Keynotes and Workshops

Caleb Moses
(1.30pm Wednesday 10 February 2021)
‘Papa Reo - A digital platform for a bilingual Aotearoa’

Julie Barbour
(9.30am Wednesday 10 February, 2021)
‘Malekula Languages Project: Fieldwork Reflections 2004-2021’

Te Taka Keegan
(Stream A, 11-12.30, Wednesday 10 February, 2021)
‘Sovereignty of Indigenous Language Data’

Nicola Daly
(Stream B, 11-12.30, Wednesday 10 February, 2021)
‘The Linguistic Landscape of Bilingual Picturebooks’
Key note 1

Julie Barbour, University of Waikato

The Malekula Languages Project - Fieldwork Reflections 2004 – 2021

Reflecting on nearly 20 years of project work in Vanuatu, Julie provides a retrospective on changes in the research context of language documentation, analysis, and revitalisation/maintenance activities.

Julie Barbour is a Senior Lecturer in Linguistics at the University of Waikato, and is a former chairperson of the University’s Human Research Ethics Committee. She teaches general and anthropological linguistics.

Julie's research interests are in the general areas of language documentation and description of the Oceanic language family. Within this, she has developed interests in linguistic typology, particularly morphological systems associated with the verb, in anthropological linguistics, and most recently in vernacular literacy, language maintenance, and community grammar.

The Malekula Languages Project (also Malakula) is the focus of Julie’s long term research interests. The Malekula Languages Project houses Prof. Terry Crowley’s archived research data from Malekula, and has working corpora for many of Malekula’s endangered languages.
Key note 2

Caleb Moses, Dragonfly Data Science & Te Hiku Media

Papa Reo - A digital platform for a bilingual Aotearoa

The Papa Reo project is the culmination of work undertaken by Te Reo Irirangi o Te Hiku o Te Ika (Te Hiku Media) over the last 30 years to instil, nurture and proliferate the Māori language unique to haukāinga of Te Hiku o Te Ika.

Papa Reo will enable smaller indigenous language communities to develop their own speech recognition and natural language processing capabilities, ensuring that the sovereignty of the data remains with them and the benefits derived from these technologies go directly to their communities.

Caleb Moses is a data scientist from Dragonfly Data Science, working on the Papa Reo project. He has been working with Te Hiku on native Māori speech recognition for 2 and a half years. He will outline the history of the Papa Reo project, its relationship with the wider movements around indigenous data sovereignty, and the recent work on digital language reclamation currently underway at Papa Reo.
Workshop Stream A

Te Taka Keegan, University of Waikato
The sovereignty of indigenous language data

Te Taka Keegan will lead a discussion on the sovereignty of indigenous language data, with a particular focus on recent work in Aotearoa. Te Taka will be joined by ethics expert Maui Hudson, and members of Te Hiku Media.

Te Taka Keegan is an Associate Professor in Computing, and Associate Dean Māori for the Division of Health, Engineering, Computing & Science at the University of Waikato.

Te Taka has worked on a number of projects involving the Māori language and technology. These include the Māori Niupepa Collection, Te Kete Ipurangi, the Microsoft keyboard, Microsoft Windows and Microsoft Office in Māori, Moodle in Māori, Google Web Search in Māori, and the Māori macroniser. In 2009 Te Taka spent 6 months with Google in Mountain View as a visiting scientist assisting with the Google Translator Toolkit for Māori. Further work with Google led to Translate in Māori.

In 2013 Te Taka was awarded the University of Waikato’s Māori/Indigenous Excellence Award for Research. In 2017 Te Taka was awarded the Prime Minister’s Supreme Award for Tertiary Teaching Excellence.

Te Taka’s general research interests include traditional navigation, Māori language technologies, indigenous language interfaces, and multi-lingual usability. His current research interests have focused on the use of te reo Māori in a technological environment.
Workshop Stream B
Nicola Daly, University of Waikato
The Linguistic Landscape of Bilingual Picturebooks

In this workshop we will explore the linguistic landscape of Māori-English bilingual picturebooks, considering their reflection of existing language hierarchies, their power to disrupt these and their role in developing language attitudes. Anyone with interests in linguistic landscapes and/or children's literature is invited to attend this workshop.

Nicola Daly is an Associate Professor in Te Hononga, the School of Curriculum and Pedagogy in the Faculty of Education where she teaches children's literature at undergraduate and postgraduate level. The main focus of her research is in the language used in New Zealand children's picturebooks. Her research has examined the use of Māori loanwords in New Zealand English picturebooks, and more recently she has been analysing the linguistic landscape of dual language picturebooks from around the world. She has also explored the link between national identity and children's picturebooks, work which has resulted in the development of two picturebook collections: The New Zealand PictureBook Collection (picturebooks.co.nz) and the New Zealand Pacific PictureBook Collection (pacificpicturebooks.co.nz).

Nicola was a Fulbright New Zealand Scholar in 2019 and is a judge for the 2021 New Zealand Book Awards for Children & Young Adults.
Stream A and Stream B abstracts
(listed alphabetically by last name of first author)
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Title: The Diploma in Pacific Vernacular Languages from USP: A Realm of New Zealand case study

Abstract:
Cook Islands Māori, along with Pukapukan, Vagahau Niue, and Gagana Tokelau are Indigenous languages of the Realm of New Zealand. In all cases the majority of community members reside in New Zealand proper, and are well advanced in language shifting to English. Institutional support for the revitalisation of these languages is limited and most efforts are community based and under resourced. In a notable counter example, the University of the South Pacific has begun offering programs in a range of regional Indigenous languages in recent years. Included in the “Diploma in Pacific Vernacular languages” are two New Zealand languages: Vagahau Niue and Cook Islands Māori. Students take general linguistics courses delivered in English and courses in the linguistics of the local languages, delivered in language or bi/multilingually. By teaching academic topics in language we hope to disabuse our students of the idea that English is the only language suitable for scholarship, as well as provide them with a better understanding of the complexity of their own languages. We also endeavour to equip our students to advocate for the use of our languages in all domains of contemporary life. In this paper we will describe the design and delivery of the Cook Islands Māori and Vagahau Niue courses and talk about our learnings, successes and challenges so far.
Title: Politeness in Arabic context: An Observational Analysis of Social Interaction between Hosts, Guests, and Audiences in TV Shows

Abstract:
The current study investigated greetings and responses in the context of Saudi Arabian television shows. The uniqueness of the study lies not in the status of the participants but in the interaction between the hosts, guests and audience, and the level of formality with which they approached the communicative act. Through observations and transcription, the researcher employed a descriptive and analytical approach based on the frequency of occurrence method used by Behnam and Amizadeh (2011). The primary aim was to determine the significance of reiterated formulaic greetings and responses. Due to the difficulty of accounting for telephone callers, the observational method focused mostly on verbal utterances when exploring compliments and politeness. The guests on the television shows were senior and respected religious scholars. The religious and cultural etiquettes of Saudi Arabia provided the participants, hosts, and guests with a wide range of greetings and responses to use to meet their face needs. The Brown and Levinson Theory (1987) was then tested with reference to positive face needs. Negative face needs were less evident in the data. Arab Muslims in general tend to be very courteous and polite to their religious scholars. The major findings of this study show that Saudi Arabsians are particularly formal and traditional in their choice of language and greetings when interacting with their religious scholars, albeit to varying degrees. As in politics, the more eminent a religious scholar is in his community the more careful his interlocutors are with their language and social interactions. The data collected for this study consisted of transcribed linguistic utterances comprising greetings and responses from the parties involved in the conversation. These parties were the hosts, guests and the audience (callers). The data was classified under the following headings: Introduction, Formulaic Greetings, Less Formal Greetings, Formal Responses to Greetings, and Less Formal Responses to Greetings. Each of these coded headings was then classified according to its frequency during the interaction. For the purposes of this study, the category ‘Introduction’ includes the callers’ introduction to their question or topic. Although the focus of the analysis was on greetings, the researcher considered it appropriate to include introductions as they are conducted within similarly formulaic parameters, albeit without the traditional or religious content of greetings.
Title: Directives in Bilingual Contexts: Arabic at Home and English at Preschool

Abstract:
Adults use directives to regulate their children’s behaviour (Goodwin 2006). Studies have shown that cultural and linguistic specific norms can vary for this adult-child interaction (e.g. Brumark, 2010). The majority of such studies focus on monolingual children and the use of directives with bilingual children has not been investigated extensively in the literature. This investigates directives in adult-child interactions in Arabic-English speaking children in New Zealand.

Nine bilingual children aged 3 to 5 years old were video recorded interacting with their mothers at home and a staff member at their preschool. The children attended preschools where English was the only language spoken and spoke Arabic as their dominant language at home. The directives used with them were analysed by form (imperative, declarative, interrogative) and context.

The results indicated that mothers (in Arabic) used a mix of imperatives, declaratives and a few interrogatives; but imperatives were most common. Preschool staff (in English) used all the three forms as well but interrogatives with modals were the most common. In both contexts, the functions of those directives was relatively similar. This means that those children frequently exposed to similar directives in terms of function at home and kindergarten but the way of delivering those directives differ. Implications of these findings for these children’s bilingual language development are discussed.
Title: Vowel space size and narrative structure

Abstract:
In studies of vowel variation and change, a common methodology is to normalize the speaker’s vowel space, so that all speakers’ vowel spaces are analysed as the same size. This methodology assumes that each speaker uses a single vowel space size whenever they talk. However it is well-known, from studies of hyper- and hypo- articulation, that individual speakers will sometimes use an expanded vowel space and sometimes a contracted vowel space, and that this is mediated by ‘communicative and situational demands’ (Lindblom 1990).

