

Linguists' Day 2024

Annual Conference of the
Linguistic Society of Belgium



Friday 11 October 2024

University of Mons

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Committees

Organising Committee

Lobke Ghesquière (UMONS / KU Leuven)
Tiffany Jandrain (UMONS / UCLouvain)
Charlène Meyers (UMONS)
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Meyers Charlène (UMONS)	Vanderbauwhede Gudrun (UMONS)

Practical Information

Venue

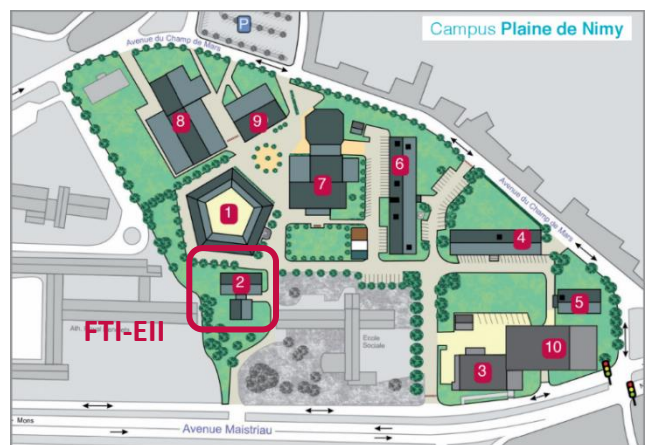
The Linguists' Day 2024 will be hosted by the Faculty of Translation and Interpretation – EII of the UMONS. The conference will take place in the main building of the FTI-EII (n°2 on the map) on the [Plaine de Nimy Campus](#) of the UMONS.

Lunch will be organised in the student restaurant (n°9 on the map).

The venue is situated within walking distance of the Mons train station.

When travelling by car, take exit 23bis Ath/Ghlin/Nimy of the E19-E42 motorway Paris-Bruxelles. Follow the N6 Chaussée de Bruxelles and then turn right at the Chemin du Champ de Mars. Do please note that parking space around campus is free but limited.

Université de Mons
Faculté de Traduction et d'Interprétation – EII
Campus de la Plaine de Nimy
Avenue du Champ de Mars, 17
7000 Mons



Programme

8.30	Registration and coffee		
9.15	Welcome		
	Session 1 Chair: Gudrun VANDERBAUWHEDE Salle Polyvalente	Session 2 Chair: Charlène MEYERS Room 2.2	Session 3 Chair: Lobke GHESQUIÈRE Room 2.3
9.30	<i>Dialect contact in Early Modern Antwerp: Exploring the impact of the socially disruptive Fall of Antwerp (1585)</i> VAN ONGEVAL Julie VUB	<i>Gender, Editorship and Gatekeeping in the Field of Linguistics: An Empirical Study of Academic Handbooks from the 1980s to the 2020s</i> VANDENBROUCKE Mieke, VANDEKERCKHOVE Reinhild & HILTE Lisa UAntwerpen	<i>Creativity and explicitation in translation: A corpus study of Dutch compounds in translated and original Dutch</i> HENDRIKX Isa, VAN PRAET Wout & VAN GOETHEM Kristel ULiège & UCLouvain
10.00	<i>Contact Phenomena in Correspondence by Italian Expatriates in the Former Low Countries (16th-18th c.)</i> VALENTI Gianluca Università Telematica Pegaso	<i>Automatic annotation of learner errors: Testing the reliability of LanguageToolR</i> SHEN Jiacheng, VANDEWEERD Nathan & THEWISSEN Jennifer UGent, Radboud Universiteit & UAntwerpen	<i>Verb-particle constructions in Dutch-English translation: A corpus-based analysis</i> HENDRIKX Isa ULiège
10.30	<i>Les dynamiques transfrontalières de l'allemand et du luxembourgeois en Belgique : analyse des politiques linguistiques de deux micro-territoires</i> JIMÉNEZ-SALCEDO Juan & RIVERA COSME Gabriel UMONS & Université du Luxembourg	<i>Multimodal input & cognition: Using eye-tracking in SIMTXT experiments</i> ROBERT Isabelle, DE BOE Esther & SAXENA Priya UAntwerpen	<i>Diachronic corpus study on Dutch compound verbs: A pilot study</i> VRIELYNCK Ann-Sophie ULiège
11.00	Coffee break		

	Session 4 Chair: Juan JIMÉNEZ-SALCEDO Salle Polyvalente	Session 5 Chair: Lieven VANDELANOTTE Room 2.2	Session 6 Chair: Kristel VAN GOETHEM Room 2.3
11.30	<i>Precarity, futures and well-being in minoritized language revitalization: The case of primary schools in the Aran Valley, Spain</i> MARVIN Camille Universitat Oberta de Catalunya & UMONS	<i>Any's free choice</i> VAN DER AUWERA Johan UAntwerpen	<i>Une étude de corpus de quelques propriétés du connecteur français même si</i> STILMANT Nathanaël UMONS
12.00	<i>'It's like y'know my mother tongue': The impact of L1 and individual variation on the use of pragmatic markers by learners of English in peer-to-peer interaction</i> WINKELMANS Line & BUYSSE Lieven KU Leuven	<i>Komt u speciaal voor deze lezing naar de Taaldag? Focus op onderbelichte focusmarkeerders</i> VAN DER WOUDE Ton Meertens Instituut Amsterdam	<i>The deceptive equivalence between French à travers and au travers (de) and Dutch door: An analysis of comparable and parallel corpus data</i> HOELBEEK Thomas VUB
12.30	<i>Linguistic Representation of Code Switching Practices and Ideologies among Bilingual French Learners in Nigeria</i> OLUWADAMILARE Adisa University of Florida	<i>Warum zum Teufel nicht in Gottes Namen? De tekstsoortendistributie van de Duitse IAW-frasen</i> SCHOONJANS Steven Alpen-Adria-Universität Klagenfurt & KU Leuven	<i>Le préfixe sous- en français et ses équivalents polonais : une analyse contrastive sémantico-traductionnelle</i> HRABIA Michal Université de Silésie
1.00	Lunch at the university restaurant		
2.15	General assembly		
	<i>See the rest of the programme on the next page</i>		

	Session 7 Chair: Christine MICHAUX Salle Polyvalente	Session 8 Chair: Esther DE BOE Room 2.2	Session 9 Chair: Romuald DALODIÈRE Room 2.3
3.00	<i>Beauty in Spanish: Semantics and Folk Aesthetics</i> WONG GARCÍA Ernesto ULiège	<i>Fake it until you construct it: Recurring enactment forms as potential (multimodal) constructions in LSFB and Belgian French</i> VANDENITTE Sébastien University of Jyväskylä	<i>Analyse de genre de pages d'accueil des sites web d'agences de voyage francophones</i> PHAM Tran Hanh Trang, CARDON Rémi, WILKENS Rodrigo & FRANÇOIS Thomas UCLouvain
3.30	<i>Cliticization of the suffix -mente in Eighteenth-Century Portuguese</i> TELES DUCHOWNY Aléxia Federal University of Minas Gerais	<i>Lingua franca en/als vertalen/tolken. Studie van een casus uit de communicatie psychiater-patiënt</i> VAN VAERENBERGH Leona UAntwerpen	<i>A typological study of applicative uses of spatial markers</i> MUKHIN Timofey ULiège
4.00	<i>On the Japanese perceptual suru construction</i> OGAMI Yuichiro Osaka Metropolitan University		<i>Combining intensifying prefixes/prefixoids in Modern Greek taboo words</i> KOUTSOUKOS Nikos & SISSAMPERI Eva University of Patras
4.30	Coffee break		
5.00	Plenary Talk – Bert OBEN – KU Leuven <i>Eye Gaze in Interpreter-Mediated Discourse</i> Salle Polyvalente		
6.00	Best PhD Paper Presentation Award Closing Cocktail		

Abstracts

KEYNOTE

Eye Gaze in Interpreter-Mediated Discourse

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The human eye is not only an instrument of perception (for seeing things), but also an instrument of production (for achieving communicative goals). Ignited by technical advances in measuring gaze behaviour, a multitude of interactional functions of eye gaze has been discovered in the past few decades: managing joint attention, managing turn-taking, providing and eliciting feedback, identifying and disambiguating between referents, stance-taking, etc. are but a few examples in which the role of eye gaze appears to be key.

In my presentation, I will first provide a general overview of the relevance of studying gaze behaviour in a conversational setting. Next, I will zoom in on a specific type of interaction, viz. interpreter-mediated discourse. Such a setting allows for complex constellations, with diverse and shifting participant roles (speakers, primary and secondary addressees), diverse institutional roles and outspoken differences in knowledge and access to information that put the communicative potential of eye gaze to the test. By demonstrating how interpreters can use gaze shifts from one participant to another, or gaze shifts away from a participant, as a resource to anticipate the end of a turn or to signal (dis)agreement and (un)certainly, I hope to showcase the more general point that eye gaze plays a pivotal role in the interactional dynamics of interpreting, positioning the interpreter as an active participant in the communicative process.

