

9th Young Linguists' Meeting in Poznań



Book of Abstracts



ADAM MICKIEWICZ
UNIVERSITY
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**“Integrating AI and linguistics for the
future of social interaction”**

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

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PLENARY TALKS

Susanne Brouwer (Radboud University)

Moral decision-making in socially interactive settings

In this talk, I will present findings from a series of studies examining how moral decision-making is influenced by the use of a foreign language in socially interactive settings. While previous research on the "Foreign Language Effect" (e.g., Costa et al., 2014) has shown that individuals' moral choices can vary depending on whether dilemmas are framed in their native or a foreign language, these studies often lack ecological validity, as they do not account for the complex dynamics of real-world social interactions. My research addresses this gap by employing a multimethod approach, including behavioral experiments, eye-tracking, and virtual reality, to explore how individuals navigate moral dilemmas in multilingual, face-to-face interactions, such as those encountered in international settings like the European Union. This work contributes to a more nuanced understanding of moral decision-making in diverse linguistic environments.

Nicole Holliday (University of California, Berkeley)

*Sociophonetic Variation and Human Interaction With
"AI"-Based Systems*

As technology that relies on speech is increasingly integrated into modern American society, voice assistants and "AI"-based speech recognition systems are becoming a more significant part of our everyday lives. This talk will present the results of three studies that focus on social perception of voice assistants, voice quality variation among the assistants themselves, and how "AI" systems that evaluate speech and "tone of voice" evaluation can reinforce systematic linguistic bias. Results of the first study demonstrate how listeners engage in racialized judgments of digital voice assistants and how these judgments interact with perceptions of the personality of such assistants, providing evidence that listeners personify these voices. Results of the second study shed light on the voice quality features that may trigger judgments of speaker race and personal characteristics, even when the speaker is non-human. Finally, results of the third study show the ways in which speech recognition technology can reinforce and perpetuate bias against already marginalized groups of speakers. A more comprehensive understanding of how sociolinguistic variation interacts with the design of such systems may help us to understand how listeners process variation and make judgments of voices, both digital and human. Additionally, a thorough analysis of how computational systems police speaker behavior can help us address systematic inequality as the linguistic line between humans and computers becomes increasingly porous.

Katarzyna Molek-Kozakowska

(University of Opole; Lucian Blaga University of Sibiu)

*Reporting on the War in Ukraine: Linguistic Patterns of Newsworthiness, Narrativity and
Social Actor Representation*

Basing on the international project CORECON 2024-2026 (The coverage and reception of Russian-Ukrainian conflict: A comparative critical discourse study with recommendations for journalism training), this talk provides analytic insights and shares preliminary results from several case studies on textual patterns and journalistic practices related to war reporting. It explores such issues as newsworthiness, narrativity and social actor representation when studied with the selected concepts and methods of Critical Discourse Studies. The project's dataset involves a balanced purposive corpus of popular mainstream and social media texts on Ukraine published between February 2022 and June 2024

in Polish and English. The presentation traces how the evolving media landscapes and the advent of AI technologies are influencing journalism and opening new spaces for linguistic inquiry. It also touches on the increasing need for translating CDS linguistic research into interventions for critical language awareness and resilience against mis/disinformation.

References:

Molek-Kozakowska, K., and Dragomir, I-A. 2025. Demystifying, Delegitimizing, Debunking: Discursive editorial strategies of neutralizing the rationales for Russia's intervention in Ukraine. *Media, War & Conflict*, <https://doi.org/10.1177/17506352251314876>

WORKSHOPS

Susanne Brouwer (Radboud University)
The core ingredients of a good PhD journey

This workshop offers students an introduction to creating powerful and insightful visualizations using the statistical programming language R. It covers the fundamental principles of data visualization, as well as hands-on techniques for creating both basic and advanced plots. Participants will learn how to use popular R packages like ggplot2 to customize, interpret, and communicate complex data effectively. By the end of the workshop, students will have gained practical skills to enhance their research presentations and publications through compelling visual storytelling.

Students need to bring their laptop to class with the most recent version of R <https://cran.rproject.org/bin/windows/base/> and RStudio: <https://www.rstudio.com/products/rstudio/download/> installed.

The workshop consists of two 90-minutes sessions

Anna Jelec (Adam Mickiewicz University, Poznań)
Why we write. A mildly unusual workshop on scientific writing

I was asked, "So, why do you want to study botany?" And I answered, "Because goldenrod and asters are so beautiful together, and I want to know why. I want to know why these stand together."

Why do they grow together and look so beautiful when they could grow apart?"

"That's not science," he said. "You should go to art school if you want to study beauty."

Kimmerer. Robin W. 2013. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. Milkweed Editions.

Today's Academia is so restless. Artificial Intelligence is here, and it is popular, accessible and user-friendly. At first, we were afraid undergraduates are going to employ machines to write their theses and term papers. Now, researchers are bragging about using AI in most parts of our jobs: from conducting data analysis to writing literature reviews. After all, why not? These tools make academic work faster, more efficient, less demanding. There are apps that summarize books and research papers, regurgitating their contents as digestible lists and bullet points. There are tools for research writing, keeping writers' block at bay, filling endless pages with clever insight encased in round, polished phrases, allowing us to publish rather than perish.

There is also one small issue. If you put two and two together, you have to face the likelihood that you might be citing a paper that nobody read - and nobody wrote. Or you might become the author of one. This is as good a moment as any to ask ourselves, linguist to linguist: why do we write?

In this workshop, we will look at scientific writing from the past and present to see what kinds of writing will shape the future. We will focus on practical issues of clarity, structure and style but also dip our toes into deeper waters, such as the impact and audience of scientific writing. Ultimately, (paraphrasing Robin Kimmerer's "Braiding sweetgrass") this workshop would like to show you an important truth. Whoever told you that science shouldn't concern itself with beauty was lying.

Kamil Kaźmierski (Adam Mickiewicz University, Poznań)

Plotting vowels in R

This workshop is about plotting vowels in R. Data visualization is relevant for any type of data, including vowels. The tool of choice for data analysis and visualization in linguistics and beyond is R. Its ggplot2 package, a powerful data visualization tool, is introduced in another workshop at this conference. This workshop presents specific applications relying on ggplot2 as well, with a specific focus on vowels.

We'll look at various ways in which vowels can be visualized, including:

- a) individual vowel tokens (as points or IPA symbols),
- b) visual summaries of multiple vowel tokens (confidence ellipses and estimated vowel areas)
- c) formant trajectories (in spectrogram-like 'time by frequency' plots, as well as in F1 by F2 vowel charts)
- d) animations involving (b) and (c)

The workshop will consist of two parts. Part one will be a slide-show presentation with a Q&A session. R code for reproducing all the plots shown will be provided. Part two will be a hands-on session with practice tasks. For this practical part, a laptop computer with a working internet connection will be necessary (but no software besides an internet browser will be required: we will use R in the cloud). You can show up only for the first part or for both

Katarzyna Molek-Kozakowska

(University of Opole; Lucian Blaga University of Sibiu)

How to write about "pathways to impact" in European grant applications

Horizon Europe, as many other prestigious funding lines, requires that the prospective impact of a research project is planned (and planned to be measured) already at the application stage, especially if it claims to do "science with and for society." Impact sections in a grant application may account for 30-50% of the application score, and the evaluators need to assess how precise, realistic and measurable the descriptions of outputs, outcomes and impacts of the project are. This is especially important when the call requires not only academic impacts, but also the indication how the project translates into policy, industry or societal impacts, or how it ties in with current EU policy agendas and priorities. This workshop provides an overview of good (and bad) practices regarding designing pathways to impact based on current recommendations.

Justyna Rogos-Hebda and Paulina Zagórska

(Adam Mickiewicz University, Poznań)

Historical linguist in online archives

This workshop is for those of you who are interested in bringing historical texts into the 3D reality. From the multilingualism of medieval manuscripts to the multimodality of early-20th c. press publications, we will be exploring digitized historical linguistic (and visual) archives and corpora to showcase the different manners in which the linguistic/ cultural records of the past can be unpacked in ways which are relevant for contemporary researchers and language users.

Marcin Szczepański (Adam Mickiewicz University, Poznań)

AI Tools for Language Teachers and Language Learners

AI tools for language teaching and learning are becoming increasingly popular due to their ability to personalize learning, provide instant feedback, and offer flexible, interactive resources. They adapt to individual learner needs, making language acquisition more efficient and engaging. Teachers benefit from AI's automation of routine tasks, allowing them to focus on more creative aspects of teaching. With features like speech recognition for pronunciation, real-time conversation practice, and data-driven insights, AI tools enhance both the teaching and learning experience, making them a valuable addition to language education. However, limitations include potential over-reliance on technology, lack of human intuition in nuanced language contexts, and the need for quality content to avoid misinformation. This workshop provides an introduction to the use of AI tools in language teaching and learning, highlighting both their benefits and limitations. Participants will also have the opportunity to explore and test several tools on their own

YLMP Special Event

Aleksandra Tomaszewska

(Institute of Computer Science, Polish Academy of Sciences)

Corpus Data for Evidence-Based Research and Sovereign AI

In this lecture, I will present a twofold perspective on language data: first, as a fundamental resource for linguistic research, and second, as a cornerstone of sovereign AI development. I will discuss how recent technological advances have transformed evidence-based language studies, broadening the scope of linguistic inquiry, particularly through corpus methods and NLP tools increasingly accessible to non-programmers. I will then demonstrate how high-quality, locally governed data underpin AI systems tailored to specific cultural and linguistic needs, emphasizing the critical importance of maintaining full control over data quality, composition, and safety during all stages of model development. Drawing on practical insights from building the Polish Large Language Model (PLLuM) ecosystem, I will illustrate a data-centric approach to creating language models, including manual dataset assembly and navigating challenges such as withdrawn consent. Additionally, I will address the issue of biases embedded in language data specific to local contexts. Ultimately, by highlighting both opportunities and challenges, I will argue that attention to resource management, institutional cooperation, and data quality, as well as paying attention to linguistic biases are essential for achieving truly sovereign AI.

INVITED THEMATIC SESSIONS

Tomasz Dyrmo and Ewa Olszewska (Adam Mickiewicz University, Poznań)
Multimodal approaches to language, communication and social interactions

Communication has long been recognized as multimodal, with various modalities at play whenever we convey or receive a message (e.g., Forceville 2020, Gibbs 2020, Stampoulidis et al. 2019, Dyrmo 2023, Olszewska et al., under review). Beyond more obvious modalities such as language, art, or gesture (e.g., El Rafaie 2015, Chen et al. 2024), other forms like street art, emojis, urban semiotic signs, and architecture have also garnered significant scholarly attention (e.g., Wang 2023, Buchstaller and Fabiszak 2021). With the growing interest in the multimodal aspects of language, communication, and social interactions, we invite young scholars to contribute to this session by presenting their projects—whether completed, ongoing, planned, or in early stages.

The thematic scope of the session includes, but is not limited to:

- Multimodal metaphor and metonymy
- Cognitive approaches to multimodality (including gesture, visuals, art, etc.)
- Cross-modal interactions (e.g., the influence of art on perception and cognition)
- Street art and urban semiotic signs
- Internet-mediated communication
- Multimodal political discourse analysis (elections, migration, human rights, LGBT+ discourses, climate change, etc.)
- Methods and methodologies in multimodality (annotation systems, experimental procedures, etc.)

Hanna Jaśkiewicz (Nicolaus Copernicus University in Toruń)
Perspectives on Japanese language and linguistics

Japanese linguistics is often marginalized and treated as a separate discipline from mainstream linguistics, particularly in conferences that predominantly focus on Indo-European languages. This marginalization can lead to a limited recognition of the significance of Japanese studies within the broader landscape of linguistic studies. However, research on the Japanese language offers valuable insights that contribute to a more comprehensive understanding of linguistic phenomena, including language structure, sociolinguistic dynamics, language acquisition processes, and cognitive processes. The goal of this session is to provide young linguists from various fields of Japanese linguistics with the opportunity to present and discuss their research findings in front of a broader audience.

We encourage submissions that explore innovative approaches and insights that contribute to the ongoing discourse in Japanese linguistics. The thematic scope of the session includes, but is not limited to:

- Phonetics and phonology
- Morphology and syntax
- Sociolinguistics
- Pragmatics and discourse analysis
- Historical linguistics
- Translation and interpretation
- Language acquisition
- Japanese language teaching methodology
- Japanese language and technology

Mateusz Jekiel (Adam Mickiewicz University, Poznań)
Discourse analysis in the exploration of health communication

The integration of Artificial Intelligence (AI) in language education has been rapidly evolving, transforming traditional approaches to language learning and teaching (e.g. Hockly 2023, Kaur et al. 2023, Son et al. 2023). From intelligent tutoring systems and chatbots to adaptive learning platforms and automated feedback systems, AI technologies are reshaping how languages are acquired, practiced, and assessed (e.g. Katiyar et al. 2024, Vančová 2023, Wei 2023). As the field continues to advance, it brings both exciting opportunities and complex challenges for educators, learners, and researchers alike. In light of this dynamic landscape, we invite young scholars to contribute to this session by presenting their projects—whether completed, ongoing, planned, or in early stages—related to AI in language learning and teaching.

The thematic scope of the session includes, but is not limited to:

- AI-Powered Language Learning Tools: Exploration of AI-driven applications and platforms that facilitate language acquisition, such as language learning apps, chatbots, and virtual tutors.
- Natural Language Processing: Investigating the role of NLP in developing language assessment tools, automated grading systems, and conversational agents that facilitate language practice.
- Personalised and Adaptive Learning: Exploring how AI can tailor educational content to meet the diverse needs of learners based on their individual progress and learning styles.
- Multimodal Learning: Integrating AI with multimodal approaches to language learning, incorporating text, speech, images, and gestures.
- Data Analytics: Understanding how AI can leverage data to inform instructional strategies, curriculum design, and learner support.
- Ethical Considerations: Discussing the ethical implications of using AI in language education, including issues of bias, privacy, and the digital divide.
- Accessibility: Exploring how AI can support learners with disabilities or special needs through features like automated captioning, speech-to-text, text-to-speech, and personalized accessibility tools to create a more inclusive language learning environment

Iga Krzysik, Olga Witczak, and Rafał Jończyk
(Adam Mickiewicz University, Poznań)
Language as a Window into Creative Ideation

Creativity is commonly defined as the ability to generate novel and context-appropriate ideas and solutions (e.g., Guilford 1967, Beaty et al. 2016). It manifests across various domains of human activity, including the arts, sciences, or inventive solutions to everyday challenges. Language is a primary medium through which creative thought is expressed. Indeed, studies focusing on language and language-mediated processes have offered valuable insights into the mechanisms underlying creative ideation (e.g., Gilhooly et al. 2007, Alhashim et al. 2020, Benedek et al. 2018, Witczak et al. 2024). Critically, individuals who speak two or more languages have been found to outperform monolinguals in a number of creative tasks (for review, see Kharkhurin, 2018) or perform a creative task experiencing less cognitive stress in their second than their native language (Jończyk et al., 2024).

This session invites contributions from researchers interested in the empirical studies of creativity in both controlled (laboratory) and more naturalistic environments, exploring creativity through the medium of language. The topics of interest include (but are not limited to):

- Bilingualism and creativity
 - Multilingualism and creativity
 - Creative ideation and evaluation
 - Creativity assessment
 - Divergent and convergent thinking in creative ideation
 - Problem-solving and creativity
 - Applications of AI in creativity research
-

ORAL AND POSTER PRESENTATIONS

Tania Ahmad (Adam Mickiewicz University, Poznań)
Transitivity prominence in Old Norse and Old English

This paper aims to address the scope of transitivity prominence in Old English and Old Norse, two old Germanic languages from the west and north Germanic branches respectively. Transitivity prominence serves as a metric for assessing the degree to which transitive encoding is present in the verbal lexicon across languages, with transitive encoding referring to the morphosyntactic characteristics typical of core transitive verbs such as break, build, or kill (cf Haspelmath 2015).

