloquialisation of written Afrikaans, and in particular the written Afrikaans of Afrikaans teenagers. The youth are generally regarded as embracing change more easily and tend to use new linguistic variants more frequently than older speakers (Holmes 1992:221). From a sociolinguistic change perspective, colloquialisation is not seen in isolation, but analysed in the context of social change and the specific role that the media plays in democratising the public discourse (cf. Fairclough 1992). The media has the potential to spread linguistic variants across geographical areas, which could lead to greater similarities among dialect speakers. In this study, formal written Afrikaans essays were sampled from grade 10 Afrikaans learners in two different provinces, namely the Western Cape and the Northern Cape. These two sets of data were compared to each other in respect of their vernacular features, as well as the frequency of these features. The preliminary findings indicate that with regard to the vernacular features clear similarities are evident between the two groups, such as direct borrowing from English, use of general colloquialisms, the *saam* + (*met*)-construction, regularisation of the auxiliary verb *het*, and the redundant use of the degree morpheme *mees*. Dialectal features were, however, more frequently used among the Northern Cape learners than the Western Cape learners. The linguistic evidence points to a stylistic shift towards informality in the formal written Afrikaans of teenagers.

Variable benefactive ditransitive constructions: Probabilistic syntax in spoken British and Canadian English

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Recent research shows that spoken data provide a good model of probabilistic syntactic choices (e.g. Bresnan & Ford, 2010; Bresnan & Hay, 2008; Szmrecsanyi et al. to appear). Variation between double object (1a) vs. prepositional dative constructions (with to), (1b), has been a showcase feature, but a similar variable alternation occurs in benefactive ditransitive constructions, as in (2).

(1)   a. Give me some all-dressed pizza.   b. Give some all-dressed pizza to me.
(2)   a. Buy me a beer.   b. Buy a beer for me.

The alternation in (1) is found to have highly regular statistical patterns such that inanimate, nominal and longer arguments, e.g. some all-dressed pizza, as in (1a), tend to occur in the final complement position, adhering to a suite of tendencies described as "harmonic alignment" (Bresnan & Ford, 2010). If harmonic alignment is a universal, the same probabilistic grammar should be true of benefactive ditransitives. Yet varietal differences are reported, e.g. Australian English has more prepositional datives (1b) and tolerates longer arguments in the possessed element than American English (Bresnan & Ford, 2010) and New Zealand English is more sensitive to animacy (Bresnan & Hay, 2008). Will benefactive ditransitives exhibit similar local idiosyncracies?

To answer these questions this paper conducts a comparative analysis of over 500 benefactive ditransitive datives in spoken Canadian (CdnE) and British English (BrE). In order to provide a viable statistical model of the linguistic and social predictors, individuals, and lexical items, mixed effect modelling and conditional inference trees are employed (Team, 2007). The results reveal that the vast majority of benefactive ditransitives are inanimate themes followed by animate possessors, (2b) (94%). The frequency of the prepositional construction by variety (BrE 39%; Cda 42%) is not statistically significant. Nor do the linguistic predictors diverge: e.g. in both BrE and CdnE, NPs and short recipients highly favour the prepositional construction e.g. for me. No sociolinguistic predictors are significant. These findings demonstrate that speakers of these varieties exhibit the same probabilistic grammar, and further that benefactive ditransitive constructions differ from other ditransitives in their greater adherence to universal trends.

