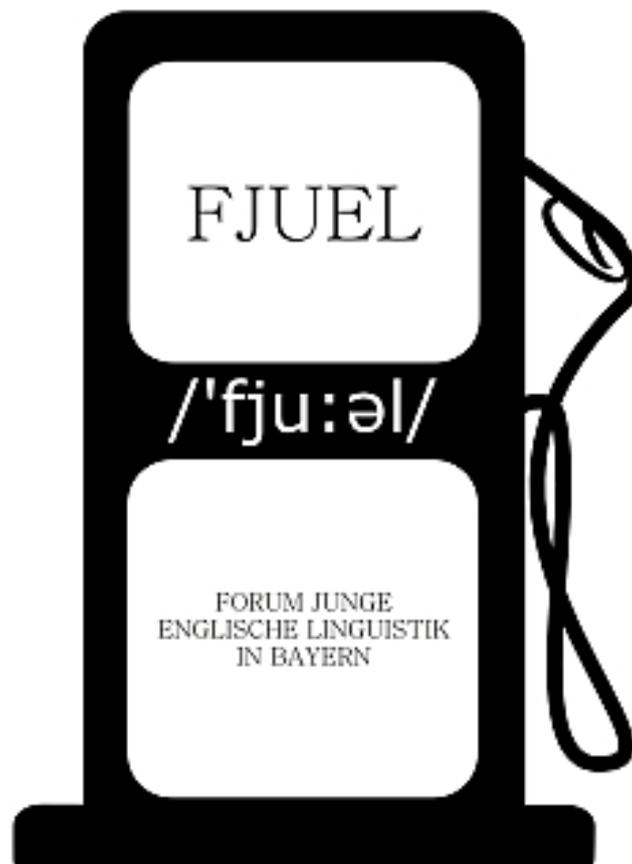


FJUEL 2022: BOOK OF ABSTRACTS



Deutscher
Anglistenverband

Talks:

Philippa Adolf (Katholische Universität Eichstätt-Ingolstadt): *A Corpus-Linguistic Study on the Frequency of Present Progressives and Stative Present Progressives in Jamaican English and East African English.*

Deviating patterns in the grammars of New Englishes compared to standard varieties such as British English can often be attributed to the influence of underlying constructions found in their respective substrate languages.

Bertus van Rooy draws attention to a general increase in the frequency of the progressive aspect in New Englishes. Deuber shows that the increased use of the progressive form is even more prominent in L2 varieties of English that are in contact with local L1 languages, such as Jamaican English and East African English.

The results of my analysis, which was conducted using data from three components of the International Corpus of English (ICE-BE, ICE-JE, ICE-EAE) [4], show an overall increased frequency in the use of the present progressive in Jamaican English and East African English compared to British English as well as an increased use of the present progressive in combination with stative verbs in both varieties. The paper illustrates how these observations might be linked to the influence of their substrate languages, Jamaican Creole and Swahili.

Both Jamaican Creole and Swahili feature a rich aspectual system and generally do not distinguish between stative and non-stative verbs. It has been suggested that, in Swahili, the progressive aspect should be viewed as the “default aspect” due to the morphological composition of the present verb form.

(1) Ninacheza.

Ni na cheza
I-1.SG.SBJ *na*-PROG.PART play-PRS

‘I am playing.’

Jamaican Creole uses the progressive particle *a* to encode broader meanings of ongoing temporariness and imperfectiveness, leading to an overall frequent use of the particle *a* in the Creole.

(2) Di ghal a plie marbl.

Di ghal a plie marbl
The girl-SBJ *a*-PROG.IPFV play marbles

‘The girl is playing with marbles.’

The progressive construction is therefore likely used as a surface form for different aspects and functional meanings in Jamaican English and East African English, due to transfers from their respective substrate languages.

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Regina Holze (University of Passau): *Speech Acts of Securitization: A Research Design for Exploring Success and Characteristics.*

Securitization Theory is a well-researched political phenomenon based on Buzan, Wæver and de Wilde's framework from 1998. It describes the process of ascribing urgency and importance to one political issue that is framed as a potential existential threat to a nation or group, and convincing others of this interpretation of the situation. If successful, it leads to the demand that urgent, far-reaching emergency measures must be taken immediately to solve the problem. Language is the central element in these deliberations as it is the instrument that decides about the success of a securitization attempt. However, there is no known publication detailing characteristic speech acts (cf. Austin 1962) nor those necessary for successful securitization on an empirical basis.