Hyper- and hypo- articulation tend to be investigated in the context of comparing tokens of differential informativeness, importance or predictability, showing that more informative tokens tend to be less reduced. By contrast, our study investigates variation in vowel-space size in the overall context of the narrative structure of monologues.

We look at the Quakebox corpus of earthquake narratives, revealing systematic variation in vowel-space size that occurs over the course of speakers’ monologue. Speakers show an increase in vowel space as the narrative begins, and then a predictable reduction in vowel-space size as they near the end of their monologue. Vowel space size appears to correlate with the narrative coda – signalling the winding up of a story. We also look at sub-narratives within each monologue – stories describing discrete earthquake events. Preliminary evidence suggests the same pattern exists within these sub-narratives of longer monologues. Our analysis fits a series of GAM models to the data, and combines this with a set of topic codes, to reveal how vowel space size correlates with overall narrative structure.
Title: Fostering Social Identity and Social Relationship through Translanguaging among the Manobo Tribe in Southern Philippines

Abstract:
Translanguaging is a complex process of combining two or more languages in a single utterance in reference to the complex linguistic and semiotic repertoires of languages employed. This study aims at probing how translanguaging supports Manobo’s social identity and advances social relationships. Using purposive sampling, I chose eight respondents based on specific criteria. I employed in-depth sociolinguistic interview and ethnography, which were video-recorded to encapsulate the precision of the respondents’ narratives and real-life language use. The transcripts were analyzed to uncover how translanguaging portrays social identity and establishes social relationships. The findings reveal that Manobo people in Lumintao, Quezon, Bukidnon have embraced a multilingual identity because they employ translanguaging, a combination of Cebuano and Binukid languages, in interacting with others at school, market, workplace. Even though they speak Cebuano, their Manobo identity is apparent because of using Binukid vocabularies that are smoothly and automatically combined during conversations. Also, their Manobo accent and intonation pattern are evident which are indices of belonging to the Manobo cultural community. Further, they use translanguaging to build social relationships within the community. This research concludes that translanguaging is an effective tool for showcasing and sustaining Manobo peoples’ social identity and social relationships amidst linguistic and cultural diversity.
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Title: Culture subtitling of LGBTIQ+ slang and references in the famous pop culture reality show RuPaul’s Drag Race

Abstract:
This research examines the English to Spanish and Arabic subtitling of the famous pop culture show RuPaul’s Drag Race. The show gained more exposure because it is being broadcasted in different countries through different platforms. The necessity to provide subtitles is obvious, however, many linguistic and lexical gaps, in addition to mistranslation have been identified.

Therefore, it is argued that the specificity of the LGBTIQ+ vocabulary and the recent growing interest and demand on the show resulted in creating either new terms to suit other languages or, loss of meaning in some instances because of culture clashes. For example: misgendering in subtitles from English to Arabic, lexical gaps such as terms relating to ball culture, gender identity (gender-fluid), and use of loan words.

On the other hand, the English to Spanish subtitles present different set of problems, such as use of loan words for linguistic economy, loss of rhymes, which is a specific characteristic of the linguistics in RuPaul’s Drag Race, inconsistencies in terms, use of archaisms and finally mistranslation humor.
In conclusion, subtitling requires as much linguistic knowledge as cultural knowledge. In a culture where LGBTIQ+ visibility is reduced, where do we draw the line between translation quality and content? Oppositely, in a culture striving for inclusivity and visibility, what sort of effects does mistranslation and use of archaisms affect the purpose of the show? We suggest that specialised knowledge of LGBTIQ+ slang and culture is a must for shows subtitling whose purpose is to promote inclusivity, visibility and equality.
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Title: Is Malayo-Polynesian a primary branch of Austronesian? A reappraisal

Abstract:
There has been a consensus in the literature that all Austronesian languages spoken outside Taiwan constitute a single primary branch of the language family. In this paper we put forward a different view drawing on an understudied morphosyntactic innovation attested exclusively in Malayo-Polynesian and East Formosan languages (a proposed Austronesian primary branch comprising four languages spoken in Taiwan: Siraya, Amis, Kavalan, and Basay-Trobiawan). We demonstrate that languages under both subgroups feature an innovative use of the Proto-Austronesian actor voice stative affix *ma-, where the morpheme functions also as a Patient Voice-like affix, taking a transitive structure with a genitive-marked agent.

Drawing on this overlooked change and one other innovation (*C/t merger) shared between East Formosan (EF) and Malayo-Polynesian (MP), we propose that EF and MP may be best analysed as two sister branches that share a common ancestor. Two major implications of this proposal are (i) all Austronesian primary branches are situated in the Austronesian homeland, Taiwan, and (ii) the EF people are the closest relatives of Malayo-Polynesian populations (including Maori) in Taiwan.
Title: Changes and differences in familiarity with Māori kupu in NZE: an update

Abstract:
In 2002 and 2007, John MacAlister (2006, 2008) surveyed Year 13 students in Wellington, testing their ability to identify the correct definitions of 50 Māori borrowings in New Zealand English, comprising 14 flora and fauna words (eg. kea, pōhutukawa), 11 material culture words (eg. pā, taiaha) and 25 social culture words (eg. haka, hui). Perhaps unsurprisingly, Macalister found that Māori participants and those who had studied Māori had greater familiarity with the stimuli. Somewhat more surprisingly, he also found that females had greater familiarity with the stimuli than males. Based on the results of these studies, Macalister suggested that Māori borrowing is increasing in NZ English, and the area of most growth is the social cultural semantic domain. In 2018-2020 we administered the same questionnaire in an online format to over 4,000 respondents of all ages from around New Zealand. Our larger and more diverse participant pool allows us to test some of Macalister’s claims and to ask new questions of these data. Binomial mixed-effect models were fit to the data by hand. In addition to replicating some of Macalister’s results, our results also show that North Islanders, those with positive attitudes towards Māori issues, and older participants have higher levels of familiarity. We also explore Macalister’s prediction that familiarity with words in the social culture category will be subject to the greatest increase in familiarity over time.

Title: Activation of contrastive alternatives in Samoan

Abstract:
A key function of focus-marking in discourse is to highlight contrastive alternatives to the focus, e.g. “The visitor ate the CAKE” implies there were other things the visitor didn’t eat, e.g. sandwiches (e.g. Rooth 1992). Consistent with this, a growing body of psycholinguistic evidence shows listeners activate contrastive alternatives to focus-marked elements, whether or not they are explicitly mentioned (e.g. Gotzner 2017, Yan & Calhoun 2019). However, this evidence draws from a very small number of languages, mostly Germanic, which primarily use prosodic prominence to mark focus. Here, we present the results of a probe recognition experiment (Gotzner et al. 2016) looking at activation of contrastive alternatives in Samoan, which primarily uses syntactic focus marking (Calhoun 2015).

In the experiment, 56 Samoan speakers heard short stories such as in Table 1. The context introduced two alternative sets (e.g. people and foods). In the critical sentence, an alternative from one set (e.g. le keke) was either focused or not using the ‘o-fronting construction (Calhoun 2015). Participants then saw a probe which was the object word, a mentioned or unmentioned alternative, or an unrelated control, and had to respond as quickly as possible whether the probe was in the story. We found listeners were slower to correctly respond to both the mentioned and unmentioned probes if they were focused marked than not, compared to the control. This was similar to studies on Germanic which showed overt focus marking makes it harder to correctly distinguish mentioned and unmentioned alternatives, because focus-marking activates all plausible alternatives (e.g. Gotzner et al. 2016). This study contributes to psycholinguistic evidence that focus-marking is a
implicatures. To our knowledge, this is the first time this has been shown in a language which primarily uses syntactic focus-marking, and is one of a very small number of psycholinguistic studies involving Polynesian languages.
Title: Are Historical Syntactic Networks “small-world”? The case of the German verb werden

Abstract:
Syntactic networks, in which nodes are words and the links represent the syntactic relationships between them, have been found to be ‘small-world’, meaning that the neighboring nodes of a particular word are also connected to each other and only a few jumps are needed to move from a node to the other ones. Different scholars have claimed small-world properties are found in syntactic networks in both first and second language acquisition, suggesting that these properties are common in syntactic networks and strictly related to the emergence of syntax.

In lights of these results, this study aims to explore if small-world properties also emerge as a result of the emergence of syntax from a historical perspective. This study aims to fill a gap in the literature exploring the effect of historical syntactic changes on syntactic networks focusing on the emergence of novel structures in German. Specifically, this study focuses on the German verb werden (to become) and the related emergence of the passive and the future periphrastic constructions in Middle and Early New High German.

The analyses of the network properties reveal that small-world properties were hardly found. The results of this study suggest that, contrary to what was observed for first and second language acquisition, the emergence of syntax does not necessarily lead to small-world network properties. They may also indicate that the emergence of syntax affects the syntactic networks for both first and second language acquisition in a different way than it does in the case of historical syntactic changes.
Title: How to make dramatic use of body parts

Abstract:
Body part terms are a rich source of metaphor, and metaphors based in physical experience are fundamental to language and cognition. This paper reports on research looking specifically at the use of words related to leg in Shakespeare’s plays.

Body part terms in Shakespeare are both thematic and dramatic. Words can be grouped by thematic usage, but those words also embody actions on the stage, sometimes in the form of acting instructions. For example, when the comic character Falstaff says to the valiant-but-already-dead Hotspur, “Therefore, sirrah, with a new wound in your thigh, come you along with me” (Henry IV, Part 1), he is both signalling the common martial connotation of thigh (the valiant have wounds in their thighs) and speaking dialogue that reminds the actor how to act.

