6th Young Linguists' Meeting in Poznań

ylmp 2018

Book of Abstracts

ADAM MICKIEWICZ UNIVERSITY POZNAŃ

6th Young Linguists' Meeting in Poznań 23-25th November 2018

organized by the Faculty of English,
Adam Mickiewicz University in Poznań, Poland

YLMP 2018 Book of Abstracts:

Issued on the occasion of the 6th Young Linguists' Meeting in Poznań

"From exploration to explanation in the study of language"

Due to standardization processes, formatting of the abstracts contained herein was changed in accordance with the YLMP abstract stylesheet. However, no alternations with regard to language and contents were introduced.

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24th November 2018

DS "Hanka"

al. Niepodległości 26, Poznań

6:00 pm:
An open lecture by **Michał Przedlacki**
(International Projects Expert, Kulczyk Foundation):

Inaction during a humanitarian crisis:
Is it equivalent to siding with the strongest?

7:00 pm – 11:00 pm: Wine reception
8:00 pm – 9:00 pm: WAME concert

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PLENARY TALKS

Linguistics, psycholinguistics and big data: The way to the future

Marc Brysbaert
(Ghent University, Belgium)

In this talk I will review some of the recent developments that took place in psycholinguistics and computational linguistics. The availability of big data makes it possible now to develop and test models in much greater detail than before. The big data consist of the analysis of large corpora, the computation of word characteristics for tens of thousands of words, and the collection of human ratings and word processing times for the same words. I will show that this new research line is a useful addition to the Popperian approach that has dominated research so far.

Exploring the processes and practices of translation in the workplace

Gary Massey
(ZHAW Zurich University of Applied Sciences, Switzerland)

Behind the diverse activities and definitions of applied linguistics lies the shared condition of relevant practical applicability to loci of linguistic interaction and transfer, including education and work. In order to be properly described and understood, the situated activity of a prototypical language-mediation profession like translation suggests that it should be investigated in situ. Yet, only relatively recently has workplace-based research gained momentum in Translation Studies, due in part to advances in research tools and methods alongside the growing impact of transdisciplinarity. In this talk, I will review how professional processes and practices in the socio-technical context of the translator's workplace have been explored and (in some cases) explained, with particular reference to cognitive and organizational ergonomic perspectives. I will address major challenges to workplace-based research and consider the contribution it can and does make to the communities of practice and organizations where it takes place.

Exploring language to explain social phenomena: The case of leadership

Stephanie Schnurr
(University of Warwick, UK)

Language is an important tool to explain social phenomena, and linguistic research is already making significant contributions to many fields of research in the social sciences and beyond. And yet, in some areas, researchers outside linguistics are often unaware of the insights gained by linguistic research. This is particularly true for leadership studies where researchers largely work in different disciplinary silos with only very little intellectual exchange and cross-fertilisation of ideas taking place between mainstream leadership researchers and linguists. However, as this talk illustrates, linguistic research has the potential to make important contributions to leadership studies – especially with regards to conceptualisations and methodological approaches. Exploring leadership through language has the potential to generate new insights and contribute to a better understanding of this complex phenomenon.

WORKSHOPS

Tips and hints in getting published and having impact

Marc Brysbaert
(Ghent University, Belgium)

In this workshop I will review some of the developments I've noticed in the past years as author, reviewer and editor, which should help you not only to get your manuscripts published but also to have higher chances of other people reading and using them. The publication world is changing rapidly. At the same time, many dos and don'ts that were true 50 years ago are still valid today. Finding your way in this landscape is one of the skills a good researcher must acquire.

Publishing in English-language qualitative linguistic journals: Some dos and don'ts

Michael Hornsby
(Adam Mickiewicz University in Poznań, Poland)

Qualitative research has evolved over the past three decades into a broad field, with a wide range of approaches and methods that reflect not only the multiplicity of its root disciplines but also the diversity of contexts and purposes to which it is applied. Approaches include narrative inquiry, case studies, ethnographical, action research and mixed methodologies. Along with these developments, which linguists need to keep abreast of, there is everincreasing pressure on scholars to publish their research, and to select the appropriate journals for doing so. For many, this involves engaging with English-language publications and can often involve an imaginative leap in adapting to the anglophone mindset. This workshop discusses how to structure an article according to the conventions of sociolinguistic and applied linguistic traditions and considers issues such as: constructing a qualitative narrative, self-reflective methodologies, engaging with your reader, and choosing a suitable, but eyecatching title. The current academic climate of inclusivity will also be considered. Finally, selecting the most appropriate journal to submit your article to is taken into consideration, with important attention being paid to the review process of your submitted article. The workshop will also include some pitfalls to avoid at both early and later stages of article construction.

The paper trail goes digital: Researching historical linguistics in the 21st century

Ronald Kim
(Adam Mickiewicz University in Poznań, Poland)

When starting to carry out their own research, students of linguistics are often intimidated by the sheer volume of scholarship they need to cite. This is especially true for historical linguistics, a field which dates back to the 19th century and where even now, publication takes place in many different languages and academic venues. For students in eastern Europe and elsewhere who do not have access to a longstanding research library, it may seem a hopeless task to "follow the paper trail".

This workshop will provide advice in using the Internet in maximally effective waysto consult older works, search for new ones, and check cross-references. We will examine some of the major scholarly databases in the main Western languages and point out their strengths and limitations. We will also discuss how to identify and evaluate online resources, from encyclopedias to text editions to personal pages. Finally, we will consider the optimal means of making one's research visible online as well as establishing contacts with potential colleagues.

Galvanic skin response as an index of emotional language processing

Paweł Korpal and Katarzyna Jankowiak
(Adam Mickiewicz University in Poznań, Poland)

Emotional language processing can be reflected in specific behavioral and physiological patterns. In this workshop, we will review self-report and physiological measures, which can be used to study emotions experienced in response to a linguistic stimulus. First, we will discuss methodological considerations related to the use of self-report tools such as the Positive and Negative Affect Schedule (PANAS), which is one of the most commonly employed questionnaires to study current emotional states. We will also discuss the applicability of physiological methods, including electroencephalography (EEG) and electromyography (EMG), to investigate emotional language processing in both monolingual and bilingual contexts. The main part of our workshop will be devoted to the use of galvanic skin response (GSR), which is a marker of physiological arousal, indexing the activity of the autonomous nervous system. We will provide a practical demonstration of a GSR recording session with a SC5 Skin Conductance system (PsychLab). The final part of the workshop will involve interactive brainstorming, during which participants will be encouraged to think of potential language-related research questions and hypotheses that can be tested with a selected measure of emotion.

Transforming teaching through TPR: Models, methods and merits

Gary Massey
(ZHAW Zurich University of Applied Sciences, Switzerland)

The mixed methods employed in Translation Process Research (TPR) are now wellestablished means of investigating cognitive and socio-technical issues in professional translation and translator competence development. As such, they are also potentially transferable to other types of professional language work, especially those characterized by strong and sustained interactions between humans and computer technologies in complex segmented workflows (such as technical communication). In this workshop, we will explore the interface between TPR and translation teaching, looking at actual and potential applications of TPR models, methods and results to translator competence development. Proceeding from a brief overview of major models and the research accompanying them in the opening part of the workshop, we shall focus on key examples, with demonstrations, of how TPR results can help inform and transform curriculum design, learning and assessment, and of how some TPR methods have come to serve as diagnostic and developmental tools in their own right. In the final part, we will discuss future applications of process-oriented approaches in translation research and teaching, broaching key challenges, such as those related to collaboration and assessment, and considering the feasibility of similar applications in related professional fields.

Communicating linguistic research findings to nonlinguists

Stephanie Schnurr
(University of Warwick, UK)

This workshop provides concrete advice on how linguistic research findings can be successfully communicated to different audiences who may have an interest in the outcomes, observations, and sometimes also methodological approaches of these studies, but who may not be familiar with linguistic terminology and who may also be less keen on the linguistic details of the analysis. We will be looking at several texts to identify and discuss good examples of such communication, with a particular focus on i) how to 'translate' linguistic research for a lay audience (e.g. in the form of a press release or an article in a practitioner magazine), and ii) how to present linguistic findings to an academic audience in the form of a research article written for a non-linguistic academic journal.

INVITED THEMATIC SESSION

From exploration to explanation in Translation Studies: Research methods and new technologies

Convener: Bogusława Whyatt (Adam Mickiewicz University in Poznań, Poland)

Special guests:
Kristian Tangsgaard Hvelplund (University of Copenhagen, Denmark)
Nataša Pavlović (University of Zagreb, Croatia)

In this session we want to share ideas and expertise on how new technologies have changed the translator's work and the research methods used to explore translation as a product and a process. Key-logging, eye-tracking, screen capture, corpus studies and statistical analyses have been applied to understand how translators solve problems and make decisions. We welcome presentations on how as researchers we can embrace the new challenges of translating in the digital era and move from exploration to explanation.

Translation process research: Methods and perspectives

Kristian Tangsgaard Hvelplund
(University of Copenhagen, Denmark)

Empirical research into translation as a cognitive process dates back to the early 1980's. Various research methods have been employed to examine the contents of the translator's 'black box', including think-aloud techniques, retrospective analysis, key logging and eye tracking. This research has to some extent rested on theory and methods from the cognitive sciences, in particular cognitive psychology, psycholinguistics and experimental psychology. Often referred to as Translation Process Research, this empirical – and often experimental - research into the process behind translation has explored a wide variety of topics such as translator expertise, cognitive resource allocation, cognitive efficiency, translator-computer interaction, translation directionality, reading processes in translation and audiovisual translation. This talk will give an overview of the field and it will discuss key methodological issues related to the collection and analysis of translation process data.

Research on post-editing: State of the art and future avenues

Nataša Pavlović
(University of Zagreb, Croatia)

According to the latest Language Industry Survey (ELIA et al. 2018), nearly 70% of EU translation companies and individual translators integrate machine translation (MT) in their workflows, with around 20% using it daily. This trend has been prompted by, among other factors, considerable improvements in the quality of MT output in recent years, which nevertheless still requires human intervention for professional use. As a result, post-editing (PE) of machine-translated texts is increasingly seen as a standard task for translators, and consequently a highly relevant topic of research.

Over the past decade, researchers have studied various aspects of PE, such as its specific competences, productivity, cognitive effort, error typologies and so on. The place of PE in translator education and the ways in which it could/should be taught have also been considered. Studies have used a wide array of research methods, each with its assets and challenges. Although much insight has been gained, PE remains an area of research with many open questions.

The aim of this talk is to present an overview of current research on PE, with special emphasis on study design and methodology. The talk will map out some unexplored research avenues worth pursuing in future studies.

SPECIAL EVENT:
An open lecture

Inaction during a humanitarian crisis: Is it equivalent to siding with the strongest?

Michał Przedlacki
(International Projects Expert, Kulczyk Foundation)

“To say that a war or other humanitarian crises are too complex is the easiest excuse of all - the excuse for doing nothing. But inaction in such a case is not really an inaction, it is equivalent to siding with the strongest” - these are the words of one of the most prominent female frontline reporters - Francesca Borri, whom I brought in to Aleppo as the last foreign correspondent there. During the lecture, I will talk about the engagement of self into helping others, through humanitarian aid and frontline journalism.

A lecture organized in cooperation with Kulczyk Foundation.

ORAL AND POSTER PRESENTATIONS

Combining Corpus Linguistics and Discourse Analysis to examine Q&As on sexual and reproductive health

Chiara Abbatantuono and Rosita Maglie
(University of Bari, Italy)

Recent advances in ICT have given rise to new opportunities and challenges in patient-centered practices (e.g. telehealth providers). Q&A expert services represent an effective paradigm of computer-mediated discourse of healthcare, affording a participatory virtual environment in which laypeople can seek and receive expert advice (Maglie, 2015). With reference to these platforms, asynchronicity and dissociative anonymity of questions (Q-posts) contribute to the online disinhibition effect (Suler, 2004), while correspondence of answers (A-posts) may indicate interpersonal connection and democratization of expertise among e-patients (Plastina, 2015; Tessuto, 2015). Further factors involved in e-health delivery have been extensively examined by interdisciplinary studies, from human sciences to corpus linguistics (Baker & McEnery, 2015; Brookes, Harvey & Mullany, 2018).

The present work aims to investigate both corpus and discourse of sexual and reproductive health and appraise how "healthy communication" can affect attitudes among young people asking e-healthcare providers for advice and information. To this purpose, we selected as a dataset the complete sample of Q&A posts of a sexuality information service specifically designed by IU Bloomington. We used a third-generation tool to run a mixed-method analysis of collected data (238,020 running words). The combined approach provides the double advantage of detecting quantitative occurrence of qualitative discursive patterns and clusters, and exploring their context of occurrence.

In view of these methodological premises, our poster presents quantitative and qualitative evidence and provides a broader outlo ok on linguistic and narrative elements characterizing patient-doctor virtual scenario to prevent high-risk sexual behaviour. Indeed, corpus-based findings show that Q-posts focus on sexual activity (>4,39%) and body issues (>1,25%), while A-posts include delayed feedbacks about sex (>2,98%) and relationships (>2,78%) in which the frequent use of personal pronouns and mixed register vocabulary acknowledge a patient-oriented perspective. Discourse-based findings suggest the following final remarks: (1) the "ask an expert" format is particularly successful at eliciting intimate self-disclosure from young users; (2) concerns and doubts among seekers can also result from misinformation; (3) confidential advice effectively encourage consensual safe sex, body acceptance and critical reflection on STIs and unwanted pregnancies; (4) multimodal and/or critical discourse analyses could further investigate involvement in communication exchanges.

