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General Information

This booklet contains the conference programme and the abstracts for all presentations to be given at the 2024 edition of the Manchester Forum in Linguistics (MFiL 2024).

Abstracts are divided into sections according to whether they are plenaries, talks or posters and arranged in alphabetical order by the surname of the lead author.

Other information about registration, accommodation and finding one's way around Manchester and to the conference venue can be found on the conference website: <https://mfilconf.wordpress.com/>. Any updates regarding the conference should also be communicated by the organisers on social media: https://twitter.com/MFiL_conference and <https://www.facebook.com/MFiLconference/>.

Should the need arise, more crucial information will also be circulated by e-mail. All members of the organising committee will be wearing **purple name badges**. If you have any questions or problems, feel free to speak to one of them. Talks will take place in either the **Conference Room (C1.18)** or **Seminar Room 1 (CG.59)** in the **Ellen Wilkinson Building's** Graduate Centre at the University of Manchester on Oxford Road. The poster session as well as lunch and coffee breaks will be held in the atrium of the same building. With the exception of plenary speakers, who have each been allocated a one hours lot, speakers will have a total of 30 minutes: 20 or 25 minutes for the talk itself and 10 or 5 minutes for questions, this being the speaker's choice.

If you require Wi-Fi, eduroam is available in the Graduate Centre; however, for those coming from institutions that are not part of the eduroam network, if you ask a member of the organising committee, they will be able to provide you with a visitor username and password that will enable you to use the university Wi-Fi.

Programme of the conference is attached.

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PLENARY SPEAKERS

Learning universal quantifiers: How, *every*, *each* and *all* are not alike

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Natural languages contain logical connectors to specify semantic relations between concepts in sentences (e.g., conjunction *and*, negation *not*, and quantifiers like *some* or *all*). We typically borrow definitions from classical logic to define the meaning of such terms. However, natural language connectors do not necessarily match their logical counterparts. This is especially clear in the case of universal quantification. Many languages have multiple universal quantifiers, like *each*, *every* and *all* in English. These quantifiers all instantiate *universality*, similar to the “for all” (‘ \forall ’) relation in logic. However, they differ in the ‘flavour’ of universality they specify: *all* (and to a lesser extent *every*) highlights the entire set as-a-whole, while *each* emphasizes the individual members that comprise the set. As an example, compare the sentences *Each of the olives is in a bowl* and *All of the olives are in a bowl*. Truth-conditionally, these sentences are the same. However, the sentence with *each* is more likely to be interpreted as meaning that each olive is in a separate bowl, while the sentence with *all* triggers an interpretation in which the olives are in the same bowl together (e.g., Vendler, 1962). The difference between *all* and *each* is due to the distributivity features of the quantifier. The quantifier *each* forces a distributed reading of the predicate, assigning the property “in a bowl” to each individual olive in a one-to-one pairing. *All*, on the other hand, also allows a collective predicate, assigning the property “in a bowl” to the entire set of olives. (The meaning of *every* lies between these two, often prompting a distributive reading but with weaker force than *each*.)

The distinction between *all* and *each* suggests that language users may assign distinct mental representations to the different universal quantifiers, despite their common semantic core. Children learning universal quantifiers therefore need to learn the shared core underlying the different universal quantifiers (i.e., universality), as well as their meaning differences (i.e., distributivity). In what order do children acquire these properties? Do they first learn universality for all universal quantifiers at once, before learning distributivity? Or do they acquire these dissociable semantic properties separately in quantifier-specific developmental paths? Previous studies often assumed that children grasp the universality of the different universal quantifiers in their native language from the outset, and focussed on when children learn differences in distributivity (e.g., Brooks & Braine, 1996; Syrett, 2019). In my talk, I will present on-going work that challenges this assumption.

First, corpus analyses of child-directed speech (in both English and Dutch) showed that universal quantifiers are associated with distinct patterns of use (Slim, Tobyn & Rowland, *in prep*, see also Knowlton & Lidz, 2021; Knowlton & Gomes, 2022). These patterns of use could help children detect the meaning differences between universal quantifiers, but they may make it difficult to learn the semantic commonality of these quantifiers. Second, on-going experimental work from Slim, Barner & Feiman (*in prep*.) shows different developmental paths of *each*, *every*, and *all*. In particular, four- and five-year-old (English-speaking) children seem to understand that *all* and *every* are universal quantifiers. In contrast, even seven-year-olds do not consistently interpret *each* as a universal quantifier, unless if it is in a strongly distributive context. This suggests that children treat *each* as a distributivity operator before recognizing that it specifies universality, and thus that children assign distinct meaning representations to different universal quantifiers from the outset (cf., Syrett, 2019).

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Examining the illocutionary force of presentation and the Collaborative Principle

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This presentation examines Faller's (2019) proposal to account for discourse commitments and reportative evidentiality in declarative clauses based on (i) the illocutionary force of presentation and (ii) the Collaborative Principle (Walker 1996). Key for (i) are a principal and an animator (Goffman 1974). The latter presents a proposition but need not be committed to its truth; the commitment lies in the principal—this characterizes reportative evidentials. In their absence (i.e., the default case), the animator and the principal are the same individual; assertion follows from this. As for (ii), the absence of overt disagreement towards the at-issue proposition means that the animator intends to resolve the question under discussion with it. Based on evidence from the reportative *dizque* in American Spanish and the direct $-\emptyset$ in Southern Aymara, I propose that the only thing that presentation does is to put an issue on the table—importantly, there are no “defaults” tied to the denotation of presentation in the sense of Faller. I further revise the Collaborative Principle such that the discourse participants' commitment to the truth of the at-issue proposition, as well as to having adequate evidence for it follow from this principle. Assertion arises as a result of presentation and pragmatic strengthening.

Discourse-Pragmatics in Morpho-Syntax: Past Participle-Object Agreement in Friulian and Old Italian

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In the rise and fall of the active-inactive alignment across Romance (La Fauci 1988; Ledgeway 2012), participle-object agreement developed from an alignment-driven pattern, differentiating O and S_o from A and S_A, into a partially discourse-driven pattern (Bentley 2006), where, alongside S_o, only a subclass of topical objects trigger agreement, specifically, those in CLLD. The paper draws a parallel between Friulian and Old Italian, identifying a stage in which the past participle agrees with topical *in-situ* postverbal direct objects (De Cia, Ciconte, Bentley 2022).

As shown in (1) and (2) below, in Friulian and in Old Italian respectively, past participle agreement in gender and number takes place with the postverbal direct object in the absence of apparent right or left dislocation:

(1) *Mario al a mangjad-e le polente*
 Mario 3SG.M.SCL has.3SG eat.PTCP-F.SG the polenta.F.SG
 “Mario ate the polenta”

(2) *La Benvegnuda avea subito fatt-a la suppa,*
 the Benvegnuda had.3SG immediately made.PTCP-F.SG the soup.F.SG
 “Benvegnuda had prepared the soup right away” (*Trecentonovelle*, 98, 29-36, p. 219)

Friulian shows that object-past participle agreement, however, does not consistently take place. Its occurrence is conditioned by the discourse-pragmatic status of the postverbal direct object: if the direct object is in *narrow focus* (in the sense of Lambrecht 1994) there is no object-past participle agreement (the focal portion of the sentence is in capitals):

(3) CONTEXT: What did you get?
 a. *O ai cjapât DOS MULTIS*
 1SG.SCL have.1SG get.PTCP two fine.F.PL
 “I have got two fines”

b. **O ai cjapad-is DOS MULTIS*
 1SG.SCL have.1SG get.PTCP-F.PL two fine.F.PL

In a similar fashion, Old Italian does not consistently exhibit object-past participle agreement, as shown in (4), which, crucially, is drawn from the same Old Italian text as (2):

(4) *Ebbe veduto una passera calcare ben cento volte*
un'altra,
 had.3SG seen.PTCP a sparrow.F.SG press.on.INF well hundred times
 another
 “She saw a sparrow jumping on another sparrow hundreds of times”

(*Trecentonovelle*, 226, 32/1-9, p. 586)

Comparative analysis of Friulian and Old Italian reveals that if the postverbal object has topical status as *given* (G-topic) or *aboutness/shift* (A-topic) information (Erteschirk-Shir 1999; Bianchi & Frascarelli 2010), past participle-object agreement obligatorily takes place. The central claim of the paper is hence that the mechanism of past participle agreement with a postverbal object in Friulian and in Old Italian is the same: past participle agreement with *in situ* objects is not in free variation with absence of agreement, but constrained by the discourse-pragmatic status of the object: agreement must take place if the postverbal object bears a *Given* or *aboutness/shift* topical interpretation. This can be appreciated in the Friulian example in (5) and the Old Italian example in (6b), where the postverbal object, by virtue of being *given* information in discourse, agrees in number and gender with the past participle:

(5) *Ce u-tu c-o vegni a Cortine?*
what want.2SG-2SG.SCL that-1SG.SCL come.1SG to Cortina

O ai già viodud-e Cortine!
1SG.SCL have.1SG. already seen.PTCP-FSG Cortina.FSG

“Why do you want me to come to Cortina? I’ve already seen Cortina!”

(6) a. *Al quale disse Nerone: O uomo, servo del grande re, il quale se’ mio pregione, perché mi sottrai tu i cavalieri miei e ragunili a te? Al quale disse Paulo:*

b. *Non solamente de la tua corte ho raccolti cavalieri,*
Not only from the your court have.1SG taken.PTCP-MPL knight.MPL

“Nero said to him: – Man, servant of your great king, but prisoner of mine, why do you steal my **knights** and turn them to your cause? – Paul replied to him: – Not only have I taken knights from your court” (*Leggenda*, II, 85, 16-21, p. 739)

In Modern Italian, object-past participle agreement is analysed as the result of clitic-movement (Kayne 1989; Belletti 2001): the clitic moves as a phrase and passes through the specifier position of the functional head hosting the past participle, triggering agreement (see D’Alessandro and Roberts 2008 for an Agree analysis). Such analysis is however unsuitable for the pattern of past participle-object agreement in Friulian and Old Italian in (5) and (6b), where the participle agrees with postverbal direct objects which are not resumed by an agreeing object clitic (Benincà & Vanelli 1984; Haiman & Benincà 1992; Egerland 1996; Paoli 1997, 2006).

In light of the more recent literature on the relation between information structure and verb-object agreement in Bantu and Italo-Romance (Bax & Diercks 2012; Mursell 2018; D’Alessandro 2017, 2019), this paper proposes that the pattern of past participle-object agreement in Old Italian and Friulian can be explained by postulating the presence of an extra set of phi-features ($u\phi$) on v° . These phi-features can only be valued by an internal argument DP that enters the derivation carrying a [Topic] discourse feature as well as a set of interpretable

phi-features (*iφ*), namely [Number] and [Gender]. The correct discourse-pragmatic interpretation of the topical *in-situ* object is then ensured through *Long-Distance Agree* (Polinsky and Potsdam 2001, Frascarelli 2007). If a goal with the [Topic] interpretation is not available, the default masculine singular ending surfaces on the past participle, as the Agree operation (Chomsky 2001) fails (e.g. with focal objects).

In terms of the change documented in Bentley (2006:194-210), the discourse-driven strategy recorded in this study constitutes an intermediate stage of a change whereby the participle increasingly agrees with subjects and decreasingly with objects, or undergoers, as a result of a transition from one alignment principle (active-inactive) to another such principle (nominative-accusative). This stage precedes the one testified by Modern Italian. Given that across Romance participle agreement with the object has retrenched over time (Loporcaro 1998, 2016), the stage in participle agreement uncovered in this paper could in principle be found in other Romance languages.

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Mapping Linguistic Perceptions: reflections from the North-East of Scotland

Dawn Leslie

University of Aberdeen

This plenary examines the contribution made by mapping methods to the field of *language regard*: both in terms of data collection and data visualisation of non-linguists' perceptions of linguistic variation and change. This will then be followed by a study-specific example of its implementation.