This research project aims at closing the described gap with three in-depth case studies focusing on successful securitization attempts during the COVID-19 pandemic in different English-speaking countries. As a methodology, corpus-assisted discourse analysis has been chosen (cf. Partington et al. 2013; Baker 2020), combining the benefits of Critical Discourse Analysis and Corpus Linguistics. The research design features two corpora, one with statements by Prime Ministers/Presidents, which is used to explore the characteristics of securitizing speech acts across the three speakers, and one control-corpus with newspaper articles from the three countries, which are used to trace the success of the securitizing move with the audience. The hypothesis is that similar speech acts might lead to success of the securitizing move even if speakers' cultural backgrounds differ.

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Melanie Keller (LMU München): *From Learner Language to Nativization: the Case of Korean English.*

The language contact situation in South Korea is marked by multiple forces increasingly pushing English into more facets of everyday life. Rüdiger (2019: 42-47) details the extra- and intra-territorial forces present in the Korean context according to Buschfeld and Kautzsch's (2017) EIF Model. Spoken Korean English (SPOKE) corpus data she collected in 2014 provide evidence for Korean English's status in the stabilization phase of Schneider's (2003) Dynamic Model, just prior to nativization. Schneider (2004: 227) underscores the need for systematically elicited corpora from such emerging Englishes in order to document and help demystify the structural circumstances leading up to and permitting nativization. Thus, I plan on supplementing Rüdiger's work with an updated evaluation of Korean English's evolutionary status using data collected online via Zoom interviews with Koreans in 2021 and 2022.

Rüdiger (2019) characterizes salient morpho-syntactic features of her Korean English data and offers several possible explanations for their origins. Theories developed from a combined World Englishes and Second Language Acquisition approach, however, assert that the cognitive processes that occur during language acquisition in an individual and English nativization within a society are the same (Gut 2011: 102). This provides for a collaborative method of investigating feature origins with more certainty, while also piecing together a variety's feature pool from which only a portion may eventually nativize.

In this presentation, I will do two things: 1) go over a preliminary morpho-syntactic analysis of the Korean English data collected in 2021 and 2022, and 2) compare its morpho-syntactic features with learner language data from Korean American English as a Second Language (ESL) speakers collected in 2019.

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Panagiotis Kenanidis (FAU Erlangen-Nürnberg): *Prolonged incidental exposure may not suffice for Second Language Grammar Acquisition.*

While late second language acquisition (SLA) is largely explicit, there is some evidence that adults are able to acquire grammar of novel languages under incidental learning conditions (Rebuschat et al., 2021; Ruiz et al., 2018). However, it remains unclear which aspects of language can be/are learned implicitly and under what conditions. Here, we revisit the question of whether adults can learn grammar incidentally and investigate whether word order and morphology are susceptible to implicit learning to the same degree. Forty-one monolingual speakers of English, a language with fixed word order, took part in a five-session online study during which they were exposed to Kepingalo, an artificial language that consisted of nouns, verbs and adjectives and had case marking and variable word order (SOV and OSV). Participants were initially trained on the nouns of the language. At each of the first four sessions, a two-alternative forced-choice task (2AFCT) consisting of two blocks (Figure 1) was administered. In block 1, participants received vocabulary training while being implicitly exposed to grammar, whereas block 2 served as a grammatical comprehension test. In the final session, a grammaticality judgment task (GJT) including word order and case marking violations assessed participants' grammatical knowledge. We found that, although vocabulary learning increased significantly across sessions (Figure 2), grammatical comprehension showed little improvement over time and improvement was limited to SOV sentences only (Figure 3). In the GJT, participants performed better on grammatical than ungrammatical sentences and on trials involving word order violations than on those involving case marking errors. Taken together, our results underscore learners' difficulty with L2 case marking and suggest the presence of a threshold in incidental L2 acquisition, which appears to be tightly linked to learners' prior experience with their first language (Ellis, 2008; Ellis & Wulff, 2020; MacWhinney & Bates, 1989).

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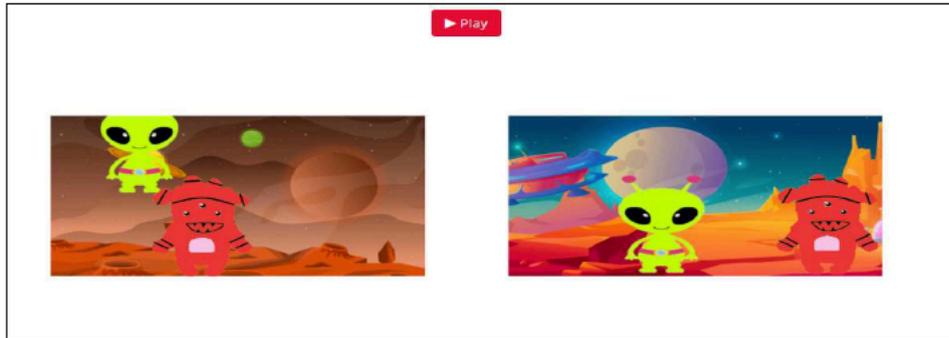


Figure 1. Screenshot of a training trial in the vocabulary training block (Left scene: the (green) velg is jumping over the (red) prad, Right scene: the (green) velg is approaching the (red) prad.

