

Linguists' Day 2026

Book of abstracts

9 October 2026

UCLouvain



Programme

8.45-9.15	Registration and coffee			
9.15-9.30	Welcome session			
	Parallel session 1 Morpho-syntax	Parallel session 2 Sociolinguistics / SLA	Parallel session 3 Pragmatics	Parallel session 4 Prosody and phonetics
9.30-10.00	Ann-Sophie Vrielynck, Evie Coussé & Dirk Pijpops [NL;NL] <i>Van klimmen tot beklimmen: een alternatiestudie van het prefix be- in het Nederlands</i>	Serge Bibauw [EN;EN] <i>Immersion beyond selection: six years of L2 French development in Ostbelgien</i>	Marc Croes & Meng Gu [EN;EN] <i>Reconceptualizing Emotional Contagion for Multimodal Social Media Environments: A Scoping Review</i>	Yingyu Yan & Jorina Brysbaert [EN;EN] <i>Prosodic Realization of Focus in Mandarin Chinese: Evidence from a Controlled Production Study</i>
10.00-10.30	Rianne Van Lieburg & Dirk Pijpops [NL;NL] <i>Is het object bij gehoorzamen en weerstaan een direct of indirect object? Een priming-experiment</i>	Tess Wensink, Karen Lahousse, Kriszta Eszter Szendrői & Cécile De Cat [EN;EN] <i>Early sensitivity to exhaustivity: children's corrections of French clefts</i>	Rebecca Van Herck, Els Tobback & Vera van Helden [EN;EN] <i>Self-promotion strategies in LinkedIn posts: An analysis of 14 interviews with HR recruiters</i>	Jérémy Genette [EN;EN] <i>Enough is enough! The amount of phonetic information determines the need for secondary cues</i>
10.30-11.00	Alexander Van Herpe [NL;NL] <i>Mapping out the Dutch dative alternation among ditransitive and indirect monotransitive verbs</i>	Sarah Rawart [EN;EN] <i>Crossing into French? Language Attitudes and Classroom Practices in a Dutch-Medium School in Brussels</i>	Chiara Mercuri [EN;EN] <i>From misaligned to shared starting points: an argumentative study of emergent common ground related to agentivity in online interactions about sustainability</i>	Yu-Tse Lee [FR;FR] <i>Entre mignonne et séduction : la voix enfantine comme pratique sociophonétique</i>
11.00-11.30	Coffee break			
	Parallel session 1 Syntax / SLA	Parallel session 2 SLA / NLP	Parallel session 3 Socio-pragmatics	Parallel session 4 Morphology
11.30-12.00	Johan van der Auwera [EN;EN] <i>Disjunctive indefinites – a first crosslinguistic analysis</i>	Yunqing Cui, Serge Bibauw & Thomas François [EN;EN] <i>Family Configurations and Bilingual Writing skills among Children from Chinese Immigrant Families in French-Speaking Belgium</i>	Calogero Rampello & Griet Boone [EN;EN] <i>A cross-linguistic analysis of humour in hotel responses to guests in Dutch, English, French and German</i>	Anastasiia Vyshnevskaya & Guido Vanden Wyngaert [EN;EN] <i>The Daylight between Adjectives and Adverbs</i>
12.00-12.30	Bartie Thijs [NL;EN] <i>Historisch pad van verbumselectie in een oudere Nederlandse constructie: collocatonele expansie en blijvende restrictie</i>	Rodrigo Wilkens, Rémi Cardon, Vincent Folny & Thomas François [EN;EN] <i>FIDELIA: Towards the Automated Scoring of Written Productions in French as a Foreign Language</i>	Costanza Lucchini [EN;EN] <i>Evidentials as strategic communicative devices in institutional dialogues in finance</i>	Pelagia Soukou [EN;EN] <i>Variation in inflection of Modern Greek verbs ending in -λογία [loyó]</i>
12.30-13.00	Natasha Devroede, Fabiola Camandona, Dylan Datchet & Ferran Suñer Muñoz [NL;EN] <i>Tussen immersie en effectiviteit: een meta-analyse van virtual reality in tweedetaalverwerving</i>	Eva Rolin, Suzanne Kieffer & Patrick Watrin [FR;FR] <i>Définir l'événement biographique : enjeux et typologie pour l'extraction d'événements</i>	Lara Baert, Reinhold Vandekerckhove, Sarah Bernolet & Astrid De Wit [EN;EN] <i>Rethinking Emoji Use in Later Life: Functional Classifications Across Generations</i>	Georgia Mikrouli [EN;EN] <i>The role of base polysemy in the formation of verbal multiplets in Medieval Greek</i>
13.00-14.00	Lunch			
14.00-14.45	LSB meeting			

	Parallel session 1 SLA	Parallel session 2 Sociolinguistics	Parallel session 3 Translation	Parallel session 4 Phraseology
14.45-15.15	Sarah Schroyens, Sarah Bernolet & Philippe Hiligsmann [NL;EN] <i>Dutch Passive Use in CLIL and Non-CLIL Learners: A Multimethod Study</i>	Anthe Sevenants, Dirk Speelman, Freek Van de Velde & Dirk Pijpops [EN;EN] <i>Can structural priming work AGAINST language change? Evidence from agent-based simulations</i>	Ernesto Wong Garcia [EN;EN] <i>Translating Beauty: Aesthetic Adjectives from French and English into Spanish in the Open Parallel Corpus</i>	Gabriela Vaughan & Magali Paquot [EN;EN] <i>Exploring the Construct of Phraseological Sophistication through a Comparative Judgment Task</i>
15.15-15.45	Thomas De Wispelaere & Pauline Degraeve [NL;EN] <i>Woordklemtoon en prosodische focus in het Nederlands door Franstalige leerders: vergelijking van muzikanten vs. niet-muzikanten</i>	Clara Visentin [FR;FR] <i>L'injonction à l'inclusivité : du coup cognitif supplémentaire à porter. Les marqueurs du discours dessinent-ils les traits d'une charge cognitive sous-estimée ?</i>	Fien Swaegers, Carola Strobl & Philippe Vanhoof [NL;NL] <i>Conceptuele metaforen in simultaanvertolkingen: Een vergelijkende studie naar Duitse en Franse speeches in de Europese Raad en hun Nederlandse vertolkingen</i>	Steven Schoonjans, Stella Christl, Sabrina Kleinbichler & Madeleine Klaus [EN;EN] <i>Popular views of the proverb – Mieder (1985) revisited</i>
15.45-16.15	Coffee break			
	Parallel session 1 SLA	/	Parallel session 3 Semantics	Parallel session 4 Phraseology
16.15-16.45	Pauline Degraeve [FR;NL] <i>« Wie wil nog Nederlands leren? » Analyse du taux d'inscription et du profil des élèves de première secondaire choisissant le néerlandais comme première langue moderne dans les écoles de la Région wallonne entre 2013 et 2023</i>	/	Arnout Devriesere [EN;EN] <i>From Spatial to Abstract: Reassessing Localism Through Scandinavian Prepositions</i>	Jiacheng Shen & Magali Paquot [EN;EN] <i>Phraseological Complexity in Learner Writing: A Register-Based Perspective</i>
16.45-17.15	Sonia Ciupitu [EN;FR] <i>Entre langue vivante et matière scolaire : regards sur l'apprentissage du néerlandais à Bruxelles</i>	/	Yuichiro Ogami [EN;EN] <i>Non-aspectual Uses of the Japanese Auxiliary Expression -teiru: A Case of na-teiru Sentences</i>	Quentin Feltgen [EN;EN] <i>Phraseological dynamics in semantic shift</i>
17.15-18.15	Plenary session: Lieven Vandelanotte (Université de Namur) [EN;EN] <i>The way we meme: Analysing patterns of meaning emergence in image-text memes</i>			
18.15-18.30	Closing session and award			
18.30-...	Reception			

Abstract plenary session

The way we meme: Analysing patterns of meaning emergence in image-text memes

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It's difficult to imagine the internet today – and social media platforms especially – without internet memes. Building on humorous forms of indirectness or incongruity, they parcel up often emotional messages in more impactful ways than just words, and allow communicators to bring across viewpoints and elicit responses quickly.

Using tools and inspirations from cognitive linguistics and construction grammar, this talk shows ways in which English itself is changed, its grammar extended, by internet meme usage. Images used in memes are not illustrations of text, but become structural components, making the forms of English adjust to the emerging multimodal rules of meme grammar; at the same time, there is a visual grammar to the way in which memes use the image space available. In terms of the meanings expressed, memes function as shortcuts to stance, making sometimes complex configurations of stance accessible to online interlocutors. Creative variation in the forms used confirms meme users' awareness of the constructional nature of established meme types as form-meaning pairings.

The analysis proposed in the talk can feed into analysis of a wider class of memetically inspired discourse forms. Examples from persuasive discourse types such as advertising suggest that multimodal genres 'leak' into each other, and invite broader study of multimodal means of emotional expression.

Abstracts oral communications (listed alphabetically)

Rethinking Emoji Use in Later Life: Functional Classifications Across Generations

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Emoji are a central resource in digital communication, yet their communicative functions remain difficult to operationalize. Existing classifications typically distinguish categories such as emotional expression (conveying feelings), social bonding (expressing friendliness or connection), pragmatic tone-modification (guiding interpretation, e.g. softening or irony), creativity (adding playfulness or stylistic salience), evaluation (expressing stance or judgement), and referential depiction (replacing words through pictorial meaning) (e.g. Beißwenger & Pappert, 2019; Ge & Herring, 2018; Yus, 2014). However, these taxonomies are largely based on data from younger generations and seldom tested against users' own intuitions. This is particularly relevant for older adults, who are increasingly active online but remain underrepresented in sociolinguistic research.

The present study examines to what extent older adults' interpretations of emoji in context correspond to these predefined functions, and how they evaluate their use. A younger comparison group was included to determine whether divergences reflect generation-specific patterns or broader limitations of current classifications. An online Qualtrics survey was completed by 174 Flemish Dutch-speaking social media users aged 65–95 (Mdn = 72). It included self-reported usage measures, an open-ended interpretation task, a forced-choice classification task, and attitude scales. A comparison group of 505 younger adults (18–26 years, Mdn = 22) completed the same questionnaire.

