Linguists' Day 2026

Book of abstracts

9 October 2026

UCLouvain



Programme

[presentation language; language of the slides]

8.45-9.15	**Registration and coffee** **ROOM:** Learning Center Christine de Pizan			
9.15-9.30	**Welcome session** **ROOM:** Salle du Conseil			
	Parallel session 1 **Morpho-syntax** ROOM: **Salle Flex 1** CHAIR: Steven Schoonjans	Parallel session 2 **Sociolinguistics / SLA** ROOM: **Salle Flex 2** CHAIR: Marie Steffens	Parallel session 3 **Pragmatics** ROOM: **Salle du Conseil** CHAIR: María Sampedro	Parallel session 4 **Prosody and phonetics** ROOM: **ERAS 06** CHAIR: Thomas De Wispelaere
9.30-10.00	**Ann-Sophie Vrielynck, Evie Coussé & Dirk Pijpops** [NL:NL] *Van* klimmen *tot* beklimmen*: een alternantiestudie van het prefix be- in het Nederlands*	**Serge Bibauw** [EN:EN] *Immersion beyond selection: six years of L2 French development in Ostbelgien*	**Calogero Rampello & Griet Boone** [EN:EN] *A cross-linguistic analysis of humour in hotel responses to guests in Dutch, English, French and German*	**Yingyu Yan & Jorina Brysbaert** [EN:EN] *Prosodic Realization of Focus in Mandarin Chinese: Evidence from a Controlled Production Study*
10.00-10.30	**Rianne Van Lieburg & Dirk Pijpops** [NL:NL] *Is het object bij* gehoorzamen *en* weerstaan *een direct of indirect object? Een priming-experiment*	**Tess Wensink, Karen Lahousse, Kriszta Eszter Szendrői & Cécile De Cat** [EN:EN] *Early sensitivity to exhaustivity: children's corrections of French clefts*	**Rebecca Van Herck, Els Tobback & Vera van Helden** [EN:EN] *Self-promotion strategies in LinkedIn posts: An analysis of 14 interviews with HR recruiters*	**Jérémy Genette** [EN:EN] *Enough is enough! The amount of phonetic information determines the need for secondary cues*
10.30-11.00	**Alexander Van Herpe** [NL:NL] *Mapping out the Dutch dative alternation among ditransitive and indirect monotransitive verbs*	**Sarah Rawart** [EN:EN] *Crossing into French? Language Attitudes and Classroom Practices in a Dutch-Medium School in Brussels*	**Chiara Mercuri** [EN:EN] *From misaligned to shared starting points: an argumentative study of emergent common ground related to agentivity in online interactions about sustainability*	**Yu-Tse Lee** [FR:FR] *Entre mignonnerie et séduction : la voix enfantine comme pratique sociophonétique*
11.00-11.30	**Coffee break** ROOM: **Learning Center Christine de Pizan**			

