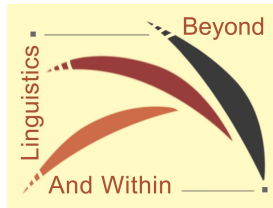


International Linguistics Conference in Lublin



## **Linguistics Beyond and Within**

*Challenging Ideas and Innovative Applications*

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## **Book of Abstracts**

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# Keynote Speakers

**Jacek Witkoś**

*On phase theory and Polish nominals*

Adam Mickiewicz University, Poznań, Poland

This contribution constitutes a part of the debate concerning the phase status of nominal projections, specifically in Slavic (cf. Bošković, 2005, 2012; Matushansky 2005; Danon 2011; Carstens 2000; Rutkowski 2002, Citko 2014, etc.). I intend to reach three objectives; (a) show that certain case marking properties internal to Polish nominals indicate that they do not observe the Phase Impenetrability Condition (PIC), in that the complement domain of the top projection of the Traditional Noun Phrase (TNP) is still available for operations of narrow syntax at the derivational stage when the verbal projection is formed; in brief, the transfer of this domain to PF/LF is delayed. (b) I will try to match these observations with current views on the internal structure of Slavic nominal phrases (Bošković 2012, 2013) and (c) I review arguments for treating Polish nominal as PF/LF phases (Matushansky 2005; Citko 2014; Marušič 2005, 2009).

The relevant data base concerns the so-called Genitive of Quantification (GoQ): in Polish (and Russian) numerals higher than five ( $Q_H$ ) require the following nominal complement to appear in Genitive but only when these  $Q_H$ Ps are placed in positions of the structural case (Nominative and Accusative, cf. 1). In oblique cases  $Q_H$  behaves like any other adjectival modifier and agrees with NP in case:

(1) pięć miłych aktorek ( $[_{QHP}[five]_{ACC} [nice\ actresses]]_{GEN}$ )

(2) pięciu miłym aktorkom ( $[_{QHP}\ five\ nice\ actresses]_{DAT}$ ).

Accounts of this phenomenon involve either countercyclic operations or considerable look-ahead (cf. Babby 1987; Franks 1994, 1995; Przepiórkowski 1999; Bobrowski 1998; Rutkowski 2002; Bailyn 2004, etc.). Frequently,  $Q_H$  in oblique cases is treated as AP (specifier/modifier) but in structural cases  $Q_H$  is taken to be a case/Genitive assigning head. This raises obvious problems for the phase-based derivation, on the assumption that maximal nominal projections are phases (cf. Bošković 2012, Svenonius 2004, Citko 2014):

(3)  $[_{VP}\ V\ [_{VP}\ V\ [_{QHP}\ Dem\ Q_H\ [_{NP}\ N]]]]$

On the strength of the PIC, at this stage of the derivation the complement to  $Q_H P$  should no longer be available to processes of narrow syntax, as it does not occupy the position of the edge of the nominal phase (here  $Q_H P$ ):

(4) Phase-Impenetrability Condition

- a. The domain of H is not accessible to operations at ZP (with ZP the smallest strong phase), only H and its edge are accessible to such operations (Chomsky 2001: 14).
- b. Interpretation/evaluation of phase  $\alpha$  takes place uniformly at the next higher phase, i.e.  $Ph_1$  is interpreted/evaluated at the next relevant phase  $Ph_2$  (Chomsky 2001: 13).
- c.  $[_{ZP} Z \dots [_{HP} \alpha [H YP]]]$  with ZP and HP as strong phases (Chomsky 2001: 14)

Any relation between  $v$  and  $Q_H$  should have no bearing on the subsequent morphosyntactic shape of NP which should have been spelled-out (removed from the active derivational window) by then. Yet, the derivational status of (3) changes if the maximal nominal projection (here  $Q_H P$ ) is not a phase, its complement is in the active phase and the structure delimited by  $vP$  on the left and NP on the right constitutes a single derivational space. Consequently, the relation between  $v$  and  $Q_H$  may lead to a shift of N into Genitive, as phase internal countercyclic relations are allowed as long as their output (representation of the phase at the next phase level) meets the PIC (cf. Chomsky 2001, 2008). A potential counterargument to this proposal may treat the GoQ as a default case provided by the morphological component on the PF branch of the derivation, when the NP in (3) is removed from the ‘live’ derivational window, hence the countercyclic and PIC-defective nature of the derivation in (3) may be only apparent. However, there is evidence that the NP is still accessible to narrow syntax as its sub-constituent (the prequantifier demonstrative/wh-phrase in Genitive) remains in the active derivational workspace:

- (5) a. Spotkałaś tych/których pięć aktorek.  
 met<sub>2SG.FEM</sub> these<sub>GEN</sub>/which<sub>GEN</sub> five<sub>NOM/ACC</sub> actresses<sub>GEN</sub>
- b.  $[_{QHP}$  tych/których pięć $[_{NP}$  tych/których aktorek $]]$   
 these/which five ~~these/which~~ actresses
- c.  $[_{TP}$  tych/których pro spotkałaś  $[_{QHP}$  tych/których pięć $[_{NP}$  tych/których aktorek $]]]$   
 these/which (you) met ~~these/which~~ five ~~these/which~~ actresses

The Genitive form of the demonstrative/wh originates within the NP and is subsequently moved to a position at the edge of the  $Q_H P$  (cf. 5a-b), from which it can move further out of the nominal projection (cf. 5c). The sequence of derivational steps for (5) appears to be: (i) valuation of Accusative on  $Q_H$  when  $vP$  has been built, (ii) valuation of Genitive on N plus case spread within its projection (yielding these<sub>GEN</sub>/which<sub>GEN</sub>) and (iii) movement of the demonstrative/wh (a sub-constituent of NP) to  $[\text{spec}, Q_H]$ . For this sequence to hold NP cannot be spelled-out

at stage (ii) and must be available for Attract, a core operation of narrow syntax. I conclude that a numerically quantified phrase cannot be a phase as in (5).

The second part of the analysis refers the derivation in (5) to a wider context of extraction out of the left branch of nominal expressions (LBE):

- (6) a. \*expensive /those<sub>i</sub> he saw [<sub>DP</sub> 0 [<sub>NP</sub> t<sub>i</sub> [<sub>NP</sub> cars]]] (English)  
 b. doroguju/tu<sub>i</sub> on videl [t<sub>i</sub> masinu] (Russian)  
 c. drogi/tamten<sub>i</sub> widział [<sub>NP</sub> t<sub>i</sub> [<sub>NP</sub> samochód]] (Polish)  
 d. \*ruchliwej<sub>i</sub> widział [<sub>NP1</sub> t<sub>i</sub>' [<sub>NP1</sub> róg [<sub>NP2</sub> t<sub>i</sub> [<sub>NP2</sub> ulicy]]]

LBE seems to be determined by two principles; the PIC and Anti-Locality:

(7) Anti-locality (AL):

Movement from a complement to specifier position of the same head/phrasal head is banned (Abels 2003) or *Move* needs to cross at least one full phrasal boundary (maximal projection) (Bošković 2005).

The joint application of PIC in (4) and Anti-locality in (7) yields the following results: in NP-languages extraction from the left branch of simple nominal is allowed, as the adjective is placed at the edge of the nominal phase and is accessible to probing/attraction from the outside. In DP-languages the ban on extraction is predicted by either principle: if the movement of the adjective on the left branch proceeds via [spec,D], the edge of the phase and the escape hatch, Anti-locality strikes this example out, as the movement path is too short and does not span even a single maximal projection (NP is only the upper segment and D' does not count, cf. 8a); if the movement of the AP were to proceed outside of the DP in a single step, the PIC would strike this derivation out as only the phase edge ([spec,D]) is visible to further computational operations beyond DP, cf. (8b). Interestingly, the so called deep LBE (cf. 6d), so a movement of a modifier from an NP complement to another NP is also struck out the conspiracy of both principles, if the maximal projection of the nominal is a phase, as the movement in (8c) is too short and violates Anti-Locality:

- (8) a. \* [<sub>DP</sub> AP<sub>i</sub> [<sub>D'</sub> D [<sub>NP</sub> t<sub>i</sub> [<sub>NP</sub> ...]]]]  
 b. \* AP<sub>i</sub> [<sub>DP</sub> [<sub>D'</sub> D [<sub>NP</sub> t<sub>i</sub> [<sub>NP</sub> ...]]]]  
 c. \* [<sub>NP1</sub> AP<sub>i</sub> [<sub>NP1</sub> N<sup>1</sup> [<sub>NP2</sub> t<sub>i</sub> [<sub>NP2</sub> N<sup>2</sup> ]]]]]

Yet, the extraction of the prequantifier in (5) above seems to be a *prima facie* case of (8a), which requires a slightly different analysis. The grammatical extraction of the prequantifier (adjectival thus modifier-like) in Polish/Russian calls for some additional projection in the complement domain of Q<sub>H</sub> that properly dominates the demonstrative:

- (9) a. [<sub>QHP</sub> Q<sub>H</sub> [<sub>FP</sub> F [<sub>NP</sub> Dem [<sub>NP</sub> N...]]]
- b. [<sub>QHP</sub> tych [<sub>Qh</sub> siedem [<sub>FP</sub> F [<sub>NP</sub> tych [<sub>NP</sub> dziewczynek]]]]]  
 these-GEN seven-ACC these-GEN girls
- c. tych spotkałem wczoraj [<sub>QHP</sub> tych [<sub>Qh</sub> siedem [<sub>FP</sub> F [<sub>NP</sub> tych [<sub>NP</sub> dziewczynek]]]]]  
 these-GEN met-1SG.MASC.PAST yesterday these-GEN seven-ACC these-GEN girls

The discussion above indicates that grammars of Slavic languages have at their disposal two structures for nominal projections: one shown in (6c-d) and the other in (9a) (cf. Bošković 2013).

Part three of the presentation focuses on properties of Polish nominal projections as LF/PF phases, with emphasis on the non-simultaneous Spell-out hypothesis of Marušič (2005, 2009).

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## Alexander Grosu

### *Transparent Free Relatives as counterpart-denoting constructions – their syntax and semantics*

Tel Aviv University, Israel

This talk will address the syntax and semantics of Transparent Free Relatives (TFRs) like (1) from a partly novel perspective.

- (1) a. [What may well be **a meteorite**] has just landed on my roof.  
 b. Bill is talking to [what seems to be **my cousin Mary**].

Numerous analyses of TFRs have been proposed in the earlier literature, and they form two broad classes insofar as their syntactic headedness is concerned: [A] Analyses that view the bracketed structure in data like (1) as ‘headed’ in some way by the boldfaced phrases, with non-negligible differences among analyses, and [B] analyses that assign to TFRs the exact gross configurational structure of ‘ordinary’ Free Relatives (FRs) (distinguishing between the two constructions in other ways).

This talk will offer novel semantic and syntactic argumentation for the view that only analyses of type [B] are viable, and that type [A] analyses are untenable.

**Jolanta Szypra-Kozłowska*****Girls talk, boys talk. The use of expressive adjectives by Polish children and teenagers.***

Maria-Curie Skłodowska University, Lublin, Poland

The paper analyses the use of expressive adjectives by Polish schoolchildren and teenagers, approached from the perspective of gender linguistics. First, it characterizes the basic tenets and a brief history of research into language and gender, carried out both in Poland and other countries. Next we report on an experiment, in which 130 young Poles provided a list of adjectives to describe six different events / situations calling for bipolar descriptions (*beautiful – ugly, good – bad, pleasant – unpleasant*). This was done in order to examine whether there are significant quantitative and qualitative gender-related differences in the choice of expressive adjectives made by boys and girls as well as to verify some claims concerning this issue found in the relevant literature. It is demonstrated that both genderlects contain expressive forms, but differ in the frequency of the employed types of items; girls tend to use more poetic, lofty and endearing forms than boys whereas boys are more prone to employ slang, vulgar and jocular expressions than girls.

**Pavol Štekauer*****Word-formation strategies: a competition between semantic transparency and economy of expression***

Pavol Jozef Šafárik University, Košice, Slovakia

One of the fundamental postulates of cognitive linguistics is that of a scalar nature of linguistic categories and phenomena. In an onomasiological approach to word-formation this principle can be manifested, *inter alia*, by the scalar nature of word-formation strategies when assessed in terms of two competing tendencies, i.e., the tendency towards the semantic transparency of new complex words and the tendency towards economy of expression. The paper evaluates these tendencies on the basis of the concept of onomasiological type which results from the interaction of two levels of the act of naming, the onomasiological structure and the onomatological structure. This interrelation is mediated by the Morpheme-to-Seme-Assignment Principle. This theoretical framework establishes the conditions necessary for the implementation of an experiment described in the second part of the paper. The experiment includes three sets of tasks aimed at forming potential Agent names in English and in each of the experimental languages, including Slovak, Hungarian and Bulgarian. Each language is represented by forty informants. In addition to the basic question of the experiment, i.e., which of the tendencies is dominant in this field of word-formation, the experiment makes it possible to answer additional research questions, in particular, whether a naming

strategy is influenced by one's mother tongue and whether there is any relationship between the word-formation system of a language and the preferred onomasiological type.

## **Aidan Doyle**

### ***Codifying unwritten languages – the case of Irish***

University College Cork, Ireland

In Europe there is a long tradition of recording linguistic data in writing, and it is difficult to conceive of a modern society functioning without the possibility of written communication. Outside the First World, however, many regional languages exist with only a very recent written tradition. In the words of two linguists working on endangered languages: 'Most languages of the world are unwritten, not recognized officially, and restricted to local community and home functions' (Nettle and Romaine 2000: 32).

Irish does not fit neatly into either of the above categories. On the one hand, the earliest records for this language go back to the 9<sup>th</sup> century. On the other hand, a thousand years later, in the 19<sup>th</sup> century, out of a population of c. 4 million speakers of Irish, only a few thousand could read and write this language. The rest of the Irish-speaking community was not illiterate, but the prevailing bilingual diglossia meant that people tended to read and write in English only.

In the period 1870-1922 an attempt was made to revive Irish, and to make it the dominant language of everyday life. One of the tasks facing the Revivalists was the codification and reform of the written language. This talk discusses the work that was done in this period, including the various disputes and problems that arose. It is hoped that the presentation will stimulate interest in and discussion of issues which are still of paramount concern for many of the world's languages, particularly those under threat from bigger languages like English, Spanish, or Russian.

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# Oral and poster presentations

**Rafal Augustyn**

*Shifts of perspective in specialised translation: A cognitive linguistic perspective*

Maria-Curie Skłodowska University, Lublin, Poland

According to Langacker (2000), speakers manifest the ability to mentally construe the same situation in alternative ways, thus the very wording that we select in order to encode a situation linguistically rests on the manner in which the situation has been mentally construed or, to use Langacker's terms, *conceptualised*. The notion of construal is a multifaceted phenomenon and is dependent on a number of distinct human cognitive capacities and dimensions. One of them is *perspective*, which involves a number of phenomena (vantage point, reference point, mental scanning, subjectivity etc.) pertaining to the organisation of a conceptualised scene in terms of stable settings with dynamic participants (cf. Langacker 2008).

If we assume, following Lewandowska-Tomaszczyk (2010), that the act of translation is a series of *re-conceptualisations* performed by speakers/conceptualisers, with one particular stage being the translator's re-conceptualisation of a source text into a target text, one of the most problematic challenges involved in translating specialised texts requiring great precision on the translator's part is the fact that potentially equivalent lexical items in source and target languages usually require the adoption of a different perspective in a source and target text due to the differences in cognitive models of the world of the participants of a scene or linguistic limitations related to the presentation of this scene in a given source and target language.

With this in mind, the paper investigates the influence of the abovementioned phenomenon on the translation of specialised texts, in particular, legal texts, as well as it analyses possible translational solutions to be applied when dealing with this problem.

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## **Bernat Bardagil-Mas**

### ***Deriving causative constructions: A comparison between Panará and Catalan***

University of Groningen, the Netherlands

Causative constructions present an analytical challenge across linguistic families, often exhibiting properties unexpected from a language-internal perspective. In the present talk, we explore causative constructions in two different languages, Panará (Jê) and Catalan (Romance), seeking further insight into these constructions through a parallel analysis. Both languages have syntactic causatives (Comrie 1989), with a causative verb that selects a separate clause.

Catalan causatives have an ergative alignment in the Case exhibited by argument DPs, with a Dative transitive subject (1) and an Accusative intransitive subject (2), vis-à-vis main sentences in the language (3). The Accusative subject cannot be doubled with a clitic whereas the Dative subject can, although both clitics are grammatical when there is no doubling –no full DP in the causative.

(1) En Joan (li) farà [comprar un llibre a la Núria]  
 “Joan will make Núria buy a book.”

(2) En Joan (\*la) farà [cantar la Núria]  
 “Joan will make Núria sing.”

(3) En Joan li ha donat un llibre a la Núria  
 “Joan gave Núria a book.”

Panará causatives are remarkable in the way in which the arguments of the causative are also reflected on the main verb (4).

(4) ĩkyẽ hẽ Ø= re= k- átẽ- ri [ yi= k- ãpɔ rahe ka]  
 1sg Erg Real=1sgErg=2sgAbs-let-Perf Real=2sgAbs-eat Comp 2sgAbs  
 “I made you eat.”

We assume, following Nash and Rouveret (2002) and extending Dourado’s proposal (2008), that the argumental indexes juxtaposed to the verb in both Panará and Catalan are pronominal clitics that require Case to be licensed. Whereas in Catalan the causative clause is non-finite, forcing the clitic to look for a Case assigner in the matrix clause –let us assume T–, it would seem that the causative construction in Panará involves two finite clauses, each with a capable Case assigner. Fieldwork with the Panará community during August and September will provide fine-tuned data aimed at this particular research point on the language and at the intriguing argumental structure of its causative construction.

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## Aleksandra Bartczak-Meszyńska

### *Interplay between Topicalization and Passivization – the case of object fronting in German Double Object Construction in the passive.*

University of Finance and Management, Białystok

The aim of this presentation is the study of the nature of object movement from inside the vP to the sentence initial position affecting objects in German Double Object Construction (DOC), carried out within the framework of the Minimalist Program of Chomsky (2007, 2008). The answer to the question about the triggers of such movement is complicated in the passive- generally object fronting is caused by the passivisation, however, some cases of object fronting actually exemplify Topicalisation.

The presentation here is an attempt to provide a systematic account of such object movement. The three most common types of the DOC in German are the subject of this study: Dative-Accusative (Dat-Acc), as in (1), Accusative-Dative (Acc-Dat), illustrated by (2), double Accusative (Acc-Acc), exemplified by (3), as well as the ditransitive structure with one object realised by a PP, as in (4).

- (1) Ich gab dem Lehrer<sub>DAT</sub> das Buch<sub>ACC</sub>.  
'I gave the teacher the book'
- (2) Der Vater hat die Kinder<sub>ACC</sub> der Kälte<sub>DAT</sub> ausgesetzt.  
'The father exposed the children to the cold'
- (3) Der Trainer lehrte den Jungen<sub>ACC</sub> den Trick<sub>ACC</sub>.  
'The coach taught the boy the trick'
- (4) Der Mann schrieb den Brief<sub>ACC</sub> an den Sohn<sub>ACC</sub>.  
'The man wrote the letter to the son.'

The syntactic representations of the DOC proposed here utilize Rizzi's (1997) structure of left periphery, Pylkänen's (2008) division between high and low Applicative Phrases for the Dat-Acc DOC, McFadden's (2004) structure for the Acc-Dat DOC with necessary modifications and some elements of Citko's (2011) study of Polish DOC for the double Accusative DOC.

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## Célia Bernez

### *A new model of the conceptualization of color*

University Otto-von-Guericke, Magdeburg, Germany

This paper will give an innovative model of the conceptualization of color, demonstrated by the syntaxico-semantic description of the chromatic adjectives and their special behavior in graduation, especially in combination with the adverb *très* [very]. Generally considered as a quality of an object, the color is not treated in the language like other qualities. Syntactic properties show that an ambivalent referent between texture and quality can be associated to the words of color.

Comparing chromatic to typical adjectives of quality, many linguists noticed the combination [chromatic adjectives + *très*] is singular. The three most relevant studies (Milner, Whittaker, Noailly) hypothesize a change of category of the adjectives (from classifier to non- classifier) which is denied by Kleiber who claims that the problem is not linguistic but referential: Colors are no gradable referents. None of these explanations is satisfying.

Supporting by syntactic properties—mirroring the type of referent possessing the color (homogenous or not) and kind of color (natural or not)—our hypothesis proves that colors are gradable but not always like qualities because color can also lead to a quantitative interpretation. This singularity depends on the bi-dimensionality of the referent, causing two possible interpretations.

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## Frédérique Berthelot

### *Escaping Subject Condition: The French dont strategy*

Université de Genève, Switzerland

In most languages extractions from subjects give significantly worse results than extractions from objects. Criterial Freezing (CF) in Subject P, proposed in Rizzi (2010), if slightly modified, accounts for this generalization.

#### **CF (new version):**

In a criterial configuration, the potential Criterial Goals are frozen in place.

