Various Dimensions of Contrastive Studies: Language Contact

BOOK OF ABSTRACTS

Ustroń, October 21-22, 2019

VDOCS
Various Dimensions
of Contrastive Studies

Institute of Linguistics
University of Silesia

Institute of Linguistics

University of Silesia in Katowice, Poland

Various Dimensions of Contrastive Studies: Language Contact

(V-DOCS 2019)

Scientific committee:

dr hab. Bożena Cetnarowska

prof. dr hab. Andrzej Łyda

dr hab. Andrzej Porzuczek

dr hab. Adam Wojtaszek

Organising committee:

dr hab. Marcin Zabawa

dr Paulina Biały

dr Marcin Kuczok

mgr Anna Stwora

Contact e-mail: vdocs2019@gmail.com

More information can be found on the conference website:
http://www.vdocsconference.wixsite.com/vdocs

All the abstracts appear in their original phrasing.

TABLE OF CONTENTS

Plenary talks

Sebastian Fedden
(& Greville G. Corbett)

Université Paris 3 & University of Surrey; University of Surrey

Nominal classification: The usefulness of the Canonical Approach

Fascinating new systems of nominal classification keep being discovered, but the tools for analysis have not kept pace. We therefore propose a typology of nominal classification, encompassing gender and the various types of classifier. Earlier it made sense to oppose gender and classifiers (Dixon 1982), but the opposition cannot be maintained. Miraña has characteristics of gender *and* of classifiers (Seifart 2005); Reid's (1997) account of Ngan'gityemerri provides further evidence against a sharp divide, since classifiers can grammaticalize into gender, through intermediate types.

Relinquishing the opposition gender vs classifiers leads to a clearer picture of the possibilities. We pull apart traditional gender characteristics, and traditional classifier characteristics, and see that these characteristics combine in many ways. This motivates a canonical perspective: we define the notion of canonical gender, and use this idealization as a baseline from which to calibrate the theoretical space of nominal classification. This move allows us to situate the interesting combinations we find. Since individual dimensions of variation can be influencing or be influenced separately, for example in situations of language contact, the canonical approach is also highly useful for dealing with contact-induced effects.

According to the Canonical Gender Principle "each noun has a single gender value." (Corbett & Fedden 2016: 503; cf. Dixon 1982). Under this principle there are two specific criteria:

Criterion "matching": In any canonical situation, mappings are one-to-one. Specifically for gender, controller genders map to target genders one-to-one. A language like Diyari is canonical in this respect (number of controller and target genders match), while Mian is non-canonical (no match).

Criterion "constant": canonically a noun takes the same gender agreement in all domains; nouns taking different agreements (hybrids) are non-canonical. German comes close to being canonical, while Russian has many hybrids.

Criterion "lexical": gender can be read unambiguously off the lexical entry. Nearest to canonical are strictly semantic systems, e.g. Bagvalal (male human / female human / other, Kibrik 2001: 64–66); then we find systems like Mawng (Singer 2016), where recategorization is readily available. Furthest from canonical are traditional numeral classifiers which can highlight different semantic aspects of referents.

Canonical agreement, on which canonical gender is based, contributes helpful criteria:

Criterion "obligatory": since canonical agreement is obligatory, this is a component of a canonical gender system, as in languages like Russian. Less canonical are those where agreement can be optional, as in Ngan'gityemerri (Reid 1997). And classifiers of various types are frequently optional.

Criterion "obligatory values": in addition to agreement being obligatory, canonical systems use the most specific feature value associated with the controller; such systems include Mian. Less canonical, since it exhibits 'superclassing', is Jingulu (Meakins & Pensalfini 2016).

Criterion "orthogonal: as with any morphosyntactic feature, gender is canonical to the extent that it is orthogonal to parts of speech. We find systems where almost all parts of speech show gender agreement, e.g. Archi, and at the other extreme, systems where agreement is limited: in North Ambrym only the relational classifiers show relevant inflection (Franjieh 2016). This criterion is discussed further in Fedden & Corbett (2018).

As we calibrate carefully, using these criteria, traditional gender and traditional classifier languages are close in some respects, more distant in others. This is exactly right: Russian, Archi, Mawng and Ngan'gityemerri are profoundly similar in parts of their nominal classification system, and profoundly different in others. Our typology helps reveal the great diversity of systems (greater than suspected even a few years ago), and the shared phenomena that play out as variations on similar themes.

References:

Corbett, Greville G. & Sebastian Fedden. 2016. Canonical gender. *Journal of Linguistics.* 52.495-531.

Fedden, Sebastian & Greville G. Corbett. 2018. Extreme classification. *Cognitive Linguistics* 29(4). 633-675.

Dixon, R. M. W. 1982. Nominal classification. In: R. M. W. Dixon *Where have all the adjectives gone? and other essays in semantics and syntax*, 157–233. Berlin: De Gruyter.

Franjieh, Michael. 2016. Indirect possessive hosts in North Ambrym: Evidence for gender. *Oceanic Linguistics* 55.87-115.

Kibrik, Aleksandr E. (ed.) 2001. *Bagvalinskij jazyk: Grammatika: Teksty: Slovari.* Moscow: Nasledie. [co-editors K. I. Kazenin, E. A. Ljutikova & S. G. Tatevosov.]

Meakins, Felicity & Rob Pensalfini. 2016. Gender bender: Disagreement in Jingulu Noun Class Marking. In: Felicity Meakins & Carmel O'Shannessy (eds) *Loss and renewal: Australian languages since colonisation*, 425-450. Berlin: Mouton de Gruyter.

Reid, Nicholas. 1997. Class and classifier in Ngan'gityemerri. In: Mark Harvey & Nicholas Reid (eds) *Nominal classification in Aboriginal Australia*, 165–228. Amsterdam: John Benjamins.

Seifart, Frank. 2005. The Structure and Use of Shape-based Noun Classes in Miraña (North West Amazon). Nijmegen: Radboud University Ph.D. dissertation.

Singer, Ruth. 2016. *The Dynamics of Nominal Classification: Productive and Lexicalised Uses of Gender Agreement in Mawng* (Pacific Linguistics 642). Berlin: De Gruyter Mouton.

Barbara Lewandowska-Tomaszczyk

State University of Applied Sciences in Konin

A new model of Contrastive Cultural Linguistics: British, American, Polish

The presentation aims to investigate new perspectives for contrastive studies, encompassing comparisons between *cultural schemas* and *models*, and cognitive-pragmatic language *expression patterns* across languages as constitutive components of relevant *Cultural Linguistic Identities* (CLI)*.* The methodology applied involves multidisciplinary tools, including a cognitive linguistic analysis of discourse data and concordances, collocations, and parallel materials from large amounts of language materials (British National Corpus (BNC), Corpus of American English (COCA), National Corpus of Polish (NKJP) and media-based monitor materials. It also includes a comparison of relevant cultural dimensions and the results of the GRID questionnaires investigating affective terms as well as relevant online tasks and data. A cognitive interpretation of qualitative and quantitative materials involves an analysis of the internal structure of the relevant concepts and speakers' discourse behavior. It aims to contribute to the development of a new Cultural Contrastive Linguistic model (CLI) of overlaps and contrasts across languages and their users.

Andrzej Łyda

University of Silesia, Katowice

Academic communication in contact. A short history of uniformisation

TBA

Alicja Witalisz

Pedagogical University of Cracow

Contact-induced lexical creativity: rule-governed or idiosyncratic?
An onomasiological approach

Speakers change languages to satisfy their changing linguistic needs. Continuous and instantaneous coining of new forms to render new concepts appearing in the ever changing environment makes the lexicographer's work endless. Much of this linguistic activity happens to be induced by language contact, omnipresent and inevitable, no longer conditioned by the geopolitical proximity of speech communities.

One of the research questions raised in the paper is whether language development stimulated by language contact allows for creativity, if borrowing, by definition, involves the adoption of rather than the invention of language elements. Research shows that the effects of contact-induced linguistic borrowing are by no means limited to the adoption of foreign lexical items and structures. The borrowing process triggers multiple processes that lead to further modifications and development of the recipient languages.

While Wilhelm von Humboldt's well-known aphorism has traditionally been discussed in relation to a sentence as evidence and the actual bearer of linguistic creativity, the stance adopted in this paper sees lexeme as the basic depository of the developmental potential of language and the manifestation of speakers' creativity. In a number of complementary approaches, lexical creativity has been inconsistently seen by researchers to result either in idiosyncratic, deviant, impromptu, context-dependent nonce innovations without the institutionalising potential or in rule-governed predictable formations. Both of these contrasting types of creativity have also been viewed as hyponymically enclosed in the generic concept of lexical innovation or seen as a continuum.

The paper focuses on the creative aspects of language contact and the opposition between infinite use and finite means will be employed to address contact-induced creativity, manifested, most readily, through rule-governed and analogy-governed word-formation processes, and, less obviously, through non-rule-governed (unpredictable) lexical and semantic innovations triggered by language contact and speakers' onomasiological and expressive needs. The study investigates English-based and English-inspired expressions in Polish through a corpus-assisted search for lexical, structural and semantic innovations born where the foreign language influence coincides with the recipient language users' linguistic creativity.