Results show substantial emoji engagement among older adults: 63.8% reported using emoji in at least half of their chat messages. However, agreement with researcher-defined categories was moderate (41.5%). Younger adults aligned significantly more closely (60.5%, $p < .001$), but similar patterns of functional overlap emerged across generations, suggesting broader limitations of existing researcher-driven taxonomies. These recurrent overlaps point towards broader functional groupings: emotional expression and social bonding frequently converged into an interpersonal-affective cluster, while creativity and referential depiction patterned as a visual-stylistic cluster. Tone-modification showed a different pattern: older users' alternative classifications were dispersed across categories, whereas younger adults identified the function more consistently (61.8% vs. 41.8%), with alternatives primarily converging on interpersonal-affective uses. This suggests that pragmatic emoji meanings are more strongly conventionalized among younger users, in line with previous findings that older adults are less sensitive to emoji-mediated sarcasm (e.g. Howman & Filik, 2020) and more likely to interpret non-literal language literally (e.g. Rothermich et al., 2021).

Attitudinal findings were generally positive across generations, with both groups valuing contextual appropriateness and moderation, although older adults adhered more strongly to traditional writing conventions. Taken together, these findings motivate a more user-centred and age-sensitive organization of emoji functions into three broader domains: interpersonal-affective, visual-stylistic, and pragmatic. As a next step, this framework will be applied to a corpus of spontaneously produced WhatsApp conversations among Flemish older adults

(+89,000 messages; +1.3 million tokens; Baert et al., 2026) to examine to what extent older adults exploit the functional range of emoji in everyday interaction, and how their use varies according to sociodemographic variables.

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Immersion beyond selection: six years of L2 French development in Ostbelgien

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In the German-speaking Community of Belgium (Ostbelgien), pupils are schooled in German, a minority language, inside a larger region whose majority language is French. French competence is a precondition for higher education and employment, and the curriculum reflects this. French is compulsory from the first year of primary school, and a legal framework for teaching certain school subjects in French (“immersion”, or CLIL) has existed since 1963, decades before Wallonia (1998) or Flanders (2014), and before CLIL was named. Since 2017, every pupil sits standardized French competence exams (DELFF) against statutory CEFR targets at the end of the primary and secondary education cycles.

Recent large-scale evaluations have made CLIL's effectiveness look fragile. Feddermann, Baumert and Möller (2022), following 448 CLIL and 4,191 non-CLIL pupils across five years, found no additive CLIL effect once selection and preparation were controlled. Goris et al. (2019) report mostly null effects across European longitudinal studies on English CLIL. In Belgium, Van Mensel et al. (2020) identify socioeconomic status as the main predictor of CLIL enrolment. That evidence base, however, concerns almost exclusively English, over one to four years, in volunteer samples whose prior proficiency is reconstructed by matching rather than measured. In comparison, the study closest to our case, Bulté et al. (2022) on French CLIL in Flanders, does find gains.

We analyzed the 2025 DELF results for the entire Ostbelgien cohort ($n = 1,330$) and linked 435 of them individually to the standardized A2 score they obtained six years earlier, at the end of primary school. Scores from different examination levels (A2, B1, B2, C1) were placed on a common scale of 1000 points by linear equating and modeled with mixed-effects regression.

Selection proves real and, here, measurable: pupils in French CLIL entered secondary school 83 points ahead, some 1.4 school years beyond their non-CLIL peers. Yet, even after accounting for that baseline, immersion is still explaining +46 points, about 0.8 of a school year's average progress, with a continuous gain based on dosage. Duration matters more than intensity: years of immersion predict outcomes better than weekly hours.

Prior proficiency six years earlier remains the dominant predictor of end-of-secondary results, consistent with evidence on the stability of early individual differences in instructed L2 contexts (Paradis, 2011). However, gender differences, such as a notable advantage for girls at the end of primary school, are largely erased at the end of schooling. Speaking French at home remains the largest single advantage, yet pupils who do not speak French at home gained more over the six years (+360 against +289 points), closing 39% of the initial gap.

For CLIL research, the study nuances the claim that the CLIL effect is only selection bias. Where selection can be measured rather than inferred, and where the target language both carries societal weight and is not massively learned through out-of-school exposure, the CLIL effect does not disappear. Whether this reflects dosage, language status, or both is a question that requires evidence from languages other than English.

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Entre langue vivante et matière scolaire : regards sur l'apprentissage du néerlandais à Bruxelles

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Il est généralement admis que de nombreux francophones ne développent à l'école que des compétences limitées en néerlandais. Les études tentant d'expliquer ce phénomène ont jusqu'à présent opté pour des approches quantitatives, et ont exploré principalement la dimension affective, en s'interrogeant par exemple sur les liens entre attitudes, motivation, et performance dans la langue cible (e.g. Mettewie, 2015), ou bien encore sur l'influence de l'enseignement en immersion sur celles-ci (De Smet et al, 2023).

Or, ces études quantitatives à grande échelle, bien qu'elles apportent des éclairages importants, ne permettent pas d'étudier la façon dont le néerlandais est abordé au quotidien par les élèves et leurs enseignants, dans les différentes activités d'apprentissage. Afin de réduire ce manque dans la recherche, la présente étude a adopté une démarche ethnographique.

Une période d'observation de quatre mois et demi dans une classe de 5^{ème} année secondaire d'une école de Bruxelles a permis la récolte de données ethnographiques variées. Tout d'abord, les observations et enregistrements des cours de néerlandais ont permis d'attester du comportement des élèves, et de leur façon d'appréhender le néerlandais au quotidien (implication, type de participation, réactions et commentaires spontanés vis-à-vis de cette matière/langue). Les entrevues par groupes avec les élèves et les enseignants ont donné accès à leurs perspectives et leurs expériences, à des informations permettant de contextualiser les observations faites en classe, mais aussi aux discours mobilisés autour du néerlandais. Enfin, la collecte d'une série de documents (consignes d'exercices, évaluations et grilles d'évaluations, photos prises en classe) a complété le corpus de données, en informant notamment sur la façon dont le néerlandais est présenté aux élèves, et sur les attentes et objectifs qui sont mis en avant dans les consignes.

La triangulation de ces données ethnographiques et leur analyse inductive a permis d'ouvrir une piste de réflexion alternative quant au rapport des élèves francophones au néerlandais. Il sera défendu dans la présentation proposée que le néerlandais, bien qu'étant une langue vivante, est appréhendé avant tout comme une matière scolaire par ces élèves. Cela signifie qu'au quotidien, les caractéristiques et attentes du milieu scolaire dominant, menant enseignants et élèves à aborder le néerlandais davantage comme d'autres matières telles que les mathématiques, le français ou le latin, plutôt que comme une langue vivante permettant la communication.

Ce constat conduit, dans un premier temps, à s'interroger sur l'ampleur de ce phénomène, et, dans un second temps, sur les raisons qui amènent un enseignant et ses élèves à aborder une langue moderne d'une manière si déconnectée de sa fonction communicative. Par ailleurs, il soulève des questions relatives au projet pédagogique au sens large, aux objectifs des cours de langues modernes, et aux compétences que les élèves y développent réellement.

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Reconceptualizing Emotional Contagion for Multimodal Social Media Environments: A Scoping Review

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In digital communication research, virality refers to the rapid circulation of content across social media networks (Denisova, 2020). A key driver of virality is the expression of affect and emotion, as emotionally charged content is more likely to be shared and engaged with on social media platforms (Guadagno et al., 2013). This phenomenon is often explained through emotional contagion, the process of individuals sharing emotions expressed by others (Hatfield et al., 1993). Initially conceptualized for face-to-face interaction through mechanisms such as mimicry and feedback (Hatfield et al., 1993), researchers are increasingly examining emotional contagion in computer-mediated communication (CMC). While early studies focused largely on text-based communication (e.g., Cheshin et al., 2011), contemporary social media platforms prompt a shift toward multimodal approaches. Specifically, these involve multimodal content shaped by social media environments, such as memes as viewpoint-driven multimodal constructions (Dancygier & Vandelanotte, 2017), as well as short videos shaped by platform affordances that encourage imitation (Zulli & Zulli, 2022) and content replication (Trillò, 2026).

Despite the rapid growth of research in this area, theoretical development has not progressed at the same pace. Classical theories of emotional contagion emphasize nonverbal cues such as facial expressions, acoustic cues such as prosody and bodily mimicry, through which emotions spread between individuals (Hatfield et al., 1993). These mechanisms are less straightforward in many forms of CMC than in face-to-face interactions, as digital interaction is asynchronous, distributed and mediated across multiple modes. In multimodal online environments, emotional expression is conveyed through combinations of text, audio, and visual formats rather than through direct interpersonal cues. Communication in these environments also frequently serves less to share information and more to maintain connection, a function known as phatic communion (Malinowski, 1923) and increasingly applied to digital connectivity (Varis & Blommaert, 2015). However, research on digital emotional contagion has largely developed along separate lines, with most studies focusing on individual modalities in isolation, from computational textual analysis and network structures (Chen & Liu, 2025) to platform-specific visual and aural imitation (Trillò, 2026), rather than examining how different modes interact within the same communicative act. As a result, existing theories do not fully account for how emotional contagion operates in complex multimodal social media environments.

To address this gap, this article presents a scoping review conducted in accordance with PRISMA-ScR guidelines (Tricco et al., 2018). We searched Web of Science and Scopus in July 2026, covering publications from database inception through July 2026. Drawing on both quantitative and qualitative empirical research, we examine how emotional contagion has been conceptualized and operationalized across social media platforms, modalities, emotions, study designs, outcomes and proposed mechanisms. Based on this empirical literature, we identify conceptual and methodological gaps in current approaches to digital emotional contagion, particularly concerning multimodality, asynchronous interaction, and the role of platform affordances. We discuss how these gaps constrain current understandings of emotional contagion and propose directions for future research that treat emotional transmission as a distributed, iterative, and platform-mediated process.