The first part of the talk will explore the links between *mental mapping* as studied in behavioural geography and its subsequent application by perceptual dialectologists. This will include discussion of our spacial interactions with our surroundings and how this may be reflected in our perceptions of the geographical distribution and social attractiveness of different linguistic varieties.

The second part of the talk will present the results of a perceptual dialectology study of the North-East of Scotland, focusing on the use of maps as a means for collecting perceptions of linguistic boundaries and for geographically placing audio samples of local speakers. Use of GIS software tools to visualise the results of these data collection endeavours will be presented, along with the contribution made to the project's overall findings through the inclusion of mapping methods. The map-related results of this study reveal a complex linguistic situation in which dialect attrition may be observed as advancing at different paces in different parts of the region and in which youngsters from various parts of the North-East are found to align themselves to hyperlocally-oriented facets of linguistic identity.

PRESENTATIONS

Typological insights into motion event encoding: A case study of Turkish subordination and case marking patterns

Abdullah Topraksoy

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Motion events like (1) “The man swam into the cave” [1] are crucial to human experience from early childhood [2] and involve one Figure object (The man) moving or located in relation to another Ground object (the cave) with the use of a motion verb (swam) towards a path or direction (into the cave).

Lexicalization patterns of languages provide insights into how speakers of different languages encode their experiences of these events:

(2) “Adam mağara-ya yüz-erek gir-di”

Man.NOM cave-DAT swim-CVB enter-PST.3SG

‘The man entered into the cave by swimming.’

In contrast to the use of manner verb (satellite-framing) ‘swam’ in English sentence (1) above, ‘gir’ (enter) encodes path in the main verb (verb-framing) and ‘yüzerek’ (by swimming) displays the manner component subordinated in Turkish example in (2). While prior work on motion event semantics, such as the Verb/Satellite-framing typology [3] [4], has been fruitful in describing languages, a contemporary approach [5] [6] posits that motion-independent properties governing the morphological, lexical, and syntactic resources available to languages influence motion framing. To date, little is known about whether Turkish aligns strictly with a V-framed typology or exhibits flexibility in motion event encoding. This study sets off to question this recent approach by focusing on motion events in Turkish, exploring the role of subordination and case marking in motion expressions. Two tasks were employed for the analysis of motion expressions. By using animated clips/real-life video sequences several recent studies (i.e., [7]) analysed motion event elicitations more efficiently. Due to the nature of the content, the absence of verbal expressions, and easy operability, the Pear film [8] and 35 animated video clips [9] were taken as stimuli in two tasks in which individual participants – native Turkish speakers (n=60) – watched and then narrated the story on the screen. The findings showed that participants used certain subordinate constructions (adverbial cl: n=789; relative cl: n=209; complement cl: n=162) to elaborate their narrations of motion expressions in the main clauses of motion as encoding mainly the manner of motion, modifying the figure and/or ground elements of motion expressions. Participants also used three case markings frequently with motion expressions: dative (n=762), ablative (n=500), and locative (n=134), linked to trans-locational dynamics of motion expressions, depicting Source to Goal or ground locatedness. This evidence suggests: 1) analysing subordinate clauses alongside main verbs provides a more comprehensive understanding of languages' framing behaviour in motion typology; 2) the traditional V/S framing should be reconsidered, advocating for a more nuanced analysis with deeper exploration of main-subordinate clause relations. Aligning with similar studies ([5] [10] [11]), this study proposes a flexible motion typology, challenging rigid two- or three-way classifications. Overall, the present study sheds light on new insights emphasizing the clausal patterns in description of motion events in Turkish where path and manner verbs are supported via additional uses of subordinate clauses for extended motion events and descriptions via case markings. These insights contribute to the broader understanding of motion typology, emphasizing the complexity and flexibility languages exhibit in encoding motion events.

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From regular phonology to irregular morphology: An amphichronic study of the alternation of causative **-(i)m** in Mapudungun

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How do lexically-specific morphophonological processes emerge? Previous research on the phonologisation of processes has typically focused on the history of languages with quite simple morphology. In this paper, I extend our understanding of the life-cycle of phonological processes by considering a case of a morphophonological alternation in Mapudungun (ISO [arn]). Mapudungun is a polysynthetic agglutinative language spoken in South America. Although it is considered an isolate, its genealogy and interaction with other linguistic lineages are far from well understood (Adelaar & Pache, 2022). Thanks to the availability of historical written sources spanning more than 400 years, it is possible to trace its diachronic path and development, and to advance the general study of linguistic change with this typologically diverse language (Molineaux, 2023).

In Mapudungun, causativisation with **-(i)m** is an unproductive valency-increasing operation (Zuñiga, 2015; Golluscio, 2007). Some verbs that causativise with this suffix sustain a radical consonant alternation which is considered an “unproductive relic phenomena” (Smeets, 2008:53). In examples 1 and 2, the final segment of a root surfaces as another segment in which place of articulation is preserved, but manner changes, when suffix **-(i)m** is attached:

(1) lif ‘adj. clean’, lip-**im** ‘tr. make clean’

(2) nay- ‘intr. go down’, nak-**im** ‘tr. lower something down’

This morphophonological process is one of the few evidenced in Mapudungun morphology (Smeets, 2008:299). I present, for the first time, the full patterning of this phenomenon, combining cases previously reported in the literature involving labial and velar segments (Smeets, 2008), with newly-identified doublets that I have collected from the historical record (Berríos & Salamanca, 2023), which hints a diachronic phonological process based on a natural class:

(3) piz- ‘intr. become dyed’, piŷ-**im**- ‘tr. dye in general’ (Febrés, 1764:611)

Although this pattern has been described preliminarily in publications tackling broader issues (e.g. Smeets, 2008; Zuñiga, 2015), an in-depth analysis is needed to understand the processes and historical trajectories behind it. For this, I employ the Life Cycle of Phonological Processes (Bermúdez-Otero & Trousdale, 2012). This amphichronic model is well suited for this phenomenon given its assumptions and predictions. Specifically, the Life Cycle posits a modular grammatical architecture composed of different levels or strata that interact serially (Ramsammy, 2015). It also asserts that internal phonological changes begin as automated processes, which successively interact with the grammatical architecture until they culminate, embedded in the morphology or lexicon. Using these assumptions and drawing on the historical documentation of the language, I propose a path for this process from an early stage, in which the [±continuant] alternation was a synchronic part of the phonology, to its current stage, in which this process is preserved as a feature in its way to lexicalisation.

Using an amphichronic program to describe this linguistic pattern will benefit the internal reconstruction of Mapudungun. Similarly, it will provide a typological testing of the Life Cycle framework, thus advancing our understanding of phonological change.

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Shifting linguistic identity performance in an online white nationalist forum

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This paper carries a content warning for racist and hateful speech.

This paper takes an interdisciplinary approach, applying linguistic and discourse analytic methods to explore the sociological concept of the career (Becker, 1973) in the context of a white nationalist extremist forum.

Analogous to the professional career, the sociological career refers to the way individuals progress through a series of roles or stages in order to become an established and high-status member of a group. This corresponds with a shift in the individual's identity, as their understanding of their self and their relationship to others, both within and beyond the group, changes. Such a shift is particularly prominent in extremist contexts, where socially normative beliefs and behaviours are abandoned in favour of increasingly extreme ones (Becker, 1973).

It has long since been recognised that identity is a question of linguistic performance, whereby individuals discursively position themselves in relation to others (Benwell & Stokoe, 2006; Bucholtz & Hall, 2004; Grant & MacLeod, 2020). This is particularly true in the largely text-based online environments where extremism increasingly flourishes (Conway et al., 2019). Linguistic analysis is therefore a useful tool for the study of the career in the online white nationalist context. However, linguistic perspectives are lacking both in the literature on careers and on white nationalist extremism.

This paper addresses that research gap, presenting a longitudinal corpus-assisted discourse analysis of identity performance across the careers of a sample of long-term users of a prominent white nationalist forum. Contrary to expectations that users would adopt more extreme and racist identity performances as their careers progress, the findings instead suggest that late-career users no longer feel the need to 'prove themselves' within the community, performing in less assertive and zealous ways. Overtly racist discourse is largely replaced by policing of white and white nationalist identities, and many engage in 'harmless' social chat with other users. The paper illustrates that undermining racist discourses may not be sufficient when it comes to preventing and countering extremism.

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Parental and educator attitudes towards bilingualism and multilingualism for children with Special Educational Needs and Disabilities (SEND) in Quebec

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Multiple language learning in Quebec, such as French and English bilingualism, and heritage language maintenance, broadens societal and future opportunities on the one hand, and is important to building intergenerational family connections (Kircher et al., 2022), on the other. Children with special educational needs and disabilities (SEND) can be withdrawn from additional language learning (Scherba de Valenzuela et al., 2016), based on misconceptions that learning more than one language hinders cognitive development. This unfairly disadvantages children with SEND in the multilingual setting. Bilingual education does not negatively impact first language development for children with SEND and instead, can benefit social interaction and identity construction (Genesee & Fortune, 2014).

In the first part of this talk I will present a Quebec research study which has found that parents hold positive attitudes towards childhood multilingualism (Kircher et al., 2022). However, the presence of developmental disorders in young infants increases parental concerns for the long-term effects of multilingual child-rearing, (Quirk et al., 2023), suggesting attitudes may follow this trend for older children. Attitudes at the intersection of multilingualism and SEND have rarely been examined for children of primary school ages, among both parents and teachers.

In the second part of this talk, I will present my own research findings. I conducted 19 semi-structured interviews with parents and teachers, recruited through Montreal charity organizations, special schools and a snowball sample of language teachers in specialized classes, in Quebec. I will present the results of a process of inductive and deductive thematic coding, to categorize parental and educator attitudes with regards to multiple language learning for children with SEND. Attitudes are generally positive towards multilingualism for children with SEND, among both groups. Nevertheless, these attitudes are qualified when facing decisions, influenced by systemic inequities, familial and institutional pressures and the unequal allocation of resources and support.

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Two sources of initial consonant mutation in the Irish clause

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Irish initial consonant mutation (ICM) is the systematic alternation of word-initial consonants in a range of morphosyntactically defined environments. For example, word-initial *b* mutates to *v* in a feminine noun following the definite article (1b); and becomes *m* if the word is the definite complement of a preposition (1c).

(1a) *bróg* ‘shoe’ (initial [*b*])

(1b) *an bhróg* ‘the L.shoe’ (Lenition – initial [*v*])

(1c) *ar an mbróg* ‘on the E.shoe’ (Eclipsis – initial [*m*])

Previous accounts of ICM often assume that mutation is caused by a mutation-inducing element residing at the right edge of a trigger word (e.g. Hamp 1951; Pyatt 1997; Breit 2019). An alternative view is that the mutations represent a form of case or agreement morphology on the target word (e.g. Green 2006). However, neither approach can fully account for the facts of Irish mutation. The trigger word analysis cannot explain instances of trigger-target non-adjacency (2a) or mutation in the absence of an overt trigger word (2b).

(2a) *ár dhá gcapall*

our(trigger) two E.horses

‘our two horses’

(Christian Brothers 1960)

(2b) *mholamar é*

L.we.praised him

‘we praised him’

The case/agreement morphology analysis struggles with cases like (3), where the complementiser *go* triggers mutation on any word that immediately follows it, regardless of syntactic category (verb in (3a) or copular particle in (3b)).

(3a) *sílim go dtuigim*

I.think COMP E.I.understand

‘I think that I understand’

(3b) *dúirt sí go mba mhór an ónóir di í*

said she COMP E.COP great the honour to.her it

‘she said that it was a great honour to her’ (Gaois.ie 2023)

I argue that these previous approaches to Irish ICM err in their shared assumption that all instances of mutation must be derived in the exact same way. Instead, I propose two distinct subtypes of mutation, depending on whether the mutation-inducing element is more closely linked to the mutation target or to a separate trigger word.