Presenters

Larysa Bobrova
Miami University

**Applying Systemic Theoretical Instruction
to Teaching English Prepositions**

The presentation reports on a study investigating the efficacy of Systemic Theoretical Instruction applied to teaching English prepositions. As highly polysemous words (Boers & Demecheleer, 1998; Mueller, 2011), English prepositions have always been recognized notoriously challenging for second language learners to master (Celce-Murcia & Larsen-Freeman 1999; Bukhari et al., 2011; Jalali & Shojaei, 2012) and language instructors to teach (Sotiloye et al., 2015). These challenges have generated empirical investigations testing pedagogical treatments, specifically traditional, collocational (Mueller, 2011), and prototypical (Lam, 2009; Lindstromberg, 2010). Being based in traditional theoretical accounts of prepositions (Bloomfield, 1933, Frank, 1972), the former two instructions have proved less effective than the latter method drawn on cognitive linguistics (Mueller, 2011; Tyler, 2012). However, despite the promising findings, the cognitive linguistic model appeared confusing and difficult (Lam, 2009) indicating a need for more effective ways of presenting new knowledge to learners (Lantolf & Poener, 2014).

Expanding this research array, I will present two pedagogical techniques for teaching English prepositions *to*, *for*, and *at,* Systemic Theoretical Instruction (STI) and the traditional instruction (TI), and compare their effectiveness. STI integrates the sociocultural theory (Vygotsky, 1972) and the cognitive linguistic approach to the semantics of prepositions. TI is based on the traditional theoretical accounts of prepositions. The experiment was conducted with 36 high intermediate English learners whose native language was Chinese. Through a pre-, immediate, and delayed posttest design, a repeated measures ANOVA attested to the effectiveness of STI over TI and the control group, $p = 0.0997$.

I will demonstrate STI through the activities that show how the visual materialization of the semantics of *to*, *for*, and *at* as well as its verbalization can help ESL learners gain control over the prepositions in their discourse.

Ewa Bogdanowska-Jakubowska & Nika Bogdanowska

University of Silesia, Katowice

Construction of national identity in political discourse:
A cross-cultural analysis

The paper explores the construction of national identity in British and American political discourse. The aim of the study is to analyse how national identity is discursively constructed and how the concept of nation is employed by British and American political leaders.

We have employed Critical Discourse Analysis as a methodological approach. Taking the discourse analytical perspective, we have been able to take into consideration historical, sociocultural and situational contexts, and analyse the reasons for certain discursive choices (see the Discourse-Historical Approach (Wodak 2002: 65; Wodak et al. 2009; Reisigl 2018), which integrates "a large quantity of available knowledge about the historical sources and the background of the social and political fields in which discursive 'events' are embedded"). As it is a crosscultural study of public discourse, the Discourse-Historical Approach is combined with Cultural Studies (Barker & Galasiński 2001) and rhetorical studies (Eisenhart & Johnstone 2008; Reisigl 2008).

References:

Barker, Ch., & Galasiński, D. 2001. *Cultural studies and discourse analysis: A dialogue on language and identity*. London: Sage Publications.

Chilton, P., & Schäffner, C. (Eds.). 2002. *Politics as text and talk: Analytic approaches to political discourse* (Vol. 4). Amsterdam: John Benjamins Publishing.

Eisenhart, C., & Johnstone, B. 2008. Discourse analysis and rhetorical studies. In B. Johnstone, & C. Eisenhart (Eds.), *Rhetoric in detail: Discourse analysis of rhetorical talk and text*, 3-21. Amsterdam and Philadelphia: John Benjamins Publishing.

Reisigl, M. 2018. The discourse-historical approach. In J. Flowerdew, & J. E. Richardson (Eds.), *The Routledge handbook of Critical Discourse Studies*, 44-59. London/New York: Routledge.

Reisigl, M. 2008. Rhetoric of political speeches. In R. Wodak, & V. Koller (Eds.), *The Handbook of communication in the public sphere*, 243-270. Berlin: Mouton de Gruyter.

Wodak, R. 2002. The discourse-historical approach. In R. Wodak,& M. Meyer (Eds.), *Methods of Critical Discourse Analysis*, 63-94. London: SAGE Publications.

Wodak, R., R. De Cillia, M. Reisigl, & K. Liebhart. 2009. *The discursive construction of national identity* (2nd edn.). Edinburgh: Edinburgh University Press.

Ewa Bogdanowska-Jakubowska & Nika Bogdanowska

Maria Brenda & Katarzyna Rudkiewicz

University of Szczecin

A cognitive semantic contrastive analysis
of the English, Polish and Russian spatial prepositions *to*, *do* and *k*

Despite the increasing popularity of research into prepositions, linguistic investigations concerning spatial prepositions, especially conducted within the framework of contrastive cognitive linguistics, seem to remain on the periphery of interest for linguists of different backgrounds.

The insights obtained by analytical tools of cognitive linguistics allow for proposing distinct prepositional senses which emerge from usage. The notions of frequency, conceptual category, the prototype and fuzzy boundaries, primary and secondary reference objects called trajector and landmark respectively, enable linguists not only to analyze the semantic structures of prepositions, but also to compare and contrast such semantic structures across languages for practical benefits.

We would like to propose a preliminary corpus-based semantic study of three spatial prepositions, English *to*, Polish *do* and Russian *k*, aimed at establishing similarities and differences of their semantic structures. The analysis of corpus data allows to put forward semantic networks for the prepositions selected and draw inferences about the extent to which the semantics structures of the prepositions examined converge and diverge.

Bożena Cetnarowska

University of Silesia, Katowice

Comparing English and Polish expressive binominal constructions

The main intention of this talk is to compare the properties of expressive binominal NPs (EBNPs) in English and Polish (discussed by, among others, Aarts 1998, Kallas 1980). Foolen (2004) divides expressive binominal NPs in Germanic and Romance languages into two types. Type I binominals, labelled as "impression EBNPs" by Foolen (2004), are exemplified in (1). They consist of two NPs, each of them containing indefinite determiners. In the case of Type II EBNPs in (2), referred to as "attitude EBNPs", the first NP contains a definite determiner.

(1)   a. *a monster of a tree*   b. *an angel of a woman*
(2)   a. *that moron of your brother*   b. *that fool of his father*

Although Polish is an article-less language, I will argue that Foolen's (2004) typology of expressive binominal expressions is relevant to the discussion of expressive appositive combinations in Polish, exemplified in (3-4).

The group of Polish expressive juxtapositions in (3) call for a metaphorical interpretation, as do the English EBNPs in (1). The Polish NN combinations in (4) contain an evaluating lexeme and correspond to English "attitude EBNPs" in (2).

(3)　　a. *drzewo potwór* (tree.NOM.SG monster.NOM.SG) 'a monster of a tree'

　　　　b. *kobieta anioł* (woman.NOM.SG angel.NOM.SG) 'an angel of a woman'

(4)　　a. *brat idiota* (brother.NOM.SG idiot.NOM.SG) 'an idiot of a brother'

　　　　b. *dentysta sadysta* (dentist.NOM.SG sadist.NOM.SG) 'a sadist of a dentist'

The group of Polish expressive juxtapositions in (3) call for a metaphorical interpretation, as do the English EBNPs in (1). The Polish NN combinations in (4) contain an evaluating lexeme and correspond to English "attitude EBNPs" in (2).

Selected references:

Aarts, Bas. 1998. Binominal noun phrases in English. *Transactions of the Philological Society* 96 (1): 117–158.

Foolen, Ad. 2004. Expressive binominal NPs in Germanic and Romance languages. In G. Radden and K.-U. Panther (eds.), *Studies in linguistic motivation*, 75–100. Berlin: Mouton de Gruyter.

Kallas, K. 1980. *Grupy apozycyjne we współczesnym języku polskim*. Toruń: Wydawnictwo UMK.

Elga Cremades

University of Chicago

The influence of L1 in the acquisition of Catalan: a corpus-based study

Anyone having tried to learn a second language may have realized that the process of acquiring any second language depends on different factors, which aren't always related to language itself. Therefore, elements such as age, motivation, learning context or studying habits can have an influence on the success or failure of the second language acquisition.

Nevertheless, it seems that there are some essential factors in the acquisition of a second language which are directly related to structural matters. These are, as noted by Gràcia (2009: 57), the characteristics of the first language (or the first languages) spoken by learners (i.e., L2), the characteristics of the learned language (L2) and universal mechanisms linked to any language learning process.

Indeed, researchers agree in that L1 provides a linguistic and conceptual frame for learning another language. Therefore, Lightbown & Spada (2013: 57) say, "learners draw on the patterns of other languages they know as they try to discover the complexities of the new language they are learning". It is thus possible for the first language to influence

the second language with phenomena such as loans, use of certain syntactic structures, the omission of frequent L2 patterns, etc.

This paper presents the how these influences are shown in the grammar of the interlingua of students of Catalan whose L1 is English. Conducted in parallel to the creation of the Catalan Corpus Learner (which includes more than 4000 writing samples of learners of Catalan), it intends to see which are the main problems that English L1 speakers might face when learning Catalan and proposes some exercises and activities that might help them develop their learning and avoid fossilization.

