This presentation is a work-in-progress report on language contact features resulting from language contact between Cypriot-Greek and Cypriot Maronite Arabic.

The Cypriot Maronite community is a Catholic community, which its arrival in Cyprus from Lebanon dates back to the 8th century AD. Nowadays, the Cypriot Maronite community constitutes 0.6% of the population of Cyprus, that is, about 4500 Maronites. Before the 1974 Turkish invasion, the Maronites were located in four villages in the northern part of Cyprus, Kormakitis, Asomatos, Karpasia and Agia Marina. The Maronites of only one village, Kormakitis, were bilingual in Cypriot-Greek (CG) and Cypriot Maronite Arabic or Kormakiti Maronite Arabic (KMA). Whereas the Kormakiti Maronites managed to keep their Arabic variety through the centuries, it seems that the abandonment of their village has played a crucial role in their shifting towards the language of the majority, Cypriot-Greek.

Such a situation of long-term contact between KMA with CG is a situation where language contact features are expected to appear. Previous studies examined the KMA language structure and made clear some language contact features from CG into KMA. My research, however, focuses on the influence of KMA on the CG of these Kormakiti Maronite speakers. The data analysed here were collected after a long-term fieldwork in Cyprus. Interviews with speakers of different ages, but mainly older speakers, were recorded on a mini-disc player. Fifty-six speakers were interviewed in total, some of them interviewed in the occupied village of Kormakitis and the rest in the free site of Cyprus. In this presentation, the data analysed are based on the interviews with fifteen of these speakers. These interviews are mostly group-recordings.

This presentation will focus on one linguistic contact feature that refers to the phoneme /x/ in CG. The analysis so far shows that the bilingual speakers of KMA are transferring in their CG the /x/ from Arabic. Though, past research argues that the KMA /x/ and the CG /x/ are in fact the same - both voiceless fricatives - in the transcribed data, there seems to be a difference. In many instances of the transcribed data, there is evidence that the /x/ that these speakers are producing is actually different from what you would expect to hear from a monolingual Cypriot-Greek speaker. The research on this particular feature is still in progress in an attempt to figure out which are the reasons of this variation and whether the phoneme /x/ is different or the same in CG and KMA on the basis of the behaviour of /x/ in the CG of the Kormakiti Maronite speakers.
Samuel Mustapha

Defining status through complimenting

Manes (1983) suggests that compliments are indirect indicators of values held by the society using them. It has been noted further that through the speech act of complimenting, society also develops symbolic means of elaborating gender differences (Wolfson 1984). For example, it has been speculated that where men are generally complimented on accomplishment, possessions, and/or institutional status, it is a symbolic way of justifying men or defining their status. On the other hand, complimenting women on appearance and domestic skills is another way of asserting where their ‘authority’ lies, in other words, their place in the society. This lends support to the view that the roles and status of men and women are partly realized through the distribution of recontextualizing and precontextualizing acts and topics (Ochs 1992).

In this paper, 1200 compliment sets ethnographically collected in Lagos, among educated speakers of Nigerian English are examined for gender distribution of compliments by topics. The analysis demonstrates that men are considerably more likely to be complimented on their possessions especially by their fellow men than women are by both sexes. Also, men are reported to have received more performance compliments than women did. On the other hand, the data show that women are more likely to be complimented on their personality by men than by their fellow women. Generally, women are more likely to be praised on their physical appearance by both sexes than men are. In fact, women gave and received more compliments on appearance from men and their fellow women than men did (see Table 1 below). It is speculated that these are indications of engendering the status of women and men thereby elaborating gender differences. It also points to the relevances of temporal transcendence in the literature on language and gender which argues that societies establish norms, preferences and expectations vis-à-vis the extent to which and the manner in which men and women can verbally recontextualize the past and precontextualize the future (Ochs 1992).