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Language awareness among Polish and Yemeni EFL undergraduate learners: Towards metacognitive language learning

Ammar Al-Khawlani
(University of Warsaw, Poland)

Language learning contexts are complex. This complexity stems from – neither random nor very predictable – interactions between multiple independent variables. In language education research, including language awareness, these contextual independent variables are used to be considered background information. Context is increasingly considered as an essential part of what is being researched. The present study examines the influence of context on language awareness among undergraduate students.

The study focuses on the differences between Polish and Yemeni EFL learners with respect to their awareness in language learning. A questionnaire of 21 items is designed and distributed to a total of 140 (59 Polish and 81 Yemeni) undergraduate learners. The questionnaire is coded into four categories: beliefs and attitudes, language system, cognitive/metacognitive abilities, and cognitive/metacognitive strategies. Quantitative data analysis is performed via SPSS 22 to address the purpose of the study. Independent Sample T-Test is used to investigate the differences between Polish and Yemeni learners and Pearson Correlation is used to perform correlational analysis between the four categories. The results show significant differences between Polish and Yemeni learners in some of the categories as well as a significant correlation between other categories.

Are the Maxims of the Co-operative Principle universal? A case study of flouting the maxims in Saleh's presidential interviews

Issa Al-Qaderi
(University of Warsaw, Poland)

Languages have appeared and developed in the history of mankind for the sake of communication. People need to indulge in some kind of conversation in order to communicate and convey their messages. Still, interlocutors have to go through a number of steps and processes which may result in certain difficulties. The linguistic concept of *implicature* is considered one of those difficulties as it plays a paramount role in hampering the process of learning a language. Learners of both languages, English and Arabic, find it difficult to differentiate between what the speaker says and what s/he means. For this reason, this study focuses on investigating the Gricean theory of Conversational Implicature and its application to the Arabic language. The data collected comes from a series of interview discourses between

Ali Abdullah Saleh, the ex-president of Yemen and Magdy El-Galad, an Egyptian journalist, which have been conducted in response to some current issues related to the public interest. Ten extracts have been selected in total, later transcribed and translated into English. They are further analyzed with the help of the Gricean theory of Conversational Implicature by investigating the ways Saleh flouts the CP maxims in his presidential interview. The findings reveal that the Gricean Theory of Conversational Implicature can actually be applied to the Arabic language.

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A language of a colonialist in a postcolonial world: The case of Cyprus

Dominik Arest
(Adam Mickiewicz University in Poznań, Poland)

The case of modern Cyprus is an example of a complex and very complicated sociolinguistic situation in one of the post-colonial states. In 1960, three states protecting their interests in the Mediterranean – Great Britain, Greece, and Turkey – 'created' the constitution, thus creating a post-colonial state – the Republic of Cyprus. The problem of this state was not only the lack of common identity of its citizens but also ambiguous and even destructive linguistic chaos in social life. Despite the fact that for decades the official language of the colony was English, the constitution states that the official languages of the country are Greek and Turkish. They are not even the Cypriot Greek and the Cypriot Turkish which have been used more often than constitutionally imposed standard languages. Consequently, the voice of the citizens living in Cyprus was completely ignored.

Despite the conservative national policy of the communities of the Republic of Cyprus and the so-called 'Turkish Republic of Northern Cyprus', the language of the colonialist – English – has become the most important language of the postcolonial reality. It becomes the most effective linguistic variant because it allows communities to communicate with each other despite linguistic divisions.

The paper briefly describes the Cypriot curricula in the colonial epoch and its impact on the present since they influenced future citizens of the Republic of Cyprus. Consequently, the position of the language of the British colonist is still vitally important. It is widely used in law and much more sectors of social life. Regardless of the legally established language situation, English has always played an essential role in the Cypriot society. Its position is prominent in commercial activities what is eminent when analyzing a situation of commercial signs in the Cypriot economy. Since one of the economy's goals is to assure the maximum market demand, one can suppose the language of commerce must be as much communicable as it's possible. For these reasons, the present study concentrates on the presence of the English language in the commercial life of Cyprus.

The research is performed on selected archival commercial material commonly accessible (TV, Radio, Press, Internet ads) since independence till now and it is confronted with existing historical studies on commercial signs. The criterion of selection is: i) Cypriot advertiser, i.e. Cypriot brand/producer/service provider etc., ii) possible long existence in the Cypriot market and iii) commercial's target – the Cypriot society. The goal of the analysis is to determine the changes in the ratio between Greek as a language of majority on Cyprus (ca. 70% of citizens of the Republic of Cyprus) and English Commercial signs in Cypriot economy diachronically and to examine if commercial signs were/are available in two parallel language versions (Greek-English). The undertaken analysis and studies lead to certain conclusions concerning the extension of the English language in Cypriot commercial life in the scope of its primary marketing goals (gaining a competitive advantage). Moreover, it presents a historical evaluation of commercial signs in the scope of potential economic success in the national and international market.

The discussion of the aforementioned analysis is connected with the further following presumption: how the current sociolinguistic situation on the island of Aphrodite would look like if almost sixty years ago English was imposed constitutionally as the official language of the state or one of the official languages of the state.

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Are Polish nasal vowels really nasal? A sociolinguistic study on vowel nasality in Polish

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The status of nasal vowels in Polish is controversial. Of particular interest is the fact that the phonetic realization of these vowels may differ depending on the context. When they occur before fricatives or word-finally they are realized as nasalized diphthongs. However, before affricates and stops, they are realized as a sequence of an oral vowel followed by a homorganic nasal consonant (Zaleska and Nevins 2015: 252) or as entirely oral vowels before *l, r, w, j* (Bloch-Rozmej 1987: 84). Although there exists a set of prescriptive rules concerning the pronunciation of Polish nasal vowels, their realization differs across dialects. For example, in central as well as southwest Poland a sequence of an oral vowel followed by a nasal segment is the prevailing realization of nasal vowels, e.g. *siedzą* 'they sit' is pronounced as *siedzom* (Dubisz et al. 1995: 114), while in the east nasal vowels can be completely denasalized, e.g. *idą* 'they go' is realized as *ido* (Dunaj 2006: 163).

While there is ample research on underlying representations of Polish nasal vowels, sociolinguistic studies on nasality in Polish seem to be entirely absent from the field and this is why the aim of my research was to investigate the relationship between the realization of nasal vowels and different sociolinguistic factors including age, gender, education, place of residence, as well as context (controlled vs spontaneous speech). Fifty native speakers of Polish living in Greater Poland were asked to read aloud a text and describe a picture. Having analysed the words of interest for the study by means of Praat, some interesting correlations were found. One of the most significant findings to emerge from this study is the fact that older people had the tendency to avoid nasal vowels word-finally and substitute them with oral vowels followed by nasal consonants. Moreover, speakers with higher education, men, and speakers living in rural areas were more likely to realize nasal vowels in accordance with prescriptive rules. Finally, the pronunciation of nasal vowels was more in line with prescriptive rules in controlled rather than spontaneous speech.

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Are we on the same page? Linguistic manifestations of presupposition in political discourse on Twitter

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The objective of this study is to provide a thorough analysis and compendious overview of the intricate issue of linguistic manifestations of presupposition in the political discourse of Polish politicians on Twitter. The choice of the topic has been motivated by the fact that scarcely has presupposition been an object of empirical research on social media, let alone examined in the environment in which each figure of speech carries as immense weight as in politics.

The paper will elaborate on the way the implicit meaning is processed, what effects it has on the audience, and how it differs from the explicit meaning. Political discourse constitutes a perfect candidate for such an analysis, as the avoidance of taking the responsibility for one's words causes politicians to use less straightforward means of communication. The reason for choosing Twitter is that the access to it is ubiquitous and many politicians use it as a medium of interaction with their colleagues as well as with the voters. Moreover, the character limit in tweets is of the utmost importance as it forces the author to express themselves in a very constrained string of text.

The research was based on the analysis of selected tweets written by the Polish politicians from the entire political spectrum, proving the universality of presupposition. The pragmatic functions of the implicit assumptions in the tweets had been assessed and tagged. The data was then taken under scrutiny to discover by what means presupposition is most often realised in a given environment. It occurred that it is most frequently manifested by the words carrying particular semantic associations which implicitly connote positive or negative images, as well as certain types of function words such as demonstratives and conjunctions. Sentence structure or stylistic variation appeared to be less often used as a carrier of implicit messages. The use thereof could create the assertion in the addressee that a statement is widely accepted and true, and therefore become convinced, which makes a strong proof that it can be a powerful tool in discourse, and hence, requires further meticulous investigation.

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Exploring and explaining SocioCognitive approach towards studying textbook discourse related to intercultural competence

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The presentation aims at formulating the definition of SocioCognitive (the spelling is purposeful) approach towards studying textbook discourse that may influence the development of pupils' intercultural competence. This paper is a part of a larger project concerning the analysis of the discourse in question included in English language textbooks at the level of early school education in Poland and selected European countries.

To achieve the objective set, a critical overview of socio(-)cognitive approach(es) adopted in the fields of applied linguistics, particularly second language acquisition and discourse studies, as well as intercultural studies is to be carried out. Initially, a brief genesis of the very term "socio-cognitive" and the main principles of socio(-)cognitive approach(es) towards language and discourse adopted by such scholars as Bandura (1986/1989), Atkinson (2002), Larsen-Freeman and Cameron (2008), Kecskes (2010/2014), or van Dijk (2017), to mention but a few, are explored. A special emphasis is put on specific social and cognitive aspects of the indicated approach(es).

The analysis has revealed, for instance, that despite the fact that Kecskes calls his approach "socio-cognitive", it is more "cognitive" than "social", as the researcher appears to focus on the roles of "attention" and "intention" in the communicative process rather than on the significance of "cooperation" and "social background". By contrast, Atkinson's as well as

Larsen-Freeman and Cameron's approaches are seemingly oriented to the social side, for a crucial role of the "social side of language" (e.g. 2008: 92) and "language use" (e.g. 2008: 93) is arguably underlined in their works.

Finally, on the basis of the provided information, the definition of SocioCognitive approach used for the purpose of the project carried out by the author is offered. Owing to the fact that it is supposed to be more balanced than the aforementioned approaches, the spelling ("SocioCognitive" approach) has been adjusted too. The formulated definition assumes, for example, that researchers adopting SocioCognitive approach are to pay equal attention to both the role of language in the analysed textbook discourse and its social dimension as well as it is necessary for these scholars to put their ideas into practice.

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Absolute referential modularity in linguistic and cognitive spatial representations in traditional aṣ-Ṣāniʕ Arabic

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Brown (1983) claims that cardinal direction terms (CDTs) follow universal patterns of semantic development and appeared recently in languages. Nonetheless, in linguistic and cognitive projective spatial representations (Frames of Reference, FoRs), many languages prefer cardinal directions (Absolute FoR) over body-centered strategies.

As Absolute FoR is used in many languages from genetically unrelated linguistic families, according to Bohnemeyer et al. (2014), it represents the original human orientation. Here, evidence from Traditional aṣ-Ṣāniʕ Arabic (TAA, tribal variety of North-Western Bedouin Ḥijāzi) is provided on meaning and evolution of CDTs and linguistic and cognitive use of Absolute FoR.

Linguistic experiments are based on Levinson et al. (1992) and Bohnemeyer (2008); cognitive experiments follow Li and Gleitman (2002) and Levinson (2003). TAA CDTs shift among multiple astronomical and landmark-based anchors ('Absolute Referential Modularity', ARM).

TAA data show that ARM is the basic mechanism responsible for both cardinal direction terms' polysemy and shifts among different Absolute anchoring strategies. In language, TAA selects among the three Levinson's FoRs (2003), according to objects in the array; in cognition, only the Absolute FoR is applied.

TAA Absolute FoR is used in both language and cognition in both its astronomic and landmark-based anchoring, whose selection is place-dependent, i.e. informants behave differently within and outside of the tribal land, as in Tenejapa (Brown and Levinson, 1992) and in Balinese (Wassmann and Dasen, 1998).

The cultural relevance of CDTs across the entire Bedouin world, demonstrated in traditional poetry and narrative, indicates that TAA FoRs' object-based selection represents a linguistic innovation in relation to an original Absolute FoR as preserved in cultural data and cognition.

ARM is a common linguistic phenomenon, also found in languages, such as those of the Indo-European family, where the Absolute FoR is not 'technically' in use, possibly representing a trace of primeval Absolute referential strategies. This supports Bohnemeyer's claims about the antiquity and universal availability of the Absolute FoR.