In my analysis, mutations are caused by floating phonological material that latches onto the initial consonant of a word to produce a mutated consonant. The floating material can be introduced into the derivation either as part of the phonological representation of a trigger word (“local-type”), or as a prefix exponing certain morphosyntactic features on the target word (“agreement-type”).

Focusing specifically on Irish finite and copular clauses, I carefully disentangle these two sources of mutation and conclude that all mutation in the clause can be analysed as either (i) local-type mutation following a pre-verbal particle, or (ii) agreement-type mutation expressing historic tense features. For example, in (3) (local-type), the complementiser carries floating features that mutate **any** following consonant, regardless of the target word's syntactic category. Conversely, in (2b) (agreement-type), mutation-inducing features are contained in a historic tense prefix that is fundamentally associated with the target word.

My analysis captures the subtle differences between these subtypes, while maintaining the same underlying form for the mutation-inducing element in each case. The result is a unified account of mutation in the Irish clause that can capture the full range of complexities in the data.

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A typology of possessive agreement in Germanic languages

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Possessive pronouns (POSS) across Germanic languages exhibit several different number and gender agreement markings. For 3rd singular POSS (e.g. his), there are, theoretically speaking, 15 possible patterns (e.g. NEUT/MASC unmarked, FEM marked), but so far, it seems that only 5 are attested. The sample in (1) shows languages that are representative of each of those patterns. The grey areas indicate syncretisms in the agreement markings.

	English	Dutch	German	West Flemish	Swedish/Danish	Norwegian
Neut	his- \emptyset house	zijn- \emptyset huis	sein- \emptyset Haus	zen- \emptyset us	si-tt hus	si-tt hus
Masc	his- \emptyset hat	zijn- \emptyset hoed	sein- \emptyset Hut	zen-en hoed	si-n hatt	si-n hatt
Fem	his- \emptyset jacket	zijn- \emptyset jas	sein-e Jacke	zen- \emptyset veste	si-n jacka	si- \emptyset jakke

As can be seen in (1), English and Dutch are fully syncretic, showing no overt markings anywhere (as indicated by the \emptyset). German and West Flemish each require one suffix, i.e. -e and -en, the former to mark FEM.SG agreement, the latter to mark MASC.SG agreement. Swedish and Danish, then, take the suffixes -tt for NEUT.SG and -n for MASC/FEM.SG agreement. And Norwegian finally is fully differentiated, showing a different suffix or form for each gender.

One way to account for the cross-linguistic variation would be to assume that each language simply has its own parameters and/or underlying syntactic structure, another would be to maintain that the underlying structure is the same and that the variation is restricted to how the structure is lexicalised. With the hopes of presenting a unified and principled account of the distribution of suffixes and zero-markings, we will argue for the latter.

We formalise our analysis in Nanosyntax (Starke 2009). This is a Late-Insertion theory of morphology. In Nanosyntax, lexical items are links between phonology and a syntactic tree with multiple features. As is usual in Late-Insertion theories, morphemes may be inserted in various environments, as long as they correspond to constituents of the lexical item.

So, first we will assume that the lexical items of Poss consist of a set of (pro)nominal features (cf. Harley & Ritter 2002, Caha 2021, Caha & Taraldsen-Medova (under review)). These are features are REF(erential expression), NEUT(er), MASC(uline) and FEM(inine), as shown in (2). Note that these features are taken to be privative, e.g. SG is characterised by the absence of a plural feature, FEM is characterised by the presence of a FEM feature. They are also organised in a hierarchical order.

REF > CLASS > MASC > FEM

Secondly, in order to account for the different agreement markings, we adopt the approach to morphological concord presented in Caha (2023). He argues that any syntactic category which agrees with a (pro)nominal may project the same set of features as can be found on said nominal. In other words, the lexical items of the agreement markings ‘double’ the (pro)nominal features that were shown in (2). This is not so strange, given that there are many languages which overtly double agreement markers (e.g. Spanish: nosotr-os estamos list-os ‘we-MASC are ready-MASC’).

Lastly, we rely on the concept of ‘root sizes’ (cf. Starke 2014, Caha et al. 2019). For our languages, this means that while English and Dutch POSS, which have no overt marking, have inherently bigger lexical structures that lexicalise all the features, German, Swedish and Danish POSS, which introduce one or more suffixes, have smaller lexical structures. However, West Flemish and Norwegian POSS, as we will discuss, have a bigger lexical structure available, but because of their specific configuration, they also require a suffix in certain circumstances (cf. (1)).

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From space-time to contrast: the evolutionary processes of some contrastive markers in Italian

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For several decades there has been a proliferation of literature discussing the evolutionary processes of elements pertaining to the domain of pragmatics (connectives and discursive markers) and their status in relation to the process traditionally referred to as *grammaticalization* (Traugott 1995, Giacalone Ramat & Mauri 2012).

This paper presents the diachronic processes of two pairs of Italian adversative connectives: *anzi/anziché* and *piuttosto/piuttosto che* – both corresponding to the English *rather (than)* – which originally had a spatio-temporal value. Considering parameters of both semantic and syntactic-distributional nature, the aim is to draw attention on the main factors involved in the gradual processes of change of these connectives in a multi-staged framework (Diewald 2002, Haine 2002, Giacalone Ramat & Mauri 2012) and to discuss the nature of their evolution in relation to the concepts of *grammaticalization* (among others: Traugott and Hopper 2003) and *(inter)subjectification* (Traugott 2010).

The study relies on a sample of Italian texts from the 13th to the 20th century selected on the basis of textual genre: texts that were linguistically closer to spoken usage were included in order to be able to identify (albeit summarily) the incipient change.

Starting from their spatial and temporal priority value (1), *anzi/anziché* and *piuttosto/piuttosto che* begin to be used with a priority value between two hierarchically positioned alternatives in the speaker's mind, thus giving rise first to a preferential value and then to an oppositive contrast value (2):

ci sono due modi di dare consigli: uno è quello di fare **anzi**; l'altro è quello di fare maggiormente
there are two ways of giving advice: one is to do it sooner; the other is to do it more

I vini di Roma **non** sono cattivi, **anzi** sono buoni

The wines of Rome are not bad, rather they are good

The original spatio-temporal value, implying the presence of two entities facing each other, and some contextual factors (e.g. the presence of volitional or deontic verbs and the scalar/antonymic relationship between the elements in relation) seem to be the main forces that led to the reanalysis: *temporal/spatial (objective) > preferential/contrastive (subjective) meaning*.

From these new subjective uses, the adverbial forms *anzi* and *piuttosto* were characterized by the emergence of a further step in their evolutionary process: that of *intersubjectification*.

Indeed, while retaining a certain underlying adversative value, they start to be used to correct/reformulate (3) and structure discourse (4), enabling the interlocutor to better understand the speaker/writer's message:

Hanno molti donatori, **anzi** comperatori

They have many donors, or rather purchasers

[previous argument]

ROSALIA **Piuttosto**, sentimi, Corrado, la mia risoluzione è presa.

ROSALIA So, listen to me, Corrado, my resolution is made

Preliminary analysis indicates that the formation of connectives and discourse markers reflects grammaticalization, following Traugott's model (1995: 1):

Clause-Internal Adverbial > *Sentence Adverbial* > *Discourse Particle*

This process involve increased syntactic scope, pragmatic reinforcement, and (inter)subjectification. The data highlight the significance of context in the grammaticalization of these elements, although not strictly adhering to Lehmann's (2015) defining parameters of *grammaticalization*.

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The prosody of Clefted Relatives: A new window into prosodic representations

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Within the domain of information structure, meaning differences map onto well-recognised acoustic properties. Whether this mapping is *direct* (Cooper et al., 1985; Lieberman, 1963; Xu et al., 2022) or is mediated by phonological processes operating on well-defined syntactic and/or prosodic domains (*indirect* approaches) (Ladd, 2008; Pierrehumbert, 1980; Zubizarreta, 2016, a.m.o) is, however, a contentious matter. Although these two types of accounts make aligned predictions in many cases (e.g., Breen et al., 2010), we identified an understudied contrast where their predictions differ (see also Ladd, 2008; Pierrehumbert, 2017). Specifically, through 3 experiments (1 production, 2 comprehension), we investigated the prosody of string-identical *it*-clefts like (1) and (2) that display different syntactic and semantic properties. The prototypical *it*-cleft in (1) involves focus on a simple NP *the humorist*, with a Connected Clause (CC) introducing given information and being extraposed (Reeve, 2010). Instead, (2) focalises a complex NP modified by a Relative Clause (RC). In a background study, we established that without prosodic cues, clefted RCs trigger garden-path effects. Although for (1) both accounts predict prominence solely on the clefted NP *humorist*, their predictions differ for (2): While direct accounts expect generalised higher prominence across the whole phrase, indirect accounts predict highly localised effects of accent placement on the most deeply nested word *scene*.

-Who was leaving the scene?

-It was [_{NP} *the humorist*] [_{CC} that was leaving the scene].

-Who called?

-It was [_{NP} *the humorist* [_{RC} *that was leaving the scene*]] ([_{CC} that called])

Experiment 1: In a planned production study (N=5 English speakers), we examined the prosody of 24 pairs of CCs and RCs like (1) and (2). Speakers produced clear prosodic differences across the two structures (Fig.1). Crucially, acoustic analyses showed significantly localised effects at the object NP *scene*, in line with the predictions of indirect accounts.

Experiment 2: An auditory comprehension study (N=64 English speakers) investigated whether listeners use such prosodic cues to disambiguate between the two structures. Participants judged the acceptability of auditorily presented sentences answering to preceding contexts and questions which elicited CC or RC reading, following the paradigm in (Arnhold, 2021). The prosody of target sentences either matched or mismatched the context, leading to a 2 Context *2 Prosody design. Mismatched prosody was less accepted than matched ($\beta=-0.76$, $SE=0.21$, $z=-3.62$, $p<.001$, Fig.2), indicating listeners' sensitivity to their prosodic differences. This effect was crucially smaller for CCs than RCs ($\beta=-1.70$, $SE=0.33$, $z=-5.20$, $p<.001$), suggesting prosodic disambiguation is more important for garden-path RCs.

Results show that prosody disambiguates CCs and RCs in both production and comprehension, eliminating the garden path effects previously observed with RCs. More importantly, production data show that prosodic patterns of focused constituents appear to be governed by specific principles (e.g., the Nuclear Stress Rule) (Chomsky & Halle, 1968; Ladd, 2008; Zubizarreta, 2016) which refer to linguistic levels of representation. These localised effects of focus on prosody cannot be easily accounted for by direct accounts.