CONFERENCE PAPERS

Verb-particle constructions in translated Dutch: A corpus-based analysis

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This study provides an analysis of Dutch verb-particle constructions (VPCs) and their usage in translated Dutch.¹ In Dutch, VPCs are formed by combining a base verb such as *werken* ‘work’ with a preverbal element such as *uit* ‘out’. This type of word formation is quite productive in Dutch, for example: *uitwerken* ‘elaborate’, *overwerken* ‘work overtime’, and *afwerken* ‘finish’. These preverbal elements usually have a spatial origin and may alter the valency of the base verb. Dutch VPCs have been the subject of extensive research (Blom 2005; Van Kemenade & Los 2003), however their translation has not been as thoroughly examined.

This gap in the literature is particularly relevant given the broader context of translation research. Over the last few decades, translation research has had a major focus on Translation Universals, “features which typically occur in translated text rather than original utterances and which are not the result of interference from specific linguistic systems” (Baker 1993: 243). However, recent studies suggest a nuanced view, emphasizing the importance of contrastive issues when comparing translated and non-translated variants within a single language (Cappelle & Loock, 2017: 240).

To tackle this underexplored area, this study examines Dutch VPCs in translated subtitles, building on Cappelle and Loock's (2017) hypothesis that typological differences between Romance and Germanic languages ‘shine through’ in translations. Note that while VPCs are prevalent in Germanic languages (cf. Dehé 2015), they are far less common in Romance languages (Herslund 2005; Hijazo-Gascón and Ibarretxe-Antuñano 2013).

Concretely, I analyzed translated subtitles from the Open Parallel Corpus (Tiedemann 2011), focusing on the six most frequent Dutch VPCs: *opzetten* ('set up'), *voorkomen* ('occur'), *overlijden* ('decease'), *voorstellen* ('present'), *voorzien* ('foresee'), and *onderzoeken* ('research') (Tiberius and Schoonheim 2014). The subcorpus of Dutch translated from Romance languages included translations from French, Italian, Spanish, Portuguese, and Romanian, while the subcorpus of Dutch translated from Germanic languages comprised translations from German, English, Danish, and Swedish.

Contrary to Cappelle and Loock's (2017) findings, the six VPCs in this study occur relatively more frequently in Dutch translated from Romance languages than in Dutch translated from Germanic languages. This contribution will explore potential explanations for this counterexpected result, extending the analysis to other VPCs, considering the distinctions between separable and inseparable complex verbs, as well as the influence of cognates in the source language. Through this approach, the study aims to enhance our understanding of VPCs in translation and how crosslinguistic differences shape translation strategies.

¹ Work on this contribution was funded by grant ARC 23/27-14 – SPACEGRAM of the Research Council of the University of Liège.

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Creativity and explicitation in translation:

A corpus study of Dutch compounds in translated and original Dutch

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In both Dutch and French, morphological and syntactic patterns are available to build multi-word expressions: for instance, Du. *wetenschapsbeleid* ‘science policy’ vs *wetenschappelijk beleid* ‘scientific policy’ (Booij 2019) or Fr. *village(-)vacances* vs *village de vacances* ‘holiday resort’ (Van Goethem & Amiot 2019). However, Dutch has a stronger tendency towards compounding than French (among others, Van Goethem 2009). Little attention has been paid so far to the impact of such cross-linguistic differences on the use of compounds in the L2 and in translation, even though word-formation awareness has been proven crucial for learners’ L2 proficiency and creativity (Balteiro 2011), and constitutes an important factor in producing target-like translations (Lefer 2012).

Results from a previous study on learner data in the MULTINCo corpus from 195 learners in French-speaking Belgium (Meunier et al. 2020, Hendriks & Van Goethem 2024) indicate that French-speaking learners of Dutch overuse phrasal structures in contexts where a compound should be used (e.g. *lessen van zwembad* ‘classes from swimming pool’ instead of *zwemlessen* ‘swimming classes’), as expected based on the cross-linguistic differences between French and Dutch. However, the corpus results also show that learners produce different types of creative compounds, such as compounds in cases where a simplex word is appropriate (e.g. *kookman* ‘cookman’ instead of *kok* ‘chef’) or codeswitching within compounds (e.g. *verjaardagsgateau* ‘birthday cake’).

The translation data were newly collected in 2024 and include French-to-Dutch student translations from bachelor students (18-20 years), whose L1 is Dutch, at Dutch-speaking universities in Belgium. To increase the comparability of the learner and the translator data, the students were asked to translate the native French texts from MULTINCo into Dutch. Moreover, the translator data are compared to the L1 Dutch subcorpus of MULTINCo.

Preliminary findings from the translation study in this contribution suggest that novice translators frequently use compounds when they translate from French to Dutch, despite compounds being infrequent in the original French data. In cases where both the compound and its corresponding phrasal structure are acceptable in Dutch, the likelihood of compounds decreases as (i) their morphosyntactic complexity increases (e.g. *zoogdierliefhebber* ‘mammal lover’ vs. *liefhebber van zoogdieren* ‘lover of mammals’ for the original French *fan de mammifères* ‘fan of mammals’) and/or (ii) the compound is infrequent in Dutch (e.g. *dieptevrees* lit. ‘depth fear’ for the original French *phobie des grandes profondeurs* ‘fear of great depths’). In both conditions, translators show more creativity in their translations, possibly even translating the potential target as a full (explanatory) clause (e.g. *omdat hij van zoogdieren houdt* ‘because he loves mammals’). Such strategies appear to illustrate novice translators’ tendency to explicitate (Blum-Kulka 2000 [1986]; Øverås 1998).

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Le préfixe *sous-* en français et ses équivalents polonais :

Une analyse contrastive sémantico-traductionnelle

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Problématique

La communication porte sur l'analyse sémantique des mots préfixés en *sous-* et leurs équivalents polonais.

Cadre théorique

Nous considérons la préfixation comme un phénomène sémantique universel qui se déroule en synchronie au niveau profond de la langue, c'est-à-dire dans l'espace mental du locuteur. Dans cette optique, le préfixe est un concept complexe englobant différents traits sémantico-aspectuels, qui peut se joindre (complètement ou partiellement) au concept de la base dérivationnelle (cf. fig. 1).

La théorie de la préfixation sémantique nous sert de base pour proposer une méthode d'analyse des préfixes dans une approche contrastive et clairement conceptuelle. Toutefois, étant donné que le niveau profond échappe aux recherches directes et qu'il n'est accessible qu'à travers « la surface » (cf. Karolak 2002 : 10), l'analyse proposée doit nécessairement débiter par une étude des formes verbales – formes sources et leurs équivalents traductionnels – au niveau de surface.

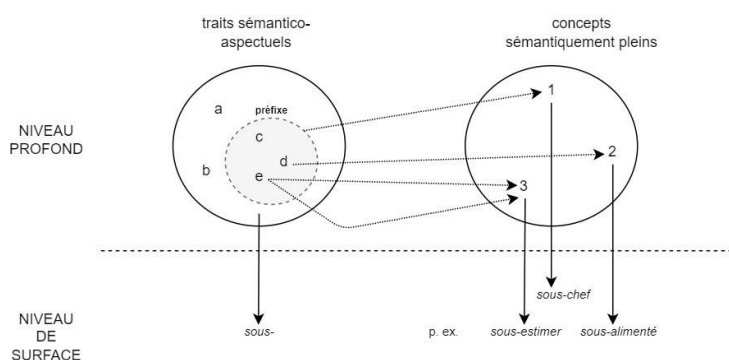


Fig. 1. Le fonctionnement sémantique du processus de préfixation

Hypothèse de recherche

En proposant d'examiner le niveau profond sur la base de la traduction, nous nous inspirons de l'hypothèse de Banyś (2005 : 59) formulée dans ses travaux sur la désambiguïsation des sens des mots. Nous supposons notamment que différentes significations (c'est-à-dire des valeurs sémantiques ou des traits sémantico-aspectuels) d'un préfixe donné en langue source (L1 : le français) devraient se manifester dans la traduction des mots préfixés vers la langue cible (L2 : le polonais). De cette supposition découle une hypothèse subséquente : puisqu'il existe différentes façons de traduire le préfixe *sous-* en polonais (L2), les traits sémantico-traductionnels dans l'espace mental des locuteurs polonais doivent être agencés différemment.

Principaux objectifs

L'analyse ainsi conçue (que nous proposons d'appeler « analyse sémantico-traductionnelle ») a trois objectifs majeurs :

- cataloguer (au niveau de surface) différentes façons de traduire le préverbe *sous-* ;
- distinguer et définir différents traits sémantico-aspectuels du préfixe-concept *sous-* ;
- comparer le mode de structuration d'un fragment de l'espace mental délimité par *sous-* dans les deux langues étudiées.

Résultats prévus

Grâce à des recherches dans un corpus composé de deux grands dictionnaires français-polonais : le *Grand Dictionnaire français-polonais* et *Lexicon 5*, nous espérons identifier plusieurs groupes d'équivalents polonais de *sous-* (p. ex. les préfixes *pod-*, *niedo-*, ainsi que certaines constructions périphrastiques). Ensuite, une étude approfondie de chacune de ces catégories nous permettra de déceler les traits sémantico-aspectuels spécifiques qu'elles partagent et que nous pourrons ensuite associer au préfixe *sous-* (p. ex. la localisation inférieure, la réalisation incomplète, etc.). Enfin, cette analyse révélera indubitablement des différences dans la répartition des valeurs distinguées dans l'espace mental du français et du polonais, que nous présenterons sous forme graphique.