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When a comic character's facial features and action movements are used as two Sources for humor: A multimodal discourse analysis of a Japanese comic

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Japanese comics are flourishing today not only in Japan, but also in most countries of the world, where they help shape the feelings and attitudes of children and young adults. In addition, to entertain the readers, as well as to attract laughter from them, comics artists have used many drawing skills. Analyzing the images from *Fullmetal Alchemist*, a 27-volume Japanese comic, we intend to illustrate and discuss how a comic character's facial features and action movements are used to construct visual humor. Results are summarized below:

First, the different drawing skills used to humorously construct a character's facial features include the use of halftone effects (i.e., numerous dots or lines, varying either in size or in spacing, that are put together to simulate a tone or gradient), suppletion/umlaut (i.e., a replacement for a character's eyes or mouth using various signs) and Micro panels (i.e., panels depicting less than one active entity as in a close-up) (see Cohn 2013). For example, the halftone lines are used to present Alphonse's stunned reaction in a funny way, as well as to take the readers into this role. To visually and humorously portray the Elric brothers' frightened reaction, an eye-umlaut is used. In addition, as a Micro panel depicts less than one active entity, Edward's funny face is accentuated by the use of it, which helps to enhance the funniness of the subsequent panel. Second, the drawing skills using reduplication (i.e., the polymorphic representation), Macro panels (i.e., panels depicting multiple active entities), neo-Amorphic panels (i.e., Macro-like panels being used to show a non-active element of the narrative) and visualized onomatopoeic and mimetic words help to visually and humorously present a comic character's action movements. For example, Edward's anger is conveyed by his moving hands and feet, which are visually constructed by using reduplication. As a Macro panel is used to portray multiple active entities, it is used to highlight Alphonse's and his alchemy teacher's opposite emotional states to create humor. A neo-Amorphic panel is used to show a non-active element of the narrative, leaving the readers to imagine the action behind the panel to get the funniness. Finally, to reinforce Alex Armstrong's excitement of going to Resembool and Edward's unwillingness to go with him, visualized onomatopoeic and mimetic words are used. This also echoes with the previous studies (e.g., Masuda and Nisbett 2001; Nisbett 2003) that East Asians (including Japanese) tend to see the world through a wide-angle lens.

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Exploring adaptation: How translation studies can help explain adaptation

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Everybody wants to feed of a success of a good text. Trying to recreate a text over and over across different media and fields, to translate it into every possible form, language and culture, adapt it to fit new circumstances and feed new markets, became human nature. Adaptation studies is a newly emerging field that can already be studied at some universities but has little recognition in the academia of Central and Eastern Europe and is rarely included in study programs, papers or conference presentations. This is rather unfortunate as adaptations can be a source of many important academic findings in humanities and social sciences.

A natural place of adaptation studies is among the disciplines such as cultural or media studies, translation studies and even linguistics, which are all sources of many theories and approaches potentially useful in the study of adaptations, be it adaptations from book to screen, between cultures, time periods, or combinations thereof.

This paper demonstrates a few possible applications of the well-established translation theories (among them those by Toury (1995), Popovič (1983) or Jakobson (1959)) to the field of adaptation, resulting in a newly proposed categorization of adaptation (interliterary, intraliterary and intersemiotic adaptations), a model of adaptation strategies (analogical to translation strategies) and a translation/adaptation spectrum, which combines the translation and adaptation strategies and helps with a classification of texts as either translations or adaptations.

All of these are new theories proposed by the author and are illustrated with practical examples from the current media or from a comparison of the transcultural adaptations of the TV series phenomenon *The Office*. It is via these new approaches that this paper presents the mutual benefits of a cooperation between the field of adaptation and translation studies, discusses the relationship between the two fields and aims at interdisciplinarity, which is quintessential for a study of the omnipresent adaptations.

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Searching for America's lost greatness: A critical multimodal analysis of Donald Trump's 2016 presidential campaign Instagram posts

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Donald Trump's successful presidential campaign may have appeared self-contradictory to the observer. On the one hand, Trump constructed a populist "leader of the common people" persona, promising to unite all Americans in the struggle to "Make America Great Again". On the other, his many offensive, racist and sexist comments were divisive and attracted widespread criticism, even from within the Republican Party.

This presentation will focus on the results of a study of Trump's Instagram posts made during the 2016 presidential campaign. Its aim will be to answer three questions: what Trump's plan for "Making America Great Again" was; whether Trump's narrative, and so his plan for America, exhibited characteristics of populist radical right ideology (Mudde 2007, Canovan 1999); and how the Instagram narrative fitted in with Trump's broader campaign self-narrative (on narrative see contributions to Hoffmann 2010).

During the study, the corpus of 330 multimodal Instagram posts was subjected to analysis using the discourse-historical approach (Reisigl and Wodak 2009, Wodak and Meyer 2016), specifically focusing on identifying discourse topics in the meso-level of analysis. This approach was complemented by Kress and van Leeuwen's (2006) visual grammar, specifically the analysis of composition, framing, salience and camera angle. The initial quantitative analysis revealed 11 notable discourse topics such as "Man of the People" or "Family". The prevalence of specific discourse topics suggests which values were the most important in Trump's vision of American greatness. One post representing each discourse topic was later analysed in detail to reveal narrative-internal and intertextual inconsistencies.

The results of the quantitative analysis revealed a highly positive campaign focused on self-advertising, shaping the public opinion and positive self-presentation. This suggests a successful attempt at using Instagram to mitigate the negative and controversial aspects of Trump's broader campaign. However, the in-depth analysis of individual posts reveals inconsistencies in the narrative. Trump's populism, especially, is unveiled as being self-contradictory. Although the Instagram campaign appeared inclusive and egalitarian at first sight, the study proposes a view of the campaign as exclusive, authoritarian and nativist.

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Dictionary representation of the semantics of adjectives signifying emotions

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The presentation reports on a comparative analysis of dictionary representation of the semantics of adjectives signifying emotions. Attention is paid to the differences and similarities between emotions and feelings as well as to mental and physiological events accompanying emotions. The (non-)universal character of emotions is subject to scrutiny with their culture and language-specificity recognised. Part One enumerates also a few common approaches to defining emotion words, the most important of which are analytical defining, the prototype approach, cognitive defining and the use of semantic primitives.

Part Two deals primarily with the representation of meaning. First, several definitions of meaning proposed by scholars are discussed. The lack of consensus over the terminology and the role of various components of meaning are emphasised. Second, two major approaches to meaning are presented, which reflect direct influences of componential analysis and cognitive semantics. The qualitative analysis of dictionary representation of the semantics of adjectives signifying emotions was conducted with language learners in mind. Therefore, it concentrates on the 'Big Five' monolingual learners' dictionaries available online.

In order to achieve the purposes of the study, twenty-five adjectives underwent an in-depth analysis. The main observation concerns the lack of consistency in individual dictionaries, which leads to different definitions of the emotion being presented in the definitional part of the entry and in the thesaurus. What is even more striking is that the definitions offered in the thesauri are repeatedly more exhaustive and helpful from the point of view of language learners. Furthermore, the analysis has shown that the value of examples was limited: some of them did not further elucidate meaning, but merely portrayed the word's syntactic properties. Thus, the combination of the definition and the examples both clarifying meaning and illustrating the typical use of the words was judged to best represent meaning. The presentation ends with several guidelines for a better treatment of the semantics of adjectives signifying emotions in monolingual learners' dictionaries. A few model definitions of emotion words are presented in order to establish reasonable standards.

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Speech perception development in child vs. adult L3 learners

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Whereas the belief 'the younger the better' in foreign language learning seems to hold tenaciously, a multitude of studies comparing learners of different starting ages attests that in instructed language learning, as opposed to naturalistic acquisition contexts, a younger starting age does not automatically yield better results (e.g. Pfenniger & Singleton, 2017; de Bot, 2014; Fullana, 2006; Muñoz, 2006).

However, the majority of these studies compare learners at a later stage of acquisition (e.g. after several years of instruction) and do not collect longitudinal data, so that it is unclear how learners develop over time (but see Fullana, 2006). Moreover, they mostly compare speakers within a small age range (AOL younger than 14 years). Except for one study that compared the very initial L3 perceptual development of children vs. adults and found that the latter perform significantly better in the first two weeks of instruction (Kopečková et al., forthc.), little is known about paths of development of early (pre-puberty) vs. late starters (post-puberty).

The present study thus investigates the understudied domain of perceptual development with ten children aged 12-13 and nine adults aged 19-29 (L1 German, L2 English) over the first year of L3 Polish instruction (tested after one, three, five and ten months). The sound contrast under scrutiny was /v-w/, which only exists in the learners' L2/L3. Their ability to discriminate between /v-w/ in both languages was tested in an ABX task.

As expected, adults performed significantly better than children in both languages at all testing times except at T1, where their L3 scores were only slightly higher than the children's. Both groups show similar patterns of L2 development with an upward trend from T1 to T4 (78% and 89% accuracy for adults, 59% and 71% for children). L3 scores, however, show differing patterns: The children start with relatively high scores (74%) that are not significantly lower than the adults', drop down to 67-68% at T2/T3, but then perform better again at T4 (76%). The adults' L3 scores mirror the L2 upward development (81% at T1, 92% at T4); interestingly, L3 scores are marginally higher than L2 scores (except at T3).

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On the adverbialization of indefinite quantifiers in Polish: Insights from a diachronic analysis of lexicographic data

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While the numeralization of nouns, i.e. their shift towards the category of nominal quantifiers, has generally received a fair share of attention in the linguistic literature (cf., among others, Schabowska 1967; Brems 2011, 2015; Verveckken 2015; Giacalone Ramat 2018), the subsequent expansion of such numeralized items to adverbial contexts remains a relatively under-researched phenomenon (cf. De Clerck & Brems 2016). Based on Polish data, this paper aims at determining whether the initial stage of this kind of adverbialization typically involves extent intensification, inherent (degree) intensification being a posterior development (Bolinger 1972; Löbner 2012). The results of an investigation into the emergence of the adverbial meaning in the commonly used indefinite quantifiers *trochę* 'a bit', *odrobinę* 'a bit; lit.: crumb.ACC', as well as *masę* 'a lot; lit.: mass.ACC', conducted on the available historical dictionaries of Polish, indicate that prior to establishing themselves as degree intensifiers, i.e. downtoners or amplifiers, the items function as extent intensifiers, i.e. duratives or frequentatives in the sense of Quirk et al. (1985). In their earliest adverbial attestations recorded in the lexicographic sources, the quantifiers under scrutiny modify the duration or frequency of the action denoted by the associated verbal element, e.g. *odrobineczkę pomówić* 'to talk a little bit' and *masę podróżować* 'to travel a lot', or, if the pertinent verb encodes a punctual event, of the resultant state, e.g. *zatrzymać się odrobinkę* 'to stop for a little bit', and only later do they start to co-occur with verbs, adjectives, and adverbs which lexicalize a degree scale, e.g. *trochę stanieć* 'to become a bit cheaper', *trochę mętny* 'a bit murky', *odrobinę szybciej* 'a bit faster'. Exceptional in this respect is the form *masę* 'a lot', as it (still) appears incapable of serving as a degree intensifier (cf. *trochę/masę podróżować* 'to travel a bit/a lot' vs *trochę/*masę stanieć* 'to become a bit/a lot cheaper'). Given the qualitative, rather than quantitative, character of the study reported on here, the above findings may constitute a point of departure for a more extensive corpus-based analysis.

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To be sentimental, powerful, and Black: Identifying affective agency in Viola Davis's award speeches

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Storytelling allows African American women to convey their experiences and navigate the reality of being Black and being a woman in the (white) mainstream American society (Richardson 2002). However, narratives of Black women's struggle tend to be marginalized in the American public, and when they do gain platform, it is often because they skilfully employ the conventions of sentimental storytelling (Wanzo 2009). Within the conventions of sentimentality, personal experiences and struggles are used to tap into other people's emotions, creating a sense of belonging and membership. This happens via encouraging identification, i.e. translating a personal experience into a relatable experience and narrativizing sympathy for the purpose of (political) mobilization (Wanzo 2009). Sentimental storytelling is key in producing affective agency which is the "interactional experience of moving and being moved" (Bucholtz et al. 2018:4) to social action and change.

This paper uses discourse analysis (DA) and conversation analysis (CA) to identify the discursive and interactional strategies used by African American women to produce affective agency in sentimental storytelling. For this purpose, three speeches delivered by the actress Viola Davis on three different occasions of her winning major awards which held special cultural significance are analyzed: the Emmys (2015) speech, the Oscars (2017) speech, and the BAFTAs (2017) speech. DA is used to identify discursive (rhetorical) strategies used by Davis in her speeches and show how they are embedded in the wider socio-cultural context of her performances. CA is used to examine the local context of Davis's interactions with the audiences and to identify how the interactional events are constructed at the micro-level.

The analysis shows the interactional strategies that African American women use in public contexts to "mobilize affect" (Wanzo 2009: 6) via sentimental storytelling. Since affect can also be viewed through a paradigm of racialization producing "affective personas" (Ramos-Zayas 2011:25), the ways in which Black women can gain affective agency in interactional public contexts is of significant social interest.

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The influence of musical aptitude on the acquisition of intonation contours across Polish advanced learners of English

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Studying the relation between language and music is currently a popular topic in the field of second language acquisition. Specifically, the domains of speech prosody and musical melody can yield promising results, as they rely on the same acoustic parameters: duration, amplitude, fundamental frequency, and spectral characteristics (Schon et al. 2004). Such similarities can provide a firm basis for investigating the role of pitch perception and its intricacies in language and music. According to Zatorre and Baum (2012) there are two pitch processing systems: 1) fine-grained processing is used for the accurate encoding of musical intervals across scales, while 2) coarse-grained processing is responsible for the discrimination of contours in speech and music. Moreover, superior processing of contours in music among musicians can also affect the encoding of contours in speech (Wong et al. 2007, Bidelman and Krishnan 2009).