Fig.1. Duration, F0 range, and intensity patterns in Experiment 1

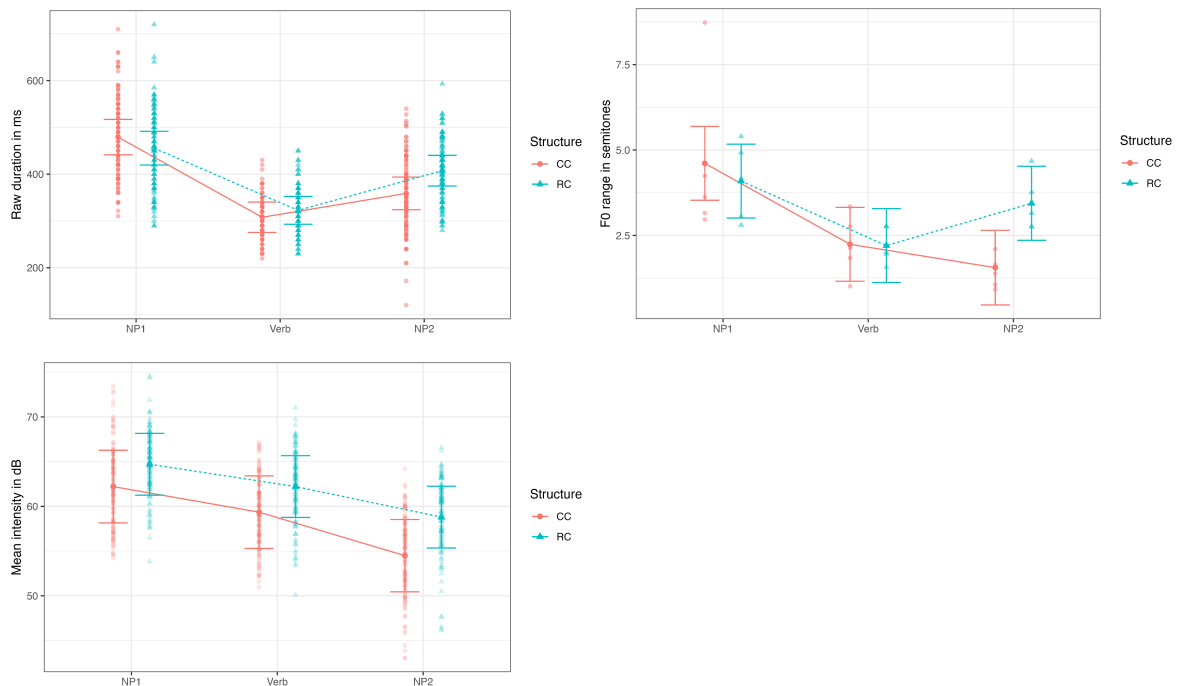
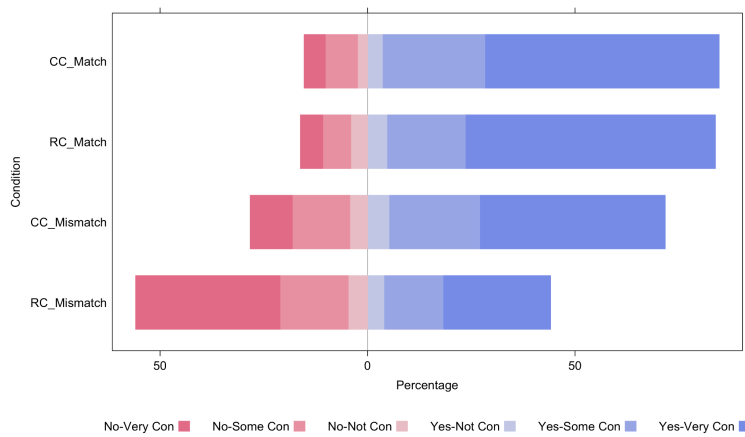


Fig.2. Distribution of acceptability scores in Experiment 2



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Backward anaphora and Backwards Ellipsis in Slovenian Multi-Clause Sentences_Abtract

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Key words: backwards anaphora, backwards ellipsis, syntax, subordination, coordination

Backwards anaphora and backwards ellipsis represent a text-building procedure where a lexical element (especially a noun) or antecedent is first expressed with a pronoun (backwards anaphora) or left out (backwards ellipsis) and only then expressed with a noun (Huddleston 2002: 1455; Huang 2006: 231). The procedure with backwards ellipsis and backwards anaphora is thus the same. The presence or possibility of backwards anaphora and backwards ellipsis is a sign of approaching the subordinate pole and are therefore rarer or barely detectable in the coordinations. The possibility of backwards anaphora and backwards ellipsis is conditioned upon a closer connection between clauses, which is the prerequisite for backwards anaphora and backwards ellipsis to be grammatical and understandable. This is also linked to a more pronounced hierarchisation of clauses, which facilitates the formation of more complex structures (like subordination), and that definitely includes backwards anaphora and backwards ellipsis (Ross 1967: 121). In hierarchically equal clauses (i.e. in coordination), backwards anaphora and backwards ellipsis are limited to sporadic instances.

Backwards anaphora (examples 1, 2) is possible in all types of multi-clause sentences and is the rarest, only sporadic, in coordination, example (2), so the thesis that there is no backwards anaphora or ellipsis in certain relationships, particularly coordination (Haspelmath 2004: 35), has not been confirmed. The most common role it plays is that of a correlative.

(1)

<i>Ker</i>	<i>ga</i>	<i>predsednik</i>	<i>ni</i>	<i>žele-l</i>
because	he.ACC.SG	president.NOM.SG	be.IND.PRS.3SG.NEG	want.LPT.M.SG
<i>uporablja-ti,</i>	<i>so</i>	<i>Mehičan-i</i>	<i>proda-l-i</i>	<i>letal-o.</i>
use.IPFV.INF	be.IND.PRS.3PL	Mexican.NOM.PL	sell.LPT.M.PL	plane.ACC.SG

‘Because the president refused to use it, the Mexicans have sold their jet.’

(2)

<i>Morsk-i</i>	<i>pes</i>	<i>se</i>	<i>je</i>	<i>večkrat</i>	<i>zagna-l</i>
sea.NOM.M.SG	dog.NOM.SG	REFL.ACC	be.IND.PRS.3SG	repeatedly	chase.LPT.M.SG
<i>vanjo,</i>	<i>a</i>	<i>najstnic-i</i>	<i>je</i>	<i>uspe-l-o</i>	<i>pobegni-ti.</i>
in she.ACC.SG	but	teenager.DAT.F.SG	be.IND.PRS.3SG	manage.LPT.F.SG	escape.PFV.INF

‘The shark snapped at her several times, but the teenager managed to escape.’

Backwards ellipsis (examples 3, 4) is possible in subordination and coordination, but in no other types of Slovenian multi-clause sentences. In coordination, it appears more often than backwards anaphora. A special type of backwards ellipsis joins two subordinate clauses into one.

(3)

<i>Če</i>	<i>kdaj,</i>	<i>si</i>	<i>nagrad-o</i>	<i>zasluži-jo</i>	<i>letos.</i>
if	when	REFL.DAT	award.ACC.SG	deserve.PFV.PRS.3PL	this year

‘If ever, they deserve to win the award this year.’

(4)

<i>Ne</i>	<i>le</i>	<i>zvečer,</i>	<i>s</i>	<i>pojav-om</i>	<i>tigrast-ih</i>	<i>komarj-ev</i>
not	just	evening	with	advent.INS.SG	tiger.GEN.M.PL	mosquitoes.GEN.PL
<i>smo</i>	<i>na</i>	<i>pikanj-e</i>	<i>obsojen-i</i>	<i>ves</i>	<i>dan.</i>	
be.IND.PRS.1PL	on	biting.ACC.SG	doomed.NOM.M.PL	all.ACC.M.SG	day.ACC.SG	

‘With the advent of tiger mosquitoes, we are doomed to being bitten not only in the evening, but throughout the day.’

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On the Way to an Interpreter Advantage in Coordination: Evidence from Early Stages of Interpreting Training

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Abstract: Human neural and cognitive systems are plastic and can be modified by various life experiences. Interpreting is an intense bilingual experience which may contribute to interpreters' cognitive control abilities or skills, resulting in interpreters' better performance on non-verbal cognitive control tasks over their non-interpreter counterparts, i.e., interpreter advantages. Despite extensive discussions on interpreter advantages in nonverbal abilities/skills, the advantage in coordination, an essential skill in interpreting, remains underexplored, with little evidence from interpreting students across different training stages. To fill the gap, the present study conducted two experiments recruiting interpreting students at different training stages (the intermediate stage and the beginning stage respectively), together with matched non-interpreting students. The two experiments employed the same Psychological Refractory Period (PRP) dual-task, in which participants were presented with a tone first (Task 1) and then a triangle (Task 2), with an SOA of 100 ms, 150 ms, or 450 ms. They were asked to determine the pitch of the tone (high vs. middle vs. low) first and then the size of the triangle (large vs. medium vs. small). The two tasks were presented either individually (the single-task condition) or simultaneously (the dual-task condition), and the performance difference between the two conditions are called dual-task cost. Smaller dual-task costs in Task 1 and/or Task 2 are considered indices for better coordination (with smaller costs restricted to Task 2 further suggesting better bottleneck coordination, Strobach, Becker, Schubert, & Kühn, 2015). Experiment 1, focusing on the intermediate training stage, revealed a bottleneck coordination advantage for interpreting students over controls. Experiment 2, focusing on the beginning stage, revealed no group differences between controls and interpreting students with less/more training (Experiment 2a/2b respectively), suggesting no evidence for an interpreter advantage in coordination. These results shed light on the developmental change of the interpreter advantage in the coordination skill, i.e., it would appear at a relatively late stage of the interpreting training, but not at the beginning of the training.

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Reflections of conflict in North Cambridgeshire

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We all navigate our lives creating, maintaining, and adapting our relationships with individuals, communities, and our physical landscapes relative to our current goals, lived experiences, and perceptions of the world around us (O’Driscoll 2020: 4). As part of this relational process, we attempt to ascertain the language and behaviours that typically should and should not occur in any given social interaction in order to align ourselves with the communities of which we wish to belong (Spencer-Oatey and Kádár 2021: 110; Haugh et al. 2022: 117). However, it is this same desire to build meaningful connections with some communities that inevitably puts us at odds with other communities whose attitudes and values do not align with our own. As such, when we perceive that our attitudes and values do not align, conflict has the potential to ensue (Ting-Toomey 2017: 123-124).

My talk will present the findings of an ethno-discursive, sociopragmatics study which aims to identify and elucidate the language used to describe and reflect upon three varieties of conflict, namely, conflict between individuals (interpersonal conflict), conflict between communities (intergroup conflict), and conflict between an individual and their local, physical landscape (landscape conflict). It explores these conflicts via a series of surveys and interviews with citizens of North Cambridgeshire’s ‘Fenland District’; an area – like many rural market towns in Britain – that has indubitably been ‘left-behind’ in terms of socio-economic development (Fenland District Council 2023).

In light of this social context, the first part of the talk will consider how citizens construe conflict as typically initiated by a statement they perceive to be harmful and/or deceptive in the frame of a monoglossic or dialogically contracting utterance (e.g., “we won’t have any of them foreigners now Miss”). The second part of the talk will show how following this initial evaluation, three broad conflict negotiation strategies are taken by citizens to reach possible conflict resolutions. These strategies involve language that attacks the values of conflict participants (dominating facework), language that attempts to find common ground between the conflict participants’ goals and values (integrating facework), and language that concedes to the position of other conflict participants (avoiding facework). Throughout both sections of the talk, I will also show how perceptions of intentionality, foreseeability, and accountability influence how conflict is navigated, in terms of the intensity of the initial evaluations and the subsequent conflict negotiation strategies used.

Drawing upon my own findings and contributions from the research on (im)politeness and offence (e.g., Culpeper 2011; Parvaresh and Tayebi 2021; Spencer-Oatey and Kádár 2021), appraisal (Martin and White 2005), moral judgement (Graham et al. 2013), and conflict negotiation (Ting-Toomey 2017), a significant outcome of this research is the development of a model of conflict navigation which will be presented as part of this talk.

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Taking A Stance: Evaluative Key in Chinese Legal Reports of Self-Defence Cases

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Abstract: This study explores the construction and dissemination of the legal ideology of ‘justifiable defence’ in media reports from the perspective of Systemic Functional Linguistics. Inspired by Martin and White’s (2005) work on Appraisal System and the cline of instantiation, with the assistance of UAM Corpus Tool, this study outlines the journalistic keys of Chinese legal news reports and analyzes the stancetaking through evaluative couplings of appraisal resources and ideational entities across the texts (see, for example, Caple 2008; Hood 2010; Knight 2010; Martin 2010). We have identified four patterns of attitudinal expressions, symbolizing four categories of evaluative keys: reporter voice,

commentator voice, reviewer voice and observer voice. Within these evaluative keys, we further generalized linguistic patterns of “displaying”, “criticizing”, “interpreting” and “compassionate” to formulate stancetaking in the media reports. Through a systemic analysis of evaluative resources in the media discourse, this study tries to unravel the linguistic approach to the media construction and communication of the legal values in justifiable defence, that is, “the legality shall not yield to the illegality”.