What's the difference between RAINbow and rainBOW? Using SSANOVA to model ethnolinguistic variation in intonational contour shape

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As sociolinguists and intonational phonologists have become more interested in understanding intonational variation, there has been an increasing demand for more accurate methods for studying intonational variables (Thomas 2015, Holliday 2016, McLarty forthcoming). Within sociolinguistics, scholars have long observed that intonational variables may be especially important in understanding how listeners engage in ethnic identification and linguistic prejudice, though this type of variation is still relatively poorly understood and rarely quantified (Spears 1988, Thomas and Reaser 2004, Thomas 2015). To date, the most common method for studying intonational variation in American Englishes has been to employ the MAE-ToBI framework of Beckman and Ayers-Elam (1997), though this model is phonetically underspecified, and is limited in its usefulness in describing non-Mainstream U.S. English (MUSE) varieties. The current study seeks to examine differences in intonational contours and phrasing in a corpus of speakers of Mainstream U.S. English (MUSE) and African American Language (AAL) using a new methodological framework. Building on the work of Morrill (2015), the study uses a smoothing spline analysis of variance (SSANOVA) to compare the intonational contours of identical reading samples (the Rainbow Passage) produced by 20 speakers of MUSE and 20 speakers of AAL in New York City. Results indicate that in general, AAL speakers show more pronounced differences between the low and high points of their intonational contours than the MUSE speakers, and the general shape of the contours also differs between the two speaker groups. Additionally, the AAL speakers show greater variance in their realizations of boundary tones than the MUSE speakers, providing further evidence that previous methods of examining intonation in AAL, such as using the MAE-ToBI framework (Beckman and Ayers-Elam 1997), may not adequately capture differences in the contour inventory and realization of pitch objects in non-MUSE varieties. These results show that SSANOVA is a promising new methodology for reliably examining and describing inter-variety intonational differences, without over-relying on researcher judgments. SSANOVA is therefore a valuable tool for systematically examining intonational variation, which may be useful in future work on both the production and perception of AAL by speakers and listeners.

The evolution of a dialect feature: Glottalization in Vermont from the 1930s to the 1990s

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Previous studies on dialect variation in Vermont have demonstrated that glottal stop replacement of /t/, often accompanied by laryngealized vocal quality, is a robust feature of the dialect. It was found in speakers of all ages but most frequently in high-school-aged speakers (15-18 years). 9-year olds and the parents of these two groups were next, and the oldest speakers (above 50) and youngest speakers (4- and 5-years-old) had the fewest. All of the speakers, as is common throughout the U.S. and many other English-speaking communities, produced glottal stop reinforcements. The fact that glottalization was found in Vermont was not surprising, given that the most popular answer to the question, "What is Vermont speech?" was that Vermonters "drop their t's". The feature was strongly associated with rural identity. Although this past work provides a look at this socially-relevant feature in the present day, it does not give insight into its origin or course in Vermont's history.

The current study seeks to focus on exactly this question. Sound files from 12 Vermonters (all but one over 60 years old), collected in the 1930s by Miles L. Hanley (ADS), were examined and compared with 1990s speakers. All speakers were working class. Tokens containing word-medial and word-final /t/ (approximately 300 per speaker) were coded. In addition, 10% of the tokens were examined using Praat for the presence of a release burst, laryngealization, and voicing. The results were consistent: for the 1930s speakers, released alveolar /t/ was much more likely to occur than all of the other variants. Glottal replacement was absent except in the youngest (22-year old) speaker, and reinforcement was produced at about half the rate of released /t/. Flap and deletion remained virtually unchanged in frequency since 1930. Results suggest that glottal replacement may have originated during or shortly after the 1930s, and that the array of /t/ variants has over time changed with glottalization emerging at the "expense" of released /t/.

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'All things Rainbow': A lexical-semantic analysis of the language of the Lesbian, Gay Bisexual and Transgender (LGBT) communities in Nairobi County, Kenya

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Research in language has demonstrated the ability of certain groups of speakers to reject the normative communicative model, hence coming up with their own linguistic variety. This is done for a variety of reasons, among them, forging an identity. In such a case, a group of speakers would see themselves as unique from the mainstream and would express their peculiarity through the use of lexical items (often not common in the mainstream language). The lexical items are often marked and their interpretation is confined within the group, thereby creating a speech community of sorts. This paper draws from the findings of a larger study that sought to undertake a lexico–semantic analysis of the language of the Lesbian, Gay, Bisexual, and Transgender (LGBT) speech community in Nairobi, Kenya. Using data extracted from 44 purposively sampled participants who were members of the LGBT community, the paper illustrates how language is manipulated by members of this community to not only reinforce their identity but also to conceal their discourse from the mainstream language users. This is deemed important since, in Kenya, the LGBT is often perceived as an object of scorn and derision by the larger majority and lacks constitutional protection. Guided by Carol Myers-Scotton's (1993) Markedness Model (MM), the paper delves into the nature of their lexical markedness, as well as the underlying social forces at work within their wider linguistic community.