The following study tries to determine whether a superior processing of musical contours can also lead to more successful acquisition and production of intonation contours in second language speech. For this study, we recorded 20 Polish speakers of English at university level before and after an extensive two-year course in English pronunciation. In order to elicit different intonation patterns from the participants, we used a set of short dialogues specifically designed for this study. Next, we measured the intonation contours of each individual phrase produced by the participants and their pronunciation teachers using Praat (Boersma and Weenink 2015). In order to determine the participants' musical ear, we conducted three musical hearing tests measuring pitch perception, musical rhythm and melodic memory (Mandell 2009). In the analysis, we noticed an observable improvement across the participants' prosody after the two-year pronunciation course. Moreover, participants with a superior musical ear produced more native-like speech contours, similar to their pronunciation teachers. The results of this study suggest that a finer perception of pitch and rhythm in music can help in the acquisition of L2 intonation patterns.

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A French into Spanish empirical study on the acquisition of cognitive translation strategies to solve written translation problems

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The aim of this communication is to present an ongoing French into Spanish research project on the acquisition of cognitive translation strategies to solve written translation problems. This project is being conducted in the framework of the PhD programme in Translation and Intercultural Studies at the Autonomous University of Barcelona.

The research pursues the following specific objectives:

- establish the conceptual framework for the investigation of cognitive strategies;
- describe and define cognitive strategies;
- identify how cognitive strategies evolve during the process of acquisition of translation competence.

To do this, we focus on the following actions:

- to study the notion of strategy in disciplines related to translation studies.
- to analyze the notion of translation strategies in translation studies and the empirical studies carried by Königs (1987), Hurtado Albir (1996, 2001, 2015) and others.
- to find out how cognitive strategies applies: what, why, when, how and with what result are those used during the process of written translation.
- to investigate how strategies are evolving in the process of acquisition of translation competence.

As a result of a previous research on cognitive strategies of translation (Jeczmyk Nowak 2016) we can conclude:

- the lack of unification of denominations, definitions and a precise classification applicable to cognitive strategies;
- the lack of a rigorous empirical study of cognitive translation strategies and their acquisition process.

We will hold an experimental study with translation students from various courses of the degree in translation and interpreting as well as with professional translators. Both groups will have to translate a text from French to Spanish with prototypical problems and fill out a questionnaire about the strategies they have used. Prior to the experiment, we will hold an exploratory and a pilot study.

The results of the investigation may result in a better training of translators, since it will be easier to identify which tasks and instruments can be incorporated in the training of students to develop translation strategies.

We will present the conceptual framework of the research, the pursued objectives, the design of the pilot study and the expected results.

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Onomasiological structure rules in English word-formation

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Nominal compounds represent one of the greatest part of the present day inventory of English words. Despite their frequent use in everyday language and their apparent structural simplicity, these units hide much more intricacies that one may expect, especially when it comes to their semantics. The question of how to determine their semantics has been long discussed within the frameworks of both transformationalist and lexicalist hypothesis (Lees 1960; Levi 1987; Van Lint 1982; Zimmer 1971). Nevertheless, despite many efforts, the difficulties related to the interpretation of N+N compounds have not been clarified and a full explication of the semantic relations between the constituents of these units remains unresolved even today. Based on a 616 586-item corpus, this paper examines the internal structure of English N+N compounds in terms of semantic categories with the primary aim of delimiting a set of onomasiological structure rules which specify admissible arrangements of semantic categories at the onomasiological level. The paper opens with a brief theoretical overview of the past research on the meaning relationships of N+N units (Štekauer 2005, Gagné&Spalding 2014, ten Hacken 2016, Fernández-Domínguez 2016). Then, it discusses some of the major methodological difficulties related to the collection of data from the corpus. The empirical part subsequently analyzes a sample of 500 N+N compounds from an onomasiological point of view. Based on the results of an analysis, the paper formulates a number of onomasiological structure rules which function as constrains on the interpretation of these units. The set of onomasiological structure rules obtained through the analysis of the sample of 500 English N+N compounds is then compared to the only currently existing set of onomasiological structure rules; in particular, to the set proposed by Štekauer (2005). The comparison sheds more light on the semantics and the internal structure of English N+N compounds and points out to a need of future research into this field.

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Cognitive effort in L1 and L2 translation processes

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In the translation market the concept of directionality is mostly associated with the quality of translation. Translation teachers and international institutions such as the EU tend to favour L1 translation while the opinion of clients and translators in this respect is divided. It has been proved that L2 translation is a popular market practice, particularly in the minor language > English combination (see Pavlović 2008; Whyatt and Kościuczuk 2013). Why does market practice vary from common beliefs? I believe part of the answer is translation competence which can be learnt thus excluding the translator's native language as a required condition of successful translation (even though it may be an asset). In this presentation I will argue that a better understanding of the notion of directionality can be achieved by explaining the translator's cognitive effort involved in the process of translating into and out of the translator's native language.

For the purpose of my PhD project (part of the EDiT project financed by the National Science Centre under contract UMO - 2015/17/B/HS6/03944), five hypotheses have been formulated related to how the translator processes the source text and the target text depending on the direction of translation and how the direction affects the work of independent revisers. The source texts had been carefully selected to ensure that the only independent variables are: the direction of translation and text genre (creative vs formulaic). The set of parameters used as dependent variables includes: total task time, duration of the orientation/drafting/revision stages, pause lengths, fixation count and duration. The data has been collected on the sample of 26 professional translators with extensive experience in the translation market; no students were involved in this experiment. The methods of data collection were key-logging and eye-tracking performed with state-of-the art tools commonly used in Translation Process Research (see also Pavlović and Jensen 2009, de Lima Fonseca 2015, Hunzkier Heeb 2016).

Regularities have been discovered which shed more light on how the direction of translation affects the work of translators and revisers and enable a better understanding of translation directionality to challenge the popular myths which may mislead both translation practitioners and researchers.

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Who is an L2 user? Language use practices in the digital age

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While numerous definitions of bilingualism and multilingualism have been proposed in the literature (cf. Ewert, 2009; Otwinowska, 2016), studies conducted with bi-/multilinguals typically recruit participants from either established language minorities or migrant populations. This means that a bi-/multilingual person is usually conceptualized as someone belonging to a community that uses more than one language for communication. A different conceptualization of an L2/FL/Ln learner is used in language acquisition research, where it is often either tacitly assumed that the learner may have no immediate use for the language being learned, or the focus of the study is on the process of language acquisition and not the actual use. The learners also tend to reside in countries where the language they are learning is not used on a regular basis. We hope to demonstrate that these conceptualizations are nowadays largely obsolete by focusing on the actual L2 use practices of participants with different levels of L2 proficiency resident in an L1 environment.

Since the 1990s, the promotion of language learning and individual multilingualism by the EU has affected language education policies in member and candidate states (Commission of the European Communities, 2007). This development has been coupled with increased popularity of English as a *lingua franca*, accessibility of the internet and use of social media. Taken together, these developments changed the way individuals and groups communicate

(Darvin, 2016). So far, there is a lack of systematic research on language practices of the younger generation of Europeans (with Kusyk, 2017 as a notable exception) and little recognition of the magnitude of change and its possible implications.

To fill this gap, we are going to present the results of an on-going large-scale questionnaire study in which we ask a representative sample of students at Adam Mickiewicz University about the frequencies with which they engage in various kinds of actual L2 English use online and off-line activities that require either interaction or passive use of the language to meet their real-life needs other than intentional study of English. We argue that an L2 user (Cook, 2003) is a more appropriate term to describe this population.

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Role-relational trajectories in interview accounts of caring for a dementia relative

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Caregiving for a dementia relative constitutes a multifaceted experience of stress, resentment and wishes to assist the person with the disease (Aronson 1990: 60; cf. O'Dwyer et al. 2013). It has been postulated that a caregiver's felt burden "has a logic separate from the degree of impairment" (Gubrium 1988: 197). In fact, the physical and psychological strain produced by daily tasks is exacerbated by complex relational issues linked the construction of caregiving as an emotional, symbolic and morally sanctionable practice inscribed in kin relations and dominant femininity (Paoletti 2007). Moreover, as dementia disrupts taken-for-granted expectations of behaviours for both the person with the diagnosis and the entire family, this qualitatively new situation also necessitates attempts at (re)negotiating familial roles and responsibilities (Peel 2017; Purves 2010).

By applying the methods of conversation analysis, membership categorization analysis and discourse analysis, this paper investigates how, in the interactional here-and-now of the interview, caregivers discursively construct complex role-relational trajectories in a family unit as a consequence of providing care to a dementia relative. The data used for the study comprise a 13-hour corpus of 10 audio-taped open-ended interviews with 10 American female caregivers.

In this paper, interview data are approached as a 'topic', i.e., as "reflecting a reality jointly constructed by the interviewee and interviewer" (Rapley 2001: 304; also Baker 1997; Watson and Weinberg 1982), and emerging from the local contingencies of talk and the interactants' identity work. The analytic focus thus falls on the interviewer's questions and respondents' accounts. Informed by the interactional respecification of the notion of 'role-set' (Sarangi 2010; cf. Merton 1957; see also Housley 1999), the analysis shows how role-relational work and its attendant responsibility and moral accountability underpin the interviewees' accounts of assisting a person with the disease. Firstly, the analysis demonstrates how caring is conversationally constructed as part of interviewees' identity and as a moral duty bound to the membership categorization device 'family' and 'gender'. It thus exposes certain commonsense assumptions and propositions concerning normative family roles and relations which function for interviewees as powerful benchmarks for making life choices, interpreting their experiences and morally evaluating themselves and others. Secondly, the analysis documents how respondents contextualize the caregiving relationship not only in a caregiving dyad (i.e., dementia relative and family carer) but also bring into equation a broader constellation of kinship ties with, e.g., their siblings, partners and children, each of which invokes distinct, sometimes competing, expectations, rights and responsibilities. A role-relational dimension illuminates a dynamic notion of the caregiving role vis-á-vis these diverse self-other relations (cf. Sarangi 2012) by bringing out real and hypothetical aspects of these ties. It recognizes that meanings ascribed to one's available role-sets underlie caring experience and can contribute to a greater sense of strain and pressure felt by caregivers.

The practical relevance of the findings will also be addressed in the context of relationship-centred dementia care as offering insights into the lived experience of family caregivers which bears relevance to the work of professionals. It is argued that to provide effective support services for relatives of people with dementia, it is important to understand their intricate moral, relational and identity issues which can sometimes make material help useless.

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Polish teachers' attitudes to own language use in TEFL: A survey

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Until very recently, learners' own-languages were either completely ignored or marginalized in the EFL classroom. For SLA researchers, learners' language background was not relevant to the subconscious process of second language acquisition: teachers were supposed to focus on providing learners with L2 input and opportunities for interaction in the new language. (e.g. G. Cook 2010, Scheffler et al. 2017).

However, a number of studies published recently present multiple benefits of using pupils' L1 in different aspects of foreign language teaching (e.g. Butzkamm and Caldwell 2009, Ammar, Lightbown and Spada 2010, Zhao and Macaro 2016). There is also some evidence that English teachers are uncertain about the usefulness of L1 in their classrooms (Hall and Cook 2013), and that their use of students' own language differs depending on their teaching experience and group level (Lynch 2015). Moreover, there are sociolinguistic and political arguments against excluding students' own language from English classes and for the reintroduction of bilingual teaching methods. Indeed, restoring the value of learners' own languages in the learning process could remove the pressure put on students to achieve native-like pronunciation, reinforce building students' multilingual identities, and boost the status of non-native English teachers (Cook 2010, Hall and Cook 2012).

This presentation is a report on a part of my doctoral research project which focuses on English school teachers in Poland. The study investigates the teachers' practices and attitudes regarding L1 use in the instruction process in relation to their work experience and the language level of their students. The study was conducted using an explanatory sequential mixed methods design, where, as the first step, a group of 515 teachers and 90 students in an EFL teaching programme completed a three-part questionnaire on how they assess the usefulness of Polish in relation to various aspects of teaching English. Statistical analysis of the third part of the questionnaire concerning teachers' attitudes to own language use in EFL teaching will be presented during the talk.

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Individual differences in multilingual acquisition of phonology: Phonological working memory and young learners' perception and production in L2 and L3

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Multilingual acquisition constitutes a complex, dynamic and non-linear process, affected by various factors. One of the variables which is hypothesised to play a crucial role in the development of multilingual proficiency is phonological working memory (PWM). PWM is positioned as a critical predictor in the phonological acquisition of new languages (Engel de Abreu and Gathercole 2012). Additionally, PWM capacity may also influence the identification of phonological features across the acquired languages, resulting in their more accurate representation and subsequent production (Mora and Darcy 2013).

The present study will investigate the relationship between perception and production performance and PWM from a novel, multilingual perspective. The participants will include twenty adolescent sequential trilinguals (L1 – Polish, L2 – English, L3 – German), aged 11-12, acquiring their second and third language in the formal context of primary education. It is hypothesised that the participants exhibiting high accuracy in phonological perception and production in L2/L3 will also score high on PWM.

The perception of the selected phonological features will be examined in an ABX non-word discrimination task in the L1, L2 and L3 (e.g. Onishi 2016). Multilingual phonological production will be investigated in a picture naming task (e.g. Kopečková 2016, Mora 2017), and a delayed repetition task (e.g. Kopečková 2016, Kopečková et al. 2016) in three languages. The focal phonological features examined in the multilingual perception/production tasks will include final obstruent devoicing and vowel quality and quantity. Phonological working memory capacity will be tested in two tasks, namely, a non-word repetition task (Coady and Evans 2008, Krasowicz and Kupis 2003, Szewczyk et al. 2015) and a digit span task (digit recall) (e.g. Bosma et al. 2017).