Keywords: self-defence cases, media reports, appraisal, evaluative key, coupling, stancetaking

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**Time is Relative Motion Metaphor in Arabic:
A Cognitive Linguistic Approach**

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In this talk, I aim to investigate the role of the spatial domain in shaping the concept of time in Arabic. A vast majority of the world’s languages take time vocabulary from the domain of space, resulting in the so-called TIME IS RELATIVE MOTION metaphor. However, there isn’t a singular metaphor for mapping space into time; instead, multiple mappings exist, each built on a correlation in experience. Notably, literature distinguishes between two metaphors of time (see for example Lakoff 1993, Lakoff & Johnson 1999, Dancygier & Sweetser 2014, Gaby & Sweetser 2017): the Moving Time metaphor and the Moving Ego metaphor, both of which are utilized in Arabic.

In the Moving Time metaphor, time is conceptualized as a moving agent that comes (*Al ayām al qādima*) and goes (*Al ayām al mādiya*). As observed by Jahfa (2011), Arabic terms equivalent to the past (*Al mādi*) and the future (*Al mostaqbal*) etymologically stem from the verb “*Madā*” meaning “to pass”, and “*Istakbala*”, whose basic meaning is “to be in front of something or someone moving towards you”. Arabic terms of time are not an exceptional case; the English term “past” is also a manifestation of this metaphor, as shown by Dancygier and Sweetser (2014). This is also true in French, wherein the term “*passé*” has to do with movement.

The Moving Time metaphor is also known as the Time Queue metaphor, wherein periods are perceived as forming a queue one after another, as shown in example (1):

Arabic

Taghayara al-ālamu baada sanati 2019.

change;PST;3SG ART-world after year 2019.

'The world has changed after 2019'.

According to this metaphor, any given time is defined as being before or after another time; for example, Monday is *before* Tuesday and Tuesday is *after* Monday. The visual representation of this metaphor is evident in calendars, whether read from the left side or the right side (as in the case of the Hijri year), as shown in Figure 1:

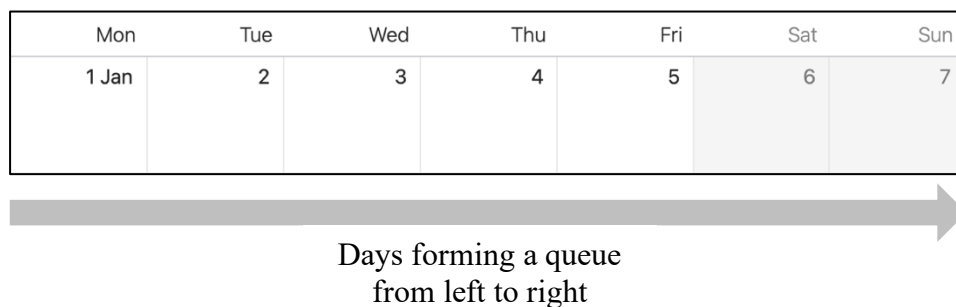


Figure 1 A visual representation of the Time Queue metaphor

The second metaphor of time discussed here is the Moving Ego metaphor; the opposite of the Moving Time metaphor. While the Moving Time metaphor conceptualizes time as moving past the ego, the Moving Ego metaphor construes the ego as moving through a temporal landscape, as shown in example (2):

Arabic

Wasalnā ilā al-yawmi al-akhīri mina al-nadwa.

arrive;PST;1PL to ART-day ART-last of ART;conference.

'We got to the last day of the conference'.

As discussed by Núñez and Sweetser (2006), this metaphor necessitates a viewpoint from the ego's now, with the present being the ego's location, the past behind the ego, and the future in front.

In conclusion, time conceptualization in Arabic emphasizes deep commonalities in human cognition, reflected through language.

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Sociolinguistic Integration of Iraqi Refugees in Georgia

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Refugee integration is a complex and multifaceted concept that encompasses adaptation within the economic, health, educational, and social realms (Robila, 2018; Bloch, 1999, Davidson et al. 2008). Throughout the past few years, the issue of refugee influx has drawn considerable scholarly attention in Europe concerning a multitude of areas (Alison, 2019). Similarly, Georgia witnessed a refugee increase in relatively high numbers between 2012 and 2017, mostly represented by Syrian, Iraqi, and Ukrainian citizens who fled armed conflicts in the Middle East and Eastern Ukraine respectively (Mamporia, 2019; UNDP Georgia, 2016). Therefore, refugee integration, particularly in majorly monolingual host countries like Georgia, has garnered significant attention due to its impact on both the refugee communities and the host society.

This research was conducted in 2021 and aimed to investigate the issues of linguistic and cultural integration among Iraqi refugees, as they represent the majority of persons under international protection in Georgia. Since refugee integration is a multifaceted issue (Castles et al. 2002), the authors of this study divided the respondents into two age categories: 20–30 and 50–70 and employed the following research question:

How do different generations of the Iraqi refugee community evaluate their sociolinguistic integration in Georgia?

A qualitative, semi-structured interview method was employed to elucidate the research question and collect the data.

The respondents demonstrated a variety of opinions throughout the interviews. Notably, the attitudes showed some similarities based on the age category of the respondents as well as their linguistic profile: the young respondents were spotted to have a higher command of the Georgian language than their older fellows and lean towards a more proactive approach to their integration in the host community. On the other hand, older respondents seemed more apprehensive about their integration process. The research also discusses the importance of forming resilience for asylum seekers and what is the role sociolinguistic integration can play in this process.

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Breaking the boundaries of monolingual policy and ideology: teachers' perspectives of translanguaging in EFL classrooms in China

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Recent research has put much focus on translanguaging in multilingual classrooms (e.g. Creese and Blackledge, 2010; Li, 2011; García and Kleyn, 2016; Pun and Tai, 2019; Cenoz and Gorter, 2020), where students fluidly and dynamically use their multilingual and multimodal repertoires without adhering to named languages (Li, 2018). Nevertheless, there is a lack of research that explores stakeholders' views on translanguaging in relation to language education policy within China's English education context. This study fills this gap by focusing on teachers' perspectives of translanguaging in their English as a Foreign Language (EFL) classrooms in three secondary schools in China. The study explores how teachers understand, perceive, and value translanguaging as a theory of language and pedagogical practice. Meanwhile, the study compares teachers' perspectives with China's English language education policy. This aims to examine how translanguaging pushes the limits of monolingual ideologies and policies, as well as opens spaces for learners' equality and empowerment.

The data of this study consists of China's English language education policy and semi-structured interviews with 10 EFL teachers. Discourse Analysis is conducted to interpret the policy, especially focusing on its underlying ideologies of languages, English teaching and learning, and acceptance of bilingual programmes in connection with the wider society. The analysis of the policy is combined with interview data which are analysed through Thematic Analysis, aimed at understanding teachers' beliefs about translanguaging, their translanguaging practices in classrooms, and their understanding of language education policy.

Findings reveal that monolingual ideology is sometimes reflected in teachers' perceptions and language education policy. The policy demonstrates a monolingual stance and highlights English-only practice in textbooks, activities, and assessments. It also aims to develop learners' competence in the target language by enforcing native-speaker norms. In line with this monolingual assumption, some teachers regard translanguaging as a deficiency and insist on native-like standards.

Nevertheless, tensions exist between policy, ideology, and classroom practices. Despite the monolingual ideology, translanguaging practice has been incorporated naturally in EFL classrooms. The majority of secondary school EFL teachers recognise translanguaging as a complex practice employed by learners and they allow the use of learners' home languages and multimodal resources in classrooms. Moreover, teachers value translanguaging as it facilitates 1) English teaching and learning, 2) accomplishment of classroom activities and meaning-making, 3) the development of learners' multilingualism and literacy, 4) the construction of learners' cultural identity, 5) the leverage of learners' equality and social justice. Finally, teachers recognise the need for a shift in policy from monolingual ideology to multilingual perspectives and they advocate for more Chinese-English bilingual programmes. It is argued that, albeit to varying extents, teachers generally believe that translanguaging can break the boundaries set by policy and long-established ideologies in society, which creates chances for social, cultural, educational, and cognitive justice for all learners.

The findings have profound implications for raising stakeholders' awareness of adopting a multilingual perspective in classroom discourse and language education policy, thus breaking boundaries created by policy and nations, and appreciating learners' diverse language repertoires and language practices.

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Discourse analysis of xenophobia in UK political party blogs

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This paper takes a CDA approach to investigating discourse and ideology in political blogs, focusing on the 'Conservative Home' blog. I mainly explore the writers and commentators attitudes towards British Muslims in the UK, focusing essentially on how extremist they are in their own narratives. The blog post/article discourse reflects the writer's political identity and their authorial voice while the commentators create adversative positions, introducing different language users, who bring their own identities and argue around different ones.

I rely on Van Dijk's (2001) cognitive approach along with Fairclough's (2010) dialectical approach to understand dominant discourses. Consequently, I analyzed qualitatively 6 articles with more than 300 comments (a total of 30,407 words), to explicate the dominant discourses in the right-leaning blog. I further aim to produce systematic analysis of actor, action, argument (KhosraviNik 2011) to understand identity construction using socio-semantic categorization (Van Leeuwen 1996), appraisal analysis (Martin et.al 2007) and Van Dijk (2006) manipulation strategies. This is to first understand discursive strategies used to legitimize xenophobic discourse, second to understand attitudes, and finally to elaborate on core values in the data set.

The main findings suggest that the dominant discourses produced by the blogger and the commentators are variant and different. Commentors produce a victimhood discourse as they argue that the British race, values, and cultures are under threat by Islam and Muslims and go far to explicitly reflect on white supremacy ideology and 'replacement' theory of white race and culture. They also negatively represent Muslims as being misogynist and terrorists and directly associate them to fascism using 'Islamofascism' or relating them to 'lone wolves'. Finally, the blaming discourse is reflected through the argument of power as the government with main parties is represented as weak and tolerant in facing the power of Islam and extremism in events of violence and national security. Moving to the bloggers' discourse they still represent Muslims sometimes indirectly as terrorists and supporters of violence, but some resist and represent Muslim women as leaders and businesswomen. Bloggers who are conservative party members attempt use their authorial voice and political identity to influence readers and argue for the positive role of the government as holding the power and defending the British values.

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A Multifactorial Study on the Polysemy of Perception Verbs Based on Behavioral Profile Analysis: A Case Study of Mandarin Chinese and Japanese

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Perception verbs typically include visual, auditory, tactile, olfactory, and gustatory perception verbs. The encoding strategies for perception verbs vary significantly across different languages, and the meanings expressed by perception verbs of the same sense also have distinctive features. The semantic extension from sensory to non-sensory meanings of perception verbs is often explained from a cognitive metaphor perspective. The question arises: are there language-internal factors influencing the semantic extension of perception verb meanings?

This paper focuses on the different meanings of core perception verbs in Mandarin Chinese and Japanese. A total of 3286 target sentences containing core perception verbs were extracted and sampled from spoken language corpora. Language-internal factors primarily consider the syntactic position, morphology, syntax, and semantics of the context in which perception verbs are located, as well as the arguments and adverbial modifiers involved. These features were annotated as variables, and the annotated results were transformed into a distance matrix of different meanings of perception verbs using behavioral profile analysis. Based on this, hierarchical clustering and random forest & conditional inference tree analyses were performed.

The results of hierarchical clustering indicate that the syntactic environment of perception verb, transitivity, and the abstraction of arguments are fundamental distinctive features between clusters of different meanings. In languages with arguments declension, case marking is also a primary feature distinguishing different semantic relationships. The results of random forest and conditional inference trees suggest that the specific meaning expression of perception verbs in context is mainly related to the semantic type of the object argument. Sensory meanings often involve concrete nouns as object arguments, while cognitive meanings involve abstract nouns or clause as object arguments. Certain meanings of object arguments can be both concrete and abstract nouns. The semantic type of object argument provides a finer granularity for the classification of perception verb meanings. All these features can be considered as concrete manifestations of "Transitivity." Moreover, adverbials do not play a significant role in determining the meaning of perception verbs in context considering the lower frequency in the corpora.