Rizzi and Shlonsky(2007) claims that the interpretive property *aboutness* is expressed in the format of the Criteria in SubjP. Assuming with Svenonius(2004) that DP is a phase, if sub-extraction from within the subject DP is required, the DP<sub>genitive</sub> appears on the edge. Thus two DPs bearing a [+N] or [+pers.] feature are visible for the Subj probe and qualify as potential goals. The derivation is doomed to crash: The DP<sub>genitive</sub> will be frozen with an unvalued [+rel] feature and an interpretive clash will obtain.

Tellier (1990) observes that French relative *dont* seems to allow Subject Condition violations:

- (1) a. *Voici l’homme de qui/dont vous avez admiré le travail.*  
*This-is the man [of whom]<sub>i</sub> you have admired the work t<sub>i</sub>.*
- b. *Voici l’homme \*de qui/dont le travail est utile à tous.*  
*This-is the man [of whom]<sub>i</sub>; the work t<sub>i</sub> is profitable to everyone.*

*Dont*’s sensitiveness to clause type and finiteness supports the claim that it is a head. I propose that it instantiates the Top/Fin syncretic head involved in the derivation of *which*-relative clauses (Bianchi (1999)).

Contrary to the *qui* variant appearing in Fin<sup>o</sup> in subject extraction contexts, this *agreeing* complementizer, shows up in the higher clause in long dependencies:

- (2) *Voici l’homme {\*de qui/dont} vous dites {que/\*dont} le travail est utile à tous.*  
*This-is the man {[of whom]/DONT} you say {that/DONT} the work is profitable to everyone.*

I take this data to indicate that *of-whom* phrases are base generated as independent adverbial phrases: No long movement in 2, no sub-extraction in 1. This analysis has the desirable effect of allowing a uniform account of other properties of *dont*: parasitic gap licensing(3) and resumptive prolepsis(4):

(3) Les femmes dont les époux dilapident la fortune.  
Women DONT husbands  $e_i$  squander the fortune  $e_i$

(4) Un homme dont on pense qu' 'il sera président.  
A man $_i$  DONT one thinks that he $_i$  will be president.

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## Magdalena Biegajło

### ***“I text, WTF – What The Face”*: On creative ways to achieve humorous effects in a sitcom**

University of Warsaw, Poland

Whilst the theory of relevance (Sperber and Wilson 1995 [1986], 2004) has opened up a whole gamut of analyses, proposals and postulates of humour discourse, more specifically jokes (Yus 2003, 2008), puns (Solska 2012), stand-up performances (Yus 2002) or longer humorous texts (Larkin Galiñanes 2000), the research into fictional media discourse is rather scarce (Hu 2012).

The paramount goal of this presentation is to compile a list of pragmatic mechanisms underlying humorous effects, especially the type of humorous remarks and utterances made by the main character of the sitcom. The data is culled from the popular worldwide sitcom *Modern Family*, which also subscribes to the genre of mockdocumentaries. To meet the objective, the relevance-theoretic toolkit is taken as a departure point to analyse instances of humour and to specify numerous ways of making the utterance humorous. It will be argued that humour resides, to name but a few, in creative use of words or their coinage, surrealistic/contrived events, fallacious ideas concerning other characters' turns. What is more, the results from these studies are in accord with superiority theories of humour, which comprise accounts of humour explained in terms of its negative component – its aggressive attitude towards the butt of a joke, i.e. disparaging communicators entertain a feeling of superiority over disparaged targets. However, this superiority

aspects is slightly modified since actual superiority feelings are replaced with pseudo-superiority ones.

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## **Veronika Bláhová, Tereza Medřická (co-author: Anna Kucharská)**

### ***Czech 2<sup>nd</sup> graders at risk of dyslexia show poor morphological skills***

Charles University in Prague, Czech Republic

Recent findings suggest that certain groups of children may experience problems such as specific learning disabilities (Van Alphen et al., 2004). Since there is a shift from reeducation to prevention, researchers focus on mapping the development of areas important for reading and writing (Snowling et al., 2003). However, less attention is paid to the field of morphology. Although English-speaking children with specific language impairment (SLI) show weaknesses in producing grammatically correct statements (Smolík, 2009), no complex data are available in Czech, a morphologically rich language.

The main goal of the cross-sectional study was to analyse the developmental level of receptive and expressive morphological skills in 2nd graders at risk of dyslexia compared to typically developing peers. We examined whether there is a relationship between morphological skills in terms of comprehension and production, and whether there is a difference in performance between the defined groups.

A total of fifty-seven children aged 7;10 to 9;3 participated in the study. The sample included two risk groups - SLI (N = 14), family risk of dyslexia (N = 15) - and a control group (N = 28). Children were presented with the Sentence

comprehension test (SCT) and the Morphological awareness test (MAT) (Žlab, 1992).

Statistical analysis (ANOVA) revealed no effect of age [ $F = 1,995$ ,  $p = 0,146$ ]. The results suggest that children with SLI and family risk of dyslexia show more difficulties in comprehension and production. Furthermore, statistically significant differences were detected between all groups in the tests administered [SCT:  $F = 6,988$ ,  $p = 0,002$ ; MAT:  $F = 20,992$ ,  $p = 0,000$ ].

The findings suggest that Czech 2nd graders who are at risk of dyslexia have problems exerting grammatical rules. This might spark professional interest in a particular area of school difficulties and stimulate subsequent implementation of proper interventions.

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## Anna Bloch-Rozmej

### *Segment distribution versus the structure of phonological domains in Irish and Vilamovian*

John Paul II Catholic University of Lublin, Poland

Despite the existence of rigid cross-linguistic restrictions on the organization of phonological structure, Government Phonology (Harris 1994) recognizes the operation of language-specific parameters responsible for typological variability. In this presentation, two different systems will be compared in terms of their specific principles of domain structure and segment distribution patterns. Even though the systems of Connemara Irish and Vilamovian display considerable differences, there are a number of phonological traits that they share. We shall attempt to identify some of both the existing commonalities and unique properties of the two systems.

It is noteworthy that both Irish and Vilamovian are endangered languages belonging to different families. Hence, their comparison can expose important universal properties of phonological structure. The beginnings of Vilamovian date back to the 13<sup>th</sup> century. The language is spoken by no more than 50 native speakers and in fact faces imminent extinction. It is important therefore to establish the major organizational principles of its phonological system which because of the influences of English, German, Dutch or Polish can exhibit many unexpected



interesting properties. In this presentation, we focus on two of the most significant traits of the system, namely domain structure and the distributional properties of Vilamovian segments. Our findings will be confronted with the corresponding facts concerning Connemara Irish domains. The investigation will have a general introductory character because of the shortage of data. It should be noted that the existing descriptions of the sound system of Vilamovian offered in Kleczkowski (1920, 1921) are imprecise and based on the author's personal perception of the sounds. Hence our conclusions will be treated as tentative hypotheses likely to be verified once more detailed evidence has been obtained.

We start with a brief introduction into the vocalic and consonantal inventories of Vilamovian. In this part, certain parallels and differences between Vilamovian and other European languages will be indicated. Further, the legitimate consonant clusters appearing at the edges of phonological domains will be indicated and a Vilamovian-specific parameter on domain structure will be formulated. We shall also regard the internal organization of Vilamovian syllabic constituents. The results of this investigation will be compared with the corresponding aspects of the phonological system of Irish.

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### **Maria Bloch-Trojnar**

#### ***On the parallel between grammatical aspect and lexical transposition in Irish***

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The paper uses data from Irish to produce evidence in favour of a more general hypothesis that the semantic relationships obtaining between the unmarked and the marked member of an aspectual pair are mirrored in the domain of derived action nominalisations.

Systemic aspectual distinctions in Irish are presented and, following Ó Sé (2001), it is argued that the grammaticalised opposition exists between the habitual/general reading of the simple verbal form and the progressive, which is a generalised category of imperfectivity (cf. Ó Corráin 1997). Simple verb forms show the habitual/general reading in the present, but in the past can denote a single completed action exclusively. The progressive, in turn, focuses on the duration of the situation leaving out the initial and terminal points of its scope. This semantic

interpretation of aspect suggests a parallel with the semantic reading of two types of deverbal action nominalisations identified in Bloch-Trojnar (2013). The so-called *nomina deverbalia*, which are used primarily in complex predicates, refer to bounded (replicable) situations whereas the so-called *nomina verbalia* denote unbounded situations.

The lexical representation of verbs and nominals derived from them is expressed formally in the framework of Lexeme Morpheme Base Morphology (Beard 1995).

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## Bibiana Bobcakova

### *Language acquisition in bilinguals*

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The subject of language acquisition in children has always intrigued many linguists. The mechanism for extracting notions out of the speech flow often referred to as “an acquisition device” (W. O’Grady 1952:4) helps children to process the expressed linguistic concept of extra-linguistic reality, breaks it into smaller parts and allows children to grasp both their lexical meaning as well as grammatical patterns. Language acquisition in bilinguals raises even more questions as children are exposed to two different language systems at the same time and the acquisition device in human brain has to process two concurrent analyses of two different languages.

My research focuses on language acquisition in a bilingual, which concerns another very specific and important element of the acquisition process – the mother is not a native speaker of English.

My study explores the quality and timeline of the acquired language patterns concentrating on the morphological and syntactic levels (early utterances, word order and case, irregular part tense, irregular plural, subject drop, Wh-questions, inversion, relative clauses, passives, etc.). My work also observes the MLU (mean length of utterances) growth and the developmental process of bilingual acquisition such as cross-linguistic influences vs. developmental errors. My investigation outcomes are supported by naturalistic primary research involving regular data

collection both via video/audio recordings as well as keeping a diary over the period of 2 years.

Whether or not the results are comparable with a language acquisition in native English speaking children is concluded at the end of my work.

## **Anna Bondaruk**

### ***PRO vs. overt DPs in Irish non-finite clauses***

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The paper examines the problem of the lack of complementarity between PRO and overt DPs in Irish non-finite clauses, such as (1) and (2) below:

- (1) Ba mhaith liom<sub>i</sub> [PRO<sub>i</sub> imeacht].  
 COP good with-me go-VN  
 ‘I would like to go.’
- (2) Ba mhaith liom [é a imeacht].  
 COP good with-me him PRT go-VN  
 ‘I would like him to go.’

McCloskey (1980, 1985) convincingly argues that sentences such as (2) do not exhibit raising of the non-finite subject to the matrix clause as in English ECM constructions, but the non-finite subject must be licensed within its own clause.

The paper aims to present two possible analyses of the data such as (1) and (2), which differ as regards the function of Case. In the first one, Case has no role to play in accounting for the distribution of PRO vs. overt DPs, while in the other, Case is crucial in licensing arguments, including PRO. The first approach is due to Sundaresan and McFadden (2009), who analyse the lack of complementarity between PRO and overt DPs in Tamil. The other account is based on Albiou’s (2010) analysis of a free variation of PRO and overt DPs in Romance and on Landau’s (2013) account of control. The former analysis crucially relies on selection, while in the latter PRO ends up with its Case feature valued, in a way similar to overt DPs. The difference between PRO and overt DPs lies in the feature make-up of PRO and overt DPs, and of their licensing heads, including T and C.

The overall conclusion that follows from the application of the two models to Irish data is that both of them need to be modified to be applicable to Irish. It is the Case-based approach which seems to give rise to a larger number of stipulations, while the Case-free analysis can be modified without making recourse to unmotivated assumptions and hence is less problematic.

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## **Oksana Borysenko, Solomiya Vysotska** ***Challenges of Ukrainian ESP***

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ESP reforms in Ukraine aimed at changing the attitude to foreign language learning and improving EL proficiency of Ukrainian university graduates has led to particular success. However, there are problems which slow down further progress and should be solved.

The traditional explanation of Ukrainian students’ low foreign language proficiency level has been the reduced number of academic hours allotted to the foreign language academic course at Ukrainian universities. However, the obstacles to success in national ESP seem to be more inside than outside:

- Regretfully, even today grammar-translation method is still popular, and strong, and is supported by some EFL-ESP tertiary syllabuses based on grammar or topics and are closely connected with particular textbooks.
- Today teacher’s job is more about facilitating and creating supportive, non-threatening atmosphere in the classroom. In spite of the fact that teachers are on the side of learner-centredness, in reality teacher-centredness is still practiced.
- Another reserve in ESP is developing learners’ autonomy. Students should adopt a kind of agency – become doers rather than recipients of learning actions [9:394] – which makes them responsible for the result of their learning.
- Students should be encouraged to use the language outside the classroom too, as much as possible.
- The principle of TFL “learn now, use later” does not work any longer; it is time to replace it with “learn as you use, use as you learn” [1:11]. So, a new approach to language learning – CLIL should gain momentum.
- Moreover, there is no instrument to measure the proficiency level of university graduates, no reliable national ESP test with a convincing construct, transparent criteria of assessment, rules and procedures which will guarantee the quality.
- Another problem is connected with teaching / learning materials.
- The above challenges should be addressed in ESP teacher education programmes, for which a system of in-service training should be developed.

If the above problems are addressed by those involved in national TESP, Ukrainian students will get an opportunity to develop competences and strategies needed for functioning effectively in the study process and in the professional situations they encounter [1: X]. As a result higher levels of student language proficiency will facilitate individual mobility and competitiveness in the job market.

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## Anita Buczek-Zawiła

### *The notion of pronunciation standard for the younger generation of Poles*

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Ongoing observations on the language variety used by the group of younger native speakers of Polish (aged 14-20) seem to demonstrate considerable insensitivity to the articulatory value of their speech. Not only are they careless in the way they themselves produce continuous stream of speech in Polish, but also they become more and more unaware of any existing standards in pronunciation. Likewise, they appear not to perceive the finer details of connected speech, like various sandhi phenomena, nasal vowels realisation etc.

The paper tries to investigate the reality of this apparent (un)consciousness. In outlining the the symptoms of the phenomenon we present the existing *status quo*, both in production and perception, trying to investigate the possible causes of it. This leads to a discussion of the concept of pronunciation standard as understood and / or (not) applied by younger speakers of Polish. The concept itself, arguably, is evolutionary in nature. We hope to demonstrate how it changes and how the young people can be made aware of the normative and cultural value of good pronunciation.

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## **Robert Butler**

### ***Force-dynamic interaction in epistemic and effective stances: The Liberal Democrats in multimodal perspective***

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In his theory of force dynamics, L. Talmy argues that closed-class grammatical elements bring into play the open-class lexical elements to which they are related in discourse, in such a way that the salient entities in language and discourse are related by the interaction of force. For Talmy, this means that language contains barriers, and that force dynamics is the means through which language imposes or removes these barriers. The first Coalition in the United Kingdom since the Second World War has provided not only new challenges for politicians involved in the deliberative process of government, but also new opportunities for discourse analysis. Drawing on elements of cognitive linguistics and gesture analysis, this multimodal study will show how political discourse is shaped by force-dynamic interaction between entities. This paper will argue that these grammatical elements enable both the epistemic and deontic stances taken by the Liberal Democrats to be aligned force-dynamically. A force-dynamic approach thus enables us to understand in more detail the role of the Liberal Democrats in the UK Coalition. Clips posted on YouTube by the Liberal Democrats and by other users form the basis of the corpus for the current study. A force-dynamic analysis of the discourse of the Liberal Democrats in a wide range of genres, including interviews, speeches and blogs, reveals examples of what Talmy refers to as letting, hindering and helping. It will then be demonstrated how the Liberal Democrats can use their influence to pursue, hinder or distance themselves from a particular cause or policy. The analysis focuses on closed-class elements, including modality, conjunctions and certain adverbs, in relation to their respective open-class elements. The incorporation of gesture analysis enhances our understanding of the underlying force-dynamic relationships as expressed in the spoken discourse.

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## **Bożena Cetnarowska**

### ***Outbound anaphora and relational adjectives in Polish***

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This paper discusses the ability of nominal bases of relational adjectives in Polish, such as *prezydencki* ‘presidential’ or *magnezowy* ‘relating to magnesium’, to act as antecedents for personal pronouns, possessive pronouns, possessive reflexive pronouns and other anaphoric expressions. It is generally stated that the noun “hidden” inside a relational adjective is not accessible to rules of outbound anaphora. This is shown for English by Postal (1969) and Baker (2003), as attested by the infelicity of sentences such as \**Her<sub>i</sub> enemies were pleased by the American<sub>i</sub> invasion of Vietnam* or \**the American<sub>i</sub> hatred of herself<sub>j</sub>*.

The unacceptability of the phrases \**chińskie<sub>k</sub> zwycięstwo nad samym sobą<sub>k</sub>* ‘Chinese victory over oneself’ and \**rodzicielskie<sub>i</sub> narzekanie na swoje<sub>i</sub> dzieci* ‘parental complaining about self’s children’ indicate that Polish relational adjectives are generally unable to bind possessive pronouns, personal pronouns or anaphoric expressions, thus they behave as syntactic islands, whose constituents are not syntactically active (cf. Alexiadou and Stravrou 2011).

However, examples will be provided when the noun underlying the relational adjective in Polish can become a pragmatically relevant referent for an anaphoric expression (see Ward, Sproat and McKoon 1991 for English), e.g. *preparaty magnezowe<sub>m</sub> z wysoką jego<sub>m</sub> zawartością* ‘magnesium supplements with its high dose’, or *Kupuję tylko buty włoskie, bo oni mają dobrych projektantów*. ‘I buy only Italian shoes because they have good designers’. It will be argued that the acceptability of such cases depends on the contextual accessibility of the “hidden noun” as well as the semantic transparency of the relational adjectives in question.

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**Magdalena Charzyńska-Wójcik**  
***Medieval Multilingualism at Noon***

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Medieval England was a multicultural and multilingual society, where English, Scandinavian, Welsh, Anglo-French and Flemish were in contact at many different junctions. To add to the diversity, there was British Medieval Latin and French Medieval Latin, which at some point began to merge to further enhance the kaleidoscopic nature of the already complex linguistic situation. Different contact situations required different language choices, therefore, general statements concerning who spoke which language(s) in Medieval England do not offer a reliable picture of its medieval society. Multilingualism was so pervasive in England that it penetrated deep even into those social groups which consciously cut themselves out from the outside world – monasteries. Latin-vernacular diglossia was part-and-parcel of monasticism all over medieval Europe but English monasteries were additionally enriched in yet another linguistic dimension, which was the effect of gradual but exceptionless replacement of English abbots with members of the Norman clergy. Therefore, while most monks were English-speaking and (to a greater or lesser extent) acquainted with Latin, their superiors and (occasionally) companions were French-speaking. As a result, French became an important language of the medieval cloister, a fact, if underestimated in the current literature on the topic, well-documented by the presence of French renditions of the Rule of St Benedict in English monastic libraries. The contents of these libraries – both in terms of individual books and in terms of the collations contained in particular manuscripts – indicate a high-level of multilingualism in monastic societies. Admonitions to the brethren composed in French by abbots who were competent Latin speakers, as evidenced by the documents addressed outside the monastery, additionally testify to the vitality of French among the clergy in England. There was, however, yet another linguistic parameter of extreme importance in the medieval cloister – the rule of silence, whose effect was an elaborate sign language, which evolved differently in different monasteries. The systems of signs used in individual monasteries have survived in the form of word lists accompanied by descriptions of the corresponding gestures, probably prepared by masters of novices. Consequently, English monasteries within the walls of the cloister contained an accurate representation of the vibrant multilingualism of the outside world. This medieval society witnessed an important semantic change in one of the crucial terms of its daily *horarium* – *nona/noon/none* – a matter which I want to explore in more detail, taking into consideration not only the linguistic reality of the daily life in the monastery but also its broader extra-linguistic context. In particular, I will explore where the change started, what it really consisted in and how it was propagated in view of the existence of the same change in Dutch. Findings following from sociolinguistic observations of modern languages in contact contribute to a better understanding of medieval multilingualism and, therefore, will be particularly helpful in answering these questions.



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## Magdalena Chudak

### *Initial consonant alternations in Irish pronouns*

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Irish pronouns tend to vary in their initial segments. For instance, the reflexive pronoun 'self' has the following by-forms: féin, héin and péin. Other types of pronouns where such variation may be observed are interrogative pronouns (for

example céard/téard ‘what’), demonstrative pronouns (sin/hin ‘that’), and personal pronouns (sinn/inn ‘us’).

The aim of the presentation is to show how the alternants like féin, héin and péin arise. Specifically, the question addressed here is whether the derivation of the secondary forms is in any way influenced by the phenomenon of consonant mutations. Mutations are sets of replacement rules triggered by morphological or syntactic contexts. Accordingly, the initial segment changes from the radical (base) form to the mutated form. For example, the initial radical consonant [p] is replaced by its mutated reflex [f] in the words following the masculine possessive adjective a ‘her’ (an peann [p’aun] ‘the pen’ vs. a pheann [ə f’aun] ‘his pen’).

As mentioned, the variation in the initial segment of Irish pronouns, like in féin, héin and péin may be, in some cases at least, a side-effect of the operation of consonant mutations. In such cases the variation is regarded as a case of the alteration of initial segments (Chudak 2012). Ó Siadhail (1989) refers to this change as ‘non-reversion of initial mutations’, and Ball (1992) uses the term ‘reradicalisation’. The process is dialectally conditioned, and results in the following by-forms: balla/falla ‘wall’, gealánach/dealánach ‘gleaming’, or brásáil/prásáil ‘to embrace’.