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Les dynamiques transfrontalières de l'allemand et du luxembourgeois en Belgique :

Analyse des politiques linguistiques de deux micro-territoires

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La Communauté germanophone de Belgique (CGB) et le Pays d'Arlon (province du Luxembourg) constituent deux exemples de micro-territoires sociolinguistiques (Jiménez-Salcedo & Hélot 2020). Il s'agit de sociétés multilingues avec une population réduite et résidant dans un espace géographique que l'on peut qualifier de petit et restreint, car enclavé entre des frontières politiques (régionales et internationales) qui créent des dynamiques de circulation. Outre cela, la CGB présente une caractéristique micro-territoriale supplémentaire : son espace peut être qualifié de discontinu parce que les communes germanophones côtoient des communes francophones à facilités, preuve de la présence, à l'est de la Belgique, d'une frontière organique et mobile entre les langues française et allemande.

Les politiques linguistiques relatives à ces deux micro-territoires accordent néanmoins une place très différente à leur langues minorisées. D'un côté, l'allemand jouit d'un degré assez élevé de plénitude institutionnelle (Breton 1964) dans le cadre territorialement restreint de la CGB (Boemer 2015) : cette légitimation a permis l'accès des germanophones à un nombre considérable de services dans leur langue. De l'autre côté, le luxembourgeois n'a aucune reconnaissance officielle en dehors de quelques initiatives communales, mais bénéficie en même temps de la présence accrue de néo-locuteurs (Costa 2010; O'Rourke, Pujolar & Ramallo 2015) qui, dans une dynamique de circulation transfrontalière de la main d'œuvre, apprennent une langue qui avait pourtant été victime d'un phénomène de substitution linguistique progressive depuis l'incorporation de la province du Luxembourg à la Belgique en 1830 (Darquennes 2007).

Le but de notre communication sera de présenter les premiers éléments d'une recherche en cours sur les politiques linguistiques de l'allemand et du luxembourgeois, respectivement en CGB et au Pays d'Arlon. Pour ce faire, nous adopterons une perspective ethnographique et discursive d'analyse multi-niveaux de ces politiques (Ricento & Hornberger 1996; Barakos & Unger 2016). Après avoir présenté le corpus juridique visant à la protection de l'allemand, tant au niveau fédéral (Constitution belge, lois relatives à l'emploi des langues en matière administrative et dans l'enseignement, jurisprudence de la Cour constitutionnelle et du Conseil d'État) que communautaire (décrets de la CGB et de la Fédération Wallonie-Bruxelles), nous dresserons un panorama des différentes initiatives de promotion des deux langues, notamment la *Regionales Entwicklungskonzept: Ostbelgien Leben 2025* pour l'allemand et la convention de labellisation *Ma commune dit « Jo »* au Pays d'Arlon.

Nous présenterons également la modélisation d'un travail de recherche empirique visant à analyser, d'un point de vue ethnographique (Hornberger *et al.* 2018) et anthropologique (Wortham & Reyes 2020), les discours des gestionnaires des politiques linguistiques (Neustupný & Nekvapil 2003), avec un focus sur leur capacité à bâtir leur agentivité dans deux régimes linguistiques (Cardinal & Sonntag 2016) si contrastés.

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Combining intensifying prefixes/prefixoids in Modern Greek taboo words

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Cross-linguistically, the combination of multiple evaluative affixational processes on the same base to express a descriptive or qualitative meaning is quite frequent (among others, Amiot & Stosic 2014; Dressler & Merlini Barbaresi 1994; Grandi & Körtvélyessy 2015; Scalise 1986; Manova 2010; Štekauer *et al.* 2012; Van Goethem 2020). Similarly, in Modern Greek (hereafter ModGr), we find several evaluative affixes/affixoids that can be combined on the same formation (Efthymiou 2003; 2015; Gavriilidou 2016; Melissaropoulou & Ralli 2010; Tsangalidis *et al.* 2023). Some evaluative affixes have been coined recently, while others are inherited (cf. Babiniotis 1969; Minas 1978). Evaluative affixes/affixoids are also extensively used in ModGr taboo vocabulary (cf. Christopoulou 2016).

Taboo words are emotionally arousing, negatively valenced “bad” words used to express emotions (Jay 2018: 54). In this study, we analyze the structural make-up of taboo words in ModGr, focusing on formally complex structures that include one or more evaluative affixes, expressing either intensification or mitigation (see 1 and 2, respectively) of the meaning of the base (cf. Efthymiou 2003; Xydopoulos 2009; Xydopoulos & Christopoulou 2011).

(1) iper-karióla ‘very bad woman’

AUG-slut.N

(2) psilo-kariólis ‘very bad man’

DIM-motherfucker.N

In this study, we analyze the accumulation of prefixes/prefixoids that express intensification, namely a high degree of the meaning of the base (cf. Rainer 2015: 1340). These intensifying morphological structures can be related to “extravagant morphology,” i.e., any word-formation process that makes the utterance imaginative and vivid (Ungerer & Hartmann 2020; Van Goethem & Norde 2020: 431).

(3) **Combination of two prefixes/prefixoids**

arxi-kara-malákas ‘very very bad man’

AUG-AUG-asshole.N

(4) **Combination of three prefixes/prefixoids**

arxi-kara-kata-remáli ‘extremely despicable man’

AUG-AUG-AUG-deadbeat.N

We delve into the following questions: (a) What is the maximum number of prefixes/prefixoids that can attach to a base for intensification? (b) Are all combinations of intensifying prefixes/prefixoids equally possible? (c) What factors determine the order of the prefixes/prefixoids that stack up into a base?

Our data was collected from Twitter (X) which contains morphologically complex and creative taboo words. Greek slang dictionaries and Google searches also provided additional data. We found 49 combinations, and each combination gives 1 to 10 instances. The possible combinations were also checked in the Greek Web Corpus (elTenTen19). Our results show that the maximum number of prefixes that can be combined is three, while combinations of two prefixes/prefixoids are the most frequent. Certain patterns have more instances (such as the combination in (3)), others have fewer instances

(such as the combination in (5)), and several combinations are not attested in our dataset (e.g., *xodro-psiilo).

(5) **Not-so-frequent prefixal combination**

?kara-arxi-malákas ‘extremely jerk’

AUG-AUG-jerk.N

Our data also show a correlation between the order of prefixes and the semantic transparency of the prefix/prefixoid. Constituents that are semantically more transparent tend to be more peripheral. These findings shed light on the discussion of the combinatorial properties of evaluative affixes in ModGr (cf. Efthymiou 2015; Melissaropoulou & Ralli 2010; Stephany 2021) but also open the discussion for a cross-linguistic comparison of the structure of morphological intensifying structures.

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Abbreviations

AUG = augmentative, DIM = diminutive, N = noun

Precarity, futures and well-being in minoritized language revitalization:

The case of primary schools in the Aran Valley, Spain

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The Aran Valley, Spain, presents a unique sociolinguistic context for scholars of language policy. A deeper investigation of the challenges faced by its school communities, though, reveal the effects of precarity (Zembylas, 2019) that are found in many projects of language revitalization against a backdrop of increasingly neoliberal policy (Chríst, 2005; Skutnabb-Kangas, 1997). With this paper I aim to discuss the sociomaterial enactments of precarity in the daily practices and processes of Aranese language-in-education policy and propose an ethics of well-being as a means to respond to such precariousness and combat linguistic injustice.

Aran is officially trilingual between Castilian Spanish, Catalan and its autochthonous language, Aranese, a variant of Occitan and the official medium-of-instruction of its schools. As a place of winter ski tourism, the valley is a hub for labor mobility and neoliberal economic policies, resulting in a situation in which most newcomers to Aran cannot achieve socioeconomic stability. This affects educators as well, whose lived experiences of uncertainty and material scarcity impact their ability to participate in the Aranese project of language revitalization.

My paper draws upon ten months of ethnographic fieldwork in the primary schools of the Aran Valley. Through a sociomaterial analysis of classroom observations and semistructured interviews, I point to precarity as an emergent phenomenon shared among school actors in their situated language policy practices. This understanding is essential for future endeavors of minoritized language promotion. After all, how can educators create projects for linguistic justice when their scope of the future remains blurry? To conclude my paper, I propose and conceptualize an ethic of well-being as a response to precarity in situations of language revitalization. This ethic emphasizes the need in future research to identify conditions of well-being not only for the endangered languages which we study, but also for the speakers themselves.

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A Typological Study of Applicative Uses of Spatial Markers

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This paper investigates cross-linguistic evidence for the functional extension of spatial verb morphology into applicative uses. Spatial markers (SM) have only recently been established as a source for applicatives; see Van linden (2022) on Harakmbut and Payne (2021) on Nilotic languages. It is still unknown how widespread this pathway is, and what the main types of variation are. This paper presents the results of a pilot study investigating these issues from a typological perspective in a 75-language sample, compiled using Miestamo's (2005) Genus-Macroarea method.