The results of the phonological perception and production tasks and the outcomes of PWM tasks and the multilingual perception-production tasks will be correlated in order to explore the relationship between these variables. The results will be discussed with a special focus on the L2 and L3 and the individual differences between the participants.

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Language policy and practice in English speaking work environments in Poland

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The aim of this study is to gain insight into the internal language policy and practice of companies based in Poland with a primarily English-speaking work environment.

It has been claimed that the English used by nonnative speakers in Europe can be considered a legitimate variety rather than "imperfect" language performance. According to the model of Kachru (1985), Poland and other European countries belong to the Expanding Circle of World Englishes, collectively discussed as Euro-English(es) (cf. e.g. Modiano 2006). In contemporary Poland, more and more work in e.g. consulting, administration and new technologies is carried out largely or exclusively through the medium of English. International workplaces are thus increasingly providing an environment facilitating employees' operation as functional bilinguals who use English in a variety of situations and registers, from formal meetings through everyday work tasks to socializing. The policies and practices regarding use of English are not always explicit, however, and no systematic comparative study of international corporations in Poland has yet been undertaken.

Six companies based in Poland were chosen for this study, three founded by native English-speaking members of Inner Circle countries and three founded by nonnative speakers. The following aspects of language policy and practice were examined: language/style guides used in the organization; the language used to perform different tasks; the role of English in the recruitment process; and which English model (if any): American or British is preferred. Information on the size and profile of the companies was also gathered. The main hypothesis concerned the importance of norms, present in all policy aspects. Since the structure of beliefs and values concerning desirable use of language differs in differs among cultures (e.g. Smakman 2012) particular normative attitudes may be transferred from Polish speaking culture, where "correct" use of language is explicitly valued, to an English speaking environment. The data was obtained through direct communication with HR staff in each company, with the use of a questionnaire. A comprehensive collation of this type of data is necessary for further investigation of language ideology and beliefs among functional bilinguals in Polish and English present in those specific environments.

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Teachers' cognition: Some language skills and systems are 'more equal' than others

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This presentation focuses on the way English and German are taught to 15-year-olds in state schools. Questionnaire data from the *European Survey on Language Competences* (*ESLC*), conducted in Poland and thirteen other European countries, were used. The study was conducted on a sample representative for Poland: 245 teachers of English and 154 teachers of German.

Here we aim to compare teachers' cognition of their English and German lessons with respect to the emphasis they put on particular language skills and systems in their teaching. Six questionnaire questions from the ESLC study were analysed. Raw data were transformed into z-scores; the Mann-Whitney *U* test was used to check for statistically important differences between the views of English and German teachers. Overall, German teachers tend to view some skills as more difficult for their students, teach some skills more often and assign bigger importance to some skills and systems in their grading system as compared to what English teachers thought. Moreover, German teachers claimed to assign more homework to their students.

Crucially, the analysis of teachers' cognition on skills and systems importance in their teaching practises revealed a lack of balance in that respect. Writing indeed seemed to be the neglected skill. Teachers viewed writing as very difficult for their students, yet claimed to teach it least. It also held the least important position in teachers' grading systems. Teachers of both languages viewed writing as unimportant for their students, and they viewed the coursebooks as not particularly useful for teaching writing.

Other studies from both the national and international context also showed that teachers do not view writing as vital in the language classroom (Ferede *et al*, 2012; Kong, 2018; Moon, 2008; Paczuska and others, 2014). Low status of writing in the English and German classrooms in Poland may contribute to rather low level of writing competence among students. The ESLC study showed that over one third of 15-year-old students of English (35,5%) and German (38,4%) achieved only A1 level, and a considerable group (18,7% for English and 44,8% for German) failed to even achieve the A1 level (Gajewska-Dyszkiewicz *et al*, 2013).

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Can exploring translator's personality help explain the translation process?

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Translation as a decision-making process (Levý, 1967/2000; Wilss, 1996) cannot be seen in isolation from the *translator* as its main agent. Therefore, penetrating into the psychological aspects of the translator's personality seems to be an important step towards re(-interpreting) and explaining the translation process. Particularly intriguing appears to be the issue of the role of the translator's "individual psychology" (Mossop, 2007, p. 19) in the decisional aspects of the translation process revealed in the translator's self-revision behaviour (Mossop, 2007; Shih, 2015).

In this presentation I will report on an interdisciplinary experimental study designed to explore the translator's personality from the psychological perspective. Translation process data were gathered with the help of the keylogging method. The translator's personality profile was composed on the basis of the triangulation of data collected from formal personality measurement (Myers-Briggs Type Indicator or "MBTI") and the translator's own reflections collected with the help of the self-report questionnaires. The experiment involved 30 translation trainees (1 MA translation students at the Faculty of English, UAM) and 16 practicing translators. The participants' task was to translate two short texts (about 250 words each) in Translog-II, the key-logging programme (Jakobsen & Schou, 1999).

In personality psychology, psychological functions (Jung, 1921/1971) are regarded as dynamic elements (measured with MBTI in the study) and associated with certain cognitive processes (e.g. decision-making). On the basis of their preferred decision-making function, the participants were divided into two groups: Thinking types (analytical and take global perspective), and Feeling types (spontaneous and take local perspective). The statistical data analysis has shown that the translators' preferred decision-related function is related to such characteristics of the end revision stage as its duration, the number and the type of corrections introduced. The findings point to the value of exploring translator's personality to explain the translator's decisional activities in the translation process.

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The role of typology in the discrimination of L3 sounds at the initial stage of learning

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Learning more than one language is a commonplace practice in the Polish educational path. Theories concerning third language acquisition sometimes quote typology as the factor determining the ease with which subsequent languages can be acquired (Rothman 2011, Westergaard et al. 2016). On the other hand, there are theories stipulating that the second language (L2) is going to support the acquisition of the third language (L3) irrespectively of their typological similarities, due to the shared status of a foreign language (Bardel and Falk 2007).

The purpose of this study is to determine whether either of the L3s is easier to perceive at the initial stage of acquisition and whether it could be determined typologically by the similarity to L1 or L2. The study investigates the acquisition of sounds of L2 English and L3 German or L3 French in perception. 24 graduates of high school divided into two groups of 12, with intermediate knowledge of English and at the initial stage of L3 acquisition are asked to listen to words containing the vowels that could be classified as /i/-like, /a/-like and /o/-like according to PAM-L2 classification (Best&Tyler 2007) in their learnt languages. The perception task presented to the participants is a standard ABX discrimination task showcasing minimal pairs in carrying phrases, and the performance of the participants is judged by accuracy and reaction time rates.

The set of languages used in the study allows to determine which factor is stronger in shaping participants' perception of a new language. In the phonological repertoires of German and English the vowel length is a phonemic difference, while for French it is not. If typology is the leading force in learners' perception of languages, the results of the two groups will differ, with the L3 German group being supported by their experience by the typologically similar L2 English, and if it is the L2 Status Factor, they should achieve similar results due to the similar experience in foreign language learning. Preliminary results of the pilot study indicate that it is the latter, as both groups performed similarly.

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The vocalic system of Goralian

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This paper presents the vowel system of Goralian, a dialect of Polish spoken in southern Poland. Since the literature on Goralian barely exists, the data to be presented come from the fieldwork that I conducted in Dzianisz – one of many villages located in the region of Podhale, where the dialect in question has been spoken for centuries. Goralian has a richer system of vowel contrasts than Standard Polish, with three high vowels, four mid vowels and one low vowel. While in many cases these vowels are contrastive, there are contexts in which they are derivable by a set of phonological rules. Some of the latter would be presented and discussed during the presentation. The overall structure of this speech is organised as follows: Part 1 introduces the vocalic inventory of Goralian and, on the grounds of an in-depth discussion, concludes that the inventory is richer relative to that of Standard Polish. Part 2 focuses on some phonological generalisations, the exact nature of which has no yet been decided upon. Prior to the presentation of each such putative process, a small body of exemplary data is presented to show that the given change is systematic and needs to be accounted for by a rule. Finally, part 3 offers the conclusions.

Let me add that, in my opinion, the content of the presentation in question is closely affiliated with the topic of the conference (i.e. ‘’From exploration to explanation in the study of language’’). I have been working on Goralian for half a year now. At the outset, my coming to grips with this dialect boiled down to sheer exploration of the basic facts. This could be achieved only via extensive fieldwork. Then, having collected a database I deemed sufficient, I proceeded to evaluating the data and answering some of the fundamental questions which phonology may ask, being faced with a new system. Whereas myriad questions regarding Goralian still remain open, I believe that some fruit of the labour done so far may at last enter the academic discourse.

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Medical language translation oriented to healthcare professionals and non-specialist recipients

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As a point of departure, it should be taken for granted that the international language of medicine is English (Crystal 2013: 42) and as a consequence, numerous English language medical, nursery and laboratory documents are commonly translated into other languages. Therefore, the article aims at outlining English-Polish translation methods of medical terminology exemplified by neurological terms addressed to specialist and non-specialist readership. Another research goal is to verify a hypothesis that neoclassical word formation is (e.g. ten Hacken 2012, Panocová 2012 and also cf. Stroński 1998) is a dominating word-formative process in coining neurological terms English which also contributes to simplifying their translation into Polish. This hypothesis was formulated based on the author's own tentative sample study conducted among 948 neurological terms as proposed by the National Institute of Neurological Disorders and Stroke in Maryland in the United States of America. In the first place, a corpus of neurological single or multi-word terms was formed by selecting such terms that occurred both in mutual English and Polish versions of handbooks (e.g. Rowland 1989) and scientific articles on neurology and general advisors for medical lay people (e.g. Smith 1992). Then, one developed a list of mutual translative equivalents with special regard to their original text type. This gave rise to distinguishing translation techniques applied to create target language equivalents. In the next place, one categorized the analyzed terminology in terms of their grammatical properties and discussed the frequency-based relationships between the translative equivalency types (cf. Kubacki 2012: 152-153 and Matulewska 2007) and grammatical structure of the terms in both languages which enabled verification of the hypothesis. In conclusion, these considerations were hypothetically generalized for the sake of specifying their possible contribution to enriching the present Polish-English LSP knowledge.

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Follow me! A conversation analytic perspective on a relationship-based autism therapy

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Autism Spectrum Disorder (ASD) is a lifelong, neurodevelopmental condition, which affects different areas of functioning: social interactions, behaviour and communication (Wing and Gould 1979). Depending on the focus of intervention, two approaches to ASD treatment can be distinguished: directive (behavioural) and non-directive (relationship-based), which concentrates on social interactions and effective communication. Unlike the first method, where the therapist serves as a model whom the client is expected to emulate, the non-directive approach is client-centred, meaning that the therapist follows the client and joins in their activities (Greenspan and Wieder 2006). This strategy is supposed to build a bond between the therapist and the client and provide a better understanding of autistic behaviour.

This paper presents a case study of two adolescents with ASD. The analysed data include twelve hours of video-recorded therapeutic sessions with three relationship-based therapists. The recordings were transcribed according to Jeffersonian transcription conventions (Jefferson 2004) and subsequently scrutinised with the use of conversation analysis (CA).

The aim of the paper is to identify the interactional practices adopted by ASD therapists and explain their potential function. The findings include such interventions as *mirroring* (Ferrara 1994), *convergence* (Giles and Ogay 2007) or *meaning expansion.* The application of CA, where language is viewed as co-constructed by both interlocutors (Sterponi and de Kirby 2016), enables seeing the therapeutic practices in the context of conversation, and investigating the contribution of both parties. This micro-analytic approach (O'Reilly et al. 2017) shows how clients orient to the therapeutic interventions and provides explanations of autistic behaviour which are alternative to traditional, deficit-oriented ones.

The paper presents how CA can illuminate the practices used by ASD therapists and explore the intricacies of a relationship-based therapy. CA is shown as an analytic method which allows focusing on resources of individuals on the autism spectrum, broadening the knowledge of ASD and its treatment, and raising awareness among practitioners. CA has been gaining a wider recognition in ASD research recently (O'Reilly et al., 2016), leading to a better comprehension and explanation of this condition.

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Effects of task complexity on L2 suggestions and refusals: Trade-offs between accuracy and complexity

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The role of pragmatics in second language (L2) communication has led researchers to investigate the production of speech acts in various social and cultural contexts (Taguchi, 2015). In an attempt to understand these utterances, increased task complexity has been found to positively impact both L2 oral interaction between EFL learners (Gilabert, Barón, & Llanes, 2009) and the number of pragmatic moves in conversation (Gilabert & Barón, 2013). However, current literature has not yet explored to what extent the speech acts are accurate and complex when task complexity is manipulated. In order to bridge this gap, the present study brings Robinson's (2001a) Cognition Hypothesis and Skehan's (1998) Trade-off Hypothesis together to determine whether increased task complexity along resource-directing factors [+/- few elements], social distance, and degree of imposition does indeed affect the number of speech acts generated by ELF learners in oral interaction, and whether accuracy or complexity is traded off. To this end, 34 Spanish EFL learners grouped into pairs undertook a simple and a complex version of an oral task aiming to elicit suggestions and refusals. Findings of previous studies are confirmed as more suggestions and refusals were produced by participants in the complex task. Although scores of accuracy and complexity of both speech acts as awarded by 8 native speakers of American English were higher in the complex task, no trade-offs between accuracy and complexity were found in the statistical analyses. Pedagogical and research-related implications in the fields of L2 pragmatics and task-based language teaching, as well as new avenues for further research in terms of L2 pragmatic instruction and assessment of speech acts, among others, are included in consonance with the discussion.