Putting the /t/ in politics: Omarosa and hyperarticulated /t/

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Scholars have argued that released or hyperarticulated /t/ indexes intelligence, is used in more professional contexts, and indexes emphasis and strength in discourse (Bucholtz 1995, Podesva 2006, Eckert 2008b). Podesva et al's (2015) study on released /t/ demonstrates that even in a subject pool balanced for gender, race, regional accent, and political affiliation, women politicians use final and medial released /t/ more than their male counterparts.

This study looks at the speech of conservative American politician Omarosa Manigault and her use of hyperarticulated final /t/. Variable proportions in how final /t/ is articulated function as an index, allowing speakers significant performative flexibility. American politician Condoleezza "Condi" Rice's use of hyperarticulated /t/ has also been studied (Podesva et al 2012). Though Condi and Omarosa are both black female conservatives, they are quite different, Condi having worked in politics her entire career, while Omarosa has no formal training in politics. While Condi's speech reflects "neutrality and standard language" (Podesva et al 2012), Omarosa's speech indexes a different kind of conservative performance, one rooted in a more populist framework.

The data consist of word-final /t/ realizations within a 15-minute interview of Omarosa on The View. Realizations of the variable were auditorily coded, with a total of 41 realizations of hyperarticulated /t/ relative to 40 /t/ unreleased realizations. Overall, Omarosa hyperarticulated 50.6% of the time in this interview.

I show that Omarosa's use of both hyperarticulated /t/ and unreleased /t/ can be linked to specific factors such as particular socio-lexical items (buzzwords from the Trump administration), target audience (the Black community versus America at large), and spontaneous speech versus more prepared remarks. This variation endorses the conclusion that realizations of a feature can vary based on a speaker's opinions about the topics being discussed (Schilling-Estes 2004). Through the calibrated use of these variants of /t/, Omarosa indexes intelligence and professionalism, as has been found in previous research. However, her use of unreleased /t/ while discussing topics such as her upbringing in the projects or her fiancé, allows her to index a more populist stance, thereby constructing an identity designed to resonate with multiple audiences.

On regional sociolinguistic variation among "Coloured" people in South Africa

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This paper consolidates recent work on the English of people formerly classified "Coloured" in South Africa, showing the intricacies of ethnic, social and regional layers not just in this community (or set of communities) but to some extent in South African English overall. Core work of a sociophonetic nature has concentrated mainly on Cape Town, arguably the main base of the Coloured communities of South Africa (Wood 1987; Toefy 2014). Mesthrie (2012) and Mesthrie, Chevalier and Dunne (2015) opened up new vistas in showing robust regional differentiation in 5 cities (Cape Town, Port Elizabeth, Kimberley, Johannesburg and Durban), in the variables (t), (d), (th), (dh) and (a:). The present paper extends this work by asking what salient similarities and differences exist among Coloured people in these cities in respect of (a) short front vowel raising, (b) long back vowel raising. Data comes from the CSAE project at the University of Cape Town, which has a corpus of acoustic data sorted by forced alignment (FAVE) methods. Our preliminary analysis shows Johannesburg to be structurally different from the other cities for these variables. The ICL20 paper will give the relevant statistics, using R.

