UNIVERSITÉ
PANTHÉON-ASSAS
– PARIS II –

The Linguistics *of* Rhetoric *and* Debate

with a special section on Forensic Linguistics

International Linguistic Association

Sarcophagus of the Brothers - Naples, Archaeological Museum

UNIVERSITÉ
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59th *Annual Conference*

May 22-24, 2014

The Linguistics *of* Rhetoric *and* Debate

International Linguistic Association

Co-chairs
Kathryn English & Kathleen O'Connor-Bater

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Language Contact and the Use of the Definite Adjectives in Latvian: A Morpho-Syntactic Calque Josef Fioretta (Hofstra University)	**The use of persuasive writing and speech making to criticize verbal abuse** Hephzber Obiorah (American University of Nigeria), Danjuma Galadima (American University of Nigeria), Blessing Douglas (American University of Nigeria), Johnpaul Offor (American University of Nigeria) & Jane Okoli (American University of Nigeria)	**Translation of medical questionnaires: a study of collaboration** Roksolana Povoroznyuk (Kyiv National Taras Shevchenko University), Vladyslav Povoroznyuk (Institute of Gerontology AMS) & Nataliia Dzerovych (Institute of Gerontology AMS)
Noncanonical constructions and Rhetoric Structure: evidence from Iberian languages Aroldo de Andrade (University of Campinas, UNICAMP)		**Rhetoric of Translation in Science and Technology** Larisa Iljinska (Riga Technical University), Marina Platonova (Riga Technical University) & Tatjana Smirnova (Riga Technical University)
On the subjectivity of adverbial constructions Katerina Haralambopoulou (independent researcher) ,	**Warlpiri Wirntaru: performative, persuasive, purposeful oratory** Christine Nicholls (Flinders University, Australia)	**A comparative study of English and Kurdish connectives in newspaper opinion articles with implications for translation** Rashwan Salih (University of Leicester/ University of Salahaddin)
Homeric Greek Models for Establishing Identity Edwin D. Floyd (University of Pittsburgh)	**From "I have a dream" to "Today, Apple is going to reinvent the phone": exploring the grammar of public speaking in English, a diachronic perspective** Fiona Rossette (Université Paris 10)	**Figures faibles ?** **Litote et euphémisme dans le discours** Tomonori Okubo (Kansai University)

11 :00 – 11 :30   Salle 406 .... Registration – Coffee Break
11 :30 – 13 :30   ....

SALLE 403	SALLE 404	SALLE 405
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Extending Epstein et al. 2012 to the prepositional phrase domain: undergeneration and the elimination of double speaks Alix Handshuh (University of Michigan)	**L'argumentation et la politique : le connecteur de contre-orientation mais dans le discours politique** Biljana Stikic (Université de Novi Sad)	**La traduction des figures de rhétorique dans les titres d'articles de presse** Maria Antoniou (National and Capodistrian University of Athens)
The Role of Recast in Correcting Reading Errors; Implicit or Explicit? A Comparative Study Cuneyt Demir (University of Siirt)	**Communicative strategies in Obama and Brown's speeches on Climate Change at the Copenhagen Summit** Chiara Nasti (Università degli Studi di Napoli Federico II)	**Linguistic trilateration: Identifying grammatical constraints in translating diplomatic rhetoric** Eve K. Okura (University of Hawai'i at Mānoa)
	Media Perceptions of Adaptation to and Mitigation of Climate Change in Cameroon Adeline Munoh	**Interface syntaxe/sémantique : orientation argumentative et rhématicité des marqueurs de degré en français** David Gaatone (University of Tel-Aviv)
	Rhetoric Trumps Logic: Empathy for Villains Colleen O'Brien (University of Hawai'i at Mānoa)	**Wrestling with God: Fear and Fearlessness in Jewish Languages** George Jochnowitz (College of Staten Island, CUNY)

13 :30 – 14 :30   Salle 406 .... Cold buffet lunch (or on your own)

14 :30 – 16 :30   ....

SALLE 403	SALLE 405
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Le sujet sémantique dans les constructions avec verbes Kateryna Kyrychok (Donetsk National University) ***Les particularités de la verbalisation des conceptes-clés dans les discours de l'Ancien français*** Svitlana Kremzykova (Donetsk National University) ***Power, Affect, and Evaluation in Witness Cross-examinations of Non-stranger Assault Crimes*** Tammy Gales (Hofstra University) & Lawrence Solan (Brooklyn Law School)	***Publish in English or Perish in German? A Project on Academic Writing and Publishing in English as a Foreign Language*** Claus Gnutzman (Technische Universität Braunschweig) ***Language Demands Researchers Face in Different Disciplines: from 'Copy & Paste' to 'Prose Writing'*** Frank Rabe (Technische Universität Braunschweig) ***Writing in a Foreign Language – What Publishers Expect from Non-Native Authors*** Jenny Jakisch (Technische Universität Braunschweig)

16 :30 – 16 :45   Salle 406/407 .... Coffee Break

16 :45 – 19 :00   ....

SALLE 214
Plenary: Kathryn English and Declan Cavana
THE FRENCH DEBATING ASSOCIATION: RHETORIC AND THE FOREIGN LANGUAGE CLASSROOM
Chair: Kathleen O'Conner-Bates
Gabrielle Smart-Fourquet in charge of refreshments to be served following the plenary

Friday, May 23

9 :00 – 11 :00   ....

SALLE 403	SALLE 405
RHETORIC IN THE MEDIA INTERPRETING THE VISUAL Chair: Isabella Conoscente	PANEL: X-WORD GRAMMAR: PEDAGOGICAL POWER FOR THE CLASSROOM Chair: Gabrielle Smart-Fourquet
The Rhetoric of Signs: The Linguistic Landscape of the French Quarter and Beyond Susan Price (Borough of Manhattan Community College, CUNY) ***Rhetoric of Protest*** Irina Perianova (University of National and World Economy, Bulgaria) ***Votez pour moi ou… ne votez pas pour l'autre*** Edward Arnold (Trinity College – Dublin) & Dominique Labbé (PACTE – CNRS – Grenoble) ***A cognitive stylistic approach to narrative comprehension in Ten*** Saeedeh Taheri (Sussex University, UK)	Organizers: Alice H. Deakins (William Paterson University) & Bonny Hart (New School) ***Introduction to X-Words*** Bonny Hart (New School) & Tamara Kirson (New School) ***Sentence Structure*** Effie Cochran (John Jay College of Criminal Justice) & Alice Deakins (William Paterson University ***Mastering Sentence Punctuation:*** ***A Game*** Kate Parry (Hunter College), Effie Cochran (John Jay College of Criminal Justice) & Bonny Hart (New School)

11 :00 – 11 :25   Salle 406/407 .... Coffee Break

11 :25 – 11 :30   Salle 106 .... ILA Board Meeting to approve slate of Officers for 2014-2015 – All Attend

11 :30 – 12 :55   ....

SALLE 214
Plenary: Jonathan Webster
VISUALIZING THE ARCHITECTURE AND TEXTURE OF SELECTED SPEECHES OF RICHARD NIXON AND BARACK OBAMA
Chair: Kathleen O'Connor-Bater

13 :00 – 14 :00   Salle 406 .... Cold buffet lunch (or on your own)

14 :00 – 15 :30   ....

SALLE 214
Plenary: Rob Leonard and Tammy Gales
FORENSIC LINGUISTICS
Chair : Josef Fioretta

15 :30 – 16 :00   Salle 406/407 ..... Coffee Break

16 :00 – 18 :00   ....

SALLE 403	SALLE 405
BILINGUAL PRACTICES	POLITICAL DISCOURSE
Chair: Cécile Brunel	Chair: Kate Parry
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Emergent Bilingual Adolescents' Translanguaging Practices During Computer-Supported Academic Writing Instruction Jo Anne Kleifgen (Teachers College, Columbia University)	*The construction of far and extreme right opinion leadership in online debates* Maria Stopfner (Universität Innsbruck)
Languages in Confrontation: *A Critical Study of a Music TV Show* Evgeniya Aleshinskaya (Lobachevsky State University of Nizhniy Novgorod, Russia)	*Language Use in Crisis Situations:* *A Study of Rhetorical Strategies in Online Reactions to News Reports of the Washington Navy Yard Shooting and the Nairobi Westgate Attack* Innocent Chiluwa (Covenant University, Ota, Nigeria) & Esther Ajiboye (Covenant University, Ota, Nigeria)
Linguistic Varieties in John Florio's Italian-English Dictionary *A Worlde of Wordes* Hermann Haller (Queens College-CUNY)	*Humour in political discourse: The comic representation of international events and public figures by the Russian press* Ludmilla Antypenko-A'Beckett (Monash University, Australia)

18 :00 – 18 :30   Stroll across Luxembourg Gardens to the University Center at the Pantheon, 12 Place du Panthéon, Salle Goulencourt (through the Soufflot hall, up staircase 'M' then left)

19 :00 – 21 :00   Cocktail Party – President's Welcome

Saturday, May 24 *(Special Session)*

9 :00 – 11 :00 ....

SALLE 403	SALLE 404	SALLE 405
Forensic Linguistics Panel STUDENT WORKSHOP Chair: Josef Fioretta	TECHNOLOGY AND RHETORIC Isabella Conoscente	SPEECH ACTS Cécile Brunel
Lexical Differences between True and False Confessions Daniel Adler (Hofstra University)	*Multimodal Discourse Analysis - Discourse Functions of Visual Emoticons in Online Discourse* *Recorded:* Po-Ya Angela Wang (National Taiwan University)	*Phrasal verbs in learner language: overused, underused, or yet to be learned?* Jeom Ja Yeo (Seattle University) & Jian Yang (Seattle University)
An Analysis of Turn-taking within 911 Calls Janelle Cacopardo (Hofstra University)	*On the Use of Conjuncts: Comparing L1 and L2 English Academic Writing* Daniel Wiechmann (University of Amsterdam), Elma Kerz (RWTH Aachen University) & Markus Roth (RWTH Aachen University)	
An Appraisal Analysis of False Accusations of Rape Cheryl Cleland (Hofstra University)		
Is this a Talk or a Presentation? Drew Hund (Hofstra University)	*Documentaries: between stigma and infotainment. The case of travelers* Roberta Piazza (University of Sussex, UK)	
The Language of Soft Law: A corpus analysis of congressional resolutions Nicholas Membrez-Weiler (Hofstra University)		
Writing to be Read, Feared, and Otherwise Command Attention: Stylizing the Zodiac Killer Christine R. Ondris (Hofstra University)		

11:00 – 11:30 Salle 406 .... Coffee Break – Poster Session

SALLE 406
TOWARDS A COGNITIVE PHONOLOGY: THE ORGANIC IMITATION BETWEEN THE STATES OF MATTER AND SOME ENGLISH MORPHEMES Kathleen O'Connor-Bater

11 :30 – 13 :00 ....

SALLE 214
Plenary: Olivier Bertrand RHETORIC, HUMOR AND PERSUASION IN MEDIEVAL FRENCH (9TH — 15TH CENTURIES) Chair : Kathryn English

13 :00 – 13 :30 ILA Assemblée Générale and Dismissal

Plenaries

SALLE 214

Plenary Conferences
Conférences plénières

Thursday 16 :00 – 18 :00

Declan Mc Cavana / Kathryn English

The French Debating Association: Rhetoric and the Foreign Language Classroom

We will examine the ancient art of debating to explore its usefulness in the classroom. Teachers challenge students beyond grammar and vocabulary to think critically, fostering meaningful dialogue. But some students speak frequently while others remain silent due to competence or personality. However, speaking is not learnt by observation.

The French Debating Association format respects French-speaking style-prepared speeches yet includes British Parliamentary negotiated interruptions via Points of Information and Points of Order. Thus all students in a class can voice opinions, preside, adjudicate and through audience involvement, participate.

To illustrate this procedure, 6 students will debate the motion *This House would rather learn than be taught*.

L'Association française de joute oratoire en langue anglaise (FDA) : Joute oratoire et rhétorique dans l'enseignement des langues.

Le rôle du professeur est de développer chez ses étudiants, au-delà de la grammaire et du vocabulaire, une pensée critique et une aptitude au dialogue. Pourtant, alors que certains prennent souvent la parole, d'autres, mal à l'aise, demeurent silencieux.

Mais ce n'est pas en observant qu'on apprend à s'exprimer.

Les règles de la FDA respectent les discours préparés typiques du français mais introduisent la notion d'interruption négociée via les Points d'Information et les Points d'Ordre. Ainsi tous peuvent expri-

mer leurs avis, présider, juger et, grâce au public, participer.

En illustration, 6 étudiants débattront sur : *This House would rather learn than be taught*

DEBATERS

Pierre Magnan
(Ecole Polytechnique)

Thomas Trinelle
(Ecole Polytechnique)

Victor Penaud
(Ecole Normale Supérieure)

Charles Partington
(Ecole Centrale)

Isabella Conoscente
(Université Panthéon-Assas)

Francesco Donnini Ferreti
(Université Panthéon-Assas
Cabinet Alérion)

BIODATA

Declan Mc Cavana was born in Belfast, Northern Ireland. He was educated at Trinity College Dublin and was four-time Irish national university debating champion. He has lived in Paris, France since 1986 where he is Senior Lecturer in English at *Ecole Polytechnique*. He is founder and President of the French National Debating Association and works as interpreter for the Speaker of France's National Assembly. He is a founder member of the Paris Bloomsday Group which holds regular readings of the works of James Joyce and is the co-author of "The Bilingual Dictionary of Today's Slang".

Kathryn English is associate professor of English at Panthéon-Assas University and Ecole Polytechnique. She coaches the university debating team. Her PhD in *Sciences du langage* led her to explore how language interacts through technical languages, debating or through cross-cultural influences. She is co-author of the *Beyond These Walls* project with Taiwan. She also works as a conference interpreter.

Friday 11 :30 – 12 :55

Jonathan Webster

Visualizing the architecture and texture of selected speeches of Richard Nixon and Barack Obama

In this comparative study of selected speeches of two US presidents, former president, Richard M. Nixon and current president, Barack Obama, I investigate how patterning in both lexis and grammar projects not only a perspective on text as edifice whose rhetorical structure is based on coherent relations between functionally significant spans of text, but also another perspective on text as tapestry whose texture depends on how cohesive are the threads of discourse. The work reported

here is part of a larger study in visual semantics whose aim is to develop a framework for visualizing functional-semantic information realized across functionally-significant spans of text.