Creissels (2018: 179) states that “there is cross-linguistic variation in the extension of the set of bivalent verbs selecting coding frames different from that typical for core transitive verbs, although transitive coding is universally the default type of coding for bivalent verbs.” In this paper, I investigate whether there are any similarities or differences between the languages regarding transitivity prominence based on the 30 verb meanings given in Creissels (2018). Interestingly, certain cognates seem to behave in a similar manner, as shown, for example, by þurfa(n) ‘need’ in Old Norse and Old English.

1. hann þarf minna svefn en fugl (Old Norse)

he:NOM.SG need:PRS.3SG less:ACC.SG sleep:ACC.SG CONJ bird:NOM.SG

He needs sleep more than a bird (SnE 331)

2. Múþa gehwylc mete þearf (Old English)

mouth:NOM.SG every:NOM.SG food:ACC.SG need:PRS.3SG

Every mouth needs meat (Exon. Th. 341, 12; Gn. Ex. 125.)

However, it remains to be explored whether other cognates show similar behaviour in their transitivity coding patterns or not. This paper will present the full range of comparative data from Old Norse and Old English, based on a close scrutiny of the 30 verb types suggested by Creissels (2018), according to three parameters: Their voice marking, the presence/absences of a nominative-marked first argument and of an accusative-marked second argument.

References:

Creissels, Denis. 2018. Transitivity prominence in typological perspective: the case of Basque. In Joseba A. Lakarra and Blanca Urgell (eds.) *Studia Philologica et Diachronica in honorem Joakin Gorrotxategi Vasconica et Aquitanica*. Special issue of *Anuario del Seminario de Filología Vasca «Julio de Urquijo» International Journal of Basque Linguistics and Philology* LII: 1-2 (2018), 175-187.

Haspelmath, Martin. 2015. ‘Transitivity Prominence’, in Andrej L. Malchukov and Bernard Comrie (eds.), *Valency Classes in the World’s Languages*, vol. 1: *Introducing the Framework, and Case Studies from Africa and Eurasia* (*Comparative Handbooks of Linguistics* 1/1). Berlin: de Gruyter Mouton, 131–147.

Shatha Alghufaily (University of Reading)

Integrating multimodal interaction model in the Pragma-dialectical analysis of TED speakers' strategic maneuvering: A Case study

TED Talks are globally popular as a genre of edutainment events. Very few studies have attempted to explore the talks as a genre of argumentative discourse. The present study uses the theoretical underpinnings and empirical methodologies of the pragma-dialectical theory of argumentation- as developed by van Eemeren and Grootendorst (1984, 1992, 2004) and van Eemeren (2018)- together with Norris' (2004, 2019) multimodal interaction model to explore how TED speakers use mediated actions as argumentation moves in Sinek's (2010) TED Talk "How Great Leaders Inspire Action". The study specifically focuses on TED speakers' multimodal strategic maneuvering, i.e., how they justify their standpoints in relation to the presented topics via multiple semiotic means. I argue that TED speakers' strategic maneuvering extends beyond the traditional pragma-dialectical definition of a) drawing upon topic potential, b) adapting to audience demand, and c) exploiting appropriate presentational devices but their strategic maneuvering is primarily achieved via multiple semiotic resources, which serve as the vehicles of their strategic maneuvering. The study fills an important gap in the literature as it integrates recent approaches in multimodal discourse analysis in the reconstruction and evaluation of TED speakers' strategic maneuvering. The presentation will mainly focus on Sinek's (2010) multimodal strategic maneuvering in his TED Talk "How Great Leaders Inspire Action".

Alexander Aleksovski (Ludwig Maximilian University of Munich)

Impact of Segregation and Policy on Public Signage: Insights from Macedonian Cities

Macedonian, shaped by extensive language contact, reflects significant linguistic convergence as part of the Balkan Sprachbund. Its linguistic diversity—including standardized minority languages (e.g., Albanian, Serbian) and non-standardized ones (e.g., Romani, Aromanian)—provides a complex environment for examining multilingualism and cultural identity. However, the impact of residential segregation and language policy on language practices in public spaces remains underexplored, posing a critical research gap.

This study investigates the linguistic landscapes of Bitola, Kumanovo, and Tetovo, focusing on how languages coexist and interact in public signage. It examines the influence of language policies on the visibility of Macedonian, minority languages, and English within these multilingual urban contexts.

Using MAXQDA software for coding, the study analyzes images of public signage, exploring patterns of language coexistence, code-mixing, and linguistic hierarchies. Findings reveal that languages coexist but rarely mix, reflecting the effects of residential segregation. English dominates across all three cities, with Latin script prevalent in cityscapes. Shops frequently display dual names—one in Macedonian and one in English—with varying degrees of translation, transliteration, or divergence between the two.

These results underscore the interplay between language policies and societal segregation in shaping Macedonia's linguistic landscapes. The study offers insights into the role of public signage in reflecting cultural identity and highlights the interaction between local and global linguistic influences in multilingual societies.

Maria Ammari (Adam Mickiewicz University, Poznań), Peter Gee, and Marta Nowak (University of Warsaw)

Prompt Engineering and Ethical AI Use in Academic writing: Insights from students reflections

The integration of artificial intelligence (AI) tools in education is reshaping academic writing, necessitating critical discussions about prompt engineering and ethical use. Prompt engineering—the design of effective inputs for AI outputs—has become essential for leveraging AI responsibly (Chiu, 2024). This paper examines lessons from student reflections on AI-assisted essay writing, focusing on ethical considerations and prompt engineering’s role in fostering critical engagement.

Drawing on qualitative data, based on students’ reports during a university module, the study explores how students perceive ethical AI use, highlighting themes such as transparency in acknowledging AI contributions, avoiding academic misconduct (Chan, 2023), and mitigating over-reliance on technology (Walter, 2024). Prompt engineering, enables students to maintain control over AI-generated content and enhances alignment with academic integrity (Ngo & Hastie, 2025). Findings emphasize that prompt engineering not only improves AI-generated outputs but also raises awareness of AI’s limitations (Hillier, 2023) and ethical implications. Activities such as output evaluations (Ding et al., 2023) and scenario-based discussions (Rowland, 2023) proved effective in building students’ critical thinking and ethical awareness. This paper advocates for integrating prompt engineering into academic curricula to equip students with the skills to utilize AI responsibly, fostering a balance between technology-enhanced learning and academic integrity.

Vladislav Belev (Masaryk University)

A Speech Act Analysis of Immigration Satire in South Park

Ideology and power dynamics frequently influence how media depict immigrants. Van Dijk (2008, pp. 105–106) observes that media often emphasise negative representations of immigrants while the dominant group is portrayed positively – negative other-representation and positive self-presentation. In public discourse, the powerless are often denied sufficient opportunity to challenge or respond to the dominant group. In contrast, private, face-to-face interactions are more likely to highlight power struggles by allowing space for the powerless to assert themselves. One approach of analysing power dynamics in discourse is through speech act theory. Van Dijk (2008, p. 106) notes that, for example, speech acts such as accusations can function to demean the powerless, whereas defensive speech acts may legitimise discrimination by the dominant group. However, limited research has examined how immigrants are portrayed in face-to-face interactions in satirical TV shows, particularly how satire uses language to depict immigrants as powerless while presenting the dominant group as superior, and how these immigrants resist and fight back as an expression of counter power. In my presentation, I will focus on speech act analysis to explore these dynamics. Specifically, I will examine four episodes of the satirical series South Park, which is the topic of my dissertation. Each selected episode satirises people’s attitudes, the powerful, towards a different group of immigrants, the powerless. The analysis will employ the taxonomy of speech acts developed by Bach and Harnish (1979, pp. 39–55) and Guiraud et al. (2011, pp. 1037–1038). Bach and Harnish provide a detailed framework of specific illocutionary forces, which is generally based on the five main speech act categories identified by Searle (1979, pp. 12–20): assertives, directives, commissives, expressives and declarations. Guiraud et al. outline detailed categories of expressive speech acts, capturing a wider range of basic and complex psychological states, which are also related to power dynamics. My aim is to investigate how different categories of speech acts are used by both the dominant group and the powerless in each episode. Through this analysis, I wish to reveal how South Park uses speech acts to satirise societal power structures and attitudes toward immigration.

Pau Bofill (Adam Mickiewicz University, Poznań)
The Senegalese community in Catalonia: language usages and ideologies

This paper presents a sociolinguistic case study focusing on the Senegalese community living in Catalonia. The study examines their sociolinguistic reality in Catalonia through interviews with speakers of various first languages (Fula, Wolof, Serer, and Soninke) that live in different Catalan municipalities. Essentially, it analyzes the linguistic practices and ideologies within this group, defined as the Senegalese community living in Catalonia. The extensive multilingualism in West Africa (Lüpke, 2010) is thereby compared to the Catalan-Spanish asymmetric bilingualism (Newman et al., 2008). The study identifies ideologies of anonymity (in Wolof and Spanish) and authenticity (in Fula), as described by Woolard (2016), as well as a high degree of linguistic loyalty and activism among Fula speakers. These ideologies reflect the ongoing Wolofization process in Senegal (McLaughlin, 2008), where Wolof has become the means of interethnic communication (Seydi, 2021). There is no evidence of the mirror effect (Cortès-Colomé et al., 2016) in relation to Catalan among Fula speakers. Instead, they display a transposition of attitudes (Larrea, 2017) from their country of origin, perceiving Catalan as an institutionalized language and therefore as not particularly threatened.

Rafia Canyurt (Adam Mickiewicz University, Poznań)
Evaluating ASR Performance on Non-Standard Accents of English

Automatic Speech Recognition (ASR) systems are computational technologies that analyse and recognize speech patterns, enabling the conversion of spoken language into text (Jurafsky 2024). These systems have become integral to our daily lives, manifesting in various forms such as virtual assistants and automatically generated subtitles for videos. Beyond daily applications, ASR systems are utilized in fields such as medicine and aviation for specialized tasks. (Liang et al. 2022; Zuluaga-Gomez et al. 2020). As most ASR systems are trained on native English varieties, they exhibit biases against non-native English accents (Feng et al. 2021). With nearly 1 billion people speaking English as a second language, improving ASR performance on non-native accents is essential. This study evaluates the performance of WhisperX, an open-source ASR system, and IBM Watson, a leading commercial system, on non-native English accents using the EdAcc corpus. The corpus comprises conversational audio files between speakers who share the same native language, providing a rich dataset for analyzing the impact of accent variability (Sanabria et al. 2023). The findings reveal that while WhisperX outperformed IBM Watson, the WERs for both systems remain significantly high. These results highlight the limitations of current ASR systems in handling non-native accents and emphasize the need for more diverse training datasets and system improvements to ensure inclusivity.

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Marina Cerebrinsky (Bar Ilan University)
*"Double Trouble": Subject-Verb Agreement Alternations in Spanish Pseudopartitive
 Constructions*

This study examines Spanish pseudopartitives through a corpus-based analysis of 1,200 tokens from the esTenTen18 corpus (Kilgarriff and Renau, 2013), exploring the influence of N1 semantics and N2 animacy on agreement patterns. Descriptive statistics were performed to analyze the data. Findings reveal a predominant preference for N1 agreement across all N1 semantic categories, consistent with prior studies (Foppolo et al., 2023). Container nouns, such as *caja* ("box"), exhibit the least variation, favoring N1 agreement (99%). Quantifier (*número*, "number") and group nouns (*grupo*, "group") show moderate variation (12% and 35% N2 agreement, respectively). The anticipated variation gradient in decreasing order—quantifiers > groups > clusters > containers—is partially corroborated, with group nouns surpassing quantifiers in variability.

N2 animacy plays a less significant role. Human, inanimate, and animal N2s exhibit similar tendencies toward N1 agreement (~80%), with collective N2s showing the greatest variation (59% N1 vs. 41% N2 agreement). Although animacy influences other Spanish morphosyntactic phenomena (Alarcón, 2015), its impact on pseudopartitives appears limited.

By bridging corpus linguistics and theoretical syntax, this study offers novel insights into complex nominal structures in Spanish.

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Alexandra Chudar (University of Münster)

Not a boring convonyana: attitudes to diminutives in South African English

Even though some scholars believe that the number of diminutives in English is quite low, Australian, New Zealand, and South African varieties, sometimes also named ‘Southern Hemisphere Englishes’ (SHEs) (Kachru 1992) – are characterized as rather pro-diminutive (Simpson 2004, Kidd et al. 2011). Of the three varieties, South African English has received the least attention so far – to our best knowledge, no works exist that describe attitudes to diminutives in this variety.

The focus of this study is therefore on attitudes to diminutives in South African English(es). The data for the study was collected during a research stay in South Africa in 2024; representatives of all major population groups, including Black African, Coloured, Indian, and White South African students, took part in the study.

To collect the data, a written form of the verbal guise test (Buchstaller 2006) was designed, where the participants were asked to evaluate the authors of 4 texts, containing different types of diminutives found in South African English (including “standard” English diminutives, Afrikaans diminutives, diminutives formed from English words with the help of Bantu suffixes). The texts for the test were taken from the ICE-SA or GloWbE corpora. To compare covert and overt attitudes towards diminutives, the test was followed by a social attitudes questionnaire. A socio-demographic questionnaire was used to receive the personal data of the participants.

The study revealed some differences in how speakers of South African English(es) perceive persons using different types of diminutives. E.g., in terms of competence, speaker using “Standard English” diminutives was evaluated the highest, while speakers using “local” (Afrikaans and African-English) diminutives were given the lowest competence ratings. Differences have also been found in the attitudes of representatives of different population and gender groups – e.g., females tended to evaluate speakers using diminutives higher in terms of competence, personal integrity and social attractiveness than males, while males rated diminutive users higher in terms of richness. More examples of differences in attitudes with possible explanations, as well as the comparison between the verbal guise test and the questionnaire data will be presented in the conference talk.

Hanna Cwynar (University of Warsaw), Zofia Wodniecka (Jagiellonian University, Kraków), Agata Wolna (Massachusetts Institute of Technology, Massachusetts), and Kalinka Timmer (University of Warsaw)

The impact of cue transparency on the cost of switching languages

Bilingual language control (BLC; Christoffels et al., 2007) is a mechanism proposed to manage cross-linguistic activation. BLC is often studied with the language-switching paradigm, where bilinguals name pictures in their languages based on arbitrary cues (e.g., color). Switching typically incurs costs in laboratory settings (Christoffels et al., 2007; Timmer et al., 2024); however, real-life conversational interactions (e.g., question-answer; Levinson, 1983) are inherently language-specific, thus guiding language selection (Timmer et al., 2024). In a modified 2:1 cue-language-switching paradigm, we investigated (1) to what extent language-switch costs (language switch – repeat trials) reflect cue-switch costs (cue-switch – cue-repeat trials within language repeat trials) and (2) whether question cues (Experiment-1 and -2: e.g., ‘What’s this?’), compared to arbitrary cues (Experiment-1: music, e.g., a piano note; Experiment-2: language, e.g., ‘Tuesday’), activate both language and communication goals, and modulate BLC. Polish-English bilinguals (Experiment-1: 67; Experiment-2: 52) showed a smaller cue-switch cost for question (Experiment-1: 31ms; Experiment-2: 31ms) than language (72ms) and music cues (188ms), suggesting that switch costs partly reflect cue processing, with language and question cues activating the language goal and questions also the communication goal. Additionally, we found consistent language-switch costs for question (Experiment-1: 28ms; Experiment-2: 37ms) and language cues (26ms), suggesting a similar need for BLC for these cue types. However, non-linguistic music cues showed a language-switch benefit (18ms), likely arising from the greater difficulty posed by decoupled trials involving cue-switch and language-repeat (vs. language-switch). To conclude, while music cues necessitate reinterpretation to select a language, language and question cues explicitly activate the language goal, with question cues also activating the communication goal.