First, applicative uses are observed for different functional types of SM. A first type concerns *locationals*, as in (1a) from Jarawara (Arauan), where the prefix *ka-* 'inside' changes the semantics of the predicate from 'grasp with hand' (1b) to 'cup in hand' without affecting its valency. Contrariwise, in (1d), the same prefix introduces the applied phrase *otara* 'us' as a core argument; in the non-applicative counterpart (1c), the same participant is coded as an oblique adjunct.

- (1) Jarawara (Dixon 2004: 255, 259)
- a. *sina tama o-ka-na o-ke*
snuff(F) hold 1.SG.A-APPL-AUX 1.SG-DCL.F
'I hold the snuff in my hand.'
- b. *jimawa0 tama o-ne o-ke*
knife(F) hold 1.SG.A-CONT. F 1.SG-DCL.F
'I am holding the knife with my hand.'
- c. [*otaa ni-jaa*] *mee bosa na-maki-hete-ke tasa*
1.EXC PERI 3.NSG.S get.up.early AUX-following-RP.NE.F-DCL.F again
'Then they got up early on us again.'
- d. [*otara*] *mee bosa ka-na-hani*
1.EXC.O 3.NSG.A.get.up.early APPL-AUX-IP.NE.F
'They got-up-early-on us.'

In addition to *locationals*, we also find *directionals*, see (2), and *associated motion* markers (e.g. in Tungusic languages (Pakendorf & Stoyanova 2021)); some of these functions may be coded by the same SM (Guillaume & Koch 2021: 7).

Secondly, our dataset shows that SM are not only found in prototypical "*P*-applicative constructions", where a core argument is added, see (1d), but also in so-called "*X*-applicatives", where a non-core argument is introduced to the clause, see (3b) (Zuniga & Creissels 2024: 19). Our dataset also evidences *redirecting* effects of SM. This is illustrated in (2) from Agar Dinka (Nilotic), where the itive verb form triggers a rearrangement of semantic roles but no valency-change; it causes the object to shift from goal ('bird') (2a) to moving theme ('stone') (2b) (Payne 2021: 719).

(2) Agar Dinka (Andersen 1992-1994: 10)

- a. *d̥ɔ̯k à-bòk dít*
 boy DCL-throw bird
 ‘The boy is throwing at the bird.’
- b. *d̥ɔ̯k à-bóok doòot*
 boy DCL-**throw:ITV** stone
 ‘The boy is throwing a stone thither.’

Thirdly, in terms of the semantic role of the applied phrase, we find that it is often a locative participant, as is expected from the (original) spatial meaning of the marker, but not necessarily so. In (3b) from Dagik (Kordofanian), the suffix *-t:ɛ* ‘towards’ introduces the landmark ‘room’, while in (1d), the prefix *ka-* introduces a maleficiery. More generally, we will investigate whether Peterson’s (2007: 229) hierarchy of semantic roles of applied phrases can be upheld.

(3) Dagik (Vanderelst 2016: 96)

- a. *a-ŋI b-ɔ-bɛk:-ɔ*
 REF-1.SG CL-PM-bath_o.s.-FV(-PFV)
 ‘I bathed.’
- b. *a-ŋI b-ɔ-bɛk:-ɔ-t:ɛ* [ri=g-əðu]
 REF-1.SG CL-PM-bath_o.s.-FV-(**PFV.**)**APPL** LOC=CL-room
 ‘I bathed in the room.’

Harmonized abbreviations

A	transitive subject	FV	final vowel	PFV	perfective
APPL	applicative	IP	immediate mood	PM	predicative marker
AUX	auxiliary	ITV	itive	REF	referential marker
CL	class marker	LOC	locative	RP	recent past
CONT	continuous	NE	non-eyewitness	S	intransitive subject
DCL	declarative	NSG	non-singular	SG	singular
EXC	exclusive	O	transitive object	1, 3	first, third person
F	feminine	PERI	peripheral		

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On the Japanese perceptual *suru* construction

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It is well known that in English, the human experience of perception is widely expressed in the linguistic pattern using the verb ‘have.’ Examples of such sentences are shown in (1).

- (1) a. This dress has bright colors.
b. This flower has a good smell.
c. This instrument has a beautiful sound.
d. This fruit has a sour taste.
e. This towel has a smooth touch.

A similar situation is found in various European languages, including Dutch and Spanish. Contrary to this, in Japanese, sentences expressing perception with a possession verb corresponding to ‘have’ are usually unnatural or, if they are accepted, marked. Instead, our perceptual experience is usually described in Japanese by a topic construction using the verb *suru*, which corresponds to the English verb ‘do.’ Here are some examples that have been confirmed to be natural to native speakers of Japanese:

- (2) a. *Kono hana wa ii nioi ga suru.*
this flower TOP good smell NOM do
Lit. This flower, a good smell does.
‘This flower has a good smell.’
- b. *Kono gakki wa kireina oto ga suru.*
this instrument TOP beautiful sound NOM do
Lit. This instrument, a good sound does.
‘This instrument has a good sound.’
- c. *Kono kudamono wa suppai aji ga suru.*
this fruit TOP sour taste NOM do
Lit. This fruit, a sour taste does.
‘This fruit has a sour taste.’
- d. *Kono taoru wa yawarakai tezawari ga suru.*
this towel TOP soft touch NOM do
Lit. This towel, a soft touch does.
‘This towel has a soft touch.’

What, then, is the mechanism by which perceptual meaning is expressed in these sentences with the verb *suru*, which typically expresses the performance of an action? The interesting points about this Japanese perceptual *suru* construction are that it cannot describe experiences related to visual perception (3), while on the other hand, it can describe how the speaker feels based on visual perception (4), and that this construction can describe only the discovery of perceptual information by the speaker without taking any particular object into question (5).

(3) **Kono doresu wa akarui iro ga suru.*

this dress TOP bright color NOM do

(4) *Kono doresu wa jouhinna kanji ga suru.*

this dress TOP classy feeling NOM do

Lit. This dress, classy feeling does.

‘This dress looks classy.’

(5) *Nikai kara hen-na oto ga suru.*

upstairs from strange sound NOM do

Lit. Strange sound does from upstairs.

‘Strange sounds are coming from upstairs.’

With an eye on these points, this paper theoretically explores how perceptual experience is construed in the Japanese perceptual *suru* construction by referring to the basic ideas of Cognitive Grammar presented in Langacker (2008) etc. The relationship between linguistic representations of perceptual experience in English and Japanese are discussed in terms of trajector/landmark inversion. In conclusion, the paper proposes the view that many European languages, including English, generally conceptualize perceptual experience as the object's possession of perceptual information, whereas Japanese interprets perceptual experience as an internal occurrence of perceptual information obtained when the perceptual subject interacts with the object. With this view, the paper provides perspective on the differences in the way how our perception is conceptualized across languages (cf. Caballero & Carita 2015, Majid et al 2018).

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**Linguistic Representation of Code Switching Practices and Ideologies
among Bilingual French Learners in Nigeria**

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In multilingual societies, interlocutors often mix/switch between linguistic codes during conversations. In second language classrooms, it is a widespread conversational style and practice that carries certain stereotypes and representations towards the languages involved (Auer; Haggerty; Martin-Jones). Consequentially, attitudes and perceptions towards code-switching vary among foreign language learners as influenced by the settings, formality, and interlocutors involved in the discourse. In Nigeria, previous studies have primarily concentrated on L2 French acquisition and students' perceptions from a monolingual perspective. This paper diverges by using a pedagogical and sociolinguistic perspective to investigate the linguistic ideologies and representations of code-switching practices, attitudes, and perceptions of bilingual French learners in Nigerian universities. The study population consists of 150 respondents randomly selected from different proficiency levels in three Nigerian universities.

Data collection involved an online survey and audio-recordings of classroom discussions among Yoruba-speaking French learners. Quantitative data were analyzed following the Bilingual Language Profile framework (Birdsong et. Al, 2012), while the qualitative data extracted from the audio-recordings were then analyzed and categorized according to Poplack's typological framework of code-switching (2001).

The study indicates a high level of awareness and positive attitudes towards code-switching among bilingual learners. While the majority (66.3%) of the respondents prefer to alternate in informal settings, 57.1% of the respondents agree that they communicate better when they mix Yoruba/English with French. Furthermore, 79.6% of learners believe that codeswitching facilitates communication in multilingual settings, as 50% of the respondents have experienced positive reactions from their interlocutors when they switch codes during conversation.

During this presentation, we will discuss the correlation between learner's age, educational level, and code-switching ideologies. Subsequently, we will explore the linguistic representation of learner's code-switching practices and their pedagogical implications in the context of L2/L3 acquisition.