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Family Configurations and Bilingual Writing skills among Children from Chinese Immigrant Families in French-Speaking Belgium

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Bilingual development among children from immigrant families is shaped by the quantity and distribution of exposure to the majority and heritage languages (De Houwer, 2007; Bedore et al., 2016), and by family language practices and policies (King et al., 2008; Curdt-Christiansen, 2009; Smith-Christmas, 2017). For written language development in particular, these family-level influences interact with the broader home and school literacy environments in which children encounter and use their two languages (Parada, 2013; Kwakkel et al., 2023). Within this broader family environment, however, the relationship between family configuration itself and bilingual written proficiency has received comparatively little attention in quantitative research. This gap is especially notable in research on children from Chinese immigrant backgrounds (Saillard, 2016; Williams & Lowrance-Faulhaber, 2018). This study therefore investigates the extent to which written proficiency in French and Chinese among children from Chinese immigrant families in French-speaking Belgium is associated with family configuration, specifically family type, number of children, birth order, and contact with Chinese-speaking grandparents

The sample comprises 30 children aged 9 to 12 ($M = 10.7$), recruited through weekend Chinese-language schools in Brussels and Liège and enrolled in French schools during the week. Each participant produced two narrative texts recounting a personal trip, one in French and one in Chinese (60 texts total). Proficiency was assessed exclusively through automated indices, with no manual scoring grid. A questionnaire collected family type (mixed Sino-Belgian vs. non-mixed Chinese), number of children, birth order, the mother's dominant language, and frequency of contact with Chinese-speaking grandparents. Handwritten texts were transcribed preserving original lexical and grammatical choices, then analyzed with two automated tools designed to capture multiple dimensions of linguistic complexity: FABRA for French (Wilkens et al., 2022) and CRIE for Chinese (Sung et al., 2016), yielding measures of lexical diversity, sophistication and density, and of syntactic complexity, subordination, coordination, phrasal and morphosyntactic complexity.

Results reveal differentiated, language-specific profiles rather than a uniform effect of family configuration. Family type emerges as the most consistent factor. Children from mixed Sino-Belgian families produce longer, more lexically sophisticated, and syntactically complex French texts, whereas children from non-mixed Chinese families produce richer Chinese texts, characterized by greater use of compound words, fixed expressions, and discourse connectors. Family size relates more strongly to French, with children who have siblings outperforming only children on several measures, while only children show advantages on selected Chinese measures. Contact with Chinese-speaking grandparents is associated with lower values on several French measures but higher values on several Chinese measures, extending previous qualitative findings on the role of grandparents in heritage-language transmission (Ruby, 2012) by highlighting different associations with the two languages. Effects of birth order and maternal language are more limited and measure-specific.

These findings indicate that family configuration does not shape bilingual writing uniformly but relates differentially to lexical and syntactic dimensions in each language, with certain factors producing opposite effects across languages. Combining fine-grained family-language data

with automated multidimensional analysis, this study offers a quantitative account that complements prior qualitative work on family language policy in immigrant contexts.

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Woordklemtoon en prosodische focus in het Nederlands van Franstalige leerders: vergelijking van muzikanten vs. niet-muzikanten

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Een langdurige uitdaging voor Franstalige leerders betreft de verwerving van de prosodie in het Nederlands wegens fundamentele prosodische verschillen tussen beide talen. Het Nederlands kent een woordklemtoon, die niet altijd op dezelfde syllabe valt en die een lexicale eigenschap kan hebben (bv. VOORkomen vs. VoorKOMen; Rietveld & Van Heuven, 2016), en een supra-lexicaal accent, dat een contrastieve of focusfunctie vervult om nieuwe of contrasterende informatie te benadrukken (Rasier & Hiligsmann, 2007; Michaux, et al., 2014). Dit betreft o.a. prosodische focus op het niveau van woordgroepen en zinsaccent op het niveau van zinnen. Het Frans daarentegen hanteert een vast eindaccent aan het einde van woorden en woordgroepen (Di Cristo, 2000) of een brugaccent met een focus op elk woord (Rasier & Hiligsmann, 2007), dat een demarcatieve functie heeft. Franstalige leerders van het Nederlands zijn daardoor vaak geneigd om accentueringspatronen van hun L1 over te nemen, wat leidt tot onverwachte accentplaatsingen in hun L2 (Rasier & Hiligsmann, 2007; Michaux, et al., 2014). Muzikale opleiding blijkt daarnaast een positieve rol te spelen op de verwerving van de prosodie, met name op het vlak van perceptie: studies suggereren immers dat muzikanten prosodische kenmerken beter percipiëren dan niet-muzikanten (Degrave, 2022; Jansen, et al., 2023). De invloed van een muzikale opleiding op de productie van prosodie is echter nog weinig onderzocht, vooral in andere talen dan het Engels of het Frans.

De huidige studie onderzoekt of Franstalige muzikanten Nederlandse woordklemtoon en prosodische focus beter produceren dan niet-muzikanten. Participanten werden eerst gecontroleerd op bepaalde kenmerken (bv. leeftijd, taalniveau, etc.) om vergelijkbare profielen te verzekeren. 18 muzikanten en 18 niet-muzikanten werden opgenomen eerst op woordklemtoon en dan op prosodische focus. Tijdens de **woordklemtoontaak**, gebaseerd op Michaux, et al. (2014), moesten de participanten dertig stimuli (drielettergrepige woorden) produceren in de beginpositie ('X heb ik gezegd') en in de middenpositie ('Ik heb X gezegd') van de zin. Met dit design wordt geanalyseerd of de participanten de plaatsing van hun woordklemtoon aanpassen aan de verschillende posities in de zin. Tijdens de **prosodischefocustaak**, gebaseerd op Rasier & Hiligsmann (2007) en Rasier (2006) werden zeven nominale constituenten ('onbepaald lidwoord + adjectief + substantief') geëliciteerd binnen vier informatiewaardecontexten in een beschrijvingstaak met geometrische vormen die van kleur veranderden. Informatiewaardecontexten geven de nieuws waarde van constituenten binnen de syntactische eenheden weer, namelijk 'nieuwe', 'gegeven' of 'contrasterende' informatie. Deze taak moest tot de accentuering van 'nieuwe' of 'contrasterende' informatie leiden, en niet van 'gegeven' informatie (Rasier & Hiligsmann, 2007; Rasier, 2006). Onder informatie wordt hier verder de geometrische vorm en/of de kleur bedoeld. De opnames werden vervolgens beoordeeld door twee taalkundigen, die voor elke stimulus de positie van de woordklemtoon of de prosodische focus moesten aangeven. Hun percepties werden daarna vergeleken met het verwachte patroon per stimulus.

De studie toont aan dat muzikanten en niet-muzikanten significant van elkaar verschillen op woordklemtoonproductie, waarbij muzikanten de woordklemtoon vaker correct plaatsen dan niet-muzikanten. Bij prosodische focus vonden we echter geen significante verschillen. Dit wijst erop dat de invloed van een muzikale opleiding op prosodieproductie genuanceerder is dan verwacht. Een muzikale opleiding zou dus eerder de productie van de Nederlandse

woordklemtoon bevorderen dan de productie van de prosodische focus op woordgroepen. Deze resultaten zullen worden besproken in het licht van eerdere studies en met inachtneming van de gebruikte methodologie.

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« Wie wil nog Nederlands leren? »
Analyse des taux d'inscription et du profil des élèves de première secondaire
choisissant le néerlandais comme première langue moderne dans les écoles
de la Région wallonne entre 2013 et 2023

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En Belgique francophone, les élèves des écoles de la Région wallonne peuvent choisir les langues modernes qu'ils souhaitent étudier parmi des possibilités données. En première année de l'enseignement secondaire, les langues proposées sont le néerlandais, l'allemand ou l'anglais, que l'élève choisit parmi les cours organisés par son école. Dans ce contexte, la presse relaie régulièrement une diminution globale du nombre d'inscrits dans les cours de néerlandais chez les élèves de première secondaire des écoles de la Région wallonne. Cependant, aucune étude n'a analysé de manière détaillée la perte de vitesse de l'apprentissage du néerlandais dans les écoles de cette région.

Dans notre présentation, nous nous pencherons sur cette situation en posant trois questions principales. Premièrement, quelle est l'ampleur de la diminution du choix du néerlandais en première secondaire en Région wallonne, et comment cette diminution se répartit-elle sur les différentes provinces de la région ? Deuxièmement, en parallèle au choix individuel des élèves, observe-t-on une diminution du nombre d'écoles proposant des cours de néerlandais en première année de l'enseignement secondaire en Région wallonne ? Troisièmement, le néerlandais attire-t-il un profil spécifique d'élèves, en termes de redoublement, de nationalité ou d'indice socio-économique de l'école où l'élève suit sa scolarité ?

Afin de répondre à ces questions, nous nous baserons sur les chiffres relatifs au choix de langue moderne de la population des élèves en première année secondaire dans les écoles de la Région wallonne entre 2013 et 2023 (N = 425 168 élèves), ainsi que sur les données relatives aux établissements scolaires de la Région wallonne sur la même période (N = 4020 établissements).

Les premières analyses montrent une diminution d'environ 13% du nombre d'élèves choisissant le néerlandais en première année secondaire dans les écoles de la région wallonne entre 2013 et 2023. Cette diminution est plus fortement marquée dans les provinces de Namur et du Brabant Wallon et est moins importante dans les provinces de Liège et du Luxembourg, où le taux d'inscription en néerlandais était initialement déjà bas. Ce recul se reflète également dans le nombre d'écoles proposant le néerlandais, même si la chute est moins nette (environ 7%). Concernant le profil des élèves, on observe que le cours de néerlandais attire principalement les élèves de nationalité belge, sans retard scolaire et inscrits dans des écoles à indice socio-économique élevé.

Cette analyse constituera la première étude détaillée de l'attractivité du néerlandais dans les écoles de la Région wallonne. Les résultats seront interprétés en lien avec le contexte politique actuel, marqué par la volonté de la ministre de l'Enseignement de rendre le néerlandais obligatoire dès septembre 2027.

From Spatial to Abstract: Reassessing Localism Through Scandinavian Prepositions

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This project investigates the semantic development of Swedish and Icelandic prepositions from the 13th century to the present. Focus lies on prepositions with originally spatial meanings that have developed abstract uses. These include Swedish *hos* 'by', *för* 'for', *före* 'before', *om* 'about', *av* 'from', and *kring* 'around', alongside the corresponding Icelandic prepositions *hjá*, *fyrir*, *um*, *af*, and *í kringum*. Developments from spatial to abstract meanings are typically taken to support *localism*, according to which spatial meaning forms the conceptual basis for non-spatial meaning (Lyons, 1977, p. 718). This study reassesses to what extent this pattern supports the cognitive primacy of space.

Bortone's (2010) study of Greek prepositional development demonstrates that spatial prepositions frequently become abstract, sometimes losing spatial meaning entirely. New expressions often arise to express the original spatial meaning, resulting in cyclical semantic change. Similarly, Swedish *för*, originally meaning 'in front of', increasingly combined with the adverb *fram(me)* 'forward' to emphasize its spatial meaning, yielding Modern Swedish *framför*. Comparable developments have been documented across languages (cf. Fagard, 2010 on Romance languages and Ganenkova, 2015 on Macedonian) and are expected to apply to the other Swedish and Icelandic prepositions as well. However, no large-scale comparative study has systematically traced these developments or examined the contexts where abstract uses gain ground.