Visualiser l'architecture et la texture dans des discours choisis de Richard Nixon et Barack Obama.

Dans cette étude comparative portant sur des discours choisis de deux présidents américains, l'ancien président Richard Nixon, et le président actuel, Barack Obama, j'analyse la manière dont les schèmes tant lexicaux que grammaticaux permettent d'aborder le texte non seulement comme un édifice dont la structure rhétorique est fondée sur des relations logiques entre différents extraits significatifs du point de vue fonctionnel, mais encore comme une tapisserie dont le tissu dépend du degré de cohésion des fils du discours. Le travail effectué ici appartient à une étude de plus grande ampleur en sémantique visuelle dont le but est de développer un cadre de visualisation sémantico-fonctionnel d'extraits de textes significatifs du point de vue fonctionnel.

BIODATA

Jonathan J Webster is Professor in the Department of Chinese, Translation and Linguistics, and Director of The Halliday Centre for Intelligent Applications of Language Studies at City University of Hong Kong. He received his PhD from the State University of New York at Buffalo. Prior to coming to Hong Kong in 1987, he taught at the National University of Singapore for six years. He is currently Honorary/Guest/University Visiting Professor at several universities in China, including Beijing Normal University, Southwest University (Chongqing), Beijing University of Science and Technology, and Sun Yat-sen University (Guangzhou). In addition to having been appointed editor for WORD, he is also editor of the journal Linguistics and the Human Sciences (Equinox UK), co-editor for the new Journal of World Languages

Friday 23 May 14 :00 – 15 :30

Robert Leonard/ Tammy Gates

Forensic Linguistics

Forensic Linguistics applies linguistic theory and methods to very real-world problems: the analysis of legal evidence that is language. Using core linguistic competencies—from phonology to pragmatics to variationist sociolinguistics, and, of increasing importance, corpus linguistics—FL seeks to help convict murderers and to prove the innocent not guilty. The field also deals with authorship, trademark disputes, false confessions, solicitation to

murder, defamation, and perjury, as well as intelligence and counter-intelligence investigations. We will additionally introduce the world's first **Forensic Linguistics Innocence Project**, through which we re-analyze language data used as evidence to convict in death penalty cases.

Linguistique légale

La linguistique légale applique la théorie et les méthodes de la linguistique à des problèmes tout à fait réels et concrets : l'analyse du langage comme preuve juridique. A partir de compétences linguistiques fondamentales - allant de la phonologie à la pragmatique, en passant par la sociolinguistique variationniste et la linguistique de corpus, qui revêt une importance croissante - la linguistique légale cherche à aider à condamner les meurtriers et à prouver l'innocence des accusés, le cas échéant. Rentrent dans son domaine l'attribution de la paternité d'une oeuvre, les litiges en matière de marques, les faux aveux, l'incitation au meurtre, la diffamation, le parjure, aussi bien que les enquêtes en matière d'espionnage et de contre-espionnage. Nous présenterons en outre une innovation mondiale, le *Forensic Linguisitics Innocence Project,* permettant d'analyser à nouveaux frais les données linguistiques utilisées comme pièces à conviction dans les procès mettant en jeu la peine capitale.

BIODATA

Robert A. Leonard (Ph.D., Columbia) is Professor of Linguistics and Swahili and Director of the Hofstra Graduate Program in Forensic Linguistics and the Forensic Linguistics Innocence Project. A Fulbright Fellow for his PhD, trained at Columbia by William Diver and William Labov, Leonard spent eight years in Africa and Asia researching semantics and sociolinguistics before turning to FL.

Tammy Gales (Ph.D. University of California, Davis) is Assistant Professor of Linguistics and Director of Research at the Forensic Linguistics Institute at Hofstra. As a Washington D.C. Program Fellow, Gales researched the language of threatening communications and is currently analyzing the linguistic strategies of defense attorneys in assault trials.

portance of rhetoric in written French, considering that we obviously have no oral evidence of this particular phase in the development of the language? This lecture will focus on various samples of written rhetorical processes in order to show how rich the French language was in the Middle Ages in terms of humor and persuasive creativity. Examples will be drawn from theatre, novels and nonliterary texts from the Middle Ages. We will show that the linguistic process of debating was very rich at that period of time in Northern France throughout this long period of history.

Rhétorique, Humour et Persuasion en français médiéval (9ᵉ — 15ᵉ siècles)

L'objet de cette conférence est d'explorer les processus linguistiques véhiculés par l'humour et la persuasion en français médiéval (9ᵉ – 15ᵉ siècles) alors même que les dictionnaires n'existent pas encore en français. De nos jours, comment évaluer l'importance de l'art rhétorique à partir des témoignages écrits de cette époque, puisque pour cet état de la langue, nous ne conservons évidemment aucune source orale ? Cette conférence prendra de nombreux exemples dans la littérature écrite afin de montrer la richesse de la langue française médiévale au regard de l'humour et de la persuasion. Ces exemples seront empruntés au théâtre, mais aussi à la littérature en général et aux œuvres non littéraires du Moyen Age. Nous montrerons que le processus linguistique du débat était très riche dans le nord de la France pendant cette longue période de l'histoire.

BIODATA

Olivier Bertrand is professor of historical linguistics at the University of Cergy-Pontoise and Chair of the Department of Languages and Cultures at the Ecole Polytechnique. He is a Researcher in the LDI laboratory (Glossaries, Dictionaries, Computers), and was awarded the European Research Council Grant. He was granted the bronze medal from the CNRS (National Centre for Scientific Research) in 2011. Pr Bertrand's research focuses on the history of the French language and in particular the emergence of scientific and technical lexicons in the Middle Ages.

Saturday 11 :30 – 13 :00

Pr Olivier Bertrand

Rhetoric, Humor and Persuasion in Medieval French (9ᵗʰ — 15ᵗʰ centuries)

This lecture will explore the linguistic processes conveyed by humor and persuasion in medieval French (9ᵗʰ till 15ᵗʰ centuries), before dictionaries even existed in French. Nowadays, how can we evaluate the im-

Panels

SPECIAL PANELS

Friday 9 :00 – 11 :00

X-Word Grammar: Pedagogical Power for the Classroom
Bonny Hart (New School) & Alice Deakins (William Paterson University)

With English increasingly used as a working language in diverse communication settings around the world, the teaching of English has global importance. Drawing on his teaching of ESL, Robert Allen of Teachers College Columbia University developed a system that is pedagogically powerful for both native and non-native speakers. Currently practiced and developed as X-Word Grammar, Allen's system teaches sentence structure beginning with the twenty small but powerful X-words, traditionally called auxiliary verbs. This short list of words enables students to enter the structure of the English sentence and to analyze and understand the way grammar works, not in a vacuum but in the context of talking, reading, and writing. To accelerate student learning, some teachers of X-word grammar have developed games that can be adapted for use across proficiency levels and grammatical challenges.

Introduction to X-Words
Bonny Hart (New School) & Tamara Kirson (New School)

Because of the requirements of the formal written English sentence, both ESOL and native speaker students need to know how to identify a subject and a predicate (SP). In step-by-step fashion, X-Word grammar allows students to grasp the necessity of a subject in every SP and the power of the X-Words, visible or hidden, to not only find the subject in a sentence but also generate questions, form negatives, change tense, alter meaning, have subject-verb agreement, place verbs in time and set the subject in action. Perhaps most importantly, it provides a fool-proof way for students to answer the question, "Is it complete or is it a fragment?"

Sentence Structure
Effie Cochran (John Jay College of Criminal Justice) & Alice Deakins (William Paterson University)

The English sentence can be taught as a series of four progressive levels, each level building on the previous ones by adding rhetorical functions with associated punctuation conventions. The first level—SP—has been presented. In the second level—A S P A, the sentence adverbial (A) usually creates connection with the previous sentence or establishes context for the rest of the sentence. Occasionally a sentence adverbial presents assumptions that are more difficult to argue with than the propositions in the simple SP. The third level—often called a compound sentence—offers writers the opportunity to join ideas whose relationships are specified either by the limited relationships of "coordinating conjunctions" or by the more textured relationships of transition words and phrases. Finally, in the fourth level, additional "extra" information is inserted into the sentence, most often in three places. Using "inserts" is characteristic of advanced, sophisticated writing.

Mastering Sentence Punctuation: A Game
Kate Parry (Hunter College), Effie Cochran (John Jay College of Criminal Justice) & Bonny Hart (New School)

Using a deck of cards with sentence pieces from fairy tales, students practice (1) making subjects and predicates, (2) adding sentence adverbials, (3) connecting subjects and predicates with FANBOYS (coordinators) or transition words, (4) adding additional information (inserting), and (5) using formal punctuation. Students, in teams, are dealt cards from a deck with the main sentence pieces—subjects, predicates, adverbials, and inserts—identified on each card. Coordinators (called FANBOYS) and transition words and phrases have their own cards, as do periods, commas, and semi-colons. Numerical values are assigned to each kind of card. Students are asked to play their cards to achieve maximum points, drawing from the deck as needed. A sheet of sentence patterns, with appropriate punctuation, will be handed out. At the end of the play period, the teams check each other's sentences, not those of their own team. The team with the most points wins.
The content created by mixing pieces of well-known fairy tales is amusing as student groups compete to create correct, funny sentences. The game can be scored in different ways and can be adapted to use with students at different levels of competence with written English.

HOFSTRA UNIVERSITY STUDENT FORENSIC PANEL

Saturday 9 :00 – 11 :00

Lexical Differences between True and False Confessions
Daniel Adler (Hofstra University)

False confessions are a contributing factor to the amount of wrongful convictions in the United States of America. According to the Innocence Project, there have been 314 post-conviction exonerations since 1989 in 36 states, with 247 of them occurring since 2000. One method of looking into the origins of these false confessions is to analyze the written statement that the suspect puts forth following their oral confession in an interrogation. Pragmatic analysis can be used to analyze the kinds of meaning expressed in the statement. Meaning related to the relevance of the writer's statements about the event, statements the writer makes about his or her responsibility for an act, and statements that express presuppositions or entailments can potentially provide insight as to whether the author is being deceptive or truthful. Thus, this paper will examine the aforementioned pragmatic features in false confessions and compare them to those found in true confessions. First, I will outline the three types of false confessions (Voluntary, Coerced-Compliant, Coerced-Internalized) and then provide an elaboration of the pragmatic concepts to be examined. The more we understand about the language used in false vs. true confessions, the more we can potentially decrease the number of wrongful convictions. The results may help future prisoners whose fates are determined as a result of false confessions.

An Analysis of Turn-taking within 911 Calls
Janelle Cacopardo (Hofstra University)

In an emergency call, interaction between a dispatcher and a caller relies heavily on the two speech acts of questioning and answering. However, when a caller only answers and does not allow the dispatcher to ask further questions, vital information used to help the emergency at hand may not be collected. This study utilized five 911 calls to explore the use of turn-taking within the discourse of a 911 call. It was hypothesized that when a caller provides extraneous information, the 911 dispatcher will intervene in order

to keep extracting any relevant information. To conduct the research, the analytical approach of conversation analysis was applied to the five 911 calls. Within each call, a question-answer turn sequence was examined and considered as either a successful sequence or an unsuccessful sequence. A turn sequence was considered successful when a caller answered the question appropriately and the dispatcher advanced to a different topic. When a caller provided a response, which in turn prompted the dispatcher to repeat the question, to reword the question, or to interrupt the caller, the sequence was categorized as unsuccessful. The unsuccessful turn sequences were further analyzed to determine why a dispatcher was unable to immediately collect information from a caller. Results indicated that when a caller violated the maxim of quantity, a dispatcher would interrupt the caller prior to completion of his or her statement in order to progress the interrogative series. In addition, the results revealed that dispatchers used strategies such as abandoning questions with callers who did not adhere to the cooperative principle.

An Appraisal Analysis of False Accusations of Rape
Cheryl Cleland (Hofstra University)

No crime raises as much controversy as that of rape, further complicating matters are instances of false accusations. A study conducted by Lisak et al. (2010) determined that among rape accusations, 2%-10% of accusations are false. False accusations are extremely detrimental to those that are accused, thus an attempt must be made to identify false accusations at the earliest stages of an investigation to protect those who are wrongly accused. A possible way to do so is to examine the stance of an accuser, as an accuser's expressed level of commitment towards their accusation may be indicative of the veracity of their accusation. In order to examine how a false accuser expresses stance, I performed an Appraisal Analysis on a statement given by the accuser in the Duke University Lacrosse case, which is a proven example of a false rape accusation. I hypothesized that a false rape accusation would contain high levels of affect, as a false accuser would rely highly on emotional references in order for their accusation to be perceived as credible. However, the analysis revealed low levels of affect and several instances of graduation. The use of graduation in the statement both strengthened and weakened the level of commitment towards the accusation, indicating that the statement was contradictory, which can possibly be seen as a reflection of the fabrication of the accusation. The Appraisal Analysis revealed features that are reflective of the falsity of the statement, thus Appraisal Analysis could potentially be used to identify false statements given in other rape accusation cases.

Is this a Talk or a Presentation?
Drew Hund (Hofstra University)

In the field of theoretical linguistics, one often hears the term "synonym". However, this term, in the sense that two words have *equivalent* meaning, often ignores pragmatics. Recent scholars (e.g., Storjohann, 2009) suggest that plesionomy or *near* synonymy is a better way of explaining word similarities, but, to-date, none of the previous scholars have fully described why synonymy is a theoretical impossibility. This issue becomes especially important in the examination of meaning in the courtroom, where translation, and oftentimes miscommunication, of meaning between languages occurs.