	Parallel session 1 **Syntax / SLA** ROOM: **Salle Flex 1** CHAIR: Pauline Degrave	Parallel session 2 **SLA / NLP** ROOM: **Salle Flex 2** CHAIR: Serge Bibauw	Parallel session 3 **Socio-pragmatics** ROOM: **Salle du Conseil** CHAIR: Nicolas Ruytenbeek	Parallel session 4 **Morphology** ROOM: **ERAS 06** CHAIR: Nikos Koutsoukos
11.30-12.00	**Johan van der Auwera** [EN:EN] *Disjunctive indefinites – a first crosslinguistic analysis*	**Yunqing Cui, Serge Bibauw & Thomas François** [EN:EN] *Family Configurations and Bilingual Writing skills among Children from Chinese Immigrant Families in French-Speaking Belgium*	**Marc Croes, Meng Gu & Nicolas Ruytenbeek** [EN:EN] *Reconceptualizing Emotional Contagion for Multimodal Social Media Environments: A Scoping Review*	**Anastasiia Vyshnevska & Guido Vanden Wyngaerd** [EN:EN] *The Daylight between Adjectives and Adverbs*
12.00-12.30	**Bartie Thijs** [NL:EN] *Historisch pad van verbumselectie in een oudere Nederlandse constructie: collocationele expansie en blijvende restrictie*	**Rodrigo Wilkens, Rémi Cardon, Vincent Folny & Thomas François** [EN:EN] *FIDELIA: Towards the Automated Scoring of Written Productions in French as a Foreign Language*	**Costanza Lucchini** [EN:EN] *Evidentials as strategic communicative devices in institutional dialogues in finance*	**Pelagia Soukou** [EN:EN] *Variation in inflection of Modern Greek verbs ending in -λογ(ώ) [λογό]*
12.30-13.00	**Natasha Devroede, Fabiola Camandona, Dylan Dachet & Ferran Suñer Muñoz** [NL:EN] *Tussen immersie en effectiviteit: een meta-analyse van virtual reality in tweedetaalverwerving*	**Eva Rolin, Suzanne Kieffer & Patrick Watrin** [FR:FR] *Définir l'événement biographique : enjeux et typologie pour l'extraction d'événements*	**Lara Baert, Reinhild Vandekerckhove, Sarah Bernolet & Astrid De Wit** [EN:EN] *Rethinking Emoji Use in Later Life: Functional Classifications Across Generations*	**Georgia Mikrouli** [EN:EN] *The role of base polysemy in the formation of verbal multiplets in Medieval Greek*
13.00-14.00	**Lunch** ROOM: **Learning Center Christine de Pizan**			

14.00-14.45	**LSB meeting** ROOM: **Salle du Conseil**			
	Parallel session 1 **SLA** ROOM: **Salle Flex 1** CHAIR: Jorina Brysbaert	Parallel session 2 **Sociolinguistics** ROOM: **Salle Flex 2** CHAIR: Lieven Vandelanotte	Parallel session 3 **Translation** ROOM: **Salle du Conseil** CHAIR: Thomas Hoelbeek	Parallel session 4 **Phraseology** ROOM: **ERAS 06** CHAIR: Thomas François
14.45-15.15	**Sarah Schroyens, Sarah Bernolet & Philippe Hiligsmann** [NL-EN] *Dutch Passive Use in CLIL and Non-CLIL Learners: A Multimethod Study*	**Anthe Sevenants, Dirk Speelman, Freek Van de Velde & Dirk Pijpops** [EN-EN] *Can structural priming work AGAINST language change? Evidence from agent-based simulations*	**Ernesto Wong García** [EN-EN] *Translating Beauty: Aesthetic Adjectives from French and English into Spanish in the Open Parallel Corpus*	**Gabriela Vaughan & Magali Paquot** [EN-EN] *Exploring the Construct of Phraseological Sophistication through a Comparative Judgment Task*
15.15-15.45	**Thomas De Wispelaere & Pauline Degrave** [NL-EN] *Woordklemtoon en prosodische focus in het Nederlands door Franstalige leerders: vergelijking van muzikanten vs. niet-muzikanten*	**Clara Visentin** [FR-FR] *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 ?*	**Fien Swaegers, Carola Strobl & Philippe Vanhoof** [NL-NL] *Conceptuele metaforen in simultaanvertolkingen: Een vergelijkende studie naar Duitse en Franse speeches in de Europese Raad en hun Nederlandse vertolkingen*	**Steven Schoonjans, Stella Christl, Sabrina Kleinbichler & Madeleine Klaus** [EN-EN] *Popular views of the proverb – Mieder (1985) revisited*
15.45-16.15	**Coffee break** ROOM: **Learning Center Christine de Pizan**			