This project addresses this gap through a diachronic corpus analysis of the selected prepositions. The data are divided into five historical periods. For Swedish, these comprise Early (1225–1375) and Late Old Swedish (1376–1526), Early (1527–1732) and Late Modern Swedish (1733–1900), and Contemporary Swedish (1901–) (Wessén, 1956). For Icelandic, a roughly comparable century-based division is used, grouping the 12th–13th, 14th–15th, 16th–17th, 18th–19th, and 20th–21st centuries. Up to 1,000 occurrences are collected per preposition and period. To ensure genre-consistency, only *letters*, *law*, *religious*, and *profane texts* are included, as these are well represented in both historical and modern corpora. Each occurrence is annotated as *spatial*, *overlapping*, or *abstract* and additionally assigned a context-specific semantic role, based on SNACS (Schneider et al., 2018). Preposition-specific roles are added where necessary.

Preliminary results for Swedish *hos* show a shift from predominantly spatial to increasingly abstract uses. In the 13th, 14th, and 15th centuries, respectively 91.7%, 95.8%, and 88.6% of occurrences were spatial, compared to 52.2% in the 16th and 67% in the 17th centuries. By the 18th century, nearly half of attestations are abstract (45.6%), while 23.6% are overlapping and only 30.8% are spatial.

This suggests that abstract uses of *hos* have gradually become dominant, whereas spatial uses declined. The other prepositions may show similar developments. However, these findings raise the question of why the spatial meaning of *hos*, which according to synchronic localism constitutes the conceptual basis for abstract uses, becomes increasingly less salient. By investigating these mechanisms in more detail, this project contributes both to the diachronic study of Scandinavian prepositions and to deeper understanding of the relationship between semantic change and conceptual structure.

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Tussen immersie en effectiviteit: een meta-analyse over virtual reality in tweedetaalverwerving

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In het digitale tijdperk krijgen nieuwe technologieën zoals AI een steeds grotere rol in het onderwijs. Dit maakt het waardevol om ook de meerwaarde van bestaande tools zoals virtual reality (VR) voor taalonderwijs te herevalueren. Als vorm van belichaamd (embodied) leren, waarbij cognitieve verwerking wordt gecombineerd met sensomotorische interactie, biedt VR unieke mogelijkheden voor tweedetaalverwerving (Shapiro, 2019). Ondanks de groeiende interesse in deze tool blijven bevindingen inconsistent en is het onduidelijk onder welke omstandigheden VR het meest effectief is (Dhimolea et al., 2022). Eerdere meta-analyses (Wang et al., 2019; Chen, Wang et al., 2022; Chen, Dai et al., 2022; Yu & Xu, 2022; Merchant et al., 2014) tonen weliswaar consistent positieve effecten van VR op (taal)leren, maar kampen met zeer hoge heterogeniteit (I^2 tussen 74% en 92%) en behandelen meerdere effectgroottes uit eenzelfde studie doorgaans als onafhankelijk van elkaar, wat de gepoolde effectschatting kan vertekenen.

Deze studie beoogt drie doelen: (1) het algemene effect van VR-interventies op tweedetaalverwerving in kaart brengen, (2) nagaan in welke mate methodologische kenmerken (o.a. onderzoeksdesign, interventieduur) dit effect modereren, en (3) nagaan in welke mate didactische ontwerpkenmerken (narratieve inbedding, curriculaire integratie, immersiegraad, contact met non-player characters) dit effect modereren.

Voor de studiesselectie werden de PRISMA 2020-richtlijnen gevolgd. Een zoekstrategie werd toegepast in Web of Science en Scopus, aangevuld met een voorwaartse en achterwaartse citatiezoektocht om het corpus te vervolledigen. De screening gebeurde onafhankelijk door twee onderzoekers in twee rondes: titel- en abstractscreening (Cohen's kappa = 0,72) en volledige-tekstscrening (Cohen's kappa = 0,83), op basis van inclusiecriteria zoals publicatiejaar (2015-2025), publicatietaal (Engels), aanwezigheid van kwantitatieve resultaten, en (quasi-)experimenteel design. Dit resulteerde in een finaal corpus van 30 studies ($N = 1.597$ deelnemers, $k = 64$ effectgroottes). Via een multilevel meta-analyse waarin de afhankelijkheid tussen effectgroottes en variatie tussen studies expliciet wordt gemodelleerd (metafor-package in R; Viechtbauer, 2010), werd een algemeen positief effect van VR op L2-leeruitkomsten vastgesteld ($g = 0,77$, $p < ,001$), met aanzienlijke heterogeniteit tussen studies ($Q(63) = 363,35$, $p < ,001$).

Moderatoranalyses tonen aan dat productieve vaardigheden (spreken, schrijven) significant minder profiteren van VR dan woordenschatverwerving ($g = -0,85$, $p = 0,05$), terwijl receptieve vaardigheden niet significant verschillen van woordenschat. Daarnaast wijzen de resultaten op een marginaal negatief effect van high-immersion VR ($g = -0,71$, $p = 0,083$) en een marginaal positief effect van curriculaire integratie ($g = 0,57$, $p = 0,085$). Narratieve structuur en contact met non-player characters modereerden het effect niet significant.

Deze bevindingen tonen aan dat VR geen uniforme impact heeft op tweedetaalverwerving: leerresultaten hangen sterk af van specifieke ontwerpkeuzes en leerdoelen, eerder dan van technologische intensiteit op zich. De studie benadrukt daarom het belang van een meer gerichte en theoriegedreven inzet van VR in taalonderwijs. Het onderzoeksveld moet zich minder de vraag stellen óf VR werkt, en meer hoe specifieke VR-affordances pedagogisch kunnen worden georkestreerd voor concrete taaldoelen.

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Phraseological dynamics in semantic shift

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The idea that the lexical meaning of a word is tied to its phraseological profile has been well-established (Sinclair 1996, Paquot 2015). These phraseological patterns have recently received considerable scrutiny, especially thanks to corpus linguistics tools that allow these patterns to be automatically extracted (Kraif et al. 2025). Phraseological patterns can, for instance, be exploited to contrast close synonyms (e.g., *persuader* and *convaincre*, Gledhill 1995). In this presentation, we aim to retrace how the semantic shift undergone by a lexeme translates into a renewal of its phraseological associations (see Llavata 2024 for another phraseological approach to diachrony-related issues).

We illustrate this idea with the French *courage*, which has undergone, since the twelfth century, a considerable meaning shift. In Old French, *courage* is highly polysemous, referring both to the location of one's feelings (with phrasemes like *en son courage*, literally 'in one's courage', or *dire son courage*, 'speak one's heart') and to a specific quality that can take a variety of values: one can be *mauvais de courage* ('of a vile heart') or host guests *de bon courage* ('with a good heart'). In present-day French, *courage* is more of a resource that can be lost or given, refilled or depleted, enabling one to act in the face of a challenge or a peril. One can *avoir le courage de Vinf* ('to have the courage to Vinf'), *perdre courage* ('lose heart'), *rassembler son courage* ('rally up one's courage'), *redonner du courage* ('to give one's courage back').

Practically, I first extract from the Frantext database (ATILF 1998-2026) the frequency profiles of a (qualitatively) selected set of phraseological patterns involving courage, accounting for the different spellings listed in the Dictionnaire du Moyen Français (DMF 2023). By detecting when the frequency shares of these patterns vary the most, I can pinpoint the semantic shift in the course of the 16th century. This semantic shift is associated with a wide diversification of phraseological patterns, and both the declining phrasemes (led by *en mon courage*) and the arising ones (dominated by *avoir du courage*) coexist at this time, while no phraseme accounts for the bulk of the token count. Moreover, the token frequency reaches a peak at that time, highlighting this period as a pivotal one for the use of *courage*. The transition is thus characterized by an increase in combinatorial possibilities.

This study illustrates how essential the lexico-grammatical patterns are to understand the dynamics of change of a lexeme's use. Even though our method would be better supported by an automated, and therefore reproducible, extraction of the relevant phrasemes, this study is meant as a proof of concept that we can identify key transitions in the use of a lexeme through the analysis of the different phrasemes' collective dynamics. This method would thus complement the distributional semantics' take on the matter (Hu et al. 2019), which relies on a token-based embedding representation that exploits the entirety of the lexical and syntactic context that is better automated than the method we outline here, but also less controllable.

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Enough is enough!

The amount of phonetic information determines the need for secondary cues

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This study addresses the question of whether phonological contrasts are determined by the amount of available phonetic information through the analysis of intrinsic vowel pitch (IF0) in front and back vowels. IF0 refers to the phenomenon whereby high vowels like /i/ and /u/ are produced with a higher fundamental frequency than low vowels such as /a/ and /ɑ/. Two main theories have been proposed to explain IF0. First, IF0 may be a by-product of speech production mechanisms, whereby the articulation of high vowels increases laryngeal tension, which in turn raises the fundamental frequency (Whalen & Levitt, 1995). An alternative explanation is that IF0 serves as an active perceptual cue that facilitates the distinction between vowel categories (Kingston & Diehl, 1994; Peterson & Barney, 1952). Many studies report that the IF0 effect is larger in back vowels than in front vowels (i.a. Genette et al., 2026). However, the reason for this remains unclear.

According to the perceptual hypothesis, if IF0 serves to maximize perceptual distinctiveness, it is expected to be activated when other cues fail to provide sufficient information, but not when phonological contrasts are already clearly signaled. Specifically, front vowels typically span a wider range of F2 values across height categories. This may provide sufficient information to distinguish phonological height contrasts for front vowels. In contrast, back vowels show smaller and less consistent F2 variation across height categories. If phonological systems aim to optimize perceptual distinctiveness, IF0 is expected to play a more important role in back vowels. As such, the larger IF0 effect observed in back vowels may be attributed to the lower informativeness of F2, in contrast to front vowels. If true, this could explain the observed asymmetry.

To test this hypothesis, the Peterson and Barney (1952) dataset was analyzed. Random Forest (RF) classifiers were built separately for front and back vowels to predict phonological vowel height. RFs are a machine-learning method for classifying multidimensional data that provide estimates of the relative importance of predictor variables. The predictors tested were F0, F1, F2, F3, and speaker ID.

As expected, F1 was the strongest predictor of vowel height, followed by F2 for both front and back vowels, while F0 was a weaker predictor. Additional models were constructed excluding F1 to assess the extent to which F2 and F0 contribute without the primary cue. The results show that when F1 was removed, F2 was much more informative than F0 for front vowels, whereas F2 and F0 had similar levels of importance for back vowels. This indicates that, relative to F2, F0 gave more information about phonological vowel height in back vowels. Similarly, when F2 was removed, F0 was more important for back vowels than for front vowels.