Table 1: Recipients’ Compliments according to topics

<table>
<thead>
<tr>
<th></th>
<th>Appearance</th>
<th>Performance</th>
<th>Possession</th>
<th>Personality</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FF</td>
<td>MF</td>
<td>FF</td>
<td>MF</td>
<td>FF</td>
</tr>
<tr>
<td>Women</td>
<td>292</td>
<td>299</td>
<td>43</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>591</td>
<td>117</td>
<td>26</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>78%</td>
<td>15%</td>
<td>3%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>MM</td>
<td>FM</td>
<td>MM</td>
<td>FM</td>
<td>MM</td>
</tr>
<tr>
<td>132</td>
<td>113</td>
<td>79</td>
<td>28</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>107</td>
<td>50</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>58%</td>
<td>25%</td>
<td>12%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
References


Evita Linardaki

Data-oriented processing: A thing of the past or the basis for the future

Statistical enrichment of language processing models was initially motivated by the fact that people have been shown to register both frequencies and differences in frequencies and that their preference for any particular analysis increases with the registered frequencies in ascending order. One of the most well known stochastic approaches to language processing is the framework that became widely known as DOP (Data Oriented Processing).

First proposed by Bod (1992), DOP bases processing of a new input string on the experience of past analyses. A large corpus of syntactically analysed utterances and utterance segments (phrase structure trees and subtrees respectively) is maintained. When parsing a new input string, these are combined together through the process of leftmost substitution. Under this operation, the leftmost nonterminal leaf node (say X) of a subtree t is substituted by a subtree u, whose root label is X, producing t°u as illustrated in the following example:

```
  t   S         u   NP         t°u   S
    / \                / \      \\
  NP  VP    °      John =   NP  VP
         \\
         John
```

Combining fragments in this way is certain to produce multiple derivations and, in most cases, even multiple parse trees for a single string. Subsequently, a stochastic disambiguation process selects the most likely analysis. The probability model employed is based on a simple frequency counter and the assumption that all subtrees are stochastically independent.

The discussion will start by a brief introduction of the DOP framework and one of its instantiations using phrase structure trees. It will gradually move on to some of the problems that have troubled researchers so far and have held back its wider use. To be more specific, this section will concentrate on issues like overall competence of the model, which mostly relates to the nature of the representation used for utterance analysis. The computational complexity of implementing DOP models is the next issue to be discussed, which will be followed by the debatable objectivity of the probability model in its probability mass distribution assignment and its undesirable effects. Solutions have been proposed for a subset of these problems, Bonnema (2002) and Goodman (2002), while others still remain a puzzle.

References


R. Bod & R. Kaplan A Data - Oriented Parsing Model for Lexical Functional Grammar.

Melanie Ring

Syntactic dependencies in Down’s syndrome (and Williams syndrome): New results from passive and binding

Some previous studies of syntactic skills in subjects with Down’s syndrome (DS) have argued for delayed but essentially non-deviant language (e.g. Bridges and Smith, 1984), whilst others have indicated linguistic impairment (e.g. Perovic, 2001). This study provides evidence from syntactic binding and passivization experiments that the development of syntax is not simply delayed in children with DS, but instead yields endstates that are qualitatively different from normal. For comparison we also present results from a group of children with Williams syndrome (WS) with whom the same experimental tasks were conducted, to show that the atypical patterns found in children with DS cannot be attributed to their general cognitive impairment, but are likely to be syndrome-specific.

We studied 8 children with DS, 12 children with WS matched with the DS children for mental age, and three groups of unimpaired children each with chronological ages matched with the mental ages of the DS and WS participants.

Binding

Using a sentence-picture-matching task adopted from van der Lely & Stollwerck (1997), we examined whether children with WS and children with DS employ Binding Principles A and B required for the interpretation of pronouns and reflexive anaphors. Experimental items used were of the types:

Name Pronoun: This is Captain Hook; this is Peter Pan. Is Captain Hook touching him?

Quantifier-Pronoun: These are boys; this is Captain Hook. Is every boy touching him?

Name-Reflexive: This is Mowgli; this is Baloo Bear. Is Mowgli tickling himself?

Quantifier-Reflexive: This are the monkeys; this is Mowgli. Is every monkey tickling himself?

Children with DS performed significantly worse than the controls on the two reflexive conditions. On the two pronoun conditions, however, the children with DS achieved high levels of accuracy in the same range as the controls. By contrast, children with WS achieved high levels of performance in all conditions, virtually the same as those of the controls. There were no significant differences between the children with WS and the controls in any of the conditions. These results suggest that Binding Principles are impaired in children with DS, but unimpaired in children with WS.