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The influence of structural-semantic factors on parsing strategies and attachment preferences in Croatian

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Parsing refers to the incremental processes involved in constructing syntactic structures during language comprehension (Van Gompel & Pickering, 2007). It remains debatable what predominately drives the parser and affects parsing strategies (Papadopoulou, 2006). After revolutionary findings on attachment preferences in Spanish relative clauses (RCs) that challenged the universality of the *late closure* principal (Cuetos & Mitchell, 1988), numerous studies have shown that there were some linguistic, as well as non-linguistic/intra-individual factors (WM capacity) that influenced processing RCs. Following these findings, new theoretical approaches and models appeared. Some of them focus simply on reanalysis in parsing (*Unrestricted race*; Van Gompel, Pickering, & Traxler, 2000), some on the influence of previous linguistic experience on parsing (*Tuning*; Mitchell Cuetos, Corley, & Brysbaert, 1995), some on prosodic aspects (*Implicit prosody hypothesis*; Fodor, 2002), and some on structural-semantic properties of NP preceding the pronoun (*Construal*; Frazier & Clifton, 1996). The discussion on parsing strategies and attachment preferences is still far from being resolved.

Current study represents the first step towards a more robust research (combining both off-line and on-line eye tracking experiments) on parsing strategies and attachment preferences in Croatian, within the underspecification and construal framework. The aim of the presentation is to show preliminary findings on off-line attachment preferences, following the predictions that the semantic relationship between two potential antecedent NPs influences preferences. Ninety adult speakers filled the forced-choice questionnaire on attachment preferences in globally ambiguous (GA) RCs, consisting of both genitive forms (equivalent to English *of*) and thematically licencing prepositions (equivalent to English *with, on,* etc). Despite the predictions of construal, speakers in general preferred high attachment.

The next step is to conduct a robust on-line study in which 1) participants' WM capacity will be measured and controlled for in order to rule out its influence on preferences (i.e. Mendelsohn & Pearlmutter, 1999; Traxler, 2007; Swets, 2007); and 2) stimuli with genitive and locative NPs will be controlled for length, subject position of NPs and frequency. Ambiguity will be resolved by gender agreement and plausibility. As this is the study in progress, only preliminary data will be presented.

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The relationships between foreign language enjoyment, foreign language classroom anxiety and students' academic achievement

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In order to achieve a balance the research that has been carried out on negative emotion, such as language anxiety, the researchers in the field of second language acquisition, inspired by positive psychology movement, have been recently focused on the role of positive academic emotions, with enjoyment in particular, and their role in the process of acquiring a foreign language.

The purpose of the doctoral project that will be carried out is to examine the relationships between a relatively new concept of foreign language enjoyment (FLE), foreign language classroom anxiety (FLCA) and students' academic achievement in learning English as a FL, as well as to investigate these relationships from the perspective of gender.

The aim of the first part of the presentation is to provide the theoretical foundation to guide the research that will be subsequently conducted for the needs of the doctoral dissertation. Thus, the two main concepts of FLE and FLCA will be discussed, as well as their beneficial and/or impeding role in the process of learning a FL. Moreover, possible interrelations between the two emotions will be presented. It is believed that although being negatively correlated (Dewaele & MacIntyre, 2014; Dewaele et al., 2017), FLE and FLCA do not represent the opposite ends of a single continuum and cannot be perceived as distinct emotions. What follows, it is possible for a learner to score high or low for both emotions and a lowered level of FLE does not necessarily translate into an increased level of FLE, and the other way round.

The final part of the presentation focuses on the empirical study the author is going to carry out. The informants in the study will be students of secondary grammar schools in Poland. Regarding the main instrument, a web questionnaire will be used, including four different scales aimed to measure FLCA and FLE. Data collection will take place at two points in time (quasi-longitudinal approach). To compute the obtained data, the statistical program STATISTICA will be used. The expected results will be presented in the final part of the presentation.

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Non-linguistic aspects of translation style: How can we build up individual profiles of translators' habitual behaviours?

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Translation style, in line with a target text-oriented perspective, can be thought of as a personalised repertoire of linguistic and non-linguistic choices each translator is faced with while creating the target text (Baker 2000). It thus enables to differentiate one translator from others and is indicative of their individuality (Saldanha 2011). A growing body of mainly corpus-based research concentrates on translators' lexical and syntactic choices (e.g., Baker 2000; Olohan 2003; Saldanha 2011); however, there appears to be a great scarcity of process-oriented studies dealing with the translation style manifested non-verbally (e.g., Carl and Dragsted 2013).

Hence, the present analysis aims to show to what extent translators at different levels of proficiency in translation show repetitive patterns in their non-linguistic behaviours displayed when performing both translation and translation-like tasks. To this end, the key-logging data[1] from 42 translators (21 professionals and 21 translation trainees) has been analysed. Participants translated a 307-word English text (their L2) into Polish (their L1) as well as paraphrased a comparable, 258-word, Polish text. Each translation style was first operationalised as one/two keystroke process parameters (e.g., the amount of time spent on initial orientation or the average length of the text chunks produced without pausing) and, then, grouped with relation to the translation stages (i.e., initial orientation, drafting, and end revision) (cf. Carl and Dragsted 2013). Consequently, twelve distinctive translators' profiles were developed (e.g., *quick planners*, *narrow context planners*, *online revisers*, etc.).

The results obtained here revealed that translators *rarely* evolve comparable paralinguistic translation styles, irrespective of their level of proficiency in translation and a task type. These findings thus corroborate Carl and Dragsted's (2013) hypothesis that translators are more likely to exhibit idiosyncratic, and not group, characteristics when performing translation tasks.

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A stylistic study on the language chosen to represent marginalized identities in the contemporary American supernatural novel with a focus on Laurell K Hamilton's 'Anita Blake: Vampire Hunter' series

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While there are previous studies on the features of the urban fantasy genre, and its relative positioning towards representation of marginal identities, there are very few works, which take a linguistic, rather than a literary approach to the discourse contained in the novels, which exemplify it. Genre-specific narrative structure, dialogue, and stylistic choices which allow the construction of extended metaphors surrounding the issue of representing marginal identities are the key to studying the language of the contemporary supernatural identity as a form of representation (Judge, 2005).

The main goal of this research is to take a look at a prominent example of fantasy world building – Laurell K. Hamilton's *Anita Blake Vampire Hunter* series and analyze the language use when pertaining to supernatural creatures, in order to identify the ways in which they are described, arguably, as marginalized figures. The idea of the preternatural – vampires in particular – as extended metaphors for marginalized communities across literatures is pervasive in contemporary readings (Goodlad, 2007; Judge, 2005), and applying it to Hamilton's work, which in of itself is rich in representation for minority groups provides a wide framework for analysis. This paper aims through detailed study of the narrative of the *Anita Blake: Vampire Hunter* novel series to identify the key characteristics of building an extended metaphor throughout the body-text of the series, and the places where the in-universe marginal intersects with the problematic polemic of the real world.

The literature behind this research into the supernatural language comes from the suggestions made by several scholars, among which is Catherine Spooner (Spooner, 2017: 83-99), that traditionally in various world literatures, the figure of the vampire has been presented as an extended metaphor for marginalized groups, particularly the foreign and unwanted (immigrants), as well as queer figures (Hughes & Smith, 2009: 142-158). Johansen's (2002) ideas of analogy for self-representation are the main framework of analysis used to observe the particularities of wereanimal groups and the supernatural structure as creating the elaborate symbolic of a queer, and queer-aligned safe space.

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The employability of native and nonnative English teachers in Polish language schools

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Although the majority of English speakers are from countries where English is used mostly for international purposes, i.e. the Expanding Circle of Kachru (1985), native speakers from the UK, USA, and other countries of the Inner Circle continue to occupy a privileged position in EFL instruction. The reasons are manifold, but the most important may be that the achievements of advanced nonnative English speakers are usually measured against monolingual speakers of English, even if, as Cook (2016) points out, their competences differ on those grounds alone. Additionally, it is widely believed that the ideal of the English language and English language teaching methodology are an integral part of being a native speaker teacher (Holliday 2006). As a result, nonnative speakers are often discriminated against regardless of training and proficiency and excluded from teaching positions altogether (see e.g. Braine 2013, Kamhi-Stein 2004, Llurda 2005). According to a study published by Clark and Paran (2007), over 70% of people responsible for recruitment procedures at UK-based language schools perceived native speaker status as either moderately or very important. The danger of such preconceived notions becomes clear when one considers the results of the study carried out by Angelovska and Hahn (2009), which showed that trained nonnative speakers can in fact outperform native speakers in being recognized as L1 English speakers.

The present study sets out to establish whether such discrimination based on native speaker status can also be observed in contemporary Poland. A questionnaire was devised to elicit relevant information from recruitment specialists at language schools based in Poznań and the surrounding area. Qualitative and quantitative methods were then applied to analyze the collected data: a closer look was taken at all the open-ended questions pertaining to the hiring process and a statistical analysis was conducted in order to determine any correlations existing between the investigated factors. The most prominent pattern to emerge is the persistent difference in pay per lesson between native and non-native English teachers, with the latter likely to receive lower salaries at all levels of instruction. Additionally, it seems that native English speakers are more likely to be employed even if officially underqualified for a teaching position. The study also delineates a plan for further research concerning the operation and evolution of native / nonnative teacher dynamics at private as well as public schools of higher learning in Poland.

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Animacy as a semantic factor in Swedish possessive expressions

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Animacy as a semantic feature of a noun phrase has a considerable impact on grammatical constructions chosen to express relations between nouns, such as possession (Dahl & Fraurud 1996; Rosenbach 2005). As an inherent property of a referent animacy is presented as values in a binary opposition (± animate). As a linguistic factor, however, animacy is much more diverse in the sense that it takes values on a hierarchical scale rather than a binary one. Kreyer (2003) and Rosenbach (2008) demonstrate that animacy can be presented on a scale that denotes a degree of 'personality' of a referent, i.e. a scale advancing from 'human' through 'animal' and 'collective' to 'inanimate' referents. One may even further elaborate the scale by including 'temporal' (*today's youth*) and 'spatial' referents (*England's population*).

The choice between two possessive constructions, i.e. s-genitive and prepositional phrases, has been shown to be sensitive to animacy values in English (Hinrichs & Szmrecsanyi 2007; Rosenbach 2008). The preliminary results confirm that Swedish possessive expressions are similarly influenced by the animacy scale, in that human possessors prefer the s-genitive construction (e.g. *kungens son* 'the king's son') while inanimate possessors prefer prepositional phrases (e.g. *taket på huset* 'the roof of the house'). Animacy of an NP is, however, intricately connected to the information structure and accessibility of a given referent in discourse and therefore the factor of definiteness is also examined in the paper.

The aim of the present paper is to examine the influence of the animacy factor on the choice of possessive expression in present-day Swedish. The hypothesis is that the Swedish s-genitive construction will predominantly occur with animate and human referents. The semantic factor of animacy will additionally be presented in interaction with other factors that commonly affect genitive variation, i.e. definiteness and length of the NP. Statistical analysis techniques are used in the study to display the complex interaction between animacy and genitive choice in Swedish. The study is based on the corpus of Swedish texts comprising literary, newspaper and blog texts. The size of the corpus is 76 266 words.

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Language processing and format of turns in computer-mediated communication

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Text-based computer mediated communication (CMC) is currently one of the most widespread forms of conversations in western countries, yielding only to face-to-face communication (Ofcom, 2012). Hence, CMC is investigated from many perspectives in linguistics, including the organisation of turn-taking (*Journal of Computer-Mediated Communication*).

The fact that CMC is different from face-to-face communication has already been highlighted by scholars (e.g. Anderson et al., 2010; Woodburn et al., 1998; Herring, 1999; Čech and Condon, 2004). One of the issues addressed in research has been turn organisation (Sacks et al., 1974). However, for reasons such as technical constraints or the lack of visual/auditory cues (Anderson et al., 2010), CMC differs from face-to-face communication in a number of ways. These include adjacency pairs distortion (Herring, 1999), turn packaging (Čech and Condon, 2004), and turn *formats* (Phillips, 2000).

In here, a turn format stands for the way interlocutors represent their turn, either as a whole: A: *I will be at home at 10*, B: *Ok*; or in chunks: *A: I will be at home / at 10*. B: *Ok*. The "/" stands for pressing "send" in a messaging app.

The fact that there are various strategies for formatting one's turn indicates possible consequences for language processing. Therefore, it can be hypothesised that the strategy which allows a person to communicate more efficiently will win and result in aligned behaviour (Pickering and Garrod, 2004).

The aim of this proposition is to present results from an empirical experiment which was to test the hypothesis whether there is a link between language processing, alignment and turn formats in CMC. The experiment included 30 participants and one confederate writer. The confederate writer was instructed to prime two turn formats: A) as a whole, and B) in chunks. All participants took part in the experiment in both conditions. Following the experiment, they responded to questions in a Likert scale-based questionnaire. A separate analysis was conducted to check whether participants used the format the confederate primed.