Thus, this paper seeks to outline why synonymy is a theoretical impossibility and exemplify why it should not be relied upon as the sole means of courtroom translation. Specifically, I make the claim that, aside from solely semantic features, pragmatic features are also present in the meaning of words. I further outline what previous scholars had been trying to describe by creating a new system of pragmatic features (e.g., style, which can be broken down into [+/- formal], [+/- colloquial], etc.). Then, I demonstrate how an avoidance of these pragmatic features can lead to trouble with translation in the courtroom. Interpreters often look for a one-to-one translation between languages; yet, if pragmatic features are not considered, then the full meaning of a witness testimony cannot be conveyed, which may drastically alter the outcome of a trial or the jury's perception of the witness themselves. As I will exemplify, this has resulted in dire consequences for those relying on translators who focus on equivalent synonymous meaning as opposed to pragmatic meaning as well.

The Language of Soft Law: A corpus analysis of congressional resolutions
Nicholas Membrez-Weiler (Hofstra University)

A United States congressional resolution is a certain type of communication from Congress that communicates their policy views and future intentions. These resolutions are defined by law experts as "soft statutes" or "soft laws". These resolutions, which do not require the same formal guidelines of presentation that hard statutes do, are a more accurate and cost-effective way for congress to communicate their views and intentions. Soft law has been studied from a political science and legal context in order to assess how congress influences other branches of government, behavior of the American public, as well as how it communicates its future directions (Gersen and Posner 2008); however, there has been virtually no linguistic inquiry on this topic. Therefore, the purpose of this study is to examine how congressional ideologies are linguistically expressed in order to provide more insight into how congress uses soft law to influence their audience.

For this study, a corpus of 1,000 congressional resolutions from both the Senate and the House of Representatives was collected and tagged for party affiliation and type of resolution (simple, concurrent, and joint). Word frequencies, collocates of the most frequent words, and common clusters of words were analyzed. A comparison of key words was also done between party affiliation subcorpora. The results of the study suggest the need for further research in the area; specifically, it is recommended that a comparison with other legislative-type corpora be undertaken in order to provide further insight into how Congress communicates ideologies with soft law.

Writing to be Read, Feared, and Otherwise Command Attention: Stylizing the Zodiac Killer
Christine R. Ondris (Hofstra University)

The analysis of style within a case of questioned authorship must begin with determining which features may be the most indicative of the author in question—that is, what 'should' be analyzed in an authorship case? Most scholars agree that linguistic patterns occurring within a single text and across a body of texts warrant the most attention—and rightfully so, as pattern recognition has been the basis for successful authorship cases, such as identifying Ted Kaczynski as the Unabomber or Robert Galbraith as a pseudonym of J.K. Rowling. What, then, is the appropriate course of action when an unknown author chooses to actively stylize his or her writing? A writer aware of the linguistic choices he or she is making in a particular register or for the benefit of a particular audience creates a different voice for him or herself, which can affect the apparent patterns in a text. It then becomes the job of the linguist to separate the stylized linguistic features from those that were included as part of an author's inherent writing style, and examine the latter to achieve a more accurate analysis. Using stylistic analysis to analyze the letters written by the still-unknown Zodiac Killer, this study finds that the author actively alters surface-level style features such as spelling, punctuation, and capitalization in order to create the illusion of a less cognitively capable individual. However, multiple syntactic style markers present in his writings consistently adhere to the standard (and even show hyper-correction), demonstrating that the person authoring the letters has a much higher linguistic competence, and therefore cognitive capacity, than initially perceived.

PANEL: PUBLISH IN ENGLISH OR PERISH IN GERMAN?

Thursday 14 :30 – 16 :30

A Project on Academic Writing and Publishing in English as a Foreign Language
Claus Gnutzman
(Technische Universität Braunschweig)

The dominant position of English as an international language of science is indisputable. The number of publications in English in almost all disciplines testify to a continually growing Anglophone orientation of the academy. In this panel, we will report on the *Publish in English or Perish in German?* (PEPG) project, presenting its general framework as well as selected results. This two-year research programme, funded by the Volkswagen Foundation, investigates the impact of English on scientific writing and publishing in two complementary subprojects.

The first sub-project focuses on the challenges, problem-solving strategies and attitudes of German academics' use of English in written special language texts. The second sub-project studies the influence of anglophony in scientific communication on publishing and researches its potential influence on the language policies of publishing houses and their handling of manuscripts submitted by non-native speakers of English. To do justice to the processual dimension of writing and publishing and to gain insights into the attitudes and subjective theories of the participants, guided interviews, conducted with scientists, journal editors and publishing staff, serve as the empirical basis of our research.

The overarching aim of the project is to analyse the significance of German and English in different disciplines (in particular, biology, mechanical engineering, German linguistics, history), consider the perspectives of the interviewees and lay open the potential disadvantages experienced by non-native users of English. The results of the project are expected to help formulate recommendations for the use of English in academia by non-native users, notably for writing and publishing. This paper provides an introduction to the panel summarising the current state of research, the aims, design and methodology used in the study.

Writing in a Foreign Language – What Publishers Expect from Non-Native Authors
Jenny Jakisch
(Technische Universität Braunschweig)

With anglophony being the communicative norm in almost all scientific disciplines, researchers – irrespective of their language background – have to be able to publish in English. This poses an additional challenge to non-native speakers of English when they submit an article to a journal. In addition to meeting the criteria of the scientific community in general and those of the chosen journal in particular, articles by non-natives are likely to be subjected to a linguistic assessment. Thus, besides being experts in their field, non-natives – unlike their native English academic peers – have to put extra effort into mastering the subtleties of the foreign language and adhering to the required discourse rules. As part of the PEPG project, the paper investigates which communicative standards publishers (i.e. academic journal editors and publishing staff) apply when making a decision about whether to publish an article. Drawing on an interview study with experts from several disciplines, the paper also seeks to explore to what extent the discipline-specific differences regarding the role of English as an academic lingua-franca as found in the first sub-project also play a role for the publishers. The results of this study provide new insights into the publication process and help to reveal the implied linguistic criteria that publications in English have to fulfil. The results may also contribute to developing a more precise understanding of the notion of 'language correctness' by taking into account that discourse structures vary between disciplinary cultures.

Language Demands Researchers Face in Different Disciplines: from 'Copy & Paste' to 'Prose Writing'
Frank Rabe
(Technische Universität Braunschweig)

The impact of English in academic writing has been exemplified by a considerable body of research, dealing with such aspects as the extent to which English has become the default language of research publications, how this affects scholars' careers and also other languages used for research publication and dissemination. In order to provide a different perspective on academic writing and publishing practices, this contribution identifies and discusses different language and disciplinary demands that non-native English-speaking researchers face when writing and publishing in English and how these relate to (perceived) writing difficulty. By drawing on 24 interviews from the PEPG corpus conducted with German research-ers from different disciplines, this paper investigates how research paradigms, writing conventions and value systems affect the researchers in different fields when it comes to writing in English. Several factors that were found to play a role in the language demands made on researchers are highlighted, such as the degree of rigidity of genre and language, the distribution of writing tasks, the ratio of native to non-native speakers of English as well as the nature of data under study in a given field. The results suggest that what could be considered sufficient language competence for research publishing in English varies across, but also, depending on researchers' career levels, within the four disciplines studied. It is also argued that academic writing research can benefit greatly from understanding writing as a disciplinary practice and that focusing on local academic practices and socialisation represents a promising way of shedding more light on the relationship between language and disciplinary cultures.

ABSTRACTS

Languages in Confrontation: A Critical Study of a Music TV Show
Evgeniya Aleshinskaya (Lobachevsky State University of Nizhniy Novgorod, Russia)

In this paper the word 'debate' is understood figuratively, in reference to the conflicting relations between the two languages in Russian musical discourse, namely Russian as the official language of the country, and global English with a high social prestige. The study focuses on a popular vocal talent competition show named 'The Voice Russia' – season 1 (2012) and season 2 (2013). This genre of musical discourse is of great interest as, on the one hand, it reflects everyday bilingual practices in today's Russia, and on the other affects these bilingual practices. The paper studies several forms of 'debate' between the two languages (codeswitching, professional jargon, and Russian-English) which offer bilinguals ways to increase flexibility of their expression and successfully achieve the purpose of communication. Code-switching and professional jargon are regarded as means to (re)construct 'global' identities and index the nuances of social relationships between the participants. Russian English (a variety of English used as a lingua-franca) is analyzed from the point of view of strategies employed by non-native speakers to communicate meaning and arrive at mutual understanding. Moreover, the language of the songs performed by the contestants is also the subject of heated debate throughout the show, being a reflection of ideologies held by the participants and organizers about the two languages.

La traduction des figures de rhétorique dans les titres d'articles de presse
Maria Antoniou (National and Capodistrian University of Athens)

Le but de cette étude consiste à relever la manière avec laquelle les figures de rhétorique se comportent en traduction. Nous allons procéder à une étude contrastive des titres d'articles de presse écrits en français avec leur traduction en grec. Est-ce qu'il y aurait certaines figures de rhétorique qui seraient utilisées plus que d'autres ? La métaphore, la métonymie, etc. ? Les figures de rhétorique se présentent avec la même fréquence dans nos deux langues d'étude ? Ou bien l'une d'entre elles préfère plus ces figures que l'autre ? Et si c'est le cas, quelles sont les conditions qui orientent vers telle possibilité ou telle autre ? L'emploi de ces figures de rhétorique dans le discours journalistique nous permet-il d'établir un lien entre cet emploi et les préférences des publics visés ?

Quant à notre corpus, nous puisons nos exemples dans les titres d'articles de presse parus surtout dans le *Monde Diplomatique* et leur traduction attestée en grec. Le cadre théorique que nous adoptons est celui de l'analyse du discours et celui de la Théorie des Opérations Enonciatives.

Humour in political discourse: The comic representation of international events and public figures by the Russian press
Ludmilla Antypenko-A'Beckett (Monash University, Australia)

This paper focuses on the humorous framing of foreign affairs in the Russian press. Humour is defined by Raskin (1985), Attardo and Raskin (1991) as an opposition of scripts or schemes of knowledge. Several humorous genres have been attended to in this investigation: puns (Leech 1967), jokes, and wisecracks (Raskin 1985) as well as irony (Giora, 2003). The samples have been collected from the most popular Russian newspapers "Argumety i fakty" (Arguments and Facts) and "Komsomol'skaia pravda" (Comsomol Truth) between 2007 and 2010. The humorous themes address relations between Russia and post-Soviet countries (A'Beckett, 2013). The countries and their leaders have acquired a dubious reputation in Russian jokes as their political activities have often been portrayed as ungrateful and treacherous toward Russia (A'Beckett, 2012). Discussion of the selected fragments focuses on the semantic triggers of humorous effect. The paper surveys the continuation of oral traditions of Russian humour (e.g. ethnic humour) and speculates about prospective impacts of jokes on the newspapers' readers. The latter includes but is not limited to 1) the building of solidarity between readers and writers sharing political views, 2) the reversing of the roles of victim and perpetrator in jocular statements, 3) the strengthening negative perceptions and 4) the constructing of a simplified version of events for an audience lacking familiarity with analytical and investigative genres.

Votez pour moi ou… ne votez pas pour l'autre
Edward Arnold (Trinity College – Dublin) & Dominique Labbe (PACTE – CNRS – Grenoble)

L'élection présidentielle française se déroule en deux scrutins. Le second tour oppose les deux candidats arrivés en tête au premier. Entre les deux tours, depuis 1974, un débat télévisé oppose les deux finalistes sur le modèle des débats présidentiels aux Etats-Unis. Notre communication utilisera les textes de ces six débats (136 000 mots). Une bibliothèque de plus de 6 000 textes politiques offrira des points de comparaison. Elle compte au total 12,5 millions de mots (en français) et comporte les campagnes présidentielles de 2007 et 2012. Nous utilisons aussi quelques données issues de la politique anglaise.

Le cadre formel et les règles de cette confrontation n'ayant pas été modifiés, il est possible de comparer ces six débats pour faire apparaître les singularités de chaque locuteur et de chaque confrontation. Notre communication présente des indices statistiques issus des théories standards concernant la présentation des actants du discours, l'énonciation de la subjectivité du locuteur et de la modalisation du discours. L'application de ces indices permet d'apporter un éclairage neuf sur ces débats mais aussi de définir, pour chacun de ces indices, sa portée, ses limites et les améliorations possibles.

Dans la première partie, on analysera la tendance à la personnalisation (ou à l'impersonnalité) propre à chaque candidat puis l'importance relative donnée à l'orateur, à l'autre et aux véritables destinataires du message (les auditeurs, les électeurs à conquérir).

Dans la seconde partie, on mesurera l'orientation du discours vers l'accompli (densité des verbes, de *être* et *avoir*), ou l'inaccompli : l'action (*faire*) ou la tension (possible, souhaitable, volonté, obligation, connaissance). Enfin, la densité plus ou moins importante de la négation donne un indice de la portée polémique du discours. Cela permettra de présenter quelques conclusions sur la spécificité des discours électoraux et l'évolution du discours politique français depuis 40 ans. On évoquera enfin l'utilité des vastes corpus de textes et de la lexicométrie pour l'étude de la langue et son enseignement.

Language Use in Crisis Situations: A Study of Rhetorical Strategies in Online Reactions to News Reports of the Washington Navy Yard Shooting and the Nairobi Westgate Attack
Innocent Chiluwa (Covenant University, Ota, Nigeria) & Esther Ajiboye (Covenant University, Ota, Nigeria)

This study applies (critical) discourse analysis to examine rhetorical strategies in on-line reactions to news reports of the mass shooting that occurred at a Navy Yard in Washington D.C. and the attack on Nairobi Westgate Shopping Mall in September, 2013 referred to as 'crisis situations.' 'On-line reactions' refers to feedback comments often generated by on-line newspapers and other digital news sources that are of interest to the public. This platform not only serves for public interactivity, but most often forms an arena for hot arguments and debate among contributors, and some commenters have used it to attack one another especially where two sides of an argument reveal different opinions or represent different group allegiances. Some comments in the present study for example, reveal their writers' opposing views about social security and government policies.

This study shows that language use in crisis situations is highly ideological and exhibits features of *affect*, involving the use of flaming, labeling, and other forms of rhetoric that reflect negative evaluation of some perceived social enemies. The use of rhetoric in this context reflects affective stance of those that posted comments on the news of the attacks. According to Ochs (1990), affective stance is a socially recognized feeling, attitude, mood or degree of emotional intensity. They are also generally referred to as 'attitude markers' (Hyland, 2005). Negative representations of the 'other' are understandably influenced by the emotional conditions of people who are directly or indirectly affected by the attacks. Since emotions influence language use, emotional reactions such as anger, fear, shock and frustrations become inevitable.