In conclusion, this study investigated asymmetries in IF0 between front and back vowels. In accordance with the perceptual hypothesis, the results show that F2 is more informative for front than for back vowels and that F0 compensates for this in back vowels. This explains the difference in IF0 between front and back vowels.

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Entre mignonnerie et séduction : la voix enfantine comme pratique sociophonétique

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Cette communication s'intéresse à la voix enfantine comme pratique sociophonétique et à son rôle dans les interactions de séduction chez des locuteur·rice·s francophones. La littérature décrit généralement la séduction vocale comme reposant sur un abaissement de la fréquence fondamentale (F0), interprété comme un marqueur de confiance et d'assertivité (Arnold, 2018). Or, dans notre étude récente (Lee et al., sous révision), nous avons observé que si de nombreux locuteurs et locutrices abaissent effectivement leur registre en contexte de séduction, d'autres, en particulier certaines femmes, mobilisent une voix plus aigüe, mélodique, et décrite comme « mignonne ». Ces observations invitent à envisager la séduction vocale non comme un ensemble de traits acoustiques figés, mais comme une pratique phonostylistique flexible, façonnée par des normes de genre et des attentes interactionnelles locales. Elles conduisent également à interroger la manière dont des qualités vocales associées à la mignonnerie sont mobilisées dans certaines pratiques de séduction.

Caractérisée par une voix plus aigüe et mélodique, la voix enfantine est généralement associée à des représentations d'innocence, de douceur ou de vulnérabilité (Yueh, 2012). Si cette dimension a été peu étudiée comme objet de recherche dans les contextes francophones, elle apparaît néanmoins dans des descriptions de la *voix coquette* (Fónagy, 1983) et de la *voix de charme* (Léon, 1993) des années 1980 et 1990. Celles-ci mettent notamment en jeu des caractéristiques vocales de « la voix de petite fille ». Cette perspective fait écho à des phénomènes décrits dans d'autres aires culturelles, notamment taiwanaises (le *sajiao*) et japonaises (l'*amae*) (Lee et al., 2025 ; Jang, 2021), où ce type de voix constitue une ressource interactionnelle permettant de négocier la distance relationnelle ou d'influencer l'interlocuteur ou l'interlocutrice.

L'analyse repose sur un corpus de productions vocales recueillies auprès de 57 francophones, invité·es à mobiliser différents registres vocaux (neutre, amical, ironique, séducteur et enfantin) dans une tâche d'élicitation. Les productions font l'objet d'analyses acoustiques portant notamment sur la moyenne et la plage de variation de la F0, le débit et la durée syllabique. Ces données quantitatives ont été articulées avec des données qualitatives issues d'entretiens semi-directifs portant sur les représentations et usages de la voix enfantine et de séduction.

Les résultats montrent que la voix enfantine est mobilisée dans des contextes variés : amicaux ou amoureux, et par des personnes de profils divers (genre et l'orientation sexuelle). Elle est notamment décrite comme un moyen de paraître « mignon », de désamorcer des tensions ou de renforcer une forme de proximité interactionnelle.

Ces observations suggèrent que la voix enfantine ne constitue pas un phénomène marginal, mais s'inscrit également dans le répertoire des stratégies de négociation et de séduction. Ce style vocal propose une modalité alternative, reposant non sur l'assertivité ou l'autorité, mais sur la vulnérabilité et l'expression d'affection. Les cadres de la performativité du genre (Butler, 1999) et de l'indexicalité (Eckert, 2008) permettent d'interroger la manière dont ces traits vocaux acquièrent différentes significations sociales dans l'interaction, de la féminité et de la mignonnerie à la douceur et à la politesse.

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Evidentials as strategic communicative devices in institutional dialogues in finance

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This paper investigates the strategic use of evidential expressions in earnings conference calls (ECCs) – a key genre of institutional financial communication in which listed companies' managers present results and financial analysts pose questions (Crawford Camiciottoli, 2010). Drawing on a corpus-based study of 16 ECCs held by four publicly listed companies across the financial year 2021, it examines how managers and analysts deploy evidentials to pursue their respective institutional goals in interaction.

Evidentials are linguistic markers encoding the source of knowledge and, to varying degrees, the speaker's certainty degree. Beside signaling the information source, evidentials operate as interactional resources through which speakers negotiate epistemic status and manage accountability (Fox, 2001; Mushin, 2001; 2013; Boye, 2012; Nuckolls and Micheal, 2014; Grzech, 2021; Carretero et al., 2022). ECCs offer a particularly revealing site for studying such dynamics: managers as corporate insiders hold privileged access to company information, while analysts are expert outsiders who must acquire relevant information to perform their evaluations (Healy and Palepu, 2001). This structural *informational asymmetry* generates an asymmetric epistemic landscape in which the strategic value of evidential choices is especially salient.

The study adopts a mixed-method approach, combining quantitative corpus analysis of evidential distribution with qualitative discourse analysis. I carried out an annotation based on a genre-tailored coding scheme and taxonomy of *epistential frames* – drawing on the notion of *epistentiality* introduced by Faller (2002) – to capture expressions and constructions that carry either an evidential or an epistemic modal function, or both at the same time.

The annotation identified 2,369 tokens realizing 145 distinct lemmas, with a specialized repertoire of genre-specific evidential expressions not retrievable through standard lexicographic approaches. At the corpus level, *subjective* and *inferential* evidentials are the most frequent categories, reflecting the prospective and evaluative orientation of ECCs, in which participants routinely engage in forecasting and interpreting signals.

Most strikingly, evidential type and speaker role are found to be systematically correlated. Managers rely predominantly on *direct* and *subjective* evidentials to construct an image of privileged insider access while simultaneously hedging forward-looking statements to manage credibility and legal liability. Analysts, by contrast, display a marked preference for *hearsay* and, to a lesser degree, *inferential* evidentials. Through hearsay evidentiality, analysts ground their questions in prior managerial discourse or publicly available information, thereby legitimizing their epistemic right to ask while simultaneously constructing a professional identity as knowledgeable intermediaries.

These complementary evidential profiles constitute what the paper terms analysts' and managers' *evidential strategies*: systematic, institutionally shaped patterns of evidentials oriented toward the participants' epistemic roles and interactional objectives. The findings contribute to research on evidentiality and institutional discourse and suggest that evidentials are not merely epistemic markers but active instruments of interactional positioning in high-stakes professional communication.

Beyond the ECCs genre, the study offers transferable resources for the investigation of evidentiality and knowledge management in other professional and institutional contexts: a dictionary of evidential expressions can inform corpus-based approaches in comparable

genres, and a set of qualitative insights into the interactional functions and strategic dimensions of evidential choice may guide analysis across a wider range of settings.

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From misaligned to shared starting points: an argumentative study of emergent common ground related to *agentivity* in online interactions about sustainability

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This research project investigates how argumentative misalignments related to the level of *agentivity*, that is, the degree to which a certain social actor is linguistically identified as the agent responsible of a situation (De Cock & Michaud Maturana, 2018), are treated in online interactions about sustainability. In argumentation studies, previous research has shown that public controversies surrounding sustainability topics often remain at an impasse due to the presence of discrepancies in the common ground of the parties involved (Greco & De Cock, 2021; Lewiński & Aakhus, 2022; Mercuri, 2025). From an argumentative perspective, these discrepancies represent *misalignments* in the material starting points (facts and values) which are supposed to be shared in the discussion (Greco & De Cock, 2021). While previous studies have analyzed different kinds of argumentative misalignments in sustainability debates (Greco & De Cock, 2021; Mercuri, 2025; 2026), these contributions have not investigated how misalignments related to agentivity are treated and possibly solved by communication participants. Moreover, existing argumentation research has focused on the establishment of common ground in contexts of spoken interpersonal interactions (Bigi, 2018; Greco, 2011; Kleschatzky & Hannken-Illjes, 2025), whereas the establishment of common ground in online written multi-party discussions is yet to be investigated. Therefore, the novelty of this project lies in adopting a dynamic approach to the study of emergent common ground related to attributions of agentivity in online written multi-party discussions about sustainability.

Drawing on studies adopting a dynamic approach to the establishment of common ground (Bigi, 2018; Kecskés & Zhang, 2009; 2013; Kleschatzky & Hannken-Illjes, 2025) and on research on argumentative misalignments (Greco & De Cock, 2021; Mercuri, 2025; 2026), this project combines argumentation with discourse analysis related to the linguistic representation of agentivity to accomplish two main objectives. The first objective is to discover how argumentative misalignments related to agentivity are treated by participants in online interactions about sustainability. The second objective is to determine whether new common ground about attributions of agentivity emerges as a result of the interaction.

To achieve these objectives, this project analyses a 200,000 words corpus of Reddit threads in English discussing sustainability topics following three methodological steps. First, the linguistic analysis of agentivity of the social actors represented in the corpus will be conducted, following De Cock and Michaud Maturana (2018). Then, the misalignments related to agentivity will be identified. Lastly, an argumentative analysis of the interactions containing the misalignments will be performed, in order to assess how potential shifts in the attribution of agentivity are justified.

Empirical results are expected to reveal to what extent misalignments related to agentivity are made explicit, discussed and resolved by interaction participants in discussions over sustainability. At the theoretical level, the project will develop a new understanding of the dynamic negotiation of common ground in online multi-party interactions. It will also provide a systematic method based on argumentation to analyse how attributions of agentivity are interactionally negotiated in online written discussions, which is relevant for studies in linguistics, discourse analysis and argumentation.

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The role of base polysemy in the formation of verbal multiplets in Medieval Greek

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Multiplets are clusters of lexemes derived from the same base but differing in derivational patterns, e.g., *exclusivity* & *exclusiveness* (cf. Fradin, 2019, p. 68; Szymanek, 2005, p. 441). Although nominal multiplets have been extensively studied, research on verbal multiplets (henceforth VMs) remains limited (cf. Bauer et al. 2008; Debouzie 2024; Efthymiou & Koutsoukos 2024, 2025; Fernández-Alcaina 2021; Koutsoukos & Efthymiou 2021; Plag 1999).