While Shakespeare’s usage reflects widely understood connotations of body parts (whether metaphorical or not), these may show subtle differences depending on whose body parts are referred to, and in what context – a man’s thigh is martial, for example, but a woman’s is sexualised. Shakespeare’s dramatic works constitute a small, highly studied corpus. By looking at the data through the lens of research into embodied metaphor and grounded cognition, we can add to our understanding of Shakespeare’s use of metaphor and of implied stage directions. We also address the question of how Shakespeare’s usage compares with that of modern English – especially relevant given the importance of embodied metaphor to diachronic processes.
Title: The identity (ies) of the woman translated in concepts designated by the term casamento civil throughout the history of Brazilian legislation

Abstract:
Marriage, like everything that involves human relationships, is a complex social product that has been built throughout human history. Influenced by political, ideological and cultural issues, this institution has transformed over time, following the advances of societies around the world (or, at least, doing so in the interests of the dominant). In Brazil, it was no different. The Civil Code regarding civil marriages has undergone several changes in order to meet the changes experienced by Brazilian society, which has resulted in the conceptual evolution of the term casamento civil (Curti and Barros 2018). Considering these aspects, this study intends to discuss how the concept designated by the term casamento civil translate the identity (ies) of woman from its institution in 1890 to 2002, when the last change on the rights of women occurred in the legal context of Brazilian marriages. To do so, this work was based on studies on cultural identity in postmodernity (Silva 2000; Hall 2001; among others), relating them to the forms of symbolic domination (Bourdieu 2016), to feminism (Miguel and Biroli 2014) and to the issue of language in the feminist perspective (Figueiredo 2013). Therefore, it was observed that the conceptual evolution of the term casamento civil in the legal field has translated different identities of women over the years (from “submissive to husbands“ to “equal to men“) in the specific context of Brazilian Civil Law. Despite this change, it was possible to conclude that there are other forms of domination, which are the result of machismo and patriarchy that have sustained (and still sustain) relations in Brazilian society.
Title: Putting NZSL on the page: Multilingual/multimodal picturebooks in Aotearoa

Abstract:
Picturebooks have been shown to be powerful educational tools, both for their content and their contributions to the literacy development of children (Lynch-Brown, Tomlinson & Short, 2011). They have also been analysed as linguistic landscapes which reflect and contribute to society’s developing language attitudes (Daly, 2019). In New Zealand bilingual picturebooks featuring Te Reo Māori and New Zealand English have increased in number since the mid 1980s when Te Reo Māori gained official status and revitalisation efforts burgeoned. More recently, NZSL has been recognised as the preferred language of the Deaf community and given legal official status (McKee & Manning, 2019). Sign languages around the world (including in New Zealand) have been increasingly utilised in bilingual and literacy education for Deaf children (Powell, Boon, & Luckner, 2019). Public interest in sign language (including ‘baby sign’) has also been stimulated by the increased presence of NZSL in NZ linguistic landscapes. As a result, a number of multilingual children’s books have been produced which include the use of NZSL in static (illustration) or dynamic (AV) formats. In this presentation we will analyse a sample of these two types of multilingual/multimodal picturebooks. Our analysis will examine who the implied audience for these picturebooks is and how the languages are presented within the picturebooks. These findings are discussed in relation to the potential for these books to support literacy development in children who are first language users of NZSL and to promote language awareness and status in Aotearoa/New Zealand.

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Title: Cultural metaphors of Māori-English bilinguals in the New Zealand Stories Corpus

Abstract:
This talk will shed light on the use of metaphors in English narrations given by Māori-English bilinguals recorded at the University of Waikato and currently being gathered in the New Zealand Stories Corpus (cf. Onysko and Degani 2017). First investigations have shown the important use of personification metaphors among stories told by Māori-English bilinguals that are motivated by their cultural knowledge of Māori lore (Degani and Onysko fthc.). Applying conceptual metaphor theory, this paper will give a broader perspective on the kinds of metaphorical conceptualizations that underlie the expression of Māori cultural contents in the English narrations. The data is based on the recordings of 31 Māori-English bilinguals, a subsection of the New Zealand Stories Corpus. This kind of approach allows tapping into the process of how conceptualizations that are grounded in a different language and culture are expressed through the prism of English. While chiming in with voices commenting on the metaphorical mode of Māori thinking and expression (cf., e.g., Benton 1985, 1991), this type of investigation also raises the more general question of whether the variety most commonly referred to as Māori English can be reconceptualized as a repertoire in which Māoriness is characterized by the expression of Māori cultural knowledge rather than by ethnic or social categories.


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Title: The distribution and use of switch-reference constructions and serial verb constructions in the languages of Northwest Malekula

Abstract:
The languages of Vanuatu are well established in the literature concerning switch-reference constructions (SRCs) and serial verb constructions (SVCs). Canonical switch-reference is typically marked on the verb and uses separate non-nominal morphemes for marking co-reference and/or disjoint reference between the subject participants of different verbs across multiple clauses (Hammond, 2014, p. 68; Stirling, 2006, p. 316). SRCs were first identified in the languages of Vanuatu in Lenakel (Southern Vanuatu) by John Lynch (1978). He labelled them echo-subject constructions because the language only marks subject co-reference by using a special subject index on non-initial verbs. SRCs have since been attested in all of the languages of Southern Vanuatu and an increasing number of languages of Central Vanuatu (Dodd, forthcoming; de Sousa, 2007). Serial verb constructions are monoclausal constructions consisting of at least two independent verbs with no linking elements or marking of syntactic dependency between the verbs (Dodd, forthcoming, p. 76). SVCs were first identified in the languages of Vanuatu in Paamese (Central Vanuatu) (Crowley, 1987) and have since been attested in many other Central and Northern Vanuatu languages. While the structure of SRCs and SVCs display a number of important differences, their function in the languages of Vanuatu appears to be analogous in constructions involving same-subject identity across multiple verbs (Crowley, 2002). This presentation will elaborate on this point by presenting new data from V’ënen Taut, Tape, and Tirax, the closely related languages of the Northwest Malekula language subgroup.

Title: Computational Approach to Identifying Language Markers of Violent Extremism: Examining Public Statements of Four Extremists

Abstract:
With recent advancements in computational linguistics, and psycholinguistic profiling, computerized text analysis today offers efficient, replicable and reliable analyses (Coulthard, Johnson, & Wright, 2017; Chaski, 2001, 2013) for differentiating non-offender from offenders, and non-terrorist discourse from terrorist discourse of violence with strong accuracy (cf. Almela et al., 2019; Pennebaker & Chung, 2007; Smith & Shuy, 2002). This paper contributes to the relationship between 'language as evidence' and violent extremism (Shuy, 2010). It empirically investigates content themes, affect (positive and negative emotions, and anger), and use of pronouns as markers of violent extremism in communication in a 40,000 word long corpus of public statements – declared by al-Qaeda’s bin Laden, Boko Haram’s Shekau, ISIS’ al-Baghdadi and the Far Right’s Brenton Tarrant – using Linguistic Inquiry and Word Count (LIWC2015) program (Pennebaker, Booth, Boyd & Francis, 2015). Official English translations of the texts available via open sources, e.g., Internet sites, Al-Jazeera news network, and African news agencies, were analyzed and compared in two phases: a comparison between the four authors' sub-corpora and Smith’s (2004) corpus, previously identified as representing a sample of terrorist groups and reference controls (see Pennebaker & Chung, 2007); and a comparison across the four authors. The identified features were semantically annotated using LIWC psycholinguistic categories. Findings showed that each author has his distinctive language features. The corpus showed a higher rate of use of second, and third person plural pronouns, and was more emotional and angry than the reference sample. Across author-comparison revealed that Shekau evidenced the most striking increase in using first person and second person pronouns, indicating the highest sense of 'personalization', greater insecurity, and more practice of threatening. Anger, and death theme were significantly dominant in Shekau's texts. Bin Laden and al-Baghdadi showed more use of third person pronouns, indicating characteristic practice of 'othering' and incitement. The highest affect, positive and negative emotions rate was found in bin Laden's texts. Religion theme was salient in Shekau, bin Laden and al-Baghdadi’s, while the themes of work, leisure, money, achievement, power, reward, and swear were the highest in Tarrant’s. The study demonstrates the opportunity of utilizing computational analyses for creating linguistic profiles that help predict violence and support intelligence efforts.
Title: Don’t ask, don’t tell: why parents don’t discuss heritage language concerns with health professionals

Abstract:
Ongoing research demonstrates that there is a need for greater institutional support and advice around heritage language maintenance (Piller & Gerber, 2018; Willoughby, 2018) and that CALD families tend to seek language maintenance advice from their social networks rather than early childhood professionals (King & Fogle, 2006). To investigate the relationship between these phenomena, I surveyed 75 parents who were raising their children in Spanish in Australia. My aim was to gain an overview of whether and how heritage language development concerns were raised in health service consultations. I chose to survey Spanish speaking families, given the dearth of research into Spanish speaking communities in Australia (Jones Díaz, 2011). I based my survey questions on the Parents’ Evaluation of Development Status (PEDS) (Royal Children’s Hospital Melbourne, 2020) and also adapted a health literacy questionnaire (Osborne et al., 2013). Survey questions were piloted by in-group members and respondents were primarily recruited from Melbourne-based social media community networks. Findings indicate that parents are more likely to flag concerns when asked for specific, rather than general, concerns. They were also more likely to raise language concerns in consultations if their health professionals initiate discussion, yet very few parents are asked explicitly about language development, and fewer still proactively raise concerns. Next steps in this study include expanding recruitment in other states and surveying speakers of other heritage languages to gain geographically and linguistically diverse perspectives, and surveying health professionals to identify potential barriers to language maintenance advocacy, as well as possible solutions.