	Parallel session 1 **SLA** ROOM: **Salle Flex 1** CHAIR: Natasha Devroede	/	Parallel session 3 **Semantics** ROOM: **Salle du Conseil** CHAIR: Johan van der Auwera	Parallel session 4 **Phraseology** ROOM: **ERAS 06** CHAIR: Gabriela Vaughan
16.15-16.45	**Pauline Degrave** [FR:NL] *« 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*	/	**Arnout Devriesere** [EN:EN] *From Spatial to Abstract: Reassessing Localism Through Scandinavian Prepositions*	**Jiacheng Shen & Magali Paquot** [EN:EN] *Phraseological Complexity in Learner Writing: A Register-Based Perspective*
16.45-17.15	**Sonia Ciupitu** [FR:FR] *Entre langue vivante et matière scolaire : regards sur l'apprentissage du néerlandais à Bruxelles*	/	**Yuichiro Ogami** [EN:EN] *Non-aspectual Uses of the Japanese Auxiliary Expression -teiru: A Case of na-ttteiru Sentences*	**Quentin Feltgen** [EN:EN] *Phraseological dynamics in semantic shift*
17.15-18.15	Plenary session: **Lieven Vandelanotte (Université de Namur)** [EN:EN] *The way we meme: Analysing patterns of meaning emergence in image-text memes* ROOM: **Salle du Conseil** CHAIR: Kristel Van Goethem			
18.15-18.30	**Closing session and award** ROOM: **Salle du Conseil**			
18.30-…	**Reception** ROOM: **Learning Center Christine de Pizan**			

Abstract plenary session

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

Lieven Vandelanotte

UNamur

lieven.vandelanotte@unamur.be

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

Lara Baert, Reinhild Vandekerckhove, Sarah Bernolet, Astrid De Wit

University of Antwerp

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

Serge Bibauw

GIRSEF, Université catholique de Louvain

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 (DELF) 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

Sonia Ciupitu

Institut Langage et Communication (IL&C), Université Catholique de Louvain

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 5ème 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 dominent, 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

Marc Croes, Meng Gu, Nicolas Ruytenbeek

KU Leuven

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

Yunqing Cui, Serge Bibauw, Thomas François

UCLouvain

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

Thomas De Wispelaere & Pauline Degrave

UCLouvain, Institut Langage & Communication

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 nieuwswaarde 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

Pauline Degrave

UCLouvain

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 scolaire 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

Arnout Devriesere

Ghent University

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

Natasha Devroede, Fabiola Camandona, Dylan Dachet, Ferran Suñer Muñoz

UCLouvain, Università degli Studi di Torino, UMons, UCLouvain

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 studieselectie 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-tekstscreening (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

Quentin Feltgen

Ghent University

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 reproductible, 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

Jérémy Genette

Universiteit Antwerpen, KU Leuven

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

Yu-Tse Lee

Université catholique de Louvain

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 caractistiques 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 paraitre « 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

Costanza Lucchini

Independent researcher

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

Chiara Mercuri

Université catholique de Louvain

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

Georgia Mikrouli

University of Patras

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*$_{\text{NOUN}}$ 'investigation' & *trattamento*$_{\text{NOUN}}$ 'treatment' < *trattare*$_{\text{VERB}}$ '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)**$_{\text{VERB}}$ [ceratízo] '(to) butt with horns' & **κερατ-ών(ω)**$_{\text{VERB}}$ [ceratóno] '(to) cheat' < **κέρατο**$_{\text{NOUN}}$ [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).

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

Yuichiro OGAMI

Osaka Metropolitan University

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

Calogero Rampello, Griet Boone

University of Antwerp

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.

Rawart Sarah

LaDisco – Langage et Discours - Université libre de Bruxelles

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

Rolin Eva, Kieffer Suzanne, Watrin Patrick

UCLouvain, Cental, Belgique

Ce projet s'inscrit dans le cadre d'un projet visant à concevoir un moteur de recherche biographique dédié à la Biographie nationale[1], 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

Steven Schoonjans[1,2], Stella Christl[1], Sabrina Kleinbichler[1], Madeleine Klaus[1]

[1]Alpen-Adria-Universität Klagenfurt, [2]KU Leuven

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

Schroyens Sarah[1,2], Bernolet Sarah[2], Hiligsmann Philippe[1,3]

[1]UCLouvain, [2]Universiteit Antwerpen, [3] University of Luxembourg

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

Anthe Sevenants[1], Dirk Speelman[1], Freek Van de Velde[1], Dirk Pijpops[2]

[1]KU Leuven, [2]UAntwerpen

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

Jiacheng Shen, Magali Paquot

UCLouvain, Belgium

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) [loγó]

Pelagia Soukou

University of Patras, Greece

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., *γράφ-ω* [γráfo] '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* [aγapó] 'to love', and IC2b (*-ώ*, *-είς*, *-εί*), e.g., *θεωρώ* [θeoró] 'to consider'.