Ewa Data-Bukowska

Jagiellonian University in Cracow

Translation as a source of information on text creation – the case of sentence openings in Norwegian and German

Norwegian and German are closely related languages showing some clear grammatical similarities. They both are the verb-second (V2) languages. Moreover, they have a grammaticalized subject position, resulting in a rule that the subject is allowed to be placed either before the V2 or immediately after. The subject is also expected to be expressed explicitly in the sentence, which causes that language items possessing maximally schematic meaning (e.g. the Norwegian *det* or the German *es* or *das*) are to be used in the function of the so called formal subject. Finally, only one chunk of information is allowed to be placed before the V2 in the sentence initial position.

In my talk I will examine a phenomenon having its roots in these grammatical similarities and pertaining to the way sentences are introduced in the two languages. As the focus of investigation the Norwegian lexical item DET in subject position in the sentence initial has been chosen. The corpus based cross-linguistic study, which I am going to present may be seen as interesting both in a contrastive discourse and translation studies perspective.

The aim of my investigation is twofold:

1. To reveal to what extend the Norwegian DET is copied i.e. rendered by its congruent correspondences (Johansson 2007) in the sentence initial position in translations into German.
2. What other elements (chunks of information) appear in the sentence initial position in translations of the investigated Norwegian structures into German?

I am going to find answers to these questions on the basis of the translations from the Oslo Multilingual Corpus, from which, however, only selected databases (ge-no-ge, no-en-ge) have been taken as the source of the linguistic data (2146 sentences). The investigation will enable me to gain information on the principles governing text progression

in the languages under discussion. Additionally, it can reveal some cognitive processes (pertaining to cognitive economy) underlying text production in translation.

References:

Johansson, S. 2007. *Seeing through Multilingual Corpora: On the Use of Corpora in Contrastive Studies*. Amsterdam – Philadelphia: John Benjamins.

Iwona Dronia

University of Silesia, Katowice

Changing standards to correctness and communication preferences among various groups of native and non-native speakers of English

The character of global communication is changing due to multifarious reasons of social, technological or even political nature. New technology and the omnipresent social media have also completely altered the way to interact. We are entering the brave new world of innovations, faster pace of life and globalization. Such ongoing changes bring about many further modifications pertaining to e.g. the choice of communication channels one opts for, but also affecting the perception of successful communication held by different age groups. The taxonomy created by Howe and Strauss (2000) and by Chester (2002) differentiates between various age generations - baby boomers, generation X, Millennials (generation Y) and Z generation and each of them seems to constitute a unique group thinking, working, living and communicating in its specific and age-appropriate way. The prime intention of this presentation is to display the results obtained from a research study conducted among highly heterogeneous group, residing in different countries as well as belonging to differentiated age groups. The study aims at verifying the hypothesis concerning the existence of certain correlation between the choice of a particular communication channel used for first and second language interaction and one's age. Additionally the respondents were to express their opinion on their attitude to correctness visible in their mother tongue as well as in the second language. Last, but not least, the presentation will demonstrate the findings concerning the respondents' perception of annoying changes happening to the L1 and L2.

References:

Chester, E. (2002). *Employing Generation Why? Understanding, managing and motivating your new workforce*. Lakewood, Colorado: Tucker House Books.
Howe, N. and W. Strauss (2000). Millennials Rising: The Next Great Generation. New York: Vintage books.
Kasper, G. 1992. "Pragmatic Transfer", *Second Language Research* 8:3, 203-231.

*Thomas, (*1983). Cross-cultural pragmatic failure. *Applied Linguistics* 4: 91–112.

Zemke, R., Raines, C., Filipczak, B. (2000). *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*. New York, N.Y.: American Management Association, 2000.

Webgraphy:

Newport, F. 2014. The New Era of Communication Among Americans. Available from https://news.gallup.com/poll/179288/new-era-communication-americans.aspx

Hamill, G. (2005,) Mixing and Managing Four Generations of Employees. FDU Magazine Online, Winter / Spring 2005. Retrieved from http://www.fdu.edu/newspubs/magazine/05ws/generations.htm

Anna Dziama

University of Rzeszów

The Case of *Cholera* in Jewish English, Polish and Yiddish

The aim of this paper is to present similarities and differences in the usage of curse words 'imprecating malevolent fate' in Jewish English, Polish, and Yiddish. Interestingly, this research is based, primarily, on Yiddish *a language which has, in the course of its history, experienced particularly multifarious and intimate contacts with others* (Weinreich 1958, 113). These taboo words illustrate Jewish experience with its unique cultural and language conventions.

The presented and analyzed curse words and fixed expressions have been obtained from lexical database systems, COCA, NKJP, Polish and Yiddish language dictionaries. The result of the study indicates that there are numerous cases of body part dysphemisms in the analyzed languages as proposed by Allan and Burridge (2006), such as *boykh* 'belly', *kishkes* 'guts', *harts* 'heart', *kop* 'head', *leber* 'liver', *moyekh* 'brain', *nopl* 'navel', *tsurik* 'back' and *oygn* 'eyes' as well as *cholera* which is a cuss word used in Polish and Yiddish. These dysphemistic epithets often pick on physical characteristics that are treated as though they are abnormalities, such as in Polish *niech kogoś a. coś cholera weźmie* 'God damn it' (Grochowski 2008) or in Yiddish *a kholyere dir in di beyner* 'cholera in your bones' (Wex 2006). It has to be pointed out that in both languages these curse words are nouns.

References:

Allan, K. and Burridge, K, 2006. *Forbidden Words. Taboo and the Censoring of Language.* Cambridge: Cambridge University Press.

Grochowski, M. 2008. *Słownik polskich przekleństw i wulgaryzmów*. Warszawa: Wydawnictwo Naukowe PWN.

Weinreich, U. 1968. *Languages in Contacts: Findings and Problems*. The Hague: Mouton Publishers.

Wex, M. 2006. *Born to Kvetch. Yiddish Language and Culture in All of Its Moods.* New York, NY: Harper Perennial.

Martina Irsara

Free University of Bozen-Bolzano

Translation as language contact: a contrastive analysis of deictic *here* and *there* in English-learner scripts

A translation activity might be acknowledged as a particular type of language contact situation, where translators have to conceptualise constructions of at least two languages. Judiciously used translation tasks can be valuable awareness-raising activities in adult language-learning contexts. Translation tasks have the potential to bring to light linguistic similarity and variation between and within languages. Translation processes can become discovery learning experiences that lead to increased knowledge of both the source and target languages.

Semantic features and pragmatic functions of deictic locatives vary across languages and a literal translation is not always suitable. A translation of English deictic *here* and *there* into the Rhaeto-Romance minority language Ladin warrants semantic and pragmatic interpretation, intuition, and introspection. Ladin has a complex spatial adverbial system that lexicalises little-known deictic nuances and that appears to demand a further exercise of conceptualisation as compared to English (Irsara, 2015).

This paper presents a research that was undertaken in a Ladin area of Italy with quadrilingual schools and consisted of a qualitative analysis exploring the use of deictic locatives in learners' L1 (Ladin) and L4 (English) in two translation tasks that were completed by 40 subjects. The research aimed to assess and rationalise the degree of variability in the subjects' English and Ladin translations from a comparative point of view. The results further demonstrated the complexity of the decision-making process in the translation of deictic utterances. Translators took different perspectives and chose various expressions to render their mentally constructed views of the source-language situation in the target language.

References:

Irsara, M. (2015). Ladin. In K. Jungbluth & F. Da Milano (Eds.), *Manual of deixis in Romance languages* (pp. 140-166). Berlin: Walter de Gruyter.

Agnieszka Kaleta

Jan Kochanowski University, Piotrków Trybunalski

Modality in English and Polish: A study in cognitive semantics

The present paper is concerned with the ways of expressing modality in present-day English and Polish. It explores the semantic potential of core modals in the light of the cognitive linguistic approach to semantics (cf. Goldberg 1995, 2019; Langacker 1987, 1991; Talmy 1988, 2000). More specifically, the study takes a force dynamic approach to modality, as developed by Talmy, arguing that this theory provides a useful *tertium comparationis* for cross-linguistic analyses of modal meanings.

In addition, the study approaches modal meanings as complex, polysemous categories centred around a prototype. Thus, another goal of the study is to provide a descriptive account of the radial structure of the core modal categories in the two languages under consideration. It is shown that cognitive linguistic constructs such as force dynamics and radial categories provide useful tools for capturing and contrasting the different dimensions of construal, as encoded by English and Polish modal predicates.

Also, the study has a pedagogical purpose: It is argued that this fine-grained description of the cross-linguistic mismatches in the representation of modality can be turned into a channel for more effective teaching of modal predicates to Polish students of English.

References:

Goldberg A. E., 1995, *Constructions: a construction grammar approach to argument structure. Cognitive theory of language and culture*. Chicago: University of Chicago Press.

Goldberg A. E., 2019, *Explain me this: creativity, Competition, and the Partial Productivity of Constructions*. Princeton, Oxford: Princeton University Press.

Langacker, R. W. 1987. F*oundations of cognitive grammar. Vol. 1, Theoretical prerequisites*. Stanford, CA: Stanford University Press.

Langacker, R. W. 1991. *Foundations of cognitive grammar. Vol. 2, Descriptive application*. Stanford, CA: Stanford University Press.

Talmy, L. 1988. Force dynamics in language and cognition. *Cognitive Science* 12: 49–100.

Talmy, L. 2000. *Toward a cognitive semantics. Vol. 1, Concept structuring systems*. Cambridge, MA: MIT Press.