Community identity mediated discourse patterns: A study of speech variations in the Mappila dialect of Malayalam

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Language is a potential tool for constructing and constraining the identities of individuals in communication. Speech patterns convey who is involved in the communication event and define the boundary between 'you or them' and 'I or us' (Evans 2014). The choice of linguistic elements in speech patterns of individuals is largely mediated by how they wish to depict their identity (social and personal) and thereby creates variations in the individual language patterns within the same speech community in various contexts (Labov 2001, Trudgill 2002, Turner 1982 et al). This paper deals with the question of how the community identity of individuals influences the choice of linguistic elements and how they modify the discourse pattern, through an analysis of the linguistic choices of Mappila dialect speakers in various speech contexts.

The Mappila dialect has a large number of borrowed lexical items and phrases from Arabic, Persian and Urdu (Asher and Kumari 1997, Devy 2015). This borrowing is intertwined with religious practices and portray community identity of the speakers. This paper analyses variation in the choice of a Mappila dialect speaker's discourse patterns while speaking to a member of the same community and to a person from another community in different contexts (formal, informal, religious gathering etc). Speakers of the Mappila dialect use more borrowed expressions when they talk with members of their own community, asserting their identity within the community.

Speech patterns are analyzed by classifying the speakers into five groups according to their age and exploring variations in speech samples from different contexts. We found a clear pattern of variation in speech on the basis of the environment and topic of discourse. The existing knowledge about similar patterns in other language communities is used to reiterate that the pattern of variation is clearly an indicator for the link between solidarity and community identity of the speakers, and establishes the influence of identity consciousness imposed on the linguistic choice of the individuals for the broader understanding of the process of language variation.

When context shapes grammar: Stylistic flexibility in the English genitive alternation

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We examine quantitative differences in the constraints on the genitive alternation ("the president's decision" vs. "the decision of the president") across five written genres of 20th century American English. We argue that variation of this kind is a manifestation of complex style switching, and discuss how our findings speak to theoretical issues regarding the relation between cultural, contextual, and cognitive forces shaping quantitative variability in language usage across styles.

Data were drawn from five genres found in the Brown (1960s) and Frown (1990s) corpora of American English - Press reportage, Non-fiction (memoirs), Learned, General fiction, and Adventure fiction. We extracted 5098 genitive tokens (Brown N = 2497; Frown N = 2601) and annotated for factors known to condition the choice of genitive variant. These include: the length of the possessor and possessum; the semantic relation between possessor and possessum; the presence of a final sibilant on the possessor; and the animacy, frequency, givenness, and NP type of the possessor. Bayesian mixed-effects logistic regression models were used to assess the influence of these factors on genitive choice, taking into account author-specific variability in use of the two variants.

We find sizable differences across genres in the influence of possessor animacy, which has a significantly weaker effect in journalistic writing than other genres. Additionally, we find that the relative ranking of this constraint is lower in Press, and that in general, the relative constraint rankings vary noticeably across genres. Within genres, there is little intra-author variability in the constraint effects, however, inter-author rates of genitive use vary considerably across genres; Fiction writers vary the most, while journalists vary the least.

We interpret these patterns in Press writing as reflections of journalists' semi-conscious move toward more economical and colloquial modes of expression, a move that can have social significance. But the variability we observe does not imply that we are dealing with distinct, genre-specific grammars, as we assume a usage-based approach to grammar in which the multiple-grammar model is ill-defined. Such findings instead suggest a model of grammar in which situational/stylistic cues can directly shape the influence of internal constraints on users' choices.

Whither Canadian Raising?

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'Canadian Raising' (CR), the higher realisation of onsets in /aw/ and /ay/ before voiceless consonants (Chambers 1973, 2006), is a distinctive and longstanding characteristic of Canadian English. However, there is concern that it is disappearing under pressure from U.S. English and the increasing ethnolinguistic diversity of Canada's largest cities.