Être un genre ou ne pas être : le cas des sites web d'agences de voyage

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L'essor des voyages internationaux et de l'utilisation d'Internet pour organiser les voyages a rendu cruciale la communication via les sites web touristiques, notamment pour les agences de voyage (Constantinides et al., 2010, Gémar, 2014). Les caractéristiques de ces sites sont étroitement liées aux stratégies commerciales des agences et influencent les décisions et la satisfaction des touristes (Violino, 2001). Parmi les études portant sur le discours touristique en ligne, seule une minorité intègre la notion de genre de discours (Malenkina et Ivanov, 2018). Selon Swales (1990), le genre est défini comme une classe d'événements communicatifs partageant des buts communicatifs communs. Comprendre le genre et ses éléments essentiels dans le tourisme numérique permet aux agences de voyage de rédiger des textes efficaces et d'accomplir les trois fonctions de communication typiques : attirer l'attention, informer et persuader (Bhatia, 2004).

Différents travaux de recherche ont abordé divers genres de discours touristique en ligne, notamment des sites web des offices de tourisme (Cheong, 2013), des destinations touristiques spécifiques (Huang, 2015 ; Hui et al., 2020 ; Nguyen et Modehiran, 2023), des guides touristiques (Alali et al., 2019), ou des brochures (Öztürk et Şafak, 2014). Les sites web touristiques des agences de voyage ont cependant peu été analysés. Les caractéristiques linguistiques analysées dans des études précédentes sont en outre généralement limitées (au niveau morphosyntaxique, syntaxique ou lexical). De plus, peu de recherches ont abordé les hyperliens – caractéristique numérique importante pour le genre web.

Ainsi, notre étude consiste à analyser les pages d'accueil des sites web d'agences de voyage francophones afin de déterminer s'il s'agit d'un genre de discours à part entière et à le caractériser. Pour ce faire, nous utilisons le corpus du français numérique frWac (Baroni et al., 2009) et un corpus de sites web touristiques collectés spécifiquement pour cette étude. Nous comparons d'une part les discours touristiques numériques à un échantillon de discours numériques variés, et d'autre part à comparer les discours des sites d'agence de voyage à d'autres discours numériques touristiques (les blogs, les sites d'offices de tourisme et les sites de points d'intérêt touristiques). Pour ces comparaisons, nous exploitons l'analyse rhétorique via la structure des « tours » (*moves* en anglais) (Swales, 1990). Parallèlement, nous mobilisons FABRA (Wilken et al., 2022), un outil de traitement automatique des langues, pour l'extraction d'une série de caractéristiques linguistiques et discursives, et effectuons également une analyse des caractéristiques numériques via des hyperliens.

Parmi nos observations, nous montrons tout d'abord que les agences de voyage se démarquent par l'usage d'un langage riche, diversifié et sophistiqué, qui semble moins accessible au grand public. Ensuite, elles accordent une grande importance à leur image et cherchent à impliquer activement les internautes dans la communication. En outre, il semble que les agences de voyage ne cherchent pas spécifiquement à créer des communautés de discours. Ainsi, nos résultats montrent que les sites web des agences de voyage constituent un genre de discours en soi, dont les caractéristiques linguistiques, discursives et numériques diffèrent bien d'autres discours touristiques numériques.

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Multimodal input & cognition: Using eye-tracking in SIMTXT experiments

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Simultaneous interpreting (SI) is cognitively complex since language comprehension and production take place concurrently. When interpreters are provided with a written version of the speech (so-called “SIMTXT”), they synchronously receive input through auditory and visual channels, which makes their activity multimodal. Although the availability of the text may be a useful support, previous SIMTXT experiments indicate that it may also complicate cognitive processing. Lambert (2004), Ma and Cheung (2020) and Shanshan et al. (2020) found a facilitating effect, whereas Lamberger-Felber (2001), Lamberger-Felber and Schneider (2008) and Chmiel et al. (2020) did not, or only partly. However, evidence supporting either hypothesis is inconclusive, since only few studies have addressed the matter and sometimes lack ecological validity due to artificial experimental conditions, the use of less accurate tools, subjective measurements, or the exclusive focus on one input variable. Our study investigates the effect of multimodal input on cognitive processing in SIMTXT by means of eye-tracking experiments. 12 professional simultaneous interpreters performed a SI and a SIMTXT task in real-life conditions in interpreting booths, while several input variables related to content, form and delivery of the speeches were manipulated to measure their effect in the different conditions. The study has a mixed-method design combining quantitative data from eye-tracking glasses to measure visual attention allocation, wristbands to observe heart rate, and qualitative data from retrospective questionnaires to measure perceived cognitive load. This paper discusses the advantages and drawbacks of combining eye tracking and complementary methods in investigating cognitive processing from a broader perspective.

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Warum zum Teufel nicht in Gottes Namen?

De tekstsoortendistributie van de Duitse IAW-frasen

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IAW-frasen zijn vaste verbindingen zoals *in aller Welt*, *bei Gott*, *zum Teufel*, *zur Hölle*, *um Himmels willen*, *in drei Teufels Namen* e.d., die in vraagwoordvragen gebruikt kunnen worden als versterking en veelal een nuance van onbegrip tot uiting brengen (zoals het Nederlandse *in vredesnaam* of het Engelse *the heck*):

(1) Was zum Teufel machst du da oben? (COSMAS-II)

‘Wat IAW doe jij daarboven?’

(2) Doch warum *in aller Welt* findet man dafür keinen deutschen Namen? (COSMAS-II)

‘Maar waarom IAW vinden ze daar geen Duitse naam voor?’

IAW-frasen komen over het algemeen vooral in eerder informeel taalgebruik voor, al zijn er wel grote verschillen tussen tekstsoorten, niet alleen qua frequentie, maar ook met het oog op welke frasen concreet gebruikt worden. Dit laatste punt is de focus van deze bijdrage: Aan de hand van een selectie van corpora die een variatie aan tekstsoorten weerspiegelt wordt nagegaan in hoeverre bepaalde frasen typisch (of net ontypisch) zijn voor bepaalde tekstsoorten. Gebruikt worden naast het Duitse Referentiecorpus DeReKo (met tekstsoorten als tijdschriften, parlamentsprotocollen, wikipedia-discussies en literaire teksten) en de corpora uit de Datenbank Gesprochenes Deutsch voor gesproken discourstypes ook het e-mailcorpus CodE Alltag 2.0, het redditcorpus GeRedE, een reeks SpongeBob-tekenfilms en een zelf samengesteld corpus met teksten uit de Harry-Potter-community.

In de bijdrage zal onder meer worden geïllustreerd dat in alle tekstsoorten de frasen met het voorzetsel *zu* domineren, met uitzondering van de parlamentsprotocollen (vooral variaties op *in aller Welt*) en de Harry-Potter-teksten (vooral frasen met het voorzetsel *bei*). Terwijl de tweede observatie te verklaren valt door het feit dat de frasen met *bei* meer ruimte laten voor de typische talige creativiteit van Harry-Potterfans, met vormen als *bei Snapes krummer Hakennase*, heeft de eerste observatie waarschijnlijk te maken met het feit dat *in aller Welt* (en zijn varianten), anders dan de meeste andere frasen, niet teruggaat op krachtuitdrukkingen met taboewoorden en daardoor geschikter geacht wordt voor parlamentsprotocollen.

Maar ook op het vlak van de concrete frasen zijn er verschillen. Over het algemeen vinden we bij de frasen met *zu* vooral uitdrukkingen die betrekking hebben op het religieuze taboe (*zum Teufel*, *zur Hölle* e.d.), maar in GeRedE bijvoorbeeld heeft de courantste uitdrukking met *zu* betrekking op het sexuele taboe (*zum Fick*), wat verklaard kan worden door een sterkere invloed van het Engels (*the fuck*) in Reddit dan in de andere tekstsoorten. Voor de frasen met *bei* zijn er niet meteen derlijke tendensen te vinden die bepaalde frasen typischer maken voor bepaalde tekstsoorten, maar die zijn er wel bij de frasen van het type *in ... Namen* (bijvoorbeeld *in Gottes Namen*) en *um ... willen* (bijvoorbeeld *um Himmels willen*), al zijn deze tendensen minder uitgesproken door het feit dat de patronen *in ... Namen* en *um ... willen* over het algemeen minder frequent gebruikt worden en minder productief zijn.

Automatic annotation of learner errors: Testing the reliability of *LanguageToolR*

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Accuracy is a crucial construct in the evaluation of L2 performance (Housen & Kuiken, 2009; Thewissen, 2021), but measuring it usually requires annotating errors manually, thereby limiting analyses to rather small text samples. If researchers wish to capture accuracy across a *large* number of texts, this is not always feasible given the time and expense required. One solution to this problem may be to use automatic tools to extract errors from learner texts. In this study, we examine the reliability of one such automatic tool, namely *LanguageTool* (v5.9; Naber, 2003) as implemented through the R package *LanguageToolR* (v0.1.4; Schmid, 2023).

To assess the reliability of *LanguageToolR*, we used as the gold standard a subset of texts from the *International Corpus of Learner English* (ICLE) (Granger et al., 2020). The subset includes 223 learner assignments that have previously been manually annotated for errors (for details see Thewissen, 2013) following the UCLouvain Error Tagging manual (v1.2; Dagneaux et al., 2005). This dataset was submitted to a two-step methodological procedure which we will report on in this presentation: (1) checking the reliability of the ICLE "gold standard" corpus: a subsample of the manually error-tagged corpus was independently analysed for errors by a second annotator and inter-rater reliability statistics were calculated on that basis; (2) checking *LanguageToolR* reliability: the errors detected by *LanguageTool* were then compared against those in the manually-coded gold standard text-level via correlations for the number of errors in each text as well as precision and recall scores for each error type.