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Alicja Dolińska and Anna Jelec (Adam Mickiewicz University, Poznań)
Machine Translation vs. cunt: The translation of swear words in literature

This study explores the evolving role of machine translation in literary texts, specifically the translation of swear words. As neural machine translation (NMT) models like Google Translate and DeepL continue to evolve, so does their ability to handle emotionally charged language like swear words (Doherty 2016). Swear words, with their cultural nuances and emotional intensity, present a significant hurdle for MT systems, which often struggle with ambiguity, polysemy, and context-dependent language (Kenny, 2022). This paper uses excerpts from Irvine Welsh's *Trainspotting*, a novel dense with Scottish slang and swear words (Ashley 2010), to compare machine translation of profanity to the work of a human translator. We investigate whether readers are able to tell which of the profanity-laden passages were translated into Polish by a machine (DeepL) vs. the output of professional and amateur human translators. We expect that participants will be able to distinguish machine-translated fragments from human translations on the basis of the translation of swear words, which would be less creative and varied in the machine-translated fragments. The findings aim to contribute to the ongoing discourse on the impact of NMT on literary translation, addressing whether machine-generated translations can match the creativity and contextual accuracy of human translations. By examining the specific challenges posed by swear words, this study highlights the continuing importance of human expertise in capturing the subtle nuances of language and ensuring the cultural appropriateness of translated literary works.

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Ondřej Drobil, Eva Pospíšilová, Anna Marklová, and Jiří Milička
 (Charles University)

Do We Know AI Better Than It Knows Us? The Effect of Feedback on Detecting AI-Generated Texts

Due to recent technological advances, a concern arises whether people will recognize AI-generated content. Several studies tested tools detecting AI-generated content in English. (Sadasivan et al., 2023), other studies focused on human evaluation, e.g., a study probing teachers' abilities to identify AI in students' texts. (Fleckenstein et al., 2024) The present study investigates human judgment of Czech texts. Czech can be considered “a small language,” for which current SotA LLMs probably have significantly less training data. We address two questions: (1) Can people differentiate between human-authored and AI-generated texts? (2) Can this ability be enhanced through feedback? We present participants with texts drawn from a well-established corpus (Koditex) and its corresponding texts generated by GPT-4o. The participants are native Czech speakers. In each trial, they receive a randomly selected pair of texts to determine which is AI-generated. The participants are assigned to one of two groups. One receives feedback after each trial, the other at the end of the experiment. Preliminary, but not yet statistically significant results (n=30) suggest that the group with feedback scored overall better and improved slightly over time. Without feedback, the performance slightly decreased. We will

explore how characteristics such as age, education, and attitudes towards AI match the performance in the experiment. We will also control for register effects encoded in the texts using the stylometric annotation based on the multidimensional analysis (MDA) framework (Biber, 1988; Cvrček et al., 2018). The findings of this study should contribute to the debate on subjective versus objective detectability of AI-generated content.

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Tomasz Dyrmo (Adam Mickiewicz University, Poznań)

The plant in the middle of the floor growing out of the ground? That's weird". The multimodality of unease in urban exploration accounts

The sense of unease has been found to be experienced and expressed in a variety of contexts (e.g., Wierzbicka 1986, Buckley 2016), with some going so far as to say that experiencing elevated unease – fear – can actually be a positive experience (see Bantinaki 2012). Entering an abandoned, dilapidated building, long devoid of any signs of its original purpose and function, we might nevertheless find ourselves feeling on tenterhooks, uncertain of what or who we might find as we venture deeper and deeper and explore the place. These explorations, often of “forbidden, forgotten, or otherwise off-limit places” (Kindynis 2017: 4), are part of a larger ethnographic interest in urban exploration and urban forms of extreme tourism (e.g., Darcy 2018). The purpose of this paper is to analyze the video accounts of such explorations and attempt to uncover the conceptual mechanisms at play in how these accounts are constructed and presented, both verbally and visually, and how they evoke the sense of unease in the process. In order to do this, I use the notions of image schemas and primary metaphors in the analysis of the collected accounts, as they have already shown analytical potential in the analysis of multimodal discourse, including video materials (e.g., Winter 2014, Dyrmo 2024). The results of the analysis show promising applicability of both image schemas and primary metaphors in investigating video materials, showcasing how image schemas such as FULL-EMPTY, NEAR-FAR, PART-WHOLE, CONTAINER, PATH, and SURFACE build the sense of unease in both the linguistic and visual layers.

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Agata Dymarska, Agnieszka Janik, Tiffany Chase, Rafał Jończyk, Iga Krzysik, Olga Witczak, Katarzyna Bromberek-Dyzman (Adam Mickiewicz University, Poznań), and Guillaume Thierry (Adam Mickiewicz University, Poznań; Bangor University)

EEG hyperscanning study of word selection during a live word exchange game in bilinguals

We investigated how bilinguals process linguistic cues during an interactive task, focusing on the neural dynamics of attention and semantic processing. The study examined whether linguistic context (L1 vs L2) and relationship with the interlocutor (partners vs strangers) influence cognitive engagement in a word selection game.

We tested 40 pairs of Polish-English bilinguals, half of which were couples involved in a romantic relationship for at least one year. Participants underwent EEG recording in two separate booths and engaged in a game of word-picture matching. On each trial, both participants saw a picture accompanied by four words from which one participant (the Sender) selected the item that they thought was the best fit for the picture. Then, both participants saw either the selected item, or an alternative chosen randomly by the computer, and the other participant (the Receiver) was asked to determine whether or not the displayed word was that selected by the Sender. Roles were reversed on each trial, and points were awarded for a correct judgment. The experimental design featured three predictors: Language (Polish, English); Word Status (Selected, Alternative) and Relationship (Partners, Strangers).

In the analysis of event-related potentials (ERP) of the P3 component, we found that Senders paid more attention to the words they selected, especially when they were selecting words to be sent to their romantic partners. Additionally, the P6 component indicated that they re-evaluated sent words to partners in English the most, reflecting increase in engagement, as well as difficulty keeping the target word in mind throughout the trial. We also found that the Receivers' attention was enhanced when responding to words in the English context, likely due to increased task demands of making a judgment in an L2 context.

The results suggest that in an interactive context, the Sender's attention to words is modulated by the type of interaction, and that allocation of cognitive resources in a word judgment task is influenced by the language of operation.

Michał Ejankowski (Adam Mickiewicz University, Poznań)

The impact of digital platforms on idiom learning among university students in English

Idiomatic expressions play an integral role in language comprehension by integrating cultural elements into communication. In the 21st century, language learning, particularly idiom acquisition, is evolving with the development of technology, offering a unique opportunity for the integration of technological components into foreign language acquisition. The study showcased in the presentation investigates the impact of the digital platform "Treedioms—online idiom dictionary" on the learning curve of idiomatic phrases among university students from various backgrounds. Treedioms is an online idiom dictionary designed to assist the learning process through features like synonyms, antonyms, and categorized idioms, a project initially launched by the joint effort of three high school students in February 2022. The research aims to measure the pace of idiom acquisition from a database of 50 commonly used idiomatic expressions in English, as well as assess the effectiveness of digital tools in supporting this process.

The study, taking place between November and December 2024, involves participants completing three sets of exercises per week over a five-week period. Participants will engage in a variety of exercises, including interactive flashcards and quizzes, designed to reinforce idiom comprehension, with an evaluation test at the end. The digital platform offers flexibility, allowing participants to choose when and how to complete the exercises. The results will highlight the effectiveness of digital platforms in idiom acquisition, providing insights into which types of exercises and idioms are most conducive to learning. The presentation aims to demonstrate the main conclusions drawn from the result of the experiment.

Haneen Elias (Bar-Ilan University)

Codeswitching Dynamics Among Israeli Arab Multilingual Adults

Code-switching, a phenomenon where multilingual individuals switch between languages mid-speech sharing the same linguistic repertoire (Cook, 2008), reflects the interaction of multiple languages in diverse societies. This study investigates Israel's linguistic diversity; a rich setting for studying code-switching. The study presents an analysis of code-switching dynamics among multilingual Israeli Arab adults, focusing on frequency, directionality, and social contexts.

Through an online questionnaire, 35 native Arabic-speaking participants provided data on linguistic background, language proficiency, code-switching behaviors, and social contexts. Findings reveal that code-switching frequencies were higher between languages where one language demonstrated greater dominance over others in the multilingual's repertoire. Code-switching is most frequent between dominant languages (L1 and L2) and less common with less proficient languages (e.g., L4). This supports Greene et al. (2012), identifying a positive correlation between language dominance and code-switching patterns. Notably, higher proficiencies in the multilingual's repertoire correlated positively with the directionality of code-switching, favoring switches toward the more proficient language, validating the notion that higher proficiency universally determines directionality (Heredia & Altarriba, 2001).

Social context influenced switching behaviors, with higher frequencies reported in informal settings, such as family and friends, compared to formal contexts like academia or workplaces. These findings align with Holmes and Wilson (2022), emphasizing the interplay between language use, identity, and social domains.

This study contributes to understanding multilingual code-switching by highlighting the roles of language dominance, proficiency, and social context. It underscores the complexity of multilingual code-switching, while calling for further research in diverse populations to refine theoretical and sociolinguistic understandings.

Klara Ertav (Adam Mickiewicz University, Poznań)

The Effect of Lexical Diversity on the Use of Filler Particles in Bilingual Speech

Filler particles (FPs) are parts of speech that are often used without conscious awareness and are associated with disfluency and errors in speech planning or word-searching which open a window into the cognitive process behind the production of speech. In some of the earliest studies on FPs, researchers attributed their increased frequency to higher cognitive load (Maclay & Osgood, 1959). The latest research on the use of filler particles by bilinguals also suggests that they use them more frequently than monolinguals, which may be due to language competition (Böttcher and Zellers, 2024). The current study investigates whether bilinguals exhibit a greater effect of lexical diversity on the frequency of filler particles. Lexical diversity measures how varied or repetitive the words in an utterance or text are and gives insight into how cognitive load affects word retrieval. This study hypothesizes that due to the bilinguals' higher cognitive load, the correlation between lexical diversity and filler particle frequency will be greater in bilingual speech. This hypothesis will be tested by examining semi-spontaneous utterances of Turkish-German and Turkish-English bilinguals against monolinguals from the RUEG corpus (Wiese et al., 2019). By calculating the lexical diversity of each utterance and mean frequency of filler particles, the results are expected to show a correlation with a more pronounced effect in bilingual speech compared to monolingual speech. Additionally, socio-linguistic variables such as gender and age as well as the formality of the situation in which speech was elicited will also be considered to explore how they affect the frequency of FPs in Turkish.

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James Foran (Adam Mickiewicz University, Poznań)

Ainu and Irish revitalisation: A comparison of two endangered-language singing cultures

In Joshua Fishman's 'Can threatened languages be saved?', Fishman stresses the value of a cross-pollination of strategies between endangered languages to create mutually beneficial bonds of support (Fishman, 2001). Since then, many scholars in the field of language revitalisation have voiced agreement with this approach and many comparative projects have since emerged (e.g. Hornsby & Ó Murchadha, 2021). Consequently, this paper aims to follow this approach by considering the situations of Irish (Gaeilge) and Ainu (アイヌ イタク). Since language is intertwined with the culture of its users (Hudson, 1996), this paper will provide an initial overview of scholarly discourse relating to the singing culture of both Irish and Ainu.

Song has been highlighted as a potential means of revitalisation in scholarly literature (Echeverria & Sparling, 2024). In Ireland and internationally, Irish-language song has experienced popularisation through artists such as Altan, Clannad, and The Chieftains, amongst others. Similarly, Ainu-language song has seen its own successes with artists such as OKI, Marewrew, and the late Umeko Ando (安東ウメ子). Through Ainu singers' national successes and with international popularisation, Ainu culture and language has gained access to a wider audience, promoting greater awareness of its critical situation (Uyeda, 2021). Approaching from a critical sociolinguistic perspective by examining power differences and inequalities, this paper will examine both cultures' singing endeavours for the purpose of mutual enrichment in their respective revitalisation efforts.

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Maia Gabadadze (Akaki Tsereteli State University), Tamari Mardaleishvili,
and Kristine Tchokhonelidze (Kutaisi University)

Intertextuality and subtextual semantics of allusive symbolic titles

Current research is aimed at typology of symbolic text titles. Considering their contextual, semantic and liguoparadigmatic features, we have differentiated them into three main types: occasional, allusive and syncretic ones. However, current article will focus on allusive symbolic titles in which symbolic generalization of a literary work is based on intertextuality, when the production and the reception of a given text depend upon the knowledge of other texts. Allusion implies a brief and indirect reference to a person, place, thing or idea from well-known texts such as the Bible, mythology, fairy tales, legends, popular fictional writing or other sources. Different from occasional titles, whose symbolism is predetermined by the gradual and complete transformation of the contextual semantics, allusive titles are symbolic from the very beginning. However, they don't present precise description of the person, thing or the idea they refer to. They only suggest a passing comment and the writer expects the reader to possess enough knowledge to spot the allusion and grasp its importance in the text. As analysed allusive titles are considered to be "The Gardener" by R. Kipling, "The Moon and Sixpence" by W. S. Maugham, "Mammon and The Archer" by O. Henry, "Pygmalion" by B. Shaw and others.

Furthermore, in "Mammon and the Archer" Mammon is a Biblical allusion that indirectly refers to the main concept of the work such as the symbol of wealth while the Archer is the symbol of love. Using such an oppositional construction of a title, O'Henry expresses the essence of the story i.e. ideological rivalry between Mammon and Cupid, in other words, wealth and love.

Thus, allusive titles appear to be the literary tool for creating implicit information of a work which is intentionally used by the author. It determines ideological depth of a work and is transformed into a conceptual symbol of a text it entitles.

Eleni Grimpa (Aristotle University of Thessaloniki)

AI's contribution to developing and accepting all languages and their syntax

The integration of artificial intelligence (AI) into linguistics, specifically in the field of syntax, presents significant implications for the study sociology. AI's ability to process and generate human language has advanced rapidly, but lacks genuine understanding which leads to doubting the authenticity of its interactions. Scientists such as Bender (2021) critique large language models for their overreliance on statistical replication of language rather than true semantic comprehension.

Syntax offers a ground for collaboration between AI and linguistics. AI models trained on linguistic theory have the potential to revolutionize the study of syntax by exploring patterns in word and sentence levels regardless of the language studied. For example, dependency parsing and constituency parsing, widely used in AI natural language processing (NLP), provide tools for analyzing relationships within sentences, revealing insights about both syntactic universals and language-specific features (Manning et al., 2014). These integrations contribute to research regarding cross-linguistic analysis involving hundreds of languages.

Innovations in AI-driven syntax research also address practical challenges in language learning. Syntax-aware AI systems can aid in teaching complex grammatical structures by constructing exercises that adapt to individual progress (Chomsky, 2017). Moreover, tools like AI-powered parsers are crucial in documenting endangered languages, preserving their unique syntactic features for future study (Falbo & LaCroix, 2021). Researchers such as Noam Chomsky and Christopher Manning have advocated for AI applications that align with generative grammar principles.

Incorporating sociological perspectives, AI tools can be designed to respect and reflect linguistic diversity rather than support standardized syntax. Through focus on all languages and their unique aspects, AI-driven linguistic tools can support multilingualism and inclusivity.

In conclusion, the co-existence between AI and linguistics holds transformative potential for advancing syntactic theory and its applications in real life. By assisting AI in refining and expanding our understanding of syntax, researchers can create technologies that enhance communication, preserve linguistic diversity, and promote inclusivity of all languages.

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Monika Gurak (University of Warsaw)

Assigning gender to English loanwords in contemporary French: The case of compounds with “food”

Gender is a grammatical feature inherent in nouns in gendered languages, revealed in the form of the associated words. Contemporary English has a semantic gender system that governs pronoun choice (nouns denoting female entities are feminine, while those denoting male entities are masculine and all the others are by default neuter). On the other hand, the system of gender assignment rules in French is based on various formal and semantic criteria. Despite its relative complexity, it has been discovered to be fairly regular (Corbett, 1991; Sahai and Sharma, 2021). However, attributing gender to loanwords in French poses problems (Belleau, 2016). Formal criteria have to be adapted to sounds that do not occur naturally in the target language and the additional rule of assigning gender of the closest equivalent of a loanword is at play; moreover, the criteria may be conflicting.