What sets this study apart from others on the polysemy of perception verbs is its reliance on actual language corpora, the use of quantitative methods to explore distinct features of different perception verb meanings, and the discussion of how these features affect the specific expression of perception verb meanings in context. Additionally, this paper explores the connection of different meanings of perception verbs combining the methods of conceptual space and semantic map.

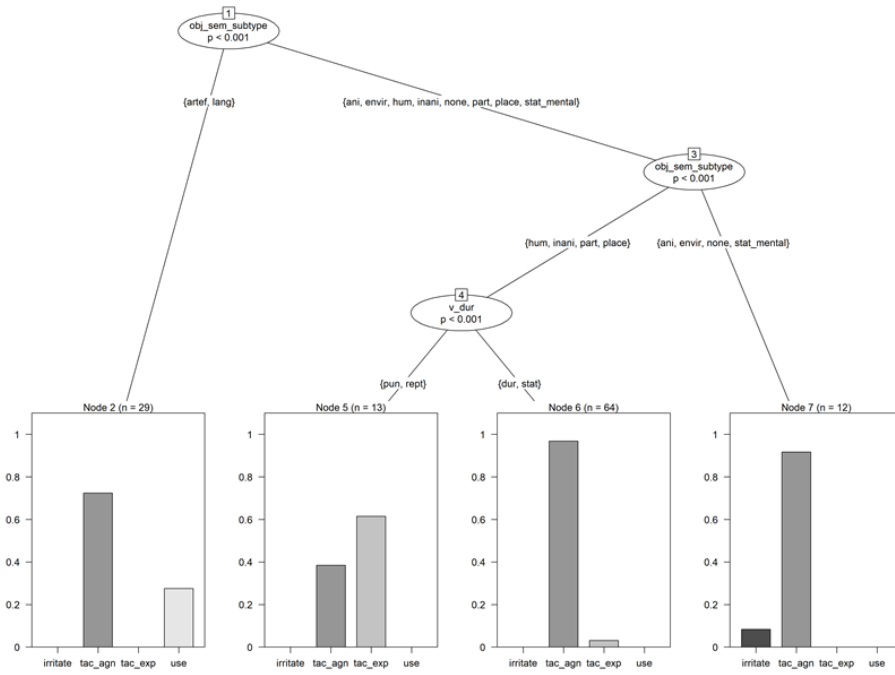


Fig.1 Conditional inference tree of the meanings of Japanese tactile verb “触る, /sawaru/”

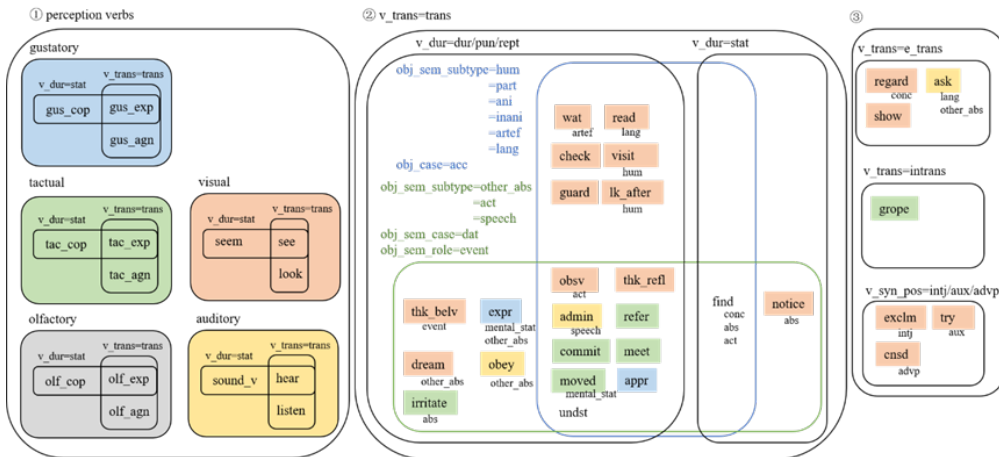


Fig.2 Model of the polysemy of perception verbs based on Mandarin Chinese and Japanese

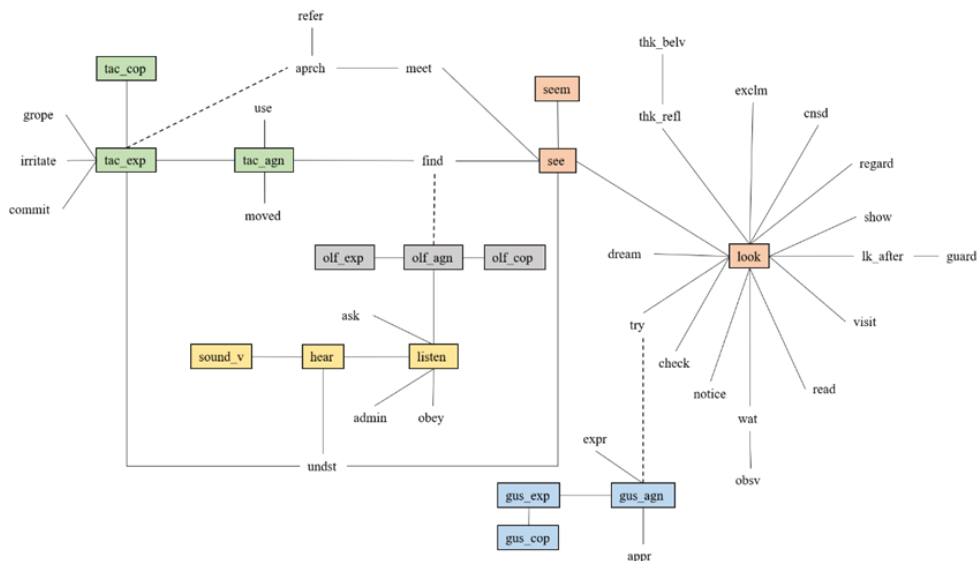


Fig.3 Conceptual space of the meanings of perception verbs

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Multiple layers of purposes in Chinese language education: the evolution of College English policy from 1949

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With the continuous deepening of reform and opening up, college English education has garnered increasing attention, leading to significant improvements in the overall quality of higher education. However, society's demand for foreign languages is simultaneously growing. People tend to turn to foreign language education as the primary solution whenever language issues arise. These suggestions highlight a lack of clarity and understanding regarding the function of college English education in society, intensifying the negative perception surrounding it. The purpose and role of English education among college students have been distorted to varying degrees due to insufficient consideration for language use in social contexts.

This study examines and analyses college English education policies implemented in different periods since the establishment of the People's Republic of China from an ecological pedagogy perspective. It seeks to explore the functional evolution of College English courses, specifically by examining changes in their functional orientation throughout the development of college English education. The research reveals a shift from initially focusing on language skills cultivation to the mastery of target language culture, and subsequently to an equal emphasis on both native and target language cultures. As contemporary attention increasingly turns toward global culture, English education in China has become more diverse, encompassing multiple levels of purpose. This study offers valuable insights into the transformation of college English education in China, moving away from a state of "blindness and fanaticism" and towards a period of "crisis and change".

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Example:

met²e ukk-a-n-²e aur dZHara on-a-n-²e
Men.**PL.F** sit-IPFV-PRS.3PL-**3PL.F** and beer drink-IPFV-PRS.3PL-**3PL.F**
Women are sitting and drinking rice beer

The above prerequisites render that the gender of the referent is inconsequential in third person forms. It demonstrates the connection between the genders of the speech participants (the sexes of both speaker and addressee) and the grammatical pattern. Kurukh's AGR gender feature mismatch yielding distinct grammatical patterns for men and women exemplifies gendered language (Ekka, 1972, Dunn, 2013).

Thus, the AGR system of Kurukh requires elucidation as it is scantily discussed in various literature "*grammaticalized gender indexicality*" (Fleming, 2012 & 2015). This is an attempt to offer a comprehensive understanding of grammaticalized gender indexicality in Kurukh, drawing on Levinson's (1979) pragmatic and social deixis and the Haasian gender type (Haas, 1994).

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Examining NP Ellipsis from a generative perspective: insights from Turkish data

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Ellipsis is generally defined as the deletion of a linguistic unit in a construction. In some generative studies, this process is discussed within the scope of phases, given that the domain governed by a phase head is elidable, which is also called the spell-out domain. This predicts that the ellipsis site can be identified with phase heads (Chomsky, 2001; Gengel, 2007). An alternative proposal is that ellipsis is triggered by some specific heads, which are not defined as a phasal head in the generative approach (Lobeck, 1995; Aelbrecht, 2010). This study aims to discuss the differences between ellipsis and phases drawing from NP-ellipsis data in Turkish.

One way that has been identified in the literature to distinguish ellipsis and phasal domains is the interpretation of a sentence. If a construction is elided, the interpretation of the sentence needs to remain the same:

(1) a. The students attended the play, but all [e] went home disappointed.

b. The books were new, and all six [e] were on syntax.

In (1), the elided constructions are students and books respectively, and the sentences have the same interpretation if these units are realised (i.e., all students and six books). In (1b), six could also be elided. However, some empirical problems may arise to check whether the interpretation remains the same if we consider the following Turkish data:

(2) a. Ayşe benim kırmızı kıyafet-im-I giydi Fatma senin yeşil
Ayşe my red dress-GEN-ACC wore Fatma your green

kıyafet-in-I giydi.

dress-GEN-ACC wore

‘Ayşe wore my red dress, Fatma wore your green dress.’

b. Ayşe benim kırmızı kıyafet-im-I giydi, Fatma senin yeşil-in-i
Ayşe my red dress-GEN-ACC wore Fatma your green-GEN-ACC

~~kıyafetini~~ giydi.

wore

‘Ayşe wore my red dress, Fatma wore your green one.’

c. Ayşe benim kırmızı kıyafet-im-i giydi, Fatma senin-ki-n-i [e]
giydi.

Ayşe my red dress-GEN-ACC wore Fatma your.NOM.GEN.ACC
wore

‘Ayşe wore my red dress, Fatma wore your dress.’

Examples (2a) with the bare construction has the same interpretation as (2b) where the noun kıyafet ‘dress’ has been elided. However, if we elide the adjective yeşil ‘green’ and the noun kıyafet ‘dress’ at the same time, as in (2c), the interpretation does not match that of (2a). While the antecedent of (2b) is undoubtedly kıyafet ‘dress’, the antecedent of the elided NP in (2c) is neither yeşil kıyafet ‘green dress’ nor kırmızı kıyafet ‘red dress’, but a dress of any colour. This means that the interpretation in (2c) can naturally involve the interpretation in (2a) at some point.

Following the assumptions that adjectives can be defined as a functional head (Cinque, 2010) and only functional heads can trigger ellipsis (Gergel, 2006; Aelbrecht, 2010), I claim that ellipsis is not (always) a process governed by phasal heads. Based on Turkish data such as the one presented in (2), I will argue that remnant adjectives can trigger ellipsis and fulfil the interpretation in LF.