Research has mainly examined: (a) the competition between the derivational patterns, associated with productivity, polyfunctionality, and formal/semantic constraints (cf. Arndt-Lappe 2014; Fernández-Alcaina 2021; Fradin 2019), (b) the resolution of competition (cf. Aronoff 2019; Marchand 1969; Nagano 2022), (c) the degree of semantic overlap (full, partial, no) between members (cf. Efthymiou & Koutsoukos 2024, 2025; Koutsoukos & Efthymiou 2021). These approaches assume that semantic differentiation develops either diachronically or as a result of the semantic properties and distributional niches of the competing patterns. Melloni (2007), however, shifts the focus to the derivational base, showing that members may instantiate different meanings from the same base, e.g., *trattazione*_{NOUN} ‘investigation’ & *trattamento*_{NOUN} ‘treatment’ < *trattare*_{VERB} ‘a. (to) investigate, b. (to) treat’.

Building on this perspective, the present study examines VMs in Medieval Greek (Med. Greek, 12th - 17th c.), focusing not on competing patterns, but on: (a) whether different meanings of a nominal base yield distinct verbal formations, and (b) the degree of semantic overlap among them.

The data were extracted from both the *Dictionary of Medieval Greek Vernacular Texts 1100-1669* by E. Kriaras and the *Thesaurus Linguae Graecae* (TLG) corpus. This period presents methodological challenges, such as its long-time span, geographical variation, and the coexistence of vernacular and high-register varieties (cf. Holton & Manolessou 2010; Holton et al. 2019). To address these, the study adopts the standard division into Late Medieval (12th–15th c.) and Early Modern Greek (16th–17th c.), defining multiplets as clusters attested within the same subperiod. Verbs are analyzed as morphological features that spread across different regions (cf. Holton et al., 2019, p. xxix), and the dataset is restricted to vernacular texts.

The dataset includes 153 VMs, 116 of which are derived from polysemous bases. Each verb was annotated with both linguistic and extralinguistic information. In 46.5% of the cases (54 VMs), the base polysemy is related to the formation of VMs. Two groups emerge.

Group A (15 cases): Different meanings of the polysemous base combine with different verb-forming patterns, yielding verbs with completely different meanings (cf. example 1).

(1) **κερατ-ίζ(ω)**_{VERB} [ceratízo] ‘(to) butt with horns’ & **κερατ-ών(ω)**_{VERB} [ceratóno] ‘(to) cheat’ < **κέρατο**_{NOUN} [cérato] ‘a. horn, b. cheating’

Group B (39 cases): Multiple patterns combine with the same meaning, but one also combines with an additional, different meaning (partial semantic overlap) (cf. example 2).

(2) **ξομπλ-ίζω**_{VERB} [ksoblízo] ‘(to) decorate’ & **ξομπλ-ιάζω**_{VERB} [ksobljázo] ‘a. (to) decorate, b. (to) follow an example’ < **ξόμπλι**_{NOUN} [ksóbli] ‘a. ornament, b. example/model’

These findings highlight the importance of base polysemy in the emergence of VMs and challenge accounts that attribute semantic differentiation solely to diachronic processes or to the semantics of derivational patterns (see Bagasheva et al., 2024; Rainer et al., 2019, and the papers therein).

Acknowledgments

This research was supported by Grant (MIS/Project code.: 83980) from the Research Committee of the University of Patras via “C. CARATHEODORI” program.

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Non-aspectual Uses of the Japanese Auxiliary Expression *-teiru*: A Case of *na-tteiru* Sentences

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Several studies have reported that linguistic forms generally regarded as aspectual expressions can develop meanings beyond aspect in languages such as English and Dutch (cf. De Wit, 2017; Anthonissen et al., 2019, etc.). As one case related to this issue, this paper examines a phenomenon in which the Japanese change-of-state verb *naru* ‘become’ combines with the auxiliary expression *-teiru* and expresses a special meaning.

The Japanese auxiliary expression *-teiru* follows various verbs and expresses different meanings depending on the semantic type of the verb, including progressive, perfect, resultative, and experiential. For this reason, *-teiru* has traditionally been treated as a marker of grammatical aspect. However, this view is questionable because *-teiru* can be associated with different aspectual interpretations within one sentence, as in (1).

(1) *Tarō wa fur hashi-tteiru.*

Tarō TOP full marathon ACC run-TEIRU

‘Tarō is running a full marathon. (progressive) / Tarō has run a full marathon. (perfect)’

Furthermore, *-teiru* has uses in which it does not express any aspectual meaning. Particularly interesting are expressions in which *-teiru* combines with *naru* in the form of *na-tteiru* and describes an attribute of an object, as in (2).

(2) a. *Chiisai kodomo-muke no hon wa, kado ga maruku na-tteiru.*

small child-for GEN book TOP corner NOM round
become-TEIRU

‘Picture books for small children have rounded corners.’

b. *Kono nōto-pasokon wa, kyōtai ga odoroku hodo usuku na-tteiru.*

this laptop.PC TOP body NOM surprise
degree thin become-TEIRU

‘This laptop has a surprisingly thin body.’

Typically, *na-tteiru* sentences describe the result of an actual change or an ongoing change, as in (3).

(3) a. *Ringo no mi ga sukkari akaku na-tteiru.*

apple GEN fruit NOM completely red become-TEIRU

‘The apples have completely turned red.’ (resultative)

b. *Ringo no mi ga hinihini akaku na-tteiru.*

apple GEN fruit NOM day.by.day red become-TEIRU

‘The apples are becoming redder day by day.’ (progressive)

Contrary to this, the expressions in (2) do not describe an actual change, but they simply describe an attribute or state of an object. Noticeable point is that they indicate the object has a characteristic feature different from what is normally expected, suggesting some degree of unexpectedness or peculiarity.

This paper theoretically explores the semantic formation of such *na-tteiru* sentences based on insights from cognitive linguistics and Japanese linguistics (cf. Matsumoto, 1996; Sweetser, 1996; Langacker, 2008; Masuoka 2021). It proposes that they describe a difference between the observed object and its expected or normal state as a subjectively construed change, which is presented as observed at the time of speaking. Based on this, referring to Sadanobu’s (2006) proposal that *-teiru* can function as an evidential expression, the paper argues that *-teiru* in such *na-tteiru* sentences can be understood as an evidential marker, presenting information as observed at the time of speaking. This discussion provides a basis for reconsidering the meaning of a form traditionally treated as a marker of grammatical aspect from a perspective beyond aspect.

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A cross-linguistic analysis of humour in hotel responses to guests in Dutch, English, French and German

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Cross-linguistic research has demonstrated that webcare (i.e. the practice of publicly responding to online customer reviews) varies considerably across languages and cultures (Cenni & Goethals, 2017; Morrow & Yamanouchi, 2020; Van Herck & Vangehuchten, 2024). However, the precise nature and scope of this variation remain underexplored, particularly with respect to the communicative strategies employed by service providers in multilingual and multicultural contexts. As webcare shapes customer perceptions, a systematic account of this cross-linguistic variation is of direct relevance to the tourism industry and to research on digital tourism discourse (e.g. Mariottini & Hernández Toribio, 2017).

One communicative dimension that has received comparatively little attention is the use of humour in webcare responses. This gap is notable for several reasons. First, humour is well-documented as being subject to considerable cultural and linguistic variability: both what is perceived as funny and the linguistic means by which humour is realized are shaped by cultural norms and language-specific resources (Ruiz-Gurillo, 2016; Alaman & Rueda, 2016; Carabajal-Carrera, 2025). Second, cultural and pragmatic factors play a determining role in how far humorous responses are considered appropriate in professional and commercial contexts (Murata, 2014). Third, humour produced in digital environments may exhibit distinct characteristics relative to face-to-face interaction (Vasquez, 2019). Fourth, the differential effects of humorous responses on the original reviewer versus broader audiences of bystander readers have yet to be systematically examined.

Finally, while recent work has investigated humour detection algorithms in reviews, thus focusing on the consumer's perspective (Liu, Chi & Sun, 2024), the deployment of humour by service providers remains largely unexplored. I address two central questions: (1) to what extent does humour occur in hotel responses to guests across different languages and (2) how does it vary in terms of forms it takes (e.g. understatement, sarcasm, rhetorical questions) and pragmatic functions it performs (e.g. softening criticism, saving face, conflict management)?

This paper presents a cross-linguistic analysis of humorous responses to hotel guest reviews in Dutch, English, French, and German. Drawing on a large corpus of 36,000 interactions collected from Booking.com between December 2019 and December 2022, I selected a random sample of 100 review–response interactions balanced across 20 hotels per city. The data were collected prior to the widespread adoption of generative AI and consist exclusively of authentic L1 interactions between domestic guests and webcare employees from hotels located in Amsterdam, London, Paris, and Berlin. By adopting a mixed-method approach, I first examine the distribution and frequency of humorous responses across languages (i.e. quantitative content analysis). Subsequently, through qualitative discourse analysis, I assess the variation in humour types and pragmatic functions employed within each language. Preliminary results indicate that humorous responses are distributed unevenly across the four languages, with German showing the highest frequency of humour in responses. Cross-linguistic differences are also observed in the types of humour deployed. The study aims to shed light on the culturally and linguistically situated nature of humour in professional digital

discourse, with implications for the development of cross-culturally sensitive communication practices in the hospitality sector.

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Crossing into French? Language Attitudes and Classroom Practices in a Dutch-Medium School in Brussels.

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This presentation discusses how students and teachers in a Dutch-medium secondary school in Brussels engage with French, focusing on how language attitudes emerge through classroom practices centered on a language that, culturally and socio-historically, belongs to the ‘other’ community in Belgium. Through sociolinguistic ethnographic research, it explores how language classes are shaped by tensions between institutional regulations and everyday linguistic diversity and how these dynamics influence language attitudes, in order to observe how teachers and learners observably deal with the learning of a language that is often considered difficult and unattractive (Mettewie, 2015, pp. 35, 38-39).

This presentation draws on fieldwork conducted from January to May 2026 in a Dutch-medium secondary school in Brussels, averaging three observation days per week. The research focused primarily on one fifth-year class in general secondary education, occasionally including observations in another fifth-year class to compare practices. The study combines participant observation, interviews (8 hours), and classroom recordings (>30 hours) in both French and English L2 class to examine how official language-education policies are interpreted and enacted and influence students’ use of the language.

My research shows, firstly, that French appeared to be more policed and sanctioned than English, suggesting a trace of the historical language conflict. Secondly, students’ engagement with French was extremely heterogeneous, partly because of the L1 Francophone students. Some students with French as an L1 completed exercises easily, disengaged from tasks they found unchallenging, or contested classroom norms. Some Dutch L1 students avoided speaking French despite reporting positive attitudes or motivation, while others used French outside school but still struggled with or resisted textbook exercises. Students regarded as “well-behaved” generally participated as expected. Variation within linguistic groups therefore shows that observable participation cannot be reduced to a single, stable language attitude.