Title: The evolutionary dynamics of language change

Abstract:
Languages evolve – they are comprised of a set of traits, which vary between sister languages, and some of these variants survive better as the language diversifies. Understanding why and how the subsystems of languages differ in their evolutionary dynamics is a key question for linguistics. One of the most fundamental dynamics is the rate of change. It is commonly thought that the rapid rate of change hampers the reconstruction of deep language relationships and there are suggestions that grammatical structures might be more stable over time than other subsystems such as basic vocabulary. However, stability is not the only thing we care about. Rather, the relative rates and patterns can tell us about the different forces driving language change.

Here we apply a novel evolutionary method to infer the rates of change in lexical and grammatical data from 81 Austronesian languages. Our results show that most grammatical features actually change faster than items of basic vocabulary, but that there is a core that are highly stable. Strikingly, the slowly evolving grammatical features tend to be those that are more covert and less available to sociolinguistic reflection by speakers. Further, the lexicon shows more changes linked to language diversification events than the grammar, while the grammar shows higher rates of conflicting signal ('homoplasy'). Our results suggest that different subsystems of language have differing dynamics driven by different causal factors.
Title: Finding novel ideas in writing through computational graph-theoretic analysis

Abstract:
Whether it be two-way co-construction of meaning or one-way monologue, language contains ideas. We explored computational techniques to identify these ideas in a large corpus of language, focusing on novelty and its relationship to demographic characteristics of the writers.

We study a corpus of 1,000 short essays on the topic of the drinking age in New Zealand. Most corpora are built for broad coverage of a language and contain many authors discussing many topics (British National Corpus, 2007; Corpus of Contemporary American English 2018). However, our focus is on the variation emerging from a writer, and so the corpus contains many authors all writing on one topic (Cop & Hatfield, 2016, 2017). We modelled each essay as a graph (Buckley & Lewinter, 2003; Gross & Yellen, 1999; Jimenez & Dueñas, 2017). A word was represented as a node in the graph with an edge between nodes if one word followed another word. Additionally, a single graph containing all essays at once was constructed to compare one student’s essay against the total word space by all writers. We then calculated the following measures:
• Rare words
• Rare word sequences
• Normalised summary surprisal (Hale, 2001; Levy, 2008) to measure novelty over an entire essay
• Centrality measures of rare words.

We finally assessed the relationship between novelty measures and group features of the writer, including English-language, education, gender, and ethnic background to document how diversity of background relates to novelty of ideas within the corpus.
Title: Language Policy and Language-in-education in Himachal Pradesh (India)

Abstract:
This paper explores India’s language policy, in context of its linguistic minorities. Minority languages in Himachal Pradesh feel discriminated by the language planners. Languages of Himachal Pradesh are not even counted in the Census survey, and are placed under ‘varieties of Hindi.’ Indian Constitution in 1956, provided equal opportunities to minority languages in education, political and cultural contexts, and gave the option to the States to choose their Official language form the local languages, but in Himachal, Hindi was chosen, ignoring several local languages. They don’t have a role in education or administration, which raises questions over implementation of language policy in education. Beyond the issue of language status, minority languages are used vigorously in social and cultural context at inter-community level in the State. An increased sense of Pahari identity has re-ignited demands to replace Hindi with Pahari, a group of mutually intelligible languages, as the Official language of the State. I discuss language practices, language-in-education and vitality status of minority languages of Himachal Pradesh, and debate practicality of the implementation of language policy in the State.

Constitution of India. http//www.constitution.org/cons/india/
Negi, Harvinder. Teaching of English at primary level in Himachal. Delhi: DU, MS
Title: The evolving 'worries' of New Zealand English

Abstract:
This paper reports on an investigation into the pronunciation of the word ‘worry’ in New Zealand English. Based on informal observation we hypothesized that the vowel in the first syllable of this word may be changing from a STRUT pronunciation to LOT.

There were two parts to our investigation. First, we investigated the acoustic realization of the word ‘worry’ (and its inflectional variants) in the Quakebox corpus of earthquake monologues. We divided the speakers in this corpus into two age groups - younger than 45 and older than 45. In linear regression models we find that for older speakers, the F1 of ‘worry’ words is indistinguishable from the F1 of other STRUT words. For younger speakers there is a significant difference. Both groups have worry statistically different from LOT words, but this difference is significantly smaller for younger speakers. The corpus analysis therefore supports the hypothesis that the pronunciation of ‘worry’ is changing.

Second, we conducted two anonymous surveys. One was conducted amongst self-identified speakers of NZ English on twitter. The second was conducted amongst students of Ao Tawhiti Unlimited Discovery School. There was a statistically significant difference between the two groups. 64% of the twitter respondents identified the vowel as STRUT, whereas only 23% of the school respondents did. LOT was preferred by 62% of school respondents. Other responses in both surveys were NURSE and GOAT.

We will present these results, and also investigate other STRUT words in which the vowel follows a /w/ or precedes an /r/, in order to identify whether this trend is lexically specific or part of a wider sound change phenomenon.
Title: Speech intelligibility of New Zealand English (NZE) by native Japanese listeners

Abstract:
While non-native listeners’ attitudes towards New Zealand English (NZE) has been investigated previously (Evans & Imai, 2011; McKenzie, 2008; Ray & Zahn, 1999), there is little investigation on the intelligibility of NZE by non-native listeners. The current study aimed to examine how well listeners with little exposure to NZE understand speech spoken in NZE and to analyse the types of errors they may make. Twenty two native Japanese participants (JPN), who would have learnt American English at school (Evans & Imai, 2011), were recruited to carry out a speech intelligibility test using the Bamford-Kowal-Bench (BKB) sentences spoken in NZE (Kim & Purdy, 2015). Each JPN participant heard 96 sentences. As control, seven native Japanese participants who have lived in New Zealand (NZJ) also participated. The JPN group scored a word correct percentage of 84.1% compared to 96.7% for the NZJ group. Error analysis of the word recognition showed the JPN group to display vowel confusions (‘bed’ vs ‘bid’) as well as confusions between /r/ and /l/ contrasts (‘clown’ vs ‘crown’). This compares to errors made by the NZJ group where there were mostly /r/ and /l/ confusions only, where /r/ and /l/ are allophones in Japanese. The results suggest that phonetic vowel differences that may have existed between the English that was taught (Standard American English) and NZE can be adapted after exposure to the NZE accent, but phonemic contrast differences between English and Japanese are more difficult to overcome.
Title: Social priming in speech perception: revisiting Kangaroo/Kiwi priming in New Zealand English

Abstract:
Previous work shows that listeners’ perceptual boundaries can be shifted by regionally associated primes [1-3]. For example, when compared to stuffed kiwi toys, Hay & Drager (2010) showed that stuffed kangaroos in the listening environment led subjects to hear vowels as more Australian-like [1]. However the task used in that study leaves open room for interpretation. Moreover, similar experiments in other locations have failed to show a similar effect [4]. The present replication has been designed specifically to address these issues.

We tested the influence of three visual primes (horse, kangaroo and kiwi) during a lexical decision task. Participants heard ambiguous vowels that created word/not-word contrasts driven by dialect. The ambiguous vowel resembled both an Australian KIT vowel and a NZ DRESS vowel, and so we predicted the Australian prime would facilitate KIT perception, while the NZ prime would facilitate DRESS. For example, ‘chXckens’, where ‘X’ represents the ambiguous vowel target: a yes response indicates a perceived ‘KIT’, contrasting the wordhood classifications of ‘chIckens’ (a word) vs. ‘chEckens’ (not a word). Conversely, a ‘yes’ response to dXbit, would reveal the ambiguous vowel was heard as DRESS.

As predicted, participants exposed to the kiwi showed significant facilitation of DRESS. This was a strong effect early in the experiment, which then persisted through the whole task. Listeners were primed to a particular perception pattern for the first voice they heard, then simply maintained this pattern throughout the experiment. We discuss the results in light of past literature, and reflect on their implications for social priming in speech perception.