Rhetorical strategies like exaggeration, metaphor and irony are noticeable in the on-line comments and function as evaluative strategies to maximize the criminal activities of the mass shooter and the Somali radical group. However, some forms of labelling and negative constructions of Al Shabaab, are actually misleading and tend to divert attention to some serious nature of the social crisis in question. This study also shows that people's responses to danger and social crises are the same irrespective of colour, race or geographical locations.

Non-canonical constructions and Rhetoric Structure: evidence from Iberian languages
Aroldo de Andrade (University of Campinas, UNICAMP)

Although theoretical works on non-canonical constructions went through a relevant development since the 1970s, they have been frequently developed either from a syntactic or from a discursive view, thus dismissing a necessary interface analysis in the realm of Information Structure. Among the recent contributions aiming at bridging this gap, López (2009) proposes that 'preposing' constructions (Clitic Left Dislocations – CLLD – in Catalan and Spanish) involve a 'strong

anaphor' that must be licensed by a local antecedent in a structural asymmetry relation. This asymmetry relation is understood in terms of 'subordinating discourse relations', understood according to the framework of Segmented Discourse Representation Theory (SDRT) (Asher & Lascarides 2003). However, up to our knowledge, no corpus-based research has been conducted to empirically verify this prediction. Therefore, the goal of the present paper is to verify this correlation for Spanish and compare these results to those of European Portuguese, where Topicalization is available besides CLLD. The methodology consisted in the selection of corresponding examples from novels in the two languages, later analyzed with the help of the Glozz annotation tool (*www.glozz.org*). The results show that Portuguese CLLD marks a shifting topic inside a coordinating discourse relation, such as 'contrast' in (1a-1b). As a consequence, we discuss the relevance of Rhetoric Structure for the study of noncanonical syntactic constructions and discuss in which way Birner & Ward's (1998) generalization on crosslinguistic mappings between form and function may fit into this picture.

The Role of Recast in Correcting Reading Errors; Implicit or Explicit? A Comparative Study
Cuneyt Demir (University of Siirt, Turkey)

It is claimed by many interactionists that Corrective Feedback (CF) has an important role in steering learners' attention in L2. Accordingly, attracted considerable attention in SLA, CF was divided into two as explicit and implicit, which embodied 'recast' in implicit feedback type. But, of all implicit feedback types, recasts have emerged to be the issue of intensive theoretical and empirical studies, and possibly seem to be continuing as one of the widespread ones. Although it seems there is a pile of studies in the literature conducted over recast as CF, they are all the same on the basis that regarding recast as only implicit but not explicit. However, Sheen (2006) determined that recasts were not only implicit, and the explicitness of recasts could also be processed by stressing or by using intonations to the treatment point, which was cared by the present study. So far, the great majority of the studies have been carried out over 'recast' in contexts where the point was the treatment of grammatical errors of learners. In this respect, the present study is of major importance in determining the efficiency of recast in a context where the focus is 'reading errors' rather than grammatical errors. The present study aimed to investigate whether it was implicit or explicit recast which showed more promise in reducing the number of reading errors. The participants --from pre-class of a university-- were divided into two random groups and required to read different texts. Mean-while, They were provided implicit feedback for the implicit feedback group and explicit feedback for the explicit feedback group. The data, collected from pre-, post-, and delayed-post tests, were recorded and analysed through paired sample t-test in order to see whether there was a statistically significant difference between two types of recast in terms of efficiency. The results were of great importance for those who wanted to employ recast for learners.

Language Contact and the Use of the Definite Adjectives in Latvian: A Morpho-Syntactic Calque
Josef Fioretta (Hofstra University)

Lithuanian and Latvian possess a twofold adjectival system, the indefinite and definite declension. This parallels the strong and weak declension respectively in Germanic. In this section, I will explain the differences in use between the definite adjectival declensions in the two modern Baltic languages, namely, Lithuanian and Latvian. It is true that most any grammar on one of the two languages could do just that. If one were merely to descriptively explain the differences, then there would be need for further discussion. What I have noted is that these two languages differ considerably as to when the definite adjectives are to be used. In spite of the fact that Lithuanian and Latvian are two distinct languages, they are both closely related; therefore, one would expect certain morpho-syntactic environments to be either the same or very similar. Minor differences would be understandable; however, when differences are quite big, then the logical question would be '*why*?'. Up to now, Baltologists have been aware that the use of the definite adjectives in Lithuanian and Latvian differs considerably. It is quite possible that, through time, both languages developed independently the use of the definite adjectives, thereby producing this great divergence. Although this is a plausible reason, it still does not convincingly answer why each language would diverge so greatly in this morpho-syntactic environment. For that reason, the question as to why this is so has never adequately been treated. I argue and then demonstrate that this is the case because of language contact. It is because of Latvia's contact with two Germanic languages, German and Swedish, that its use of the definite adjectives is markedly different from that of Lithuanian's. I will explain using history and comparative linguistics that a morph-syntactic calque is taking place. In addition, I will show that Lithuanian actually preserves the oldest use of the definite adjectives, which correspond to the weak adjectives in Germanic. This sheds light on Germanic for it helps scholars to understand and confirm the possible starting point of the weak declension in Germanic.

Homeric Greek Models for Establishing Identity
Edwin D. Floyd (University of Pittsburgh)

An important aspect of rhetoric / persuasion is the establishment of identity: "I am who I say I am." In an electronic age, one may think of PIN numbers, but there is also a linguistic dimension (e.g., "mother's maiden name").

There is also an ancient, Homeric dimension. In Odyssey, Book 17, for instance, Odysseus' interaction with the dog Argos eerily prefigures a modern recognition token ("favorite pet"); at 19.183 the pseudonym "Aithon" calls to mind one of Odysseus' maternal great-grandfathers, just one generation further back than "mother's maiden name"; and 24.336-344 includes an array of numbers (13, 10, 40, 50) to go with the names of trees (i.e., there is a kind of "alphanumeric" identification).

There is also another, broader question that is associated with the foregoing, viz., whether the Iliad and Odyssey are by the same author. (For general discussion of this, cf. West, *The Making of the Iliad*, 2011:7-8.) Scattered through the Odyssey, various recognition tokens pretty obviously suggest an overall "Iliad + Odyssey" unity. At Od. 19.247, for example, "Eurybates" picks up an Iliadic name that is not otherwise found in the Odyssey, and at 23.200-201, Odysseus' reference to crimson decoration on ivory recalls Iliad 4.141-14 (cf. Floyd 2011 in *College Literature*, 38.2, pp. 142-146). Arguably, though, these and other such resonances, despite their significance in the Odyssey, might be the result of the author's "hacking" into another poet's formulaic patterns.

Possibly, some such explanation best explains a point that is suggested by Katz 2013:19-21, in Garcia and Ruiz, *Poetic Language in Greece and Rome*, viz., that *Mentori ... audên* "to Mentor ... voice" at Od. 24.548 includes a kind of "bardic signature", complementing the well-known words *mênin* "wrath" and *aeide* "sing" at the beginning of the Iliad.

Interface syntaxe/sémantique : orientation argumentative et rhématicité des marqueurs de degré en français
David Gaatone (University of Tel-Aviv)

L'existence de la paire *peu/un peu*, deux mots presque identiques par leur forme, tous deux marqueurs du degré faible, et donc synonymes dans une certaine mesure, mais néanmoins très différents par leur syntaxe, et, de plus, non commutables l'un avec l'autre sans changement de sens, n'a pas manqué d'intriguer les linguistes et, plus encore, les enseignants du français, langue étrangère. Une telle opposition, en effet, n'est pas nécessairement représentée dans d'autres langues. Les dictionnaires, tant bilingues qu'unilingues, ne sont pas toujours très loquaces à cet égard. On ai-

merait comprendre pourquoi, comme l'a noté Ducrot (1972: 199-200), la phrase *Ce livre est peu intéressant* peut servir de litote pour *Ce livre n'est pas intéressant*, et, vice-versa, la phrase *Ce livre est un peu ennuyeux* peut signifier *Ce livre est ennuyeux*. Au cours de la décennie 1969-1979, cette paire a fait l'objet d'au moins trois études, dans lesquelles l'argumentation est émaillée de termes tels que «différence quantitative, mouvement régressif/progressif, visée précoce/tardive, orientation argumentative, posé/présupposé», etc. Il paraît utile d'introduire dans ce débat la notion de «rhématicité», au sens de visée même de l'énonciation, et de montrer que certains mots sont voués, de par leur sémantisme, à jouer dans la phrase un rôle rhématique. On essaiera ici d'illustrer cette idée à travers le fonctionnement de certains marqueurs de degré en français.

Power, Affect, and Evaluation in Witness Cross-examinations of Non-stranger Assault Crimes
Tammy Gales (Hofstra University) & Lawrence Solan (Brooklyn Law School)

A substantial literature demonstrates how the legal system re-victimizes women who have been assaulted (e.g., Matoesian, 1993; Conley and O'Barr, 2005), and in accounts of such victimization in the courtroom, usually, the alleged villains are the defense lawyers. However, no one has examined the extent to which the actual questioning by counsel in these cases differs from the questioning of other prosecution witnesses in similar cases. This study seeks to identify what is different about sexual assault cases, other than the fact that the crime is so personal that the situation itself re-victimizes those who come forward.

For this case study, we obtained the transcripts of two trials, one of which involved a non-stranger sexual assault crime and the second of which involved a non-stranger assault crime having nothing to do with sexual assault. We coded the questions and answers of the complaining witness in the sexual assault case and of the principal prosecution witness in the non-sexual assault case using a variety of linguistic methods—specifically Conversation Analysis (e.g., Pomerantz and Fehr, 1997), Appraisal Analysis (e.g., Martin, 1997), and Critical Discourse Analysis (e.g., Van Dijk, 2001)—in order to determine the discourse structures, patterns of expressed stances, and underlying demonstrations of power within attorney questioning. For example, we coded linguistic elements such as the types of questions (e.g., tag, wh-, yes/no, statements with question intonation), the number of questions, the felicitousness of question and answer sequences, the linguistically expressed feelings about or judgments against the witness of each attorney, and the underlying narrative that the questions were intended to imply (e.g., that the witness lied). The results of this study, which demonstrate the need for further close discourse analysis of such socially-traumatic cases, will be discussed in light of existing literature surrounding the re-victimization of rape victims.

Linguistic Varieties in John Florio's Italian-English Dictionary A Worlde of Wordes
Hermann Haller (Queens College / Graduate Center, CUNY)

Known as the *Questione della lingua*, the search for a unitary Italian language has been at the center of linguistic debates for many centuries in country with a history of pervasive sociolinguistic stratification. With its roots in Dante Alighieri's late 13th century treatise *De vulgari eloquentia* , the debates culminated during the sixteenth and early seventeenth centuries, when a literary model based on the language of the great fourteenth century writers was proposed by Pietro Bembo and later adopted in the codification of the Italian language. Grammars, and particularly the authoritative monolingual *Vocabolario degli Accademici della Crusca* (1612) sanctioned archaic literary Tuscan , a language accessible to few, with the majority of the population spoke a myriad of dialects.

With his pioneering large-size Italian-English bilingual dictionary, *A Worlde of Wordes* (1598), John Florio exported a more eclectic model of Italian to a cultivated public in his adoptive England almost two decades before the publication of the Crusca dictionary. The selections among the more than 46,000 Italian entries in his Italian-English dictionary *A Worlde of Wordes* (1598), while grounded in Tuscan, reflect Florio's openness to regional, social, and stylistic varieties, and his effort to promote a more practical, socially more inclusive language. *A Worlde of Wordes* features idiomatic expressions and proverbs, dialect words, High and Low registers, spoken language, together with sophisticated technical terminologies. In its celebration of Italy's Renaissance civilization, *A Worlde of Wordes* thus offers a different model from the Crusca dictionary, owing much to Florio's didactic endeavors as a passionate lexicographer and accomplished translator, and to his early childhood exposure to regional varieties of Italian and other languages in the Swiss Italian Val Bregaglia.

Extending Eptein et al. 2012 to the prepositional phrase domain: undergeneration and the elimination of double peaks
Alix Handshuh (University of Michigan)

This paper examines the consequences of the Epstein et al. 2012a "double peak" (multi-dominance) analysis when extended to prepositional phrases. Epstein et al. claim that the "double peaked" structure (formally, set intersection in Bare Phrase Structure) is a necessary consequence of Feature Inheritance from C to T given only the operation Merge. They assume, following Chomsky 2005 that T must inherit phi-features from C prior to attracting a specifier (to value Case); thus, C must E-Merge to T before a specifier (DP/NP) can merge to T. The preference for Merge over Move (Chomsky 2000) reinforces this requirement. This forces the raised DP/ NP to merge counter-cyclically with T. Epstein et al. claim that this merge is licit if and only if it preserves all previously created structural relationships between syntactic objects (SOs). This creates a situation in which both C and DP/NP are sisters to T, but not to each other–creating the "double peaked" structure. Their analysis allows them to derive cyclic application of Transfer and the invisibility of [Spec,TP] to a minimally searching C.

An explanation of complementizer-trace effects also follows from the structure outlined in Epstein et al. 2012a. That-t violations are deduced by appealing to the (instructions to) the copy deletion algorithm and the multi-sister relationship created by set intersection (Epstein et al. 2012b). Following Chomsky 1995, occurrences of an SO are defined by the SO to which they were Merged. For the that-t violation *"Who do you think that left?", the occurrence of *who* targeted for deletion is defined as *(sister to) TP1*. The embedded CP is in (1). This position is also occupied by the overt complementizer, which is necessarily deleted since it also occupies *(sister to) TP1*. I conclude that the same assumptions that deduce that-t effects incorrectly bar the stranding of Case-valuing prepositions. I propose a possible solution to the problem, though maintain that Epstein et al is at most domain specific.