In this paper, I focus on the suffixal element *-λογ(ώ)* [loγó], used to form verbs in MG. These verbs display variation in their inflection, as some are inflected according to: (a) IC2a, e.g., *τραβολογάς* [travoloγás] 'to drag around' 2sg.prs.ic2a, (b) IC2b, e.g., *τιμολογείς* [timoloγís] '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* [mirololoγís] 2sg.prs.ic2b & *μοιρολογάς* [miroloγás] '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*) [loγó] 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*) [loγó].

Building on previous literature, it is shown that *-λογ*(*ώ*) [loγó] functions as a bound stem, e.g. *αιτιολογώ* [etioloγó] 'to justify', or as a suffixoid, e.g. *τσιμπολογώ* [ʦiboloγó] 'to snack', in different formations having different meanings (cf., among others, Anastassiadi-Symeonidi, 1986a, p. 117, 1986b, p. 51, 1996, p. 97; Giannoulopoulou, 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)* [loγó] extracted from the available dictionaries (Triantafyllidis, 1998; Babiniotis, 2006; Iordanidou 2022). These include 140 verbs in *-λογ(ώ)* [loγó] for which I annotated the inflectional class. The classification shows the following: 131 formations in which *-λογ*(*ώ*) [loγó] is analysed as a bound (of which 121 clearly follow IC2b, + 10 with overabundance) and 9 formations in which *-λογ*(*ώ*) [loγó] 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 *elTenTen19* corpus (Sketch Engine, Kilgarriff et al., 2014) and in the Google search engine.

The results show that when *-λογ(ώ)* [loγó] 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)* [loγó] 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

Fien Swaegers, Carola Strobl, Philippe Vanhoof

Universiteit Antwerpen

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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Historisch pad van verbumselectie in een oudere Nederlandse constructie: collocationele expansie en blijvende restrictie

Bartie Thijs

Vrije Universiteit Amsterdam

Aan de hand van voorbeelden uit het Corpus *mits.pp* (Akkerman & Thijs, 2026) bespreek ik de verschuiving in de betekenissfeer van de 15e-, 16e- en 17e-eeuwse participia presens (*pp*'s) wanneer deze het voegwoord *mits* aanvullen en zo een beknopte bijzin vormen. De voorbeelden komen uit Zeeland, Holland, Noord-Oost Nederland, Vlaanderen en Brabant. In mijn lezing ligt de nadruk ligt niet op *mits,* maar, binnen de constructie van *mits* met een *pp*, op de selectie van werkwoorden van het *pp*, de semantiek ervan en de geprefereerde teksttypen.

De betekenissfeer van de *pp'*s in de constructie was aanvankelijk vooral de overdracht van geld, goed of document. Tot ong. 1600 drukken *overbrengende, overleggende* en verwante *pp'*s de overdracht van een waarde-aanduidend document uit, en *gevende* de overdracht van goed en geld. *Betalende,* onafgebroken frequent tussen 1450 en 1700, duidt uitsluitend de transmissie van geld aan; daarbij zijn *mits betalende*-bijzinnen flexibel, treden ze op in alle teksttypen en variëren ze naar betekenisnuance en semantische rollen van *betalende* (Recipiens, Patiens, Norm, Beneficiens). *Mits borg/cautie stellende*-bijzinnen vallen ook in de betekenissfeer van overdracht van geld of goed, maar dan aangevuld met toekomst-aanduidende en mentale nuances. Van oudsher wordt *mits* daarnaast aangevuld door andere participia presens van zowel verkrijging en ontvangst *(ghenietende, houdende)* als van overdracht van informatie en intentie *(tonende, waerschouwende, belovende).*

Na 1620 neemt in de combinatie de frequentie toe van met andere betekenissfeer. Er is nu vaker sprake van *pp*'s met een persoonsgericht, mentaal of toekomst-aanduidend betekenisaspect. Daarnaast komen er veel *pp'*s voor waarvan de betekenis getypeerd wordt door *Bewerken* met nuances zoals bewerkstelliging, selectie/verplaatsing en cognitieve overweging. Er zijn dan ook meer *pp'*s van hulp- en koppelwerkwoorden *(hebbende, zijnde, wordende)* – maar de frequentie blijft laag.