Title: Analysis of code switching in te reo Māori and English in Aotearoa

Abstract:
English and te re Māori are two official languages of Aotearoa. As all speakers of Māori are also bilingual speakers of English, spoken Māori is code-switched with English (Code-switching is the alternation of languages within a conversation [1]. Code switching is the use of two separate languages back to back. Borrowing/loan words, on the other hand, means using one primary language, but mixing in words or ideas from another.) Also, the use of te reo Māori in English has shown an increasing trend based on corpus-based studies reported in [2] [3]. This increased use of te reo Māori in English maybe associated to the many attempts to revitalise Māori language in Aotearoa. Past studies that have analysed the use of te reo Māori in Aotearoa by analysing transcripts from the parliament [4], from tweets [5], from newspapers, parliamentary debates, and the School Journal [2]. All these studies have focussed on the use of Māori loan words in English spoken in Aotearoa. Motivated by the scarcity of studies that look into code-switching between te reo Māori and English, we present analysis of text databases that contain code-switching between the two languages. We present the analysis of databases from formal contexts like parliament transcripts and informal contexts like tweets scraped from Twitter. From these databases, we specifically search for instances of code-switching between te reo Māori and English. The results presented will provide an indication of how much code-switching is happening between te reo Māori and English. Also, analysis into the difference in the occurrence of code-switching in formal and informal contexts will also be reported. This analysis is the first steps towards developing a code-switching detector for Māori and English for speech technology development and language analysis studies.
Title: Re-thinking ways of being a teacher and doing an early childhood project: A critical examination of discourses and identities in early childhood policies and practice

Abstract:
The conference presentation draws on the author's recent study on how teacher professional identities have been re-constructed in response to shifting discourses in Aotearoa New Zealand early childhood (ECE) policies and practices (Kamenarac, 2019). Through the theoretical lens of feminist poststructuralists (Baxter, 2016; Weedon, 1997), it critically looks at the text of leading New Zealand ECE policies and interviews with early childhood teachers to examine the power of language as a constitutive force in producing particular ways of seeing the world (e.g. the purpose of ECE) and being a subject (i.e. a teacher, a child, a parent) in the world. The author employs a discourse-analysis approach (Bacchi, 2000; Gee, 2014; Kamenarac, 2019) to explore how meanings of the policy concepts, or, to put it another way, a translation of policy discourses, shifted in diverse institutional contexts, producing oppositional views of teachers' work, identities and relationships. By choosing consciously (or not) language and discourses to make sense of themselves and others, teachers positioned some groups of children and families as 'disempowered subjects', while construing themselves as 'catalysts for preventing vulnerability', narrowing views of the purpose of education in society. The author argues, to re-position themselves towards what it means to be advocate-activist teachers (Kamenarac, 2019b) and 'citizen scholars' (Giroux & Giroux, 2016) in the world, teachers need to critically look at discourses underpinning their ways of being and doing and deliberately construct identities and practices embedded in the ideas of socially just, democratic and equitable education and the world.
Title: Pitfalls in lexical bundle studies: Where we are and where to go

Abstract:
Lexical bundles are recurrent multiword combinations of 3+ words shared between texts in a corpus. They have been analysed to investigate the divergence between L1 and L2 writers’ texts, to measure writing competence, and to detect patterns specific to disciplines. The development of corpus analysis tools has increasingly allowed researchers to deal with a large number of texts and to minimise biases in manual data selection. Concerns have been raised however about methods involved in corpus building, bundle generation and bundle analysis. Both the size of corpus and the length of individual texts have been found to affect quantitative comparisons. More importantly, a number of confounding variables (e.g. the writers’ L1s, their academic level, and the genres of the texts) can often be seen to have distorted the comparison between corpora. There are also issues of method during bundle generation: linguistic errors and the use of punctuations will reduce the number of bundles generated; bundles at the different positions of texts have usually been calculated together. As for bundle analysis, statistics tests such as the most popular Chi-square and Loglikelihood test have been questioned as the unit analysed (lexical bundle) is not the sampling unit (a text in a corpus). The functional frameworks used tend to be confined to either Biber or Hyland’s models, and thus may overlook other possible ways of viewing bundles. Suggestions are presented for future studies, which include a move to bundle-driven discourse analysis, to the analysis of shorter or longer bundles, and to topic-specific bundles.
Title: Natural Language Processing for Koine Greek Lexicography: Exploring lexical categorisation using Word2Vec

Abstract:
Despite its long and well documented history, Koine Greek lexicography has been slow to adopt techniques for lexical analysis that are truly grounded in modern linguistic theory and method. The publication of Louw and Nida’s Greek-English Lexicon (1988) is often hailed as a linguistic breakthrough in this regard, promising a reassessment of Koine Greek in light of lexical field theory and componential analysis, major theoretical and methodological issues seriously undercut this lexicon’s claims to linguistic rigor.

Recent advances in distributional semantics and Natural Language Processing (NLP) present promising new directions for lexicographical tasks. This paper introduces one such tool, the vector space model Word2Vec (Mikolov et al. 2013). Word2Vec is an unsupervised learning algorithm that assigns vectors to word tokens based on the distributional profile of each token within a corpus. Model outputs are represented in vector space, and a cosine similarity metric can be used to compute similarity between words. This effectively operationalises Zellig Harris’ (1954) distributional hypothesis—the notion that words appearing in similar contexts will have similar meanings.

I seek to demonstrate the utility of Word2Vec for Koine Greek lexicography, specifically for issues relating to linguistic categorisation. I show how categorisation based on corpus data cannot be intuited through a process of logical taxonomic delineation. Instead, vector space modelling shows how categorisation reflects prototypical encyclopaedic knowledge. Since Koine Greek is a dead language—methods of introspection and elicitation being unavailable to the lexicographer—vector space modelling offers a uniquely empirical basis for researching Koine Greek categorisation.

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Title: Child Is Small: A Cognitive Study of the Diminutive Word tsa42

Abstract:
The diminutive (DIM) functions as a grammatical primitive is to express something small to show affection in world languages (Jurafsky, 1996). This study focuses on the dialectal word tsa42 as diminutive marker in the Chinese Xianning dialect. I will examine the distribution of the dialectal word tsa42 in the Xianning dialect, and the account for its wide use a nominal suffix in that dialect. All my data comes from field interviews with native speakers of Xianning dialect. I recorded their answers during each interview, then I wrote down my audiotaped recordings by adopting the phonological system in Wang (2007). I found that some complex adjectives cannot co-occur with tsa42 in (2), and some countable nouns denoting huge and fierce animals, or transportation tools, etc., cannot co-occur with tsa42 in (4). Besides, the model of Radial Category (Lakoff, 1987; Jurafsky, 1996) predicts different categorizations metaphorically and metonymically extended from the prototype “child” and the concept “small” denoted by tsa42 (Figure 1). Sociocultural factors indicate the widespread of suffix tsa42 happens in informal situations like joyful and tender speeches (Bakema & Geerarts, 2004). The local culture (the prejudice of preferring boys to girls) plays a role in the male-oriented use of tsa42. My observations can help readers connect geographic affinity with different diminutive uses in the world languages. This case study will build a typological model for the analysis of diminutive words in Chinese dialects and beyond.
Title: Mind your bias! Microaggressions in workplace interaction

Abstract:
Microaggressions, the brief (intentional or unintentional) indignities that may be interpreted as conveying hostility, are an all-too-regular feature of everyday interaction. The underlying bias derives from a variety of sources, including stereotyping and implicit assumptions originating in hegemonic cultural and gender norms: i.e. the culture order (Holmes 2018) and the gender order (Connell 1987, Eckert and McConnell-Ginet 2013). Although we can never truly eliminate bias, identifying its instantiations in interactions serves as a step towards potential mitigation strategies.

Using an interactional sociolinguistics approach within a social constructionist framework (Holmes, Marra and Vine 2011), and drawing on data from the Language in the Workplace Project corpus, this paper will explore the enactment of microaggressions in the workplace setting. The data is taken from interactions between skilled migrant newcomers and their New Zealand mentors and advisors, where a primary focus is smoothing the process of acceptance in new workplaces, but where this advice, however benevolently intended, may highlight unconscious bias. The analysis makes use of Spencer-Oatey’s (2008) Rapport Management Theory, foregrounding intercultural interaction as a critical site of potential bias and focusing on the complex concept of “belonging” in the workplace environment.

Our data analysis also identifies occasions where newcomers resist the microaggressions they encounter. We conclude by recognising the courage and confidence required to question asserted norms. A willingness to engage with challenges from minority group members and to work together to develop more diverse styles of interaction are valuable steps on the journey to developing a truly multicultural working environment.
Title: Prosodic Priming of Silent Reading

Abstract:
Implicit prosody is the “music” of language “heard” when reading silently. Previous research has shown that the implicit prosody of ambiguous sentence parsing can be influenced by auditory priming, but it was unclear whether that priming effect was syntactic, prosodic or both (Jun & Bishop, 2015). The current study eliminated the possibility of syntactic priming by delexicalising the priming sentences so only prosodic contours and “fa fa fa speech” remained. Target sentences had ambiguous relative clause (RC) attachment. For example, in the sentence “The chef found the lid of the pot that was clean” the RC “that was clean” could attach to either “the lid” (N1) or “the pot” (N2). We tested two predictions of the Implicit Prosody Hypothesis (Fodor, 1998, 2002): an early prosodic break between two noun phrases leads to increased low (N2) attachment, and longer RCs are more likely to attach high (N1).

Subjects heard three different delexicalised sentences that were randomly selected from 9 primes with the same prosodic break and that matched the target sentence in RC length. The ambiguous visual target sentence appeared, followed by an attachment question (N1 or N2). Our hypothesis of a priming effect was confirmed, suggesting that prosody alone can influence attachment preference. Participants were significantly more likely to attach low after hearing primes in the early boundary condition. Surprisingly, when late boundary primes were combined with short RCs, subjects were significantly more likely to choose high attachment. Additional research is required to determine if either prosodic break may have a similar effect.

Title: Identity, Belonging and the Language Lives of Migrant Youth

Abstract:
A strong sense of identity is crucial to lifelong wellbeing as those with well-formed identities are happier and healthier (Fiske, 2018). When positive self-identity is coupled with an affiliation to their ethnic group, young people’s feelings about their ability to achieve in school increase (Hernandez et al., 2017). While adolescence is a significant period of identity development, migration can affect this development process.

Like many English-dominant countries in the world, contemporary New Zealand society is superdiverse (Spoonley, 2014). While this contributes to the linguistic and cultural richness of the nation, the protection and preservation of this diversity is a complex but necessary challenge (May, 2011). Globalizing forces and homogenizing pressures can adversely impact this richness. This is the case particularly with minoritised languages and cultural groups, as they are under pressure to assimilate into the dominant culture. Such a change in group affiliation is not a problem in itself. The problem lies in what it may lead to: the death of a culture, its language, and consequently, a loss of identity.