An inquiry into the family of compounds with “food” may shed light on the system of gender assignment rules due to the following discrepancy: “fast food” in French is predominantly masculine, while “comfort food” and “slow food” are predominantly feminine. The difference that arises despite a similar morphological and phonological profile should be accounted for by non-formal criteria. They will be examined via quantitative and qualitative corpus-based analysis, with special attention paid to the patterns in fluctuations of the assigned gender. Several possible underlying explanations of the phenomenon will be discussed, such as the influence of the semantic head on gender attribution (Renner, 2001) and the level of adaptation of loanwords in the target language.

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Norimasa Hayashi (Nanzan University)

Constructions with Long-Distance Selection in Japanese and their Contributions to the Phase Theory

This study focuses on two Japanese constructions: head-internal relative clauses and bare wh constructions. Kuroda (1992) observes that the former construction is subject to a pragmatic condition. He does not explain why such a condition applies to head-internal relative clauses, and I propose that long-distance selection and the propositional nature of phases deduce the condition. I argue that the bare wh construction also involves long-distance selection and that it must respect the same pragmatic condition as head-internal relative clauses.

Hilla-Marja Honkalammi (University of Turku)

Interaction between a foreign language learner and a social robot

This paper explores interactions between a foreign language (L2) learner and a material-embodied social robot. These social robots' interactional capabilities have mostly relied on human programming: either by reproducing preprogrammed interactions (Peura et al., 2023) or by having a human operator (Majlesi et al., 2023). The next step in the development of social robots is to integrate generative artificial intelligence (GenAI) into the robot.

In this paper, I will study human-robot interaction (HRI) by examining how the coordination between foreign language (L2) learners and a social robot is organised on a turn-by-turn basis. The data sets used in this study are 1) primary school students' L2 English conversation exercises with a preprogrammed robot, and 2) university students' L2 English conversations with a GenAI-integrated robot. I study these interactions through conversation analysis (CA) as it can provide insight into how participants navigate HRI, particularly in terms of progressivity and coherence of the interaction (Jakonen et al., 2023).

Interacting with a social robot offers learners an opportunity to practice conversation, but the data reveals instances in which the conversation differs from human-human interaction. The interactions with a preprogrammed robot comprise of single-topic question-answer sequences that the human participants must initiate to ensure progressivity. The interactions with a GenAI-integrated robot may develop into longer sequences, but instances still occur where progressivity is disrupted. In both cases, it falls on the human participants to adapt to the robot to maintain progressivity of interaction.

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Camelia Irodoi, Emil Szenyes, and Cristina Dimulescu
(Transilvania University of Brasov)

A teacher in disguise? A pragmatic analysis on ChatGPT's adaptability to meet learners' needs in FLL

The rapid adoption of artificial intelligence (AI) in education and its overwhelming use can no longer be denied, particularly with the development of chatbots like ChatGPT, Gemini AI and Microsoft Copilot, serving as tools for enhancing individual learning. However, concerns about their reliability, accuracy, and ability to meet user needs persist.

This research investigates the effectiveness of human-ChatGPT interaction in offering personalised guidance for beginner and intermediate users of English and German in the foreign language learning (FLL) process, since at this stage they often require more structured guidance. In this regard, ChatGPT offers accessible, on-demand assistance without the constraints of time and space.

The study applies qualitative data analysis, grounded in a pragmatic framework, to evaluate the performance of ChatGPT through the lens of Gricean Maxims—Quantity, Quality, Manner, and Relation—and an additional criterion: adaptability to users' profile (e.g. age, mother tongue, etc.). Given that chatbots are language models, it is only natural to evaluate how well they adhere to human conversational principles. Existing research has explored AI's potential as a substitute for human teachers, yet few studies assess its performance through pragmatic criteria.

A contrastive approach was adopted to explore whether ChatGPT's effectiveness varies between English and German, the two primary foreign languages taught in Romania, both playing a significant role in the country's educational system. Additionally, the study examines whether the chatbot can adapt to the inherent characteristics of each language and if it possesses sufficient knowledge in the field of foreign language learning and teaching to address the specific needs of learners effectively. To investigate these aspects, data from subjects-AI interactions in both languages were analysed and compared.

The findings contribute to understanding the role of AI in learner-centred education, particularly its capacity to facilitate independent FLL. By examining ChatGPT's effectiveness as a virtual teacher, this study sheds light on the potential of AI to complement traditional methods and adapt to the characteristics of the user's profile.

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How language shapes emotional communication in bilinguals: an EEG hyperscanning study of a live word exchange game

Emotional responses have been shown to be reduced in the second language (L2) of bilinguals, but it is difficult to extrapolate such effects to real world communication from studies of participants tested individually. For the first time, we investigate how operating in a native language (L1) or the L2 influences emotional word processing in bilinguals engaged in a communication game.

We tested 40 pairs of Polish-English bilinguals, including 20 couples involved in a romantic relationship for at least one year. Participants in separate testing booths engaged in a word-picture matching game involving negative and positive picture prompts and negative or positive words, while EEG recordings were collected simultaneously (hyperscanning). In each trial, one participant (the Sender) selected the word that they felt best matched the picture, while the other participant (the Receiver) either saw the selected item, or an alternative chosen randomly by the computer, and was asked to judge whether or not the displayed word was that selected by the Sender. Points were awarded for correct judgments, and roles alternated throughout the game. Moreover, participants were tested twice, once with a stranger and once with their partners, at least one week apart.

Preliminary analyses revealed that L2 words elicited greater P300 amplitudes than L1 words, suggesting increased attentional capture by English words, regardless of emotional valence. Conversely, N400 amplitudes were greater for Polish words, suggesting deeper semantic processing in the L1. Positive words elicited enhanced Late Positive Component amplitudes compared to negative ones, but only in Polish. This finding suggests that negative L1 words were less re-evaluated than positive words or English words, potentially reflecting a late-stage protective mechanism following deeper semantic processing at an earlier stage.

These findings highlight how language context modulates the processing of emotional content during communication and provide novel insights into the interplay between language, emotion, and social interaction in bilinguals. The results also underscore the importance of considering real-world communication dynamics when studying emotional responses in bilinguals.

Adam Janyska (Adam Mickiewicz University, Poznań)

Can rhythm be susceptible to L1 phonetic drift? Vowel reduction in the speech of Polish-English bilinguals

First language (L1) phonetic drift (Chang, 2019) is a type of cross-language phonetic interaction characterised by a non-permanent shift in the L1 pronunciation of bilingual and multilingual speakers. So far, L1 drift has only been described in relation to segmental features such as voice onset time or vowel quality. Therefore, this study investigates whether phonetic drift can affect the rhythmic feature of vowel reduction, which is characteristic for stress-timed languages such as English, but not for Polish (Gralińska-Brawata, 2015), in L1 Polish speakers of English. The aim is to see whether L1 drift may extend into prosodic structure, or whether it is limited to the pronunciation of segments.

The study compared two groups: 9 bilingual Polish speakers of English (3 B.A. students at the AMU Faculty of English) and 9 monolingual speakers of Polish. From each participant, 11 sentences in Polish with many polysyllabic words were used for an analysis conducted manually in the Praat software (Boersma & Weenink, 2024). First, individual vowel durations were isolated and then used for the calculation of two rhythmic measures: VarcoV and nPVI-V to evaluate vowel variability while eliminating the effect of the pace of the speech (White & Mattys, 2007). The bilingual speakers were expected to display more variability in vowel length in comparison to the monolingual group, which would indicate the presence of vowel reduction in their utterances, and therefore, provide evidence for phonetic drift.

The results presented no evidence of vowel reduction in the bilingual speakers' Polish utterances. In fact, surprisingly, the bilinguals displayed less variation in vowel duration compared to the monolingual group based on the two measures. This may indicate that vowel reduction, and rhythm in general, is not a feature susceptible to phonetic drift; however, more research is needed to confirm these results and explore their broader implications in order to get a fuller understanding of the notion of phonetic drift in bilingual speakers.

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Zuzanna Jarentowska, Katarzyna Ziółkowska, and Robert Pluciński
(University of Warsaw)

Do You Speak Rasta? Exploring the Sociolinguistic and Lexical Aspects of Iyaric

Iyaric, the language associated with the Rastafarian movement, is a creole that evolved from Jamaican Patois, deeply rooted in the sociocultural and historical context of Jamaica. Originating from the English-based creole spoken by enslaved Africans (DeCamp, 1971; Baker, 2001), Iyaric has become a powerful symbol of linguistic identity and resistance to colonial oppression. Iyaric is spoken primarily within the Rastafarian community, playing a vital role in expressing cultural solidarity and spiritual unity (Barrett, 1988). Its phonological and lexical features reflect both Jamaican Patois influences and intentional modifications that align with Rastafarian beliefs and values.

Phonologically, Iyaric shares many similarities with Jamaican Patois but also includes distinct variations. Its phoneme inventory and sound patterns blend elements from both African linguistic traditions (Holm, 1988) and Jamaican English, with some changes emerging, some consciously crafted to reinforce cultural resistance. A notable example is the transformation of the word 'oppression' to 'downpression,' where the 'op' segment, pronounced /ʌp/, becomes 'up' and is replaced by its antonym, 'down,' symbolizing a reversal of negativity and aligning with the Rastafarian focus on upliftment and spiritual empowerment (Harris, 2007).

Iyaric's vocabulary also plays a significant role in defining identity within the Rastafarian community. It uses word games as a powerful linguistic, spiritual, and cultural expression tool. By playing with sounds, meanings, and rhythms, Iyaric elevates everyday language to a divine and empowered level, particularly through the use of "I" words that emphasize individual and collective self-hood. These lexical choices reinforce the community's rejection of colonial norms while affirming their unique cultural and spiritual perspective (Baker, 2003; Campbell, 2002).

Our presentation aims to highlight Iyoric as a dynamic and evolving language that serves not only as a medium for communication but also as a tool for expressing pride, unity, and resistance in the face of historical adversity. Examples that we refer to explicitly portray that Iyoric, through its distinctive phonological and lexical characteristics, captures the essence of Rastafarian identity, offering a resilient foundation for cultural expression and solidarity. Due to the insufficient number of publications concerning this topic, this work is intended to contribute to the field.

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Zuzanna Jarentowska (University of Warsaw)

How Viking is English? Overview of vowel and consonantal shifts in Old English and Old Norse.

The present study aims at discussing mutual interactions between Old English and Old Norse. Apart from the genetic relationship, the two languages were in contact during the Medieval times, which had important consequences in their sound inventories.

Firstly, the presentation shall briefly discuss the historical and social context for the contact, namely the Viking invasions, settlement and reign in Great Britain. Essential information concerning the two languages will be introduced.

Subsequently, sound changes that occurred in Old English and Old Norse will be discussed. Both languages exhibit shifts in consonants and vowels, which underwent processes such as: Metathesis, Gemination, Rhotacism and Loss of Nasals (consonants), and Breaking, Umlaut, changes regarding diphthongs (ai-Change, eu-Change, au-Change), Shortening of Unstressed Long Vowels, Deletion of Unstressed Short Vowels (vowels). The processes are appointed specifically in relation to the mutual relationship that existed between Old English and Old Norse, meaning that only those sound changes that occurred in both languages, at least to some extent, are illustrated. The paper will contain a comparative analysis of the above-listed shifts. It will focus on the input and output of the changes, their contexts, and potential modern reflexes. Thus the study will attempt to answer a question to what extent Old English and Old Norse influenced each other in terms of their phonological aspects, and what possible reflexes of those changes are still visible in Present Day English.

The mutual relationship between Old English and Old Norse is essential for better understanding of these languages. The paper aims at raising the subject of the changes and shifts that occurred, which will help to familiarise the audience with this key moment in language history.

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Hanna Jaśkiewicz (Nicolaus Copernicus University in Toruń)

Covert vs. overt prestige in the literary representations of Kansai and Tōhoku Dialects

The term “linguistic prestige” can be defined as the positive social evaluation of a linguistic variety (Schmid 2020:114). Initially, the linguistic prestige was solely seen as a reflection of its speakers' status, but later research highlighted the bidirectional nature of this relationship, where speakers consciously use language to shape their social position (Eckert 2012:97-98). Williams (1992:81) further noted that prestige hierarchies can differ between communities. For example, covert prestige occurs when a variety is respected within its own group, regardless of its broader societal status (overt prestige) (Chambers and Trudgill 1980:98-100).

This paper explores the issue of covert and overt prestige in the representation of dialects in Japanese contemporary literature. Based on previous research (Long 1999, Tanaka 2013) two dialects were selected: the prestigious Kansai dialect and the stigmatized Tōhoku dialect. Twenty-six literary texts were analyzed, focusing on the attitudes towards these varieties, their use, and their speakers. Particular attention was paid to the similarities and differences in the perceptions of these dialects by their speakers and by outsiders.

The results indicate that the Kansai dialect holds significant covert prestige. Fictional speakers of this dialect are shown taking pride in using it, although they also experience anxiety when confronted with the more widely accepted standard Japanese. In contrast, speakers of the Tōhoku dialect still face stigmatization, even within their own community. However, some creators challenge this behavior by portraying the dialect as beautiful and deserving of preservation, suggesting a gradual rise in its covert prestige.

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Zuzanna Jechna and Magdalena Zabielska
(Adam Mickiewicz University, Poznań)

“Please, don’t be so nervous”: Linguistic and prosodic markers of interpersonal emotion regulation during emergency visits presented in the Polish medical documentary Dyżur (eng. Shift)

When patients and their families visit a hospital, they often experience negatively-valenced emotions, such as sadness, anxiety or frustration. These states are associated with numerous adverse effects, including decreased trust between parties and non-compliant behaviours. Because of that, healthcare professionals (HPs) engage in interpersonal emotion regulation (IER) or, in other words, attempt to alleviate such negative emotions. Nonetheless, research on IER in this context is insufficient and mostly devoted to emotional labour (Horton et al., 2022). Moreover, it rarely involves analysing actual HPs’ talk. Accordingly, the purpose of this interdisciplinary study was to gain insight into the linguistic and prosodic construction of social actions that HPs perform in the IER process.

Our data came from the medical documentary Dyżur (eng. Shift), which presents authentic cases of emergency visits at three Polish hospitals. From forty-three episodes available, we extracted fifty-two scenes in which HPs perform IER. Subsequently, the dataset was subjected to discursive psychological (DP) analysis (Edwards & Potter, 1992), as DP’s concern and analytical foci corresponded with the current research’s aim.

The analysis revealed that HPs adopted situation modification, cognitive change, attentional deployment and response modulation as IER strategies (cf. Reeck et al., 2016) with emergency room patients and visitors. Accompanying social actions were, inter alia, expressing empathy, relating to similar medical cases, joking and asking for the suppression of emotional cues. Also, we identified recurrent lexical (e.g., terms of endearment), grammatical (e.g., 1st person plural) and prosodic (e.g., smiley quality of voice) resources that were used to constructing related actions.

In conclusion, we will reflect on how DP analysis and evaluation of IER instances may bring implications for medical education and practice.

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Iryna Kravchuk (Adam Mickiewicz University, Poznan)

Exploring cognitive performance differences in bilinguals and trilinguals: The role of attention allocation and accented speech comprehension

Research on the cognitive advantages of bilingualism in behavioral tasks has yielded inconsistent results (Von Bastian et al., 2015). Bialystok & Craik (2022) addressed this discussion, arguing that bilinguals do not have more cognitive resources but use them differently in complicated tasks requiring attention allocation. No difference in behavioral performance was reported in the bilinguals and trilinguals comparison (Chung-Fat-Yim et al., 2020). However, it was observed that these studies often used simple cognitive tasks, lacked consistency in targeted psychological mechanisms, and defined bilingual and trilingual participants differently.

In this talk, I will present my study in progress that aims to address these issues in its design, attempting to tackle the difference between bilinguals and trilinguals more efficiently. I will outline the methodology that allows us to investigate the performance of bilinguals and multilinguals in both linguistic and cognitive tasks that require attention allocation. This project proposes that the foreign-accented speech comprehension task can be used as a linguistic cognitively demanding task targeting attention allocation. Such a task is challenging and requires attention adaptation due to input distortion (Cristia et al., 2012), resembling tasks differentiating bilingual and monolingual performance as suggested by Bialystok & Craik (2022). Furthermore, I will discuss the application of a lexical decision task as the method to assess accented speech performance and a task-switching paradigm as a behavioral method of attention allocation testing. Finally, I will report on the foreign accent rating study conducted so far to prepare material for accented speech comprehension testing.