Passives

Using a picture-pointing task (van der Lely, 1996), we found that while the children with DS accurately comprehended active declarative sentences (e.g. The girl washes the boy), they were unable to correctly interpret passive constructions (e.g. The girl is washed by the boy). The principal error type produced by the children with DS was a reversal response in which the children pointed to the Theme argument rather than to the Agent of a reversible passive sentence. By contrast, the children with WS did not significantly differ from the controls in their comprehension of passive sentences. Both of these groups showed high levels of performance and very few reversal responses.

The results are interpreted as revealing a specific syntactic deficit in DS, namely in the establishment of local dependencies between two elements in argument positions, which is required for the interpretation of reflexive anaphors and reversible passives. The results on
children with WS replicate those of Clahsen & Almazan (1998) and confirm that children with WS can handle complex syntactic phenomena.

References


Maria Flouraki

Aspect shift: Coercion or lexical licensing

In the literature of Tense and Aspect there is the view that the French past tenses: Passé Simple and Imparfait are aspectually sensitive (de Swart (1998), Kamp and Rohrer (1983)). Passé Simple combines only with telic eventualities in its basic reading, while Imparfait only with atelic eventualities. When the combination is different from the required one, then changes of meaning occur such as habituality, inchoativity (1a), iteration, progressivity (1b, 2b), add-culmination point (2a, 3).

1. a. Sudain, Jeanne sut la reponse. (inchoative reading)
   suddenly Jean know (PAST, PERF) the answer
   ‘Suddenly, Jean knew the answer’
   (atelic verb ‘know’ + Passe Simple à telic eventualty)

   b. Jeanne ecrivait une lettre (progressive reading)
   Jeanne write (PAST, IMP) a letter
   ‘Jeanne was writing a letter’
   (telic verb ‘write’ + Imparfait → atelic eventualty)

Following Moens and Steedman (1988), de Swart (1998) argues that the basic aspetcual class of an eventuality description may be changed by the presence of explicit aspectual operators (progressive and perfect in English) as well as by implicit aspectual operators such as iterative, habitual, add-culmination operators, which are governed by a contextual reinterpretation process called coercion.

In the case of the aspectually sensitive French past tenses, de Swart (1998) assumes that there is a coercion phenomenon involved where the changes in meaning are triggered by the context. Therefore, coercion operators are used which change the eventualities in order to make them appropriate input for the Passé simple and Imparfait.

Bonami (2001) follows de Swart’s main argumentation but takes the position that the occurrence of implicit aspectual operators is controlled by the verbs’ tense, which accounts for their peculiar distribution. The implicit aspectual operators are not licensed by the context but by individual lexical items found in the sentence. Therefore they are not coercion operators but just implicit aspectual operators.

In the current paper, I will analyse these two approaches (de Swart (1998,2000), Bonami (2001) and I will support that in Modern Greek there are aspectually sensitive tenses as well. The range though is wider since not only the past tenses are aspectually sensitive but also the future tenses.

2. a. I Maria ezise stin ellada. (culmination reading)
   The Maria live (PAST, PERF, 3.Sg) in-the Greece.
   ‘Maria lived in Greece’.
   (atelic verb + Aorist (past perfective) → telic eventualty)

   b. O Giannis etoge ena milo. (progressive reading)
   The Giannis eat (PAST, IMP, 3.Sg) an apple
   ‘Giannis was eating/used to eat an apple’
   (telic verb + Imperfect (past imperfective) → atelic eventualty)

   c. I Maria tha zisi stin ellada. (culmination reading)
   The Maria will live (FUT, PERF, 3.Sg) in-the Greece.
   ‘Maria will live in Greece’.
   (atelic verb + Future Perfective → telic eventualty)
Furthermore, I will show that Bonami’s analysis better accounts for the Modern Greek data since the changing of the basic meaning in the Tenses is triggered by lexical licensing and not by coercion.