In the presentation it will be demonstrated that only in the case of very few pronouns the alternative form is derived through the process of initial segment alteration. In other cases, however, various reanalysis processes are involved, such as phonetic assimilation, analogical extension or, simply, by-forms have distinct etymologies.

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## **Paweł Tomasz Czerniak**

### ***Let go of the past! Loan phonology of Bangor Welsh***

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Welsh phonology is a subject that has been successfully evading principled analyses – any description of sound-related phenomena of the Welsh grammar is either outdated (e.g. Evans, 1910, Morris-Jones 1913) or fragmentary (e.g. Ball and Jones 1984). Very often the synchronic system of Welsh phonology is explained through various sound changes that took place in Old and Middle Welsh (e.g. stress shift, vowel raising, degemination) rather than through contemporary phonological phenomena that can be internalised and utilised by a learner. However, there are contemporary theory-grounded accounts of Welsh phonology (Iosad 2012, Hannahs 2013) that seem to be both comprehensive and coherent but their treatment of loan-words that seem to violate the grammar of Welsh is marginal.

The aim of this paper is to incorporate the phonology of (mostly English) loan-words into the synchronic grammatical system and prove that Welsh is currently undergoing structural changes and drifting away from its Old and Middle ancestors towards something that is constructed by the speakers based on their perception (Blevins 2004, Jaskuła 2014).

Three phenomena will be discussed: stress patterns, vowel length, and initial consonant mutation. Stress falls on the antepenultimate syllable in Welsh unless its irregular. The irregular stress placement means that either a certain suffix is attached or the word is a borrowing. Moreover, schwa is never stressed in native words but might be in borrowings. Furthermore, Welsh vowels cannot be long before [p, t, k] in native words but can be in loanwords, which has led to creation of minimal pairs. Finally, ICM applies to loans beginning with affricates, which reinforces their introduction to the system.

These phenomena indicate that loans play a significant role in the development of the Modern Welsh phonological system.

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## Anna Dąbrowska

### *English and Polish fixed phrases with proper names*

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The process of naming is crucially linked with cultural history, social context, and individual experience (Rymes, 1996). In the case of proper names, Sørensen (1963) states that their function is noticeably the same in all languages. Only the forms that names have, their shapes, and the manner in which they fit syntactically into a larger context, are undoubtedly different in these structural aspects. Proper names in fixed phraseological units are of great significance in communication, where they may be the signs of cultural, linguistic, geographical, ethnic, and social identity (Taylor, 2002). The paper focuses on English and Polish fixed phrases involving personal and place names. At first, the definition of a *name* is given, and the distinction between *proper* and *common nouns* (Quirk *et al.*, 1985) or *proprial lemmas* and *proper names* (Van Langendonck, 2007) is provided, following a short overview of linguistic characteristics of proper names (Anderson, 2003). Afterwards, the research of personal and place names in fixed phraseological units is undertaken, surveying a broad list of English and Polish fixed entities that are classified according to five syntactic patterns: phrases with (1) NPs, (2) VPs, (3) PPs, (4) clauses, and (5) similes. Finally, in the light of the examined data, the predominance of personal over place names is noticeable, while the items with NPs constitute the vast majority of the phraseological units. Regarding the meaning fixed phrases containing proper personal and place names denote, the data reveal that the units do convey information, recall connotations that arose some time ago in relation to the biblical, mythological, literary, cultural, and historical background, and are still relevant today.

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**Éva Dömötör (co-author: Diána Varga)**

### *Interdependence of discourse markers and clause types in Hungarian*

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The aim of the talk is to approach discourse markers (DMs) by describing clause types they appear in. It focuses on the relations between three Hungarian DMs, *aztán* 'lit. after that', *ám* 'orig. that there', *nekem* 'lit. for me' and two clause types: imperatives and subjunctives in main clause. It claims that matrix subjunctive is more acceptable when containing one (or a combination) of the three DMs than without any of them. This dependence is accounted for by another, pragmatic condition: matrix subjunctives are used with an imperative function only if the proposition expressed by the utterance is given in the discourse, i.e. it is not unexpected. This givenness condition is compatible with the basic function of the three DMs as they refer to some element of the discourse, therefore enforce the givenness characteristic of the utterance.

The study is in line with attempts at the grammar-pragmatics interface proposing a clause type dependent description of DMs (e.g. Gärtner–Gyuris 2012). In the case of Hungarian DMs the dependence is sometimes mutual in the sense that the clause may have the intended illocutionary force only if associated with a discourse marker.

The two clause types concerned (imperative and matrix subjunctive) have the imperative function in common, but they are restricted by different usage conditions.

The three DMs examined (*aztán*, *ám*, *nekem*) can be viewed as a group as all of them have grammaticalized from a deictic element. The deictic source is either a demonstrative (*aztán*, *ám*), or a personal pronoun (*nekem*). Deixis as the common source function accounts for their similar contribution to the meaning of the clause. When they appear in imperative and matrix subjunctive clauses, DMs refer to some element of the common ground and signal the givenness of the command. In order to test these assumptions we carried out a survey including 35 participants.

The tests confirmed our hypotheses relating to the assumptions above:

1. Matrix subjunctives can be used if the proposition is given in the discourse, that is, is not unexpected.
2. Due to their deictic discourse role, DMs enforce the givenness interpretation, therefore turn matrix subjunctives more acceptable.
3. Imperatives have no requirement for the givenness of the proposition expressed.

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## Karolina Drabikowska

### “Was it U?” On some Old English phenomena

John Paul II Catholic University of Lublin, Poland

The present study is concerned with the Old English phenomena that pose a question of the presence (or absence) of the element **U** in the representations of the sounds involved as well as the function of the abovementioned prime (e.g., the presence of **U** in velars is proposed by Backley and Nasukawa (2009)). The analysis will be conducted within the model of Government Phonology proposed by Pöchtrager (2006), Živanovič and Pöchtrager (2010) and Pöchtrager and Kaye (2013) among others, the so-called GP 2.0, whereby the phonological representation resembles the structure used in syntax.

Firstly, the phenomenon of breaking is discussed. The consonants triggering the process, namely /r/, /l/ or /x/, might have **U** prime in their representations and the resulting diphthongs might be products of the melody transfer from a consonant to the preceding nucleus. Secondly, we focus on back mutation (vowel harmony) since it produced the same results as breaking. Owing to this fact, we will put forward a hypothesis that it might have involved the same mechanism of melody transfer, but the trigger of vowel harmony was inherently different. Finally, the issue of representation of velar consonants is addressed.

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**Natalia Dudek**  
***Headedness in English vowels***

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The aim of this presentation is to discuss the application of *headedness*, a theoretical tool commonly used in Element Theory, which is part of Government Phonology (Kaye, Lowenstamm and Vergnaud 1985, 1990). The language which will be taken into account is English, with a view to scrutinizing its rich vocalic inventory.

Firstly, I am going to elaborate and comment on two well-established element analyses: one proposed by Harris (1994), the other one propagated by Backley (2009, 2011), in which both scholars present different perceptions of the application of *headedness* in the element structure of certain phonological objects. Harris makes a clear distinction in the segmental structure, i.e. by heading the tense vowels and using *headlessness* elsewhere. In the prosodic structure, he also distinguishes the lax vowels from the tense ones by providing the former with only one timing unit *x*, while the latter with two timing units. Backley, on the other hand, claims that the element structure should be less important, since it is the arboreal level on which the contrast ought to be properly maintained. This is also the main reason why he uses the same element structures for both short and long nuclei, i.e. there is no possibility of differentiating between short and long segments as far as their complexity is concerned. Consequently, according to Backley, the arboreal structure is the only way of portraying the contrast, i.e. the long vowels are tied to two *x*-slots, while their short counterparts to only one *x*-slot.

Subsequently, I would like to focus on an alternative analysis of the English vowels in which it will be shown that *headedness* is a very specific tool which should not be used unrestrictedly, because otherwise phonological expressions are overgenerated in any sound system. I am also going to put forward the idea that the quality/quantity distinction can be successfully covered in only one structure, i.e. elemental. There are also certain theoretical premises which suggest that the arboreal structure does not have to vary with respect to the type of vocalic segments (be they short or long). Therefore, I would like to postulate that the prosodic structure is exactly the same for both short and long vowels and the only way the English vowels can be told apart from each other is their element complexity and the application of headedness.

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## **Karina Evgrafova, Tatiana Kachkovskaia** ***Acoustic and Perceptual Variability of Vowel Duration in Russian***

Saint-Petersburg State University, Russia

The duration of phonetic segments is an important acoustic parameter influencing the temporal organization of speech. There is evidence that this parameter is perceived in an abrupt and non-linear way. The differential thresholds for vowel duration have been investigated in numerous studies. [1-4] However, the reported results are often contradictory. This inconsistency might be due to the fact that the perception of phonetic segment duration is affected by experimental techniques and types of speech employed. Most relevant studies use a method of adjustment and estimate the perception of isolated synthetic sounds. However, there is relatively little research on the duration of speech sounds being a part of connected speech.

According to Klatt, differential threshold value for isolated non-speech sounds is approximately 20%. [2] Lehiste found that just noticeable difference for stressed vowels in connected speech with typical duration of 60–200ms is 20% which makes 12–40ms. [3]

The present study is aimed at obtaining the values of differential thresholds for Russian stressed vowels. The experimental material is formed taking into account the segmental and prosodic context. The segmental context of the vowel stimuli is relatively similar while prosodic context varies. Each vowel is presented in several word types which involve one-syllable words and three-syllable words with different stress patterns. Each word is embedded into an affirmative utterance (initial/medial/final position), an interrogative utterance (final position), and an utterance with a contrastive stress on the word. At each stage the subject listens to an isolated word containing a target vowel. They are able to increase or decrease the duration of the vowel using a specially designed computer interface. The task is to signal when the duration difference is perceived. Then the differential thresholds are calculated by means of statistical analysis.

As a result, the perceptual scale of vowel duration for Russian is obtained. The data can be used in developing more accurate systems of speech synthesis and speech recognition.

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## **Anna Fornalczyk-Lipska**

### ***Axiological aspects of profiling the cultural other in children's and young adult literature***

University of Warsaw, Poland

The focus of the paper is on profiling the cultural 'other' and analysing the valuing schemata underlying specific national representations. Examples used to illustrate these phenomena are taken from literature for children and young adults, as it seems that this literature type (being part of the broader social-educational system) is a powerful tool shaping young people's attitudes towards other nationalities and as such it is well worth investigating. The analysis will include examples from novels and picturebooks from the 20<sup>th</sup> and early 21<sup>st</sup> century, which were originally written in English and focus on Poland or Poles. The novels in question offer interesting insights into how national representations are formed on the level of often multi-layered narrative, picturebooks in turn are characterized by a unique combination of the linguistic and visual code used to convey specific messages. The study will also consider historical and literary aspects of relevant representations, as well as political and cultural relations between source and target language countries. However, the most important element of the project is to analyse the valuing in profiling the 'other' in selected cultural models present in children's and young adults' literature.

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**Isaac Gould**

***How to learn parameter setting? A learning model for implicit negative evidence***

Massachusetts Institute of Technology, USA

An important question in learnability is how to converge on a target grammar when all relevant grammars are compatible with the input. This is a challenge for prominent models of parameter setting in generative syntax (Gibson and Wexler, 1994; Sakas and Fodor, 2001; and Yang, 2002). I present a case study illustrating this with zero-derived causatives (ZDCs) in English under Pykkänen's (2008) theory of causatives. I propose a Bayesian model for parameter setting that learns the target setting from implicit negative evidence: given repeated instances of ambiguous input, the simpler grammar has a greater likelihood of being correct.

**Learning challenge:** Pykkänen observes that (1) is not ambiguous:

- (1) John awoke Bill in a state of grumpiness.  
 Ü(high reading) John is grumpy | (low reading) Bill is grumpy

Pykkänen accounts for this lack of ambiguity with a parametric choice: if the complement of the Cause-head is vP, then the modifier in (1) could adjoin to vP and modify the caused eventuality; if the complement is simply  $\sqrt{P}$ , no such adjunction position is available, and only the caused eventuality can be modified.

- (2) Verb-selecting: [ John [Cause<sup>0</sup> [v [ $\sqrt{AWOKE}$  Bill ]]] ]  
 Root-selecting: [ John [Cause<sup>0</sup> [ $\sqrt{AWOKE}$  Bill ]]]

As English lacks the low reading, ZDCs are Root-selecting. Crucially this claim is based on negative evidence. The challenge for a learner is to set this parameter correctly, even though both parameter settings are compatible with (1).

**Insight of the model:** In the Bayesian model the learner is sensitive to the absence of vP modification below CauseP. In the more complex Verb-selecting grammar there is a probability/expectation that such modification will occur. Given that it never does, the Verb-selecting grammar will leak probability, and the learning process will ultimately settle on the simpler structure, for which there is no such expectation. This result is a consequence of the learning process; there is thus no need to invoke some the Subset Principle (Berwick, 1986) or use default values for parameter setting.

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**Lukasz Grabowski**

***Keywords and lexical bundles within English pharmaceutical discourse: a corpus-driven analysis<sup>1</sup>***

Opole University, Poland

Little attention has been paid so far to keywords and lexical bundles used in the English language typical of the pharmaceutical industry. Conducted from a register-perspective (Biber & Conrad 2009), this descriptive-exploratory study aims to provide a corpus-driven description of the use and function of vocabulary and phraseology used in four pharmaceutical registers: patient information leaflets, summaries of product characteristics, clinical trial protocols and chapters from academic textbooks on pharmacology. The research material is a purpose-designed Corpus of English Pharmaceutical Texts with approximately 2.5 million words. Largely based on the synthesis of the methodologies proposed by Biber, Conrad and Cortes (2004), Hyland (2008), Biber (2006, 2009), Goźdz-Roszkowski (2011) and Roemer (2009), with certain modifications, the study was centred on the identification and functional analysis of keywords (top-50 by keyness) and 4-word lexical bundles (top-50 by frequency), the procedures aimed to verify the hypothesis that communicative functions and contexts of use of pharmaceutical text types dictate the choice of the most frequent vocabulary and phraseologies. For example, clinical trial protocols are marked by keywords referring to participants, institutions or stages of clinical trials while they have no stance bundles among the 50 most frequent ones. These findings accord with communicative purpose of this text variety, which is to convey, in a maximally objective and scientifically rigorous way, information on objectives, design, methodology and sponsors of clinical trials.

Due to large swathes of descriptive data obtained from the analyses, the results are summarized in this poster. All in all, the results revealed that pharmaceutical discourse is far from homogenous and uniform linguistically and that pharmaceutical text types prioritize different vocabulary and phraseologies. Importantly, the observed differences with respect to the frequent choice of keywords and lexical bundles are not only content-related, but also function-related, the observation that confirms the hypothesis tested in this study. Finally, the results of the study, primarily intended as descriptive, may provide pedagogically useful information pertaining to vocabulary and phraseologies to be

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prioritized when teaching ESP to students and practitioners in the pharmaceutical field.

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## **Siergiej Griniewicz**

### ***On Terminological Aspects of Language Policy***

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One of the most interesting and topical directions of modern linguistic research is concerned with problems of language policy and language planning that together form the basis of an emerging new science which we suggest to name linguopolitology. There is already quite a substantial amount of publications on the subject, but hardly any publication touches upon terminological aspects of language policy. At the present time there are no reasons to view many political decisions concerning languages as a planned activity. However, progress in a number of adjacent fields of knowledge, such as sociolinguistics, etnolinguistics, anthropolinguistics and terminology science creates possibilities of working out rational systemic foundations of language policy, first of all in language planning and management. In our presentation we are going to address the following tasks: (1) to establish the basic conceptual system and scheme of this field of knowledge and suggest the respective terminological system; (2) to consider terminological aspects of language policy. We intend to indicate at least several terminological aspects indispensable for the complete awareness when undertaking political decisions concerning language and also to demonstrate that conscious systemic

terminological activities are crucial in successful promoting of language development.

## **Wojciech Guz**

### ***Features of structural non-integration of English wh-clefts***

John Paul II Catholic University of Lublin, Poland

The starting point for this study is Weinert and Miller's (1996) suggestion that English *wh*-clefts are a heterogeneous class in that they can have varied degrees of structural integration. Many such constructions depart structurally from the canonical *wh*-cleft which consists of a *wh*-clause, the copula, and a focus constituent, and in which all the three elements are brought together into a fully integrated utterance. In the types of *wh*-clefts displaying looser structure, their lack of syntactic integration has so far been related to such linguistic features as (a) omission of the copula, (b) non-canonical copular complementation, e.g. independent main clauses instead of standard infinitival phrases appearing in the focus constituent, (c) lack of a clearly identifiable copular complement, (d) the focusing effect of the *wh*-clause extending over several clauses (Weinert and Miller 1996; Koops and Ross-Hagebaum 2008; Hopper and Thompson 2008; Callies 2012). Although the disintegrating effect of these features has been observed, the extent of the phenomenon in modern English has not been properly established and other non-integration features have not been investigated. Therefore, the purpose of this study is to use a multi-million corpus to identify and examine such non-integration features and to investigate the extent – expressed quantitatively – to which these features disrupt the syntactic integration of *wh*-clefts.

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**Anna Halas**

***Linguistic manifestations of hybrid identity: translation challenges***

Ivan Franko National University of Lviv, Ukraine

Numerous anthropocentric disciplines have focused on identity and related issues. Due to its liaison with sociolinguistics and literary studies, where identity is discussed within post-colonial research, translation studies has also witnessed a recent shift of interest towards linguistic manifestations of identity and challenges arising in the process of cross-cultural transformations. The present paper centers upon literary images of hybrid national identity, namely, hybrid language stereotypes used by modern playwrights for opposing 'the self' and 'the other'. It follows the translation strategies and decision-making processes in their relation to historical and social contexts of the recipient cultures.

Hybrid national identity is traditionally viewed as a result of colonization. In linguistics and literary studies various forms of hybridity were regarded as polyphony (Bakhtin), syncretism (Herskovits), bricolage (Levi-Strauss), creolization etc. [Yazdiha; p.31]. Based on the statement on hybridity as 'third space' between two cultures, translation itself is often considered a hybrid text since a translator exists between two languages and cultures [Duff; p.93]. Dual language representation in post-colonial drama poses new questions to translators in the attempt to construct the 'third space'. Based on the analysis of two plays by Scottish and Irish authors (John McGrath *The Cheviot, the Stag and the Black, Black Oil* and Brian Friel *Translations*), we have attempted to trace two dissimilar methods of representing national hybridity. The first play employs language blending to portray the results of colonization, while the second one dispenses with creolization managing to create, nonetheless, a convincing opposition of the colonizer and the colonized. These two distinguishing methods require different approaches on behalf of translators. The overview of translations into a range of languages demonstrates, though, that translation strategy is largely defined by the socio-cultural and historical context of the recipient language, not merely by the original text itself. Thus, the cultures with post-colonial experience are more sensitive to linguistic duality, while former colonizers do not tend to be sympathetic towards suppressed languages and often marginalize the colonized talk. The cultures with no recent experience of colonization often demonstrate neutral attitude towards hybrid talk substituting national specificities with socially-marked elements.

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**Mariia Isaeva*****Code-switches as means of creating stylistic devices in glossy magazines***

Cherepovets State University, Russia

A code-switch is a contact phenomenon. We define it as a structural unit (a morpheme, a word, a phrase, a simple or complex sentence, a part of a complex sentence, a set of sentences) of the Embedded Language in the utterance in the Matrix Language, the use of which doesn't violate the grammar rules of the Matrix Language.

The functional analysis of these structural units in Russian, English, German and Italian glossy magazines ('Elle', 'Cosmopolitan', 'Vogue', 'In-Style', 'F', 'GEO', 'MINI', 'Yes!', 'Glamour', 'Harper's Bazaar', 'Marie Claire', 'Collezioni (donna)', 'Brigitte' dated 1999-2014 also has revealed that they are capable of carrying out a stylistic function – being an expressive means and a stylistic device, and that the journalists are especially elaborate in creating stylistic devices in the texts of articles and headlines with help of code-switches. The evidence is taken from 89 glossy magazines where Russian, English, German and Italian are the Matrix Languages.

In the magazines under consideration the code-switches take part in creating the following groups of stylistic devices: 1. Lexical stylistic devices (irony, allusion, oxymoron, periphrasis, epithet, metaphor and hyperbole). 2. Syntactical stylistic devices (pun, or word-play, parenthesis, antithesis, parallelism, rhetorical question). 3. Graphic stylistic devices (bold type, italics). In every group the stylistic devices are enumerated according to their frequency in the data. The journalists of English, German and Italian magazines use the code-switches to form stylistic devices more often than their Russian colleagues (Compare: 11%, 14% and 15% of code-switches versus 4%). Besides, in the Russian glossy magazines under consideration the list of the stylistic devices is quite scarce and includes only the examples of irony, allusion, oxymoron, parenthesis and pun.

The stylistic analysis of the code-switches in the glossy magazines allows us to conclude that a code-switch offers the journalists a possibility to add a wide range of connotations to the texts of articles or headlines and, thus, to realize expressive function of journalistic style.