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Functional Restructuring and the Growing Trees Hypothesis: Insights from Italian corpus data

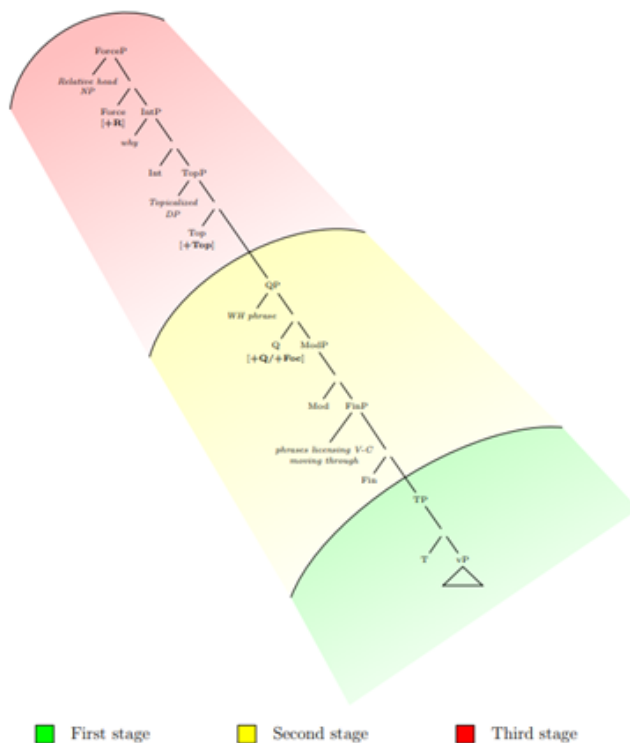
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The acquisition of clausal complements has received considerable attention in the literature over the past decades (Thornton and Crain 1994; Villiers et al. 1990; Guasti et al. 2008; Dudley et al. 2014, Hacquard and Lidz, 2022, a.o.). A fairly stable empirical result is that these structures generally appear quite late. Nonetheless, if we look closely at the acquisition of infinitival complements, a puzzling fact emerges. Bloom et al. 1984 already noticed that the first occurrences come even before the age of 2 but exclusively with *want*, *get*, *have*, and *go*. The question is why some infinitival complements seem easier than others, and why some control verbs would appear earlier than others.

Looking closely at these early infinitive-taking verbs, an interesting classification arises. They appear to be all restructuring verbs, namely verbs that despite selecting an infinitival complement, they give rise to what looks like a monoclausal structure (Rizzi 1976, Wurmbrand 2001). In an influential proposal, Cinque (2006) put forward the hypothesis that restructuring verbs are functional heads, akin to modals and auxiliaries, and that the monoclausal behavior of restructuring verbs directly follows from the fact that they do not constitute a case of complementation at all.

Under the Growing Trees Hypothesis (Friedmann et al. 2021, and data from 60 children aged 2;2-3;10 and 61 other children aged 1;6-6;1), syntactic development proceeds bottom-up via the subsequent availability of three distinct syntactic zones:



The relation between the zones is one of containment: namely, once a zone is available, the structurally lower ones must also be acquired. Under the hypothesis that restructuring verbs are all functional heads, hence sitting within the inflectional layer, it would be no surprise to see them acquired early, already within the first stage of development before finite and control complements are acquired (at the 3rd stage, i.e. once the highest ForceP layer is available).

We collected data from CHILDES (MacWhinney, 2000) looking at the production of 11 Italian children, targeting the occurrences of non-finite complements (excluding root infinitives such as imperatives), specifically aiming at the restructuring/control distinction and comparing it with other structures relevant to the left periphery (e.g., topic, wh-questions).

	AGE	CORPUS	NO. FILES
Cam	2;2 - 3;4	Antelmi	7
Diana	1;8 - 2;6	Calambrone	9
Elisa	1;10 - 2;01	Tonelli	8
Gregorio	1;07 - 2;0	Tonelli	8
Marco	1;05 - 2;04	Tonelli	14
Claudia	1;11 - 2;6	D'Odorico	3
Davide	1;6 - 2;0	D'Odorico	2
Federica	1;7 - 2;0	D'Odorico	3
Linda	1;4 - 2;0	D'Odorico	3
Lorenzo	1;8	D'Odorico	2
Veronica	1;7 - 2;0	D'Odorico	3

We found that most infinitive-taking verbs present in the corpora are restructuring verbs, constituting the major case of sentential “complementation” also when compared with finite embedding:

	INFINITIVAL COMPL.	RESTR. MATRIX VERBS	% REST. INFINITIVES	FINITE COMPLEMENTS
Cam	145	127	87.6%	57
Diana	84	59	70.2%	32
Elisa	65	58	89.2%	39
Gregorio	2	2	100%	1
Marco	32	20	62.5%	6
Claudia	0	0	0%	3
Davide	2	2	100.0%	0
Federica	0	0	0%	0
Linda	3	0	0%	3
Lorenzo	1	1	100.0%	1
Veronica	0	0	0%	0

Such an overwhelming result is fully expected under a functional approach to restructuring and the GTH, given the structural advantage offered by a monoclausal account that does not involve embedding. In light of extensive research highlighting the developmental challenges posed by defective structures - i.e., structures with intermediate layers missing (Belletti, 2021, Landau and Thornton, 2011; Santos et al., 2015), this result would be hardly explained under the competing biclausal approach to restructuring, which generally considers restructuring predicates lexical verbs having as a complement either a reduced VP (Rizzi 1976, Müller 2020, a.o.) or a full CP (Kayne 1991, Roberts 1997, a.o.).

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The influence of Polish aspect on the perception of event duration: an experimental study

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This study contributes to the research on the impact of grammatical aspect on event duration evaluation, building upon previous work on German and Modern Standard Arabic [6] in terms of differences in perception originating from contrasting grammatical aspect systems. Another study [5] tested the effect of grammatical aspect marking in Dutch on speakers' estimation of the duration of highly familiar, everyday events. Progressive aspect extended duration estimations for short events, e.g., *open a bottle*, and shortened the perceived duration of inherently medium and long events, e.g., *to repair a bike*. I conducted a similar study for Polish [8], which distinguishes between perfective and imperfective grammatical aspect [3][7][9]. Such study may shed new light on our understanding of the category of aspect in Polish (and other Slavic languages), as a continuation of the line of research on the influence of the aspect on human cognition [1][2][4]. The goal was to understand the influence of the Polish grammatical aspect on the perception of the duration of eventualities. I created an initial list of 150 verb phrases (50 for each of the duration categories), 72 of which were selected after pretests examining familiarity, imageability, and duration. I planned six conditions: short perfective (ShPerf), short imperfective (ShImperf), medium perfective (MedPerf), medium imperfective (MedImperf), long perfective (LongPerf), long imperfective (LongImperf). For each condition, 12 items were selected for the final experiment based on the results of the pretests. The prediction was that in Polish, the imperfective aspect would make the perception of inherently short verbs longer, whereas it would shorten the perception of inherently long verbs (compared to the perfective aspect). I also expected a different behaviour of primary and secondary imperfective aspect, also in regards to the perception of event duration. More specifically, primary imperfective was predicted to make the perception of short events longer, as compared to secondary imperfective, which was predicted to make the perception of long events shorter. An online questionnaire conducted on the Finding Five platform, asked participants to assess verb phrase length in transitive sentences on a scale from '1' to '7', with a reference point of '4' being five minutes. Exemplary sentences: *Klaudia zamknęła książkę* vs *Ania zamykała książkę* / *Klaudia closed the book* (ShPerf) vs *Ania closed the book* (ShImperf). The study received responses from 50 participants. Statistical analyses (GLME and pairwise comparisons) using R revealed cross-linguistic differences between Polish and Dutch. In Polish, the imperfective aspect consistently led to longer perceived durations across all inherent categories compared to perfective aspect (*LongImperf* vs *LongPerf* - 0.586 points difference – $p=.003$; *MedImperf* vs *MedPerf* - 0.619 points difference – $p=.001$; and *ShImperf* vs *ShPerf* - 0.645 points difference – $p=.0007$). This suggests a clear distinction between grammatical aspect and event semantics in Polish. Overall, the findings contribute to our understanding of the interaction between grammatical aspect and cognitive processes, particularly in the context of Polish language and its unique distinctions in aspectual perception.

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Keywords

semantics, event duration, grammatical aspect, experimental linguistics, psycholinguistics

Rime merger and incomplete neutralisation: evidence from Beijing retroflex suffixation

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Incomplete neutralisation (IN) is incompatible with the assumption that phonologically-neutralised contrast should not yield surface distinctions, hence poses challenges to the traditional modular feed-forward phonology-phonetics interface [1–3]. Functional views [4, 5] suggest that speakers manipulate their production to maintain subtle underlying contrasts for the communicative benefits of hearers, however, these contrasts are perceptually undetectable. Frequently-discussed evidence for IN includes American /t/-flapping [6] and German final devoicing [7], while the diminutive retroflex suffixation in Beijing Mandarin (BM) and its resultant rime merger remain largely understudied.

Beijing retroflex suffixation (BRS) exhibits an intricate pattern of rime change and merger: the suffix is attached to monophthongal open rimes, and [ə] is inserted after the front vowels. As regards diphthongal rimes and those with nasal codas, the front or alveolar post-nuclear segment ([i, n]) is putatively deleted; in other cases, back-rounded and velar segments leave a trace of lip-rounding or nasality. A small number of phonetic studies [9, 10] reported acoustic mergers of suffixed rime triplets such as [a~ai~an], but could not agree on if suffixed [ɤ, ie, ye] rimes maintain contrasts within their respective groups.

The current investigation is a step towards filling this lacuna and expanding the typology of IN with BRS data from both production and perception perspectives.

This paper first reports an experiment on 10 BM native speakers' production of BRS, with 40 tokens for each rime tested and 2,960 items collected in total. For both unsuffixed vs suffixed pairwise and group comparisons, MANOVAs are performed on F_1 and F_2 formant frequencies of the nuclear vowels, and Pillai's trace (used in a growing body of works [10–12]) is employed as a metric of overall spectral difference. Symmetric differences between the Probability Density Functions of each formant frequency in unsuffixed vs suffixed rimes are computed.

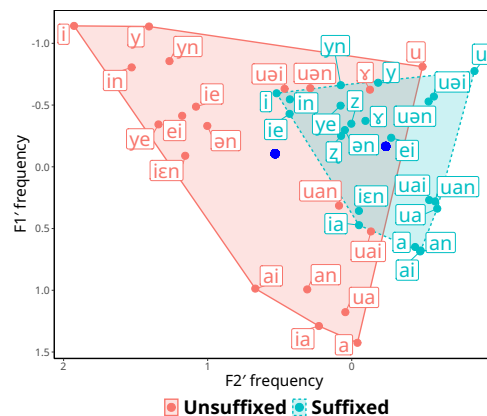


Figure 1: Mean normalised F_1' and F_2' frequencies of rime nuclei; blue dots: vowel space centroids

The results are reported that in BRS, with an overall shrinkage of the vowel space, suffixed nuclei are globally retracted, and there are a moderate lowering in high vowels and considerable raising in low vowels (as shown in Figure 1). Our findings confirm low-nuclear complete neutralisation where monophthongal rimes merge with those ending in [i, n]. The suffixed [ɤ] also exhibits a complete merger with the group, into an undifferentiated [ə]. On the other hand, suffixed [ie, y, u, ei] remain distinct within their merger groups.

We then test the identified mergers on a perceptual basis, in an ABX discrimination and a stem

identification tasks. The accuracies and response time of the trials are compared, and we calculate the sensitivity parameter D -prime. The perceptual results align with our production findings: totally merged differences between suffixed [V~VX] pairs or triplets with low nuclei are imperceptible. Merging rimes, where acoustic contrasts are partially preserved, are hardly differentiable, e.g., [ei, y]. In short, the statistically significant acoustic differences are insufficient to be perceptible after suffixation, suggestive of potential IN. It is arguable that a hybrid model would be necessary to allow for direct interaction between phonetics and the morphology and the lexicon, as proposed by [13].