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Michał Kubiński (Adam Mickiewicz University, Poznań)

The language of exclusion in Alternative Right discourse - a CDA approach

With the growing popularity of far-right movements in the world, it has become essential for their critics to move beyond public critique and provide evidence-based analysis of the exclusionary practices embedded in their discourses. The Alternative Right, as a fundamentally reactionary movement towards many different groups in Western societies (such as racial minorities, immigrants, LGBTQ+ individuals, feminists and women's rights activists), has continuously remained in the spotlight on the political scene. Considering the recent political unrests both in the European Union as well as the USA, it is now perhaps more crucial than ever to be able to methodically analyse the movement's beliefs and tackle how their discourse creates power imbalances that target different social minorities.

Frameworks of critical discourse studies allow linguists to illustrate and prove these many different biases and injustices contained within the Alternative Right discourse. This presentation is set to showcase how even an older method of CDA, such as Norman Fairclough's three-dimensional model, proved effective in highlighting the Alt-Right movement's exclusionary practices. The research is particularly focused on the Alt-Rights's transgender discourse (across US, UK and the world) through the analysis of articles found on selected Alt-Right websites - Breitbart News Network, The Daily Caller and The Gateway Pundit. In addition, this presentation intends to partially expand on the subject of grammar and textual structures, thus implementing Fairclough's model of discourse analysis holistically. The end goal is to hopefully bring more attention to the prevalent issue of exclusion that is being propagated by the Alt-Right, in the spirit of critical discourse studies.

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Marianna Kryszkowska (Adam Mickiewicz University, Poznań)

Exploring sentiment in machine-translated online reviews

User-generated content (UGC) is a product of users' active participation online. Due to its characteristics, such as the use of hashtags, or idiomatic expressions, UGC poses a challenge for machine translation and sentiment analysis (Saadany et al., 2021). Online reviews constitute a special type of UGC. They not only serve as a source of information about a product or a service but also provide users' subjective opinions on it (Lula et al., 2016). Given that, accurate translations of reviews are necessary for users to make informed decisions. Translation accuracy is key not only in the case of syntax and semantics, it is also important for the translated versions to exert a similar emotional response among the target recipients as the original.

The goal of the study was twofold. First, we wanted to identify machine translation errors of tourist reviews that influence their sentiment. Second, we wanted to determine which machine translation engine is more efficient in sentiment translation. To meet these goals, reviews of hotels in England and Poland on Booking.com were translated with Google and DeepL Translators. Subsequently, sentiment analysis was performed on the texts, followed by a qualitative examination of one hundred sentences exhibiting the greatest differences in sentiment scores between the two engines, using Biel's (2021) error taxonomy as a framework. The results of the analysis shed light on the translation errors affecting the sentiment transfer. They may be helpful for online platforms in choosing a translation engine which would better reflect the attitude of the original reviewer.

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Önder Kurt, Michał Klichowski (Adam Mickiewicz University, Poznań),
Guillaume Thierry (Bangor University) and Rafał Jończyk (Adam Mickiewicz
University, Poznań).

Tuning the Brain for Creativity: Alpha Frequency Stimulation with Binaural Beats.

Neurophysiological evidence suggests a functional link between oscillation power in the alpha frequency band (8–12 Hz) and idea originality. Here, we test whether idea originality and alpha-band power increase following 10 Hz binaural beat stimulation, an auditory illusion that stimulates neural phase locking. We recorded EEG in 36 native Polish speakers engaged in a modified Alternate Uses Task (for details, see Jończyk et al., 2024). Participants first generated a common use for an object and then engaged in three 25-second cycles of unusual use generation for the same object. Depending on the experimental block, participants performed the task while listening to (1) 10 Hz binaural beat (alpha stimulation; 240 Hz in the right ear, 250 Hz in the left ear), (2) 10 Hz stereo beat (sham; 10 Hz in the right ear, 10 Hz in the left ear), or (3) pure tone (control; 240 Hz in both ears). Each experimental block ended with 1-minute exposure to pink noise to prevent carryover effects between blocks. Assignment of stimuli to experimental blocks (six items per block) and block order were counterbalanced across participants. Data collection is complete. Data preprocessing and analysis are currently underway, comparing variations in alpha-band frequency across each ideation cycle under binaural beat, stereo beat, and pure tone conditions (3 x 3 within-subject design). Full results will be available by the time of the conference. The complete experimental protocol and hypotheses are available as a pre-registration on the Open Science Framework repository (<https://doi.org/10.17605/OSF.IO/GSM7T>).

Rafał Lenartowicz (Adam Mickiewicz University, Poznań)

*Does raising metaphor awareness facilitate vocabulary retention in the context of Polish
secondary school learners of English?*

In the process of language acquisition, vocabulary learning can be considered as the primary focus (Schmitt, 1997). With the aid of vocabulary both native and non-native speakers can build a foundation on which they can base their understanding of a language. One issue that learners repeatedly face in the process of acquiring a language concerns the difficulty of understanding more complex, abstract ideas. Frequently, those ideas are constituted by a metaphorical relationship between two concepts (Yim, 2023). In a series of experiments, Boers (2004) showed that vocabulary teaching strategies based on enhancing students' metaphor awareness through the organization of vocabulary under shared metaphoric themes were beneficial for their retention of English lexis. In this replication of Boers (2000) I followed the design proposed in his study and conducted it on one experimental and one control group of students from two different secondary schools. The primary aim of the study was to confirm the validity of organizing vocabulary along metaphoric themes to improve its retention. The second aim was to see whether organizing vocabulary under common metaphoric themes provides a short-term or a long-term expansion. The quantitative analysis of the results showed only partial verification of Boers's findings. While there was no statistically significant difference between the scores from the gap test in the first school, ($p > .05$), there was a statistically significant difference in the scores of groups from the second school ($p < .05$). The results of the delayed post-test showed no statistically significant difference between the groups from either of the schools ($p > .05$). A single instance of metaphor awareness raising instruction offered no long-term expansion of their English lexis.

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Mikołaj Lewandowski (Adam Mickiewicz University, Poznań)

From thou to you, from you to you guys: The semantic shift and pronominal status of you guys in Present-day English

The evolution of English has eliminated the singular-plural distinction in the second-person pronoun system. With the singular *thou* falling out of use, the originally plural *you* became the default pronoun for both singular and plural reference. This shift created a linguistic gap that present-day speakers often fill with *you guys*, a phrase whose pronominal status remains debated (Jochnowitz 1983). The loss of *thou* has been attributed to shifts in politeness conventions (Jucker 2020), misapplication by the English middle class (Maynor 2000), and inflectional simplification (McConnell-Ginet 2020: 118). In response, alternative plural expressions emerged, with *you guys* becoming one of the most widespread. The noun *guy*, derived from Guy Fawkes' first name, underwent rapid semantic change in the 19th century, evolving from an effigy to a plural form of address over seventy years (Guy, n.2. 2023). To assess whether *you guys* functions as a pronoun in certain contexts, this presentation employs a corpus-based quantitative and qualitative analysis using data from the Corpus of Contemporary American English (COCA) (Davies 2008). The analysis focuses on possessive constructions (e.g. *you guys'* and *your guys'*) as a diagnostic feature of pronominal behavior, examining its frequency and syntactic distribution. The findings suggest that *you guys* exhibits pronoun-like properties in possessive contexts, supporting the idea that English pronouns evolve to address linguistic gaps while remaining sensitive to usage constraints.

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Patricia Linnemann and Mariya Hristova (Bielefeld University)
Linguistic creativity as a tool for symptom description in natural doctor-patient-interactions

Language and creativity are deeply intertwined. Not only has language proven to be influential for cognitive creativity (e.g., Kharkhurin 2018 summarizing findings of an increased creative capacity in bilinguals), but creativity is a driving force for the usage of language. Language allows for being adapted to reach our communicative goals, with language change as the result of successful creative deviations from the norm (Heine & Stolz 2008). The project presented is part of the CRC “Linguistic Creativity in Communication” of Bielefeld University and investigates German medical history-taking interactions with adolescents suffering from neurological diseases like seizures. In order to describe their unusual symptoms under communicative pressure, the young patients frequently make use of nonconventional expressions. The talk will present insights from two perspectives: conversation and grammatical analysis. Adopting a conversation analytic approach (Gülich 2012), sequence analysis demonstrates how non-conventionalized language helps interlocutors to successfully solve this difficult communicative task and how they establish original expressions as part of their common ground. Furthermore, through a grammatical analysis, this talk will discuss linguistic strategies employed in the creation of novel expressions and determine whether the observed changes involve form, meaning, or both (Runco & Jaeger 2012).

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Oleksandra Lubchuk, Breno Silva, and Agnieszka Otwinowska-Kasztelanic
(University of Warsaw)

The knowledge of cognates: How to control for cognate guessing in tests?

Cognates, which bear orthographic/phonological and semantic similarities to words in learners' L1, are often translated more accurately than noncognates. However, studies frequently require the L1-translation of L2-keywords without controlling for guessing (CfG). Some studies have employed CfG and found no difference in translation accuracy between cognates and noncognates (e.g., Otwinowska et al., 2020). Still, there is no research on which CfG methods better reflect participants' L2 proficiency.

To address this gap, our within-subject cross-sectional study collected data from 115 Polish participants of A2-C1 English proficiency. We obtained eight English-proficiency measurements for each participant: Self-rated proficiency in the four skills and their median, LexTALE and IELTS Reading scores, and scores in the noncognate translations. Our L2-to-L1 translation tests explored the knowledge of 60 noncognates, 60 cognates, and 30 false cognates statistically matched (and then randomized) across four conditions. Two conditions contained false cognates, two had distractors. Additionally, in two conditions, participants had to report the confidence in their translations: a 7-point Likert scale used as CfG. CfG was employed in one distractor condition and in one false-cognate condition (counterbalanced).

Altogether, we obtained eight translation scores (dependent variables; DVs). Two DVs were obtained from the no-CfG conditions (with/without false cognates). The remaining DVs were derived from the two CfG conditions, three variables from each. To obtain the DVs, the 7-point Likert scale was used as follows: Correct translations were considered "correct" if students 1) reported full confidence in their translation (following Otwinowska et al. 2020), 2) reported confidence levels 5-7, and 3) reported confidence at or above the participant's median confidence.

To analyse the data we will fit eight mixed-effect models with identical fixed/random effects. The main predictors will be participants' English-proficiency measurements. We assume that the best-fit model will be the one with the DV that best reflects English proficiency. We hope to find which CfG method enables researchers to more accurately assess cognate knowledge, and thus better understand their learning.

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Leonor Martins, Zagalo Francisca, and Zardo Vítor (University of Porto)

*The Phonetic and Phonological Impact of Mandinka and European Portuguese on
Guinean Kriol: An Exploratory Study*

Guinea-Bissau is home to a wide diversity of African languages, such as Mandinka and the Guinean Kriol. Considering this, the present study aims to explore how Mandinka and European Portuguese influence the Guinean Kriol through the analysis of the phonological inventories of a trilingual speaker, based on a 207 word Swadesh list collected through elicitation. The analysis of the Mandinka data was carried out considering Gambia / Peace Corps (1995) and Creissels (2024), while the Kriol data was analysed and compared with Stein (2021) and Mendes (2023).

Additionally, this description allows us to reflect on the role of Mandinka as a substrate language and Portuguese as a lexifier language of Kriol, as well as formulate hypotheses about certain occurrences of the consultant that are not documented, as far as we know, in any literature.

The results provide evidence of the influence of Mandinka in Kriol, as observed in the strategies used to replace the sound [ʌ], and possibly in the tapping of intervocalic /d/ and the influence of contemporary European Portuguese is also substantial, proved by the insertion of simple alveolar taps at the end of verbs (e.g., [kər'tar], “to cut”); by the final [j] in the numerals ['doj] “two” and ['trej] “three” (although this may, however, be related to word morphology), etc.

Considering this analysis, this study examines the dynamics between different languages coexisting in a multilingual context, while highlighting specific assimilations resulting from linguistic intersection and recognizing the challenges associated with the position of African languages in the linguistic landscape of their speakers.

Marcin Nowacki (Adam Mickiewicz University, Poznań)

Terms of Address in Vietnamese: A Study of Instagram Stories

Vietnamese uses a complex system of address terms predominantly based on kinship terms. Given the large inventory of terms of address (ToA), complex social deixis, differences of the usage across registers and specificity of social media language, Vietnamese users of Instagram Stories are expected to use address terms differently than in typical written public discourse. These include differences between the usage of kinship terms, true pronouns and other types of ToA as well as their grammatical person, syntactical functions and spelling.

Overall, the results meet my expectations as Vietnamese people seem to prefer terms other than kinship terms, as well as informal and familiar address terms rather than formal and distancing terms - which is different from the typical written public discourse. Some of the ToA were found to be used with different meanings, while some exhibit formal features, typical for language used in social media, e.g. abbreviations and orthographic innovations. The use of terms of address was also found to differ across grammatical functions and grammatical number - in imperative utterances for instance, there is a high percentage of ellipsis of terms of address over other terms. While the predominant 1sg terms were true pronouns *tôi*, *mình* and kinship terms *em* and *anh*, on the other hand for 2sg terms usernames and instances of ellipsis of terms of address were the most common.

This study of Instagram Stories shows the contemporary use of the large inventory of terms of address, adapted to the specific circumstances of Instagram. It is particularly important and interesting in the context of Vietnamese studies as computer-mediated communication in the Vietnamese language has not been studied well enough yet. Suggestions for further research include a study of ellipsis of terms of address (which is widespread and deserves further investigation) and usernames in the function of ToA.

Klaudia Ogrodniczek (University of Warsaw)

Fostering Multilingual Learning Environment: Teaching Practices for Refugee and Migrant Students in Poland

This study examines pedagogical approaches and institutional practices that foster inclusive language learning environments for multilingual migrant and refugee students. It also identifies practices that may hinder these objectives. Teachers play a pivotal role in making language lessons culturally relevant and embracing students' diverse linguistic repertoires (Trumbull et. al, 2020), but they require adequate support to achieve these goals. The research investigates teaching practices within Polish classrooms, highlighting the contrast between educators who adapt to multilingual learners' needs and those who do not, as well as the factors influencing these differences.

Using a qualitative design with purposive sampling, the study explores EFL teachers' attitudes and their contributions toward supporting refugee multilingual students. Data were gathered through in-depth interviews conducted with nine participants between August 2022 and April 2023. Participants included teachers, intercultural assistants and educators from a public elementary school. The latter were based in a school situated in the Targówek district of Warsaw, where I combined my teacher training with an ethnographic case study. The data collected from individual interviews were supplemented by observations and fieldnotes gathered during the aforementioned case study.

Findings emphasize the importance of language policies and ideologies in shaping educational practices (Kroskrity, 2010; Hélot & Laoire, 2011), which significantly impact refugee and migrant students' experiences (Latisha et. al, 2021). The study underscores the need for collaborative efforts across educational communities to embrace linguistic diversity (Van Avermaet et. al, 2018) and support the development of multilingual learners. Emphasis is placed on the need for teacher training, assessment strategies, and the provision of tailored language support.

Anna Olszewska and Kamil Długosz (Adam Mickiewicz University, Poznań)

The acquisition of L3 Scandinavian impacts word order in advanced L2 English: Regressive cross-linguistic influence in verb-particle constructions

Despite the agreement that cross-linguistic influence is not unidirectional, scarce attention has been given to how the addition of an L3 impacts the languages known prior (e.g., Cabrelli, 2023). Therefore, the present study explores how learning a Scandinavian language as L3 affects word order in advanced L2 English depending on L3 proficiency.

The targeted verb-particle constructions are absent in Polish (L1) and present in both English (L2) and Scandinavian (L3), but their placement varies across these languages. In English and Norwegian, the particle can both precede (preNP) and follow (postNP) the object. In Swedish, the particle is fixed in the preNP position, while in Danish it is always placed in the postNP position.