References


Issariya Tassana Ngam

The effect of vocabulary learning strategies training on Thai learners’ word retention in the second language classroom

Introduction: “Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime”, (Chinese proverb, Lao-Tzu). ‘Language learning strategies’ (LLS) have been widely acknowledged as facilitating learners to achieve their language learning goals. Furthermore, Oxford (1990:201) underlines the advantage of LLS training, “Research shows us that learners who receive strategy training generally learn better than those who do not, and that certain techniques for such training are more beneficial than others.” Since language learners likely benefit from learning/knowing how to learn, it is necessary for teachers to ascertain the LLS learners need, and equip them with the strategy know-how.

Objective: To find out whether five selected vocabulary learning strategies (VLS) would have any effect on Thai learners' ability in retaining vocabulary taught in class and probe how the training affects learners' attitude to the training.

Setting: Department of Languages and Linguistics, Faculty of Humanities, Kasetsart University, Bangkok, Thailand.

Subjects: Sixty-nine mixed ability second, third, and fourth year university students, in both the control group (33 learners) and the experimental group (36 learners) were from various fields of study, which are categorised as: a) natural science (e.g. Engineering, Agriculture, etc.); and b) social science (e.g. Humanities, Education, etc.). The subjects in this study freely chose an English Elective course: Reading English for Mass Communication (Eng. 355223, three credits). The course contained three teaching hours per week. The subjects had to attend class for fourteen weeks. The researcher herself taught both groups for the duration of one academic term, which lasts sixteen weeks; two out of sixteen weeks are used for administering mid-term examination and final examination.

Methods: Data were collected utilising three research instruments namely pre-post tests, think-aloud protocols, and semi-structured interviews. Pre-test and post-test were used to measure how well subjects retain vocabulary taught before and after introducing VLS training (VLST) in class. The think-aloud method was used to elicit what types of vocabulary learning strategies subjects employed while they independently memorised vocabulary taught, outside class by themselves. The last instrument, semi-structured interview was used at the end of the course so as to probe the subjects' attitudes, ideas, as well as comments on VLST. Also, some questions especially for experimental group were used to elicit the perceived effectiveness and ineffectiveness of the training techniques used. The data obtained from three research instruments were triangulated to confirm the validity and reliability of the overall research findings.

Results: The quantitative and qualitative data were statistically analysed with the Statistical Package for the Social Science (SPSS). ANOVA analysis showed that after introducing VLST in class subjects from the experimental group significantly outperform subjects from the control group in ability to learn words. The qualitative data showed that learners had a positive attitude towards VLST. Moreover, learners showed an increase of awareness in selecting a suitable vocabulary learning strategy to help remember different types of words. Additionally, it also showed learners' appreciation of applying the techniques trained to help them facilitate vocabulary retention in the future.

Conclusion: Apparently, results gained from this study yield pedagogical implications for L2 vocabulary teaching and learning. It would be worth exploring other issues related to LLS/L2 vocabulary acquisition for ELT educators or applied linguists who are curious in searching for more different views. Thus, they would perhaps make use of the findings as a step towards in the realm of L2 VA and LLS research.
References


During the last 50 years there has been a concern about the relationship between drama and language learning, but a wide and holistic approach has not been fully developed yet. Although the work of Maley and Duff (1982) and Wessels (1987) is directly related to the issue, their work is aimed to serve as resource materials for teachers, but lacks empirical data and a larger theoretical framework, and this is a common problem in the research about this topic. In this poster, I present in a graphic form some of the aspects I am covering in my doctoral research, its aims, and why such research is still worth tackling. My starting points are these questions: What are the relationships that exist between drama and language learning? To what extent would the knowledge of dramatic techniques benefit the L2/FL teacher? I present an outline of the areas that concur in the dramatic approach, namely, drama, applied linguistics and ELT. I suggest that aspects such as learning and communicative strategies, vocabulary, cultural studies and paralinguistic features could be studied through the dramatic approach. I also present what the common elements between drama and language learning are, e.g. dialogue, context, roles, what kind of process would be necessary to approach and take advantage of these techniques and what would be the expected outcome of such a study.