**Joanna Jabłońska-Hood*****Is English humour intended to be funny? On the recognition of comic intentions and relevance theory in humour creation***

Maria Curie-Skłodowska University, Lublin, Poland

Humour is a varied phenomenon and it may be studied from many different perspectives, one of which is pragmatics. The relevance theory in particular

provides an interesting framework for the analysis of the comic material, with regard to speech acts and Gricean maxims on the one hand, and with regard to the process of recognising human intentions in communication, on the other end of the spectrum. In my presentation I would like to prove that relevance theory can explain how humour is created, viewing it as a recognition of comic intentions pertaining to both speaker's and hearer's cultural context. However, I also wish to present the theory's discrepancies and potential problems for humour analysis which stems from the implied (in)ability to recognise the intention to joke and to receive a joke. Specifically, I wish to focus on English humour within contemporary British comedy productions, on the basis of which I shall attempt to explicate the intricacies of the English humour scene.

## **Haïke Jacobs**

### ***Serial Optimality Theory and Opacity***

Radboud University, Nijmegen, Netherlands

Ever since the advent of Optimality Theory (Prince and Smolensky 1993), phonological opacity has turned out to be the most challenging phonological phenomenon to get under control. Various different theoretical modifications have been proposed, but none of them provides a convincing account of segmental opacity. Comparative Markedness (McCarthy 2003) is able to describe counter-feeding opacity, but not counter-bleeding cases. Sympathy Theory (McCarthy 2002) can describe counter-bleeding opacity, but not counter-feeding opacity. More recent proposals, which reintroduce some kind of serialism into the modeling face similar problems when dealing with segmental opacity. Optimality Theory with Candidate Chains (OT-CC, McCarthy 2007) can describe both types of segmental opacity with one and the same mechanism, but has recently been abandoned in favor of Harmonic Serialism (McCarthy 2008, 2010), which theory, again, arguably stumbles on segmental opacity.

In this talk, I will show why, on the one hand, indeed parallel OT needs to be replaced with a serial version, like OT-CC or Harmonic Serialism, as it provides an adequate account of prosodic opacity and an adequate stress typology, where classical, parallel OT fails precisely because it prefers a global optimum instead of a local one, but why, on the other hand, segmental opacity is still a problem, because the desire for a global optimum is still inherent to the framework of Harmonic Serialism. I will propose a different version of OT, which is bi-directional (production/perception) and which keeps the model global as well as local when required.

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## **Marcin Jaroszek**

### ***Speaking English is a foreign anguish: A qualitative analysis of L2 communication in the secondary EFL classroom***

Jagiellonian University, Poland

The article discusses the results of a classroom discourse analysis aimed at investigating the actual use of the English language by both senior secondary school learners of English as a foreign language and their teachers. The study undertakes the analysis comparatively, that is it examines classroom communication as evidenced in tapescribed recordings of sixteen lesson units: eight conducted by four different teachers in 1999, and eight by the same number of teachers fifteen years later.

The investigation attempts to address two main questions: (1) how selected authentic discourse features, including modality, presupposition, implicature or conversational maxims are realized in classroom contexts, as observed in both student and teacher talk, as well as (2) how this realization has changed over a period of fifteen years. Although the sample is by no means representative of the entire population of secondary school learners and teachers, some sound conclusions can indeed be drawn.

The analysis produces a somewhat gloomy picture of actual EFL classroom communication which seems to still demonstrate a significant deficiency in authentic discourse devices or just relies upon the use of the subjects' mother tongue. It is suggested that authentic communication in the EFL classroom may still be a utopian vision, as its participants might too often experience a linguistic anguish rather than utilize its communicative potential. The study proposes a number of solutions to remedy the observed inauthenticity, including curricular modifications and the reinstatement of genuine communication as one of instructional objectives in L2 learning.

## Krzysztof Jaskuła

### *The Middle Irish shift in the nature of consonant mutations*

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Word-initial consonant mutations are a typical feature of both Irish and the other Celtic languages. These alterations are morpho-syntactic, they perform a grammatical function and their nature in Modern Irish is no longer phonological, although they resemble regular phonological processes. In Old Irish lenition, nasalization and *h*-prefixation were not phonological either, since they derived from prehistoric developments which were context-dependent and belonged to phonology proper. Many Modern Irish consonant changes are direct continuations of purely phonological alterations which occurred in the Insular Celtic and Primitive Irish periods. Nonetheless, some of them are not straightforward developments of earlier processes. In this paper it will be demonstrated that Middle Irish is the stage where the reasons for the discontinuation of some mutations should be sought. To this end a diachronic analysis of the Irish definite articles will be conducted.

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## Sandra Kalnina

### *The Origin and Further Development of a Semantic Field under the Influence of Dominant Contact Languages: Vide 'Environment' in Latvian*

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In 1920 the word *vide* 'environment' in Latvian was created and its translations in German and Russian were included in Terminology Commission Word list (IMM 1920, 236). Obviously it was done to fill a long-conceived void in Latvian

semantic/lexical system as contrasted to the dominant contact languages of the time: German and Russian. Evidence can be found in etymological dictionaries (Kluge 1999, ЛЭС 1990, Фасмер 2004, Черных 2006, СЭИЛ 2014). Until the 1940s the word's semantic development reflects traces of contact languages and native creative features. Since the middle of the 20<sup>th</sup> century the word has been remarkably adapting to first Russian and, later, English contexts. Due to semantic flexibility of Latvian noun case system *vide* also covers the inconvenience of English adjective *environmental*.

Nowadays the word *vide* 'environment' in Latvian is used widely sometimes without taking into account its original meaning. Translations of European Union legal texts into Latvian are used to show the influence of different usage contexts of the word. They have stimulated the effort of developing a special contemporary system of environmental terms (in Latvian) based on R. Saunier and R. Meganck's view about the contexts where the word 'environment' can be defined (Saunier and Meganck 2009). Four paradigms (economical, spatial, ethical and architectural) are developed by proposing a scheme of thematic field *vide* 'environment'.

Therefore any efforts to elucidate semantic varieties of the word *vide* 'environment' lead to the role of dominant contact languages that have influenced the origin of the word and also its further semantic development.

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## Alla Kalyta

### *Problem of studying speech pauses' energetic potential*

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Our previous studies have shown that from a methodological point of view the problem of studying psycho-energetic mechanisms of speech pauses functioning should be divided into two main directions. Within the first one it seems reasonable

to carry out a theoretical and experimental study of the specificity of pauses actualization and decoding by co-conversers. The second direction is connected with the necessity to substantiate and verify the dimensionless quantitative criterion for determining the level of pauses' emotional and pragmatic potential.

In some papers we raised the questions about the speech pauses ability to accumulate a certain communicative energetic potential of an utterance as well as to produce a subliminal influence on the listener by evoking his/her cognitive thinking processes of decoding a thought not actually being uttered by the speaker. We also discussed the speaker's potential to use pauses to stimulate the recipient's consciousness to decode the utterance meaning on the basis of one of the two algorithms of logical thinking: a formal logical algorithm or cognitive-and-creative one. Besides, we outlined the speaker's possibility to plan definite speech tactics of the subliminal stimuli on the recipient by means of direct interaction of the above mentioned algorithms.

We have theoretically proved that it is rational to consider the utterance communicative-and-energetic potential as the one actually comprising two energetically indivisible constituents: the emotional-and-pragmatic potential (EPP) and the physiological potential of the utterance materialization, accompanied by paralinguistic phenomena.

Further deepening of our scientific ideas concerning speech as the unity of streams of mental and psychophysiological energies of the communicants' speaking-and-thinking and thinking-and-acting processes proved the necessity to find out a criterion that would define the levels of the indicated energies actualization. As a result of the stated problem solution we substantiated a dimensionless quantitative criterion which determines the level of utterance EPP, whose practical verification confirmed the effectiveness of establishing the degree of invariant and variant prosodic models correlation with the speakers' emotional states.

The application of conceptual approach mentioned above allowed us to use the obtained criterion in the formula for determining the level of pauses' EPP actualization. While substantiating the criterion of the pauses' EPP level it is expedient in accordance with this approach logic to consider the ratio of the levels of EPP both at the end and the beginning of intonation groups, as well as the duration of a certain utterance or speech segment, referred to the duration of pauses occurring at the analyzed intonation groups juncture.

The importance of obtaining the effect as a result of implementing the outlined systemic methodological approach within the framework of the suggested speech energetic theory (Kalyta 2013) lies in the following. The performed verification of a quantitative criterion that evaluates the levels of psychophysiological energy consumed by the communicants while producing and decoding pauses will, firstly, advance the possibility to classify the emotional utterances' energetic properties, and, secondly, will allow us to make up the speakers' typical psychoenergetic portraits.

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## Nataliya Kashchyshyn

### *The Role of Accurate Diplomatic Document Interpretation in Facilitating Successful International Relations*

Ivan Franko National University of Lviv, Ukraine

Over the course of history, communication among nations on the governmental level has largely been carried out through the medium of diplomatic documents. Interpreting and conveying the meaning of diplomatic documents has always been of crucial importance in forging and maintaining good international relations. The language of diplomatic documents is a reflection of diplomacy and of the social interaction between nations. The study of the linguistic devices which are or may be employed in the context of international relations necessarily involves a thorough investigation of diplomatic texts, although some insights into this field have already been obtained and publicized (Cremona, Malia 2001).

One of the keys to fruitful dialogue between nations is the accurate interpretation and translation of international agreements, verbal notes, memoranda, etc. Building on this fact, it could be considered that in order to achieve this accuracy in translation, it is essential to focus attention on the terminology which is specific to diplomacy. To illustrate this, we can consider the fact that it would be difficult to find a diplomatic text which did not contain such terms as 'diplomatic scandal', 'border disputes', 'semi-formal channels', 'permanent delegation', and 'diplomatic impasse'. The accurate utilization of this terminology requires special attention insofar as it concerns communication between governments, as it makes it possible to reduce the possibility of misunderstandings and conflict.

Properly identifying and understanding key terms is important not only in relation to the process of transmitting information: it can actually set the very tone of diplomatic communication, and hence it may even determine the outcome of negotiations. Thinking about language as a medium for transferring the concepts underlying diplomatic initiatives may bring into focus discrepancies between national, social and even individual characteristics. These discrepancies often come to light when individuals are in the process of choosing linguistic devices to express their ideas.

This presentation will deal with some of the most commonly-occurring pitfalls in interpreting English diplomatic documents, and solutions will be offered for some intercultural misunderstandings which may be reflected in the language of diplomacy.

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## Malgorzata Kaszak

### *Exceptional for-prefixed verbs*

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The present study is part of the ongoing doctoral thesis titled “The prime mover of *for*, *pour* and *dla* – benefactive or malefactive phrases”. Its overriding goal is accomplishing a syntacto-semantic analysis of several particular *for*-prefixed ditransitive verbs, such as *forgive*, *forbid* and *forsake*, which seem to be prototypical in the benefactive or malefactive *for* + verb construction<sup>2</sup>. From the etymological point of view<sup>3</sup>:

- the verb *forbid* is the cluster of *for* (from, away) + *bid* (to offer, to proclaim);
- the verb *forsake* is the cluster of *for* (completely) + *sacan* (to deny, to refuse);
- the verb *forgive* is the cluster of *for* (completely) + *giefan* (to give).

In sentence [1] “He forgave her her sins”, the referent of the indirect object *her* is the beneficiary of the agent’s act of forgiving. In sentence [2] “He forbade the crew to bathe”<sup>4</sup> the referent of the subject *he* is the malefactor<sup>5</sup> and the referent of the indirect object *the crew* is negatively affected by the act of being forbidden to bathe. As regards the verb *forsake*, in example [3] “Voters will forsake their loyalties in large numbers for an abstract principle”<sup>6</sup>, the animate entity indirectly represented by the noun *loyalties* will be negatively affected by the action of the malefactor, i.e. the agent *they*. The exceptionality of these verbs consists in their being able to signal the benefactive or malefactive intentions of the agents as a result of the use of the particle *for* prefixed to the verbs, which seems to be determined by the particle *for* prefixed to them. In the aforementioned linguistic instances with the *for*-prefixed verbs, the agents are either benefactors or malefactors; therefore the referents of the indirect objects are either affected positively or negatively as a result of the agents’ actions.

<sup>2</sup> For the purpose of this study, the definition that “a construction is a form-meaning pairing such that some aspects of form or meaning are not fully predictable from the component parts of the construction or from other previously established constructions” (Goldberg 1995: 4) is adopted.

<sup>3</sup> <http://www.etymonline.com/>

<sup>4</sup> The British National Corpus, <http://corpus.byu.edu/bnc/>

<sup>5</sup> The referent of the subject in this sentence can be recognized as a malefactor only if it is assumed that bathing is part of people’s daily routine and a social norm.

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## Katherine Kerschen

### *Beliefs of Pre-service EFL Teachers about English as a Lingua Franca in Language Teaching and the Implications for Teaching Pragmatics*

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In the last few decades, pragmatics has been accepted as a crucial aspect of communicative ability (Bachman, 1990). In the field of English Language Teaching, researchers and teachers have had to come to terms with the increasing use of English as a lingua franca, leading to the question of how to teach pragmatics and what the models and goals for the learners should be. However, before pedagogy can be developed and implemented, the beliefs of the language teachers themselves about goals of language teaching should be taken into account. Concerning ELF, previous research has revealed an at best ambivalent attitude towards incorporating ELF into the English classroom (Jenkins, 2007). Nonetheless, it is the belief of this researcher that the native speaker model is no longer sufficient or appropriate for the needs of most English learners, and as ELF is becoming the norm for communication in English, beliefs about ELF constitute a crucial aspect to be considered when developing approaches to teaching pragmatics and norms of language usage.

This paper presents the results of a questionnaire study conducted on pre-service EFL teachers at a German university. The long tradition of using questionnaires in teacher beliefs research (Borg, 2006) lent itself to the development of questionnaire items especially for this study, which focused on beliefs regarding the native speaker model ('Native-Speaker Norms' scale) and the potential role of ELF in language teaching ('ELF Awareness' scale). The mean score on the NS Norms scale revealed slight disagreement with the statements promoting the native speaker model, while the mean score on the ELF Awareness scale was positive. A negative correlation was found between the scores on the two scales. Overall, the beliefs of this group of pre-service teachers seem to be positively inclined towards an intercultural, ELF-inclusive approach to language teaching, though the native speaker model was not strongly rejected. The results are particularly encouraging given that an ELF-orientation challenges the traditional model of English teaching in Germany, which is strongly culture-based. These positive beliefs provide a base upon which this future generation of teachers

can reflect on the realities of English usage today and develop appropriate pedagogies and adjust their teaching behaviors accordingly.

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## Deak Kirkham (co-author: Gary Hernandez)

### *Content with content: a CBI-driven approach to integrated academic reading and writing syllabi*

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#### 1. Overview

Successful teaching of academic reading and writing (AR&W) for University studies is a complex, system of tasks, texts, outcomes and assessments. A range of approaches to AR&W have been deployed in foreign language teaching (portfolios, journals, summaries, annotated bibliographies, skills-driven approaches among others). While ignoring for limitations of space the reasons why certain approaches were rejected, this presentation reports on an ambitious and innovative content-based instruction (CBI) approach to AR&W in a UK University.

#### 2. The presentation

An AR&W course component for an Business English pre-sessional course was taught at a UK university in which reading and writing were integrated from an explicitly CBI perspective. ‘Content’ was operationalised through sets of thematically linked source article texts of various relevant genres and writing output was operationalised through a range of production task types. Integrated into this cycle were AR&W sub-skills, academic literacy and criticality (of sources, concepts and the writing process) as well as traditional grammar and vocabulary components (building on, for example, Schleppegrell *et al.*’s (2004) proposals).

This ambitious component has been developed over three years and received in the academic year 2013-14 strong quantitative and qualitative feedback from students. The presentation reports on this feedback, the current development of the course, the rationale for choices made, and future modifications intended (including greater integration of critical thinking skills and a writer-development journal).

The presentation will argue that, while ambitious and demanding, while both challenging to students and innovative in terms of the weighting given to content and criticality as against traditional skills / language, the CBI model offered was



highly successful (based on feedback and teacher reflection as well as SLA theory), motivating to teachers, and is sufficiently flexible in form (Dueñas 2004:75) to be applied to any pre-sessional course.

### **3. Impact**

This will interest those involved in AR&W teaching/syllabus design, those with an interest in academic literacy and proponents of content-based approaches. It aims to raise important and controversial questions in this domain while providing one clear, considered and feedback-approved possible approach.

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### **Konrad Klimkowski**

#### ***The concept of sharing the translation curriculum between all the stakeholders as an appeal to avoid reductionist views on professional translator education***

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One of the most prominent theme in contemporary translator education relates to the notion of translation as a profession (see e.g. Gouadec 2007). This theme focuses on the relation between translator education and future professional performance of the graduates. In our view, the leading narrative in this area of research rests on the metaphor of "educating for the demands of the labour/service market." The need to relate education with the market cannot be overestimated. To make matters worse, it is questionable to us if contemporary, credentialist higher education – as we experience it – truly serves the goal of tightening this relationship. Central to our paper, however, is the problem of the metaphor of "education meeting the demands of the market," which seem prevalent in the Polish public debate on higher education. In our view, this metaphor is worth revising. In our paper, we would like to recall the idea of translation curriculum as a space for dialogue for a variety of stakeholders, their interests and needs (cf. Kelly 2005). To avoid reductionist views of the curriculum, favouring any of the stakeholders, we suggest the notion of *sharing* the translation curriculum between multiple voices (cf. González Davies 2004). The concept of sharing the curriculum as we use it does not mean just any form of presence of the stakeholders (e.g. inviting domain experts to translation classes). Sharing means allowing all the stakeholders to take part in the communicative negotiation of *senses* and *power* in

the translation classroom (cf. e.g. Habermas 1981 or Baumgarten *et al.* 2008). However difficult in its potential application, a shared curriculum offers a holistic perspective on academic (translator) education as significant (in Rogers' 1951 sense) for all the stakeholders.

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## Joanna Kolbusz-Buda

### *Towards a left-branching structure of synthetic compound nouns in Polish and English*

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While the morphological structure of root compounds in English and Polish is transparent, the hierarchical arrangement of morphemes within synthetic deverbal compounds calls for some revisiting.

Morphologists, such as, Di Sciullo and Williams (1987), Booij (1988), and Lieber (1992, 2004), believe that a right-branching structure of synthetic compounds is more plausible than the left-branching one. Firstly, they argue it is odd to attach a derivational affix compound-externally. Secondly, they object to the possibility of generating an N-V root compound prior to external affixation, e.g. *[[truck] [drive] er]*.

We, however, want to argue that the overall evidence clearly weighs in favour of a left-branching structure of endocentric and exocentric synthetic nominal compounds in both languages, and that percolation of morphosyntactic features originates from the rightmost head constituent, i.e. the derivational affix. We believe that strong evidence for that proposition comes from the deep structure analysis of Polish prepositional formations, which bear clear resemblance to phrasal compounds found in many Germanic languages. We want to argue that, in terms of their morphological make-up, these two left-branching word-formation types are closely connected with synthetic compound nouns in Polish and English.

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## Ewa Konieczna

### *Morphosemantic patterns in the description of Polish lexicon*

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The model of morphosemantic patterns (MP) has been proposed by Raffaelli (2013), who has based it on the model of Guiraud's morphosemantic fields (Guiraud 1967), at the same time demonstrating how it is related to the most prominent contemporary theories, such as Cognitive Linguistics (Langacker 2000) and Construction Grammar, especially Construction Morphology (Booij 2010).

The main focus of the MP model is analysing motivated words as the result of mutual influence of grammatical (derivational) and cognitive processes (mainly metaphor and metonymy). The MP model consists of:

- a) the model of MORPHOSEMANTIC FIELDS, which broadly corresponds to the prototype organisation of categories. It means that a morphosemantic field has got a heterogenous structure, which is tantamount to the existence of a central lexeme, referred to as the etymon, and other more peripheral lexemes, associated with it through various derivational and semantic processes
- b) the model of MORPHOSEMANTIC GROUNDS, conceived of as a conceptual ground, acting as a source domain for conceptualising other more abstract domains.

The basic feature that MP model shares with Construction Morphology (C&M) is that both frameworks regard morphosemantic units (motivated words) as CONSTRUCTIONS, which means that in both frameworks there are no clear boundaries between lexicon and grammar and that some constructions are more schematic than others, serving as schemas for more specialised units, constituting their instantiations.

The MP model has been chosen to analyse the architecture of the Polish lexicon, as it is considered to be well suited to the description of morphologically rich languages, being capable of examining numerous derivational and conceptual connections that are of great importance in word formation patterns in Slavic languages. For the purpose of analysis the derivational class of denominal verbs,

belonging to the conceptual category of ANGER has been chosen, as it demonstrates a significant semantic and derivational diversity. Their derivation can be accompanied by

a) conceptual metaphor, represented by the schema:

$[[X]_{0/perf\ pref} [Y]_{stem/N} [Z]_{inf.suff} [W]_{post\ ref}]_v \leftrightarrow [\text{become like } Y]$

and instantiated by, e.g.