My analysis is based on a few fundamental assumptions. First, for Epstein et al, anywhere and only where Case is valued, double peaks will occur and a phase will be found; I will also adopt this diagnostic for phase-status and I therefore assume that prepositional phrases in which Case is valued are phases (analogous to the CP phase) with the phase head p*. The existence of p* is motivated by the observation that there exist at least three types of prepositions: those that value Case, those that value Inherent Case, and those that serve both functions. Precisely such a phase head was proposed by Matsubara 2000. Second, parallel to the CP phase, I assume that P inherits phi-features from p*, giving P an edge/EPP feature and allowing P to value Case, and creating a double peaked structure. Third, I assume (following by Bhatt & Keine 2013, Roberts 2010) that head movement occurs in the Narrow Syntax and that analogous to V to v head movement, P undergoes head movement to p*.

In cases where the NP complement of a preposition is raised out of the PP, stranding the preposition, the same violation derived by Epstein et al. for that-t violations will occur. The p*P for "What did you eat a bowl of?" is in (2.) Extending Epstein et al. to p*P phases will incorrectly predict that preposition stranding is illicit. A possible solution may be found by appealing to Copy Theory and the pronunciation of lower copies (after the highest copy is obliterated), though this may result in undesirable theoretical consequences that I will discuss. I also discuss a second solution to this issue that would follow Boskovic 2007 (SOs are greedy and move to survive Spell Out) and Chomsky 2013 (E-Merge is no longer preferred over I-Merge) and eliminate the necessary creation of the double peaked structure. This paper thus provides an argument against the Epstein et al. 2012 analysis by showing that the analysis is not viable outside the CP domain.

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On the subjectivity of adverbial constructions

Katerina Haralambopoulou (independent researcher)

According to Langacker, one of the most subtle notions of Cognitive Grammar, and apparently one of the most difficult to grasp and apply is that of subjectivity. It is, however, essential to the proper characterization of semantic and grammatical structure and its importance is more and more recognized among the linguistic community. So far, it has been applied to verbs (Langacker 1990, 1997, 1998, 1999, 2003, 2006; Traugott 1989, 1995; Sanders and Spooren 1996, 1997; Cornillie 2006), to prepositions, conjunctions and discourse markers (Langacker 1990, 1998, 1999, 2006; Traugott 1995, 1999), to adjectives, adverbs and intesifiers (Athanasiadou 2006, 2007a,b; Breban 2006; Maat 2006) to conditionals (Akatsuka 1997; Nikiforidou and Katis 2000), to syntax (Company 2006; Verhagen 1995, 2001, 2006), to name just a few studies.

The aim of this paper is to explore the effects of subjective construal in Modern Greek adverbial constructions. In particular, I look at the *eki pu* 'just as/while' construction arguing that *eki pu* qualifies for a specific kind of construal of the speaker-observer and of the reported event which can be described in terms of Langacker's notions of subjectivity and objectivity (1987, 1990, 1993, 1997, 2002, 2003, 2006).

Langacker's interpretation of subjectivity pertains to the notion of vantage point and the terms subjective and objective allude to the subject and object of conception; an entity is "construed objectively to the extent that it is distinct from the conceptualizer and is put onstage as a salient object of conception" (Langacker, 2002: 17), while an entity construed with maximal subjectivity remains implicit, "inhering in the process of conceptualization without being its target" (1998: 71). Following Langacker, I will show that the interpretation imposed by *eki pu* relies on the speaker presenting an event or a scene from an insider's perspective. What this does mean is that the speaker's vantage point is construed as being inside or at least close to the space of the reported/narrated event presenting it as experienced or viewed from close-by. In this sense, the construal of the event coded by *eki pu* is a subjective construal in Langacker's sense. At the same time, the speaker herself is construed more objectively by being close to the narrated event(s) and hence going 'onstage'. The proposed analysis of the construction at hand aims to highlight the relevance of Langacker's analysis of the subjective-objective construal to Modern Greek adverbial constructions and hence the theory's potentially wide application.

Rhetoric of Translation in Science and Technology

Larisa Iljinska (Riga Technical University), Marina Platonova (Riga Technical University), Tatjana Smirnova (Riga Technical University)

The main function of translation as a special genre is mediation between languages, societies, and cultures, that is why it is essential to preserve in the target text the communicative function of rhetorical devices used in the source text. There are many modes to communicate information, and to ensure that it is perceived in the way indented by the sender, the rhetorical devices employed in the target text should transfer this information in such a way that it would coincide or at least partially coincide with the conceptual inventory and world knowledge of the recipients.

The article investigates the rhetorical elements in the discourse of scientific and technical English as well as the issues associated with their transfer across the languages in the process of translation. To communicate a certain idea in a scientific and technical text, it is necessary to use definite codes, which govern the discourse of a certain field, scientific or technical discipline and even professional communication at large. However, in translation the transfer of these codes may potentially pose a problem, because these codes are manifested as certain rhetorical devices, the meaning of which is often lost in translation. Respectively, such loss may lead to the production of the target text that does not perform the same rhetorical function as the source text.

In the article, numerous examples are analysed to demonstrate how rhetorical devices can be transferred between the working languages (English, Latvian, Russian) with the minimal loss of communicative function and stylistic colouring.

The issues addressed in the present research are highly topical considering the changing nature of the scientific and technical texts, which become more hybrid with respect to style, genre, and register. They are also characterised by the growing complexity of their information structure based on the knowledge of prior texts and thus the increased degree of intertextuality.

Wrestling with God: Fear and Fearlessness in Jewish Languages
George Jochnowitz
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Jews are called the Children of Israel, since Jacob, the ancestor of the Jews according to the Book of Genesis, was renamed Israel. In Genesis 32:24-30, we read of a night during which Jacob wrestled with an unnamed man. At daybreak, Jacob said, "I will not let thee go, except thou bless me." The unnamed man said, "Thy name shall be called no more Jacob, but Israel: for as a prince hast thou power with God and with men, and hast prevailed." The name Israel, of course, means "wrestled God" or "wrestled with God."

The legitimacy of wrestling with God is made quite explicit in the Talmud. Is this reflected in Jewish languages? Michael Wex wrote a book called *Born to Kvetch* in which he characterizes Yiddish as a language of complaining. Wex writes, "From a linguistic point of view, the Talmud is nothing less than Yiddish in utero" (p. 15). What Wex says about Yiddish applies equally well to all Jewish languages, which reflect a culture that expects and respects argument. Jews are expected to obey the commandments but at the same time to examine their meaning.

Complaining is less uncomfortable, less rude, if we use euphemisms. Grief is an unpleasant subject, and we find *almone* 'widow' and *almen* 'widower' in Yiddish. In Ladino we find *almana* and *almon*. Oddly, in Voltaire's short story "Zadig," a woman described as a young widow is named Almona, suggesting that Voltaire knew the word and had heard an Ashkenazic pronunciation. The title character of the story, Zadig himself, is described as a righteous man, suggesting Hebrew or Yiddish *tsadik* meaning "righteous."

Is 'thief' a frightening word? Robbery is certainly a threatening activity and an unpleasant side of life. We have Yiddish *ganef*, Judezmo *ganav* (Bunis item 894) and Judeo-Italian *ganav* or *ganavve*. As for the verb to steal, it is formed by adding Indo-European affixes to the Hebrew root: *ganvenen, ganavear, ganavviare*. A female thief in Judeo-Italian is *una ganavessa*.

If expressing fear is a form of complaining, and if complaining is a way of wrestling with God, the Jewish languages reflect an ancient tradition.

Emergent Bilingual Adolescents' Translanguaging Practices During Computer- Supported Academic Writing Instruction
Jo Anne Kleifgen
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This paper examines the confluence of language use and technology and explores the translanguaging practices of emergent bilinguals as they navigate an online writing system during classroom instruction. The research is informed by scholarship in multiliteracies—a term that encompasses today's increased availability of multiple modes of communication and linguistic diversity (Cope & Kalantzis, 2000; New London Group, 1996) and *plurilingualism*—the use of different languages in integrated fashion and with varying spoken and written proficiency (Coste, 2001). Along this line, the concept of *translanguaging*—making meaning through multiple language practices (García, 2009, 2012; Williams, 2002)—illuminates dynamically the communicative behaviors of students under investigation here. Data for this report are drawn from a federally funded intervention project to improve Latina/o adolescents' academic writing by developing and testing a theoretically grounded web-based space called STEPS to Literacy.

The following research question was posed: How do students deploy their home language (Spanish) and developing language (English) as they work across web-based spaces to complete research and writing tasks? The data collected during five instructional intervention sessions in an eighth-grade public school classroom included 7 hours of audio- and video-recordings of classroom interaction along with individual screen captures of 10 students' actions on the STEPS interface, totaling 66 hours. Fieldnotes were also taken during each session. All recorded data were transcribed, coded for language choice (Spanish, English, mixed use) in both spoken and written modes, and analyzed using ELAN, a professional tool for creating complex annotations of digital-recordings. Students' notes, messages and essay drafts also were examined for patterns of language choice. Three of the students became the focus of analysis to demonstrate variation in language choice as paths to writing.

Coding and analysis of the data showed that all students engaged in Spanish-English translanguaging, yet their language choice varied in terms of patterns and strategy. Three students worked predominantly in Spanish, three predominantly in English, and four made substantial use of both languages. Strategically, all used Spanish almost exclusively in assignment-related speaking among their peers, but most applied the shared information to take notes and write in English. On-line, some chose first to access the Spanish version of the interface, text documents, and other resources, then wrote notes and the essay draft in English; others began reading and studying materials in English, then took notes and drafted the essay in Spanish. Nuances of three focal students' sequential translanguaging strategies with differing patterns of language choice will be presented in a detailed description of their talk and writing activities.

In this study, students with differing levels of English competence put to use their home language—Spanish—strategically as they moved through online spaces for discussion, research, and writing. The findings indicate that close analysis of emergent bilinguals' translanguaging practices can demonstrate the potential of using the home language as a resource while progressing into academic competence in written English.

Les particularités de la verbalisation des concepts-clés dans les discours de l'Ancien français
Svitlana Kremzykova
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Notre communication est consacrée à l'analyse des discours de la période de l'Ancien français afin d'identifier les mécanismes de leur organisation syntaxique, sémantique et pragmatique. Les témoignages de la langue médiévale qui nous sont parvenus relèvent de la langue écrite, littéraire pour la plupart. Il est à noter que les textes écrits sont aussi rattachés à une certaine oralité: ils étaient récités ou lus à haute voix devant un auditoire. Le discours ne peut pas se limiter à des procédés de la communication oraux ou écrits, aussi comporte-t'il des processus sémiotiques extra-linguals se rapportant à un institut social et contenant la caractéristique de la société. En admettant cette thèse on peut traiter le discours comme une unité structurelle autonome liée étroitement à la mentalité et possédant la capacité d'être transmise de génération en génération. Le discours comme la continuité des actes de parole qui trouvent leur réalisation dans le texte est lié à une situation concrète, caractérisée des indices spatiaux et temporels. L'élément essentiel de la verbalisation d'une situation de l'action est le verbe dont la signification transmet le concept général. Les concepts comme le résultat de la généralisation et de la sructuration des connaissances reflètent des notions–clés de la culture de la nation et de la mentalité des gens. Ainsi la verbalisation des concepts tels que « lutter pour le roi, pour la France », « défendre la Patrie », « glorifier la foi chrétienne », « baptiser les païens », « s'armer », « guerroyer », « adober les jeunes chevaliers », « coroner », « tournoyer », « errer en cherchant des aventures » représente-t-elle leur incarnation dans les discours de la période ancienne de la langue française.

Le sujet sémantique dans les constructions avec verbes causatifs des émotions positives
Kateryna Kyrychok (Donetsk National University)

Dans cette communication il s'agit de sujet sémantique dans les énoncés avec les verbes causatifs des émotions positives (VCEP). Les verbes causatifs émo-

tifs désignent le changement de l'état émotionnel d'une personne, par exemple *amuser* ou *passionner*. On a entrepris une tentative de l'étude typologique puisque il s'agit de cinq langues : le français, l'anglais, l'allemand, le russe et l'ukrainien. Les propositions tirées des corpus internet étaient analysées selon la sémantique des arguments. Le matériel de l'étude présente plus de 2 500 énoncés.

On a déterminé les types essentiels des constructions avec VCEP qui se diffèrent d'après le caractère des rôles sémantiques tels que l'Agent (ou Causateur) et l'Experiencer et les relations entre eux. On a relevé les types sémantiques de causateur et ses sous-types ce qui permet d'établir les particularités de chaque situation causative concrète. Les deux types essentiels sont : 1) le causateur-personne ; 2) le causateur-événement. Dans notre classification des causateurs on distingue un événement intérieur (les pensées, les sentiments etc.) et extérieur (social, historique, politique).

En conclusion on peut manifester qu'on a créé une hierarchie des sujets sémantiques qui s'emploient dans des énoncés avec VCEP. L'analyse quantitative et l'étude comparative ont permis de trouver les traits communs comme différents dans l'expression de sujet sémantique dans les langues analysées.

Media Perceptions of Adaptation to and Mitigation of Climate Change in Cameroon
Adeline Munoh

Climate change has been identified as the greatest environmental risk of our time, no wonder communication has been increasingly topical in all media organs. The media have been demonstrated to play a key role in shaping public perception. Focusing on media discourse, this paper investigates how language use in the media in disseminating adaptation and mitigation strategies to climate change unveils the perception of media practitioners in Cameroon. It also discusses the difficulties inherent in talking about climate change. This paper draws its data from existing websites and media outlets of *Cameroon Tribune* and *The Post* Newspapers from the year 2005 to 2009. Theoretically, we used Discourse analysis focusing on Halliday's register theory. Modality being one of aspects of register theory refers to a speaker's assessment of probability and predictability in the propositional content of a given utterance. The domain of modality consist of semantic areas such as possibility, necessity and prediction (knowledge or 'epistemic modality'), on the one hand, and 'permission', 'obligation' and 'volition' ('deontic' or 'root' modality) on the other. From the data, two patterns emerged. Media practitioners perceived that adaptation and mitigation strategies are interwoven with other issues of interest while focusing their perceptions on the need for com-

munication and the causes of climate change in Cameroon. On the other hand, there is a degree of uncertainty on the consequences of climate change hence affecting behavioural change. However, their perception in disseminating adaptation and mitigation measures to climate change is very minimal. Hence, the media sector in Cameroon needs to be informed on adaptation and mitigation strategies in Cameroon.