References


Wessels, Ch., 1987, Drama, Oxford: Oxford University Press.
Benedetta Bassetti

The role of the first language system on second language awareness: The case of word awareness in English speaking learners of Chinese as a foreign language

Some theorists proposed that writing systems affect their readers’ awareness of linguistic units (Olson, 1994), and this is confirmed by experimental research (for instance, Read, Zhang, Nie and Ding, 1987). With regards to word awareness, that is the concept of the word as a linguistic unit, there is evidence that the adult English speakers’ word awareness might be a consequence of learning to read an orthography which represents words as orthographic units (Ehri, 1975).

In the Chinese writing system word boundaries are not marked, as spacing is used to separate morphemes. Previous psycholinguistic research showed that Chinese speakers do not consistently identify words in sentences (Miller, Chen, & Zhang, in print). Furthermore, English speakers generally believe that language is composed of words, whereas Chinese speakers generally identify the basic linguistic units of Chinese with the morpheme, the spoken equivalent of the Chinese character. This lead some researchers to propose that the word has no psychological reality for Chinese speakers (Hoosain, 1992).

The present research investigated differences in the Chinese word awareness of English learners of Chinese as a Foreign Language (CFL) and Chinese native speaker-readers. 120 first- and second-language speaker-readers of Chinese were administered two word segmentation tasks. Quantitative and qualitative analyses of results revealed significant differences between the two groups. The linguistic units identified by Chinese L1 speaker-readers as words were significantly longer than those identified by English CFL learners, and the L1 group showed lower levels of interjudge and intrajudge agreement than the L2 group. L1 and L2 speaker-readers also reported different word segmentation strategies.

It is argued that many of the differences in the Chinese word awareness of L1 and L2 speaker-readers are due to differences between the English and Chinese writing systems. The orthographic conventions of English determine to a large extent what is considered a Chinese word by English speaker-readers. Chinese speaker-readers appear to have a wider range of strategies for word segmentation and to have a different awareness of the word as a semantic, syntactic and prosodic unit. This could be due to the absence of word boundaries marking and to the central role of the morpheme in the Chinese writing system.

It is argued that the first language writing system affects awareness of linguistic units not only in the first language, but also in a subsequently learnt second language.

References


Miller, K., Chen, S.-y., & Zhang, H. (in print). Where the words are: Judgments of words, syllables, and phrases by speakers of English and Chinese.


Shu-Chuan Liang

A comparison between experienced and inexperienced primary teachers teaching vocabulary in Taiwan

The Ministry of Education (MOE) in Taiwan decided to include English from the 5th grade in the primary curriculum from 2001 (MOE 1999). Linguists, educators, local educational authorities, primary school administrative staff and parents have expressed concerns ranging from the intended objectives and outcomes of the policy to the number of hours of teaching per week, but the foreseeable shortage of trained teachers has always been a prime issue (Chu and Shih 1999; Hsieh 2000; Shih 1998).

The MOE’s response in 1999 was a 120-hour training course in pedagogical language knowledge and a 240-hour language course provided by authorised universities for those first passed a tailor-made ‘Test of English Ability for Elementary School Teachers’ claimed to be equivalent to TOEFL 600 (LTTC 2002). Teachers trained in the course were from all walks of life and might not have taught English before at all.

Our study in 2001 investigated how an experienced English teacher (with 5 years of English teaching in private language schools and two years in primary school) differed in vocabulary teaching activities from an inexperienced but trained one (who had never taught English before but had lived in an English-speaking country for eight years). Six lessons by both teachers teaching fifth and second grades were observed and recorded and interviews held with teachers and students.

References


Cameron, L. 2001: Teaching languages to young learners. Cambridge: Cambridge University Press


Clark, J. 1990: Teaching children: is it different? JET 1,6-8


Nabila Louriz

/grisa/ or * /agrissa/? On deletion and epenthesis in loan phonology

The interest in Loanword adaptation has grown among researchers, in general, and phonologists, in particular. It is a commonplace that languages borrow words from other languages. Words that are foreign to the host language undergo, among other things, phonological changes.