*cietrzew* ‘black grouse’ → *zaciętrzewić się* ‘get heated’ ↔  $[[za]_{perf\ pref} [ciętrzew]_{stem/N} [ię]_{inf.suff} [się]_{post\ ref}]_v$

b) conceptual metonymy and/or metaphonymy, represented by the schema:

$[[X]_{0/perf\ pref} [Y]_{stem/N} [Z]_{inf.suff} [W]_{post\ ref}]_v \leftrightarrow [\text{exhibit } Y]$

and instantiated by, e.g.

*gorączka* ‘fever’ → *gorączkować się* ‘get very angry’ ↔  $[[gorączk-]_{stem/N} [ow-]_{inf.suff} [się]_{post\ ref}]_v$

Thus, by examining conceptual relations that are lexicalized in a complex word, the aim of this poster is to identify source domains used for the conceptualization of ANGER by denominal verbs and to provide data on the organization of this tiny fraction of the Polish lexicon.

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## Lívia Körtvélyessy

### *Evaluative Morphology and language universals*

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The objective of this paper is to identify correlations between evaluative morphology (EM) and language universals. First, I define the scope of EM; second, my approach to language universals is introduced; third, the overlap of language

universals and EM is discussed. Finally, sources of universals in EM are reviewed, and the existing universals are discussed.

The search for universals in evaluative morphology has often been focused on the supposed universality of diminutives. The available cross-linguistic data call this hypothesis in question: diminutives (conceived of as results of morphological strategies specifically devoted to the expression of the function ‘diminution’) are not of universal nature. Nevertheless, there are tendencies in the cross-linguistic distribution of evaluative affixes. The occurrence of augmentatives seems to be constrained to languages that also have diminutives (this correlation has been summarized in the universal ‘augmentatives imply diminutives’; Konstanz Universals’ Archive n. 2009). Second, the occurrence of some sounds has been correlated to specific evaluative meanings (Konstanz Universals Archive n. 1926). Therefore, special attention will be devoted to phonetic iconicity and the relevance of the postulated universals. The discussion will be based on a sample of 200 languages of the world.

## **Hubert Kowalewski**

### ***“Is this road lazy or just incompetent?” Experiential immediacy in conceptual metonymies***

Maria Curie-Skłodowska University in Lublin, Poland

The study of metonymy lies at the very heart of cognitive linguistics. It was the study in conceptual metonymy, taken up by Lakoff and Johnson in their seminal book *Metaphors We Live By* (1980), that helped to define this new paradigm in linguistics. Conceptual metonymy is often defined as referring to one entity (the target) by means of another entity (the vehicle; cf. Lakoff and Johnson 1980, 36) or a shift in profile, so that one aspect of a construal is highlighted instead another aspect (e.g. Langacker 2008, 69). Both of these approaches acknowledge that in metonymy the entities involved “are somehow associated” and that association is salient for the conceptualizer (Radden and Kövecses 1999, 17), but the nature of this salience is rarely discussed. This presentation explores the cognitive rationale of this salience by relating it to the notion of experiential immediacy. The key claim is that whenever there is a choice between several potential vehicle concepts in a cognitive domain, it is often the case that the concept selected is the most directly experienced aspect of the target structure.

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**Ewa Kucelman**

***Non-verbal like and its Polish equivalents. A case study.***

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The paper presents an analysis of non-verbal uses of *like* in J.K. Rowling's novel *The Casual Vacancy* and their equivalents in its Polish translation. *Like* is associated with a number of polysemous senses. In its earliest uses, *like* functioned as a scalar adjective or an adverb signaling different degrees of similarity; in extreme cases, it denoted exact correspondence and equality. In the course of time *like* was reinterpreted as a preposition and recently it acquired the status of a discourse marker. The scalar character of *like* often leads to interpretational ambiguity, for it is not always obvious whether it denotes only similarity, approximation or sameness. While a certain degree of ambiguity may not pose a major interpretational problem for an English user, its exact denotation is a crucial issue for a translator. Among possible equivalents of the adjectival *like* are *taki jak*, *taki sam*, *podobny*, *identyczny* etc. Prepositional uses call for equivalents such as *jako*, *jak*, *podobnie jak*, *niczym* etc. while discursive *like* lacks exact equivalents. Additionally, the paper will examine the categorical membership of *like* juxtaposed against the category of its Polish equivalents.

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## Khrystyna Kunets

### *Modality in the Impersonal It Constructions in the Discourse of the Human Sciences*

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In this research we have examined modal impersonal it-constructions as they are found in the English scholarly texts across different disciplines within the field of the Humanities. By impersonal it-constructions we mean constructions of the type *it is possible/necessary that, it seems/appears, it is thought/claimed/assumed*, etc. They are approached from the structural, semantic and pragmatic point of view with a special emphasis on the last one. Modal it-constructions have been derived from the corpus of academic texts and then classified according to both their structure and type of modality they express, with their frequency being calculated.

It has been found that these structures are widely employed in the texts analyzed, and the differences between disciplines are not drastic, though there are some. Other our findings are that such constructions contribute to dialogism, to fulfillment of the Cooperative Principle, and affect truth-conditions of propositions, which is of special importance in the academic discourse. Peculiarity of impersonal constructions with *it* is that modality in such cases explicitly refers to the whole statement, not an object (modality *de dicto*), and they demonstrate how thoughts, ideas are modalized in the scholarly texts. They help authors to avoid false statements, to formulate them as problematic instead, to present different opinions and to give them their own evaluation, avoiding subjectivity.

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**Marcin Lewandowski**

***On denominalization in Polish-English Translation. Implications for translation teaching***

Adam Mickiewicz University, Poland

It is a well-known fact that the quality of Polish-English translations produced by novice translators leaves much to be desired. Part of the problem is that inexperienced translators tend to transfer lexico-grammatical structures from their native language into English. As a result, even if the target text is acceptable in terms of lexical-semantic equivalence, its syntactic composition contains examples of interference from the source language.

In the author's view, many grammatical and stylistic inadequacies in Polish-English translation result from the translator's failure to recognize that the two languages exhibit preferences for different styles. Polish syntax is fairly reliant on nominal style, which is marked by the frequent use of derived nouns instead of verbs. In other words, it is rich in nominalizations, which sometimes form elaborate noun phrases. By contrast, English (except for very formal registers) to a larger extent than Polish tends to favor verbal style, in which actions are depicted by verbs and verbal modifiers. This finding has been corroborated by a corpus-based analysis of selected registers in both languages.

The above differences may sometimes have implications for the translation process, as has been demonstrated by a case study involving university students attending a translation class. At the start of the course, the informants were asked to translate several nominalized sentences from Polish into English. Not surprisingly, the Polish syntactic patterns were transferred into the English translations, which sounded either grammatically incorrect or stylistically awkward. Hence, the present paper postulates that in the early stages of Polish-English translation courses, in order to produce more natural-sounding target texts, students should learn to apply *denominalization* - "a translation procedure where a noun or a nominal structure from the source text is transformed into a verbal structure in the target text" (Delisle et al. 1999: 132).

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## Kinga Lis

### *How influential French can get – lexical choices in a 14th-century English Psalter*

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The fourteenth century witnessed the completion of four prose Psalter translations into English: Richard Rolle's Psalter, the *Middle English Glossed Prose Psalter* and the Psalters of the two Wycliffite Bibles. Three of them are relatively well-known and, judging from the number of extant manuscripts, enjoyed more than a modicum of popularity with the contemporary audience. The *Middle English Glossed Prose Psalter*, on the other hand, has been preserved in only four manuscripts and is a text of which almost nothing can be said for certain, its authorship and the date of completion included, apart from the fact that it is very unlike the 'standard' Book of Psalms. Its deviance is notable in a few aspects, two of them being the modernity of its syntax and lexicon and the presence of the glosses, both in the Latin and in the English texts, which are responsible for the bizarre discrepancies between the *Middle English Glossed Prose Psalter* and other Psalter renditions. These peculiar features of the English Psalter have been proved to stem partially from the impact exerted upon its translator by the availability of a French source. The objective of this paper is to demonstrate the influence of this French Psalter upon the translator's lexical choices concerning nouns in the first fifty Psalms and to juxtapose it with the indebtedness to the underlying Latin text.

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**Olesia Liubashenko, Olga Yashenkova**  
***Getting Students to Think Laterally as an Evaluation Strategy at the Classical University***

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Language teaching as an anthropological sphere of knowledge should not be within a strict framework of fashion (fashion trainings or didactic games), policy (mono- or polylingual teaching), prescriptions and directives of higher authorities. Lingvodidactics is of interest to scholars if it enables to experiment, generate new ideas, and build different strategies of cooperation between teachers and students.

We distinguish a linguodidactic strategy to be used in English language exams at the classical university, which aims to get students to think laterally and overcome communication barriers by interacting in a free manner.

Taking English language exams, students have to concentrate their efforts on recollecting, recreating, and explaining, which implies a great deal of convergent thinking. In the process of lateral divergent thinking the most interesting text interpretations may be made, and the best ideas may arise. Students very often respond to the control questions not only by reproducing the answers learnt in advance, but also by using their imagination, native language communication experience, and extralinguistic knowledge. Students are willing to present themselves, reveal their personality traits, and even compete with teachers.

To evaluate the English proficiency of BA and MA students who major in Ukrainian and English, we decided to use only authentic texts and develop a system of communicative tasks.

We selected texts on a wide range of subjects, taking into account their novelty, topicality, and students' interests. Here are the titles of some texts: "Google Glass to feature Ray-Ban, Oakley frames", "Poisoning from E-Cigarettes on the Rise", "Would you pay \$250,000 for a guitar?", "Language and Other Cognitive Systems. What Is Special About Language?", "The Bush in Australian English".

Some examples of control questions include: "How would you start and finish your letter to W. Shakespeare about the peculiarities of Old English?", "Which common and distinctive features (phonetic, lexical morphological, syntactical) of American and British English can you mention? Which of them do you like?"

A special attention was paid to the evaluation of:

- divergent thinking, reflected in the communicative behavior of students during the exam (the variety of answers to the same question, the types of linguistic analysis the student chooses)
- the ability to deal with different communicative situations and enter unprepared into conversation on topics that are familiar, including the discussion of research topics (MA papers)
- the accuracy and fluency of speech.

**Anna Lozynska*****Formation of leitmotif layer in the discourse of fiction***

Ivan Franko National University in Lviv, Ukraine

Leitmotif is normally employed to foreground the main thought of the discourse, that is the conceptual line of the message. Leitmotif functions as the cognitive scheme of the author's program dominating the whole message material.

In a literary text, especially in emotive prose, the scheme is extensively manifested by the leitmotif layer formed by iterative components explicating the conceptual essence of the message. Repetitive units make up the conceptual paradigm of meanings expressed by linguistic units of different kinds.

In our presentation we are going to demonstrate two main levels of linguistic units participating in the formation of the leitmotif layer: lexical and syntactical. Lexical aspect is mainly concerned with differentiation of concrete and abstract notions inside and outside the given context. Special emphasis is laid on transformational shifts in the lexemes forming certain types of relations within the main sense-axis of the discourse. Besides, certain interest may also arouse leitmotif words establishing conceptual relations of antonymous or synonymous types along the lines *leitmotif layer - the rest of the text* or *explication - implication of conceptual meaning* or both.

The lexical aspect is closely connected with the syntactical one as different kinds of lexemes, largely of leitmotif type, make up the lexical content of leitmotif sentences. These are normally simple sentences manifesting conceptual meaning by identical structures of different pragmatic kinds: interrogative, exclamatory etc. Also, some other types have turned out to be rather productive, such as those denoting intention, surprise, belief, hope etc.

A number of diagrams is going to illustrate the most important points of the presentation. Examples from M. Spark, K. Mansfield, J. Cheever have been selected to illustrate the main items of the research.

**Monika Madej*****A word cloud versus a word list in learning a foreign language***

University of Łódź, Poland

Word list is one of the simplest vocabulary presentation formats applied in the foreign language classroom. Its beneficial impact on L2 vocabulary knowledge is highlighted in recent studies (Alemi, Sarab, & Lari, 2012; Yamamoto, 2014). However, words that are going to be learnt can also be organized in more complicated arrangements. More specifically, they can be shown in the form of word cloud which is an image including a set of words that differ from each other in size, colour and layout (Łyp-Bielecka, 2012; McNaught & Lam, 2010).

The purpose of this study is to contrast the effectiveness of word cloud and word list in learning L2 vocabulary. The participants were advanced twenty-year-old students learning English as a foreign language. The control group used word lists while the experimental group learnt from word clouds embracing words that were aligned horizontally and vertically. The subjects in each group were taught the same vocabulary over a period of four weeks.

The pre-test was administered before the study and the post-test was given two weeks after the study. The results of the t-test showed that both groups enhanced their word knowledge. However, the group of cloud students outperformed the list students and the difference between the groups in the post-test was significant. Thus, it was concluded that word cloud including horizontally and vertically arranged words was superior to word list in extending students' receptive vocabulary knowledge.

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## Richard Madsen

### *Self-assessment in language acquisition*

Aalborg University, Denmark

My proposed presentation concerns itself with a part of my PhD project, whose overall topic is the difficulties that Danish university students encounter in the acquisition of English. My PhD project is thus within the field of second/foreign language acquisition and teaching with heavy focus on cross-linguistic influence. My primary data consist of written home assignments and exam papers of Danish students of English Business Communication. The students are expected both to master English in use and to learn basic descriptive grammar and have to pass exams within both these subfields of study.

The part of my PhD project that I intend to present focuses on the students' self-assessment. Having observed many students failing their grammar exam or otherwise performing poorly linguistically in their studies, I have wondered whether the students have a realistic view of their own abilities and motivation to

study. For even though cross-linguistic influence, i.e. the mother tongue Danish interfering with the target language English, seems to account for about 80% of errors Danish students make when writing English, it cannot explain the increase in the failure rate in recent years. Therefore, I have attempted to investigate the above mentioned factors in the students' self-awareness.

After a pilot study, I have conducted a larger scale survey with several classes of freshmen. I made a survey both at the very start of the semester and about two months into the semester. The data on the students' self-assessment thus collected have been correlated with the students' actual performance in writing English and learning descriptive grammar. I have used such an incremental design so that I can also infer whether the students are able to adjust their attitude to the demands of their university studies.

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## Larysa Makaruk

### *Non-verbal Elements within Multimodal Discourse and the Systematization of Research Approaches to Those Elements*

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When linguists refer to a "written text" nowadays, it is no longer considered to be uniquely a sequence of letters and punctuation marks, as was the case for many years. Every part and every element is viewed as having significance now, whether it consists of a letter, a punctuation mark, an image, or a diagram. In addition to this, even the colour, size, font and position of characters are regarded as having linguistic value.

Nowadays it would be much more unusual to display a text in the traditional media using one single typeface and unaccompanied by any images, than to present it with photos and embellished with other graphic effects; as we advance into this new millennium, we are beginning to be more aware of the linguistic importance of

these non-verbal elements, and it is becoming evident that there are many new questions which challenge linguists and other researchers, and which call for new approaches and solutions one of which is multimodal discourse analysis.

One of the most urgent matters to be dealt with involves the question of the typology of graphic means and devices which are important in almost all fields — multimodal discourse, graphic linguistics, visual communication, paralinguistics or text linguistics. When they are treated as separate subjects, it is necessary to determine the difference between the various approaches involved in the study of the graphic devices associated with written communication.

In our opinion, a modern typology of graphic means could be structured to include the following groups: photos (pictures), non-photographic illustrations, pictograms, and ideograms, as well as the font, colour and multiple other typographical characteristics. A fundamental point to bear in mind is that even though modern textual pictograms and ideograms are non-verbal in character, they can be incorporated into words or sentences, where they can perform a variety of functions and are able to possess paradigmatic relations.

In modern linguistics it is necessary to provide an in-depth examination of all the significant aspects of the non-verbal elements, studying their linguistic value in the overall context of multimodal discourse analysis (Kress, 2001) as well as in the specific areas of multimodal grammar (Leborg, 2006), systemic functional-multimodal discourse analysis, multimodal metaphor, and social semiotics.

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## Wojciech Malec

### *The effectiveness of technology-enhanced Irish teaching*

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Computer technology facilitates the creation of diverse and content-rich teaching materials which, in addition to text, can contain interactive multimedia elements. Online technology, in turn, offers the familiar convenience of anytime/anyplace access to learning content, without requiring any software apart from the standard browser. Although computer-based learning does not always guarantee higher motivation and better performance (Low & Jin, 2009), there is meta-analytic evidence to suggest that, at least on average, computer-based instruction can be more effective than conventional teaching methods (Kulik & Kulik, 1991), particularly in blended learning environments (Means et al., 2010; see also Grgurović et al., 2013 specifically on second/foreign language instruction).

The purpose of this study was to estimate the effectiveness of an online course in Irish (Malec, 2013), taken by a group of Polish secondary-school students. The course was created at WebClass (webclass.co) and was based on existing printed

materials, namely Doyle and Gussmann (1991), which is the only book for learners of Irish published in Poland, apart from a pocket guide by Mark Ó Fionnáin (Ó Fionnáin, 2008). The course lessons were enriched with images, audio, a video clip, and flash quizzes. Instead of translating entire texts and dialogues, glosses were provided for selected words and phrases throughout the course. In most cases, the glosses were accompanied by audio which was played automatically on mouse hover. In addition to the lessons proper, four tests were constructed with a view to assessing the learners' achievement of the most important learning objectives. Rather than analyzing learner perceptions of the quality of the course, objective measures of learning outcomes were used to estimate its effectiveness. Specifically, the learners' test performance as well as its correlation with the amount of time-on-task served as indicators of the usefulness of the course.

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## Anna Malicka-Kleparska

### *Consequences of morphological inventories for constructing morpho-syntactic systems: a case of Czech and Polish*

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Morpho-syntactic properties of language systems within the Distributed Morphology approach do not have to parallel directly morphological combinatorics (Alexiadou and Doron 2012, Doron and Labelle 2011, Embick 2009). However, attempts have been made to trace the mutual interdependencies, and profound consequences for the effects of morpho-syntactic analysis ( Medová 2009, 2011) have been discovered. In this paper we will show how Czech and Polish differ with respect to morphemic inventories and distribution in the area of anticausative

formations and we will lay bare the consequences that these differences have for the proposed morpho-syntactic structures of the two languages. While Czech has nicely correlated morphemic exponents of reflexive anticausatives and resultative adjectives (see 1), Polish no longer shows the same correspondence (see 2, 3). In Czech stem marking can be seen as the exponent of the complexity of events encoded by particular verbs. In Polish, where the correspondence has been abolished in the process of historical development, the morpho-syntactic categorization cuts across the morphological marking and all anticausatives can be claimed to represent less complex unaccusative structures (Malicka-Kleparska 2013). These, in turn, will contrast with stative structures, characterized by different morpho-syntactic properties but the same morphological marking.

- (1) *se zmraz-i-t* 'freeze' vs. *zmraże-n(ý)* 'frozen'
- (2) archaic: *ostały* 'the one that stayed', *uciekły* 'fled', *zabyły* 'forgotten', *pobiegły* 'the one that has run', *samomarły* 'dead'
- (3) *wzniosły* 'solemn' – *wzniesiony* 'raised', *światły* 'illustrious' – *oświecony* 'illuminated', *zawiły* 'intricate' – *zawinięty* 'wrapped up', *zapadły* 'in the middle of nowhere' – *zapadnięty* 'hollowed', *zarosły* 'overgrown, about grounds' – *zarośnięty* 'vergrown', *narosły* 'accumulated, collocated with *problem*', *narośnięty* 'overgrown', *zaschły* 'dried up' – *zaschnięty* 'dried up', *nieudaly* 'unseeming' – *nieudany* 'miscarried', *wygasły* 'extinguished' – *wygaszony* 'extinguished', *wygaśnięty* 'extinguished', *pochyły* 'aslant' – *pochylony* 'bent', etc.

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**Liana Markelova, Enn Veldi**

***Expressive synonymy from a cross-linguistic perspective (madness in English, Estonian, and Russian)***

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Synonyms are lexical items denoting the same or a similar meaning. According to the principle of language economy, there is no semiotic motivation for the existence of absolute synonyms apart from aesthetic considerations to avoid repetition (Cruse 2002). Paradoxically, language economy as a general principle is not followed at all in the sphere of informal language and slang, where extensive synonymy is common. Why does language tolerate such luxury? One could explain it to some extent by taboo, which gives rise to euphemism. One could also question the sameness of meaning of some expressive synonyms, but it is up to a lexicographer or a translator whether to count them as instances of sameness or not (Adamska-Salaciak 2013).

Madness or insanity is a semantic domain among many others that represents sphere of informal language. While synonymy is a language-specific phenomenon, the present study focuses on the conceptualization of madness in English, Estonian, and Russian. The aim is to show the cross-linguistic similarities and differences in the motivational patterns of expressing madness. As there is a metonymical relationship between madness as loss of control and head as locus of control, many lexemes denoting madness include a reference (often metaphorical) to the head. While HEAD IS A TOP is common in all three languages, its variety HEAD IS A ROOF is shared by Russian and Estonian but not English. In the case of Estonian it may be a metaphorical loan from Russian. The metaphor HEAD IS ROUNDED SHAPE is common in English and Estonian, but is not used to describe loss of control in Russian. Interestingly, the phonological analysis of several lexemes denoting the head reveals possible sound-symbolic origin of the word (rounded shape expressed by means of labials). HEAD IS MACHINERY reveals more examples in English than in the other two languages. INSANITY IS FREEZING metaphor is a distinguishing characteristic of the Russian language, since it indicates severe weather conditions.