Although French-speaking classmates and Brussels’ French-speaking environment created substantial opportunities for authentic communication (cf. recommendations by CEFR; Burcea, 2021), my research reveals that these are rarely incorporated into classroom activities. A learning environment rich in opportunities for authentic communication therefore did not automatically produce greater participation or opportunities to develop proficiency. Learners’ and teachers’ dealings with French were instead marked by ambivalence.

As research in other contexts shaped by historical (linguistic) conflict suggests, language education cannot be understood as a neutral pedagogical activity and its tensions cannot simply be resolved by teachers. Even after conflicts are officially resolved, languages may still carry associations with political conflict, identity and unequal social legitimacy, which influences how they are taught in the classroom (Hambye & Richards 2012; Charalambous et al., 2017; Charalambous 2019, Rampton et al., 2019; Jaspers, 2024). Furthermore, teachers must navigate heterogeneous proficiency levels and relationships to the target language due to various levels of engagement with it (Svensson, 2017). Understanding how these tensions emerge in everyday classroom practice is essential for informing language-education policy. For many Dutch-speaking students, French remained a socially marked “other” language rather than an ordinary part of the classroom’s multilingual repertoire.

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Définir l'événement biographique : enjeux et typologie pour l'extraction d'événements

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Ce projet s'inscrit dans le cadre d'un projet visant à concevoir un moteur de recherche biographique dédié à la Biographie nationale¹, un recueil de notices consacré à des personnalités belges, jusqu'ici publiée aux formats papier et PDF par l'Académie royale des sciences, des lettres et des beaux-arts de Belgique. Afin de dépasser une représentation linéaire de la biographie, notre moteur ambitionne d'identifier, d'extraire et de structurer des informations telles que les événements afin d'enrichir le processus de recherche et de permettre de lier les biographies entre elles.

L'extraction d'événements constitue une tâche majeure du traitement automatique du langage naturel et bénéficie d'une littérature abondante (Xiang and Wang, 2019 ; Liu et al., 2021 ; Li et al., 2022). Des initiatives telles que le programme de recherche *Automatic Content Extraction* (ACE) (Doddington et al., 2004) ont notamment contribué à populariser une définition générale de l'événement largement reprise dans la littérature (Kim et al., 2008 ; Yang et al., 2018 ; Li et al., 2020). Dans ce cadre, un événement est généralement défini comme une *occurrence spécifique située dans un espace et un temps donnés, impliquant un ou plusieurs participants et caractérisée par un changement d'état* (Xiang and Wang, 2019).

Cette définition pose toutefois question lorsqu'elle est appliquée au domaine biographique. En effet, chaque fait relatant la trajectoire personnelle d'un individu peut être considéré comme un événement biographique. Par exemple, des phrases telles que "*En 1872, il étudie le droit à Louvain*", "*Entre 1880 et 1885, il enseigne à l'université de Gand*" ou encore "*En 1890, il s'installe à Bruxelles*" peuvent toutes être considérées comme des événements. Ces exemples illustrent la diversité des occurrences susceptibles d'être qualifiées d'événements dans les biographies, allant d'actions ponctuelles à des fonctions exercées sur une longue période. Or, l'objectif de l'extraction d'informations est d'identifier des informations pertinentes et saillantes. La question se pose donc de la pertinence, de la granularité et de la catégorisation de ces événements à extraire dans le contexte biographique.

Dans cette présentation, nous examinons la complexité de la notion d'événement biographique en tenant compte des spécificités du genre et en nous appuyant sur plusieurs classifications existantes (Conway, 2010 ; Davis et Galbraith, 2004 ; Soares et al., 2011). Nous proposons ensuite une typologie comprenant huit catégories principales : vie personnelle, travail, production, guerre, religion, réputation, activités extra-professionnelles et éducation. Subdivisées en différents sous-types, ces catégories permettent de rendre compte d'un large éventail d'événements présents dans la *Biographie nationale*.

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Popular views of the proverb – Mieder (1985) revisited

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For his paper “Popular views of the proverb” (1985), Wolfgang Mieder asked 55 English-speaking informants for a definition of the word ‘proverb’. As the shortest common denominator, Mieder (p. 119) proposes “A proverb is a short sentence of wisdom.” At the same time, he also notes that the informants’ views do not necessarily correspond to how proverbs are usually defined in linguistics. For instance, not all informants mention that a proverb has to be a full sentence (or sentence-like unit), while several informants assume that a proverb by definition has to be figurative.

Mieder’s analysis is by now over 40 years old. Furthermore, it is restricted to English and Mieder only gives a rather vague description of his group of informants as “various people” (p. 111). In this talk, we will present two studies which together constitute an extended replication of Mieder’s study with German-speaking informants. For the first study, the informants filled out a questionnaire in which they had to give a spontaneous definition of the word ‘proverb’ and provide five examples. Additionally, they were asked to judge for six features whether they are necessary for an expression to count as a proverb (consists of an entire sentence, triggers a mental image, has a figurative reading, mentions worldly wisdom, contains rhyme, has existed for several generations). In the second study, they rated eight expressions (ranging from highly prototypical to rather unprototypical proverbs) for how well they represent their understanding of what counts as a proverb.

What our studies have in common is that the informants are distributed evenly over four groups with different degrees of education (without college/university education, with college/university education without language as a core area, with college/university education with language as a core area, and professional linguists – 30 per group for the first study, thus far 20 per group for the second study). Our talk will focus on comparing the results of the four groups.

The results of our studies are in line with Mieder’s observations in that for all four groups, the prototype of the category ‘proverb’ is centered around three main features: proverbs are full sentences with a figurative reading and expressing worldly wisdom. However, while most informants without college/university education are convinced that proverbs have to be full sentences, results for the other groups suggest that they consider this as a strong tendency, but not an absolute rule. Similarly, while the informants without college/university education think that typical proverbs have been around for several generations, the linguists take a more nuanced perspective and the other two groups do not consider this feature to be of major relevance. In this talk, we will go into these and other differences and discuss possible explanations, including different conceptualizations of what exactly counts as a full sentence. Indeed, questions such as these (what exactly is a full sentence?) are also relevant for the linguistic definition of ‘proverb’ and may also explain some of the unclarities also among linguists about what exactly is a proverb (e.g., Norrick 2014).

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Dutch Passive Use in CLIL and Non-CLIL Learners: A Multimethod Study

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This study examines the use of Dutch passive constructions by French-speaking L2 learners in Content and Language Integrated Learning (CLIL) and non-CLIL educational settings in French-speaking Belgium. While prior research has documented CLIL benefits in areas such as vocabulary acquisition (e.g., Bayram et al., 2019) and listening comprehension (e.g., Nieto Moreno de Diezmas, 2018), its impact on the acquisition of more complex syntactic structures like the passive voice remains underexplored. From a usage-based perspective, CLIL may increase input quantity and opportunities for structural engagement, yet it remains unclear whether such exposure leads to target-like morphosyntactic accuracy in less frequent constructions.

Employing a mixed-methods design, this study triangulates spontaneous productions from the Multilingual Traditional Immersion and Native Corpus (MulTINCo) (Hiligsmann et al., 2021), comprising 223 CLIL learners, 131 non-CLIL learners and 59 native speakers in the final two years of secondary education (aged 16–18), with data from a controlled elicitation task conducted with a separate sample of 30 CLIL learners, 35 non-CLIL learners and 33 native speakers from the same educational level. Across both datasets, passives were analyzed for frequency and morphosyntactic accuracy, with accuracy assessed in terms of auxiliary selection and tense marking, past-participle formation, and subject–verb agreement. Structural analyses further examined auxiliary choice, agent expression and placement, and the use of impersonal passives.

Results show that CLIL learners produce passive constructions more frequently than their non-CLIL peers but demonstrate lower morphosyntactic accuracy. Their production diverges from native patterns in agent expression, favoring medial agent placement, alongside a marked overreliance on *zijn*-passives and a notable absence of impersonal passives. These findings indicate that while CLIL instruction may enhance structural engagement and syntactic experimentation, it does not guarantee consistent target-like accuracy. The study underscores the importance of supplementing content-based exposure with explicit, form-focused instruction to facilitate the accurate acquisition of complex grammatical structures in CLIL contexts.

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Can structural priming work AGAINST language change?

Evidence from agent-based simulations

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Syntactic or structural priming, the temporary increase in production probability of a recently heard construction, is widely accepted in linguistics as a fleeting effect, with evidence from experiments (Mahowald et al., 2016) and corpus data (De Smet & Van de Velde, 2017; Szmrecsanyi, 2005) showing robust effects across languages and modes. While some studies suggest that priming could influence construction entrenchment (Kaschak, 2007) and can even persist for a week (Heyselaar & Segaert, 2022), empirical challenges complicate the study of its role in long-term language change. The first complicating factor is the inverse frequency or inverse preference effect (Ferreira & Bock, 2006): highly infrequent constructions will incur a comparatively large priming effect, a result of the supposed surprisal of the infrequent form (Chang et al., 2006). The second challenge is more practical, as it is difficult to design long-term experimental studies for studying priming. Finally, the lack of a “clean room” in empirical studies, paired with the rather subtle effects of priming, makes it difficult to isolate any causality between priming and language change.

To reframe these issues, we built an agent-based simulation of structural priming using MESA (Kazil et al., 2020) in Python. Simulations allow us to test the causality of theoretical assumptions within a restricted model scope. In our model, virtual speakers, so-called agents, talk to each other and cause priming effects. Inspired by the two-stage competition model (Segaert et al., 2016, the most complete model of structural priming to date), our agents track both a base rate and an activation level for two constructions in alternation. Base rate is a reflection of the long-term entrenchment of both constructions, while activation levels encode the short-term activation of those constructions and always decay back to the base rate. Production is based on activation. Reception updates both activation and base rate. To mimic the supposed advantage of the innovative construction (“replicator selection”, Blythe & Croft, 2012), we slightly boost the probability for producing that construction. Additionally, we simulate the inverse preference effect by increasing the activation of low-frequency constructions.

In our model results, the inverse frequency effect boosts the initial growth of the innovative construction in high-frequency alternations (appearing in 40% of speaking turns). However, once the innovative construction becomes dominant (>50%), the old construction gains the inverse frequency advantage and propagation of the innovative construction stalls. If the inherent advantage of the innovative construction is large, propagation can still succeed. In low-frequency alternations (appearing in 1% of speaking turns), speaking turns occur too seldom for priming to have a long-term effect on the base rate in our simulations; the spread of the innovative construction halts only when priming decays very slowly.