Capitalizing on these differences, we conducted a cross-sectional study among instructed, non-immersed L1 Polish L2 English learners (C1 level), acquiring either L3 Norwegian (n = 65), Swedish (n = 52) or Danish (n = 46) from beginning to advanced levels (A2-C1). As Norwegian patterns alike English, it served as a control group. Swedish and Danish, which only allow for one particle placement, acted as two experimental groups. By that, we isolated the effect of L3, while maintaining a cohesive, trilingual learner background. All groups were matched in L2 English proficiency (M Dialang = 67.44 out of 75, SD = 4.73). They were tested with an acceptability judgement task (AJT) and a self-paced reading task (SPRT) in both L2 and L3.

An analysis using linear mixed-effects models revealed regressive cross-linguistic influence in participants' judgments and reading times in L2 English, reflected mainly in the post-posed particle being preferred by L3 Danish learners and strongly dispreferred by L3 Swedish learners. Notably, the occurrence of the effect was modulated by L3 proficiency.

Our study is the first to show that (i) L3 impacts word order in L2, thereby extending the observation of regressive cross-linguistic influence to syntax, and that (ii) this effect is modulated by L3 proficiency.

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Urszula Pawelec, Adrianna Borzym, Agnieszka Otwinowska-Kasztelanic
(University of Warsaw), Jakub Szewczyk (Jagiellonian University), and
Valentina Ragni (University of Warsaw)

Processing of cognates, false cognates, and non-cognates when reading longer texts. An Eye-Tracking Study

When presented in isolation, cognates are often processed and acquired faster than other words, as opposed to false cognates (Marecka et al., 2021). However, research on how learners allocate attention to cognates and false cognates when reading longer texts is still scarce. Thus, we used eye-tracking to compare the reading of cognates, false cognates, and non-cognates in natural reading conditions. We hypothesised that cognates, due to their L1-L2 similarity, would attract less attention. False cognates, on the other hand, would attract more attention, cause regressions and have an increased dwell time.

To this end, we designed a within-subject experiment with the EyeLink Portable Duo eye tracker. During two sessions, 35 adult Polish learners of English (C1/C2) read 45 stories (200-300 words) which included 90 keyword nouns (30 cognates, 30 non-cognates, 30 false cognates). Apart from the keywords, only the 2,000 most common English words were in the stories (lex tutor.ca). The keywords were controlled for frequency (SUBTLEX; Brysbaert & New, 2009), concreteness (Brysbaert, Warriner, & Kuperman 2014), and L1-L2 orthographic overlap (Levenshtein distance). The keywords occurred 1-6 times across the stories and 1-4 times within a given story, with context informativeness measured (Chat GPT2).

Preliminary ANOVA results with Tukey post-hocs show that false cognates had a higher dwell time than other word types, but also higher skip rates. Other differences in the reading of the three types of words by advanced learners were not statistically significant. In our talk, we will discuss the possible interpretations of the data and hypotheses for another experiment on B1/B2 learners.

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Kinga Piskorz (Ludwig Maximilian University of Munich)

Morphosyntactic variation of analytic future periphrases in the Western Carpathian region

The Western Carpathian region is characterized by intense language contact between Polish, Slovak, Carpatho-Rusyn, and the Goral dialects. This linguistic interaction manifests in various strategies for future tense formation that go beyond the standard patterns—the perfective synthetic future and the analytic future of imperfective verbs—incorporating older analytic modal future constructions (e.g., *mám* + infinitive).

This study examines the morphosyntactic variation of analytic future forms and modal future periphrases in the Polish-Slovak border region, with a particular focus on their distribution and function. The analytic future, which is formed either with an infinitive or an I-participle, exhibits regional variation both in its structure and function. Andersen's (2006) classification of the areal distribution of analytic future periphrases in Slavic languages serves as the theoretical foundation.

The study addresses the following key questions:

1. What variation in analytic future periphrases can be observed across Slavic languages and varieties?
2. What role do factors such as aspect, number, gender, and word order play in the formation of these constructions?
3. In which contexts are modal future periphrases (e.g., with auxiliaries such as *mieć* "to have," *chcieć* "to want," *począć* "to begin") preferred?
4. To what extent does intense language contact between Polish, Slovak, Carpatho-Rusyn, and the Goral dialects contribute to changes in morphosyntactic structures?

Methodologically, this study combines corpus analysis, dialectological fieldwork, and historical-comparative linguistic research. Additionally, sociolinguistic aspects—particularly the relationship between prestige and language use—as well as cultural and historical factors (e.g., shared traditions in folklore, music, and pastoral economy) are integrated into the descriptive and areal linguistic analysis. The data sources include fieldwork results from linguistic interviews with speakers of regional varieties in Poland and Slovakia, dialect corpora, historical and contemporary linguistic data from dialect texts and folk songs, and surveys.

This study aims to contribute to the understanding of morphosyntactic variation in future periphrases in the Western Carpathian region. A special focus is placed on the extent to which multilingualism and language contact have led to the development of specific future tense strategies.

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Theodora Psoma (Aristotle University of Thessaloniki)

Between Human and Artificial: A Case Study of Audio Description Creation with the Use of Generative AI at Thessaloniki Metro Archaeological

Language practitioners utilize descriptive language in order to create Audio Description (AD) texts for the purpose of enhancing accessibility for the Blind or Partially Blind (BPB) audiences. While several museums offer AD services, progress in the study of the linguistic features of the genre and related writing techniques has only recently started to appear (Perego, 2023; Gallego 2022). Moreover, with the emergence of Gen AI, the creation of AD texts has turning into a multidisciplinary field of study, providing novel fields for research (Gao et al, 2024).

Our presentation discusses how AD practitioners use the English language in order to describe the Archeological site of Venizelou Station at Thessaloniki Metro with the use of Gen AI. In the context of this case study, we are currently conducting a series of training sessions with the participation of 25 college students. The project is structured in 3 parts: in the first part students create a first draft of the exhibits' description. In the second part students study a corpus of museum AD texts with a focus on deixis, toponymy, and descriptive language, as a reference framework. In this part they create their own AD and consequently apply AI tools for editing. In the third part, students read their AD texts in the presence of BPB audience in order to co-evaluate the quality of the materials produced.

We expect that our results will highlight the need for a sustainable, interdisciplinary framework for AD training and the possibilities that arise from the use of AI and collaborations between BPB and sighted communities, to jointly address the challenges in AD generation.

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Aleksandra Rewerska (Adam Mickiewicz University, Poznań)

Towards describing a Polish repertoire of recurrent gestures - an example from role-playing games sessions

During this presentation the researcher aims to discuss a pilot study of recurrent gestures performed by Polish speakers. The definitions of the subject matter will be provided, as well as a description of a study conducted. The talk will focus on the gesture families which can be observed during role-playing games (RPG) sessions.

Recurrent gestures have been studied for twenty years, starting with Adam Kendon's (2004) and Cornelia Müller's (2004) works on the Palm Up Open Hand. They pointed out that speakers, belonging to different cultural backgrounds, perform spontaneous gestures that have stable form- meaning relationship and recur across different contexts (Ladewig, 2024). Unlike iconic or metaphoric gestures, those did undergo a stabilization process and are born through repetition.

The pilot study was conducted with three groups of players, totalling twelve people. Each invitee participated in a session led by the researcher, following a scenario in the 'Vaesen. Mythical creatures' system. First, the participants chose one character each from the set of four ready-made ones. The rules were explained, and the world depicted was described. Then, the game master moved on to the game.

The sessions lasted around 170 minutes. Afterwards, three ten-minute excerpts from each game were chosen for analysis: (1) the first 10 minutes, (2) the introduction of the player characters and (3) the sessions cumulative point. Altogether, 281 recurrent gestures were observed, almost half of which (128) occurred during the last excerpts.

From an insider's perspective, during every session the atmosphere was light-hearted. Due to the static nature of RPGs, the recordings are very suitable for analysing non-verbal behaviour. The RPG as a tool to analyse spontaneous language, providing a method to analyse data collected almost in vivo.

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Marta Rogulska (Adam Mickiewicz University, Poznań)

Dicks versus dicks – a case study of multimodal and euphemistic profanity in “Supernatural”

This paper explores the challenges and strategies involved in English-Polish translation of profanity and euphemistic profanity (coined by Lafreniere et. al 2022) in television shows, focusing specifically on the American series *Supernatural*. In Poland, explicit language is permitted only after 11 PM (Bednarek 2019), and similar regulations exist in the United States to protect children from exposure to obscene or profane content (Queen 2015). As a result, television networks often resort to creative solutions to censor curse words, a practice that *Supernatural* employs extensively by using milder expletives and playful, inventing phrases such as "ass-clown" and "jerkface" and employing various multimodal context clues that indirectly touch on profane subjects. This research examines how such euphemistic and multimodal profanity source from the show was translated into Polish, looking at both professional and fan-created subtitles. It also highlights the challenges translators face when working with culturally specific, non-conventional profanity and proposes an array of translation strategies chosen for this purpose based on a literature review (Gottlieb 1997, Nikolajeva and Scott 2000, Davoodi 2009, Brezolin and Medeiros 2021, Lu 2024,) and own proposals. Ultimately, this paper sheds light on the intersection of censorship, multimodal translation, and cultural adaptation in the context of television programming, contributing to the field of audiovisual translation studies and a broader understanding of how localized curse words affect viewer engagement and reception.

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Paulina Rozkrut (Adam Mickiewicz University, Poznań)

AI in simultaneous interpreting: An eye-tracking study on interpreters' visual attention

New technologies are integral to the modern multilingual world. Advances such as machine translation or generative AI play a pivotal role in overcoming communication barriers, facilitating social interaction, and creating new opportunities for language professionals. Although such solutions were initially limited to written translation, recent years have brought significant technological progress in interpreting, including the development of computer-assisted interpreting (CAI) tools that offer a real-time transcription of the source speech (Fantinuoli, 2017). While research shows that CAI technologies improve the interpreting performance (Pisani & Fantinuoli, 2021), little is known about how interpreters navigate such complex tools during the already demanding task of interpretation.

This talk reviews the technological landscape of interpreting and presents a study investigating the integration of a CAI tool with automatic speech recognition (ASR) into the interpreting process. Twenty-five simultaneous interpreters interpreted in three conditions: without technological support, with partial ASR support (offering the transcription of numbers and the transcription and translation of terms), and with full ASR support (offering the transcription of the entire speech, the transcription of numbers, and the transcription and translation of terms). The analysis involved eye movements, audio recordings, and questionnaires, with this presentation focusing on the eye-tracking data as an indicator of visual attention.

Preliminary results show that while fixation count was the lowest for interpretation without ASR, interpretation with full technological support triggered more fixations than interpretation with partial support, implying that greater visual complexity leads to increased processing effort. Interestingly, in all conditions, dwell time percentage was the greatest for the speaker area of interest, suggesting the participants' preference of auditory input despite the availability of written prompts. The study enhances our understanding of how interpreters integrate visually complex tools into their workflow.

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Martina Rybová (Ludwig Maximilian University of Munich)

The Significance of Sound and Emotion in Czech and Polish Swear Words

As part of the lexical inventory of language, profane words mirror specific behaviour in terms of their neurocognitive processing. They have more in common with an evolutionarily conditioned response to danger (fight-or-flight reaction; Stapleton et al., 2022) than with verbal utterances themselves. This peculiarity is recently put in context with a potentially unique sound structure of swear words, i.e. sound symbolism.

Previous studies have sought both language-universal (Lev-Ari & McKay, 2023) and language-specific patterns (Bergen, 2016) in the sound symbolism of profanity. This paper presents first findings from an analysis of the sound structure of swear words in Czech, and Polish, two socio-culturally close Slavic languages. Such investigation can provide novel insights into the extent to which linguistic and socio-cultural proximity entails similar perceptual tendencies.

The initial results are based on sixty swear words and sixty neutral words of similar length, which were extracted from available lexicons and Swadesh lists of the respective languages and automatically transcribed into IPA. Both samples were analysed for phonological patterns as well as for sonority—a measure proposed by Aryani et al. (2018) as indicative of a swear word's emotional content and (un)pleasantness depending on what phonemes it consists of, though not yet verified.

Preliminary findings suggest that Polish and Czech swear words exhibit low sonority, aligning with 'unpleasant' sounds (Aryani et al. 2018). This finding supports the hypothesis that sonority might be one of the distinguishing features of profane language.

The study evaluates the relevance of sonority as a measure for identifying swear words, potentially enabling the creation of pseudowords with similar perceptual characteristics for further experimental research.

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Dziyana Sabaleuskaya and Kamil Kaźmierski
(Adam Mickiewicz University, Poznań)
Ejectives in American English: A Corpus-Based Study

This study aims to shed light on the occurrence of ejectives in American English. Ejectives are defined as glottalic egressive stops produced by "an airstream mechanism involving a closed glottis and the upward vertical movement of the larynx" (Catford, 1977, as cited in Simpson, 2014, p. 189). In English, ejective sounds [p'], [t'], and [k'] have primarily been reported in Northern British English varieties, particularly in word-final pre-pausal positions (Simpson, 2014).

In the current study, video excerpts and their corresponding automatic speech recognition transcripts from the Corpus of North American Spoken English (Coats, 2021) were selected for auditory analysis. The dataset covers all 50 states of the USA and the District of Columbia, comprising 5,100 ten-second samples. Each sample contains a target word ending in [k]. To account for factors that might influence the occurrence of ejectives, the following variables were automatically measured: speech rate, lexical frequency of the target word, the sound preceding the target sound, the stressed/unstressed status of the syllable containing the target sound, the size of the pause following the target sound or the subsequent word, and the word's position in the sentence. The target words were then auditorily analyzed to identify any ejective realizations.

Ejective realizations of the final [k] are expected to occur in American English, with varying frequencies across location. Ejectives are anticipated to appear in all types of preceding sounds, but the strength of the ejective burst is predicted to vary depending on sentence position: stronger realizations are expected pre-pausally at the ends of sentences, while weaker variants are likely to occur pre-pausally within the middle of utterances.

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Roksana Szczypek, Katarzyna Jankowiak, and Marcin Naranowicz
(Adam Mickiewicz University, Poznań)

Bilingual speakers are less affected by morality violations in their foreign language

Grounded in the Foreign Language Effect framework (FLE; Keysar et al., 2012), which posits that using a foreign language reduces emotional responding, research in the field of psycholinguistics has consistently shown that the language of operation influences moral judgments (e.g., Costa et al., 2014; Ciolletti et al., 2015; Brouwer, 2023). However, much of this work has concentrated on moral dilemmas, which focus on moral decision-making, while the processing of morally charged language remains unaddressed. Furthermore, moral dilemmas explicitly require participants to engage in moral reasoning, leaving the implicit processing of moral content largely unexplored. To address this gap, the present event-related potential (ERP) study investigates how late proficient unbalanced Polish (L1)–English (L2) bilinguals process morally charged language in L1 and L2. Participants (N = 55) performed a semantic decision task, wherein they decided whether a sentence was meaningful or meaningless. The stimuli included sentences that either aligned with (e.g., They try to fight racism and hate speech.) or violated moral principles (e.g., The man planted a bomb in the old basement.). The findings revealed reduced N400 amplitudes for immoral sentences in English compared to Polish, suggesting diminished lexico-semantic processing of immoral content in L2 compared to L1, thus supporting the FLE framework. Overall, these results highlight the dual-process nature of moral cognition, where L1 facilitates automatic, emotionally driven processing, while L2 promotes more analytical reasoning. This study contributes to our understanding of how language context shapes moral judgment in bilinguals, offering new insights into the interaction between language, emotion, and morality.

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Marta Strejczyk (Adam Mickiewicz University, Poznań)

An analysis of the impact of strategies applied in English-to-Polish translations of Lucy Maud Montgomery's "Anne of Green Gables" on the experience of narrative transportation

Narrative transportation is a psychological phenomenon where readers become so immersed in a narrative that they lose track of their environment, with "all mental systems and capacities focused on the events of the story" (Green & Brock 2000: 702). This research investigates how domestication and foreignization affect the level of narrative transportation experienced by readers. As Venuti (1995) pinpoints, domestication involves adapting the source text to the target culture and language, making it familiar to the reader, while foreignization retains elements from the source language and culture, such as proper names, which may be unfamiliar to the target audience.