The analyses revealed several key results: firstly, the two annotators were able to reach an acceptable level of interrater agreement ($\kappa = .87$) but only when *both* the error and correction initially inserted by annotator 1 were provided to the second annotator. Agreement was somewhat lower ($\kappa = .61-.76$) when corrections were not provided. Secondly, consistent with a previous study investigating the reliability of *LanguageTool* on another corpus (Crossley et al., 2019), we found moderate correlations between the manual and *LanguageToolR* annotations for grammatical errors ($r = .62$), relatively strong correlations for spelling errors ($r = .87$) but weaker correlations for typographical errors (capitalisation, missing commas, possessive apostrophes, etc.) ($r = .24$). On the level of individual errors, however, the accuracy of *LanguageToolR* was found to be very low for typographical errors (*precision* = 0.01; *recall* < 0.01) and grammatical errors (*precision* = 0.49; *recall* = 0.05). The identification of spelling errors was slightly more accurate (*precision* = 0.69; *recall* = 0.68). Qualitatively, these results mean that, while *LanguageToolR* may be somewhat useful for identifying obvious spelling errors, it underdetects crucial error types compared to a manual method. Among the elements it does flag, quite a few are in fact overcorrections (false positives), shedding doubt on its usability in an L2 proficiency assessment context beyond perhaps the annotation of (some) spelling errors.

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Une étude de corpus de quelques propriétés du connecteur français *même si*

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Eu égard à sa fréquence en français, *même si* a fait l'objet de relativement peu d'attention en tant que connecteur à part entière, certains auteurs le considérant comme une simple variante de *si* (Piot 2004). Dans cette étude, nous proposons de prendre le contrepied de cette tendance et de nous intéresser aux propriétés distributionnelles de trois caractéristiques de *même si* : son sémantisme, sa position au sein de sa phrase hôte, et les temps de conjugaison des éléments qu'il unit. 250 occurrences randomisées de *même si* extraites de la section journalistique du Corpus de Référence du Français Contemporain ont ainsi été analysées selon ces critères.

Notre analyse sémantique de *même si* distingue deux formes de concessions que ce connecteur peut exprimer (Beeston 1970). La concession est ici définie comme une relation dans laquelle l'on avance un premier argument amenant l'interlocuteur·trice à développer une attente implicite qui est finalement contrecarrée par un second argument plus fort (Thomas & Matheson 2003), comme dans « *même si* Julie est insupportable, Charles est charmant » (Aptekman 2008). Dans ce contexte, le fait que Julie soit insupportable aurait dû impliquer que Charles le soit également. En plus de ces « concessions simples », *même si* peut également exprimer des « concessions hypothétiques », dont les arguments ne sont pas factuels, mais relèvent de l'hypothèse (Dhiabi 2019), comme dans « *même si* il me l'avait juré, je ne le croirais pas » (Piot 2004). Ici, les actions de « jurer » et de « croire » sont hypothétiques, et non réalisées.

Cette distinction forme notre canevas d'analyse sémantique de *même si*. À travers elle, nous avons également étudié la distribution des différentes positions de *même si* : il est en effet tout à fait acceptable de permuter les éléments de l'exemple d'Aptekman cité plus haut (« Charles et charmant, *même si* Julie est insupportable »). Cependant, aucune donnée n'existe actuellement ni sur la fréquence des différentes positions de *même si*, ni sur l'existence d'un lien entre elles et le sémantisme de ce connecteur.

Les temps des éléments unis par *même si* constituent notre troisième critère d'analyse. Nous en étudierons également la distribution, et le lien avec le sémantisme de *même si*.

Nos résultats indiquent que, bien que parfois présentées comme l'emploi le plus important de *même si*, les concessions hypothétiques ne représentent qu'une minorité des occurrences de ce connecteur (9,6 %). Ils montrent également un lien entre le sémantisme de *même si* et la position qu'il adopte : les *même si* des concessions hypothétiques figurent plus souvent en position initiale ($p = 0,001$). Dans une moindre mesure, sémantisme et temps des éléments unis sont également liés : les usages de l'indicatif présent, de l'indicatif imparfait, et du conditionnel présent sont significativement différents entre les éléments unis par les *même si* des concessions simples et ceux des concessions hypothétiques (respectivement $p = 0,0462$, $p = 0,0376$, et $p = 0$), mais aucun de ces temps n'est cependant exclusif à l'une des deux catégories sémantiques de *même si*.

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Cliticization of suffix *-mente* in the Eighteenth-Century Portuguese

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The element *-mente*, from Latin *mens, mentis* “spirit, soul”, is involved in the formation of adverbs in most Romance languages (Lopes and Rio-Torto 2016). In Portuguese, written in the 18th century, the element is graphically connected to the preceding noun in three ways: with a space, with a hyphen, or without a space at all. We test the hypothesis that the cliticization of this item was already completed in the 18th century (Vital and Coelho 2010), using as corpus statutes of fraternities and “devassa terms” from the state of Minas Gerais, Brazil. For this purpose, it is necessary to use the theoretical and methodological framework not only of cliticization (Gerlach 2002; Vigário 1998), but also of grammaticalization (Bybee 2003; Hopper and Traugott 1993; Traugott 2003). It is concluded that the Portuguese *-mente* in the 18th century was at the end of its cliticization process. However, this process was still ongoing, as there were a small but still present number of adverbs where there was a graphic separation between the element and the noun it refers to.

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**Contact Phenomena in the Correspondence of an Italian Expatriate
in the Former Low Countries (April-May, 1600)**

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The growth of interest in epistolary texts over the last few decades has led to a flourishing of international research projects devoted to cataloguing, editing and studying modern correspondence². These endeavours collectively strive to deepen our comprehension of these materials. Within this scholarly milieu, a recent project has emerged with a specific focus on locating, editing, and analysing epistolary works authored by Italian expatriates residing in the former Low Countries during the 16th to 18th centuries (<https://epistolarita.uliege.be/>).

In the archives of Belgium, approximately 500 previously unidentified letters have been unearthed. They are now undergoing transcriptions and linguistic analyses. They are composed by notable figures such as Alessandro Farnese, Antonio Doria, Ottavio Piccolomini, and Andrea Trevigi among many others. All of them, although of Italian origin, lived in the former Low Countries during the time of their correspondence.

In this paper, we study some of the letters written in 1600 by Virgilio Piliasco, secretary of Federico Spinola, commander of seven galleys in the Spanish army. Piliasco was born in Genoa. In 1592 followed Federico to Flanders and lived there, in a Spanish-speaking country, for the rest of his life. In his letters, we find interesting examples of lexical transfers («sarebbe un *desamparare* del tutto quella piazza»), phonetic adaptations (e.g. *bueno*, *consideracione*), structural and semantic calques («dice che *servirà* sempre a Vostra Signoria», with Spanish prepositional accusative; «et intanto *tengo* in poter mio») and inter-phrasal switches, such as: «Juan de Frías dice non trovare la cifra, né sapere dove possi essere y que puede ser que, de puro bien guardada, se haya perdida».

Hence, by scrutinising a spectrum of linguistic phenomena that will emerge in these missives, we aim to delve into the complex sense of identity and belonging experienced by Piliasco, who found himself betwixt and between two distinct worlds³.

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Gender, Editorship and Gatekeeping in the Field of Linguistics:

An Empirical Study of Academic Handbooks from the 1980s to the 2020s

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Scholars in various academic disciplines engage in critical examinations of the role gender plays in knowledge production and the construction of an academic canon. One frequently foregrounded site of potential gendered gatekeeping in the production of knowledge are editorial positions for academic handbooks, as editors play a paramount role in determining the direction of the discipline, as well as whose research is invited and published (see Schurr et al. 2020). In our paper, we empirically investigate editorship by gender in the field of linguistics based on a corpus which includes 463 handbooks in linguistics published by 6 top-tier academic publishers between 1980 and the early 2020s categorized according to subdiscipline. Although there have been previous attempts in mapping gender distributions within ‘the linguistics profession’ (e.g. Davison et al. 1989) and gendered tendencies when it comes e.g. to citation patterns (McElhinny et al. 2003), no recent and systematic analysis similar to the one reported on in this paper has been conducted thus far.

For the present study, the (co)editors of each of the 463 handbooks in our corpus are categorized according to gender and so are the authors of chapters in the handbooks of two specific subdisciplines (sociolinguistics and computational linguistics) which given their nature are expected to reflect different gender balances. We present a fine-grained statistical analysis of the gender (in)equality in the corpus. In particular, we examine to which extent the probability of female author-/editorship in these linguistic handbooks depends on the year of publication, the linguistic discipline and the size and gender composition of the editorial team. Furthermore, we compare our findings with respect to gender divides in linguistic handbooks to available National Science Foundation data on gender imbalances in the composition of US faculty positions. The analyses show a diachronic trend with more and more female editors over time. While this evolution reflects increasing female representation in the field, true gender equality has not been reached in the early 2020s. Moreover, strikingly female representation in a handbook’s editorial team appears crucial for female authors to be included in the handbook. Consequently, the latter might be a key factor for change.