This presentation focuses on a mixed-methods study conducted in New Zealand that explored the language lives, identities and belonging of migrant youth in schools. Based on data from over 200 first- and second-generation migrants, the findings show that migrant students ascribe to themselves dual identities in terms of nationality, culture and language, but that without adequate support, students gradually shift from their L1 into English. The importance of home language use and school experiences are shown to be key influences in identity development. The links between identity, language proficiency and academic achievement are also explored.

This contribution to how migrant students position themselves helps to understand how school experiences can shape students’ sense of who they are and where they belong. Implications to educational policy and practice are discussed.
Title: Remnants of “kaduva” and challenges faced by English language learners of non-English speaking social backgrounds in Sri Lanka

Abstract:
The metaphor “kaduva” (‘sword’ in Sinhala) emerged among the Sinhalese rural youth of Sri Lanka in the 70s to refer to the English language as a weapon of domination wielded by urban bilingual elites. The term is symptomatic of the antagonism and resistance held by the oppressed non-English speakers towards English and its users. Today, with English being encouraged as a utilitarian tool of communication for rural empowerment and the emphasis laid on its user-friendliness rather than correctness, it is argued that sentiments of resentment and resistance towards English have significantly faded among non-English speakers. In this presentation, I report on findings of a study I conducted on English language learning and learner subjectivity negotiation with four final year undergraduates in a Faculty of Arts at a State University. It reveals complex challenges faced by learners of non-English speaking backgrounds due to feelings of antipathy towards the use of English among their peers. The larger study aimed at exploring how sociocultural narratives impact English language learning through an analysis of subjectivity negotiation in learner narratives. The research was informed by applied linguistics studies that argue for socially informed understandings of second language learning and conceptualize identity as fluid, multiple, contradictory, and a site of struggle. It employed narrative inquiry because its epistemological understanding of knowledge and identity as unfixed, relational, and socially constructed enables critical probing of learner subjectivity negotiation.
Title: Social norms and moral judgments in bilingual decision-making: It’s not just emotions

Abstract:
In an ideal world, reactions and answers to ethical problems should be consistent irrespective of the medium through which the question or situation is presented. Yet recent research (Costa et al. 2014; Geipel, Hadjichristidis & Surian 2015, 2016; Cipolletti, McFarlane & Weissglass 2016; Corey et al. 2017; Hayakawa et al. 2017; Čavar & Tytus 2018; Brouwer 2019; Karataş 2019; Dylman & Champoux-Larsson 2019; Driver 2020) has shown that the same dilemma may elicit different moral judgements depending on the language in which it has been described.

Using a covert 2×2×2 experiment where 61 bilinguals were asked to translate (L1↔L2) a passage peppered with swearwords, we show that the picture is much more complex. While the results ostensibly corroborate the Emotion-Related Language Choice theory (according to which bilinguals find their L2 an easier medium of conveying content that evokes strong emotional reactivity; Kim & Starks 2008), the effect was only observed in the case of ethnophaulisms, that is expletives directed at social (out)groups. This indicates that the key factor modulating response strength is not so much the different emotional power associated with the respective languages, but social and cultural norms.

Long cultural learning and socialisation make expressions in L1 highly prone to normative influences, whereas using a foreign language exempts the speaker from these (whether our own or socially imposed) norms and limitations. It transpires that switching to a foreign language during decision-making may not only reduce emotionally-driven responses and political correctness biases, but also promote candid deliberative processes (e.g. rational cost-benefit considerations).
Title: The form and function of reduplication in Ahamb (Vanuatu)

Abstract:
Reduplication has been widely discussed in the typological literature (e.g. Moravcsik 2013) and is particularly common in Oceanic languages (Lynch et al. 2002, Blust 2013). This paper presents the form and function of reduplication in Ahamb, a recently documented endangered language of Malekula Island, Vanuatu.

Cross-linguistically, in terms of form, reduplication can be total or partial, depending on the form of the duplifix compared to the base; it can be prefixed, suffixed or infixed depending on its position within the word. In Ahamb, reduplication is always prefixed and there is both total and partial reduplication. Total reduplication can involve a single morpheme or a verb phrase, while partial reduplication can take the forms C1θ-C1X, C1V1-C1V1X and C1V1C2-C1V1C2X. In Ahamb, reduplication of verb stems is very common; nouns are rarely reduplicated. Typologically, reduplication is often used to express emphasis, habitual aspect, increase in quantity (plurality of entities, continuation of action, intensification of properties) or decrease in quantity (diminution, attenuation of properties) (Moravcsik 2013). In Ahamb, reduplication is commonly used to express continuity, increase in participants, quantity, intensity or repetition, habituality, or verbal number. Reduplication can thus be involved in both inflectional and derivational processes, including acting as a valency decreasing device.

Finally, in Ahamb, a reduplicated stem can also be lexicalised without a presumed diachronic simplex stem (a base) having been attested. Such fossilised reduplication has been attested in other Austronesian languages, e.g. Ross (1994: 560), including Ahamb’s close relatives Neverver (Barbour 2012: 215) and Uluveu (Healey 2013: 264).
Title: An Acoustic Evaluation of the Closing Diphthongs of Modern New Zealand English: an Auckland Perspective

Abstract:
Research on the closing diphthongs of New Zealand English (NZE) indicates that they are distinguished by ‘broad’ and ‘cultivated’ variants (Wells, 1982). Recent acoustic analyses of the variety of NZE spoken by young Aucklanders (Ross, 2018; Watson, Ballard, Ross & Charters, 2019) in the Auckland Voices project (Meyerhoff, Ballard, Charters, Birchfield, & Watson, in press), recorded between 2016-2018, suggest that some of the diphthongs are undergoing change. In this presentation we discuss the findings from a follow up study on the closing diphthongs from the same cohort of speakers. Conversational data from these speakers was selected for analysis. Speakers (aged 16-25) are from 3 Auckland suburbs, Mount Roskill (n=14), Papatoetoe (n=13) and Titirangi (n=11), with similar numbers of male and female speakers in each suburb. Over 4000 diphthong tokens were extracted from 10 minutes of conversation from each speaker, and two vowel targets were marked for each diphthong according to criteria from Watson, Harrington & Evans (1998). The first and second formants were extracted between the two vowel targets, followed by further formant analysis in R (R Core Team, 2018) using EmuR (Winkleman, Harrington, & Jänsch, 2018). Our preliminary analysis confirms the findings in Ross (2018) and Watson et al. (2019). In particular, FACE and GOAT are becoming more monophthongal and PRICE may be fronting. We conclude with some thoughts on the challenges of presenting the diphthong space in a clear and concise manner when there is significant interspeaker and intraspeaker variation within a group.
Title: The effect of language order on reader perceptions in bilingual Māori-English picturebooks

Abstract:
With the establishment of Māori medium education in the 1980s, picturebooks featuring Te Reo Māori have been needed, and are increasingly being developed, produced, and used in full immersion and mainstream education in Aotearoa/New Zealand. In recent years the number of bilingual picturebooks featuring Te Reo Māori and English has increased. Improved access to bilingual picturebooks in a society that includes both an indigenous and colonial language as two of its three official languages is important to support the status of Te Reo Māori as an official language and to support English speakers learning Te Reo Māori. Studies by Daly (2016; 2017) have explored the layout of such bilingual picturebooks using the Linguistic Landscape lens, and findings suggest that the order in which languages are presented in these books changes depending on the purpose of the books (Daly, 2016). These analyses suggest that the order of languages presented in bilingual picturebooks reflect the linguistic hierarchy or relative status of the two languages. Yet to date no empirical studies have investigated how readers’ perceptions of the status of languages are affected by designers’ typographic order choices. In this article, we present the findings from a mixed-methods study of 50 readers perceptions of typographic and linguistic hierarchy in pages of bilingual picturebooks when the order of languages was a variable. Results show that order did affect the opinions of readers, and this effect varied depending on the linguistic repertoire of the participants.
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Title: Patterns of /s/-retraction over time in NZ English

Abstract:
/s/-retraction is a sound change that occurs in various English dialects around the world wherein /s/ becomes more esch-like (/ʃ/) in certain phonetic contexts, most notably /str/ clusters (Baker et al., 2011). Previous research has largely explored the phonetic origins of this change with little focus on the long-term development of /s/-retraction (though see apparent-time NZE data reported in Warren, 2006). This presentation aims to expand the field by investigating /s/-retraction in NZE using data drawn from the Origins of New Zealand English corpus.

Using linear mixed effects modelling in R, we argue that /s/-retraction in NZE appears to be increasing, although it is still at an early stage of development. Intriguingly, there does not appear to be any effect of gender on /s/-retraction, which conflicts with previous findings for NZE (Warren, 2006). Findings also suggest that /s/-retraction in high-frequency words is more advanced, and progressing faster, than in low frequency words. These results support recent arguments put forth by Todd et al. (2019), and suggest that the progress of /s/-retraction is best explained by a hybrid model of exemplar theory with both abstract and episodic representations of linguistic units.
Title: Boyeka mg: Southern New Guinea multilingual ideologies and the expression of possession in Idi

Abstract:
This paper discusses traditional small-scale multilingualism (Lüpke 2016) in Southern New Guinea (SNG), in connection with the expression of possession in one of the languages spoken here: Idi (ISO-369: idi; glottocode idii1243). SNG is a high diversity region with many languages and families attested (see Evans et al. [2017] for an overview), and individuals tend to be highly multilingual.