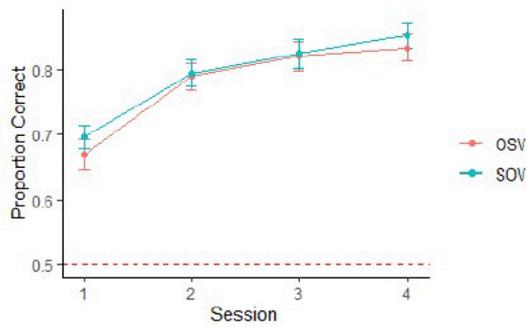


Figure 2. Performance on the 'vocabulary training' blocks for each word order. The red dashed line indicates chance level.

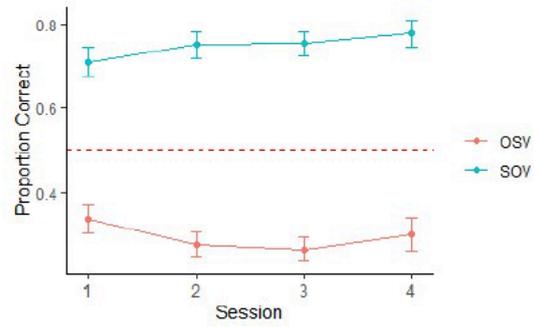


Figure 3. Performance on the 'grammatical comprehension test' blocks for each word order. The red dashed line indicates chance level.

Franziska Kropf (University of Regensburg): *Towards a linguistic consideration of technical documentation: Compilation and analysis of a representative corpus.*

As each technical product needs to be appropriately documented, there is a huge demand for technical documentation on the global market. Despite their significance, however, technical documents are still underrepresented in linguistic research. This paper argues that while technical documentation belongs to the genre of technical writing, it has very specific characteristics and therefore deserves more thorough linguistic analysis. For such analysis, a representative corpus can help revisit existing claims about characteristics and possibly unearth new ones.

The paper reviews what types of technical documentation there are, not only based on existing research in genre analysis and text typology, but also by examining the services provided by leading companies in the documentation industry. On that basis, a representative corpus is compiled. With the aid of the corpus, it is established whether existing claims about technical documents, such as their limited lexical and syntactic variation, can be confirmed. This is done in comparison to existing corpora of both technical writing and general language, using methods such as standardised type-token ratio (STTR). Then, to unearth additional characteristics of technical documentation, the corpus is analysed with methods such as collocation analysis and keyword analysis.

Altogether, this research is a contribution to different fields. Firstly, technical documentation itself can profit from the insights when it comes to optimising documents. Secondly, genre-based language teaching can utilise the results, especially in the training of future technical writers. Thirdly, within linguistics, this research promotes the understanding of different genres and uses of language, especially of those that have traditionally been overlooked. In the future, this newly compiled corpus can be utilised as the basis for further analysis in all of the above fields and beyond.

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Victoria Mußemann (Katholische Universität Eichstätt-Ingolstadt): *Preposition Stranding and Pied-Piping in World Englishes.*

This project looks at one specific structural alternation in English, namely preposition placement in filler-gap constructions (cf. e.g. Hoffmann 2011; Pullum & Huddleston 2002; Ross 1986). Combining Usage-based Construction Grammar and New Englishes approaches, the study investigates the competition between preposition stranding (1) and preposition piedpiping (2) in syntactic environments that allow for both options:

- (1) English is a language which I want to know more about.
- (2) English is a language about which I want to know more.