This paper examines the present and future of CR in Toronto, making use of a corpus of sociolinguistic interviews collected as part of a project investigating the city's ethnolinguistic landscape (Hoffman & Walker 2010). From interviews with 106 speakers stratified according to generation, ethnic background (British/Irish, Chinese, Italian, Portuguese, Punjabi) and sex, we extracted 85,819 tokens of /aw/ and /ay/ and measured the F1 and F2 values at the one-third point of each vowel. Comparing across phonological contexts (pre-voiceless vs. other), we used mixed-effects linear regression to assess the effects of social characteristics on the F2 values (representing vowel height) and the Cartesian F1-F2 distance.

Given their status as non-native speakers of Canadian English, first-generation immigrants unsurprisingly show little evidence of CR. There is some evidence that CR is weakening across (apparent) time, as younger British/Irish-background speakers have fewer differences across phonological contexts than their older counterparts. Among younger speakers, there is a complicated interaction between ethnic background and diphthong: for /ay/, all ethnic groups show a clear maintenance of CR; for /aw/, the more established ethnic groups (Italian, Portuguese) are more likely to maintain CR than the more recent groups (Chinese, Punjabi). The results for /aw/ are further complicated by the operation of /aw/-fronting, which is also conditioned by ethnic background. These results suggest that, while CR may not be as robust as it was in the past (at least, in Canada's largest city), the feature shows no signs of disappearing from Canadian English just yet.

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Language contact in the Soninke and Mandinka Islamic Manuscripts

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The Mande languages, Soninke and Mandinka, spoken in the large Senegambian region, were written in Arabic-based script (Ajami). They are attested in interlinear annotations in manuscripts with popular Arabic texts on Islamic law, theology, and Qur'anic exegesis. The manuscripts were produced by Muslim scholars sometime between the late 18th and 20th centuries. Soninke is used as the main language of translation and commenting, whereas Mandinka is present in an additional layer of annotations or in colophons. The Soninke language represented in the majority of these manuscripts differs from the known spoken dialects. One of the distinctive traits is a sporadic drop of the uvular /x/ in the position between two identical vowels. The consonant deletion predominantly occurs between two /a/. The intervocalic /x/ is also dropped in the Soninke content and function words, which are cognate with Mandinka: S. /maxa/ => <maa> - M. /ma/ 'on', S. /nuxunne/ => <nuune> - M. /nun/ 'nose', etc. In my paper, I will argue that such elision, as well as other linguistic features of the Soninke of annotations, most likely result from a complex interaction between the two languages, Mandinka being the first language of the scribes, and thus influenced the way they wrote in Soninke. At the same time, the linguistic peculiarities of Soninke serve as evidence that it was formally acquired by non-Soninke speakers and was used as a language of educational instructions.

Relation between domination of discourse markers and bilingualism proficiencies: Turkish discourse markers in Kurmanji utterances

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Functional and pragmatic employments of discourse markers in multilingual communication are well defined by the studies (Schiffrin 1987; Rehbein 2004, etc.). Thus, studies on discourse markers (DMs) in multilingual settings prove that these markers have strong transferability by the recipient languages (Rooji 2000; Torres and Potowsky 2008 etc.). DMs have different natures and aspects from language to language and these features also depend on sociolinguistic conditions of people in multilingual settings. Language contact makes transferability of markers possible, but their practises are saliently related to the level of language proficiency, in addition to their functions in the language of origin. DMs used in Turkish, *yani* 'I mean', *ya* 'well', *hani* 'you see', and *ha* 'indeed', are assigning a new discursive environment within Kurdish-Turkish bilingualism. A recent study reveals that different elements in Kurdish are also serving as a representation of the level of bilingualism. The most referenced items for child bilinguals with less proficiency in Kumanji include *şey*, *bir şey* 'thing, something' as fillers, and *sonra* 'later', *ondan sonra* 'later on', and *önce* 'before' as time deixis. Personal deixis may function like DMs in a bilingual context. Searching for symbolic field in verbalising process, reasoning for multiple use of personal deixis: *Ez, mın* 'I' and *ew wê/i* 's/he' both in oblique and nominative forms. These occurrences were obtained from a European Union research project (Approaches to Multilingual Schools in Europe 'AMuSE') that we took a part for its experimental applications in Turkey ((http://amuse.eurac.edu/en/home/default.html). In this study, differentiated nature of Turkish DMs will be investigated depending on the language proficiencies of bilingual Kurdish speakers in Turkey. DMs not only serve the functional and pragmatic purposes of discourse or directing speakers for codeswitching. They are also clues for understanding bilinguals approaches towards other bilinguals in a certain society, that they have interactions. Different levelled bilinguals' discourses will be resources to investigate that claim.