Communicative strategies in Obama and Brown's speeches on Climate Change at the Copenhagen Summit
Chiara Nasti (Università degli Studi di Napoli Federico II, Italy)

The present paper is part of a larger project aiming at investigating the rhetorical figures politicians tend to use when discussing about the climate change issue and exploring the way newspapers usually report on climate change and global warming.

Climate change and global warming have been a long debated issue both in political arenas and in the media. Media have reported different positions of politicians towards the topic and scientists have often criticized political views on the issue saying that it is not as alarming as it was in the past and that recently global temperatures have shrunk.

Politicians and other public people use rhetorical devices to persuade, convince or manipulate their listeners and in doing so they can turn the opinion to his/her own advantage. Scholars (Partington and Taylor 2010; Beard 2000) have shown how politicians subtly use several rhetorical devices in order to support and disseminate their own policies. In supporting their argument, politicians tend to persuade their audience in order to reach greater consensus and impose their ideologies and attitudes towards specific events and issues.

Against this framework, the present paper only investigates the linguistic traits of political rhetoric, metaphors and evaluative language used by Obama and Brown at the Copenhagen Summit. It aims to show how these linguistic features construe the discourse on climate change and how they are used to create consensus and raise awareness among the listeners.

Warlpiri Wirntaru: performative, persuasive, purposeful oratory
Christine Nicholls (Flinders University, Australia)

The subject of this presentation is the ritual, rule-governed pre-contact Warlpiri (Australian Aboriginal) classical rhetorical practice, *wirntaru*. Invariably *wirntaru* take the form of individual oral monologues delivered in a loud 'broadcasting' voice. Onlookers are expected to listen, and not interrupt. A *wirntaru* is typically performed when a person's ownership or custodianship of material or non-material goods is at issue, or has been actively con-

tested, or when individuals feel that they have been otherwise wronged.

Warlpiri people, with whom I lived and worked as a linguist and then school principal for many years, also perform *wirntaru* when they return to their natal 'country' (to use the Aboriginal English term) after a long absence. Equally, when entering country that belongs to other people, Warlpiri people perform *wirntaru* to persuade that country, which is regarded as animate, living, breathing, of their honourable intentions.

Wirntaru is a colourful, vibrant, form of oral expression used to put one's case either to 'country' or to castigate and shame others who have committed non-capital offences. More serious social transgressions are punished more severely. The social ordering practice of *wirntaru* continues into the present day, albeit in adapted form. On one occasion, whilst living at Lajamanu with the Warlpiri, I was placed in a position where I had no choice but to perform a *wirntaru*. In this presentation I will re-enact that speech event.

The use of persuasive writing and speech making to criticize verbal abuse
Hephzber Obiorah, Danjuma Galadima, Blessing Douglas, Johnpaul Offor & Jane Okoli (American University of Nigeria)

Persuasive writing and speech making are strong tools with which societal evils can be fought and overcome. According to Roy Harris, an Emeritus Professor of General Linguistics who summarized Ferdinand de Saussure's contribution to the study of language, "Words are not mere vocal labels or communicational adjuncts superimposed upon an already given order of things," (Harris, 1998) they are weapons of change. Hence, this paper focuses on how to effectively use persuasive writing and speech making to criticize verbal abuse especially in Ribadu Community of Adamawa State, Northern Nigeria, where it is a norm.

Verbal abuse can take the form of name-calling, withholding, judging and undermining. Verbal abuse has been discovered to be the most common form of abuse and indeed, the most dangerous. Yet it is usually treated as trivial because there is usually no physical evidence as to its occurrence. However, the question is this: "What techniques of persuasive writing and speech making can be used to criticize verbal abuse effectively in Ribadu Community?" Distributing persuasive write-ups and conducting speech seminars in Hausa language is but one of them. It would make the people more receptive of this criticism. Other techniques are discussed within the body of the paper itself.

Challenges that may be encountered in the process of implementing these techniques include: inaccessibility to thick suburbs, unwillingness to view certain language

use as verbal abuse and adamancy. Strategies to overcome these challenges are discussed in the main body of the paper too.

Rhetoric Trumps Logic: Empathy for Villains
Colleen O'Brien
(University of Hawai'i at Mānoa)

Rhetoric comes from the Greek verb ἐρῶ, meaning "I speak", and in Ancient Greece it was considered a form of art. The word rhetoric pertains to a speech whose purpose is to persuade and skillfully create emotions in the listener (and, later on, in the reader) rather than using a reason-based approach. Aristotle wrote about the key elements of rhetoric and juxtaposed these with Logic. Certain men in ancient Greece were trained to be rhetoricians and practiced this art much like the exercises for other subjects like mathematics. One such exercise was writing a speech praising a notorious figure from history or mythology, and one of the most famous of these was "An Encomium to Helen" by Gorgias. Helen was such a despised figure in the Greek mind that they believed no one could write an admiring speech about her.

Using the lens of the Greeks' concept of rhetoric, I plan to analyze various works from the 19th and 20th centuries and the authors' ways of using rhetoric to cause the readers to feel empathy for despicable characters. I will focus on characters that have committed crimes, or performed acts, that are so terrible that a reader should never be able to accept such a narrator from a logical point of view. One example is Humbert Humbert, the narrator in <u>Lolita</u> by Vladimir Nabokov. His sexual exploits with a young girl are heinous yet Nabokov is able to use rhetoric in such a way that the reader feels sympathy for Humber Humbert at moments in the book. Other examples include <u>Voss</u> by Patrick White and <u>In Praise of a Stepmother</u> by Mario Vargas Llosa. Typical crime novels, such as books about the Mafia, will not be included.

Figures faibles ? Litote et euphémisme dans le discours
Tomonori Okubo
(Kansai University, Japan)

La litote et l'euphémisme sont deux figures de style souvent confondues l'une avec l'autre. Leur différence essentielle consiste dans leurs buts énonciatifs : tout en se servant d'une expression atténuée, on a recours à la litote pour faire comprendre plus que ce qui est dit, alors que l'euphémisme sert au contraire à dissimuler la force énonciative.

A première vue, ces deux figures ne semblent pas « efficaces » du point de vue rhétorique à cause de leurs expressions atténuées, mais en pratique, on voit qu'elles sont d'une grande utilité.

99,6% des consommateurs sont contents de notre produit : *ce n'est pas un mauvais chiffre*.

Avec tous ces défauts, nous trouvons que *votre proposition n'est pas extrêmement intelligente*.

Le second segment de l'exemple (1) est litotique car on voit clairement que c'est absolument un bon chiffre, alors que la partie soulignée de l'exemple (2) est euphémique dans la mesure où cette expression cache un jugement plus sévère.

Nous envisageons d'examiner ces deux figures en nous basant sur la Théorie argumentative de la polyphonie par Carel (2011), inspirée par la Théorie de la polyphonie de Ducrot (1984), en nous proposant d'introduire la gradualité de la *prise en charge* du contenu sémantique de l'énoncé. Dans la litote, qui est toujours plus ou moins ironique, le locuteur ne prend pas en charge de ce qui est dit, alors que dans l'euphémisme formulé par politesse, le locuteur prend en charge en principe de ce qui est dit, mais cette prise en charge n'est pas complète par rapport à l'énoncé ordinaire.

Avec ce constat, nous croyons pouvoir décrire l'utilité de ces deux figures dans la pratique rhétorique.

Linguistic trilateration: Identifying grammatical constraints in translating diplomatic rhetoric
Eve K. Okura
(University of Hawai'i at Mānoa)

According to both Ortega y Gasset and Becker, "Each language represents a different equation between manifestations and silences. Each people leaves some things unsaid in order to be able to say others" (Becker 1995:6). Since the 1960s, scholars have used a range of methodologies in contrastive rhetoric studies to analyze the "equation" of a given language. One such method has been to compare texts written in different languages. Most of these studies compare texts from two different languages to each other (e.g. English and Arabic). However, adding a third language to the equation could prove fruitful in further highlighting a language's unique grammatical constraints relative to the two other languages, akin to trilateration.

Trilateration is a method in geometry used to identify an absolute or relative location using two other locations (totaling three locations). These comparative relationships can be represented by a three-circle Venn diagram with overlapping areas. By applying trilateration to translation and contrastive rhetoric, one could more narrowly identify what each language's rhetorical devices look like relative to the others by comparing texts and translations from three, rather than two, languages; this would reveal which components are unique to that language (at least from the selected

group) and which features are shared with one of the other languages. Areas that overlap between all three would suggest rhetorical devices that would be effective across all three languages. Findings on shared devices could be relevant in improving the efficacy of intercultural communications.

In this study, diplomatic and political texts written originally in English, Spanish, and Japanese are compared to each other. One text from each of the languages is compared with its translation into the other two (totaling nine texts). The analysis focuses on each language's grammatical constraints in diplomatic rhetoric.

Hybrid speech acts revisited
Lorena Pérez Hernández
(University of La Rioja)

The hybrid nature of some speech acts, such as that of threats, invitations, and offerings, has traditionally hindered their classification. At the onset of speech act theory, their mixed features were largely ignored, which led to the inclusion of threats and invitations within the category of directive illocutions, and the addition of offers to the group of commissive speech acts (Austin, 1962; Searle, 1979). The original classification has been modified during the 80s and 90s in diverse ways (Leech, 1983; Wierzbicka, 1987; Tsui, 1994). A more extreme view on this issue was held by Bach and Harnish (1979) and Hancher (1979), who put forward the existence of a new ad hoc illocutionary category of commissive-directives altogether. According to these authors, threats, invitations and offers would be equally good members of this new category since they all display features of both illocutionary forces.

In this paper, hybrid speech acts are revisited under the light of Prototype Theory (Rosch, 1978). A corpus of 300 hundred instances of threats, invitations, and offers, extracted from different sources (including the British National Corpus, film scripts, and magazines) has been used to carry out an exhaustive description of the semantics of the aforementioned speech acts in terms of *propositional idealized cognitive models*. The systematization of the conceptual fabric of the illocutionary acts under scrutiny has provided enough evidence to support the claim that this new, clearly delimited intermediate category is not a homogeneous group of illocutions located at equal distance from prototypical directives and commissive acts. In fact, directive and commissive illocutions gradually fade into one another forming a continuum, along which it is possible to find other illocutionary categories that are closer to one or the other end of the gradation. In this view, threats, invitations, and offers constitute independent categories which are conceptually located in

between directive and commissive forces, resembling both but to different degrees. The relative weight of their meaning components results in some of these acts being closer to the directive or commissive end of the illocutionary continuum.

Shockvertising: patterns of conceptual interaction underlying creative persuasive messages
Paula Perez Sobrino (University of La Rioja)

Shockvertising (a compound made up of "shock" and "advertising") renders unusual combinations of elements in odd scenarios in order to draw audience's attention to a brand or to bring awareness to a certain public service issue, health issue, or cause. Yet *shockvertising* has been proven useful to attract consumers' attention (cf. Ting and de Run 2012, Parry et al. 2013), the novel juxtaposition of elements casts doubts on the intelligibility of the message: are creative, aggressive or shocking renderings of persuasive meaning in favor or in detriment of intelligibility of the message?

This presentation aims to show that the array of inferences triggered by unconventional multimodal settings can be steered and constrained with a finite set of cognitive operations (in this case, metaphor in combination with metonymy). Six *shockvertising* billboards raising awareness on environmental preservation are analyzed. Yet apparent overlying differences, I argue that they are understood on the same cognitive grounds since they all render tailored versions of the Great Chain of Beings system (Lakoff and Turner, 1989), a cultural model that defines essential characteristics of humans, animals, plants and objects. The analysis shows that advertisers make use of metaphorical and metonymic portrayals of one element (e.g. people) in terms of another element (e.g. animal/plant) in order to downgrade *people* through the attribution of *animal* or *plant* characteristics, while enhancing the positive image of *animals* and *plants* through the opposite process. In so doing, advertisers expect (a) to encourage viewers to empathize with endangered species by highlighting *defenselessness* as the common attribute between the two entities put in correspondence through the metaphorical mapping and then (b) to engage audiences in their protection and preservation.

Rhetoric of Protest
Irina Perianova (University of National and World Economy, Bulgaria)

The paper targets a combination of linguistic and rhetorical features which characterize recent protests in Eastern Europe and highlights the importance of performance as re-imagined and re-invented

persuasion technique. Flags, portraits of national heroes, and national hymns are imbued with an overriding importance for the high-minded - as signifiers of national or socio-cultural identity. Yet, the incorporation of these symbols into new frames and schemata may re-channel them into an alternative reality, which may be perceived and interpreted in a very different way. The creative repetition and reference to almost any innocent act may become a symbol of protest. Thus, even a simple culinary operation, such as frying eggs, changes its significance when the cooking facility used is the eternal flame, a sacred symbol in many cultures, - as it happened in Ukraine. The transformation into signifiers of protest becomes especially salient due to the emergence of e-agora as a new social phenomenon and the issue has taken on a new global importance in the wake of Pussy Riot trial and subsequent similar-style trials in other countries.

I intend to explore transculturality in the broad sense of the word with regard to the perception of the acts of protest. In what way is a symbol of honour, adulation, admiration or worship, for example, transposed as a symbol of protest through connecting discrete acts?

Documentaries: between stigma and infotainment. The case of travellers
Roberta Piazza (University of Sussex, UK)

It is known how documentaries seemingly offer a guarantee of truthfulness and closeness to truth due to their indexical nature (Peirce 1991) realised by the close co-operation between words and visual. Nichols (2001: 37) observes that '[d]ocumentaries occupy a complex zone of representation in which the art of observing, responding and listening must be combined with the art of shaping, interpreting or arguing'; similarly Bruzzi (2000: 3) terms the reality portrayed by documentaries the 'murky' truth of the text. In other words, in spite of their mimetic appearance, documentaries 'subtly camouflage the constructed, historical and social roots of ideology' (Messaris & Abraham 2001: 220, echoing Hall 1982).