This analysis is followed by analysis of interlingual equivalence of synonyms denoting madness in bilingual dictionaries. The research revealed undertreatment and lexical poverty by comparison with the rich repertoire of synonyms available to dictionary compilers in this area. As dictionaries serve as tools for translators, one might assume that the improvement of dictionaries might increase synonym competence of translators.

**Agnieszka Mierzwińska-Hajnos**

***How paraphrased literary texts influence the speaker–hearer interaction. A conceptual blending analysis of contemporary advertisements***

Maria Curie-Skłodowska University in Lublin, Poland

One of the successful tools used in creative contemporary advertising is the intentional modification of texts taken from popular literature (Gajewska 2011, also Bralczyk 2004). This paper offers a conceptual blending analysis of an advertisement for Ranigast, a medicine used in the treatment of dyspepsia, which relies on a paraphrased fragment of *The Sick Cat*, a famous Polish poem for children written by Stanisław Jachowicz.

The linguistic analysis of the proposed advertisement will be carried out in the light of conceptual blending theory, in particular with the aid of Line Brandt and Per Aage Brandt's model of conceptual integration (Brandt and Brandt 2005, also Fauconnier and Turner 2002). Assuming that each advertisement is, to some extent, an interplay between the speaker and the hearer, a particular emphasis is going to be laid upon the complexity of the so-called *Semiotic Base Space* which serves as a 'prerequisite for meaning construction' in the analyzed ad (Brandt and Brandt 2005: 225). For further elaboration of the *Semiotic Base Space*, which I consider of vital importance for an analyzed instance, Ronald Langacker's notion of *Current Discourse Space* (Langacker 2001) as well as Esther Pascual's notions of the *Verbal Space* and *Here-and Now Space* (Pascual 2009) will also be taken into account.

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## **Ewa Mioduszewska-Crawford**

### ***In Search for Linguistically/Semantically Encoded Meaning in Relevance Theory***

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The ongoing changes in Relevance Theory (Sperber and Wilson 1986/95, Wilson and Sperber 2004) from the syntax – (lexical and truth-conditional) semantics – pragmatics to the syntax – (lexical) pragmatics distinction (Wilson 2003, Wilson and Carston 2007, Carston 2002, 2009, 2012, 2013, Carston and Hall 2012) and from the mapping between public lexicon – atomic mental concepts (with three entries: lexical, logical and encyclopedic) to the mapping between words treated as pointers to mental files/addresses in memory/procedures and other entities (Sperber and Wilson 2012, Carston 2012, 2013) lead to a gradual deconstruction of linguistically/semantically encoded meaning, originally constituting an important part of the theory. The (not necessarily conceptual) entities accessed via decoding undergo individual-relative pragmatic adjustment, modification and construction, even in the simplest cases of open-class items – lexicalized mental concepts matching in “literal” utterances, with inter-subjective conventionalized meaning not surfacing.

The question posed here concerns the consequences of LEM/SEM decomposition for the theory’s basic theoretical tenets, especially the nature and explicitness of explicatures. If explicit communication disappears, explicatures cannot remain unchanged, either. If they lose their theoretical grounding, the relevance-theoretic comprehension procedure requires substantial revision(s), at least in the part of explicit content recovery. In the paper, the reasoning (entirely theory-internal) is illustrated with example analyses.

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## **Olena Morozenko**

### ***Semantic Peculiarities of English Evaluative Adjectives Representing the Concept CHARACTER***

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The concept *CHARACTER* can be verbalized by different lexical units, adjectives in particular. The present research addresses the adjectives denoting positive or negative features of a person's character, for example: *sloppy – of character: careless, untidy, slovenly* [NSOED]. The evaluative seme is compulsory in the word meaning of such adjectives, characterizing an object from negative or positive point of view, e. g: *honest – of a person marked by uprightness or probity, fundamentally sincere or truthful* [NSOED]. It is maintained that evaluative adjectives nominating various features constitute quite a numerous layer of the English vocabulary. They are of great communicative importance as reflecting the system of values of the speaking community.

Traditionally adjectives can be divided into descriptive (*happy, coloured, wooden*) and evaluative (*good, bad, horrible*). Most of the adjectives under study combine both characteristics. The descriptive characteristics totally disappear when the word meaning becomes emotionally coloured and the word is used as disapproving or abusive. For example: *smug (disapproving) – feeling or looking too pleased about smth you have done or achieved* [OALD].

Evaluation can be part of denotative meaning and in this case it has a nominating function. Evaluation can also be part of connotation. It can be found both in the word denotation and connotation. Thus we can speak about three types of evaluation: rational (denotational), emotional (connotational) and mixed (rational and emotional at the same time).

The rational evaluation is mostly expressed in the nominative meaning of the adjective, for example: *fair-minded – (of people) looking at and judging things in a fair and open way.*[NSOED]

Emotional evaluation is focused on the emotional attitude of the speaker towards the object of the evaluation: *cunning ‘disapproving’ - able to get what you want in a clever way, especially by tricking or deceiving sb.*[OALD].

When evaluation is found both in denotative and connotative meanings we can speak about the mixed type of evaluation, e. g: *stuck-up slang. - affectedly superior, pretentious, snobbish* [NSOED].

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## Katarzyna Mroczyńska

### *Etymological elaboration as a strategy for learning idioms in L2 and the role it may play in teaching English animal idioms to Polish students*

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Due to their high frequency in discourse idioms should be given a prominent position in the curriculum and not be disregarded as a merely ornamental element of a text. Yet they pose a challenge to both students and teachers.

With new findings in the field of the cognitive sciences and linguistic theory such as a conception of language as a continuum, the view that figurative expressions are pervasive in everyday language and the recognition that a large portion of figurative language is motivated, educational linguists recognize the need to teach idioms and what is even more important they can use more appealing approaches to teaching them.

One of the approaches, offered by F.Boers, M.Demecheleer and J.Eyckmans, is a technique called etymological elaboration where the use of metaphor awareness not only gives an insight into the culture of a given language area but also facilitates recall of figurative idioms as conventional 'imageable' expressions can be traced back to specific source domain.

The aim of this paper is to give the theoretical background of the approach and to attempt to show the role etymological elaboration may play in teaching English animal idioms to Polish students by recalling source domains of idioms and by tracing back beliefs, connotations and stereotypes of different animals in English and Polish. Moreover, it will compare transparent and opaque idioms, indicate to what extent the perception of the animal kingdom seems to be culture-dependent and it will show how many English animal idioms have Polish equivalents containing an animal. Finally, it will suggest how this knowledge can help students control the meaning, structure and function of idioms and convey messages that go well beyond the set of concrete objects.

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## Paulina Nalewajko

### *Linguistic correlates of sensuality in Andrzej Sapkowski's narrative. Comparative analysis of the original story Wiedźmin and its translation into English (The Witcher)*

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The literary work of Andrzej Sapkowski has now an extensive academic bibliography. Various aspects of his narrative have been analysed so far, with particular reference to the elements of the representation, characters creation and intertextual relations to other works. Moreover, issues related to the translatability of the narrative in question (mainly into English and Spanish) and some selected aspects of language (linguistic characteristic of character creation and archaisation) have been fairly discussed. Nevertheless, there are no linguistic analysis of one of the most critical elements of the prose, i.e. the fight scenes. My previous research interests on the effect of sensuality in the work of Gabriel García Márquez have allowed me to formulate a preliminary thesis, according to which the involvement of readers in Sapkowski's narrative is not uniquely based on the creation of dynamic sequences describing character movements, but it is largely the result of applying a wide range of linguistic resources that are correlates of sensuality (cf. the work of Magdalena Rembowska-Pluciennik on the impact of sensory focalization on the involvement of the reader in the reading<sup>7</sup>).

For this reason, my paper analyses the fragments of *The Witcher* which contain descriptions of fight scenes. The analytical tools applied for the purpose of this paper are the frame semantics as theorized by Fillmore<sup>8</sup> and the analysis of presuppositions<sup>9</sup> produced by verbs of perception. Such analysis will allow to

<sup>7</sup> Rembowska-Pluciennik, Magdalena (2007) "W cudzej skórze. Fokalizacja zmysłowa a literackie reprezentacje doświadczeń sensualnych". [in:] Bolecki, Włodzimierz i Nawrocka, Ewa (ed.) *Literackie reprezentacje doświadczenia*. Warszawa, Instytut Badań Literackich PAN.

<sup>8</sup> Fillmore, Charles J. (1985) "Frames and the semantics of understanding". *Quaderni di Semantica*. VI, 2: 222-255.

<sup>9</sup> Paduczewa, Jelena (trans. Jolanta Chojak) (1987) "Presupozycje a inne typy informacji zdaniowej nie wyrażonej explicite", *Przegląd Humanistyczny* 6: 93-110.

verify suitability of these tools in terms of studying the phenomenon of sensuality and enable the selection of the most appropriate ones for further research.

Upon establishing a satisfactory analytical apparatus, the next step would be a comparative analysis of the original story and its translation into English, which would allow to formulate basic assumptions on equivalence (or its absence) of language correlates of sensuality in the systems of Polish and English language.

## **Bartholomäus Nowak**

### ***One Topic, two Genres: Impolite Speech Patterns in Polish Political TV Debates and in the Polish Parliament***

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The degree of conflictive, offending, abusive and even insulting behaviour depends on the micro genre within the parliamentary discourse. Furthermore, such impolite ‘non-parliamentary’ speaking increases in so called ‘emergency debates’. Emergency debates or last-minute insertions of emergency topics into regular debates are responses to current political affairs or scandals, covered by high public and especially media attention. Political actors try to either benefit from the scandal – by increasing the face damage of their opponents – or to minimize the own face damage – often with counter-attacks far off the topic.

In this paper I will compare the impolite strategies performed by the members of the Polish parliament in emergency debates with the strategies used in Polish political TV debates on the same topics as in the parliamentary emergency debate. For better comparison of the two genres I have chosen the TV show ‘Forum’, transmitted by Polish public television. The particular feature of this *confrontation* (Hess-Lüttich 2007) show is the composition of the guests: the invited guests represent the parliamentary clubs. With regard to the emergency topics, the focus is on the Amber Gold debate that took place in August 2012 and on the current bugging affair (June 2014).

The paper attempts to arrange the speech patterns of the representatives in the Polish Sejm and in the TV show by the impoliteness theory of Culpeper et al. (2003) and Bousfield (2008), with regard to functional characteristics in this two types of political discourse (Chilton 2004, Ilie 2004, Hess-Lüttich 2007).

This analysis is part of the project ‘‘Implicit strategies of contemporary political communication in Russia, Poland and the Czech Republic’’ at the Slavic Department of the University of Zurich, provided by the Swiss National Science Foundation.

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## **Olena Olenyuk**

### ***Advertising and Picture of the World: Which is the Moulder?***

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The huge role of advertising in modern world can on no occasion be limited only to persuading the addressee to buy a certain product. Its functions extend far beyond informing, influencing or stimulating and reach the level of cognition and conceptualization. The fact is advertising manipulates language to achieve its ends, and the strategies at its disposal are manifold. Moreover, it creates substitute reality, thus realizing its manipulative potential.

Manipulation as a specific form of hidden psychological persuasion involves two participants (a manipulator and a manipulated) and is aimed at psychological categories of anchors, targets and social stereotypes. When extrapolated to the realm of cognitive linguistics, the above mentioned notions correspond to those of the frame of the addresser, the frame of the addressee and the basic concepts of advertising discourse (AD).

Among the key concepts of AD – the concepts FAMILY, BEAUTY, SUCCESS, DANGER, ECONOMY, and HEALTH have been studied, their notional, figurative and evaluative layers have been analyzed. Their conceptual features have been identified and described. The procedure has been conducted in two temporal segments (1950-s, the “Golden Age” of advertising and 2000-s), which offers the possibility for modelling the structures of the concepts and comparing them diachronically. Thus, the pictures of the world generated by two different epochs and reflected in two different historical periods have been contrasted. The similar strategy has been applied for the description of the structures of the frame of the addresser and the frame of the addressee where the verbal completion of frame slots provides the basis for comparison.

The obtained results demonstrate that the elements of the picture of the world represented in different time periods differ considerably. The structures of the key concepts of AD, together with the frames of the addresser and addressee, have been proved to vary significantly and to be activated dissimilarly. The main conclusion to be drawn is that advertising contributes to the moulding of the addressee’s picture of the world.



**Jolanta Osełkowska-Sandecka**

***Intertextualisation of Translated Texts and Political Ideology: The Case of the Polish Tape Scandal in Foreign Press***

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Starting from the premise that discourse and ideology are strongly bound, the paper analyzes the employment of intertextualization (treated as an important element of discourse) of translated texts in relation to the hidden meaning and ideology in news press. The purpose is to analyze the translation and next intertextualization of texts from the perspective of matching the overall discourse and supporting the resulting ideology.

Literature on the relationship between ideology and discourse (Fairclough 1995b), as well as Richardson's (2007) 'three-dimensional' approach to press discourse analysis (employing textual (textual and visual), discursive, and social practices) allow to deduce the ideology hidden in news press articles. The suggested (three-dimensional) approach allows to investigate whether and how the translated (including paraphrased) and next intertextualized texts match the discourse and political ideology. To investigate this problem, the study will focus on the political discourse, ideology, and attitude to the tape scandal in Poland, and in particular on the intertextualization of the translated utterances of the Polish politicians involved in the scandal. The major part of the study will, thus, show how fragments of the recordings are translated into English and intertextualized to go together with the overall discourse and ideology. The study is based on a close reading of articles in Anglo-Saxon press (e.g., *Daily Telegraph*, *Guardian*, *Financial Times*, *The New York Times*, *Washington Post*).

It will be discussed that the resulting ideologies are not homogenous, and not universally unfavorable to the situation in Poland. The results show that the resulting ideologies and attitudes (both will be adequately labeled) differ not only in their fundamentals, but also in their points of view, resulting from different textual, institutional and social phenomena, and text fragments are translated and intertextualized in ways that strongly match the overall discourse and ideology of the analyzed articles.

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## Joanna Popowicz

### *Conceptual integration in some comic strips created by Antonio Fraguas*

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In this paper I will present an analysis of selected comic strips created by Antonio Fraguas, known as Forges. This acclaimed Spanish author in his humorous works brings up some important social issues. The method of analysis is based on the theory of conceptual blending, created by Mark Turner and Gilles Fauconnier (Turner, Fauconnier 2002). The study is aimed to describe some conceptual mechanisms responsible for creating humorous effects in selected comic strips, as well as to discover some cultural factors employed in the process. The theory of conceptual blending has been used in humour studies by some other authors, such

as Seana Coulson (2005), Marta Dynel (2011) and Agnieszka Libura (2007a, 2007b), who has conducted analysis of some Polish humorous comic strips. The method as yet has not been employed in the study of Spanish visual-verbal messages. Furthermore, in the other studies carried out with the use of the theory of cognitive blending, the emphasis is put mostly on the conceptual mechanisms, while in the study presented in this paper the cultural aspects are also strongly accentuated. The analysis provides a description of conceptual mechanisms and cultural aspects involved in creating a humorous effect in some specific cases and also leads to some more general conclusions related to the processing of humour.

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## Ewelina Prażmo

### *Semantic Ductility*

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Language evolution is all-pervasive and unstoppable. New constructions come into being mainly through the powerful process of grammaticalisation. However, subtle changes occur at various levels of linguistic organization. Lexical items tend to acquire increasingly grammatical functions only to be eventually converted into fully-fledged and independent grammatical structures. The process does not necessarily have to go the whole hog in order to be significant. In the present paper we pay particular attention to the initial stages which may or may not lead to any further changes in language. We investigate the semantic shift which occurs in firmly established forms under the pressure of context. We try to prove that the bulk of semantic information is provided by context and that linguistic items are malleable to a great extent. They fit flexibly in a current discourse and adapt promiscuously to any linguistic environment they function in. Their plasticity is due to a number of factors which contribute to the creation of meaning as well as the idiosyncrasy of conceptualisation. What is of our particular interest is how

innovative meanings get established through increasingly frequent use. We look into whether it is possible for contextual demands to shift the semantic core of an item for good. Language evolution is accelerated by the rapid pace of production of the internet language. Thus, it is in the internet, where many unconventional uses of both lexical and grammatical structures can be quite easily perceived. In the present paper we analyse the usages of chosen expressions in the language of social networking services (e.g. Twitter). The paper is conducted in the spirit of cognitive grammar, as proposed by Ronald Langacker.

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## Wiktor Pskit

### *The DP-hypothesis and NPN forms in English and Polish*

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Since Abney's (1987) proposal for a DP-analysis of nominal expressions a lot of research in syntactic theory has been devoted to the issue of cross-linguistic universality of the DP-layer. In syntactic literature there is a body of works arguing in favour of (e.g. Longobardi 1994, Pereltsvaig 2007, Rutkowski 2007) or against (e.g. Willim 1998; Bošković 2008, 2009) the existence of the D projection in languages without overt articles, such as Polish.

This paper addresses the issue of the universality of DP based on the grammatical properties of NPN structures in English (e.g. *day after day*) and Polish (e.g. *dzień po dniu*). First of all, based on Travis (2001, 2003) and Radford (2009), and contra Jackendoff (2008), it is argued here that the relevant structures in English are nominal rather than prepositional in character. Further evidence for the nominal status of NPN forms is provided by Polish data. English and Polish appear to differ in the distribution and omission of premodifiers and postmodifiers on the

two nouns in NPNs. The explanation for these differences can be sought either in the features of the reduplicative morpheme (under Travis' (2001, 2003) analysis) or in more general differences between DP and NP languages (in terms of Bošković 2008, 2009), in the latter case possibly supporting the non-universality of DP.

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## Edyta Rachfal

### *Crisis Response Model: the interplay of crisis, face and stance*

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Until recently crises in their diversity of types, magnitude and consequences have been largely studied only within the disciplines which, to a greater or lesser degree, are related to Public Relations. Therefore, the paper aims to fill the gap by approaching the theme of crisis from the perspective of linguistics. The paper presents a model of crisis response which is based on the results of qualitative and quantitative analysis of *grammatical stance marking devices* (Biber et al. 1999) employed in the messages imparted by the crisis communicators in the "News International News Hacking Scandal". The model has emerged from the interplay between the speakers' intuitive awareness of *face concerns* (Goffman 1967), the persuasive goals they pursue and the stance devices they employ to achieve their goals. The model seems to be more comprehensive than other models offered by crisis communication theories, e.g. Benoit (1995) because apart from identifying the strategies the speakers follow, it offers insights into the linguistic means they

use to make the strategies operative. Furthermore, it complies with Fediuk et al.'s (2010) appeal, formulated in their CCMs Model, to bring into focus crisis messages rather than strategies. Prior to the model presentation, I will also give a brief overview of Crisis Communication, and will describe the data analyzed and the research methodology.

**Marek Radomski**

***The role of sonority distance in the adaptation of Polish CC consonant clusters by native speakers of English***

Maria Curie-Skłodowska University in Lublin, Poland

The most frequent repairs used in phonotactic adaptations are vowel epenthesis, consonant deletion and cluster modification. The selection of an adaptation strategy may depend on a range of factors, including the position of a cluster in a word, the structure of a cluster etc. In Radomski (in press) we report on an online loanword adaptation experiment in which 30 native speakers of British English were asked to reproduce Polish words with CC consonant clusters which do not occur in English. The article in question examines the influence of several factors on the adaptation patterns of Polish obstruent-obstruent sequences. It is argued that the position of a cluster in a word has an effect on the choice of an adaptation strategy in that word-initial clusters are mostly adapted through epenthesis, word-final ones are predominantly repaired by segment change and deletion is dispreferred in both cases. Also, the segmental makeup of a CC sequence is demonstrated to play some role in that epenthesis applies most frequently to clusters of voiced obstruents, deletion is rare, except for sequences of voiceless non-strident fricatives, and segment change is most common in the adaptation of voiceless CC structures containing an affricate. These results support the perceptual similarity view on loanword adaptation, according to which borrowers aim to maximize the perceptual similarity between source items and the output of adaptation by using strategies resulting in the least perceptible deviations from the source as possible.

In this paper, we focus on the role of sonority distance between consonants in the adaptation of Polish CC clusters by native speakers of English. We examine both word-initial as well as word-final CC sequences of different type, including obstruent-obstruent, obstruent-sonorant, sonorant-obstruent and sonorant-sonorant structures. More specifically, we aim to provide answers to the following research questions:

- Does the sonority distance between consonants influence the patterns of cluster adaptation?
- How do our findings compare with the results of similar studies (e.g. Haunz 2007, Davidson 2001)?

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## Irina N. Remkhe

### *A Comparative Analysis of Written and On-sight Translation within the Cognitive Translation Model*

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In this paper I propose to present a comparative empirical study of some cognitive aspects of the oral and written translation process. The major objective of this research is to provide the theoretical background to support the notion of the cognitive translation model. I also aim to gather reliable evidence of the translator's mental state by a comparative analysis of written and on-sight translation in order to verify the translator's capacity for problem-solving and establish recognizable trends in translation strategies within the sphere of technical discourse.