This research aims to investigate the impact of particular strategies applied in the translation of literary texts on the level of narrative transportation experienced by readers. This study discusses specifically two translation strategies – domestication and foreignization. The study involved three groups of participants: 45 English native speakers reading "Anne of Green Gables" by Lucy M. Montgomery, 30 Polish native speakers reading the domesticated Polish translation "Ania z Zielonego Wzgórza" translated by Rozalia Bersnteinowa, and 30 Polish native speakers reading the foreignized Polish translation "Anne z Zielonych Szczytów" translated by Anna Bańkowska. Participants were asked to read an excerpt from the narrative, answer demographic questions as well as complete a narrative transportation scale questionnaire developed by Green and Brock (2000) to measure their level of engagement in the story.

The results reveal no statistically significant differences between the groups, suggesting that the translation strategies do not significantly affect the experience of narrative transportation. However, there is a tendency for higher levels of narrative transportation among participants who read the foreignized version of the text. This suggests that retaining foreign elements might engage readers more deeply in the narrative. However, further research is needed to explore whether translation strategies influence narrative transportation.

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Marri-Mariska Tammepõld and Nele Novek (University of Tartu)
University students' interactions with AI chatbots: linguistic means of referring to AI chatbots in Estonian

In modern society, artificial intelligence (AI) has taken on the role of a friend, psychologist, teacher, doctor etc. In this context, there are emerging discussions about AI personification such as how to make it more acceptable for humans (Janson, 2023). Previous studies that have also analyzed interaction with AI have found that users tend to be more brief and use more restricted vocabulary when talking to AI compared to interaction with humans (Hill et al., 2015). Contrary to everyday communication, there are established traditions regarding how to refer to author(s), sources, inanimate objects etc in academic texts (e.g., APA). The knowledge AI can produce is expanding and thus will be used more in the academic field. Therefore, it is essential to study how interactions with the robot are addressed in academic texts. To our knowledge, the interaction with Estonian-speaking chatbots has not been extensively studied. We will give an overview of how university students, most of whom use Estonian as a native language, interact and describe their interaction with AI chatbots, such as ChatGPT, in an academic text. During the course Introduction to Linguistics, held at the University of Tartu in the autumn semesters of 2023/2024 and 2024/2025, about 245 students chose a task which included using AI. They were asked to include screenshots of their conversation with AI in their work and to comment on AI's output in the text. Using these 245 assignments, we will show how students interact with AI chatbots, and how they personify the descriptions of AI use. Among other things, we will analyze whether greetings and politeness are included in the interactions and which pronouns do the students use when referring to AI in their own writing.

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Susanne Triesch-Herrmann (Leipzig University)

It's interactional, isn't it? Pragmatic frames as interlingual representations of functional meaning

Frame semantics (Fillmore, 1982) as a powerful cognitive theory of meaning and its lexicographic incarnation FrameNet are used, e.g., in NLP applications as well as translation analysis and evaluation (Czulo et al., 2019). Semantic frames serve as interlingual representations of meaning but mostly fall short of accounting for functional-pragmatic aspects of meaning. Therefore, integrating the communicative function of expressions into frame semantic approaches is increasingly in focus, taking up the concept of “interactional frames” (Fillmore, 1982) that have to do with the conceptualization of the communicative situation.

The talk presents findings from an ongoing PhD project that aims at modelling conventional pragmatic functions of language in terms of pragmatic frames (Ziem et al., 2023) and applying these in translation analysis. Results of explorative annotation and corpus-based frame building for interactional, stance-taking and text structuring practices in German and English are reported. The frame semantic approach connects linguistic expressions to the respective knowledge structures we bring into play in understanding them. Modelling the interactional functions of tag questions, for instance, the frame Request_confirmation contains a structured set of frame elements: PROPOSITION, CONFIRMATION_SIGNAL, REACTION as well as the contextually instantiated SPEAKER and ADDRESSEE. The frame entry also specifies the linguistic expressions evoking the frame, i.e. the tag question construction, realized as, among others, “nicht wahr?”, “oder?” in German or “isn’t it?” in English. As pragmatic aspects of meaning are relevant for functional translation equivalence, the work contributes to updating the primacy of frame model of translation (Czulo, 2020), and to enriching frame semantic theory and databases.

Hanna Twardowska (Adam Mickiewicz University, Poznań)

Variations in Perfect Constructions: A Comparison of British and American English

While the Present Perfect has garnered considerable scholarly attention—particularly concerning its status as a tense or an aspect—other perfect constructions have been largely overlooked. Understanding these constructions is crucial for determining the role of tense inflection in perfect constructions. By analysing their distribution and frequency of use across contexts, this study aims to uncover how context and form influence their meaning. To achieve this, a corpus-based investigation will be conducted using the enTenTen 2021 corpus. The analysis focuses on three perfect constructions: the bare perfect infinitive (e.g., "I could have done it"), the perfect infinitive (e.g., "She seems to have liked it"), and the perfect gerund (e.g., "Having said that, he left the room"). Given previous findings that highlight significant differences in Present Perfect usage and frequency between American and British English (e.g., Elsness, 2011; Hundt & Smith, 2009; Bowie, J. & Wallis, S. 2016), this study also compares these varieties to determine whether such differences extend to other perfect constructions. Preliminary results reveal notable distinctions between British and American English. British English demonstrates a preference for the perfect infinitive following adjectives, particularly emotive ones (e.g., "He was happy to have done such a good job"), whereas American English favours its use as complements to verbs. Furthermore, the perfect infinitive occurs more frequently in British English (69.79 instances per million words) than in American English (44.42 instances per million words), aligning with existing research on the Present Perfect. These findings offer new insights into the variation and distribution of perfect constructions across English varieties.

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Natallia Valadzko (University of Warsaw)

Somewhere in between? Multimodal metaphorical conceptualizations of non-binary identities in spoken word poetry

This presentation includes preliminary research that explores multimodal metaphorical conceptualizations of non-binary identities as seen in performances of English-speaking spoken word poets. The term non-binary is used not as a specific label but as the umbrella term to describe the experience of individuals who challenge the ideas of normativity around the traditional gender binary of 'man' and 'woman'. Some work within queer cognitive linguistics focused on metaphors of coming out and gender transition; for example, on the role of the domains of movement and transfer in metaphors of coming out (Dyrmo, 2023) and the JOURNEY model and DIVIDED SELF metaphor in the understanding of gender transition (Lederer, 2015). Moreover, these questions were approached multimodally by looking at gestural metaphorical scenarios (Dyrmo, 2022) and co-speech gestures supporting a spatially-based representation of gender identity (Lederer, 2019). However, in this talk, I would like to look closer at gender identities that 'transcend' the binary. Using multimodal data from the recorded performances of spoken word poets (accessed via dedicated YouTube channels) that focus on the non-binary experience, several cases are examined qualitatively. The central research question for this talk is how gestural metaphorical scenarios in the genre of spoken word poetry conceptualize the non-binary experience. Even though the binary space-based model of gender still influences possession, additive and contestation models of gender (Stahura & Lederer, 2024), my interest lies in seeing what conceptual (especially, not space-based) metaphors and creative elaborations spoken word poets may offer, as well as how gesture contributes to their expression.

Merel Vermeer (Radboud University), Andrea González-García Aldariz, Alice Foucart (Nebrija University), and Susanne Brouwer (Radboud University).

'Whenever, Wherever' will music lyrics interfere with speech intelligibility?

Previous research has shown that lyrical music interferes speech comprehension more than instrumental music (Scharenborg & Larson, 2018). Additionally, meaningful lyrics have been found to reduce speech intelligibility more than meaningless lyrics (Brouwer et al., 2021). However, it has not yet been investigated whether the language of song lyrics influences listeners' speech intelligibility. To address this gap, the current study aims to examine to what extent the familiarity with one language, English being familiar and Spanish unfamiliar, in song lyrics interferes with speech intelligibility. This has been assessed across two versions of the song: a cappella (i.e., vocal music without instruments) and full songs (i.e., vocal music with instruments). It was hypothesized that the full song version was expected to cause greater interference compared to the a cappella version, and that listeners' familiarity with the language would lead to increased interference in speech intelligibility.

The current study employed a within-subjects design, testing 41 native Dutch speakers who listened to Dutch target sentences in the presence of Shakira's song "Whenever, Wherever" in both English and Spanish. The songs were presented in a cappella or in full format. The signal-to-noise ratio was -12 dB SPL. Participants were asked to write down the Dutch target sentences they heard.

The findings revealed that native Dutch listeners performed significantly better in the a cappella condition compared to the full song condition, suggesting that the absence of instruments reduces auditory masking and competition for cognitive resources. Despite the greater familiarity with English over Spanish, the foreign nature of both languages resulted in no effects. Although a significant interaction effect was observed, subsequent analysis indicated no substantial differences between the two languages in either condition. Overall, listeners performed better in the a cappella condition, but language familiarity had no significant effect.

In a follow-up experiment, we aim to further investigate the influence of language familiarity in background music and the overlap between target sentences in Spanish and background lyrics by testing native Spanish speakers.

Merel Vermeer (Radboud University), Robert de Louw (Adam Mickiewicz University, Poznań), Susanne Brouwer (Radboud University), Marcin Naranowicz, and Katarzyna Jankowiak (Adam Mickiewicz University, Poznań)
'Neural Markers of Affective Language Processing in Polish-English-Dutch Multilingual Speakers

Previous research has provided consistent support for the Foreign Language Effect (FLE), showing that bilinguals' emotional reactivity is reduced when processing affective stimuli in their second (L2) relative to the native (L1) language (e.g., Keysar et al., 2012; Jankowiak & Korpai, 2018; Jończyk et al., 2024). This effect is particularly evident in response to negative content (e.g., Zhang et al., 2023). Yet, previous FLE research has focused exclusively on bilingual populations, leaving it unclear whether and to what extent the FLE extends to processing affective content in a third language (L3).

To address this gap, the present event-related potential (ERP) study investigates neural responses to negative words across L1, L2, and L3 of Polish (L1) – English (L2) – Dutch (L3) multilingual participants. Using a picture-word priming paradigm, participants are presented with negative or neutral faces (prime pictures) followed by either a negative or neutral word in L1, L2, and L3 (target words). These targets are either incongruent or congruent in valence with the primes. Participants respond to targets by deciding whether the emotion expressed by the faces (primes) is congruent with the valence of the target words. In line with the FLE, negative words in L1 are expected to elicit larger N400 amplitudes compared to neutral words, whereas no such difference is expected in L2 or L3, indicating reduced emotional reactivity. Furthermore, emotional detachment is assumed to be more pronounced in L3 compared to L2. Regarding prime-target congruency, the priming effect is anticipated to be reflected in reduced N400 and Late Positive Complex (LPC) responses, with the magnitude of this effect decreasing progressively from L1 to L2 and L3, highlighting variations in the automaticity of language processing across languages.

Altogether, this study, currently in the data collection phase, aims to advance our understanding of the FLE in multilingual contexts by exploring the neural mechanisms underlying affective processing across multiple languages.

Xinyue Wang (University of Nottingham)

Reading English with Non-Alphabetic Chinese in Mind: Modulation of Cross-linguistic Similarity on Word Recognition

Previous psycholinguistic studies have supported the facilitation effect of cognates on word recognition even when bilinguals read in a different-script L2. This facilitation has been attributed to the activation of the non-target language and particularly to the cross-linguistic form (i.e., orthographic and/or phonological) and semantic similarities. However, it remains under-researched whether the influences of a different-script L1 persist when two languages, such as Chinese and English, have more salient language-specific orthographic and phonological distinction that indicates a clear language membership. Additionally, the development of the current computational models of bilingual word recognition (e.g., BIA+, Dijkstra & van Heuven, 2002; Multilink, Dijkstra et al., 2019) requires an extension to non-alphabetic languages such as Chinese to simulate more universal aspects of word recognition. Chinese, as a non-alphabetic language, has a loose and arbitrary orthography-phonology mapping due to a lack of grapheme-phoneme correspondence. Additionally, Chinese is a highly heterographic homophonic language including tonal information. Both characteristics lead to a salient language membership and intuitively distinct orthographic and phonological representations between Chinese and English.

The present study conducted an English lexical decision task which used 90 Chinese-English cognates (e.g., coffee /kɒfi/– 咖啡 /kā fēi/), 90 non-cognate control words, and 180 nonwords as the target items. Fifty-eight Chinese-English bilinguals took part in the experiment, and 54 English native speakers did the same experiment as a control group. The results showed that the reaction times of bilinguals were co-determined by Chinese word frequency and cross-linguistic phonological and semantic similarities. Further, an increasing degree of phonological and semantic similarity led to bilinguals' slower responses. This finding suggests L2-only context did not restrict the lexical access to the target language but still involved the activation of the non-target L1, though the writing and speech systems indicated salient language membership. Hopefully, the findings could offer implications for the modification of the current language processing computational models and help us understand the universal process underlying bilingual word recognition.

Marta Musungu Yenge (CUNY Queens College) and Isabelle Barriere
(St. Elizabeth University)

The Productive use of Polish Gender Morphology in bilingual English-Polish speaking children

For linguistic features that differ across their two languages, bilinguals may take longer than their monolingual age peers to master these features (Barrière et al, 2024). While English does not mark nouns for grammatical gender, Polish differentiates masculine, feminine and neuter with distinct suffixes; their realization depends on animacy, and on their phonological form (e.g. neuter nouns end in /ɔ/, /ɛ/, /ɛ̃/ and /um/). Similar phonological gender constraints apply to pronouns and diminutives. Diminutivization is productive in Polish and the selection of the diminutive suffixes depends on gender.

Polish monolingual children have mastered gender marking skills, by age 4 (Smoczynska, 1985, Dabrowska et al., 2013). The objective of the present study was determine at what age Polish-English bilingual children master Polish gender morphology.

Fourteen bilingual children between the aged 3-9 participated in the study. They were administered the FLAC-1 Polish Test (Milar-Wilson et al., 2013) and PLS-5 Screener for English (Zimmerman et al., 2013) that both assess vocabulary and morphosyntax and three tasks developed for the purpose of this study:

T1-Picture-matching- receptive task: child provided with a demonstrative pronoun and asked to match the picture that refers to a noun marked for the same gender, out of three pictures.

T2: Picture Naming- real word: child presented with noun and matching picture and asked to produce the diminutive form, or vice-versa.

T3: Picture Naming- nonce/invented words: nonce words borrowed from Dabrowska (2006); child presented with an nonce word that matched a picture and asked to produce a diminutive when shown a smaller version of the picture, or vice-versa: they first saw the smaller picture and presented with a nonce-word that contained a diminutive suffix.

The significant positive correlations across T1T2T3 indicate that they are tapping the same the developing gender system. Children performed above chance across tasks. Age was significantly correlated with the results of each task. The results on T3 was positively correlated to the performance on the FLAC, indicating that they reflect general developing Polish language skills. Polish bilingual children become productive with gender marking skills (results obtained on T3- nonce words) slightly later than their monolingual peers.

Nikola Zduńczyk and Antonina Świdurska (Adam Mickiewicz University,
Poznań)

The Diversity of Classifiers in Otomanguean Languages.

In this paper, we report on the work in progress on the database of classifiers in the languages of the Otomanguean family. We present the preliminary results of our analysis and describe the types of classifiers, as well as the diversity of their semantics.

The subcorpus used for the database consists of 107 languages from the Otomanguean family, which were found during the first sampling of the data from the DReaM Corpus (Virk et al., 2020). This language family was chosen because of its relatively large size, and for the prevalence of classifiers. Among them, we have identified noun classifiers in Ixcatec (Adamou, 2018), numeral classifiers in Sochiapam Chinantec (Foris, 2000), and deictic classifiers in Western Highland Chatino (Pride, 1965). Most commonly observed semantic values are those associated with shape, though unique classifiers for culturally significant objects can also be found – as in Ixcatec, which has specific classifiers for ‘pulque’, a local alcoholic drink (Veerman-Leichsenring, 2004, p. 428). However, in some languages, classifiers have lost their productivity, instead becoming fossilized within the nouns and not functioning as prefixes anymore (cf. Macaulay (1987) on Chalcatongo Mixtec).