Drawing on corpus data from 12 varieties of English represented in the International Corpus of English project (cf. Greenbaum & Nelson 1996), the study will take the results of multifactorial statistical analyses as an indicator for the mental entrenchment of meso- and macro-constructions for the two structural alternatives in different varieties of English. This approach will reveal to what degree the available preposition stranding and pied-piping constructions correlate with the evolutionary stage of a New English variety as outlined in Schneider's (2003; 2007) Dynamic Model. Following previous research (Brunner & Hoffmann 2020; Hoffmann 2019; Hoffmann 2021), it can be expected that more advanced varieties will exhibit a greater productivity of abstract constructional templates, whereas less advanced varieties, in which the use of English is frequently more restricted, will rely more on specific, lexicalized constructions. Furthermore, in line with Hoffmann (2011), prototype and processing effects should play a more prominent role in L2 varieties than in L1 Englishes. Consequently, postcolonial Englishes are expected to be characterized by a lower type frequency of non-prototypical constructions (such as pied-piping with prepositional verbs) and a stronger presence of more prototypical, more substantive constructions (e.g. stored chunks such as the way in which; cf. Hoffmann 2011: 181–182). The study will thus provide important insights into the cognitive principles underlying the evolution of New Englishes.

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Leonarda Prela (FAU Nürnberg-Erlangen): *Aptitude and exposure as predictors of grammatical proficiency in adult bilingual.*

It is widely accepted that adults do not achieve nativelike proficiency in their second language (L2) either due to cognitive or environmental factors. The Fundamental Difference Hypothesis (FDH) (Bley-Vroman, 1989) posits that children and adults rely on different learning mechanisms, namely an implicit (DeKeyser et al., 2010) and explicit learning system respectively (Norris & Ortega, 2001). Except for biological constraints, language aptitude is the second-best predictor of learning outcomes in L2 ultimate attainment (Granena, 2013). Although, aptitude was initially considered relevant only for L2 learning, recent evidence suggests that it might be also involved in first language (L1) acquisition (Dąbrowska, 2018). Finally, the qualitative and quantitative differences in the input that L2 and L1 learners receive is another explanatory factor behind L2 (non-)nativelike proficiency. In this study we recruited 75 native speakers of Greek who were L2 learners of English and residents of the UK for at least 5 years. Speakers' grammatical proficiency was measured through an auditory grammaticality judgement task administered in both their L1 and their L2 and tested a wide range of morphosyntactic structures. Aptitude was measured through the Sentence Pairs Task. Finally, we derived a composite measure of L2 exposure which we tested against the traditional measure of length of residence (LoR), which has been criticized for its reliability (Flege, 2008). In support to previous criticism our results showed that the composite measure of exposure was more reliable than LoR. In fact, we found a robust relationship between exposure and L2 learning. Finally, in line with recent research, aptitude seems to be a significant predictor of both L1 and L2 grammatical proficiency with an even stronger effect for the L1, raising questions about the validity of the FDH.

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Cheryl Yeo (LMU München): *Rhoticity in Singapore English.*

The variable realisation of coda /r/, henceforth referred to as /r/, has been accounted for by the traditional phonological distinction of English varieties into rhotic and non-rhotic types (Wells 1982:218–220), and has been a hallmark area of study in sociolinguistic research (e.g. Labov 1966; Nagy and Irwin 2010; Blaxter et al. 2019). Over the last three decades, the status of Singapore English (SgE) as a non-rhotic variety has been addressed in notable studies on SgE (Tan and Gupta 1992; Poedjosoedarmo 2000; Tan 2012) with a view to establishing whether this previously British influenced variety is now being influenced by American English (AmE). However, rhoticity or lack of it in SgE is still in question. While rhoticity among ordinary Singaporeans is limited, there is consensus that certain Singaporean media personalities display instances of rhoticity.

This dissertation will investigate the usage patterns of /r/ in the speech of educated SgE speakers who are media personalities and seek to answer the following research questions:

1. What are the observations on /r/ in SgE speakers who are media personalities of varying ages, ethnicities and genders?
2. Which language-internal and language-external variables are significant predictors of the realised /r/ in this variety of SgE?
3. Does the usage of /r/ in the speech of ethnically Chinese, Malay, and Indian-Singaporean media personalities across various age groups pattern the same way?
4. How would the findings of this study connect to the wider context of rhotacisation of other contact varieties of English, which have also been shown to display marginal rhoticity among younger speakers (e.g. Hansen Edwards 2016, Albrecht 2021)?

These outcomes will be interpreted and contextualised within the larger framework of World Englishes, the wider context of rhotacisation in English varieties around the world, and large-scale social issues like globalisation and effects of mass media.

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Poster presentations:

Jakob Horsch (Katholische Universität Eichstätt-Ingolstadt): *Typological Profiling of Languages: A Corpus-Based Approach.*

In language typology, the terms ‘analytic’ and ‘synthetic’ are commonly used to describe languages based on their morphosyntactic properties. Accordingly, languages have been described “as rather analytic [...] or as rather synthetic” (Szmrecsányi 2009: 2). However, there is no universal definition of analyticity and syntheticity in the literature: Szmrecsányi, for example, refers to “terminological confusion” (2009: 1) in this context, and Schwegler laments a “vagueness of terms” (1990: xiii). Addressing this issue, the main objective of the present study is to determine and compare the typological profiles of four Indo-European languages from across the spectrum that ranges from analytic to synthetic.