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**Fake it until you construct it: Recurring enactment forms
as potential (multimodal) constructions in LSF and Belgian French**

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Enactment, also known as ‘constructed action’ or ‘character viewpoint gesture’, is a communicative strategy by means of which one’s body and voice can be recruited to show actions of referents, including visible physical behaviour, utterances, and thoughts (Cormier *et al.* 2015). The form of a token of enactment, because it is a depictive strategy, at least partly resembles its referential target, i.e., a real or ‘serious’ action (Clark & Gerrig 1990). For instance, one could use one’s hands and arms to enact someone climbing onto a tree. Researchers have recently taken an interest in whether enactment exhibits cross-linguistic differences in its frequency, forms, and functions, particularly across signed and spoken languages (e.g., Hodge *et al.* 2023; Saunders & Parisot 2023). One of the issues that has sometimes been raised is whether some tokens of enactment denoting specific actions may exhibit conventionality. Signed language linguists have shown that enactment forms may lead to the emergence of iconic lexicalised signs with a strong depictive potential, i.e., a potential to illustrate meanings in addition to conventionally encoding them (Cormier *et al.* 2012; Wilcox & Xavier 2013; Ferrara & Halvorsen 2017). In spoken languages, repertoires of forms labeled ‘recurrent’ gestures have similarly been argued to integrate conventional and context-dependent meanings (Müller 2017; Harrison & Ladewig 2021). Bresse *et al.* (2018) specifically argue that some of speakers’ enacting forms may undergo this process. Despite claims of conventionalisation for specific enacting forms across both signed and spoken languages, several questions remain about which factors affect the emergence of such conventions for different functional domains across diverse language communities. This presentation draws on the analysis of enactment in a directly comparable corpus of LSF (French Belgian Sign Language) and its ambient spoken language, Belgian French (Meurant 2015; Lepeut *et al.* 2024). Annotating the forms of enactment in dyadic interactions of 10 participants in each language community, several recurring forms were identified. Among these, some were qualitatively interpreted as candidates for conventionalisation. These notably include varied manual forms in LSF to refer to different signing styles and using repeated lateral flexions of the head and torso in French to ridicule reported utterers. The forms and functions of these recurrent enactments are illustrated and described. Their implications for research in comparative semiotics are discussed.

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Any's free choice

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Since Ladusaw (1979) the term ‘free choice indefinite’ is the generally accepted term for the use/meaning of *any* in primarily modal and generic sentences, illustrated in (1), and emphatically **not** for what is generally called the ‘polarity-sensitive’ or ‘negative polarity’ use/meaning illustrated in (2). This distinction reflects the fact that in (1) the meaning of *any* is close to that of *all/every* and in (2) it is close to that of *some*.

- (1) a. I can beat *any* of you. [≈ I can beat *all* of you.]
b. *Any* owl hunts mice. [≈ *Every* owl hunts mice.]
- (2) a. If *any* of them call, let me know. [≈ If *some* of them call, let me know.]
b. Did you take *any*? [≈ Did you take *some*?]

The inspiration for Ladusaw was Vendler (1967: 70-96), but Vendler took a notion of ‘freedom of choice’ to characterize all uses of *any*. Our presentation has three goals:

- i. to confirm, in agreement with much current work, that Vendler (1967) was right, and to suggest, in disagreement with most if not all current work, to make terminology reflect the insight and no longer restrict the term ‘free choice’ to just a few of the uses/meanings of *any*;
- ii. to offer a new univocal approach of *any*, hypothesizing its meaning to contain the components ‘existence’ and ‘free choice’, and using the notion of ‘at-issueness’ (aka ‘assertedness’; see e.g. Koev 2017, Horn 2002), which can affect either component, to explain the various uses;
- iii. to illustrate the approach sketched under ii. in the analysis of the two readings of (3).

(3) He didn’t meet *any* linguist.

- (4) a. He didn’t meet *any* linguist, he abstained from linguistics that year.
b. He didn’t meet **ANY** linguist, he met Roman Jakobson.

The two readings depend on their different at-issue structure, as paraphrased in (5).

- (5) a. Whichever linguist one can think of [not at issue], he didn’t meet him or her [existence at issue and denied]
b. He met a linguist [not at issue], but he didn’t just meet any old linguist [free choice at issue and denied]

As is well known (see already Palmer 1929; Horn 1972: 149-151), the b-reading goes with a fall-rise intonation and/or it is marked by *just* and/or *old*. Whereas the association of the free choice denial reading with *just* has been adequately dealt with by Horn (2000), I will explain the association of said reading with *old* and with the fall-rise intonation in an account of all three markings (*just*, *old* and the fall-rise intonation):

- (i) free choice is inherently scalar, in the sense that freedom comes in degrees;
- (ii) *just*, *old* and the fall-rise intonation convey the exclusion of a higher value (Ladd 1978; Horn 2000);

- (iii) with a negation in the *any* context, *just*, *old* and the fall-rise intonation convey the inclusion of a higher value on a scale from low to high specificity.

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Komt u speciaal voor deze lezing naar de Taaldag?

Focus op onderbelichte focusmarkeerders

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Hoeksema en Zwarts (1990) riepen meer dan dertig jaar geleden al op om ook systematisch te kijken naar andere focusmarkeerders dan het bekende trio *ook*, *zelfs* en *alleen* (cf. König 1991), maar daarvan is in elk geval voor het Nederlands nog niet heel veel terechtgekomen. Mij is bijvoorbeeld geen taalkundige studie bekend die aandacht besteedt aan het gebruik als focus-bijwoord van *speciaal* in de titel, een gebruik dat in Van Dale (dat het woord trouwens ‘bn’, dus bijvoeglijk naamwoord, noemt) als volgt omschreven wordt:

‘voornamelijk’ *ik bedoel speciaal hem*, ‘bepaaldelijk’ *ik had er speciaal om gevraagd*; (in zwakkere opvatting) *ik heb daar niet speciaal op gelet* ‘er geen (bijzondere) aandacht aan geschonken’.

In mijn lezing ga ik een poging wagen enigszins in deze lacune te voorzien. Het zal met name gaan over woorden en woordcombinaties als *bepaaldelijk*, *in het bijzonder*, *met name*, *speciaal*, *vooral*, *voornamelijk*. Ik zal op zoek gaan naar overeenkomsten en verschillen, zowel in syntactische eigenschappen als in betekenis. Mijn voorbeelden komen uit corpora zoals het CGN.

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Dialect contact in Early Modern Antwerp:

Exploring the impact of the socially disruptive Fall of Antwerp (1585)

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In the sixteenth century, the city of Antwerp experienced its so-called Golden Age. During this period, Antwerp not only underwent substantial economic growth driven by its international trade, but also witnessed an exponential increase in population, mainly due to immigration. However, from the fall of the city (1585) during the Eighty Year's War, this flourishing period gave way to a period of socio-economic decline and strong emigration (De Meester, 2011, pp. 15-35, pp. 120-121; Lesger, 2006, pp. 97-106). In less than ten years, the number of inhabitants decreased from 100,000 in 1580 to 42,000 in 1589 (Lesger, 2006, p. 97).

According to traditional language histories of Dutch, the Fall of Antwerp (1585) also impacted the development of the standard language, by leading to a complete halt of the ongoing Southern Dutch standardization processes, and thereby shifting the linguistic gravity center to the Northern Netherlands (Van der Sijs, 2021, p. 48). These histories, however, are mostly based on top-down approaches of standardization and thus primarily focus on meta-linguistic works (i.e. grammars, dictionaries) and formal or literary texts, while leaving the contribution of the informal and everyday language largely underexposed. Yet, more recent research has shown that this informal and everyday language can also make important contributions to standardization through bottom-up processes of dialect contact and supralocalization (Joseph, Rutten & Vosters, 2020, p. 174; Rutten & Vosters, 2021, p. 67, pp. 83-84).

To address this research gap, this paper will investigate the role of bottom-up standardization in Early Modern Antwerp, allowing to re-evaluate the importance of Southern input as a precursor to the full-fledged standardization process in the seventeenth-century Northern Netherlands. Adopting a corpus linguistic approach, we will use the ego-documents component of the Early Modern Antwerp Corpus (1564-1653), containing 432 informal, handwritten letters of approximately 271,748 words. Based on these letters, we will examine to what extent the Fall of Antwerp impacted different linguistic features undergoing change in the Early Modern period by using a random forest analysis. More specifically, we will explore if and how the rate and/or direction of six orthographic (viz. the spelling of word-final /k/ and the spelling of /ɣ/ in onset), morpho-phonological (viz. schwa apocope and the prefix *ge-* in past participles), and syntactic features (viz. negation and verbal cluster order variation) changed before vs. after 1585. Based on previous research about the impact of socially disruptive events, such as the Norman Conquest (Nevalainen et al., 2020), we could expect that the Fall led to an acceleration rather than to a halt or stagnation of the investigated changes.