Despite the fact that different linguists approach these changes differently, and suggest different models and theories, most of them agree on the fact that epenthesis is the normal repair strategy that languages go for, whereas deletion is the last resort, and is often restricted to certain conditions. Paradis et.al (1993), (1995) and (1997) introduced the Theory of Constraints and Repair Strategies (TCRS). She suggested that languages tend to retain phonological material as it is in the source language via epenthesis. This position is also maintained by Brasington (1981) and (1997) who agrees on the fact that phonological material in the input survives via epenthesis. He even claimed that epenthesis word initially and deletion word finally are natural. In her study of English loans in Cantonese, Yip (1993) used an Optimality Theoretic account, and introduced a constraint called “MIMIC” to show that languages prefer to retain phonological material present in the donor language.

The present paper brings these approaches together to investigate how and to what extent phonological material is rescued in French loans in Moroccan Arabic (MA, hereafter). Is epenthesis word initially most favoured as Brasington and Paradis claim? To what extent is TCRS applicable/ universal/ true? My focus is the loans that start with a vowel in the source language. Having in mind that the onset is obligatory in MA, the prediction is that the host language would insert an onset to avoid the fatal violation of the highly ranked constraints “ONSET”. However, the striking observation is that MA never epenthesizes (especially word initially). It either deletes or uses material already present in the source language to save the onset constraint. I will present data to show that epenthesis is not the strategy that MA chooses to repair the onsetless syllables. Consider the following examples:

<table>
<thead>
<tr>
<th>MA</th>
<th>French</th>
<th>MA</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>/lastik/</td>
<td>/elastik/</td>
<td>/ladrisa/</td>
<td>/adres/</td>
</tr>
<tr>
<td>/Tomobil/</td>
<td>/otomobil/</td>
<td>/lardwaz/</td>
<td>/ardwaz/</td>
</tr>
<tr>
<td>/Tobis/</td>
<td>/otobus/</td>
<td>/luzin/</td>
<td>/uzin/</td>
</tr>
<tr>
<td>/pisri/</td>
<td>/episri/</td>
<td>/lanTin/</td>
<td>/aten/</td>
</tr>
</tbody>
</table>

It is clear from these examples that MA does go for more than one strategy to save the onset requirement. However, the question that poses itself is when MA deletes the first syllable, and when it keeps it providing it with an onset (I will show that this is not a case of epenthesis). This suggests that we need an approach that allows variation. This paper will have the following claims: epenthesis is not necessarily a favoured repair over deletion; TCRS is not equipped enough to account for the data. Moreover I will proceed within an OT based analysis (Prince & Smolensky 1993) to propose a model that accounts for variation present in the data.

References


Nasal behaviour in Yami: A constraint-based analysis

Yami is an Austronesian language spoken in Lanyu Island, southeast of Taiwan. In this language the nasal in the verbal prefixes such as maN-, paN/paN- and N- exhibits peculiar phonetic realization in relation to the following segments. The aim of this paper is twofold: (1) to describe this phenomenon in a set of data taken from Ho (1990) and the textbook by Tung and Rau (2000), and (2) to provide a theoretical analysis based on Optimality Theory (Prince and Smolensky 1993).

Observation of the behaviour of the prefixal nasal in Yami reveals the following points: (1) nasal coalescence takes place when the nasal is followed by voiceless obstruents [NB the glottal stop is not an obstruent]. (2) When the nasal in maN- is followed by voiced labial obstruents, such as [b] or [v], it exhibits free variation: either coalesced into [m] or realized independently, as [n][b] or [n][v]. (3) The nasal in maN- is realized as the coronal nasal [n] when followed by voiced consonants or approximants. (4) The velar nasal remains unchanged when followed by vowels. (5) After the deletion of the glottal stop in paN-, no coalescence applies even when the nasal [n] is followed by a voiceless obstruent. (6) Unlike the prefix maN-, the prefix paN- coalesced with any following obstruent, regardless of its voice quality.

An Optimality-theoretical account is provided to analyse the data. The analysis indicates that coronal preference integrated in the syllable structure plays an important role in the realization of the nasals. The discussion is based on the “NC8 effect proposed by Pater (1996, 1999, 2001). I conclude that nasal behaviour in Yami is prosodically-defined. The final ranking is proposed to account for nasal behaviour aforementioned.

References