Wat ik in de lezing wil beargumenteren, is dat de zich aftekenende historische ontwikkeling van de verbumselectie enerzijds te verklaren is met het begrip collocationele expansie (Himmelman (2004), Traugott & Trousdale (2016 [2013])), samenhangend met de verbreding naar nieuwere teksttypen (brief, contract, narratieve tekst), maar dat, anderzijds, de verbumselectie in de constructie toch deels gekleurd blíjft door het vroegste gebruik in teksttypen als vonnis, wet, ordonnantie, plakkaat, resolutie, brief van de vorst etc.

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Disjunctive indefinites – a first crosslinguistic analysis

Johan van der Auwera

University of Antwerp

A disjunctive sentence like Dutch (1) allows two readings. In one reading the decision not to accuse someone only concerns two people. In the other reading, more than two people are at risk of being accused, and the meaning of *de ene of de andere* amounts to that of *iemand* 'someone'. The term 'disjunctive indefinite' will refer to phrasal constructions that contain a disjunction that may or must express the latter kind of indefiniteness.

(1) *We zijn hier niet om de ene of de andere te beschuldigen.* 'DEF one' ... 'DEF other'
we are here not to the one or the other to accuse

(2) to (6) illustrate some more disjunctive indefinite constructions (with English, German, French, Russian, and Spanish).

(2) *We are not here to accuse* ***somebody or other.*** 'somebody' ... 'other'

(3) *Wir sind nicht hier, um* ***diese oder jene*** *Person anzuklagen.* proximal ... distal

(4) *Nous ne sommes pas ici pour accuser* ***un tel ou un tel.*** INDEF similative ... INDEF similative

(5) *My zdes' ne dlja togo, chtoby obvinjat'* ***togo ili inogo****.* distal ... 'other'

(6) *No estamos aquí para acusar a* ***tal o*** *a* ***cual****.* similative ... correlative similative

This category had very little scholarly attention and I here venture a first cross-linguistic analysis. It is limited to 15 European languages (half of them Germanic and Romance), for which I collected questionnaire and corpus data. I will call the first disjunct a 'predisjunct' and the second one 'postdisjunct'. The talk will have two parts.

First, I expand the listing implicit in the examples (1) to (6) into a more complete typology, allowing me to state what are basic vs. marginal constructions, as well as to characterize the languages in terms of the constructions they allow or prefer. I will also formulate generalizations. (7) and (8) show two preliminary attempts:

(7) 'other' only occurs in the postdisjunct and it can combine with 'one' (as in (1)), an 'ordinary' indefinite noun phrase (as in (2)), a demonstrative (as in (5)) or a similative in the predisjunct, but in the latter case only when the postdisjunct contains both a similative and 'other', as is illustrated in Italian (9);

(8) a postdisjunct demonstrative can only be combined with a predisjunct demonstrative, which is either the same or, when different, the postdisjunct is synchronically or diachronically distal – see (3).

(9) *sotto il pontificato di* ***tale o talaltro*** *Papa* similative ... similative.'other'
'under the pontificate of one or the other Pope'

Second, I will discuss the kind of indefiniteness that is expressed by disjunctive indefinites, in terms of two parameters. The first is [± specificity], in the sense of e.g. Haspelmath (1997), and the second is [ignorance ↔ indifference], a criterion that has assumed importance since Kratzer & Shimoyama (2002) and which is illustrated in (10).

(10) ***Somebody or other*** *is lying.* *I wonder who. / It does not matter who.*

I will attempt to show how the indefiniteness meanings relate to the construction types.