Our simulation results show that priming, and frequency in general, might work against the entrenchment of a construction in certain scenarios. This might also help explain how variation is maintained over time (i.e. Bloem, 2021; Pijpops et al., 2015) Finally, we show how computer simulations can serve as a complementary tool for investigating language change with explicit assumptions.

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Phraseological Complexity in Learner Writing: A Register-Based Perspective

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Phraseological complexity, defined as “the range of phraseological units that surface in language production and the degree of sophistication of such units” (Paquot, 2019, p. 124), is a relatively recent construct in Learner Corpus Research (LCR) that has nevertheless attracted growing empirical attention (e.g., Jiang et al., 2023; Wang & Zhou, 2025). Early studies have primarily shown that phraseological complexity tends to increase with EFL learners’ proficiency, albeit often at a relatively slow pace.

To date, however, far less attention has been paid to variation in phraseological complexity across registers of learner language, understood as “varieties relating to different circumstances and purposes” (Biber et al., 1999, p. 15). A small number of studies constitute notable exceptions. For instance, Vandeweerd et al. (2023) examined learner production across three registers—one written register (argumentative essays) and two spoken registers (interviews and narratives)—and reported systematically higher levels of phraseological complexity in the written mode (see also Spina, 2025). This limited body of evidence suggests that phraseological complexity may be sensitive to register-related differences, with potentially important implications for LCR.

Against this background, the present study investigates the extent to which EFL learners adjust their phraseological complexity in response to the demands of two written registers: argumentative writing and scientific writing. The study is guided by the following research question:

How does the phraseological complexity of EFL learner writing vary across the registers of argumentative and scientific writing?

The analysis proceeds in two stages. In the first phase, which has already been completed, existing measures of phraseological diversity and sophistication were reassessed in terms of their ability to capture register differences. Native-speaker corpora of expert argumentative writing and scientific writing were used to establish a benchmark. The findings revealed systematically higher levels of phraseological complexity in argumentative writing than in scientific writing. A complementary qualitative analysis shed light on the functional underpinnings of these differences, showing that research articles rely more heavily on recurrent phraseological patterns and the reuse of their constituent elements. This repetition appears to support disciplinary precision, coherence, and terminological stability, suggesting that lower phraseological diversity in scientific writing reflects register-specific communicative constraints.

In the second stage, the measures identified as sensitive to register variation, including the moving-average type-token ratio (MATTR; Covington & McFall, 2010), are being applied to learner data to examine whether EFL learners exhibit similar patterns of register differentiation. Learner argumentative and scientific writing are represented by the *International Corpus of Learner English* (ICLE; Granger et al., 2020) and the *Varieties of English for Specific Purposes dAtabase* (VESPA; Paquot et al., 2022), respectively. Specifically, texts written by French learners were selected from both corpora in order to control for first-language background and reduce potential cross-linguistic variation. The second stage is currently ongoing, and results will be presented at the conference.

By adopting a phraseological complexity perspective, this study seeks to advance our understanding of how EFL learners accommodate register-specific demands and to refine the construct of phraseological complexity in relation to register variation.

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Variation in inflection of Modern Greek verbs ending in -λογ(ώ) [logó]

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Overabundance refers to the phenomenon in which more than one form is available for the same inflectional cell within an inflectional paradigm, typically without any semantic or syntactic distinction (Thornton, 2012, 2019). Overabundance is attested both in Modern Greek (henceforth MG) and cross-linguistically (Ralli, 2019; Merkuur et al., 2019; Thornton, 2011, 2012, 2019; Smith, 2024, among others). In MG, verbal forms typically encode person and number through a single inflectional suffix, e.g., *γράφω* [gráfo] ‘write’, 1sg.prs. The system distinguishes eight tenses (in indicative), two aspects (perfective and imperfective), two voices (active and mediopassive), and three inflectional classes (Ralli, 2022). The 2nd inflectional class is split into two sub-patterns: IC2a (-ώ, -άς, -ά), e.g., *αγαπώ* [agapó] ‘to love’, and IC2b (-ώ, -είς, -εί), e.g., *θεωρώ* [theoró] ‘to consider’.

In this paper, I focus on the suffixal element -λογ(ώ) [logó], used to form verbs in MG. These verbs display variation in their inflection, as some are inflected according to: (a) IC2a, e.g., *τραβολογάς* [travologás] ‘to drag around’ 2sg.prs.ic2a, (b) IC2b, e.g., *τιμολογείς* [timologéis] ‘to price’ 2sg.prs.ic2b, while others (c) show a mixture of the two sub-classes (mixed class) in certain cells of the paradigm, e.g., *μοιρολογείς* [mirolologéis] 2sg.prs.ic2b & *μοιρολογάς* [mirolologás] ‘to lament’ 2sg.prs.ic2a.

This variation is unexpected in MG, as suffixal elements are expected to exhibit uniform inflectional behavior across all formations in which they appear (cf. Ralli, 2022). Therefore, I hypothesize that the morphological and semantic properties of -λογ(ώ) [logó] are associated with its inflectional behaviour. This study aims at identifying these properties and examining whether they account for the overabundance attested in verbs with -λογ(ώ) [logó].

Building on previous literature, it is shown that -λογ(ώ) [logó] functions as a bound stem, e.g. *αιτιολογώ* [etiologó] ‘to justify’, or as a suffixoid, e.g. *τσιμπολογώ* [tsibologó] ‘to snack’, in different formations having different meanings (cf., among others, Anastassiadi-Symeonidi, 1986a, p. 117, 1986b, p. 51, 1996, p. 97; Giannouloupoulou, 2000, p. 17, 2022, p. 80; Efthymiou, 2018, pp. 68-69; Ralli, 2022, pp. 74-76). I correlate its formal status and semantic properties with its inflectional variation (i.e., selection of IC2a, IC2b, or mixed inflection).

The data analysed comprise all the verbs in -λογ(ώ) [logó] extracted from the available dictionaries (Triantafyllidis, 1998; Babinotis, 2006; Iordanidou 2022). These include 140 verbs in -λογ(ώ) [logó] for which I annotated the inflectional class. The classification shows the following: 131 formations in which -λογ(ώ) [logó] is analysed as a bound (of which 121 clearly follow IC2b, + 10 with overabundance) and 9 formations in which -λογ(ώ) [logó] is analysed as a suffixoid (with mixed tendencies). A detailed corpus study was then conducted on the 19 verbs (i.e., verbs with overabundance and 9 verbs with the suffixoid). For each verb, I searched for all corresponding forms for both IC2a and IC2b in the *eITenTen19* corpus (Sketch Engine, Kilgariff et al., 2014) and in the Google search engine.

The results show that when -λογ(ώ) [logó] exhibits morphological properties of a stem, the formations follow IC2b, whereas when it exhibits morphological properties of a suffix, they follow IC2a. Overabundance occurs mainly where -λογ(ώ) [logó] tends to acquire suffix-like properties, suggesting that its morphological and semantic properties are associated with inflectional variation.

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Conceptuele metaforen in simultaanvertolkingen: Een vergelijkende studie naar Duitse en Franse speeches in de Europese Raad en hun Nederlandse vertolkingen

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Conceptuele metaforen spelen een centrale rol in cognitie en communicatie (Lakoff & Johnson, 1980) en zijn bijzonder relevant in politiek discours, waar ze complexe politieke realiteiten op een cognitief en ideologisch betekenisvolle wijze kaderen (Charteris-Black, 2004). Wanneer dergelijk discours vertaald of getolkt wordt, kunnen metaforen de manier beïnvloeden waarop politieke boodschappen overgebracht worden. Deze studie onderzoekt hoe conceptuele metaforen weergegeven worden in door tolken gemedieerd politiek discours, met een focus op speeches die tussen 2018 en 2023 in de Europese Raad in het Duits en het Frans gehouden werden en simultaan naar het Nederlands getolkt werden. Daarbij wordt nagegaan in welke mate een gedeelde culturele en institutionele context, taalkundige verwantschap en de uitdagingen van de simultane tolkcontext, de zogenaamde problem triggers (Mankauskienė, 2016), het gebruik van bepaalde vertaalstrategieën beïnvloeden. De studie maakt gebruik van een corpusgebaseerde methodologie. Het corpus bestaat uit zeven Duitstalige en zeven Franstalige politieke speeches en hun Nederlandstalige vertolkingen, die geannoteerd werden met behulp van de online annotatietool INCEpTION. Conceptuele metaforen werden geïdentificeerd via een gecombineerde deductief-inductieve benadering, gebaseerd op gevestigde metaforen die in voorgaand onderzoek beschreven werden (Drulák, 2008; Musolff, 2004) en op metaforen die uit het zelf verzamelde corpus naar voren kwamen. De weergave van die metaforen in de doeltekst werd geanalyseerd aan de hand van de typologie van Schäffner (2016), met de categorieën overname, parafrase, weglating, toevoeging en verandering. Over het geheel genomen bleek overname de meest voorkomende strategie in beide talencombinaties. In het subcorpus Duits-Nederlands (177 metaforen in de bronteksten; 140 in de doelteksten) werd 73,33% van de metaforen overgenomen, 14,21% geparafraseerd en 9,29% weggelaten, toevoeging kwam slechts in beperkte mate voor en geen enkele verandering werd aangetroffen. In het subcorpus Frans-Nederlands (252 metaforen in de bronteksten; 206 metaforen in de doelteksten) bleef het overnamepercentage eveneens hoog (65,22%), terwijl parafrase, weglating, toevoeging en verandering vaker voorkwamen dan bij de talencombinatie Duits-Nederlands. De bevindingen suggereren dat taalkundige verwantschap het behoud van metaforen vergemakkelijkt, zoals blijkt uit het hogere overnamepercentage voor Duits-Nederlands. Tegelijkertijd wijst het over het algemeen hoge behoud in beide taalparen erop dat gedeelde culturele en institutionele kaders eveneens bijdragen aan het behoud van conceptuele metaforen in door tolken gemedieerd politiek discours. Deze productstudie liet het niet toe om rechtstreeks cognitieve patronen binnen het simultane tolkproces te achterhalen. Niettemin bieden de resultaten inzichten in de mogelijke invloed van het simultaantolkproces dat regelmatig leidt tot alternatieve vertaalstrategieën zoals kernvertalingen of hernemingen. De studie vormt een basis voor grootschaliger

onderzoek naar de mechanismen die de weergave van conceptuele metaforen tussen verschillende talen in simultane tolkprocessen sturen.

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