Ireneusz Kida

University of Silesia, Katowice

The Mandarin Chinese vs Thai challenge - tonal contrast in similar sounding words

In tonal languages like Mandarin Chinese or Thai the existence of tones is an example of language economy, as one and the same given linguistic material can have different meanings, usually up to five, as there are five kinds of tones in each language; though the tonal systems slightly differ. In other words, instead of involving new linguistic material for obtaining distinct meanings, different tones are applied to the same linguistic material and the meaning changes accordingly, oftentimes in such a way that opposites are obtained, like for example:

Chinese: 買 mǎi 'to buy' vs 賣 mài 'to sell

Thai: ไกล glāi 'far' vs ใกล้ glâi 'near'

Therefore, contrary to what is generally feared, may in fact appear very helpful in remembering the different meanings of identical linguistic material, as the consciousness that confusion of tones may lead to such highly contrastive meanings will always keep one alert. Nevertheless, when it comes to learning the two languages at the same time, or translating from one language to another, there appears one quite challenging problem that may be difficult to surmount even by proficient users. The challenge consists in the existence of different tones in similar sounding linguistic material in the two languages. Although they are said to be genetically not related, in the two languages, either due to proximity, mutual influence or perhaps echoes of some kind of a distant relationship, there are quite numerous examples of the above mentioned problem. For the sake of illustration, three of them are presented below:

1) Mandarin Chinese: 我没有时间 wǒ **méi** yǒu shíjiān 'I **don't** have time' (rising tone in **méi** 'not')

Thai: ฉันไม่มีเวลา chhan **mâi** mii weelaa 'I **don't** have time'(falling tone in **mâi** 'not')

2) Mandarin Chinese: 我望你有时间 wǒ **wàng** nǐ yǒu shíjiān (falling tone in **wàng** 'hope')
Thai: ฉันหวังว่าคุณจะมีเวลา chhán **wǎng** wââ khuṇ jà mii weelaa (rising tone in **wǎng** 'hope')

3)   Mandarin Chinese:我会开车Wǒ huì **kāi** chē (high tone in **kāi** 'to drive')
Thai: ฉันจะขับรถ chhạn jà **khàb** rót (falling tone in **khàb** 'to drive')

It is quite challenging for a user of the two languages to cope with this situation, as it is very easy to confuse the tones in similar environments due to negative transfer, especially when he/she is not a native speaker of the two languages. Therefore it is advisable to make additional effort in order for such transfer not to occur. The challenge increases even more, when one realises that unlike in Mandarin Chinese, in Thai the vowel length also plays an important role (like in English) in distinguishing the meaning, as depending on whether a vowel is short or long, the meaning changes accordingly; like for example in the perfective aspect particle: Mandarin Chinese 我吃了饭 wǒ chī **le** fàn 'I have **already** eaten' vs Thai: ฉันกินข้าวแล้ว chhán gin khââw **lǽǽw** 'I have **already** eaten').

Artur Kijak

University of Silesia, Katowice

Dorsal Fricatives in Modern Standard German
against the Background of German Dialects

In this talk I discuss the alternation between two dorsal fricatives [x] and [ç] (*ach-Laut* and *ich-Laut*) in present-day Standard German, the [x] ~ [ʃ] alternation of some dialects, e.g. *Ba*[x] ~ *Bä*[ʃ]*e* 'brooks' and account for the relationship of [ç] to [ʃ], e.g. *Wel*[ç] ~ *Wel*[ʃ] 'which', *mi*[ç] ~ *mi*[ʃ] 'me' in Central German. I provide the explanation for the distribution of these fricatives especially the distribution of the palatal [ç] after front vowels and sonorants [l r n]. A direct relationship between the palatal consonants [ç] and [ʃ], the front vowels and, more importantly, the sonorants [l r n] is proposed on the basis of their internal structure. Moreover, I briefly discuss the historical processes which have led to these fricatives and I look at the historical development of the diminutive suffix *-chen.* The latter has always been a serious bone of contention for researchers analyzing the alternation in question in that both alternants can be found in an identical context (after a back vowel), e.g. *Frau*[ç]*en* 'woman, dim.' and *rau*[x]*en* 'to smoke'. Then, the proposed solution is applied to other related phenomena, e.g. *g*-Spirantization a common phenomenon in northern Germany where <g> is pronounced as [ç] or [x], e.g. *Ber*[ç] 'mountain' and *Ta*[x] 'day'. It is argued that the key factor to all these alternations lies in the way we understand palatalization and, more importantly, the melodic make-up of the segments involved in the alternations.

The analysis of all the historical, dialectal, standard and colloquial data allows me to propose a solution according to which palatal fricatives [ç ʃ] and the front vowels plus the sonorants [l r n] share the resonance element |I|. I also argue for a complex |I U| representation of the palatal fricative [ç] which is evidenced by the alternation [x] ~ [ç] in which dorsal fricatives are fronted after front vowels and sonorants [l r n]. It is proposed that such a complex representation of [ç] can also explain its development to the coronal [ʃ]

or dorsal [x] fricative in many colloquial variants of German. Finally, following Robinson (2001), it is argued that the palatal fricative [ç] in loanwords, e.g. [ç]*arisma* 'charisma', [ç]*irurg* 'surgeon' and in the diminutive suffix –[ç]*en* is already specified for the element |I| in the lexicon, whereas other examples of [ç] only receive that element through the sharing mechanism (sharing condition) from the preceding front vowels and coronal sonorants both of which contain the resonance element |I|.

Selected references:

Backley, Ph. 2011. *An introduction to Element Theory*. Edinburgh: Edinburgh University Press.

Gussmann, E. 2002. *Phonology: analysis and theory.* Cambridge: Cambridge University Press.

Robinson, O.W. 2001. *Whose German? The ach/ich alternation and related phenomena in 'standard' and 'colloquial'*. Amsterdam/Philadelphia: John Benjamins.

Scheer, T. 2004. *A lateral theory of phonology. Vol. 1: What is CVCV, and why should it be?* Berlin: Mouton de Gruyter.

Krzysztof Kosecki

University of Łódź

On Two Kinds of Cultural Motivation for the Structure
of the Concept of *Time* in Tok Pisin

Basing on the lexical data from Tok Pisin-English dictionaries (*The Jacaranda Dictionary and Grammar of Melanesian Pidgin, Freelang Tok Pisin-English-Tok Pisin Dictionary*, *Tok Pisin English Dictionary*, and *Tok Pisin to English Dictionary*), as well as personal communication with native speakers of Tok Pisin, the paper discusses the structure of the concept of *time* in this English-based creole. The analysis of the data allows one to distinguish two kinds of motivation for the concept: (i) the influence of native languages spoken in Papua New Guinea is evident in expressions related to time orientation, time quantification, and grammatical uses of the word *taim* (Dutton and Bourke 1990; Wakizaka 2008); (ii) the influence of English as the language of colonial elites is evident in expressions influenced by the local economic conditions, Christian missions, and the general process of borrowing. Whether motivated by indigenous languages or English, the concept of *time* in Tok Pisin is based on metaphors and metonymies present in various other languages (Radden 2003; Núñez and Sweetser 2006; Núñez et al. 2012), but realized in culture-specific ways.

References:

FREELANG Tok Pisin-English-Tok Pisin Online Dictionary. At https://www.freelang.net/online/tok_pidin.php accessed on 14 March 2019.

Dutton, Thomas E. and Michael R. Bourke. 1990. *Taim* in Tok Pisin: An Interesting Variation in Use from the Southern Highlands of Papua New Guinea. In John W. M. Verhaar (Ed.), *Melanesian Pidgin and Tok Pisin*, 251-62. Amsterdam: John Benjamins.

Mihalic, Francis. 1983 [1971]. *The Jacaranda Dictionary and Grammar of Melanesian Pidgin*. Brisbane: Jacaranda Press.

Núñez, Rafael, Kensy Cooperrider, D Doan, and Jürg Wassman. 2012. Contours of Time: Topographic Construals of Past, Present, and Future in the Yupno Valley of Papua New Guinea. *Cognition* 124 (1): 25-35.

Núñez, Rafael and Eve E. Sweeter. 2006. With the Future Behind Them: Convergent Evidence from Aymara Language and Gesture in the Crosslinguistic Comparison of Spatial Construals of Time. *Cognitive Science* 30 (3): 401-50.

Radden, Günter. 2003. The Metaphor TIME AS SPACE across Languages. In Nicole Baumgarten, Claudia Böttger, Markus Motz, and Julia Probst (Eds.), Übersetzen, Interkulturelle Kommunikation, Spracherwerb und Sprachvermittlung – das Leben mit mehreren Sprachen. Festschrift für Juliane House zum 60. Geburtstag. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* [Online] 8 (2/3): 226-39.

Tok Pisin to English Dictionary. At http://www.tok-pisin.com/sort-english.php, accessed on 14 March 2019.

Tok Pisin English Dictionary. At https://www.tokpisin.info, accessed on 14 March 2019.

Wakizaka, Miwako. 2008. *On the Issues of Language Contact and Language Shift in Tok Pisin – Focusing on Two "Non-Standard" Varieties: Highlands Pidgin and Anglicized Pidgin*. MA dissertation, University of Adelaide, Australia. At https://digital.library.adelaide.edu.au/dspace/.../8/02whole.pdf accessed on 14 March 2019.