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Self-promotion strategies in LinkedIn posts: An analysis of 14 interviews with Dutch HR recruiters

Rebecca Elektra Van Herck[1], Els Tobback[2], Vera van Helden[1]

[1]Radboud University, [2]University of Antwerp

The professional networking site LinkedIn allows users to share posts with their network; for recent graduates, these often concern recently gained experience, the completion of an internship or the attainment of a degree, frequently combined with a call for a new challenge. In doing so, they aim to present themselves as positively as possible (impression management, see e.g. Johnson et al., 2016; Peeters and Lievens, 2006) and employ self-praise strategies, such as mentioning the grade achieved in their degree (Tobback, 2019; Weisi & Hajizadeh, 2025). At the same time, there are indications that users do not wish to come across as boastful and therefore employ pragmatic modifiers (downgraders) to tone down the self-praise message (Dayter, 2014; Tobback, 2019). Although research on self-praise on social media exists, little is known about how HR recruiters, who search LinkedIn for suitable profiles for their vacancies, interpret such strategies in the context of recruitment. The question that arises here is what role self-praise strategies in LinkedIn posts by potential applicants play in the perception of HR recruiters in their search for a candidate.

Five LinkedIn posts in Dutch were presented to fourteen Dutch HR recruiters (seven from a for-profit organisation and seven from a non-profit organisation) via semi-structured interviews. The posts were written by fictional users (recent graduates) who shared details of their recent experience. The HR recruiters assessed the posts in the context of a fictitious vacancy, including by ranking the five candidates. Each post contained a unique combination of self-praise strategies, based on Tobback's (2019) framework. The data were analysed using a thematic, bottom-up approach, informed by the existing literature on self-praise. Results indicate that HR recruiters primarily assess the content, such as whether the type of qualification is relevant to the vacancy. Furthermore, it is notable that self-praise strategies do play a significant role in the ranking of candidates. Some strategies, such as third-party praise, where a candidate shares a positive message from a manager, appear to have a positive effect. Other strategies, such as the use of emojis with facial expressions, are generally viewed negatively by HR recruiters and result in the candidate being ranked lower. Other strategies are perceived positively and negatively by different recruiters. For example, the word 'expert' (as in: 'I can now call myself a business expert!') is perceived both negatively (as overly ambitious) and positively (as showing courage and self-confidence). These findings suggest that subtle forms of self-presentation on LinkedIn can influence the perceptions of HR recruiters, which has implications for potential candidates.

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Mapping out the Dutch dative alternation among ditransitive and indirect monotransitive verbs

Alexander Van Herpe

University of Antwerp

The dative alternation is arguably the most extensively studied case of syntactic variation in current linguistics, in English (e.g. Bresnan, Featherston & Sternefeld 2007; Theijssen 2012; Röthlisberger, Grafmiller & Szmrecsanyi 2017), but also in other languages like German (e.g. De Vaere, De Cuypere & Willems 2021) and Dutch (e.g. Colleman 2009; Geleyn 2017). Dative alternation research has primarily focused on ditransitive verbs of transfer, where the recipient can be expressed either in a double object construction or in a prepositional dative construction, as in (1). However, Dutch features another, largely overlooked group of verbs in which the indirect object also takes an optional preposition, but appears as the only object of the verb in what could be called a sole indirect object construction, as in (2). So far, a comprehensive overview of all verbs with an alternating indirect object appears to be missing, contrary to the recently developed list of direct object alternating verbs in Dutch (hence: the transitive-prepositional alternation), by Pijpops (2019), as in (3).

(1) *De man heeft (aan) zijn broer een boek gegeven.* (taken from Colleman 2009: 595)
'The man has given (to) his brother a book.'

(2) *Het pistool ontglipte (aan) de paukenist*. (Sonar: WR-P-P-B-0000000025.p.1339.s.1)
'The pistol slipped away from the kettledrummer.'

(3) *Zoek je (naar) je paraplu?* (taken from Haeseryn et al. 1997: 1168)
'Are you looking (for) your umbrella?'

This study aims to establish such a list, by extracting all verbs that take an indirect object— either as the sole object or in combination with a direct object— from the syntactically annotated Dutch SoNaR corpus (Oostdijk et al., 2013). The alternating verbs were identified by selecting those whose indirect object occurred at least five times in both nominal and prepositional *aan* 'to' realizations, with at least one object lemma attested in both constructions, following the method of Lenci et al. (2012). This resulted in an inventory of 124 alternating verbs, of which 112 are ditransitive and only 12 monotransitive.