In order to find certain taxonomies in cognitive translation strategies the data was collected and analyzed using the Thinking Aloud method. The subjects of a research experiment on English-Russian translation were chosen among students of Bath (England) and Magnitogorsk (Russia) universities. The Think-Aloud Protocol experiment was carried out with translation students majoring in technical subjects who, unlike professional translators, are assumed to produce less automated processing, thus making data more informative. Written texts were done by both students and professional technical translators. The main purpose of involving subjects from the two countries was to take a deeper look at the way knowledge and information are being processed, taking into account cultural variations in the way the same texts are received and perceived by Russian and English native speakers.

The general conclusions drawn from this study are as follows:

1. Successful translation, implying the term of "appropriateness", requires the ability to analyze and recontextualize the given discourse by building up a mental frame relevant to the situation and synchronizing the three aspects, such as linguistic, cognitive and communicative, to produce a new text in the target language.

2. The choice of vocabulary, sentence structure and syntax made by native Russian and English students was surprisingly similar within the given technical and discipline-specific discourses provided that they have enough background knowledge to understand the text content and possess good cognitive, procedural and cognitive skills.
3. From the prototypical and adaptive strategies I have developed in my research to this point, the experiment has shown that translation students tend to use the former rather than the latter strategy since there is a stronger dependence on the syntactic structure and less qualitative approach in terms of semantic implications and problem-solving tools.

On-sight translation proved to have a higher interpretational modality and cognitive value compared to written translation. However, what remains to be seen is how cognitive skills and translation strategies are exercised in the area of consecutive interpreting.

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## Agata Rozumko

### *Epistemic adverbs across academic disciplines*

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Academic writing provides interesting material for the study of epistemic modality because it requires from the authors to qualify their statements and specify their degree of commitment to the proposition. The aim of this paper is to compare the use of epistemic adverbs in research articles representing different academic



disciplines: the humanities, social sciences and natural sciences, with a view to establishing any correlations between the type of discipline and the types and frequency of epistemic adverbs used. The typology of epistemic adverbs used in this study is based on the classification employed by Simon-Vandenberg and Aijmer (*The Semantic Field of Modal Certainty: a Corpus-Based Study of English Adverbs*, 2007, Berlin and New York: Mouton de Gruyter), who divide adverbs of certainty into epistemic, evidential, expectation, and speech-act adverbs. Reference will also be made to the distinction between epistemic adverbs and modal particles as discussed by Wierzbicka (*English: Meaning and Culture*, 2006, OUP). The study is based on a corpus of research articles published in scientific journals, compiled by the author.

## **Agnieszka Rzepkowska**

### ***Multidisciplinary and Interdisciplinary Professional Dictionaries***

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The paper elaborates on terminographic issues concerning multidisciplinary and interdisciplinary professional dictionaries. The two types are important reference works that are characterised by different terminographic solutions. They have potential to meet special needs of various target groups, starting from students of subject fields and foreign language learners, translators seeking best equivalents for the contexts they are handling, finishing with experts in issues represented in the dictionaries. The paper takes advantage of conclusions made as a result of research in dictionaries encompassing two or more scientific disciplines and attempts to classify these reference books as either multidisciplinary or interdisciplinary. The categorisation is done by viewing them from the perspective of contemporary literature treating of the issue of multidisciplinary and interdisciplinarity. Additionally, the subject types of special-purpose dictionaries are analysed by the manner of illustrating intra- and interdisciplinary relations between terms.

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## Anna Sadowska

### *Teaching Audiovisual Translation – challenges and rewards*

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Audiovisual translation as practice goes back to the origins of cinema, that is, over a hundred years ago, but as a field of research it is a relatively young discipline. It had very shaky beginnings in the 1950s and 60s, and then a remarkable boom in research took place at the end of the 20<sup>th</sup> century. It has diversified into subtitling, dubbing, voice-over, web and game localization, and accessibility to the media for people with special needs. The variety of these forms places special requirements on translators. This paper presents audiovisual translation from a teaching perspective: how to train students of audiovisual translation in an academic setting so that they meet the necessary requirements, what skills they need to develop, how to combine theory with practice, what difficulties are encountered in the process of translator training, and in what ways it can be rewarding.

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**Lucia Amelia Salvato**

***The Use of Intersemiotic Translations in Foreign Language Teaching. An Interdisciplinary Approach***

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This paper describes the potential that *intersemiotic* translations have in foreign language teaching. The work is the outcome of a ten-year didactic and research experience in a Master degree course on expressive techniques of German as a foreign language, in which training was grounded on the analysis of different types of texts.

Contemporary didactic methods are predominantly directed towards developing oral abilities. In contrast, attention in this paper is given more to the development of writing skills. To enhance student learning, the course was focused on the analysis and production of *intersemiotic* translations, such as describing figurative paintings or classical music pieces, and narrating silent films. Analysis is achieved by using foreign language according to CLIL (*Content and Language Integrated Learning*), i.e. as a vehicle and not just as a learning tool.

The starting conceptual perspective is provided by the distinction drawn by Jakobson (1987) of three kinds of translation—*interlingual*, *intralingual*, *intersemiotic*—and by the concepts of *syntagmatic* and *paradigmatic* relations. The assumed viewpoint refers both to Linguistics and Semiotics, thus displaying the power of an *interdisciplinary* approach. The analysis of the ‘language’ of texts is hence pushed into a larger domain than linguistics alone, and the term ‘text’ assumes different forms other than the traditional ones—*signs* as *semiotic* phenomena based also on non-verbal codes.

This study contributes to the literature on the improvement of language abilities. Through the analysis conducted at the *formal*, *semantic*, and *pragmatic* levels, students focus on style and technical terms to use them correctly in both written texts and oral discussions.

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## **Steven Schaefer**

### ***Prosodic and enunciative analysis of spoken English discourse: interpreting the parenthetical “you know” in a corpus of spontaneous oral English***

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The contribution of parenthetical expressions to discourse interpretation has long been debated by pragmatic linguistics. The parenthetical *you know*, one of the most frequently employed expressions in spontaneous oral English, is commonly but not exclusively glossed as “you know what I mean”. This introductory syntactic sequence can be found in any (linear) position relative to the propositional content in its scope: either initially, medially or finally, as can other comment clauses or discourse markers (Dehé and Wichmann, 2010). Like other introductory verbs, *know* has an especially strong subjective charge, as noted by Emile Benveniste in 1958. Contemporary enunciative theory, more or less directly inspired by the work of Benveniste on subjectivity in language, can contribute positively to the analysis of parentheticals.

My purpose here is to analyse the linguistic and enunciative processes by which the speaker, interacting with the addressee (co-speaker), can build argumentative and conative effects that have so far been analysed mainly with the tools of pragmatics and logic. Using the concepts developed within the Theory of Enunciative Operations, I consider the construction of local meaning in utterances, as well as the positioning of the speaker with respect to mental representations which are attributed to the addressee.

The method employed here is to subject all 1,600 tokens of this parenthetical found in the Santa Barbara Corpus of English to spectrographic analysis, in order to address the following questions: Does the prosody of the sequence derive from sentence position, or vice-versa? How are the distributional constraints on focus accent within the parenthetical to be explained? It has been proposed in my earlier work that prosodic focus orientates meaning relative to the asymmetrical position of the speaker in relation to the co-speaker, whereby an enunciative analysis is correlated with the measurement of melodic prominence (or its absence) on either element in sentence-initial position. In the present study, this prosodic approach is applied to the parenthetical, whether in initial, median or sentence-final position.

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**Jerzy Skwarzyński**

***British calendar polonized – The Secret Diary of Adrian Mole, aged 13 3/4 rendered into Polish and then polished even more***

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For a Polish person who is not well acquainted with the British culture, reading literary texts, both originals and translations, which are firmly embedded in the British reality may be a considerable challenge. One of the most vivid examples of a novel that causes cultural discrepancies is the well-acclaimed book by Sue Townsend entitled *The Secret Diary of Adrian Mole, aged 13 3/4*. The book was translated into Polish twice; in this paper the most recent and popular Polish rendition by Barbara Kopeć-Umiastowska will be subjected to analysis.

As the book has been written in form of a diary, every entry is preceded by a date, which is often accompanied by additional information regarding the particular day such as national holiday or a lunar phase. In the Polish rendition these elements are translated rather literally. Thus, on the linguistic level they seem to carry the same message as the original text, but at the conceptual level (the actual level of meaning interpretation) the target text reader is not presented with the same information as in the source text due to his or her deficits in the cultural knowledge of the British reality.

The aim of this paper is to compare original names of notable days from the British calendar (included in *The Secret Diary of Adrian Mole, aged 13 3/4*) with its Polish counterparts and examine the differences in the perception of these in the respective cultures and the impossibility to transfer them into the Polish reality. The paper claims that even by resorting to such translation strategies as foreignization or demestication (cf. Venuti 2008) the translator will not be able to reflect the meaning of a particular culture-bound concept in all its facets. In fact, it is also the reader's responsibility to fill in the gaps left by the lack of one-to-one cultural equivalents. It is also argued that only controversial solutions, such as extensive footnotes or bilingual editions of books, may provide foreign readers with the actual sense of certain concepts intrinsically related to Britishness.

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## **Anikó Sotkóné Grosz**

### ***Inherent scalarity and the structure of wh-exclamatives in Italian***

Péter Pázmány Catholic University, Hungary

This talk is concerned with the left periphery of Italian *wh*-exclamatives. I am going to discuss the distribution and relative order of three constituents targeting the CP-domain: Topic, Focus and the preverbal lexical subject. My research is based on facts reported in the literature (Beninà, 1995, 2001, Portner-Zanuttini, 2001) and on grammaticality judgements I received from native speakers.

In the proposed analysis, I shall argue that the position of *wh*-phrases in exclamatives can be of two types: it either moves to a structurally low position, which I will designate as [Spec, FinP], or, if it is an inherently scalar expression, it moves to a higher specifier, where it checks its [+degree] feature. Using the term of Jónsson (2010), I will refer to this position as the [Spec, HighDegreeP]. Based on some distributional data, I will show that [Spec, FinP] is also the landing site for focalized constituents. We will also see that low Topics and, as Branigan (2005) argues, preverbal subjects target the same position. The model accounts for the fact that foci, low Topics and preverbal subjects are ungrammatical with non-scalar *wh*-phrases, while they are possible with scalar ones. These latter expressions leave the [Spec, FinP] position empty, which is then free to host the constituents excluded from other exclamatives.

Our results support the theory of Branigan (2005) on movement phenomena in the left periphery and they also confirm the basic assumptions of Portner-Zanuttini (2003), who claimed that two types of *wh*-phrases must be distinguished in Italian. The proposed model explains some data which received little attention in previous literature. Also, it answers some theoretical questions which remained unresolved, such as the nature of the difference between the two types of *wh*-phrases and the motivation for their movement.

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## Ida Stria

### *In Esperantoland. Esperantists as a sociolinguistic community*

Adam Mickiewicz University, Poznań, Poland

The Esperanto movement consists of *apogantoj* (supporters not speaking Esperanto), *uzantoj* (non-member speakers), and “mainstream” Esperantists (Wood 1979). The latter group seems to be what Gumperz (1968, quoted in Patrick 1999) defines as a speech community. In this paper we adopt the interpretation of Kerswill (1994, quoted in Patrick 1999), who claims that such a community reaches an “agreement on the social meaning of various linguistic parameters”.

In the core of the Esperanto movement two main phenomena are observable: shared values and identity through language (Galor 2001; Wood 1979) and shared language norms (Fiedler 2006). There are several more specific features as well that make the community very similar to some “natural” languages, namely pidgins and creoles, minority and revived languages. Those characteristics, among others, are: voluntariness, strong identity and language loyalty, small number of native speakers, extensive planning, non-ethnicity and non-territoriality (see Fiedler 2006; Gobbo 2013; Kimura 2012; Liu 2000; Romaine 2011; Wood 1979).

This paper argues that due to the said features the Esperanto movement in its central form should be regarded as a sociolinguistic community. However, although very similar to several other types, the community differs from all of them in some aspects, creating a separate category.

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## William J. Sullivan

### *Things, rules, and relations: What's in a phonological description?*

Maria Curie-Skłodowska University in Lublin, Poland

The description of a regular phonological alternation in Russian shows that rules are a consequence of assuming that linguistic elements are actual things (like a tree), that relationships can replace rules, and that linguistic elements are fully defined by the relationships they contract. In the process, the answers to a number of controversial questions are provided.

All contemporary Slavic languages show more or less regular vowel-zero alternation as in Russian *son*, *sna* 'sleep, dream<sub>N/G</sub>'. This alternation is the contemporary recension of the proto-Slavic jers (ь, ъ) and resulted in a complete resyllabification of the language, eliminating earlier oral poetry. Hence Old Russian (OR) *сънъ* > Contemporary Standard Russian (CSR) *son* and OR *съна* > CSR *sna*. The alternation presented a serious phonological problem for Bloomfieldian structuralists, but it was always possible to say that 'dream' had two allomorphs (*son* and *sn*) and leave it at that. Generative phonologists (Lightner 1972) constructed rules like (1, 2):

- (1) ь ® *o* / \_ ... ъ  
       ь ®  $\emptyset$  (elsewhere)

Slavists have all heard the questions surrounding a description of this type (isn't this just a reconstruction of OR? what is the phonological character of ъ? is ъ in reality an *o* or a  $\emptyset$ ? must the two rules be ordered?), but there were more and deeper questions (are these rules part of the language or just a linguist's creation?), without answers that satisfied everybody.

I can give a short description of the encoding process here. Morphemes like *son* ~ *sn* are related to the consonantal phonemes *s*, *n* and to an OR node that relates to *o* and  $\emptyset$ . The value realized for the OR node depends on whether it is realized in peak position (*o*) or in onset position ( $\emptyset$ ). For convenience we refer to this alternation as the potential vowel (PV). The phonotactic relations have to encode a syllable. The *s* can go in onset position, the *n* in onset or coda position. The PV can go in vocalic peak position, if no other vowel is available. In this case it is realized as *o*. If another vowel is available, it will occupy peak position and the PV is realized as  $\emptyset$ . Assume the nominative-accusative form is being encoded. There is no ending, so only *s*, *n*, and PV are activated. Onset position accepts *s*, and *n* is fine for coda position. There is no other vowel, so PV is realized as *o* in peak position, producing the output *son*. Instead, assume that the genitive is being encoded. Now, in addition to *s*, *n*, and PV, the genitive ending *a* is activated. Both *a* and the *o* line of PV can fit into peak position, but the *a* takes precedence and PV is realized as  $\emptyset$ . Both *s* and *n* are realized in onset cluster position, producing the output *sna*. A graphic description is provided and the process of encoding by spreading activation is explained.



Examination of the graphic description will answer the questions of the phonological form of the vowel in the Russian morpheme *son* ~ *sn* and of how its realization can be accounted for without rules or any phonetic items other than the relationships themselves. In fact, the items in more classical descriptions are required by the rules, because rules need something to operate on. It will also answer questions concerning the naturalness of the description and any questions about its relation to Old Slavic.

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## Veronika Szabó, Bálint Tóth

### *A classification of Hungarian classifiers*

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Although the international literature on classifiers is rather extensive (i.a. Aikhenvald 2003, Borer 2005, Beckwith 2007, Zhang 2012), they have received comparatively little attention with respect to Hungarian (Beckwith 1992, Dékány 2012, Dékány and Csirmaz 2014). Hungarian is not unanimously acknowledged to be a classifier language (Aikhenvald 2003). In contrast, Dékány and Csirmaz (2014) argue that Hungarian is a classifier language based on similarities it shares with SEA classifier systems. While they differentiate between three types: sortal, group, and mensural classifiers; most of their attention is focused on the sortal variety. There have also been attempts at creating different systems of categorization (Beckwith 2007, Zhang 2013), as a result of which the terminology in this field has become fairly unclear.

In this presentation we attempt to provide a fine-grained classification of Hungarian classifiers, based on multiple (morpho)syntactic and semantic criteria, and devise a number of tests for establishing our categories. Taking the characteristics of Hungarian into consideration, we distinguish between the following types: sortal, container, SI-measure, group, and non-SI-measure classifiers. Additionally, we discuss the general classifier *darab* ('piece') and the expression *pár* with both classifier ('a pair of') and quantifier (Q-*pár* 'some, few') properties independently.

Our first test is concerned with the position of classifiers within the nominal sequence, inserting our categories into the hierarchy of the extended nominal projection by Dékány (2012) (1).

- (1) The syntactic position of different classifiers in Hungarian  
ordinal > cardinal/ **Q-PÁR** > **PÁR/DARAB/ SI-measure classifier** > high adjectives >  
**sortal/container/non-SI-measure/group(?) classifier** > low adjectives

Our second test examines whether the classifier element of a classifier construction can be realized as a head of a semantically related compound (e.g. *egy szál rózsza* à *rózsaszál* ‘a rose’), while the third one looks at the derivational suffix of approximate measure –NYI (Kiefer and Ladányi 2000), and which classifiers may host it. The fourth and the fifth test show which classifiers can appear in two kind of partitives (*egy párat/párral a virsliből* ‘a pair of sausages’), and an appositive possessive construction respectively (*a rózsza szála* ‘a thread of rose’). The result of the tests is summarized in table (1).

|                          | SORTAL | GROUP | CONTAINER | SI - MEASURE | NON-SI - MEASURE | PAR | DARAB |
|--------------------------|--------|-------|-----------|--------------|------------------|-----|-------|
| COMPOUNDING              | +/-    | +     | +!        | -            | +/-              | -   | -     |
| -NYI                     | -      | +     | +         | +            | +                | -   | -     |
| PARTITIVE1               | +      | -     | -         | +            | +                | +/- | -     |
| PARTITIVE2               | +      | +     | +         | +            | +                | +/- | -     |
| APPOSITIVE<br>POSSESSIVE | +/-    | +     | -         | +            | +                | %   | +     |

Table1. The results of our (morpho)syntactic tests

Our tests and the semantic properties mentioned by Dékány and Csirmaz (2014) show that there is always at least one property members of the above categories differ in, giving legitimacy to such a classification.

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**Elwira Szehidewicz**

***Relevance theory's understanding of concepts in the accomplishment of transparency of meaning in psychotherapeutic discourse***

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The aim of the presentation is to show how relevance theory's understanding of concepts may influence the achievement of transparency of meaning in the context of psychotherapy. The application of the understanding of two kinds of concepts – linguistic and imagistic – will be taken under consideration.

Relevance theory's (RT) perspective on concepts is complex and varied. In the initial version of relevance theoretic account, concepts were considered to be basic constituents of logical forms as well as of propositional forms of assumptions (Sperber and Wilson, 1986/1995:85). They were stable and enduring entities that possessed encyclopaedic, logical and lexical entries (Sperber and Wilson, 1986/1995:86; Wałaszewska, 2012:13). In newer versions of RT, a concept may be thought of as an address in memory to which different types of information is linked (Eysenck and Keane, 2000:9). When the address appears as a logical form, there is access to the information stored under this concept (Sperber and Wilson, 1986/1995:86; Carston, 2010:245; Sperber and Wilson, 1998:184). These concepts may be ineffable and created ad hoc (Carston, 2010). Lexical meaning of words may encode full-fledged concepts, but a concept is unstructured, which means that the lexical entry does not specify any further information about its content or semantic behaviour (Carston, 2010:244). A word may be used to convey indefinitely many concepts depending on the requirements of the occasion specific situation.

On the basis of examples from psychotherapeutic sessions I will try to show that the psychotherapist's awareness of the features of concept as presented in RT may lead to positive therapeutic results through the accomplishment of transparency of meaning. The latter term stands for the result of clarifying the meaning and significance of a client's verbal and non-verbal input in psychotherapeutic discourse (Pawelczyk, 2010:62).

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## **Sylvia Szewc-Koryszko**

### ***What is new about a news story? Divergences between the popular and serious press in Polish***

John Paul II Catholic University of Lublin, Poland

The aim of this paper is to disclose similarities and differences between the two types of newspapers – the popular and quality press in the Polish language. We assume that a tabloid and a broadsheet will tell the same story in a different way to evoke different responses in their readers. We shall thus compare two articles which deal with the same topic, and which appeared on the same day. Accordingly, we shall juxtapose a news story from *Fakt* (a Polish tabloid) with an article from *Gazeta Wyborcza* (a Polish broadsheet). It will be demonstrated how the same story is constructed and interpreted in the two publications under analysis. Next, textual organisation together with stylistic variety of the two articles will be thoroughly examined. This will help us to reveal the distinguishing features of the two kinds of newspapers – tabloids and qualities. All in all, we shall see what the general tendencies in the Polish popular and serious press are, and consequently achieve an overall picture of the two genres.

## **Péter Szigetvári**

### ***The vowel system of Current British English***

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The IPA transcription of Standard British English (BrE) developed by Jones (1917) and significantly modified by Gimson (1962) has not changed very much in the last fifty years. Wells (1990) introduces two extra symbols, /i/ and /u/, which were originally meant to indicate variation (/i~/i:/ and /u~/u:/, respectively), but many transcribers have later misinterpreted them as “phonemes” on their own right. Upton (COD, 1995) introduces a number of changes, most of them cosmetic (ie phonetically more precise symbols), but one, /eə/ → /ɛ:/, indicating that the

diphthongal pronunciation of the vowel is obsolete. I argue that the standard transcription of BrE (i) does not faithfully indicate current pronunciation and (ii) fails in establishing natural classes that emerge from phonotactics.