Throughout the area, patterns of language contact are grounded in established cultural practices of intermarriage. A system of symmetrical sister exchange produces many linguistically exogamous marriages. Children from such marriages usually acquire both their father’s (their primary or “emblematic” [Grace 1975] language of identification) and their mother’s language. Other languages are picked up from other family members and as people travel within the region or further afield for education, work or church activities. Practices of receptive multilingualism (Rehbein, ten Thije & Verschik 2011) are widely reported.

Idi has two types of possessive pronoun, termed “close” and “distant” possessive. Which type of possessive is used appears to be determined partly by semantics (based on alienability [Aikhenvald & Dixon 2013; Chappell & McGregor 1996]) and partly by pragmatics. The paper will look specifically at how speakers use possessives in the context of discussing the languages they speak. The linguistic landscape of the region is reflected in Idi, in the ways that possessive forms are used to refer to the different languages speakers acquire during their lifetime.
Title: Tapatahi? Competing discourses in New Zealand primary geometry classroom

Abstract:
Increasing linguistic diversity in New Zealand society is reflected in classrooms (Education Review Office, 2018). However, there is a little work examining the use of multiple languages in the primary classrooms, rarer for teaching and learning of geometric concepts. In my PhD, I have analysed the discursive construction and reconstruction of geometric shapes and their properties in the interactions of six Year 5/6 geometry lessons in an English-medium New Zealand classroom. Ethnomethodology and Bakhtin’s dialogic theory informed the theoretical framework for the study. This presentation explores one episode from these recorded lessons. During this episode, the whole English-medium class engaged in learning to name geometry shapes in Te Reo Māori. Using a few Conversation Analysis techniques (Jefferson, 2004) along with Bakhtinian concepts of heteroglossia and unitary language (Bakhtin, 1981), I unpack the competing discourses and their interplay that influence the meaning construction during this particular episode. The findings suggest that the unifying language and diversifying (heteroglossia) language forces may support different competing discourses at different conversational moments during classroom interactions. The presentation concludes with a few implications for teaching and learning of geometric shapes at the primary level.

Title: A preliminary investigation of the acoustics of Māori /r/

Abstract:
The /r/ phoneme in Māori is a distinctive sound that has not been widely studied. It can be a source of confusion for new learners and is even often taught as a trill by Māori language and kapa haka teachers. This study extends some analysis of /r/ in the word Māori as spoken in the MAONZE corpus that was presented at the Linguistics Society conference in 2019. From this brief analysis, we suspect there is considerable variability in the production of /r/. Here, the acoustics of /r/ in different phonetic environments are considered. These environments (word initial, word medial, and repeated CV sequences) are represented by selected words that are common in the corpus. A preliminary analysis of the realisations of the /r/ phoneme in these environments is presented for older men from the MAONZE corpus. The 10 speakers analysed spoke Māori as a first language and were between the ages of 64 and 79 at the time of recording. Over 1000 word tokens are considered using Praat and EmuR analysis platforms. The different categories of /r/ are identified by perceptual and spectrographic analysis. These include variations of flapped r [ɾ], approximant r [ɹ], and limited examples of trilled r [r]. Flapped r, for example, may appear in a spectrogram with a clear closure and release burst, with a small dip in formant amplitude, or with no discernible trace. Potential acoustic cues for these different /r/ variations are investigated. The implications of these findings will be discussed.
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Title: Truth is stranger than fiction: Modelling the linguistic features of humorous deception

Abstract:
In this presentation we report on the linguistic features of humorous deception. While prior computational research related to the automatic detection of deception has focused on differentiating lies from truth (e.g., Duran et al., 2010; Hancock et al., 2008), we focus on a different type of deception. Specifically, we analyse texts used in a radio show quiz game in the United States named Wait, Wait,…Don’t Tell Me!. In this quiz game, a radio caller is presented with three news stories from three different guest panellists. All of the news stories present strange yet real (and therefore humorous) news stories. However, one of the three news stories is not real and created by one of the three guest panellists. The caller’s goal is to correctly identify the fictional story.

We gathered 753 of these stories over the past ten years. Using a combination of supervised text classification and regression modelling, we identified 11 linguistic features which could account for 18% of the variance between deceptive and truthful news stories. As a whole, these features suggest that authors of the deceptive texts were overly descriptive and used stronger language, but were also less cohesive and coherent when compared to the truthful news stories. We interpret these differences as a manifestation of the need to create a humorous incongruity or violation, a key aspect of humour (Warren & McGraw, 2016). Our analysis thus sheds light on the dual communicative goal of this unique type of discourse: to simultaneously deceive and be humorous.

Title: Computational models for Luganda Text Recognition and Translation from Sign Images

Abstract:
A sign suggests the presence of a fact, condition, or quality. Signs pose problems like a tourist not being able to understand them in a foreign language. A model capable of capturing images, detecting and recognizing text in signs, and translating them into a target language is designed. This thesis discusses challenges of automatic recognition of text in signs found in natural scene and translation of text. User centered approach has been used in model development and Natural Language Translation (NLT) which is a key application in the field of Natural Language Processing (NLP) and this was important in delivering more robust and dependable model that is resistant to failure irrespective of users inputs. The model approach uses a pre-trained convolutional neural network called Efficient and Accurate Scene Text detector (EAST) and Rule Based Machine Translation (RBMT) while taking advantage of human intelligence and it leverages human capabilities in scene text extraction and translation. In the implementation, the input is images with Luganda text only and the output is a model that recognizes texts in Luganda signs, and translates them into English. The EAST model was evaluated on the Luganda data set using performance matrix like Accuracy, precision and recall, the recognition gave an accuracy of 92.2%, precision of 93.27% and recall of 91.33%. NLP of Luganda Language enhances knowledge transfer and communication using the Luganda language.
Title: Te takoto o te kupu - Me kore noa e paku Māori anō ai te hā: Māori Grammar - May it breathe a little more Māori

Abstract:

This paper presents some of the preliminary ideas, thinking and rationale behind my PhD research. This thesis, Decolonising Māori Grammar will investigate the impacts of Māori grammars on the authenticity of language education and its instruction. It will examine the colonial undertones of Māori language descriptions of the latter 200 years, that have been written, for the most part, by non-Māori. The hope is then to explore ways in which Māori language can be described from a Māori perspective that is useful, meaningful and authentic for language education, resource and instruction. Extending on the work, of the likes of, Sir Tāmati Reedy the research hopes to provide a “not-overly-technical grammatical description of Māori” (Reedy, 1979, p. 5), which allows the language to breathe a little more Māori.

Title: Cultural Representation in Primary School English Language Teaching Textbooks in China

Abstract:
With the implementation of a new Open Door policy in China since the late 1970s, English has been promoted not only as a foreign language but also as an essential requirement for the majority of the population to advance their socio-economic mobility in the global market. English language instruction has taken precedence over other foreign languages by becoming a compulsory subject across all levels of China’s educational system. In 2011, the Ministry of Education of China implemented the National English Language Curriculum Standard. One of the fundamental learning outcomes stipulated in the National Curriculum is to enable students to enhance their cultural awareness and intercultural communicative competence, as well as to reconstruct their confidence in Chinese culture. As the primary form of language input for learners of English as a foreign language (EFL) in China, textbooks are considered the main learning resource and vehicle for (a) delivering cultural content and (b) developing students’ intercultural communicative competence. Therefore, this study employs a mixed-method analysis of a primary school English language teaching textbook series covering eight volumes widely used in China – PEP Primary English (from Grade Three onwards) – under the theoretical guidance of Kachru’s (1982, 1985) three circles model of world Englishes, to examine the representation of different cultures in the textbooks and determine whether the cultural representation achieve consistency with the National Curriculum. Major findings contribute to future language policy planning and English curriculum reforms in China and other EFL countries as a reference to addressing conflicts between globalisation and nationalism.

Title: English in the Kingdom: A preliminary analysis of Tongan English as an emergent variety

Abstract:
In the current paper, I present a preliminary analysis of the previously undescribed dialect of English spoken in the Kingdom of Tonga, an island nation in the South Pacific. Tonga has two official languages, namely Tongan and English, with figures from 2006 indicating that over 70% of the population are literate in English (Government of Tonga/UNICEF 2006). For Tongans, English represents cosmopolitanism, and is often associated with high levels of education and economic success (Besnier 2013). It is taught in schools as a core subject with the aim of producing bilingual speakers (Ministry of Education 2012) and is the language of commerce, politics and bureaucracy. Despite the strong presence of English in Tonga, no previous study has ever provided a linguistic overview of the dialect of English spoken there. In the current paper, I outline the most salient phonetic, phonological, morphosyntactic and lexical features of the newly emerging variety. In doing so, I take into account some of the key extra linguistic factors which dictate variation amongst Tongan English speakers, including age, gender, and language of schooling. In order to produce this description, semi-structured sociolinguistic interviews were conducted with 56 Tongan locals, which were then transcribed and analysed using linguistic software and tools such as Praat and ELAN. Furthermore, ethnographic fieldwork was carried out in order to gain a fuller and more contextualised appreciation of how English is used in Tonga. Some initial observations of salient Tongan English features include the use of lexical items used in Tongan to describe local cultural phenomena, a distinctive syllable timed rhythm and high KIT vowel. Following initial observation, it appears that in terms of variation amongst speakers, the language of schooling i.e. whether a speaker attended a bilingual or monolingual (English only school) is of particular relevance.