Inspired by Szmrecsányi and Kortmann’s work on the typological profiling of English varieties (Szmrecsányi 2009, 2012; Szmrecsányi and Kortmann 2011), this study investigates the typological profiles of English, Spanish, German and Slovak. Applying Szmrecsányi and Kortmann’s methodology (2011) of calculating a SYNTHETICITY INDEX and an ANALYTICITY INDEX based on 1,000-word corpus samples, it is demonstrated that the degree of analyticity and syntheticity of languages can be determined using naturalistic language data in the form of corpus samples. The results show that Szmrecsányi and Kortmann’s methodology is replicable to a large degree, and confirm claims in the literature about degrees of analyticity and syntheticity of the investigated languages. Additionally, it is shown that instead of a simple analytic-synthetic cline, it is more appropriate to visualize the results using Szmrecsányi and Kortmann’s “typological space” (2011: 174), accounting for the fact that languages can be both synthetic and analytic to varying degrees. Finally, the study also highlights the manifold possibilities in which corpus data can be employed in linguistic research: Beyond exploring morphological, lexical, and syntactic phenomena, corpus data can also be employed for the typological profiling of languages.

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Jude Ssempuuma (University of Bayreuth): *Code-switching in classroom: Its implication in the teaching and learning of English in bilingual schools in Saxony, Germany.*

In our present global and mobile communities, the monolingual concept seems to have lost space. Research in local and global multilingualism has challenged the perception of language to be static and closed off with boundaries. In the multilingual lenses, language is a complex system of communication that overlaps (Garcia 2009). The spread of English as a global lingua franca is one reason for bi/multilingual speakers worldwide. Currently, even in the traditionally perceived monolingual societies, especially in Europe, bi/multilingualism is a common phenomenon. For instance, in Germany, English is taught as the first foreign language in elementary schools.

Code switching, that is, the alternation of languages in a particular communication episode, is one of the communicative strategies used by bilinguals (Poplack 1980, Gumperz 1982, Myers-Scotton 1993, Gardner-Chloros 2009, and Lüdi 2004). The increasing bilingual education in Germany calls for research on the implications of this communicative aspect in the education system.

This paper presents a research project on code switching in German bilingual primary school in the state of Saxony. It will illustrate the extent to which code switching is used in classroom where English is a subject of instruction and a medium of instruction. In addition, it will show the importance of code switching as a communicative strategy by both teachers and pupils in the classroom environment. Furthermore, it will illustrate how this communicative strategy accelerates the learning of English as a second language in bilingual schools in Germany. This will underline the importance of bilingual school-based programs such as Content and Language Integrated Learning (CLIL), which promote the acquisition of a second language (Juan-Garan and Lyster 2019: 213). The data used for the analysis is taken from the transcription of audio recording of English lessons and General education lessons of classes one to four.

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Richenda Wright (FAU Erlangen-Nürnberg): *The role of language aptitude and print exposure in written language complexity.*

Strong writing skills form a critical part of academic success early in life and career advancement in adulthood (MacArthur et al., 2019; Olinghouse et al., 2015). Previous studies explored the linguistic features that predict quality of writing and found, in addition to essay length, that lexical complexity is a consistent predictor (MacArthur et al., 2019; McNamara et al., 2010), while syntactic complexity appears to have an inconsistent relationship with quality of writing (Haswell, 2000; Hunt, 1965; MacArthur et al., 2019). The fact that the majority of research into written language proficiency is done with university students and adults leaves a gap in research in the adolescent years where much of the development of complex syntax, including that of relative and subordinate clauses takes place (Dąbrowska, 2020). The influence of print exposure on vocabulary is well established (Mol & Bus, 2011) and may be a predictor of writing complexity as a result. Additionally, the suggestion that essay length can significantly impact the perceived quality also raises the question of how best to measure writing skills. Hunt (1965) first used the aluminium passage, in which essay length is not directly affected by interest in the topic, to elicit complex syntax from writers of different ages and levels of proficiency.

Our study aims to investigate the extent to which language aptitude and print exposure predict grammatical comprehension and syntactic and lexical complexity in the writing of 11-13-year-old native English speakers in the UK. In this presentation, we would like to discuss the findings of the assessment of these aspects of language and discuss the influence that they have on the complexity of writing in a narrative writing task. In addition, we explore the use of a sentence-combining task as a proxy measure of syntactic complexity in the adolescent population.

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