The paper traces the presence of ideology in a set of documentaries broadcast on BBC1, BBC 4 and Ch5 in 2011 and 2013 whose aim is to inform the viewers about the reality and life style of nomadic communities in the UK, generally stigmatised and racialised by the settled society. Although based on a non-systematic data collection, the discussion shows how instead of simply raising the viewers' awareness to the issue of such disenfranchised groups, a discriminatory view is encouraged indirectly by both language and images.

Ideological stance is often conveyed through the use of voice-over (VO) as the extra-diegetic soundtrack providing information and insight that is not accessible

through diegesis: "the voice of god' 'with all the insinuations of patriarchy, dominance, omniscience that term harbours' (Bruzzi 2000: 42). The paper traces how in the documentaries VO interacts with other forms of discourse-construal, mainly epistemological positioning (Chafe 1986; Biber et al. 1999 amongst others), interpreted as ways of providing evidence for and source of information. The aim of the study is to analyse how the information is presented in relation to averral and attribution (Hunston 2000, Sinclair 1988) through evidentials and sourcing techniques and how all these textual resources co-construct the ideological dimension in documentaries.

Translation of Medical Questionnaires: A study of Collaboration
Roksolana Povoroznyuk (Kyiv National Taras Shevchenko University), Vladyslav Povoroznyuk (Institute of Gerontology AMS Ukraine), Nataliia Dzerovych (Institute of Gerontology AMS Ukraine)

Medical translation is effected through a series of collaborative efforts from doctors and professional translators. Very often the results of their collaboration are medical questionnaires intended for patients. The IOF's one-minute osteoporosis risk test, first published in 2006, is a ten-item questionnaire designed to evaluate patients in terms of osteoporosis development, which is a principal problem of health care in the developed countries. However, as a tool developed in English, its use as a validated instrument has been limited to the English-language populations. Our study involved 353 women and 104 men aged 20-79 years who answered questions of the IOF's one-minute, osteoporosis-risk-test translated into Ukrainian. The results showed specific problems of application due to the patients' inadequate grasp of medical terminology, cultural and pragmatic factors. Analysis of sensitivity and specificity applied to the particular questions of the Test was used to prove correct interpretation by the patients of the translated questions.

Medical translation is a very specific field of study, both in its highly-standardized and internationally-regulated nature and direct outreach involving the medical personnel and patients. It involves a collaboration of experts (doctors) and professional translators who often have only rudimentary/no medical training.

On the other hand, medical questionnaires, the object of our study, reflect the cultural specifics and values of their authors' native country and require reformulation while bringing them to the target audience.

The aim of this study was to test the ease of use, reliability, and validity of a Ukrainian-language, culturally adapted version of the IOF's one-minute osteoporosis risk test.

The Rhetoric of Signs: The Linguistic Landscape of the French Quarter and Beyond
Susan Price (Borough of Manhattan Community College, CUNY)

If the goal of rhetoric is "persuading the hearer to adopt the speaker's point of view," and if we can transpose oral language to environmental print, can the choice of language(s) used in public signage be examined within a rhetorical framework?

Using data from a larger project on the linguistic landscape of ethnic communities in US cities, this mixed-methods study charts the use of French inside and outside of restaurants and grocery stores in New Orleans' French Quarter. Following Leeman and Modan [2009], whose analysis of commercial signage in Washington D.C.'s Chinatown highlighted the use of Chinese as a "design feature," I will attempt to make the case that the use of French on signs in a tourist and entertainment area where neither residents nor tourists are French-dominant serves a rhetorical goal of attracting customers rather than an instrumental one of facilitating communication.

In addition, drawing on the work of Hult [2009], in which language use on commercial signs in two Swedish neighborhoods was contrasted, I use data from food venues in two small ethnic communities in New Orleans to differentiate code choice in a tourist area from that in residential neighborhoods, showing how language used symbolically differs from language used communicatively.

Results of this study point to distinct differences in the ways language is used on signs in tourist and residential communities and should broaden our understanding of both linguistic landscape and rhetoric.

Vers une communauté énonciative vocale
Chantal Rittaud-Hutinet (Université Sorbonne Nouvelle Paris 3)

Au plan langagier comme à celui des contenus, l'histoire conversationnelle entre deux personnes s'enrichit à chaque nouvel échange. Et pour convaincre ou persuader, chacun retient les goûts, les opinions, mais aussi les formes préférentielles de l'autre : mots, prosodie, structures syntaxiques, pour établir avec lui une communauté énonciative.

Pour saisir quelques-uns des mécanismes et stratégies qui amènent chaque émetteur à cette communauté énonciative pour emporter l'adhésion de son récepteur, j'analyserai une interlocution entre deux inconnus. En effet, si A s'exprime d'abord (compte tenu des facteurs situationnels) sur la base de sa production la plus courante, de son habitus langagier – qu'on peut appeler son style de parole propre, avec les formes et structures qu'il maîtrise, celles qu'il connaît plus ou moins bien, celles qu'il utilise le plus, –

pour passer à la communication au sens fort A doit percevoir et retenir les habitudes langagières de B puis, pour être décodé aisément et donc le toucher avec plus de facilité, arriver à « parler le même langage » que lui. Autrement dit A et B doivent arriver à exprimer sentiments, goûts, points de vue, etc., de la même façon, donc comprendre, avoir ou adopter pour tel signifiant le même signifié et le même référent.

En laissant de côté les points qu'il faudrait étudier pour découvrir pourquoi ce sont tels éléments de A et tels éléments de B qui sont retenus, j'observerai les processus permettant à A et B de constituer un trésor linguistique commun, en m'attachant à ces faits sonores qui font sens : les signes vocaux, qui peuvent modifier considérablement le sens des mots produits (amplifier ou contredire, détourner, rendre ridicule, manifester un agrément ou un retrait, tenter de séduire, interroger ou exiger, etc.). De même j'examinerai les similitudes et les différences de ces fonctionnements avec ceux de la communauté énonciative lexicale.

From "I have a dream" to "Today, Apple is going to reinvent the phone": exploring the grammar of public speaking in English, a diachronic perspective
Fiona Rossette (Université Paris 10)

If the spoken/written dichotomy has received considerable attention by a variety of authors (e.g. Ong 1982; Halliday 1985; Jahandarie 1999), less analysis has been published on the grammar of public speaking. Ventola (2002) makes the point that a linguistic analysis is absent in manuals of public speaking and rhetoric, and her volume *The Language of Conferencing* offers a step towards such a description. Indeed, speeches - that is, language spoken in formal situations, in monologic contexts as opposed to conversation - offer an interesting example of a hybrid mode, constituting a middle-ground between traditional "oral" and "written" modes.

In this paper I will present some of the results of an extensive study into the changing grammar of public speaking in English. The project stemmed from the need to help students in the "scripting" of their speeches. Speeches belonging to the English-speaking "canon" of rhetoric (e.g. the Gettysburg Address; J.F. Kennedy, Martin Luther King) are compared with both contemporary political speeches (e.g. Obama) and forms of public speaking that have come into their own in later years, such as Ted talks and corporate keynote addresses (e.g. Steve Jobs). The speeches are measured notably through the lenses of Halliday's notions of lexical density, grammatical metaphor and grammatical intricacy, of Biber *et al*'s description of oral syntax, as well as that of the traditional orator's arsenal (e.g. repetition, figures of speech).

Specific examples will be provided to systematise the diachronic shift from an elaborate, formal, scripted and "written" mode to a more casual, less scripted mode which bears a closer ressemblance to "speech".

A comparative study of English and Kurdish connectives in newspaper opinion articles with implications for translation
Rashwan Salih (University of Leicester, University of Salahaddin)

The present research is a comparative study that investigates selected English and Kurdish connectives which signal conjunctive relations in newspaper opinion articles. The study attempts to account for the Hallidayan framework of connectives in light of the principles of the Relevance Theory established by Sperber and Wilson (1995). That is, connectives are considered for their procedural meanings; the different interpretations they signal in different contexts rather than their actual meaning. The current study claims that Halliday and Hasan's (1976) classification of the conjunctive relations and connectives needs to be modified in order to produce a clearer taxonomy of the English connectives that could account for the essential characteristics and properties of the connectives. The modified classification would also help create a classification of the Kurdish connectives. The comparison between connectives from both languages is verified through the use of translation techniques such as paradigms of correspondence between the equivalent connectives from both languages (Aijmer et al, 2006). According to the Relevance Theoretic framework, any given text consists of two segments S1 and S2, and that these segments are constrained by different elements according to the four sub-categories of the conjunctive relations. The current study used different criteria to analyse and modify the Hallidayan framework of the conjunctive relations according to each sub-category, as the following: Additive: the semantic content of the segments S1 and S2; Adversative: the polysemy of the connectives; Causal-conditional: iconicity in the order of the segments and Temporal: the time scenes in the segments S1 and S2. The outcomes of this paper reflect on the contribution of the research to the field in terms of findings and their implications for solving translation problems and the organisational characteristics of journalistic texts and the combined methodology of using translation in linguistics studies.

The Effect of Teaching Word Formation Theory to CPE Students
Miranda Shahini (UAMD, Albania) & Klodiana Leka (UAMD, Albania)

The word-formation theory is often avoided in CPE course books and, little research is conducted on the pedagogical status of word-

building process. However, many researchers and lecturers have realized the effect of word-formation theory in English-language courses. English-language teachers have come to the conclusion that vocabulary is very important in various subjects of education. For this reason, we must admit that the processes of word-formation, through which ones vocabulary can be enriched, are very important in English-language teaching. Word formation components such as prefixes, suffixes, etymology, history of words and other required materials in composing the vocabulary of English were tested in Aleksandër Moisiu University. The results revealed a significant and successful effect of teaching Word-formation theory, this way showing the colossal importance of this important language aspect in every CPE edition course book.

This paper has two aims: first, to review types of English word-formation and, second, to discuss the absence and the need for word-formation theory in CPE.

L'argumentation et la politique : le connecteur de contre-orientation mais dans le discours politique
Biljana Stikic (Université de Novi Sad)

A l'heure actuelle, lorsque l'analyse du discours s'appuie sur plusieurs théories des connecteurs (Ducrot, Anscombre, Roulet, Berrendonner) et de celles nées dans le cadre de la théorie de la pertinence (Sperber, Wilson, Luscher, Moeschler), les travaux du domaine se multiplient de manière que le fonctionnement de phénomènes linguistiques/langagiers devient plus clair. Quant à notre contribution, elle se base sur l'examen du fonctionnement du connecteur de contre-orientation *mais* apparaîssant à l'intérieur de tours de parole créés par les interviewés dans les émissions télédiffusées *Bonjour Monsieur le Maire !*. Le corpus de notre recherche embrasse quelques enregistrements de ces interviews qui ont été réalisées au cours de 2010 et 2011, avec les maires de communes franciliennes. Bien qu'il ne s'agisse pas de débats, mais d'interviews, ce genre discursif le devient sporadiquement si bien qu'il peut être considéré parfois comme un genre de débat « implicite ». L'examen se focalise sur les énoncés entourant le connecteur *mais*, à la façon Ducrotienne, c'est-à-dire « cette conjonction » n'introduit pas d'opposition entre deux segments, mais des énoncés indiquant que le locuteur voit une opposition entre des entités sémantiques liées à ce qui précède et à ce qui suit *mais*. Vu ces faits, nous interprétons les cas de cette opposition.

The construction of far and extreme right opinion leadership in online debates
Maria Stopfner (Universität Innsbruck)

According to the latest reports of the Federal Office for the Protection of the Constitution (Verfassungsschutzbericht 2011, 2012), the internet has become the main hub for neo-fascist ideology. By exploiting the possibilities of Web 2.0, members of the far and extreme right can post and discuss their ideas in public introducing new and preferably younger users to their way of thinking through the backdoor of social contacts. To this end, far and extreme right activists try to steer the conversation in the right direction where they can stage-manage themselves as experts and are able to dominate the debate. Sharing the notion of identity as a dynamic construct within social interaction (de Fina, Shiffrin & Bamberg 2006; Kresic 2006; Bucholtz & Hall 2005; Mead 1968), the paper will trace the strategic manoeuvers by which far extreme right users try to obtain opinion leadership in online debates. Based on Lave and Wenger's concept of "community of practice" (Lave & Wenger 1991, Wenger 1998), the qualitative as well as quantitative analysis of 1047 user comments combines conversation analytic approaches to identity construction (de Fina/Schiffrin/Bamberg 2006; Hausendorf 2000) with typical far and extreme right argumentation schemes specified by critical discourse analysis (Wodak et al. 1990; van Dijk 1987; Reisigl & Wodak 2001). The results show that within far and extreme right communities of practice, differing comments are no longer seen as legitimate contribution to the debate, but are considered as personal lack of understanding and, ultimately, as proof of the opponent's intellectual inadequacy:

Die Ablehnung von Asylanten und anderen Zuwanderern, die sich nicht an die Gepflogenheiten des Biotops Österreich anpassen wollen oder können, beruht aber auf Heimatliebe und nicht auf Rassismus. Aber so etwas verstehen sie nicht, sie können aber nichts dafür. Linke wie sie sind eben dumm. Wären sie klug, wären sie ja keine Linken.
("The refusal of asylum seekers and other immigrants that do not want to or cannot adapt to the habits of the Austrian biotope is, however, based on patriotism and not on racism. You don't understand it, but you can't help it. Left-wing people like you are stupid. If they were bright, they wouldn't be left-wing." presse.at, 26.08.2009, 18:39) Interestingly enough, this strategy was also adopted by the Austrian Freedom Party, as its youth organisation ("Ring Freiheitlicher Jugend") started a campaign entitled "Links ist dumm" ("Left is stupid" RFJ 2012). However, denying the political opponent the intellectual ability for rational argumentation undermines a basic democratic pillar: the free and open debate of opposing ideas (cf. Sarcinelli 1990, 35).