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Lingua franca en/als vertalen/tolken:

Studie van een casus uit de communicatie psychiater-patiënt

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Onderwerp is het gebruik van Frans als lingua franca in de communicatie psychiater-patiënt.

De bijdrage omvat twee delen: een theoretisch kader en een empirische studie.

In het *theoretische gedeelte* worden de begrippen ‘lingua franca’ en ‘lingua franca communicatie’ toegelicht. Een belangrijk onderdeel is gewijd aan de relatie tussen lingua franca en vertalen/tolken. Naar die relatie gebeurt onderzoek zowel vanuit vertaal-/tolkwetenschappelijk als vanuit taalkundig oogpunt. Twee vragen verdienen onze aandacht. In welke mate heeft het gebruik van een lingua franca invloed op het werk van een tolk (d.i. lingua franca EN tolken)? In welke mate vinden in de lingua franca communicatie vertaalprocessen plaats (d.i. lingua franca ALS vertalen/tolken)? Uit onderzoek blijkt dat het gebruik van een lingua franca in de brontekst het werk van tolken bemoeilijkt (zie o.a. Albl-Mikasa 2018, 2022). Bovendien is ook gebleken dat bepaalde kenmerken van een lingua franca te herleiden zijn tot een transfer uit de moedertaal. Ook in dat verband wordt de term “vertalen” gebruikt (zie o.a. Albl-Mikasa 2013; Kohn 2004).

Het *empirisch onderzoek* heeft betrekking op een *corpus* van vier gesprekken van een psychiater in opleiding met een Rwandese patiënte die in een psychiatrisch ziekenhuis ambulantly geholpen wordt. De gesprekken worden in het Frans als lingua franca gevoerd: Frans is noch voor de patiënte noch voor de psychiater de moedertaal.

De *geluidsopname* gebeurde met een IC-recorder Sony ICD-PX470, voor de *video-opname* werd een digitale camera Sony HDR-AS200V gebruikt. De gesprekken zijn manueel volgens de conventies van de conversatieanalyse *getranscribeerd*. Focus van de *analyse* ligt op de problemen die ontstaan op het vlak van verbale communicatie en de samenhang van deze problemen met het gebruik van een lingua franca.

Doel is de communicatieproblemen vanuit het geschetste theoretische kader te interpreteren, in het bijzonder vanuit de vraag of lingua franca communicatie een vorm van vertalen/tolken is.

Resultaten. De analyse van bepaalde fragmenten maakt duidelijk dat in de door de psychiater gesproken lingua franca (in casu Frans) transfer-/vertaalprocessen plaatsvinden. Dit wordt zichtbaar zowel op het niveau van woordkeuze als op het niveau van syntaxis. Fouten in dit vertaalproces bemoeilijken de communicatie.

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The diachrony of six Dutch compound verbs with the particles *onder-* ('under') and *over-* ('over')

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Dutch compound verbs are traditionally classified as separable (1) and inseparable (2) verbs. The non-verbal element typically has spatial meaning, e.g. *onder* 'under' in both (1) and (2), and may serve an applicative function, as in (2).

(1) *De zon gaat onder.* ('The sun goes down.')

(2) *Hij ondergaat zijn lijden.* ('He undergoes his suffering.')

Blom (2004, 2005) argues that these verbs are the result of a grammaticalization process in which inseparable verbs have developed from separable ones. This corpus study aims to test Blom's (2004, 2005) hypotheses, which posit two distinct developments, in contrast to previous studies (e.g. Van Loey 1976; Booij 2002). On the one hand, non-resultative elements could grammaticalize into separable particles, progressing into inseparable prefixes, thereby developing a holistic meaning. On the other hand, resultative elements may only evolve into separable particles (Blom 2004: 45). This hypothesis predicts that verbs with a resultative meaning will always be separable, and that inseparable verbs will consistently carry non-resultative and holistic meanings. This study tests this prediction in two ways.

First, we examine the verb *ondergaan* 'go down; undergo' in the EDGeS-corpus of Bible translations from the 14th to 20th century (Bouma *et al.* 2020) and in a subset of the DBNL (Van Olmen 2019), comprising literary texts from the 16th to 20th century. In contemporary Dutch, the verb *ondergaan* appears both separable and inseparable, with the former having a compositional resultative meaning and the latter a figurative meaning (cf. (1)-(2)). We expect that in historical material, the resultative meaning is restricted to the separable use, while the non-resultative meaning occurs in both separable and inseparable use. Second, in the same corpora, we scrutinize five verbs that only appear as inseparable in contemporary Dutch, but, contrary to Blom's hypothesis, express a resultative meaning: *onderdrukken* 'suppress', *onderwerpen* 'subject', *overtuigen* 'convince', *overreden* 'persuade', and *overhandigen* 'hand over'. We suspect that these verbs underwent a semantic shift before becoming inseparable, and that this meaning was more literally compositional than their current meaning. Like *ondergaan*, we expect that such a more compositional meaning does not occur with inseparable use.

Our results show that the verb *ondergaan* seems to exhibit an (almost) one-to-one relationship between form and meaning since Middle Dutch. The separable variants always have a compositional resultative meaning, whereas the inseparable variants usually convey a non-resultative and more holistic meaning. Additionally, verbs with the prefix *over-* were only found as inseparable verbs in our corpora. The verbs *onderwerpen* and *onderdrukken* appear in both variants. However, these forms almost always express the same holistic meaning, without evidence of a semantic change. Overall, our findings support Blom's (2004, 2005) hypothesis, except for *onderdrukken* and *onderwerpen*, for which additional analyses are required.

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'It's like y'know my mother tongue'

The impact of L1 and individual variation on the use of pragmatic markers by learners of English in peer-to-peer interaction

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Research on pragmatic markers, like *well*, *you know* or *like*, has surged over the past thirty years, but much of the field has been rather anglocentric. Since the turn of the century, the research scope has been broadened to also include non-native discourse and cross-linguistic studies of pragmatic marker usage in different languages (for the latter, see e.g. Aijmer & Simon-Vandenberg 2003, Buysse 2017, 2023, Degand 2011, Foolen 2006). Because pragmatic markers are rarely taught explicitly in foreign language classrooms, language learners have been shown to use these markers to widely varying degrees, including differences in frequency, the variety and types of markers used and the functions with which these markers occur (see e.g. Buysse 2020, Fuller 2003, Fung & Carter 2007, Haselow 2021, Hellermann & Vergun 2007, Magliacane & Howard 2019, Müller 2005, Neary-Sundquist 2014, Romero-Trillo 2002). It has proved hard to explain in any reliable way why specific markers are used extensively by some learners while others are hardly used at all. The most obvious explanation for learner behaviour is always how learners use similar items in their mother tongue. Researchers are, however, faced with the obstacle that in most cases no similar data are available for learners' mother tongues, making such explanations highly tentative.

This presentation will introduce a project that is set to monitor how native speakers of Dutch who are learners of English use pragmatic markers in English and how this compares to (i) native English speech, and (ii) these learners' use of pragmatic markers in their mother tongue (Dutch). The data consist of 45 video recordings of dyad conversations between university students who are familiars. Each dyad consists of approximately 30 minutes of spontaneous talk. The conversations are equally distributed across learners of English in English, these same learners but in their mother tongue (Dutch), and native speakers of English. At the time of data collection, the Dutch-speaking learners were all students at KU Leuven majoring in English in their 2nd or 3rd year at university. The native English participants were Humanities students from the University of the West of England (UWE) in Bristol, UK.

Quantitative and qualitative analyses will empirically show the nature of mother tongue influence on learner pragmatics in the target language (English), and will additionally lay bare contrasts in pragmatic marker usage between English and Dutch as well as between learner English and native English. Since the necessary data for this study have meanwhile been collected and transcribed, the results of a first exploration of the data will be presented.

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Beauty in Spanish: Semantics and Folk Aesthetics

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Recent work on the semantics of beauty has been conducted mostly within the Natural Semantic Metalanguage framework and folk aesthetics, the study of linguistically encoded aesthetic meanings that show how speakers of a language and/or members of a culture think about beauty. In Spanish, research has been limited to the use of the adjective *bonito* ('pretty') (Gladkova & Romero-Trillo, 2014). Outside of this framework, the most important work in Spanish is the *Ideographic and Semantic Dictionary of Positive Aesthetic Evaluation in Spanish* (Curbeira Cancela & Urra Vargas, 2012). Using this work as our main source, we conducted a qualitative and quantitative analysis of a sample of 96 Spanish adjectives (148 individual meanings), framed in terms of Conceptual Semantics (Jackendoff, 2002 & 2007). Semantic decomposition yielded results pertaining to general conceptual structures, qualia structure (Jackendoff, 2002; Pustejovsky, 1991), secondary qualities ascribed in aesthetic evaluation, degree, and semantic noun kinds. Quantitative analysis of feature occurrence revealed informative correlations between some of these pieces of semantic information, especially as they pertain to the distinction between human and non-human beauty, which point to some interesting implications and questions for Spanish folk aesthetics. Furthermore, this research highlights how lexical semantic analysis can provide insight into cultural phenomena like beauty standards or, more generally, value systems encoded in language.

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