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Available:

A Syntactic Explanation of $bəʔ^5$ in Shaoxing Wu Chinese

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Issues. Unlike Mandarin Chinese which uses *bei* and *ba* to build passive and disposal/causative structures (Huang *et al*, 2009), the same word $bəʔ^5$ (BO) is found in passive, disposal, causative, and give-constructions of Shaoxing Wu Chinese (Sheng, 2010, 2012, 2014):

ts ^h ɑŋ ³⁵ seŋ ⁵¹	bəʔ⁵	(li ³⁵ su ⁵¹)	mɔ ³ -lɿ ³ -dən ⁵	
Zhangsan	BO	(Lisi)	scold-PAST-CL	
'Zhangsan was scolded (by Lisi).'				(Passive)
ts ^h ɑŋ ³⁵ seŋ ⁵¹	bəʔ⁵	ɛy ⁵⁵	dou ⁵¹ -lɿ ³	tɛi ⁵⁵ -ze ^ʔ ⁵¹
Zhangsan	BO	book	take-PAST	go-SFP
'Zhangsan took the book away.'				(Disposal)
ts ^h ɑŋ ³⁵ seŋ ⁵¹	bəʔ⁵	li ³⁵ su ⁵¹	nɔŋ ³⁵ -kɔ ³ -ze ^ʔ ⁵¹	
Zhangsan	BO	Lisi	make-cry-SFP	
'Zhangsan made Lisi cry.'				(Causative)
ts ^h ɑŋ ³⁵ seŋ ⁵¹	bəʔ⁵ (-lɿ ³)	li ³⁵ su ⁵¹	i-pəŋ ²¹ -ɛy ⁵⁵	
Zhangsan	BO-(PAST)	Lisi	one-CL-book	
'Zhangsan gives/gave Lisi a book.'				(Give)

From the traditional grammar perspective (Sheng, 2014), $bəʔ^5$ in (1a) is a passive marker that occurs before the main verb and the omittable agent, just like *bei* in Mandarin. $bəʔ^5$ in (1b) and (1c) is a disposal/causative maker that occurs before the objects and main predications, just like *ba* in Mandarin. $bəʔ^5$ in (1d) is a lexical verb (which can be attached with tense morphemes) that expresses the meaning of give occurring before the double objects, just like the word *gei* 'give' in Mandarin. Lacking a systematic syntactic analysis, the shared syntactic form among various instances of $bəʔ^5$ and the reasons for such coincidence need to be addressed.

Proposals.

- 1) The structures in (1) are derivationally linked, where $bəʔ^5$, despite its diverse uses, only has one form with the lexical meaning of give in the Lexicon.
- 2) $bəʔ^5$ is a light verb situated at the functional layers above VP in passive, disposal, and causative constructions. However, in give-constructions, $bəʔ^5$ is a lexical verb, undergoing the conventional V-to-v movement.

Passive: [TP [DP] [... [PassP [Pass BO] [TP [(DP) passive agent] [... [VP]]]]]]

Disposal/Causative: [... [Dpl/CausP [DP disposal/causative agent] [Dpl/Caus' [Dpl/Caus BO] [VP [DP disposal/causative patient] [v' [v] [DP/ResP ...]]]]]]]

Lexical give: [... [vP [DP agent] [v' [v BO] [VP [DP theme] [v' [v BO] [DP goal]]]]]]]

Evidence.

- 1) Like *gei* in Mandarin, the lexical $bəʔ^5$ in Shaoxing Wu can be functionalized to behave like the preposition *to* and passive $bəʔ^5$. For example,

ts ^h ɑŋ ³⁵ seŋ ⁵¹	bəʔ⁵	li ³⁵ su ⁵¹	dou ⁵⁵ -leɿ ⁵¹ -lɿ ³	su ⁵⁵ gu ⁵¹
Zhangsan	BO	Lisi	bring-come-PAST	fruits

‘Zhangsan brought fruit to Lisi.’ (Preposition)

ts^hɑŋ³⁵seŋ⁵¹ bəʔ⁵ li³⁵su⁵¹ daŋ²¹-lɿ³

Zhangsan BO Lisi beat-PAST

‘Zhangsan was beaten by Lisi.’ (Passivization)

Noted that bəʔ⁵ in Shaoxing Wu all have the same phonological form, so it is sometimes vague to determine whether it is passive bəʔ⁵ or lexical bəʔ⁵ in (2b).

2) With the co-occurrence of multiple bəʔ⁵, my proposal can predict the correct linear order of bəʔ⁵.

ts^hɑŋ³⁵seŋ⁵¹ bəʔ⁵ li³⁵su⁵¹ bəʔ⁵ i³⁵-ɕi³⁵ mo³-lɿ³-dən⁵
Zhangsan Passive Lisi Disposal him-self scold-PAST-CL

‘Zhangsan is asked by Lisi to scold himself.’

*ts^hɑŋ³⁵seŋ⁵¹ bəʔ⁵ li³⁵su⁵¹ bəʔ⁵ i³⁵-ɕi³⁵ mo³-lɿ³-dən⁵
Zhangsan Disposal Lisi Passive him-self scold-PAST-CL

‘Intended: Zhangsan is asked by Lisi to scold himself.’

Besides, the paper also includes an overall description of bəʔ⁵-constructions in Shaoxing Wu and presents minimalist derivations to unveil the syntactic nature of various usages of bəʔ⁵.

References

- Huang, C.-T. J., Li, Y.-H. A. and Li, Y. 2009. *The Syntax of Chinese*. Cambridge University Press.
- Sheng, Y. 2010. Shaoxing keqiaohua duogongneng xuci ‘Zuo’ de yuyi yanbian [The Semantic Change of Multifunction Function Word ‘tso¹’ in Shaoxing Keqiao Dialect]. *Yuyan Kexue*. 9(2), pp.197-207.
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Manchester Forum in Linguistics 2024: Preliminary Programme

Day 1: Thursday 25th April 2024

9:00 – 9:45	REGISTRATION <i>Atrium</i>		
9:45 – 10:00	OPENING SESSION <i>Conference Room (C1.18)</i> Chairs: Elizabeth Tobyn and Núria Barrios-Jurado		
10:00 – 11:00	PLENARY TALK 1: Mieke Slim (Max Planck Institute for Psycholinguistics) “Learning universal quantifiers: How <i>every</i> , <i>each</i> and <i>all</i> are not alike” <i>Conference Room (C1.18)</i> Chair: Eva Schultze-Berndt		
11:00 – 11:30	COFFEE BREAK <i>Atrium</i>		
11:30 – 13:00	Session 1: Psycholinguistics <i>Conference Room (C1.18)</i> Chair: Paul Stott	Session 2: Applied Linguistics <i>Seminar Room 1 (CG.59)</i> Chair: Vanessa Fung	Session 3: Syntax <i>(Samuel Alexander Building) Room A101</i> Chair: Elizabeth Tobyn
11:30 – 12:00	Buhan Guo <i>The prosody of Clefted Relatives: A new window into prosodic representations</i>	Michael Meskhi and Natia Botkveli <i>Sociolinguistic Integration of Iraqi Refugees in Georgia</i>	Anne-Li Demonie <i>A typology of possessive agreement in Germanic languages</i>
12:00 – 12:30	Tommaso Sgrizzi <i>Functional Restructuring and the Growing Trees Hypothesis: insights from Italian corpus data</i>	Gemma Harvey <i>Reflections of Conflict in North Cambridgeshire</i>	Taha Yangın <i>Examining NP Ellipsis from a generative perspective: insights from Turkish data</i>
12:30 – 13:00	Fei Zhong <i>On the way to an interpreter advantage in coordination: evidence from interpreting students across different training stages</i>	(CANCELLED)	Nikola Moore <i>More Misery is Coming: Negative Concord (Not) a Form of Agree in West Slavic</i>

13:00 – 14:00	LUNCH <i>Atrium</i>		
14:00 – 15:00	Session 4: Semantics <i>Conference Room (C1.18)</i> Chair: Michael Green	Session 5: Historical Linguistics <i>Seminar Room 1 (CG.59)</i> Chair: Changxin Ke	Session 6: Forensic Linguistics <i>(Samuel Alexander Building) Room A101</i> Chair: Michael Cameron
14:00 – 14:30	Khouloud Benassar <i>TIME IS RELATIVE MOTION Metaphor in Arabic: A Cognitive Linguistic Approach</i>	Aldo Berrios Castillo <i>From regular phonology to irregular morphology: An amphichronic study of the alternation of causative - (i)m in Mapudungun</i>	Jingsi Guo <i>Taking A Stance: Evaluative Key in Chinese Legal Reports of Self-Defense Cases</i>
14:30 – 15:00	Qiang Li <i>A Multifactorial Study on the Polysemy of Perception Verbs Based on Behavioral Profile Analysis: A Case Study of Mandarin Chinese and Japanese</i>	Antonia Russo <i>From space-time to contrast: the evolutionary processes of some contrastive markers in Italian</i>	Amy Booth <i>Shifting linguistic identity performance in an online white nationalist forum</i>
15:00 – 15:15	COFFEE BREAK <i>Atrium</i>		
15:15 – 16:00	POSTER SESSION <i>Atrium</i>		
	<p>Nourah Almulhim <i>Critical Discourse analysis of Xenophobia in UK Political Party Blogs</i></p> <p>Amy Faulkner <i>Parental and educator attitudes towards bilingualism and multilingualism for children with Special Educational Needs and Disabilities (SEND) in Quebec</i></p> <p>Stuti Bhagat <i>A Socio-pragmatic perspective on grammaticalised gender indexicality: A case study of Kurukh, a North Dravidian language.</i></p> <p>Dejan Gabrovšek <i>Backward Anaphora and Backwards Ellipsis in Slovenian Multi-Clause Sentences</i></p> <p>Shuai Liu <i>Multiple layers of purposes in Chinese language education: the evolution of College English policy from 1949</i></p>		

	<p style="text-align: center;">Mingwei Wang <i>Breaking the boundaries of monolingual policy and ideology: teachers' perspectives of translanguaging in EFL classrooms in China</i></p> <p style="text-align: center;">Xinyu Zhu <i>A Syntactic Explanation of bəʔ5 in Shaoxing Wu Chinese</i></p>
<p style="text-align: center;">16:00 – 17:00</p>	<p style="text-align: center;">PLENARY TALK 2: Gabriel Martinez Vera (Newcastle University) "Examining the illocutionary force of presentation and the Collaborative Principle"</p> <p style="text-align: center;"><i>Conference Room (C1.18) Chair: Martina Faller</i></p>
<p style="text-align: center;">19:00</p>	<p style="text-align: center;">CONFERENCE DINNER <i>"Little Yang Sing" Restaurant</i></p>

Day 2: Friday 26th April 2024

<p>10:00 – 11:00</p>	<p>PLENARY TALK 3: Simone De Cia (The University of Manchester) “Discourse-Pragmatics in Morpho-Syntax: Past Participle-Object Agreement in Friulian and Old Italian”</p> <p><i>Conference Room (C1.18) Chair: Delia Bentley</i></p>	
<p>COFFEE BREAK <i>Atrium</i></p>		
<p>11:30 – 12:30</p>	<p>Session 7: Experimental Linguistics <i>Conference Room (C1.18)</i> Chair: Elizabeth Tobyn</p>	<p>Session 8: Phonology and morphology <i>Seminar Room 1 (CG.59)</i> Chair: Zhiyao Ren</p>
<p>11:30 – 12:00</p>	<p>Abdullah Topraksoy <i>Typological insights into motion event encoding: A case study of Turkish subordination and case marking patterns</i></p>	<p>Yutong Wang <i>Rime merger and incomplete neutralisation: evidence from Beijing retroflex suffixation</i></p>
<p>12:00 – 12:30</p>	<p>Wojciech Milczarski <i>The influence of Polish aspect on the perception of event duration: an experimental study</i></p>	<p>Anna Laoide-Kemp <i>Two sources of initial consonant mutation in the Irish clause</i></p>
<p>LUNCH <i>Atrium</i></p>		
<p>13:30 – 14:30</p>	<p>WORKSHOP: Helen Barton (Cambridge University Press) “How to get published in language and linguistics”</p> <p><i>Conference Room (C1.18)</i></p>	
<p>14:30 – 15:30</p>	<p>PLENARY TALK 4: Dawn Leslie (University of Aberdeen) “Mapping Linguistic Perceptions: reflections from the North-East of Scotland”</p> <p><i>Conference Room (C1.18) Chair: Maciej Baranowski</i></p>	
<p>COFFEE BREAK <i>Atrium</i></p>		

15:45 – 16:30	Careers Panel: “Insights into starting a career in academia” <i>Conference Room (C1.18) Chairs: Elizabeth Tobyn and Núria Barrios-Jurado</i>
16:30 – 16:45	CLOSING REMARKS <i>Conference Room (C1.18)</i>
After the conference	DRINKS <i>Kro Bar</i>