The current transcriptions of BrE conceal the fact that diphthongs and long monophthongs pattern together in BrE, just as short monophthongs do. The following lists show this:

- (1) /i: eɪ aʊ aɪ əʊ ɔɪ u:/ occur preconsonantly, word finally, and prevocally
- (2) /ɪə eə ɑ: ɜ: ɔ: ʊə ə/ occur preconsonantly and word finally, but not prevocally
- (3) /ɪ e æ ʌ ʊ ʊ/ occur preconsonantly, but not word finally and prevocally

I argue that the vowels in list 1 are all and the only diphthongs of Current British English, those in list 2 are all and the only long monophthongs (unstressed schwa is exceptional in that it is not long), and those in list 3 are the short monophthongs (save schwa). A more detailed classification of vowels can be achieved by adding further criteria. (For example, to single out schwa.)

Following Lindsey (2012), new symbols are proposed, which faithfully reflect diphthongs and monophthongs. Many short vowels are also assigned a new symbol to reflect the Counterclockwise Vowel Shift that is taking place in Current British English. The transcription system proposed is, in fact, not very strict on the identity of the symbols used, it allows several variants to the transcriber's discretion. However, the vowels of list 1 are all transcribed as diphthongs, those of list 2 as long monophthongs, and those of list 3 as short monophthongs (as in all British transcriptions).

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## Magdalena Szulc-Brzozowska

### *Metaphors in the German public discourse on environmental issues – selected cases from introductory research*

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The lecture aim is a presentation of the semantic description of the chosen metaphors in the German public discourse in environmental issues as a part of a research project. The theoretical basis of the semantic description is marked by the model of cognitive linguistics, especially by the model of frame semantics of A.

Ziem. A significant element of the analysis of the metaphorical concept is the evaluative function of the metaphor, positive or negative, which is a basic element of the communicative function of the metaphor in the discourse. The emotional markedness of the metaphor will be considered mainly on the profile of the expression of the source domain. It means, in the source domain a semantic component profiling the metaphoric concept will be found, which can validate especially its evaluative function. The results of the description will be metaphorical frames, which will illustrate the conceptual integration of the source and target expressions of the given metaphors.

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## Larysa Taranenko

### *Algorithmic plot structure of English fairy tales*

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The fairy tale in terms of its text size and content of its structural elements is an original epic work, which accumulates the ancestral centuries-old folk wisdom, being a very factor that has already resulted in revealing the fairy tale distinctive features and still leads to unfolding its new unique properties. One of such characteristics was observed by V. Propp, who stated that fairy tales are rather similar in their structure (1, p. 24). Following this idea, we have carried out a substantiation of the invariant algorithmic pattern of the English fairy tales' structure based on the analysis of their plot development.

To solve this task we opted for an integrated approach to the study of algorithmic structures of fairy tales' plots and their content, which was tested on the material of English fables (2, p. 36-42).

According to the methodological idea of the undertaken study it was rational within its first step to search for a certain systemic model that comprises main structural components of the fairy tale plot, due to which a structure of the fairy tale can be viewed as a functional hierarchical system of elements with their inherent linkage and relation. The second step presupposed a concise formulation of the plot elements' content. The essence of the third step lied in the formation of

a matrix, directly reflecting the connection of structural components of English fairy tales with the content of their plot elements.

On the basis of the outlined sequence of methodological actions we formed a hierarchy of the English fairy tales' structural components and plot elements. This allowed us to systematize structural elements into the algorithmic model presenting the English fairy tale story-line development according to its plot elements.

The first level of the systemic model introduces the following structural blocks of the fairy tale story-line: *exposition, development of the events, climax, denouement*. Further division of these blocks into plot elements enabled us to determine the nature of each of them viewed as a set of a lower hierarchical level of the considered model. A verbal representation of the model of English fairy tale plot development is as follows: 1) **exposition**: 1.1. scene, 1.2. characters, 1.3. reasons of the problem; 2) **development of the events**: 2.1. search of the ways of problem solution, 2.2. initiation of actions to solve the problem, 2.3. unexpected encounter or change of events, 2.4. reasons of a new problem, 2.5. search of the ways of a new problem solution, 2.6. means and results of solving the problem; 3) **climax**: 3.1. complication of the problem; 4) **denouement**: 4.1. consequences of the problem solution.

The suggested algorithmic model of the fairy tale plot development can be used as a basis for an integrated fairy tales' classification able to serve as theoretical and methodological grounds for the scientific analysis of any aspect of their creation and functioning.

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**Gergő Turi (co-author: Balázs Surányi)**

### ***Two types of unaccusative subjects: Sub-extraction from subjects in Hungarian***

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#### **1. Claims**

We argue that unaccusative predications constructed with verbal particles (1) have a structure that is different from that of *seem*-like (secondary) predications (2). This differs from analyses where the two are analyzed syntactically in a parallel fashion, namely as both involving secondary predication (cf. Hegedűs 2013). We base our argumentation on the results of two acceptability judgment experiments on sub-extraction out of Hungarian subjects. We assume that *seem*-like predications form a secondary predication phrase: PrP (cf. Bowers 1993). Their subject occupies the subject position of the secondary predication: Spec,Pr, leading to a degradation of

sub-extractions out of it. On the other hand, verbal particles form a complex head with the verb. In the case of unaccusative predicates the subject is a sister of the (complex) verb in an internal argument position, from which sub-extraction results in a well-formed structure (cf. Chomsky 2008).

## 2. The experiments

We tested sub-extraction out of unaccusative (UaS(3a)) and transitive (TrS(3b)) subjects and out of objects (TrO(3c)). The statistical analysis found that sub-extraction from transitive subject is the least acceptable, while out of the object is acceptable. The status of the unaccusative subject differed in the two experiments. The first experiment contained *seem*-like predications in this condition and it differed significantly from the TrS (UnS–TrS: $p < .05$ ), and the TrO (UnS–TrO: $p < .001$ ) condition as well. On the other hand, the internal arguments (UaS–TrO: $p = .165$ ) differed significantly only from the external argument (TrS–UaS: $p < .001$ ; TrS–TrO: $p < .001$ ) in the second experiment, in which the UaS condition contained verbal particles.

## 3. Examples

- (1) [<sub>TopP</sub>János<sub>i</sub>[<sub>PredP</sub>[<sub>Pred</sub>meg-érkezett<sub>j</sub>[<sub>VP</sub>[<sub>V</sub>t<sub>j</sub>[<sub>NP</sub>t<sub>i</sub>]]]]]]].  
John PRT-arrived  
'John arrived.'
- (2) [<sub>TopP</sub>János<sub>i</sub>[<sub>PredP</sub>beteg-nek<sub>k</sub>[<sub>Pred</sub>látszik<sub>j</sub>[<sub>VP</sub>t<sub>i</sub>[<sub>V</sub>t<sub>j</sub>[<sub>PrP</sub>t<sub>i</sub>[<sub>Pr</sub>[<sub>AP</sub>t<sub>k</sub>]]]]]]]]].  
John sick-DAT seems  
'John seems sick.'
- (3) *Melyik politikussal szeretnéd, hogy ...*  
'With which politician do you want that ...
- a. ... megjelenjen a sajtóban [*egy izgalmas vita*\_\_ ]?  
... [**an exciting debate**\_\_ ] should appear in the press?'
- b. ... megváltoztassa a közvéleményt [*egy izgalmas vita*\_\_ ]?  
... [**an exciting debate**\_\_ ] should change the public opinion?'
- c. ... megjelentessen az újság [*egy izgalmas vitát*\_\_ ]?  
... the newspaper should publish [**an exciting debate**\_\_ ]?'

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## **Pawel Tutka**

### ***Beyond linguistics, within computers and processes. Where is the translation industry heading towards?***

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The usual approach to translation and interpreting is that the former is deemed less demanding than the latter one. One of the numerous explanations is that consecutive and simultaneous modes do indeed involve listening and comprehension part, both of which need to be instant on the part of the interpreter (Angelelli 2004, Gile 2009). Translation, on the other hand, involves only “reading” and “writing” parts (Gile 2009). There are, of course, extensions to this model, which state that the translator has to have the knowledge of the topic under translation, so that the target text meets the quality standards set beforehand (Folkart 1984, Kurz 1988, Mellen 1988). However, with the rise of new technologies in translation industry, translators are required to possess knowledge which surpasses mere message conveying skills, hence the new skills that are constantly emerging in the business.

The structure of the work is as follows. Firstly, Gile’s Efforts Model will be regarded and explained. After that, we will present the steps involved in translation and interpreting (based on the Efforts model). Both processes will be considered from the angle of different authors concerned in both fields. Afterwards, we will take a look at some of the software types a present translator has to be literate with if they are to meet employers’ requirements. Last but not least, we shall take a look at what the future holds for translators as a group.

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**Åke Viberg**

***Swedish motion verbs in contrast and contact: The case of object-centered motion***

Uppsala University, Sweden

The present study represents a continuation of a series of earlier studies of the semantic composition and syntactic construction of Swedish motion verbs from a typological and contrastive perspective. Earlier studies have dealt with coming and going, vehicle verbs and verbs of putting. Related studies have been concerned with the role of language-specific factors in language contact (i.e. for second language acquisition and for translation). This study deals with object-centered motion verbs of pouring, throwing, carrying and pulling and pushing and is a corpus-based contrastive study (see Johansson 2007 for the methodology). Swedish will be compared with English on the basis of data from the English Swedish Parallel Corpus (ESPC) prepared by Altenberg & Aijmer (2000), which contains original texts in English and Swedish and their translations. Data will also be taken from the Multilingual Parallel Corpus (MPC), which is being developed by the author and at present contains extracts from 22 Swedish novels and their translations into English, German, French and Finnish (around 650 000 words in the Swedish originals).

Following Talmy and Slobin, the verbs of motion and the motion situation have been one of the most studied semantic fields (or domains, frames) within lexical (or semantic) typology (see, for example, Goschler and Stefanowitsch 2013 for a number of recent studies). It is now generally agreed, that the division into verb-framed and satellite-framed languages forms a continuum (when it can be applied). As will be demonstrated, Swedish from this perspective belongs rather far at the satellite-framed end. However, the bulk of the paper will be concerned with a more fine-grained analysis of the semantic composition of the verbs and of their patterns of polysemy. In their basic meaning, the verbs studied in this paper refer to goal-directed physical action sequences, which consist of a Goal (in the sense of an Intention), a sequence of bodily movements of some body part(s) and a result which is congruent with the Goal (in the unmarked case). Object-centered motion often is achieved with various types of hand actions. For example, putting refers to an action where the Figure (the moved object) is held in the hand and is moved toward the Ground (the target) and then released at the Ground in a controlled way. Throwing refers to a forceful movement of the arm and hand and the launching of the Figure into the air. Pulling and pushing involve among other things continuous application of a force at a Figure manipulated with the hand (in the most basic case) with the intention to move it toward versus away from Self. If these

definitions are spelled out more in detail, it is possible to derive several of the extended meanings of the verbs and show how various senses are related.

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## Torbjörn Westerlund

### *'General area' and 'exact location' – local cases in Ngarla (Pama-Nyungan, Ngayarta)*

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The Ngayarta languages (a subgroup of Pama-Nyungan) of northwestern Australia all have a general locative case, filling a number of different functions, and also more specialised local cases, common ones being the 'side locative' (marking 'to the side of') and the 'obscured locative' ('obscured by', 'behind'). It is also common to find suffixes that are associated specifically/predominantly with toponyms and proper nouns (Dench 1981, 1995, 1999; Sharp 2004; Wangka Maya 2008).

In the moribund and understudied language Ngarla (Ngayarta, Pama-Nyungan) both the side locative and the obscured locative cases are found, as well as two cases that occur exclusively with toponyms. These are *-nya*, marking 'general area'/'vicinity', and *-malu* 'exact location', as in (1):<sup>10</sup>

- (1) Nyini-yanta nganarna  
 stay-USI 1PL.EXCL.NOM  
 Kurru-malu. Palangka-nguru ngaya  
 Kurru-EX there-ABL 1SG.NOM  
 yaa-nu Marapikurri-nya-karni.  
 go-PST Marapikurri-AREA-ALL  
 'We were staying right at Kurru. From there I went to (the) Marapikurri area.'

<sup>10</sup> The abbreviations employed in the example is: 1 = first person, ABL = ablative, ALL = allative, AREA = in the area of, EX = exactly at, EXCL = exclusive, NOM = nominative, PL = plural, PST = past tense, SG = singular, USI = usitative (past habitual).

The latter two cases will be described in the paper. The two markers *-kurangu/-pungkara*, which occur exclusively with Ngarla common nouns, will also be considered. It will be argued that while *-kurangu* is used in the same function as *-nya*, it is questionable, given the state of the existing Ngarla material, whether *-pungkara* is the common noun equivalent of *-malu*. Possible diachronic sources of the four suffixes as well as possible reflexes in other Ngayarta languages will also be considered in the paper.

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## Jarosław Wiliński

### *Metaphostructions: A corpus-based study of sports metaphors in business*

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In recent years, the widespread availability of electronic corpora has created perfect opportunities for investigating metaphorical expressions in naturally-occurring discourse, as shown by a number of studies (e.g. Cameron and Deignan 2003; Semino 2002). Some researchers have used corpora to search for individual lexical items from the source domain (cf. Hanks 2004) or whole sets of such items (cf. Partington 1997, 2003). Others have focused on investigating target domain vocabulary (e.g. Stefanowitsch 2006).

So far, however, most studies have only tended to focus on a qualitative analysis of metaphors. Far too little attention has been paid to both the qualitative and quantitative investigation of source domain vocabulary in a particular target domain. In addition, no single study exists which has attempted to postulate the existence of so-called *metaphostructions* in constructional cline. The primary aim of this paper is therefore twofold: first, to formulate the concept of *metaphostruction*; second, to propose and demonstrate a new corpus-based method for investigating the relationship between target domains and the source domain lexemes that occur in them.

The method, referred to as *metaphostructural analysis*, is used to identify which source domain lexemes are strongly attracted or repelled by a particular target domain (i.e. occur more frequently or less frequently than expected in this domain). On the basis of the study dealing with sports terms in the domain of politics, the paper shows that there are indeed lexemes that are significantly attracted or repelled to this target domain, and that these fall into particular semantic classes of metaphors.

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## Xuanshao Wu

### *Expressions of dissatisfaction in Japanese - Based on Japanese TV series*

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The present research, mainly based on the speech act theory and the speech function theory, is intended to do a comprehensive analysis of expressions of dissatisfaction (EOD) in Japanese and Chinese. In this study, data are collected from multiple Japanese and Chinese TV dramas and analyzed in the typical way of discourse analysis. Firstly, based on the speech function and conversational implicature theories, EOD are divided into different types of speech acts, such as complain, accuse, request, abuse etc.. Secondly, EOD are redefined by the ‘purpose’ and ‘pragmatic conditions’ of it. In this process, the concepts of ‘interests’ and ‘subjectivity’ used by former researchers are inherited. And an original concept called ‘*kurai/wei*(status)’ is also applied in the redefinition of EOD in order to clarify the correlations between the speaker and the hearer. Thus, according to the new definition, the differences between EOD and other speech acts, and the category of EOD are stated detailed. Thirdly, around 1000 authentic examples of EOD are extracted from TV series and categorized into five different realization patterns, two of which have not been discussed yet in previous studies.

Moreover, examples in each pattern are classified into different group by their grammatical features. Fourthly, different realization patterns of EOD in Japanese and Chinese are compared in order to find an innovative application in second language teaching.

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## Olga V. Yashenkova

### *Workplace Conversation Openings and Interactive Communication Effectiveness*

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No matter what the field, specialized knowledge is not enough to guarantee success; communication skills are vital. Employers expect employees to be effective communicators.

Communication in the workplace has been studied for decades, but not much attention has been paid to the phenomenon of interactive communication effectiveness from the linguistic perspective.

The current study investigates the English workplace conversation as a central medium through which the daily working activities are conducted. It also attempts to determine the basic types of speech interactions in the professional dyads (superior–subordinate, employee–employee, employee–customer) and describe their lingvopragmatic peculiarities, focusing on the opening phase.

The opening phase has often been regarded as peripheral because it has to do with fatic communication. We argue that this phase is essential because it aims not only to get the addressee to enter into a state of interaction, but also may help build solidarity and rapport. Much of the success of the rest of the conversation will depend on the relationship established during the first few minutes.

Taking an initiative to open a conversation does not automatically entail success of the endeavor. Communication breakdowns and failures may occur.

Openings are to be seen as an interactional achievement, requiring intense collaboration. Effective openings are highly coordinated activities in which the current speaker tries to make sure he or she is being attended to, heard, and understood by the listener, and the listener in turn tries to let the speaker know when he or she has succeeded.

English openings are characterized by structural, semantic and pragmatic varieties due to the richness of the workplace communication context. Openings may be: verbal and/or nonverbal, longer or shorter, more or less formal, stereotyped and non-stereotyped, successful at first attempt or needing several attempts in order to be accomplished. Besides, different opening communication strategies and tactics may be used. This research identifies the addresser's techniques ("greeting," "addressing," "attracting attention", "reducing the distance", "compliment", "inviting" etc.) and addressee's techniques ("showing readiness to open the conversation", "showing lack of interest to open the conversation" etc.).

The choice of a certain kind of workplace verbal and nonverbal communication behavior in opening conversations will depend on such factors as the type of communication media/channel, frequency of communication contact, purpose of interaction, time and place of communication, social status of participants, their positions, professions, functional duties, interpersonal relationship, organization's cultural values and norms etc.

## **Slawomir Zdziebko**

### ***On the interaction between palatalizations and exponence in Polish inflectional morpho-phonology***

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In this paper I argue that Polish palatalizations are not phonological but morpho-phonological in nature. In particular I will show that the contexts in which palatalizations take place do not form natural classes: the claim that all and only [-back] vowels trigger palatalizations cannot be maintained.

I will show that palatalizations are vocabulary items. The relevant case, number, gender and class features are rewritten as pieces of autosegmental representations that anchor onto stem-final segments. This approach has several consequences which differentiate it from the traditional approaches (Gussmann 1980, 2007; Dressler 1985; Rubach 1984, 2003) in which it is the exponents of

inflectional morphology that trigger the palatalizations. In the approach that I will present the exponence of the relevant nodes is dependent on the presence/absence of palatalizations. Precisely, the nodes that trigger palatalizations must be spelled-out by the default exponents.

This interpretation forces a revision of what is typically seen as phonologically-driven allomorphy by which the Dative and Locative of certain Polish declension classes are realised as *-e* /*ɛ*/ or *-i/y* /*i~i*/, depending on the presence of element I in the stem-final segment (see Gussmann 2007:106-7).

I will show that this interpretation cannot be maintained as there is a group of nominals of foreign origin, whose final segments do not containing element I, and which take *-i/y* /*i~i*/ as the desinence of the Dative and Locative singular. These are Italian place names *Mantu-a*, *Kapu-a*, *Genu-a* as well as foreign names *Messu-a*, *Karo-a* etc. I will argue, partly against Halle and Marantz (2008), that *-e* /*ɛ*/ is the default realization in Polish nominal inflection, hence it appears in the contexts where palatalizations are attested and where the inflectional features have been rewritten. The desinence *-i/y* /*i~i*/ is, on the other hand, a fully specified exponent of the Dative, Locative and Genitive in the relevant declension classes.

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**Angelina Żyśko**

### ***Does Fortune Favour Fools? On the Historical Development of English silly***

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Language and culture are inextricably linked with each other, language being often understood as a mirror of culture. If we follow Sapir (1921:218) and state that “[c]ulture may be defined as what a society does and thinks [and] (...) [l]anguage is a particular how of thought” we come to a conclusion that changing the worldview leads to the phenomenon of language change. The paper is done within the spirit of historical linguistics and analyzes the historical background of English etymologically related vocabulary, concentrating on English ‘happiness’ terms.



The aim of the paper is to show the historical development of the Proto Indo-European root \*sele-.

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## Konrad Żyśko

### *Wordplay based on prepositions – from virtuality to actuality*

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This work addresses the issue of comprehension of wordplay based on English prepositions. Our claim is that it involves conceptualizations in the form of image schemas (Johnson 1987), i.e. embodied pre-linguistic structures of experience, together with their extensions, driven by conceptual metaphor mappings. Quite frequently, comprehension of wordplay requires a profile shift (Langacker 1999: 203-205) from a spatial image schema (actual plane) to its metaphorical elaboration (virtual plane), or the other way round. It could be claimed that the shift is realized through the process called subjectification (Langacker 2000, 2005), i.e. some abstract subjective movement on the part of the conceptualizer (egocentric viewing arrangement), and in consequence through the attenuation of the objective relations holding between trajector and landmark. This process seems to be guided by the utterance context and is realized within an expression's immediate scope, which is a mental locus of attention, and a relevant base for the characterization of the profile.

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