Grzegorz Krawczyk

University of Silesia, Katowice

The occurrence of the glottal stop as a challenge for the English language acquisition and teaching

The glottal stop is a common speech sound produced by native speakers of the English language in various linguistic environments. It is commonly pronounced as an allophone in consonant replacement, nevertheless, the distribution of the glottal stop spreads to diverse positions where it can serve various functions.

Since the occurrence of the glottal stop is on the increase among native speakers of the English language, the aim of the research is to provide analysis of the occurrence and the qualities of the glottal stop among native speakers of the English language.

The results of the study may have important implications for development of both learning and teaching strategies as well as analyzing difficulties and failures in production and recognition of the sound in question.

Katerina Lamaczova

Palacký University in Olomouc

Semantic roles associated to the suffix *-dor* in Spanish and Catalan

Many derivative morphemes have multiple meanings. This is also the case of the Spanish suffix *-dor*, which can form agentive (as in the word *vendedor* 'seller'), instrument (*abridor* 'opener') and locative nouns (*comedor* 'dining room'). This multifunctionality is a result of diachronic changes. Those are not random, but they follow certain directions. According to Luján (2010), the meaning of derivative morphemes can be studied from the perspective of semantic roles, previously used mostly to analyze grammatical morphemes, and the semantic changes in derivation can be illustrated using the semantic map method (Haspelmath, 2003).

The multifunctionality of the Spanish *-dor* had traditionally been explained with metaphorical processes or with ellipsis. However, according to Rainer (2010) and Rainer and Luschützky (2013), the instrumental and locative meanings of *-dor* appeared in Spanish under the influence of Catalan, because of the confluence of two Latin suffixes (*-tor* and *-tōrius*), which gave as a result *-dor* in Catalan. In Spanish, *-tōrius* gave as a result the suffix *-dero* while *-dor* originates only in the agentive suffix *-tor*.

In order to confirm or disprove this hypothesis, I analyzed semantic roles associated to the suffix *-dor* of all the words derived with *-dor* in the *Corpus del Español* (636 words) and in the *Corpus Informatitzat del Català Antic* (992 words) in the period from the 13th to the 16th century. According to those results, the possible influence of Catalan on the appearance of the instrumental and locative meaning of this suffix in Spanish can be confirmed by comparing the data obtained for both languages.

This approach can shed new light on semantic changes resultant from the language contact of Catalan and Spanish, since the meaning of derivational morphemes has often been overlooked in semantics.

Kornelia Lasota

University of Silesia, Katowice

The use of German in Historical European Martial Arts

At first glance sword fighting seems to have nothing in common with language. However, with the rising popularity of Historical European Martial Arts (HEMA for short) in the English-speaking world, things can be approached differently. The aim of this paper is to discuss the use of German nomenclature in medieval sword fighting. I would like to introduce some of the basic phrases used nowadays when talking about medieval combat and present how they root in the German language, essentially making HEMA what could be called bilingual.

The paper will also discuss how the use of specific words in context of weaponry has strongly influenced the world of medieval sword fighting, showing if and how those effects have lasted up till this day.

Łukasz Matusz

University of Silesia, Katowice

POTENTIALITY FOR ACTUALITY metonymy in English, German and Polish

Propositional metonymy commonly makes use of particular script scenarios, wherein one stage of the script stands for the whole event. Such is the case with POTENTIALITY FOR ACTUALITY metonymy, in which an element of necessary preconditions (potentiality) is used to access the whole scenario, as in expressions of sensory experiences (e.g. *I can feel burning meat*). This type of metonymy is reported to be significantly productive in English, although its potential has also been studied in other languages, including Hungarian and Polish (Panther and Thornburg, 1999; Bierwiaczonek, 2013).

This paper provides a brief contrastive look at POTENTIALITY FOR ACTUALITY propositional metonymy in English, German and Polish. The metonymic mapping is discussed in its different subtypes, as proposed by Bierwiaczonek (2013: 163-8) in order to elicit similarities and differences between its use in the three languages. While certain realisations of the metonymy are more limited to particular languages, other patterns of POTENTIALITY FOR ACTUALITY appear to be more universal. The discussion is hoped to address some important points concerning this type of metonymic transfers in language.

References:

Bierwiaczonek, B. (2013). *Metonymy in language, thought and brain*. Sheffield: Equinox.

Panther K-U. and G. Radden. (1999). The potentiality for actuality metonymy in English and Hungarian. In K-U. Panther and G. Radden (eds.) *Metonymy in Language and Thought*, 303-332. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Liljana Mitkovska & Eleni Bužarovska

University of Silesia, Katowice & University Ss Cyril and Methodius, Skopje

Contrasting a phenomenon at the syntax-discourse interface: full-verb inversion in English and Macedonian

This presentation discusses the results of a contrastive analysis of subject – full-verb inversion in English and in Macedonian, a South Slavic language. The term 'full-verb inversion' refers to sentences in which the subject NP follows the whole verb group, while some other constituent is usually preposed (Huddleston/Pullum 2002: 1385), as illustrated in these examples.

 a. [In the forest] [lived] [a family of bears]. (English)
 b. [Vo šumata] [živeeše] [edno semejstvo mečki]. (Macedonian)

English and Macedonian are both primarily SVO languages, but unlike English, Macedonian has a rich verb inflection system and allows null subjects. Thus Macedonian is much more flexible regarding word-order restrictions and is more open to discourse-pragmatic motivated variations.

Despite the numerous studies of the English full-verb inversion, there is no consensus as to its nature. Researchers, however, agree that it is an especially marked structure used for topic management, information structure packaging or rhetorical effects (Prado-Alonso 2011). In Macedonian, full-verb inversion is a common devise for discourse purposes and it is immediately obvious that it is much more common than in English. For example, in an 8000 word sample of English short stories we found only 4 examples, while a 5400 word Macedonian sample yielded 40 examples (quotations excluded). The main question that arises from this observation is what this difference in distribution may be due to. To find the answer we set out to compare the syntactic and discourse-pragmatic properties of full-verb inversion in the two languages. For that purpose we have compiled a sample of translated texts in two genres: fiction and non-fiction. We compare the attested examples in form, function and distribution to determine the level of equivalence of full-verb inversion in these two languages with distinct syntax-discourse interface properties.

References:

Huddleston, Rodney / Pullum, Geoffrey K. 2002. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Prado-Alonso, Carlos. 2011. *Full-verb inversion in written and spoken English*. Bern: Peter Lang.

Adam Pluszczyk

University of Silesia, Katowice

Types and functions of code-switching used by university students

It is common knowledge that communication constitutes an integral part in everyday life. The linguistic phenomenon of code-switching occurs frequently in everyday conversational exchanges and constitutes a method of communication in bilingual and multilingual societies (Myers-Scotton, 1993: 39).

This study aims at determining the various types and functions of conversational code-switching (CS) where words, phrases and whole sentences are incorporated into various informal discussions and conversations amongst students who speak English fluently. It analyzes student-student interaction in natural, informal circumstances with a view to determining the types and communicative functions of code-switching (CS) among Polish, Spanish and Greek bilingual university students. It will also help us to establish the students' attitudes toward code-switching. Finally, the study also seeks to find potential differences in the attitudes of Polish, Spanish and Greek students toward code-switching.

Wiktor Pskit

University of Łódź

Language contact and liturgical language:
the case of English translations of the Roman Missal

This paper is concerned with the phenomenon of language contact with the source language in the domain of liturgical translation within Roman Catholicism. The two versions of the Roman Missal in English, commonly referred to as ICEL 1973 and ICEL 2010, represent to two radically different approaches to the translation of liturgical texts of the postconciliar Roman rite (cf. Crystal 1964, Elliot 2007, Lang 2012; Pskit 2017, 2018). By comparing selected parts of the two English translations this paper seeks to demonstrate that while the earlier version (ICEL 1973) obstructs language contact with liturgical Latin (and to lesser degree with

Greek), the revised translation (ICEL 2010) facilitates it, thus attempting to re-establish the link between the vernacular and Latin, which still remains the "native" language of Roman Catholicism. The relevant language contact manifests itself at the lexical and morpho-syntactic levels.

References:

Crystal, D. 1964. A liturgical language in a linguistic perspective. *New Blackfriars* 46: 148-156

Elliot, P.J. 2007. Liturgical translation. A question of truth. *Adoremus Bulletin*, 13-14.

Lang, U.M. 2012. *The voice of the Church at prayer. Reflections on liturgy and language*. San Francisco: Ignatius Press.

Pskit, W. 2017. Części zmienne Mszy św. w przekładzie: wybrane kolekty w dwóch angielskich wersjach *Novus Ordo Missae*. *Poznańskie Spotkania Językoznawcze* 34, 125-140.

Pskit, W. 2018. O języku liturgii rzymskokatolickiej na przykładzie angielskiej wersji Mszału Pawła VI. In M.K. Frąckiewicz i A.J. Najda (eds.) *Intertekstualność a Słowo Boże, czyli o języku biblijno-religijnym w tekstach kultury*. Warszawa: Instytut Papieża Jana Pawła II, 179-196.