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The influence of CLIL on high school learners' willingness to communicate in English

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CLIL is described as a teaching method which develops students' linguistic competence and problem-solving abilities by teaching content subjects in another language. The philosophy of CLIL assumes active learning processes and growth of risk-taking, self-expression, cultural awareness and spontaneous talk. Willingness to communicate (WTC) is a construct which represents "the psychological preparedness to use the L2 when the opportunity arises" (MacIntyre, 2001:2). This construct revolves around the specific time when student chooses to become a second language speaker. The decision to start interaction in second language is the main facilitator of the language use (MacIntyre, 2001, MacDonald et.al., 2003). In this study, we investigated Polish high school students' (n = 177) WTC in English in CLIL classes and general English classes. Data was elicited twice, before and after holidays with the use of a WTC questionnaire (MacIntyre et al., 2001). We hypothesized that the intensive use of English in CLIL classes would have an impact on WTC. Next, we hypothesized that WTC depended on the learners' age and the time of testing (before and after holidays), as well as students' sex.

The results revealed that high school learners were generally willing to communicate in English and considered themselves to be confident L2 speakers. It has also been shown that students have some interest in international activities and news and have high levels of motivation to learn English. Next, we found that the students' age and sex had an impact on their WTC, as older learners and females were more willing to communicate than younger learners and males. However, despite the expectation that students attending CLIL classes would be more willing to communicate in L2, the results for the CLIL and general English classes did not differ. The findings suggested that although the bilingual programmes in high school increase positive attitudes towards the target language and culture, their WTC in English does not increase.

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Using corpus methodology to examine vocabulary use in foreign language textbooks

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This interdisciplinary presentation combines the methodology of corpus linguistics and the theory of language pedagogy in order to analyze the efficacy of foreign language textbooks. The study at the core of this presentation investigated the rate of vocabulary recycling in beginning-level German language textbooks. Recycling, or the reuse of previously introduced vocabulary items, is imperative in a successful foreign language curriculum. Several “meetings” with a word (up to sixteen), both within a few days and across a longer period of time, are required for successful acquisition of a word (Nation, 2001). Attention to vocabulary recycling in the sphere of foreign language education is fairly new, with only a few studies published in the last decade. Investigations into Spanish and EFL contexts were largely qualitative but found that vocabulary recycling is largely insufficient (Jiménez, 2009, 2014). These results have not been confirmed in other languages, like German.

Consequently, the purpose of this study was to establish a quantitative picture of vocabulary recycling in German language textbooks using the concordance analysis software AntConc (Anthony, 2014). Three commonly-used German textbooks were analyzed using this software and the results were evaluated based on the quantity and quality of vocabulary presentation, namely if the rate of recycling met the guideline of sixteen meetings. The results suggested that textbooks sufficiently recycle less than 75% of the target vocabulary (*sufficiently* here meaning sixteen or more meetings across the entire textbook). Nearly half of the target vocabulary had less than five meetings across the textbooks. The results of the study have pedagogical implications in that, when textbooks do not provide enough meetings with a vocabulary word, the responsibility falls on the instructor to provide those meetings in other areas of the curriculum. Thus, both textbook presentation and teacher-designed vocabulary review activities are paramount to a successful foreign language curriculum.

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On correlation between the functions and prosodic realization of the semicolon in the English language

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Punctuation marks have a dual role in the written text – they can reflect the sound image of the text that its author 'hears' in the inner speech while writing (Clifton, 2015), and, at the same time, they may facilitate the reader's understanding of the text (Fodor, 2002) and guide the reader on how to produce the text aloud (Chafe, 1988).

Punctuation marks establish the three-fold semiosis: a signified (grammatical / syntactic function) + a double signifier (graphic shape) + prosodic realization (Maguidova, Mikhailovskaia, 1999), i.e. a certain modification of prosodic parameters (pausation, pitch movement, tempo, loudness, diapason) recommended for each particular stop (Arapieva, 1985). The semicolon is represented by two types of the signified associated with the corresponding prosodic expressions: (1) complemental function (the part of the sentence after the stop is pitched lower than the preceding one and is produced with fastened tempo and diminished loudness); (2) contrastive function (the part after the stop is pitched higher than the preceding one and is produced with slowed down tempo and increased loudness).

Apart from the regular realization, punctuation marks can acquire additional meanings and thus demonstrate their stylistic potential (Azarova, 2002). Comprehensive linguistic study of written and audio versions of English artistic prose supported by instrumental analysis has shown that adding new connotations is usually reflected in the intonation curve of the utterance, since certain changes are brought to the regular prosodic pattern. The cases when prosodic realization of the semicolon does not correspond to the regular patterns appeared to show consistency and can be roughly divided into three types of prosodic modifications, each of which is characterised by a specific role of the stop: (1) signaling some specific way of presenting information, e.g. signposting 'stream of consciousness'; (2) signalling irony; (3) marking off the change of narration / the point of view.

The adduced classification may enable the reader to perceive the artistic intention more effectively and then express the idea more fully in reading aloud, which may be applied to various teaching practices, for mastering the skill of dramatic reading and for speech processing.

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Language as a mediator: A study into the decoding and encoding in consecutive interpretation

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The present study adopts the interpreter-centred approach which differs from more classic approaches that are most focused on abstract structures of equivalence, matches or fidelities between the source and target speeches. It highlights the human action in consecutive interpretation. The purpose of this study includes describing how the interpreter handles their notes in consecutive interpretation, and the language they use for note-taking in particular. According to Dam (2004), the research so far was based on interpreter's personal experiences and observation. Only in the last quarter of the XX century, with the appearance of experimental studies in cognitive linguistics and psychology, the experimental studies in interpretation were carried out for the first time. The research overview made by Szabo (2006) show that there is still little empirical research made in the field of note-taking in consecutive interpretation.

The present study includes the interpretation experiment with ten native Japanese speaking and ten native Russian speaking interpreter trainees. They were asked to make a consecutive interpretation of an English speech on a general theme into their mother tongues. The experiment shows that the language used in interpreters' notes reflects the cognitive activity during speech comprehension and reproduction, the teaching method, the previous experiences of an interpreter, the language distance between the source and target languages and has a high impact on a target speech production.

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Pronunciation instruction as a challenge in teaching EFL to young learners: In search of meaningfulness

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The scope of phonetic instruction to young EFL learners, from 6 to 10 years old, has rarely been discussed and researched, but the need for a comprehensible and thoughtful introduction comes each year anew.

Teaching materials neglect the issue and there is no teacher training instruction in the field, Adapting existing materials, although seems reasonable, results in failure. More advanced learners of EFL are capable of focusing on abstract sounds and their contrast due to cognitive maturity and comprehended lexical input.

The opposite happens to young learners of EFL. It seems that most children with developed *school readiness*, (Rimm-Kaufmann, Sandilos:2017) are motivated to learn meaningful content at English classes. They immediately react to the comprehensibility of the lexis, strive to grasp the meaning of the exercises. What they are taught must therefore be necessary, meaningful skills building real knowledge. Their motivation to comprehend and acquire FL involves searching for meaning, but their nervous system is not mature enough to grasp abstract, not connected ideas. Moreover, the quick pace of drilling exercises when input comes fast does not shape phonetic articulatory skills but raises stress level and causes chaos in their comprehension. Due to the child's search of meaning, a proposal that does not constitute cognitively meaningful chunks of knowledge, for instance *feel-veal*, *thank-tank*, , *which-rich*, (Szpyra, Sobkowiak, 2011:138) is rejected as nonsensical, not wise enough to learn at school. The attempts to introduce phrases with contrasting pairs, and sentences, like *sweet mead*, or *Blue blood bad blood*. (Ruszkiewicz 2008:216) induces chaos and disappointment demonstrated openly in the class, too.

The proposal of the author is to create an uncomplicated phonetic instruction based on teaching Polish and English vowels with the contrasting voiceless and voiced consonants like t/d, d/t, t/p, k/g, k/p. Due to the new, amended *Polish Core Curriculum,* from 2017 on, English teachers must teach the foreign language to children starting from their skills and knowledge in the native language, therefore this paper stays in the full accordance with the *Polish Ministry of Education* requirements.

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Rozporządzenie Ministra Edukacji Narodowej z dnia 14 lutego 2017 r. w sprawie podstawy programowej wychowania przedszkolnego oraz podstawy programowej kształcenia ogólnego dla szkoły podstawowej, w tym dla uczniów z niepełnosprawnością intelektualną w stopniu umiarkowanym lub znacznym, kształcenia ogólnego dla branżowej szkoły I stopnia, kształcenia ogólnego dla szkoły specjalnej przysposabiającej do pracy oraz kształcenia ogólnego dla szkoły policealnej; retrieved from http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20170000356/O/D20170356.pdf

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Swallowing consonants: /s/-weakening in the Spanish of radio speakers in Guayaquil

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The weakening of /s/ in coda position is one of the most salient sound changes in Spanish. The debuccalization of the consonant has been reported in 50% of Spanish dialects. Traditionally, the allophones of /s/ have been classified into one of the three categories: sibilants, aspirations and elisions. However, due to the gradient nature of the phenomenon, it is difficult to establish boundaries between each type of realization and the studies on acoustic parameters of the phoneme in question are scarce.

The research at hand attempts to describe the /s/-weakening and verify its status in the Spanish of the radio speakers from Guayaquil – the capital city of the Ecuadorian coast and the main urban center of the country. From the linguistic point of view, Ecuador is divided into two principal dialectal zones: the Coast and the Highlands. The distance between them, both linguistic and extralinguistic, is strongly embedded in the social awareness and is reflected in the antagonism between the two regions. The linguistic literature on the coastal variety of Ecuadorian Spanish is almost nonexistent.

The research is based on a newly created, self-made corpus. The obtained data will be analyzed quantitatively in order to determine which linguistic and extralinguistic factors influence the production of /s/ in post-nuclear position. The hypothesis underlying the present research is that in the innovative varieties of Spanish, such as Guayaquil Spanish, the aspiration of /s/ is becoming a realization equally prestigious to the sibilant.

In this stage of the project, the corpus is under construction. By the time of the conference, some preliminary results on the acoustic features of the phoneme will have been obtained. The parameters taken into account are: center of gravity, /s/-duration and percent voicelessness. The results of this step will be used in the analysis of statistical correlation between the acoustic features (dependent variables) and other linguistic factors (independent variables), such as phonetic context, local speaking rate and lexical frequency. This research will also set a background for the further study on the influence of the social factors on the phonetic change.

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VST as a reliable academic placement tool despite cognate inflation effects

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Knowledge of academic English words, essential in higher education, can be measured by the use Coxhead's (2000) Academic Word List, or field-specific lists. However, all lists include cognates, which may lead to an overestimation of students' results when running placement. Thus, it has been suggested that cognates should be removed altogether (Petrescu et al., 2017), or their number in tests should reflect their proportion in students' L1 (Laufer & Mclean, 2016). Since verifying the proportion is difficult, while excluding cognates may invalidate vocabulary size estimates, novel ways to estimate receptive vocabulary for placement purposes are needed, less sensitive to cognate inflation effects. To this end, we investigated whether a combination of results from recognition and recall tests could be used, despite the presence of cognates. We assessed the receptive vocabulary knowledge of 106 Polish English majors (B2/C1 level) via two tests: 1. Vocabulary Size Test (VST; Nation & Beglar, 2007), 2. a tailor-made Yes/No Academic Vocabulary Test (AVT), derived from a corpus of applied linguistics texts (167,634 tokens). The AVT comprised 600 items (300 noncognates, 105 Polish-English cognates, 195 nonwords) divided into three equivalent test versions.

The scores in the VST (*M*=9877 out of 14000) and AVT (*M*=88.94%) were high. However, the comparison of scores for cognates to non-cognates in both tests (matched on length, frequency and concreteness) indicated that cognates were known significantly better, which is a sign of inflation. A regression analysis revealed that the VST predicted student's performance on the AVT (adjusted R2=.385). Thus, in order to find the VST threshold that best predicted successful performance in the AVT, we conducted two cluster analyses combining both tests' scores. The results showed that 89.65% of learners who scored at or higher than the 9900 VST threshold also mastered receptive academic vocabulary (as defined by the AVT score of 88.89% or higher). We argue, therefore, that the VST can be reliably used to predict English academic vocabulary knowledge and hence is a useful tool for placement purposes in the Polish context.

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Executive function and phonological perception in young L3 learners

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The executive function (EF) system, which includes task monitoring, attentional switching, and inhibiting irrelevant or competing information (Miyake & Friedman, 2012), is argued to be responsible for multilingual language control. Furthermore, a multilingual's increased use of the EF system is said to boost its efficacy and carry over to non-linguistic processing, studies finding that bilinguals outperform monolinguals in non-linguistic EF tasks (Bialystok, 2017). With research largely focusing on highly-proficient bilinguals, it remains unclear to what extent foreign language learners may exhibit the same effects, and is not yet understood how the EF system adapts when additional languages are added to a learner's repertoire.

Our study aims to investigate the development of EF in young L3 learners, exploring the correlation between inhibition performance (an EF ability) and phonological processing as proposed by Lev-Ari and Peperkamp (2014), by analyzing participants' performance on an EF task of inhibition (Flanker task) and a Forced-Choice naturalness task of phonological perception. The longitudinal study collected data from 22 pupils (aged 12-13) with L1 German and L2 English at the onset of L3 Polish instruction. Performance on the two tasks was collected again at the end of the school year (i.e. 10 months into L3 learning). The

L2-oriented Forced-Choice task investigated the features of rhotics and final obstruent devoicing, the realizations of which differ in the three languages.