Title: Collotextualisation: An Alternative Approach to Studying Loanwords

Abstract:
In traditional studies, word borrowing has been investigated through frequency-based measures, such as number of types and tokens in a corpus (see Poplack 2018 and references within; New Zealand English examples include Davies & Maclagan 2006, de Bres 2006 and Macalister 2006). This talk introduces an alternative approach to the study of loanwords, which involves building networks of collocation (Firth 1957; see also its grammatical parallel, collostruction, Stefanowitsch & Gries 2003), by extracting sets of borrowings that co-occur within the same text. Collocation is usually operationalised a priori with a specified window size (e.g. five words to the left or right of the keyword); however, the texts analysed are typically much larger than this window and may differ in length. Consequently, we extend the notion of collocation to what we term “collotextualisation”: capturing co-occurrence across the entire text, regardless of size.

We present a case-study of how collotextualisation can be used to complement conventional frequency-of-use measures when exploring loanwords. We compare Māori loanword use across three different corpora of New Zealand English newspaper articles and report three main findings. First, most loanwords in our data occur with several others, supporting the notion that loanwords occur in sets rather than in isolation (see also Macdonald & Daly 2013). Second, there is an inverse relationship between the length of a set and frequency of use, which means that newspaper articles are unlikely to contain infrequent loanwords and no frequently occurring ones. This is consistent with the idea that loanwords might occur in vocabulary frequency bands (as proposed for measuring L2 vocabulary; see Laufer & Nation 1995 and Nation 2006). Third, frequent loanwords take part in more distinct and recurrent relationships than infrequent ones, and are typically the first to occur in a given text.
Title: A corpus-based analysis of idiolects from a lexicogrammatical perspective: A study of the speech of three vloggers

Abstract:
Although idiolectal differences in speech are evident in everyday life, there has been limited research on the topic due in part to the difficulty of investigating individual differences, along with a theoretical preference in linguistics for studies which lead to broad generalisations. Previous research on the topic has looked at the speech of Tony Blair (Mollin 2009) White House press secretaries (Barlow 2013), and other politicians (Johnstone 1996). In this study, we use a two million word corpus to examine individual differences in the speech of three YouTube vloggers based on their use of grammatical sequences, lexical strings and keywords. The study reveals that consistent patterns differentiating each speaker’s utterances can be detected and that these patterns remain stable over three or four years, despite differences in the topics discussed. In addition, the results show that the variation within each individual’s speech pattern is less than the variation among the different individuals. While it is evident that there are stable differences in the speech of individuals, explaining those differences is problematic. We explore some possible explanations and also make a distinction between lexicogrammatical features that are simply part of an individual’s grammar (such as the use of to be) and those features that potentially have an interactional or social impact (such as you guys or swearing).
Title: Does maintaining heritage language really matter and to whom? Language attitudes of Chinese migrant children and their parents in Australia

Abstract:
Chinese heritage language maintenance for Chinese migrant families in the 21st century is situated at a crossroads - the continuous dominance of English, the prestigious lingua franca in the world, and the emerging importance of Chinese, another world language which is expected to have increasing capital in the future world. This study explores parents’ and their children’s attitudes towards maintaining children’s Chinese heritage language. A total of twenty-seven parents and thirty-two children, from thirty-one families, participated in the study. The children were between ages three and thirteen when they migrated into Australia and between ages seven and twenty-eight when they were interviewed. Data were collected from open-ended interviews, informal conversations, observations, evidence of literacy practices, postings on WeChat, and background questionnaires. Findings show that parents, rather than most children, are overwhelmingly desirous of maintaining their children’s Chinese heritage language. Children demonstrate more varied attitudes including their desire for, and resistance to, maintaining Chinese. Both parents’ and children’s desire to maintain Chinese mainly centre on their perceptions of the economic capital or value of Chinese language in the current and future world. Then comes consideration of the symbolic value of Chinese language for expression of their ethnic identity. In contrast, resistance amongst children to Chinese language is mostly due to their perception of learning Chinese as irrelevant, difficult and a chore. This study suggests that age at migration is the key factor largely determining children’s language attitudes. For language maintenance, the traditional motives of linguistic and cultural considerations are now yielding to a more materialistic appraisal.
Title: Using Phonetics to find Missing People: Linguistic Analytics for Te-Reo Māori Borrowings

Abstract:
Our project involves finding ‘missing’ shareholders for the Taranaki-based Parininihi ki Waitotara (PkW) corporation. PkW has $4,000,000 in dividends for these shareholders but cannot pay them because their contact details are no longer correct. Finding these people, or their descendants, is complicated by inconsistencies in recording their names in the (now historical) records. One person was often recorded in multiple ways, sometimes with their Māori name, sometimes with their European name, and sometimes with diminutives. We have developed Te-Reo-Māori informed phonetic algorithms to match names and associated identifying data from multiple data sources. Challenges we face include matching disaggregated (eg “Pine O Te Aroha”) and composite (“Pineotearoha”) forms of a name, handling regional variations in pronunciation (such as the Taranaki/Whanganui variation of /h/ as a glottal stop, and /f/ as a glottalized [ʔw] (Harlow,2007)), and recognising Te-Reo-Māori names that have been ‘borrowed’ from English (e.g. ‘Andrew’ borrowed as ‘Anaru’). While lists of borrowed words have been published (e.g. Moorfield and Ka’ai (2011)), the PkW historic records reveal multiple less-common borrowings (e.g. ‘Aariki’ and ‘Eriki’ for Eric). Our research extends Moorfield and Ka’ai’s (2011) common ‘rules’ governing the creation of Te-Reo-Māori borrowings by taking a data-driven approach that quantifies the probabilities of these and other rules being followed based on the borrowed vocabulary. Excel and Python have been used to create a flexible borrowings analysis toolkit. Inconsistencies in name recording is not limited to PkW, thus the findings from this project have wider benefits to Māori community.

Title: The Status of the Atchin Language: North-East Malekula or not?

Abstract:
For a long time the status of the language varieties spoken on the Northeast of Malekula have remained the same. They have been classified as belonging to the Northeast Malekula dialect chain of the Eastern Malekula Linkage (Lynch 2016). This dialect chain encompasses the northernmost small island of Atchin, then heading south along the eastern coast towards Wala and Rano Islands, and finally, Uripiv and Uri Islands.

Through lexical comparisons, Tryon (1976) found that the Atchin language is separate from its neighbours Uripiv-Wala-Rano. Later however, missionary linguist McKerras (1989), working within the Uripiv language community, claimed the languages to be mutually intelligible.

In this paper, I present my own preliminary findings of the Atchin language variety. Looking at phonological, morphological, and syntactical analysis, I compare aspects of the Atchin language with recent works on neighbouring Uripiv (Moore 2019). Through this, I hope to shed some light on the status of the Atchin language today. As an example, the following parallel data shows obvious morphosyntactic differences between the two language varieties.

Uripiv Sete e-les-i numet san
NEG 3SG:REAL-see-TRANS snake INDF:SG
“He didn’t see a snake” (Moore 2019: 175)

Atchin Se no-les te nram pi-sa
NEG1 1SG:NEG2-see NEG3 yam 3SG:IRR-one
“I didn’t see a yam”

Title: Generic and vague uses of 2sg (second person singular) pronoun in Japanese

Abstract:
In many languages, 2sg pronouns are not only used as terms of address or terms of interlocutor reference, but also to refer to people in general or to human referents who are extremely low in specificity. Generic seconds are cross-linguistically attested but they are far from universal (Kluge 2016: 503). Kitagawa and Lehrer (1990: 753-756) state that typologically, the extension of 2sg to a generic use is possible only in languages with small, closed pronoun sets such as English and Chinese. They also claim that languages such as Japanese and Korean which do not have a clearly defined closed set of personal pronouns do not have generic use of 2sg. This statement is based on the widely held assumption that personal pronouns in these languages are heavy loaded with semantic and pragmatic information to use as a generic second. While none of the published work to date has focused on generic/vague uses of 2sg in Japanese, this study argues that 2sg anata in Japanese is used to refer to people in general or to human referents who are very low in specificity. The study will provide empirical evidence for this claim based on data from spoken corpora.

Title: How do the Antillean Authors enrich the Variety of French from the West Indies?

Abstract:
How do the Antillean authors enrich the Variety of French from the West Indies?
The purpose of our communication is to analyze some lexical particularities from a francophone literary corpus, the novel Tambour-Babel (1996) written by the Antillean author Ernest Pépin. Besides a significant number of regionalisms, the lecturer can find in this novel some “strage” words / expressions that are absents from all the lexicographical sources of the Antillean French, such as: accordailles, bilaneur, gongonneur, découverance, couler en pleurer. More than the other Antillean authors, Ernest Pépin invent a lot of new words in order to embellish his style.

Our methodology consists in comparing these new words with similar words from the lexicographical sources referring to the languages from the West Indies (Telchid 1997, DECOF), from the other francophone areas (DECOI) and with dictionaries of standard French (TLF) in order to separate clearly the words that the author invented from the Antillean regionalisms and from the words of standard French. In most cases, the remarks that the author sent to me by email were very useful, but in some cases, Ernest Pépin couldn’t say exactly how he invented a word or if he invented it or only read it in a book. The direct borrowings from the African French varieties (bilanneur, gongonneur) through the readings the author did, are an original way of enreaching the Caribbean literary French. But Pépin also exploits successfully the derivation (loitaineté), the back formation (soucher “to settle down permanently” < dessoucher) the compounding (boula-gueule), the irony and the analogy (culturaliste “body-builder” instead of culturiste) and the metaphor (couler en pleurer “to burst into tears”).

We will try to see how the mechanism of the lexical creation functions in Ernest Pépin’s novel.