Natalya Stoynova

Russian Language Institute, Russian Academy of Sciences, Moscow & National Research University, Higher School of Economics, Moscow

Contact-induced restructuring of adverbial clauses:
Russian subordinating conjunctions in Nanai

The paper deals with the use of Russian adverbial subordinating conjunctions in Nanai (Tungusic, the Russian Far East; all speakers are bilingual). Ca. 10,5 hours of Nanai texts, collected during fieldtrips, have been analyzed. The sample of adverbial clauses contains 677 clauses[1], Russian conjunctions are attested in 57 of them (8%).

Russian adverbial subordinators form the following hierarchy, depending on their absolute frequency in Nanai speech: *jesli* ('if') > *kogda* ('when') > *čtoby* ('in order to') > *poka* ('while'), *potomu čto* ('because'), *poka ne* ('untill'). The hierarchy, based on the rate of the total number of the clauses, is different: *jesli* (19% of 'if'-clauses), *poka* (17% of 'while'-clauses) > *kogda* (6% of 'when'-clauses) > *čtoby* (1% of purpose clauses)[2].

---

[1] I include in the sample only those clauses, which were translated into Russian by a native speaker by means of one of the Russian conjunctions attested in Nanai texts.

[2] The rest types of adverbial clauses are too rare in texts both with Russian conjunctions and without them.

I will discuss the data in terms of structural congruence between the donor language and the recipient one. The majority of Russian vs. Nanai adverbial clauses are incongruent with respect to subordinator type: in Russian, they are marked with conjunctions, while in Nanai dedicated non-finite forms are used instead. Conditional clauses are congruent with respect to this parameter: conjunctions are used both in Russian and in Nanai. However, the linear position of the conjunction is incongruent: the Russian *jesli* is prepositive, while its Nanai correlate *oseni* is postpositive.

The most frequent pattern of adverbial clauses with Russian conjunctions shows doubling: both Russian and Nanai subordinators are used in one and the same clause ("the Russian conjunction + the Nanai one" or "the Russian conjunction + the Nanai dedicated non-finite form"). In some uses, structural calquing (pattern transfer) is attested. The Russian *jesli* 'if' can be used in preposition, as in Russian, or in postposition, as its Nanai correlate. In some uses, the Russian conjunction conditions the choice of verb forms in subordinate clauses: finite forms, which follow the Russian pattern, are used instead of non-finite ones, which are expected in Nanai.

I will also address the problem of code-switching vs. borrowing. There are some arguments for interpreting the use of Russian conjunctions in Nanai speech as a case of code-switching, rather than borrowing. However, clauses with both Russian conjunctions and Russian morphosyntactic structure create a problem for this interpretation.

Finally, the data of Nanai will be compared to the crosslinguistic expectations on conjunction borrowing formulated in Matras (1998; 2007) and Grant (2012).

References :

Grant, Antony P. 2012. Contact, convergence, and conjunctions: a cross-linguistic study of borrowing correlations among certain kinds of discourse, phasal adverbial, and dependent clause markers // Chamoreau, Claudine and Isabelle Léglise (Eds.) *Dynamics of Contact-Induced Language Change*. Berlin: Mouton de Gruyter. P. 311–358.

Matras, Yaron. 1998. Utterance modifiers and universals of grammatical borrowing // *Linguistics*, 36(2). P. 281–331.

Matras, Yaron. 2007. The borrowability of grammatical categories // Matras Yaron and Janette Sakel (Eds.) *Grammatical Borrowing in Cross-linguistic Perspective*. Berlin: Mouton de Gruyter. P. 31–74.

Natalya Stoynova
(Anastasia Panova & Chiara Naccarto)
Russian Language Institute, Russian Academy of Sciences, Moscow & National Research University, Higher School of Economics, Moscow

Contact-influenced word order in genitive noun phrases:
A corpus-based investigation of Russian spoken in Daghestan

The paper deals with non-standard word order in the variety of Russian spoken by bilinguals from Daghestan. Specifically, we have looked at the occurrence of prepositive genitive modifiers in bilinguals' speech. Whereas in monolinguals' Russian the neutral and most frequent word order in noun phrases with a genitive modifier is the order N+GEN (1), in Daghestanian Russian the opposite order GEN+N often occurs (2). This phenomenon was mentioned as one of the striking morphosyntactic features of Daghestanian Russian in (Daniel et al. 2010; Daniel & Dobrushina 2013).

(1) *mat'* *moej*   *svekrovi*
  mother POSS.1SG.F.GEN mother-in-law.GEN
  'my mother-in-law's mother' [RNC]

(2) *Tëti* *blizkie* *rodstvenniki*
  aunt.GEN close relatives
  '(my) aunt's close relatives' [DagRus, L1 Avar]

The frequent occurrence of cases like (2) in Daghestanian Russian can be partly explained in terms of syntactic calquing from speakers' L1s, all featuring a neutral GEN+N order in noun phrases (Testelec 1998: 274). However, the picture is far less trivial than it could look at first sight. On the one hand, the word-order pattern GEN+N does not seem to equally affect all types of genitive noun phrases in Daghestanian Russian. On the other hand, similar examples of non-standard word order are sometimes found in monolinguals' speech too (3) (cf. Zemskaja 1987: 151).

(3) *samogo* *staršego* *brata* *žena*
 most.GEN elder.GEN brother.GEN wife
 '(our) eldest brother's wife.' [RNC]

We present the results of our corpus-based[3] investigation of genitive noun phrases in Daghestanian Russian as compared to monolinguals' spoken Russian. Prepositive genitives are favored by several factors: the semantic relation between the head and the genitive (kinship relation), the position of the genitive along the animacy scale (human referents), the referential status of the genitive (definite noun phrases), its lexical class (kinship terms) and its length (multiword dependents). In monolinguals' spoken Russian, although

---

prepositive genitives are very infrequent, they show a similar distribution. Therefore, we are not dealing with a simple calquing. Rather, L1 influence is manifested in a strengthening of some tendencies existing in monolinguals' Russian.

References:

Daniel, Michael, Nina Dobrushina & Sergey Knyazev. 2010. Highlander's Russian: Case Study in Bilingualism and Language Interference in Central Daghestan. *Instrumentarium of Linguistics: Sociolinguistic Approach to Non-Standard Russian. Slavica Helsingiensia* 40. 65–93.

Daniel, Michael & Nina Dobrushina. 2013. Russkij jazyk v Dagestane: problemy jazykovoj interferencii. *Computational Linguistics and Intellectual Technologies. Papers from the Annual International Conference "Dialogue" (2013). Issue 12*. Moscow: RGGU. 186–199.

Kitajgorodskaja, Margarita V. & Nina N. Rozanova. 1999. *Reč' moskvičej. Kommunikativno-kul'turologičeskij aspekt*. Moskva: Russkie slovari.

Testelec, Yakov G. 1998. Word order in Daghestanian languages. In: Anna Siewierska (ed.), *Constituent Order in the Languages of Europe*. Berlin/New York: Mouton de Gruyter. 257–280.

Zemskaja, Elena A. 1987. *Russkaja razgovornaja reč': lingvističeskij analiz i problemy obučenija*. Moskva: Russkij jazyk.

Anna Stwora

University of Silesia, Katowice

On Language Contact Phenomena in Advertising

As today's global village offers so many possibilities for language encounters, it comes as no surprise that advertising takes on multilingual features as well (Kelly-Holmes, 2005; Hornikx, van Meurs, and Hof, 2013). Mixing languages within one ad or using foreign words, phrases, and slogans has become a well-established advertising strategy that serves two main objectives. First of all, thanks to the presence of two languages within one message, the ad is likely to stand out from the information clutter. Thus, the advertising message that contains a kind of perceptual incongruity in the form of two languages present becomes an attention-getting device (Petrof, 1990). Secondly, the display of foreign language in ads signals that the product belongs to a foreign culture and, consequently, can be associated with specific sociocultural patterns, values, and identities. These associations that index identities (Piller, 2003) make the audience perceive nationality as an attribute of the goods offered and as a "unique selling proposition" (Kelly-Holmes, 2005).

The paper aims at showing the pragmatic functions of foreign language use in advertising discourse that will be supplemented with pertinent examples of (1) perceptual incongruity introduced by language contact that is supposed to attract consumer's attention and (2) associations introduced by the presence of foreign languages that are capable of transferring sociocultural identity onto the brands or products promoted. To this end, the author will perform a qualitative analysis of selected press and internet advertising messages that make use of the dynamics of language contact.

References:

Hornikx, J., van Meurs, F., and Hof, R. (2013). "The Effectiveness of Foreign-Language Display in Advertising for Congruent versus Incongruent Products" in: *Journal of International Consumer Marketing* 25 (3), 152-165.

Kelly-Holmes, H. (2005). *Advertising as Multilingual Communication*. New York: Palgrave MacMillan.

Petrof, J.V. (1990). "L'utilisation des langues étrangères comme moyen d'augmenter l'efficacité de la publicité: Une approche experiméntale" in: *Recherche et Applications en Marketing* 5 (2), 1-16.

Piller, I. (2003). "Advertising as a Site of Language Contact" in: *Annual Review of Applied Linguistics* 23, 170-183.

Aleksandra Tomaszewska

University of Warsaw

How the European Union Influences Polish:
EU Borrowings in Interviews, Press Releases, and Law

The focus of the presentation is the classification of EU borrowings, which have appeared in Polish as a result of Poland's EU membership. The study aimed to test how chosen genres of Polish—interviews with MEPs, directives, regulations, and press releases are affected by this distinctive effect of language contacts.