We found no correlation between phonological perception and inhibition in either testing time. In a mixed effects model analysis, EF scores were not found to be a predictor for Forced-Choice scores. The lack of correlation may be evidence against Lev-Ari and Peperkamp's proposal, but may also be due to the features under investigation: The correct perception of rhotics as a salient feature remained consistently high at both testing times (~90%), whereas scores stayed consistently low for final (de)voicing (~40%). The latter had clearly not been acquired by the pupils.

Statistical analyses revealed, however, that participants' inhibition improved significantly (p=0.000) between the two testing times. This may possibly be attributed to the addition of a third language, their continued exposure to their L2 English, or a combination of the two.

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Love in L2: Verbal expression of emotions in an LX. A qualitative approach

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The study analyzes the expression and perception of strong emotions connected with love in bilingual relationships, where one or both of the individuals use an LX to communicate. The research was conducted on a group of 273 participants who are or have been in bilingual relationships. The participants were supplied with an anonymous online questionnaire consisting of various testing instruments including self-report questions and open-ended opinion questions.

The methods applied in this study were inspired by previous research conducted by Dewaele (2008) and Dewaele and Salomidou (2016). However, in this case the application of additional questions as well as a higher number of open-ended questions provides a broader spectrum of information and more intimate details than in previous studies.

This study, following a previous analysis of quantitative data, consists of an analysis of the qualitative data collected, comprised of commentary and answers to open-ended opinion questions provided in the questionnaire. It investigates personal opinions regarding bilingual and intercultural relationships from an inside perspective, answering questions such as what cultural differences can be beneficial or detrimental to a relationship, whether misunderstandings in a relationship are caused by language or cultural barriers, and if language or cultural differences can make a relationship better or stronger than a monolingual or monocultural one. It also includes additional data and commentary to the answers to the closed questions, where values were provided on a Likert scale. These answers provide an explanation to the values chosen in the questionnaire, as well as more background information that would otherwise be impossible to obtain.

The data provided in this study may provide valuable insight regarding the inner mechanics of a linguistically or culturally mixed relationship, which may prove useful in future psychological and social research. Hopefully, the research conducted will also be a stepping stone into further analysis of emotional expression and reception in an LX, possibly including an analysis of other emotions as well.

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Echoic irony in translation: Philip Larkin's poetry in Polish

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This paper addresses the question whether recognizing the attributive-echoic character of irony in poetic texts affects their interpretation and how this can reveal itself in translation. The question of interpreting irony in the light of relevance theory has been raised by scholars such as D. Sperber, D.Wilson and C. Curco, who argued that, contrary to rhetorical tradition, irony is not based on meaning the opposite of what one utters but involves attributing the proposition expressed by the utterance to someone other than the speaker at the time of utterance, is echoic, and the attitude in the "echoing" is one of dissociation from the beliefs echoed. While it often happens that an ironic utterance means the opposite of its literal content, according to Relevance Theory, irony "plays on the relationship between the speaker's thought and a thought of someone other than the speaker" (Sperber & Wilson 1995: 243) My paper addresses the issue by quoting Philip Larkin's poems and two translations by Stanisław Barańczak and Jacek Dehnel. Specifically, I analyze the importance of interpreting irony as echoic in the poem "Church Going" and its use in the two translations of the poem "Water". I argue that the echoic character of irony in "Church Going" is vital to the poem's significance and dismissing irony as "the opposite of what the speaker means" leads to a simplistic interpretation. A comparative analysis of the two translations of the poem "Water" by Barańczak and Dehnel proves that the amount of irony in the translated texts largely depends on how many "utterances" in the poem are attributed to someone other than the speaker. Larkin's irony cannot be accounted for by a traditional rhetoric tradition since it is based on NOT saying the opposite of what is meant; it is the interplay between what is uttered, meant and understood that constitutes the meaning. Larkin uses the irony to express complicated thoughts that otherwise would require lengthy explanation. In conclusion, interpreting irony in the light of Relevance Theory helps shed some light on Larkin's intricate use of language.

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L2 rhythm effects on intelligibility

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Prosodic errors can have detrimental effects on the intelligibility of non-native speech (e.g. Anderson-Hsieh et al. 1992, Trofimovich & Baker 2006). Nevertheless, it remains unclear which rhythm features correlate with intelligibility of L2-utterances. Therefore, the present PhD project compares L2-speech of German learners with L1 Spanish, European Portuguese (EP) and French regarding their specific L1-influenced rhythm patterns in German L2-utterances and investigates its effects on intelligibility.

The research suggests that rhythmic differences are an issue of performance (Reich & Rohrmeier 2014), which is reflected in durational, metrical and phonological features (cf. Dufter 2003, Gut 2003) such as stress placement, prominence marking, syllable structure, and vowel quality. Regarding these features, Spanish, EP and French display remarkable differences in rhythm contour (cf. Abaurre & Galves 1998, Dufter & Reich 2003, Fróta & Vigário 2001). Thus, rhythmic differences are expected for L2-speech as well, which previously has been proven for Spanish and Portuguese learners of German (Waldmann 2014).

To reveal correlations between L2-rhythm contours and intelligibility, an annotated learner corpus of Spanish-, EP- and French-speaking German learners (10 learners/group) is recorded. Different types of speech are elicited: (1) reading 40 short true/false statements (syllable-controlled), (2a) reading and (2b) repeating 40 highly unfamiliar iambic and trochaic words (syllable-controlled) in a carrier sentence, (3) reading a short story, and (4) retelling the short story. The recordings are segmented into vocalic and consonantal intervals in Praat (Boersma & Weenink 2017) by running the Prosogram script (Mertens 2004) and annotated manually on four different tiers (stress placement, vowel reduction/elision, durational prominence marking, and syllabification processes), to build rhythm-related error categories, combining two or more error parameters.

Subsequently, the intelligibility index of the recorded L2-utterances is identified by running a combination of different intelligibility tasks with 50 L1 German listeners: (I) sentence verification task (cf. Munro & Derwing 1995, index: reaction time), (II) shadowing task (cf. Lepage & Roy 2012, index: reaction time, correctness), (III) dictation task (cf. Derwing & Munro 1997, index: correct transcribed items), and (IV) intelligibility rating on Likert-scale. Correlations between these intelligibility indices and the occurrence of different rhythm-related errors are then calculated.

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Variation of T/V address forms in L2 Spanish by Chinese learners

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Personal pronouns play an essential role in interpersonal communication and the T/V distinction is a classic topic in sociolinguistic studies (Blas Arroyo 2012). However, little research has been done on L2 approach. This study investigates the variation of T/V address forms by intermediate Spanish learners from China. Both Chinese and Spanish have a binary system of second-person singular pronouns: tú/你(ni) as the “familiar” T forms and usted/您(nin) as the “polite” V forms. To compare the use by native speakers and learners, an open role-play that combined different explanatory variables such as power and distance eliciting request acts was employed to collect interactive data from three groups of university students: two groups of totally 56 Chinese learners of Spanish, one of them interacting in Chinese while the other one in Spanish, and one group of 20 native Spanish speakers from Spain. Overall, L2 group used more V than L1 Spanish group but less than L1 Chinese group: in symmetrical relationship L2 and L1 Chinese speakers used more V when making requests than receiving requests meanwhile L1 Spanish speakers generally exchanged T; in asymmetrical relationship, T was preferred by speakers in all three groups if they played the role that had higher social power, yet in the case of lower power, use of V was dominant in L1 Chinese group, less but still majority in L2 group, and much less in L1 Spanish group. Regarding to variation within scenarios, L1 Chinese group alternated between T and V more than L1 Spanish group did, same as Song (2011) had noted, but L2 learners far exceeded the L1 Chinese speakers. Villarreal (2014) found English-speaking learners of Spanish switched unstably T/V in role-plays, likely due to lack of grammatical control. However, the variation by Chinese learners of Spanish wasn't totally random: in many scenarios they spoke with T in general but shifted to V in requests. This shift may be learners' sociopragmatic strategy to show politeness in face-threatening acts, as this kind of shift was also observed, although much less, in L1 Chinese, which nevertheless is not appropriate in Spanish.

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How do non-translators identify information needs?

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Translation is fundamentally a cognitive and problem-solving activity. The process of translation is also a form of translator-information interaction (O'Brien, 2012), during which accessing information via external sources is crucial to produce a target text. However, failing to notice terminology, particularly in specialist texts is typical of non-professionals (Belczyk, 2009, p. 62). Therefore, from the cognitive perspective, translation units – understood here as translation problems – can be considered as both textual and processing units, but most importantly "constructs of an individual" (Malmkjær 1998, p. 286; Munday, 2009, p. 238; Séguinot, 2000, p. 90; Thunes, 2017, p. 247). This exploratory study adopts a descriptive and participant-driven approach towards identifying translation problems. They are treated here as self-constructed and idiosyncratic, i.e. "those particular source-text items that the research participants explicitly identified as somewhat problematic for translation purposes" (Raído, 2014, p. 39). Furthermore, Information Seeking research within Translation Studies provides a theoretical framework for analysing problematic source text elements that are identified as triggers for information needs.

The present study investigates how non-translators (with English as their L2) interpret words or phrases in the source text as information needs that will require consulting external resources. Therefore, the research question addressed by the present study is: How do non-translators identify information needs? While information needs in the translation process are dynamic and evolving (Raído, 2014, p. 38), this study attempts to analyse both qualitatively and quantitatively how such needs are *initially* identified when reading the source text for translation. 191 learners of English (1BA and 2BA students at Adam Mickiewicz University) participated in an online questionnaire. Their task was to read two medical texts and two product descriptions of headphones and a watch (all under 100 words). They were asked to select words or phrases from the texts that they would look up if they were to translate those texts. They also specified how difficult they thought the texts were and how much time they would need to translate them (via Likert scale). A qualitative analysis has been conducted to identify common versus individual information needs (Raído, 2014, p. 115). What is more, a quantitative analysis explored the relationship between the reported information needs and perceived difficulty of the texts.

While there are obvious limitations to gauging information needs and perception of difficulty without relating them to actual performance in the translation process, the results might provide an interesting starting point for a discussion about information literacy in EFL classroom and efficient search strategies for non-translators.

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The influence of prosody on the phonetic details of Polish voiceless plosives

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Phonetic variation in the speech signal is often influenced by the prosodic structure of a given utterance. For example, the VOT values of consonants in English have been found to be higher in a phrase-initial position than in a phrase-medial position (Choi 2003; Fougeron and Keating 1997). In general, Polish has not received much attention when it comes to describing prosody from a typological perspective, and the question as to how prosody affects phonetic parameters, for instance VOT, has not really been explicitly addressed (but see Malisz and Żygis 2015).

The present study explores the influence of prosodic structure on the phonetic details of Polish voiceless plosives, focusing on VOT, which is the most widely described parameter associated with stop consonants. Disyllabic target words starting with /p, t, k/ followed by a mid or low vowel [a, ɛ, ɔ, ɨ] were couched in carrier sentences and placed in three different prosodic positions: utterance initial, phrase initial, and phrase-medial. These sentences (N=24) were then read by twenty native speakers of Polish. 480 sentences were subsequently acoustically analysed in Praat (Boersma and Weenink 2011) in order to obtain measurements of VOT. The preliminary results show that there are no salient differences in the realisation of this parameter across different prosodic positions. The table below shows mean VOT values for each of the prosodic positions, both accented and unaccented.

	UTTERANCE-INITIAL		PHRASE-INITIAL		PHRASE-MEDIAL	
	ACCENTED	UNACCENTED	ACCENTED	UNACCENTED	ACCENTED	UNACCENTED
MEAN	29ms	29ms	33ms	29ms	33ms	30ms

These findings can be explained by means of the Onset Prominence representational framework (OP; Schwartz 2016). It contains the process of submersion, which leads to us to expect the VOT differences across different prosodic levels observed in English. On the contrary, submersion is claimed to be absent in Polish, resulting in flat prosodic structures built up from the Closure level of the OP hierarchy, which predicts a small amount of VOT variation in different prosodic positions. The two structures are shown below. These differences in the phonological representations of the two languages entail a number of predictions for phonetic realisation of prosodic structure in Polish, which will be discussed in depth and supported by empirical data in this talk.

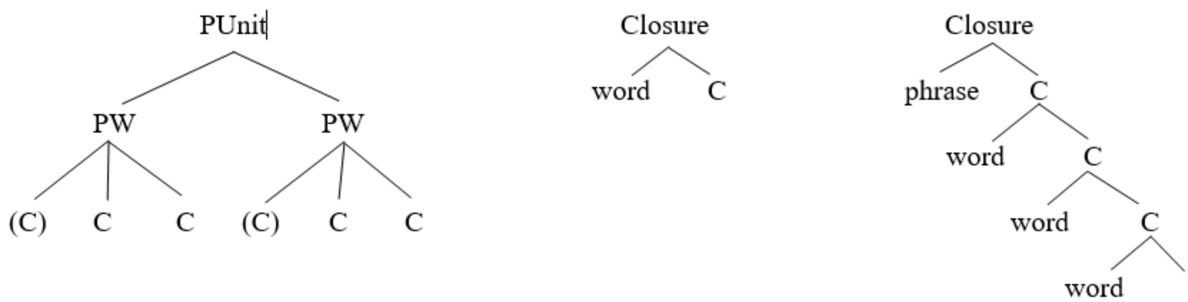

Fig.1. OP structures for Prosodic Words and larger Prosodic Units in Polish (left) vs. Word (middle) and Phrase (right) structure in English.

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