In the paper, we present our up-to-date work on the database, as well as the conclusions that might be drawn from the preliminary analyses of our corpus. Most importantly, we show the benefit of similar databases, which will allow for a more thorough description of classifiers.

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Nikola Zduńczyk (Adam Mickiewicz University, Poznań)

'Video games as a tool for the Welsh language revitalization

The aim of the paper is to analyse the factors influencing the choice of language that Welsh-speaking players use in the gaming environment, both while playing and talking about video games. I show that the inclusion of the Welsh language in gaming can help in language revitalisation, as it normalises its usage in informal contexts and facilitates language learning.

The positive effect of video games on L2 learning has been demonstrated in numerous studies, showing that they both facilitate vocabulary retention (Lorenset & Tumolo, 2019) and help improve discourse quality in the target language (Chotipaktanasook & Reinders, 2018). However, most of the research on video games has been devoted to majority languages, even though minority language learners could also benefit from their usage. This is especially relevant in the context of Welsh, often associated with formality and schooling, while English is associated with entertainment, which encourages the speakers to favour English in daily life (Jones, 2017).

The basis for my analysis are semi-structured interviews with Welsh-speaking gamers. Their results show that English is seen as the default language of gaming, and that while playing, Welsh is rarely used. This not only supports the aforementioned findings regarding the perceived formality of the Welsh language, but also suggests that video games remain an underutilised medium in its revitalisation. Therefore, by highlighting common themes in the participants' responses, I point to the areas where video games might be employed to help revitalise the Welsh language, particularly in informal registers.

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Leon Żółty (University of Humanities and Economics in Łódź)

Sign language and Visual Vernacular: when language and art are in the same modality

Sign language is a language which uses visual-manual modality. The art called Visual Vernacular is physical theatre technique, with elements of pantomime and facial expression, primarily performed by Deaf artists. Therefore both sign language and Visual Vernacular use the same visual-manual modality. They often use the same hand positions, their movements, body movements, facial expressions, and the direction of gaze. Both can be used to convey the plot of stories. However, they remain completely different from each other: sign languages use specific phonemes, morphology and syntax to construct statements, which significantly limit the freedom to choose the position and movement of individual body parts, while Visual Vernacular remains free from these limitations, based on the visual iconicity of gestures, but is subject to the artistic character and conventions to which sign language is not subject. This presentation aims to compare both of these forms of transmitting content using the same modality: one that is linguistic and (often) not artistic, and the other that is artistic and non-verbal. The aim of the presentation is to present the richness of Deaf language and culture using the visual-manual modality.

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Piotr Żukowski (Adam Mickiewicz University, Poznań)

Impression Management in the Salem witch trials. Comparison of the verbal strategies of female and male defendants

The disproportionate number of accused women and men during the Salem witch trials, which took place between 1692 and 1693 in colonial America, has often been attributed to societal bias and prejudice against women in American society (Williams, 2019). Prior analyses of the Salem witch trials court records usually focus on the linguistic practices and strategies employed by the magistrates and/or defendants collectively (e.g., Kahlas-Tarkka & Rissanen, 2007). To date, limited focus has been placed on the analysis of the differences between the linguistic behaviour of women and men in these trials (Archer, 2002).

This poster presentation offers a qualitative study of the Salem witch trials courtroom interactions with the use of the Impression Management Theory. This framework elaborates on the intentional regulation of one's behaviour to influence how others perceive them (Goffman, 1959). Building on the categorisation of the Impression Management strategies offered by Archer (2018), this study analyses the patterns of communication in the testimonies of 18 defendants (9 women and 9 men). The analysis suggests that female defendants relied on various kinds of assertive strategies, whereas male defendants utilised defensive strategies more often; however, there seems to be no clear indication of a singular kind of strategy preferred by either of the groups.

Answering the question of to what an extent the communication strategies in the Salem witch trials depended on the gender of the defendant may contribute to the existing body of historical linguistic research on the witch trials discourse.

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Special Session: Less researched languages and literatures



Hanna Bereźnicka (Adam Mickiewicz University, Poznań)

Mechanizmy transferu literatury niderlandzkiej do Polski (1945-1990): cenzura i parateksty

Wystąpienie przybliży proces transferu literatury niderlandzkojęzycznej do Polski w latach 1945–1990, ze szczególnym uwzględnieniem wpływu cenzury na wybór i kształt tłumaczonych dzieł. Na podstawie badań archiwalnych ukazano mechanizmy kontroli ideologicznej na przykładzie wybranych książek autorów holenderskich i belgijskich. Istotnym aspektem analizy jest także rola paratekstów, które ujawniają ówczesnie panującą politykę wydawniczą i sposoby adaptacji literatury do obowiązujących norm. Wyniki badań pozwalają lepiej zrozumieć relacje między literaturą a systemem politycznym w okresie komunizmu, ukazując mechanizmy adaptacji i kontroli treści.

Hanna Ciećko (Adam Mickiewicz University, Poznań)

Wpływ nawiązań intertekstualnych i intermedialnych na motyw samotności w wybranych norweskich powieściach

Zgłoszony poster przedstawia projekt magisterski, w którym badam, czy i w jaki sposób nawiązania intertekstualne i intermedialne mogą wpłynąć na jakościową zmianę motywu samotności w dwóch norweskich powieściach – „Ensomhetens i Lydia Ernemans liv” (2014) autorstwa Rune Christiansena i „Lene din ensomhet langsomt mot min” (2019) autorstwa Klary Hveberg [polskie tłumaczenie: „Oprzyj swoją samotność o moją” (2021) Karoliny Drozdowskiej]. Swoim projektem magisterskim pragnę ukazać sposób realizowania motywu samotności w wybranych powieściach, jakim jest wykorzystywanie nawiązań intertekstualnych i intermedialnych, a także jego motywacje i możliwości interpretacji. Dokonuję definicji samotności, przytaczam też pojęcia izolacji i wyobcowania. Opisuję także trzy wybrane przeze mnie rodzaje samotności: samotność emocjonalną, społeczną i egzystencjalną. Zwracam również uwagę na czynniki, które mogą być przyczynami samotności i ze względu na wiek bohaterów wybranych powieści ukazuję, co oznacza samotność na etapie wczesnej dorosłości. Skupiam się przede wszystkim na perspektywie psychologicznej. Pojęcie intertekstualności definiuję zaś, opierając się na teoriach takich badaczy jak J. Kristeva, G. Genett czy M. Riffaterre. Wykorzystując m.in. teorie W.Wolfa, objaśniam także pojęcie intermedialności, ponieważ w wybranych przeze mnie powieściach występują zarówno nawiązania intertekstualne, jak i intermedialne. W celu odczytania i zinterpretowania tych nawiązań wykorzystuję pojęcia i teorie opracowane przez wyżej wymienionych badaczy. Pragnę również zbadać, jak na motyw samotności wpływają określone nawiązania intertekstualne i intermedialne, jeśli czytelnik zdaje sobie sprawę z ich obecności w tekście i prawidłowo je odczytuje lub odwrotnie. Przy pomocy tych narzędzi chciałabym również odkryć, czy jest możliwe ustalenie, jakie rodzaje samotności zostały przedstawione w wybranych powieściach. Mój projekt magisterki może stać się przyczynkiem do dalszych badań nad możliwościami realizowania motywu samotności oraz rolą nawiązań intertekstualnych i intermedialnych w norweskiej prozie.

Joanna Człapa, Alicja Siemiątkowska, and Katarzyna Wąsik
(Adam Mickiewicz University, Poznań)

Perception of swear words and their typology in the Welsh language

There is a considerable number of studies on the perception of profanity and swearing, and what this perception is affected by; however, there is no academic data concerning Welsh, a minority Celtic language. This is a significant gap in the research, as swearwords are an element of a daily language practice of most speakers. Thus, our study aims to address that research gap, at least in part. We focus on the following questions: which age groups in the Welsh-speaking society swear most often? What are the categories of swearwords, and to which semantic fields are they connected? Do men swear more than women? Are more traditional Welsh profanities being used or are they influenced by English? Our respondents are adult speakers of Welsh. The study employs a mixed-methods approach, both quantitative methods, such as the Likert scale, and qualitative methods, including online questionnaires and field research through interviews in the Welsh town of Caernarfon. The poster will include data collected via the Likert scale and online questionnaires. Initially, our hypotheses assumed that young men swear more than any other category, and, in a similar manner, that women would swear less than men, as it is an outcome expected from literature on the topic of profanities. Moreover, we assume that the older participants in the study swear the least, while younger participants are most likely to use English calques or borrowings; the latter is based on the occurrence of bratiaith (slang and mixing English with Welsh) noticeable in the speech patterns of younger speakers. Our study aims to highlight the presence of swearwords in Welsh, their role in daily speech, and connection to various semantic fields. We seek to understand their functions and identify the social groups that use them the most, considering factors such as gender, age and social class.

Weronika Dolata (Adam Mickiewicz University, Poznań)

To follow the traces of time in language. Comparative analysis of the degree of establishment of Swedish neologisms from Nyordlistas from 2006 and 2016

Nyordslista to lista zbierająca nowe słowa i wyrażenia, które powstały lub których użycie wzrosło podczas minionego roku. Lista jest publikowana każdego roku przez Radę Języka Szwedzkiego (Språkrådet) oraz czasopismo Språktidningen. Celem mojej pracy jest zbadanie 56 neologizmów z nyordslisty z roku 2006 i 43 neologizmów z nyordslisty z roku 2016. Badanie podzieliłam na trzy części. W pierwszej opisałam zawartość nyordslist, w drugiej przeprowadziłam badanie frekwencji słów, a w trzeciej porównałam stopień leksykalizacji neologizmów z ich alternatywami, które znajdowały się na listach lub w słownikach. Do przeprowadzenia badania frekwencji wykorzystałam słowniki Akademii Szwedzkiej (Svenska Akademien), narzędzie korpusowe Språkbanken, wyszukiwarkę Google oraz serwis społecznościowy X (dawniej Twitter). Wyniki pierwszej części pokazują, że zapożyczenia stanowią około jednej trzeciej obu list, a najczęstszym wzorcem słowotwórczym jest złożenie. Większość neologizmów należy do takich pól semantycznych, jak społeczeństwo, technologia, rodzina i środowisko. Druga część wykazała, że około 50 procent neologizmów z obu list utrzymało się w języku szwedzkim. Z trzeciej części wynikało, że nawet jeśli słowa umieszczone na listach zleksykalizują się w języku, czasami mają bardziej powszechne alternatywy (często zapożyczenia z języka angielskiego) które wypierają z użycia szwedzkie wersje.

Aleksandra Filipiak (Adam Mickiewicz University, Poznań)

Anti-autoritaire jeugdliteratuur en De Vreedzame School

Tematem pracy jest wykorzystanie literatury w programie Pokojowa Szkoła w celu wspierania edukacji obywatelskiej, koncentrując się na strategiach włączania literatury do edukacji w celu wspierania rozwoju dzieci w kierunku krytycznych, empatycznych obywateli. Poprzez analizę kanonu literackiego, antyautorytarnej literatury dziecięcej i obecnych praktyk, badanie to podkreśla znaczenie książek w promowaniu wartości społecznych i interpersonalnych. Badanie to podkreśla, że literatura jest niezbędna dla edukacji obywatelskiej.

Jonasz Michalak (Adam Mickiewicz University, Poznań)

Socjolekt szermierczy na przykładzie języka adeptów Szkoły Fechtunku „Aramis”

Każdy język naturalny wykształca swoje odmiany środowiskowe. Wśród wielu takich odmian – socjolektów i profesjolektów – pewną specyfiką wyróżniają się języki grup sportowych. W literaturze naukowej opisano już znaczną ich liczbę, lecz dotąd nie powstało opracowanie socjolektu szermierczego. W latach 2023-2024 w środowisku ogólnopolskiej Szkoły Fechtunku „Aramis” zebrano materiał badawczy, mianowicie blisko 300 jednostek językowych, które opracowano i omówiono. Na potrzeby prezentacji jednostki językowe (wyrazy, zwroty, wyrażenia i frazy) skategoryzowano według kryteriów: tematycznego, formalnego, kontekstu użycia oraz języka pochodzenia. Opisano sposoby ich łączenia i użycia oraz przedstawiono wyniki ilościowe i jakościowe. Korzystając ze sformułowanych przez poprzednich badaczy cech socjolektów – czyli zawodowości, ekspresywności i tajności – które zaobserwowano w zebranym materiale, wykazano, że szermierze wykształcili swoisty sposób komunikacji.

Aleksandra Plebanek (Adam Mickiewicz University, Poznań)

Artistic freedom or the laws of the market: Boudewijn de Groot as a protest singer

Protest against the Vietnam War (1955-1975) took various forms – ranging from social movements and demonstrations to presence in culture, music included. The 1960s, the decade of protest, saw the appearance of protest songs criticising the conflict. Besides the well-known songs in English, Dutch pieces were also created, among which were those of Boudewijn de Groot – one of the founding fathers of the Dutch protest song. By looking at his oeuvre and life, I examine to what extent an artist is autonomous, and to what extent he is affected by external factors, such as socio-historical and economic situation or the laws of the music industry. To this end, I analyse Boudewijn De Groot’s “Welterusten, mijnheer de President” (1965) and other selected Dutch protest songs and their reception. Moreover, I address De Groot’s response to his nickname of a protest singer and discuss his image. I situate my reflections in a broad theoretical framework of pacifism, propaganda (including war propaganda) and Pierre Bourdieu’s concept of capital, mainly symbolic capital. Furthermore, I present the context of the conflict itself, the role of music in social movements and the impact of the music industry. The study found that by acknowledging his songs as “protest songs” and through the image he has created, De Groot aligns himself with the well-regarded tradition of politically engaged artistic protest. It appears to be an attempt to preserve his symbolic capital. Additionally, Boudewijn de Groot aims to stay relevant. Nevertheless, staying true to himself seems to be the highest value for Boudewijn de Groot. His oeuvre and his image are a reflection of his views and they evolve with time. It can be concluded, thus, that while independence is crucial to Boudewijn de Groot, he is still influenced by external factors, such as the laws of the market.

Natalia Sara Skreczko (Adam Mickiewicz University, Poznań)

Porównanie fonologii polskiej z fińską

Celem tego badania było zidentyfikowanie różnic między polskim a fińskim systemem fonologicznym poprzez porównanie systemów fonologicznych obu tych języków, a w szczególności inwentarzy ich fonemów. W oparciu o szeroki zakres źródeł zarówno polsko- jak i fińsko-, a także anglojęzycznych, przygotowano szczegółowe zestawienie fonemów obu języków wraz z ich najczęściej występującymi allofonami i przykładami występowania. W pracy scharakteryzowano również charakterystyczne zjawiska fonologiczne języka fińskiego, takie jak sandhi i harmonia wokaliczna. Choć polski i fiński należą do odmiennych rodzin językowych, okazuje się, że fonetycznie nie są one tak bardzo odległe. Jednocześnie wyniki wskazują, że języki te dzielą ze sobą jedynie 6 takich samych fonemów. Ponadto istnieje wiele typów głosek, które występują tylko w jednym z tych języków, podczas gdy w drugim są nieobecne. Praca omawia także możliwe zastosowania dokonanej analizy, zwłaszcza w obszarze nauczania języków. Proponowane zastosowania obejmują technologie informatyczne wspomagające doskonalenie wymowy, aplikacje mobilne, systemy rozpoznawania mowy oraz wspomaganie terapii logopedycznych w przypadku zaburzeń wymowy. Analizując fonologię fińską w kontekście polskim, zidentyfikowano potencjalne trudności w wymowie języka fińskiego u rodzimych użytkowników języka polskiego oraz możliwe trudności w wymowie języka polskiego u osób fińskojęzycznych, a także zaproponowano sposoby ułatwienia opisu tych fonemów na podstawie wzajemnych podobieństw obu języków. Wyraźną potrzebę opracowania tego typu narzędzi wspomagających nauczanie dostrzega się w szczególności w przypadku osób uczących się mniej popularnych języków, takich jak język fiński.