Language contacts within the European Union have been discussed in the relevant literature and media discourse. Most researchers examining the subject focused on language contacts via EU law corpora—they have described and analyzed the emergence of a hybrid version of languages used in EU contexts that have developed as a result of the translation of EU documents—Eurolect (Biel 2014). However, publications to date have not investigated borrowings in various genres (with one rare example of a multi-genre study—the NCN *Eurolekt* project). Furthermore, spoken corpora, such as interviews with MEPs have been neglected by Polish academics so far. Quantitative research on the impact of the EU

on the creation of borrowings in the languages of the EU Member States is almost non-existent.

In this presentation, data and results from a study of the multi-genre corpus of Polish will be reported. The analysis was conducted in the corpus methodology. Texts used in this research were published from 2012 to 2017. Three types of data were analyzed and will be discussed—transcripts of interviews with MEPs in popular news stations, EU press releases, and EU law. The examples of EU borrowings in selected genres as well as types of chosen EU borrowings in the three genres will also be presented.

Marcin Trojszczak

State University of Applied Sciences in Konin

Language contact and metaphor borrowing – a contrastive study of mental metaphors in English and Polish

The present study attempts to investigate the relationship between language contact and metaphor borrowing. This issue is approached by adopting the theoretical perspectives of Cognitive Contact Linguistics (Zenner et al., 2018) and Historical Cognitive Linguistics (Winters et al. 2011; Diaz-Vera, 2014), in particular, by drawing upon the insights from Finzel and Wolf (2018) and Trim (2011), who see metaphors as both contact and historically-evolving phenomena.

The objective of the study is twofold. Firstly, to discuss what are synchronic and diachronic interrelations between language contact-induced borrowing of metaphorical linguistic expressions and the introduction of new conceptualisations. Secondly, to illustrate these interrelations by analysing and comparing metaphorical linguistic expressions and conceptual metaphors referring to mental phenomena such as mind, thinking, or problem solving based on language data from English and Polish corpora.

The study is divided into three parts. The first part presents its theoretical and methodological framework. The second part includes the discussion of the interrelationship between linguistic metaphor borrowing and conceptual metaphor borrowing as well as the comparative analysis of English and Polish mental metaphors. The third part presents the conclusions and addresses some methodological and theoretical issues.

References:

Diaz-Vera, J. E. (Ed.). (2014). *Metaphor and Metonymy across Time and Cultures*. Berlin, Boston: De Gruyter.

Finzel, A. & Wolf, H. G. (2018). Conceptual metaphors as contacts phenomena? The influence of local concepts on source and target domain. In E. Zenner, A. Backus, E.

Winter-Froemel (Eds.), *Cognitive Contact Linguistics* (pp. 187–212). Berlin, Boston: De Gruyter.

Trim, R. (2011). *Metaphor and the Historical Evolution of Conceptual Mapping*. Basingstoke: Palgrave Macmillan.

Winter, M. E., Tissari, H. & Allan, K. (2011). *Historical Cognitive Linguistics*. Berlin, Boston: De Gruyter.

Zenner, E., Backus, A. & Winter-Froemel, E. (Eds.). (2018). *Cognitive Contact Linguistics*. Berlin, Boston: De Gruyter.

Aleksandra Walkiewicz

Nicolaus Copernicus University in Toruń

Word Order in Teaching Polish as a Foreign Language: Difficulties Resulting from Language Differences

Foreigners trying to speak and write in Polish inevitably encounter word order problems affecting the fluency and clarity of the texts they produce. These difficulties result from a number of factors. Firstly, word order issues are rarely discussed in PFL textbooks and the students may simply not have enough opportunity to fully understand and practice the syntactic rules. Secondly, in each language those rules themselves are quite complex and concern a variety of morphological, syntactic, semantic, pragmatic and prosodic problems. Finally, it is quite obvious that negative language transfer (language interference) plays an important role in language acquisition. Changing the word order or placing a particular part of speech in a certain position may have different grammatical, semantic and pragmatic consequences in different languages. In some, it may lead to forming incorrect sentences. In others, it may result, for example, in transforming an affirmative clause into an interrogative one or in a change of the topic/focus structure of the utterance. In Polish, word order changes are often related to switching between the formal and informal code, and have serious stylistic and pragmatic consequences.

The paper describes a number of syntactic mechanisms of Polish in comparison to other Germanic, Romance and Slavic languages such as English, French, Spanish or Russian. Using the examples of *się* pronoun, particles such as *też* and the operation of subject-verb inversion, we will show how the mistakes made by foreigners may result from the systemic differences between their native languages and the Polish language.

Krystyna Warchał

University of Silesia, Katowice

Towards a change in readers' expectations:
Are Polish linguistics articles becoming more English-like?

This paper presents a change that seems to have been taking place in expectations Polish readers (linguists) have towards the organisation of introductions to journal articles in their discipline and towards the type of information these text sections provide. Referring to Swales' (1990) revised CARS model of article introductions and drawing on previous Polish–English contrastive studies (e.g., Duszak, 1994; Golebiowski 1998, 1999), it analyses three sets of introductions from three different time frames to look into the moves Polish linguists take to effectively introduce their research to the audience. The material for analysis comprises introductory sections of over 100 articles published in Polish in the years 1987–1991, 2001–2006, and 2015–2017 in leading Polish linguistics journals. The analysis focuses specifically on two rhetorical moves and their realisations: Establishing the Niche and Occupying the Niche (Swales, 1990). The paper also discusses possible reasons for the observed change, such as a growing exposure to English language scholarly texts, more specific requirements of Polish publishers, and the growing importance and popularity of other academic genres, such as the research grant proposal, where certain rhetorical moves are explicitly required.

References:

Duszak, A. 1994. Academic discourse and intellectual styles. *Journal of Pragmatics* 21: 291–313.

Golebiowski, Z. 1998. Rhetorical approaches to scientific writing: an English-Polish contrastive study. *Text* 18(1): 67–102.

Golebiowski, Z. 1999. Application of Swales' model in the analysis of research papers by Polish authors. *International Review of Applied Linguistics* 37: 231–247.

Swales, J. M. 1990. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Sebastian Wasak

John Paul II Catholic University of Lublin

Structure constraints in English and Polish
adjectival synthetic compounds

Even though synthetic compounding has been widely discussed in morphosyntactic literature (DiSciullo 1992, Borer 2012, Alexiadou 2017, among many others), relatively little attention has been given to adjectival synthetic compounds. The topic of this paper is the external and internal syntax of Polish deverbal compound adjectives in reference to the equivalent structures in English. The study aims to answer the question of whether there is syntactic evidence for the presence of argument and event structure in Polish deverbal compound adjectives and whether or not their internal structure differs from that of the corresponding formations in English.

In Polish, verbal heads can be combined with nouns and adverbs to give rise to compound adjectives (Szymanek 2010):

(1)
a) dźwiękochłonny 'sound-absorbent'
b) rakotwórczy 'carcinogenic'
c) długotrwały 'long-lasting'
d) szybkostrzelny 'quick-firing'
e) lekkostrawny 'light, easily digestible'

Syntactically, they seem to correspond to -ing compounds in English (e.g. sleep-inducing, fast-acting) which express a property rather than an event. These are different from compounds such as decision-making or award-winning which refer to episodic and prior events, respectively. The main difference between the two groups is that the former can occur predicatively after a copular verb whereas the latter are restricted to the prenominal position.

(2)
a) Ta ściana jest dźwiękochłonna.
   This wall is sound-absorbent.
b) This drug is fast-acting.
c) The award-winning performance
d) *This performance is award-winning.

The stative nature of adjectival compounds in Polish and their English counterparts is further evidenced by their ability to license adjectival degree modifiers (bardzo długotrwały, very fast-acting); traces of more complex structure can be found in compounds such as czasochłonny (ta procedura jest celowo czasochłonna) or sleep-inducing (this drug is deliberately sleep-inducing).

Compounds of the decision-making type are shown to have no true equivalents in Polish.

References:

Alexiadou, Artemis. 2017. "On the complex relationship between deverbal compounds and argument supporting nominals." In *Aspect and Valency in Nominals*, edited by Maria Bloch-Trojnar, and Anna Malicka-Kleparska, 53–82. Berlin: De Gruyter Mouton.

Borer, Hagit. 2012. "In the event of a nominal." In *The Theta System*, edited by Martin Everaert, Marijana Marelj, and Tal Siloni, 103–149. Oxford: Oxford University Press.

DiSciullo, Anna Maria. 1992. "Deverbal compounds and the external argument." In *Thematic Structure: its Role in Grammar*, edited by Iggy Roca, 65–78. Dordrecht: Foris.

Szymanek, Bogdan. 2010. *A Panorama of Polish Word Formation*. Lublin: Wydawnictwo KUL.

Katarzyna Wasilewska

University of Warsaw

Abbreviations in translation – a corpus study of the practices at the European Commission

The European Union is an organisation where multilingualism plays a crucial role. All important documents need to be available in the 24 official languages, which is achieved by translation (Koskinen 2008). The translators at the EU institutions are bound by specific institutional practices and guidelines, which leave them little freedom of choice as regards vocabulary, syntax or style (Kang 2014, Schäffner et al. 2014). The main objective of the rules and guidelines is to ensure high quality translations, which apart from safeguarding terminological consistency and stylistic uniformity aim at providing clear and plain text. This includes also the avoidance of abbreviations (Hadryan 2015).