Exploring semiotic remediation in performances of stand-up comedians in post-apartheid South Africa and post-colonial Nigeria

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Stand-up comedy is one of the prevalent communicative genres in our contemporary society as comedians (comics) stand in front of the audience to humorously demonstrate talk and action, thereby transmitting messages to their audiences. Comedians weave together multiple communicative modes besides language to ridicule every aspect of society. Our contemporary world is characterised by the popularity of stand-up comedians who have cached a niche of a booming industry of performers and presently encouraging a growing proportion of devotees into the art (Stebbins, 1990). The focus of the study therefore is not merely about how stand-up comedians create humour, but critically, how comedians cross socio-cultural taboos and boundaries with little or no social sanctions. In view of this, the communicative trajectory of the reframed everyday topical issues and how the comedians in this study re-enact the talks or deeds of others were addressed. As such, the intricacies of the twists, exaggerations, impersonations, language modifications and all other embellishments inherent to stand-up comedy performances are identified. I explore the interconnectedness of multimodality, resemiotisation and semiotic remediation in the analysis of the data to determine that stand-up comedy is a social communicative practice. I selected audiovisual recorded performances of Trevor Noah and Loyiso Gola from South Africa, and Atunyota Akporobomeriere (Ali Baba) and Bright Okpocha (Basket Mouth) from Nigeria. I used multimodality theory to 'read' the images and the performance, that is, the symbolisms in various artefacts and props, gestures, actions, body movements, facial expressions, music, and sound as text. I used the notion of resemiotisation to highlight how the comedians' meaning-making shifts from context to context, from one mode of communication to another, from practice to practice. I used the concept of semiotic remediation to account for how these comedians re-use other people's words, frequently re-perform others' gestures and actions, repurpose objects, represent ideas in diverse media and thus restructure both their environments and themselves.

The colour of liquid: /l/ in South African English

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The impressionistic literature on South African English (SAfE) displays disagreement with respect to the phonetic quality of /l/ in this dialect, or, more particularly, in relation to the quality of the allophones of this phoneme in onset and coda position. Lass (1990; 1995; 2004), in particular, makes the claim that SAfE displays a typically 'Southern' clear-dark /l/ allophony, with neutral to palatalized (i.e. generally clear) /l/ in onset position, but dark /l/ (anything from velarised to pharyngealized) in coda position. This position has become the standard one, echoed, for example, in Bowerman (2004).

This is, however, in contrast to almost all previous pronouncements on the matter. Thus Lanham (1967: 65; 98) concludes that /l/ in SAfE is clear in all positions, with Wells (1982: 617) agreeing i.e. that "South African English is not really dark in any environment" but always clear or neutral. Even the recent Trudgill (2004: 79) adopts the same position.

The research on which this paper is based attempts to clarify the above-mentioned discrepancy i.e. to determine what the status of SAfE /l/ is on the basis of a large sample of recordings as well as modern acoustic phonetic techniques; but also to discover what the source of the discrepancy might be (barring simple error). In this regard, it investigates the possibility that SAfE might have undergone sound change with respect to /l/. It does this by drawing on a sample of 50 GenSAfE speakers from Cape Town, ranging from 18 to 80 years of age, almost evenly split for gender. Each participant was recorded taking part in a sociolinguistic interview, subsequently prepared for analysis using the Forced Alignment and Vowel Extraction suite (Rosenfelder, Fruehwald, Evanini & Yuan 2011).