A cognitive stylistic approach to narrative comprehension in Ten
Saeedeh Taheri (Sussex University, UK)

This paper investigates the process of narrative comprehension in an art film, Abbas Kiarostami's *Ten* (2002) and contributes to the domain of cognitive stylistics of film, an area that only now stylisticians have started to explore. The narrative comprehension analysis conducted in this study is meant to illustrate how narrative presumably unfolds in viewer's mind as a result of the interplay between his/her prior knowledge and textual cues present in the film. Drawing loosely on literature concerning the implication of schema theory in narrative comprehension (Thorndyke 1977, Emmott 1997) and cognitivist film theory (Bordwell 1985) the paper proposes a cognitive model for the analysis of film narrative and argues that narrative construal of film entails *narrative film knowledge* which refers to the knowledge of narrative film conventions and comprises the genre, narrative, stylistic and procedural (sub)schemas.

Kiarostami's *Ten* exemplifies a complex cognitive process of narrative construal. Following the tradition of art cinema, in which the viewer's film schemas are disrupted through generic, narrative and stylistic deviations from the conventional norms, the film constantly disrupts the viewer's film schemas. The viewer compensates the schematic clashes by drawing on his/her *procedural schemas*; the operational protocols which help the viewer to comprehend film when the schematic knowledge is not adequate.

In Ten, Kiarostami adopts a *serial-spiral* narrative structure; a narrative composed of ten micro narratives of ten car trips, which are counted backwards in intertitles rendered as (digital) film-leader graphics. The narrative establishes a very different dynamic, a spiral structure different from the linear (conventional) narrative which offers a single movement towards resolution. This mode of narration demands the viewer to assume a more interactive role, mainly because he/she needs to backtrack, to revisit material and to identify repetition.

Multimodal Discourse Analysis— Discourse Functions of Visual Emoticons in On-line Discourse
Po-Ya Angela Wang (National Taiwan University)

One crucial issue in debate is to clarify and negotiate information. The clarification and negotiation can be achieved not only via linguistic channels, but also via non-verbal channels. This multi-modal semiotic angle has been widely discussed in studies concerned with pauses, frequent used discourse sequences, or gestures used in discourse. However, in Computer Mediated Communication (CMC), where visual modal rather than aural modal takes the lead, the multimodal aspects in clarifying or negotiating information have less discussed in depth. Emoticon is one type of non-verbal cues used in CMC. Though studies have probed issues related to the lexicalization of emoticons, the discourse functions emoticons have in clari-

fying information are rarely revealed. Current study probes this issue from both comprehension and production angle with adopting qualitative and quantitative methods.

For the production part, data retrieved from Plurk have shown the frequent use of emoticons in on-line communication. Plurk is a popular microblog used in Taiwan. It is similar to Twitter or Weibo with the limitation on length of texts. Plurk provides different built-in emoticons for users from the very beginning. The users can enlarge the variety of their emoticons when their user statuses are leveled up, which can be achieved by frequently use the website. The collocated verbal contents and discourses are sampled to be qualitatively analyzed. In the comprehension part, the current study designs open-ended questionnaire with ambiguous verbal message that can represent either positive or negative information. The ambiguous verbal statement, collocated with an emoticon biased to either emotive valence, is used to retrieve responses from Plurk users. With qualitative discussion, both results show that differing from previous conclusions, graphical emoticons have discourse functions to actively disambiguate, contradict responses, enhance understanding, and even compete, or win over verbal cues in mixed messages. Meanwhile, in discourse analysis on retrieved data, emoticons themselves are enough to communicate without verbal statement.

Results from the current study illustrate that in language comprehension and production, a broader domain of cognition has operated, which is similar to the function of non-verbal gestures in oral discourse. To speakers and hearers, visual non-verbal emoticons have important discourse functions in facilitating and conducting communication.

Bilingual Debating
Mandy Weyer-Brown (Télécom Paristech) & Maria Ampuero (Télécom Paristech)

Ces dernières années nous avons assisté à l'émergence du « *Debating* » (joute oratoire) en langue anglaise, un exercice dont le but est de faciliter la prise de parole et de développer, entre autres, l'éloquence et la confiance en soi. Fort de ce succès, nous avons constaté que d'autres langues s'ouvraient au *Debating,* notamment l'allemand, le français et, plus récemment, l'espagnol.

Compte tenu des expériences pédagogiques bilingues menées à Télécom-Paristech depuis quelques années, nous avons voulu aller plus loin en intégrant l'anglais et l'espagnol dans une même épreuve, le *Debating* bilingue. Pour ce faire, nous avions besoin d'inventer un format et des règles qui tenaient compte des contraintes du bilinguisme tout en demeurant fidèle à l'esprit d'origine.

Nous étions conscientes de la portée du défi, mais, vu les réponses enthousiastes de nos étudiants, nous nous sentions prêtes à le relever. Cet enthousiasme est sans doute dû en partie au monde plurilingue et multiculturel dans lequel ils évoluent désormais. Nous les avons sentis conquis par ce véritable jeu d'esprit qui consiste à passer d'une langue à l'autre sans en privilégier une en particulier. Le *Debating* a pris tout son essor, non seulement parce qu'il s'agit d'un exercice passionnant en soi, mais aussi parce qu'il a démontré ses qualités enrichissantes sur le plan personnel aussi bien que sur le plan professionnel. Nous sommes convaincues qu'en mettant deux langues en jeu les avantages peuvent être ainsi doublés ! Voire triplés, car le français était notre lingua franca…

Cette expérience a été couronnée par le *Label européen des langues 2013 pour « innovation – pertinence et transférabilité ».

*Les labels européens des langues sont remis lors d'un concours annuel organisé par la Commission européenne et les agences nationales dans chacun des 33 pays de l'Europe de l'éducation.

http://www.europe-education-formation.fr/ page/label-langues

On the Use of Conjuncts: Comparing L1 and L2 English Academic Writing
Daniel Wiechmann (University of Amsterdam), Elma Kerz (RWTH Aachen University) & Markus Roth (RWTH Aachen University)

One of the steps towards achieving near-native competence in second language writing concerns the adequate use of cohesive devices. In particular, overall text quality has been shown to improve with adequate use of conjuncts ('logical connectors', 'linking adverbials', 'sentence adverbials') and decrease with their misuse to the effect that over- or underuse will reduce the comprehensibility of otherwise advanced L2 writers' texts (cf. Tankó 2004). The present study sets out to explore the use of conjuncts in English academic texts by German advanced learners by way of comparing it to with the productions of expert L1 writers. A considerable number of corpus-based studies have investigated the use of conjuncts in L2 writing (cf., for instance, Granger and Tyson 1996; Altenberg & Tapper 1998; Narita, Sato & Sugiura 2004; Tankó 2004; Heino 2010). However, this research could so far not provide a clear picture for misuse in either direction: while some of these studies have shown a higher density of conjuncts in L2 writing relative to L1 writing, others have indicated underuse of conjuncts by L2 learners with various L1 backgrounds. Differences in the usage profiles have also been found for specific semantic types and conjunct choice (Bolton et al. 2002). Furthermore, the majority of these studies are of a monofactorial nature investigating the usage profiles of conjuncts by L2 learners in terms of one or several factors in isolation. This paper seeks to close a research gap by providing a multifactorial assessment of the use of conjuncts in second language writing. All instances of target items were extracted, yielding a total amount of 2,704 data points which were then manually annotated in terms of information pertaining to five variables, such as conjunction lexical choice, semantic type (e.g. *summative, appositional, contrastive*, etc.), or conjunct position (*clause initial, within clause, clause final*). We provide a fully quantified comparative description of L2 learners' contextualized conjunct use, which is then interpreted against the background of *usage-based* (or *experience-driven*) approaches to L2 learning (cf. Ellis 2002, 2008).

Phrasal verbs in learner language: overused, underused, or yet to be learned?
Jeom Ja Yeo (Seattle University) & Jian Yang (Seattle University)

This study used a 311,000 word-written Chinese EFL learner corpus to examine 15 phrasal verbs (PVs) found to be avoided by such learners in a previous study. For comparison, these items were also checked in a comparable native-speaker section of the Michigan Corpus of Upper-Level Student Papers (MICUSP) matched with the learner corpus on writing types, writer age, and writer educational level. COCA was also consulted in the data analysis.

As shown in COCA, seven of the PVs have relatively low frequencies each with less than 10 tokens PMWs. Four of the seven also occur as infrequently in MICUSP. Therefore the Chinese learners may not have noticed some of the PVs in their input. Compared with MICUSP, the Chinese learner corpus exhibits an overuse of six of the 10 PVs found in both corpora. These include the highly colloquial *get up*, approximately 15 times as frequent as in MICUSP, along with *come in, let down, put out, make up*, and *turn down*. Additionally, the token frequency of all PVs totals 398.71 in the Chinese learner corpus, almost twice as frequent as the 206.16 in MICUSP.

Findings are mixed concerning the literal vs. idiomatic PVs distinction. Most literal PVs are evidently overused in the Chinese learner corpus than in MICUSP. However, some idiomatic PVs difficult to use, such as *make up, let down, turn down*, and *show off*, also occur much more frequently than in MICUSP.

There are several implications in light of the findings. First, frequent PVs may be overused rather than avoided by intermediate ESL learners. Next, PVs should be treated differently, with far more attention and class time devoted to the most frequent ones. Finally, teachers should help students be aware of register-specific PV use.

Attendees

LAST NAME	FIRST NAME	AFFILIATION
Adler	Daniel	Hofstra University
Ajiboye	Esther	Covenant University, Ota, Nigeria
Aleshinskaya	Evgeniya	Lobachevsky State University of Nizhniy Novgorod
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Cavana	Declan	Ecole Polytechnique
Chiluwa	Innocent	Covenant University, Ota, Nigeria
Cleland	Cheryl Anne	Hofstra University
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Crimmins	Melissa	Lancaster University
de Andrade	Aroldo	University of Campinas (UNICAMP)
Demir	Cuneyt	University of Siirt
Douglas	Blessing	American University of Nigeria
Dzerovych	Nataliia	Institute of Gerontology AMS
English	Kathryn	Université Panthéon-Assas de Paris II
Fioretta	Josef	Hofstra University
Floyd	Edwin D.	University of Pittsburgh
Gaatone	David	Tel-Aviv University
Galadima	Danjuma	American University of Nigeria
Gales	Tammy	Hofstra University
Gnutzman	Claus	Technische Universität Braunschweig
Haller	Hermann	Queens College-CUNY
Handshuh	Alix	University of Michigan
Haralambopoulou	Katerina	independent researcher
Hart	Bonny	New School
Hund	Drew	Hofstra University
Iljinska	Larisa	Riga Technical University
Jakisch	Jenny	Technische Universität Braunschweig
Jochnowitz	George	College of Staten Island-CUNY
Kerz	Elma	RWTH Aachen University
Kleifgen	Jo Anne	Teachers College, Columbia University
Kremzykova	Svitlana	Donetsk National University
Kyrychok	Kateryna	Donetsk National University
Labbe	Dominique	PACTE – CNRS – Grenoble
Leka	Klodiana	UAMD, Albania
Leonard	Robert	Hofstra University

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Munoh	Adeline	
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Nicholls	Christine	Flinders University
Obiorah	Hephzber	American University of Nigeria
O'Brien	Colleen	University of Hawaiʻi at Mānoa
O'Connor-Bater	Kathleen	SUNY College at Old Westbury
Offor	Johnpaul	American University of Nigeria
Okoli	Jane	American University of Nigeria
Okubo	Tomonori	Kansai University
Okura	Eve K.	University of Hawaiʻi at Mānoa
Ondris	Christine R.	Hofstra University
Parry	Kate	Hunter College
Perianova	Irina	University of National and World Economy, Bulgaria
Piazza	Roberta	University of Sussex
Platonova	Marina	Riga Technical University
Povoroznyuk	Roksolana	Kyiv National Taras Shevchenko University
Povoroznyuk	Vladyslav	Institute of Gerontology AMS
Price	Susan	Borough of Manhattan Community College-CUNY
Rabe	Frank	Technische Universität Braunschweig
Rittaud-Hutinet	Chantal	Université Sorbonne Nouvelle Paris 3
Rogers	Lisa	Hofstra University
Rossette	Fiona	Université Paris 10
Roth	Markus	RWTH Aachen University
Salih	Rashwan	University of Leicester / University of Salahaddin
Samuilova	Oksana	Riga Technical University
Shahini	Miranda	UAMD, Albania
Smirnova	Tatjana	Riga Technical University
Solan	Lawrence	Brooklyn Law School
Spector	Sophie	
Stikic	Biljana	Université de Novi Sad
Stopfner	Maria	Universität Innsbruck
Taheri	Saeedeh	Sussex University
Wang	Po-Ya Angela	National Taiwan University
Webster	Jonathan	City University of Hong Kong
Weyer-Brown	Mandy	Télécom Paristech
Wiechmann	Daniel	University of Amsterdam
Yang	Jian	Seattle University
Yeo	Jeom Ja	Seattle University

History

In 1943, a group of linguists at colleges and universities in the New York area, including many members of the *École Libre des Hautes Études* in exile, came together to form the Linguistic Circle of New York.

The model for the new organization was the *Société de Linguistique de Paris*. Among the first members were Henri F. Muller, Giuliano Bonfante, Roman Jakobson, Morris Swadesh, Robert Fowkes, Henry Lee Smith, Wolf Leslau, and Louis H. Gray.

In the following fifteen years the Linguistic Circle of New York became one of the main sources of new ideas in American linguistics. The fruits of its scholarship were disseminated to a great extent through its journal WORD, which had been established in 1945. Its first editor was Pauline Taylor.

In 1969, in recognition of the expanded character of its membership, the society's name was changed to International Linguistic Association. The new organization was not unaffected by the academic restructuring

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of the 1960's and 1970's, but has emerged from this period with a solid membership of about 1400, divided almost evenly among the United States, Europe, and various countries in Asia, Africa, and the Americas.

For a longer history of the ILA in Spanish, read the thirty-two page-chapter *"La Asociación Internacional de Lingüística"* written by our several times President Eugenio Chang-Rodríguez, *Entre dos fuegos. Reminiscencias de Europa y África*.

Lima: Fondo Editorial del Congreso del Perú, 2009, pp. 1-32.

Since 1955 the Association has sponsored an Annual Linguistics Conference in order to provide a forum for the exchange of ideas and research in progress among members of the International Linguistic Community. During the academic year, the Association arranges meetings at which guest speakers present papers on their ongoing research. They are open to the public and free of charge.