This study aims to show how abbreviations are rendered in the translations of EU documents into Polish and whether these translations fit to the phraseological profile of the target language (Biel 2014). To this end, a quantitative study is performed on a parallel corpus of reports drafted at the European Commission in English and Polish. The results are additionally confronted with a comparable corpus of reports drafted by Polish ministries. The corpora used in the study were compiled for the purposes of the project *Eurolect: an EU variant of Polish and its impact on administrative Polish* (eurolekt.ils.uw.edu.pl).

It will be argued that Polish translators of EU reports developed a specific approach towards abbreviations. There are significantly less abbreviations in the Polish language versions than in the English source texts. Moreover, the abbreviations in the Polish EU reports are also far less common than in similar texts drafted in Polish. It may stem from the adherence to the guidelines for translators, but also fossilisation of structures and overdependence on translation memories.

References:

Biel, Łucja. 2014. *Lost in the Eurofog. The Textual Fit of Translated Law*. Frankfurt am Main: Peter Lang.

Hadryan, Milena. 2015. *Demokratyzacja języka urzędowego: współczesne tendencje polityki językowej w Szwecji i w Polsce*. Poznań: Wydawnictwo Naukowe Contact.

Kang, Ji-Hae. 2014. "Institutions translated: discourse, identity and power in institutional mediation." *Perspectives: Studies in Translatology* 22 (4): 469-478. DOI:10.1080/0907676X.2014.948892.

Koskinen, Kaisa. 2008. *Translating Institutions. An Ethnographic Study of EU Translation*. London: Routledge.

Schäffner, Christina, Luciana Sabina Tcaciuc, & Wine Tesseur. 2014. "Translation practices in political institutions: a comparison of national, supranational, and non-governmental organisations." *Perspectives: Studies in Translatology* 22 (4): 493-510.

Vademecum tłumacza. Wskazówki redakcyjne dla tłumaczy. http://ec.europa.eu/translation/polish/guidelines/documents/styleguide_polish_dgt_pl.pdf

Grzegorz Wlaźlak

Silesian University of Technology, Gliwice

**Effects of relexification in Early Modern English vocabulary:
corpus analysis of scholarly diction in selected texts from ME and EMoE**

The term 'language contact' has long been elaborated on within the scope of the sociolinguistic study, however, in the period of Early Modern English, which remained under a heavy influence of Romance and classical languages, predominantly French, we need to verify the applicability of this notion. Only the first, a Romance group maintained regular and physical contacts with English of the times, the same cannot be stated with reference to classical Latin and Greek. Following the elitist theory of EMoE society, a considerable group of educated individuals represented a degree of bilingualism, as far as the classical languages are concerned due to overall educational standards.

In the proposed paper, the author will attempt to evaluate the degree of this bilingualism, and assess the effects of such a language contact situation based on selected scientific texts from XV, XVI and XVII centuries corpus. Separate attention will be paid to frequent linguistic occurrences such as code-switching, borrowing, language transfer etc., as well as extra-linguistic factors (social class, status, gender) that might have accounted for that situation. These considerations will be confronted with an interesting study of Angelika Lutz (2002) in which she undermines a classical division of the English language

history into three stages: Old English, Middle English and Early Modern English. She claims that the influx of Romance vocabulary until XV century was so heavy that Renaissance scholars did not consider the previous period to be 'English' but 'Saxon'. The same author maintains that a notable relexification of English at the end of Middle English period was a more important change in a communicative system than the much earlier loss of inflections and the grammatical changes that followed it (Lutz 2002: 161). In this view, the internal changes of the system and its morphological structure, for instance, are contrasted with the changes of the language communicative function in the EMoE society.

Teresa Włosowicz

WSB University, Dąbrowa Górnicza

Vocabulary acquisition in a multilingual context, as exemplified by Polish L1 and Ukrainian and/or Russian L1 students' lexical associations in English and Spanish and their use of Spanish vocabulary

The purpose of the present study is an investigation of the use of Spanish vocabulary in context, and of the lexical associations in the mental lexicons of two groups of multilingual learners: Polish L1 and Ukrainian and/or Russian L1 students of English as L2 (the Polish students) or L3 (the Ukrainian and/or Russian students) and Spanish as L4 (the Polish students) or L5 (the Ukrainian and/or Russian students) at the University of Social Sciences in Cracow. As shown by Gabryś-Barker (2005), lexical associations reveal a lot of information about the structure and functioning of the multilingual mental lexicon, both from the point of view of linguistic (semantic, phonological, etc.) relations and idiosyncratic, even autobiographical information (Gabryś, 2001, Wlosowicz, 2008).

As the languages in the multilingual lexicon are neither fully interconnected nor fully separate (Singleton, 2003), and their degree of interconnection depends on a number of factors, such as the acquisition context, learning strategies, etc. (cf. Cieślicka, 2000), the lexicon is highly complex and subject to dynamic processes of cross-linguistic interaction (cf. Herdina and Jessner, 2002). At the same time, as Meara (1996: 48-50) has pointed out, lexical competence depends not only on the number of words in the lexicon, but, first of all, on their organisation and the connections between them.

The study was carried out with twenty-seven English Philology students, of whom eight were Polish and spoke Polish as L1 and nineteen were from Ukraine and had Ukrainian or Russian as L1 (or were bilingual in Russian and Ukrainian, indicating both languages as their mother tongues). In fact, all the Ukrainian students know Russian to a greater or lesser extent. Since they study and work in Poland, the Ukrainians also have at least a basic level of competence in Polish. As mentioned above, all the participants study English

and Spanish, and most of them studied some other language at school (mainly German or French). The study consisted of a word association task in which, however, the students were expected to provide association chains instead of single words (e.g. the stimulus 'pescado _____ coche' required passing from 'fish' to 'car' via a number of associations), in English, in Spanish and in a mixed condition (in which the stimuli were pairs of Spanish words but the participants were allowed to use words from any language they knew), of a gap-filling task in Spanish, with the target words as well as a number of extra words provided in a box, and of a short questionnaire concerning their language biographies, vocabulary learning strategies and the tasks they had just completed.

As the results show, the participants' associations were varied, especially in the mixed condition, where they provided words in English, Spanish, Polish (both groups), Russian (mainly the Ukrainian/Russian group, and one person from the Polish group), Ukrainian (Ukrainians only) and other languages (German and one student even in Turkish). The lengths of the association chains varied between the groups and the conditions, as they were the longest in English (mean lenghts: 4.225, SD = 1.152, for the Polish group, and 3.7842, SD = 1.2099, for the Ukrainian/Russian group) and the shortest in Spanish (mean lengths: 3.15, SD = 1.8914, for the Polish group, and 3.1158, SD = 1.4572), which reflects the difference in competence in both languages. In fact, the semantic connections between the words in the chains were often quite loose and possibly idiosyncratic, for example: zanahoria (carrot) – to cook – cansado (tired); it may be supposed that, in the participant's view, cooking causes tiredeness; or: pelo (hair) – краска ('paint/dye' in Russian) – azul (blue); here, the only connection between 'hair' and 'blue' is 'dye', as hair can also be dyed blue. However, associations based on formal, e.g. phonological, similarity (e.g. sucio (dirty) – сухой ('dry' in Russian)) were also observed.

On the other hand, the gap-filling task required greater precision. Even though the target words were given in a box so that the participants would not have to retrieve them from memory, they had to fit in the context of each sentence in the text. As the chi-square test comparing both groups has shown (df = 4), the Polish L1 students performed significantly better on the task at p < 0.01 (p = 0.00419). However, the task proved relatively difficult for both groups, as the percentages of correct answers were 48.75% for the Polish students and 33.15789% for the Ukrainian and/or Russian ones. What is particularly disquieting are random guesses which do not even fit in the context, not only for semantic, but also for syntactic reasons, for example, '*en su siempre libre' ('*in her always free'), instead of 'en su tiempo libre' ('in her free time'), or '*porque le plato los libros' ('*because she dish books'), instead of 'porque le encantan los libros' ('because she adores books'). That was particularly true of some of the Ukrainian and/or Russian students, as the Poles generally at least tried to choose words relevant to the context.

It may be concluded that, first, the variety of the associations reflects the complexity but also the idiosyncratic character of the multilingual mental lexicon. Secondly, the Ukrainian and/or Russian students performed less well than the Polish ones, but that does not mean that it was due to a greater number of languages in their multilingual

repertoires and thus more interference; rather, there are more factors involved, for example, the Ukrainian students often have a lower level of proficiency in English than the Polish students and have to work harder to follow their English Philology studies, some of them may be less motivated to learn Spanish, which is taught as an additional foreign language, and, last but not least, for economic reasons, the Ukrainian students tend to work more to earn a living and finance their studies in Poland (though many of the Polish students also work). Even so, whatever the reason, as the text in the gap-filling task was on a topic already studied in class and the vocabulary was familiar to the students, the random guesses suggest that the vocabulary was not sufficiently well acquired and that, contrary to Jessner's (1999) findings concerning multilinguals' increased language awareness, multilinguals do not necessarily possess enough language awareness to analyse the context and to choose words semantically and syntactically compatible with it.