Next, we examined the most frequent verb of each type, *geven* 'give' and *ontsnappen* 'escape' respectively, using regression-based analyses to identify the factors conditioning the alternation. Results showed stronger processing-related effects for *geven* 'give', whereas *ontsnappen* 'escape' showed stronger semantic-lexical effects. We argue that the class of monotransitive verbs with an indirect object constitutes a rather marginal, diachronically declining class, increasingly exhibiting direct-object behavior. We additionally found support for several established hypotheses in alternation research, including the Complexity Principle from a production perspective (cfr. Pijpops et al. 2018) and lectal variation between Belgium and the Netherlands (cfr. Grondelaers et al. 2008).

This study contributes to the description of Dutch grammar by providing an overview of all Dutch verbs with an alternating indirect object, including less-studied ones, and investigating the diverse factors driving the dative alternation.

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Is het object bij gehoorzamen en weerstaan een direct of indirect object? Een priming-experiment

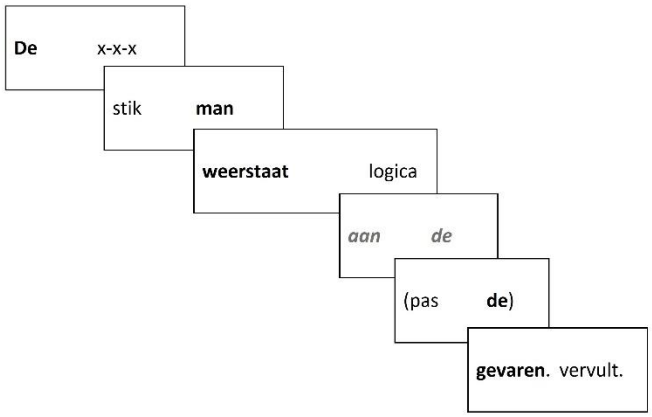
Rianne van Lieburg, Dirk Pijpops

UUtrecht, UAntwerpen

Het Nederlands kent enerzijds tweeplaatsige werkwoorden met een direct object waar een variant met het voorzetsel *aan* mogelijk is, zoals *krabben* in (1), en anderzijds tweeplaatsige werkwoorden met een indirect object waar zo'n variant mogelijk is, zoals *ontsnappen* in (2). Er zijn echter ook enkele werkwoorden waarbij de functie van het object minder duidelijk is. Dat is bijvoorbeeld zo bij *gehoorzamen* in (3). Zo noemen den Hertog (1903: 53), de tweede editie van de ANS (Haeseryn et al. 1997: 1161), Smedts & Van Belle (2003: 281) en Van Belle et al. (2020: 131) het object bij *gehoorzamen* een indirect object, terwijl De Vooys (1947: 306), De Schutter & Van Hauwermeiren (1983: 104) en de derde editie van de ANS (Pijpops 2026) kiezen voor een direct object. Onze onderzoeksvraag luidt dan ook: is het naamwoordelijke object bij *gehoorzamen* een direct of indirect object? Naast *gehoorzamen* nemen we ook *weerstaan* onder de loep, omdat dat werkwoord dezelfde alternantie vertoont en een verwante betekenis heeft.

(1) *Ze krabben (aan) hun buik.* (Id: WR-P-P-H-0000176012.p.7.s.5, Oostdijk et al. 2013)
(2) *Niets ontsnapt (aan) zijn arendsoog.* (Id: WR-P-E-G-0000010129.p.7.s.1)
(3) *Alles gehoorzaamt (aan) zijn wil.* (Id: WR-P-P-B-0000000455.p.1572.s.1)

We voerden een priming-experiment uit in de vorm van een doolhoftaak met 146 deelnemers. In zo'n doolhoftaak krijgt een deelnemer telkens een keuze tussen een passend woord om de zin voort te zetten en een woord dat grammaticaal niet past, zoals geïllustreerd in Figuur 1. Wanneer ze voor het woord kiezen dat grammaticaal wel past, wordt het volgende beeld getoond. Enkel direct na het werkwoord kregen deelnemers soms een keuze tussen twee passende woorden: het voorzetsel *aan* en het lidwoord *de*. Zo testten we wanneer de deelnemers meer geneigd waren te kiezen voor een naamwoordelijke of prepositionele realisatie van het object. Tevens registreerden we de reactietijd.

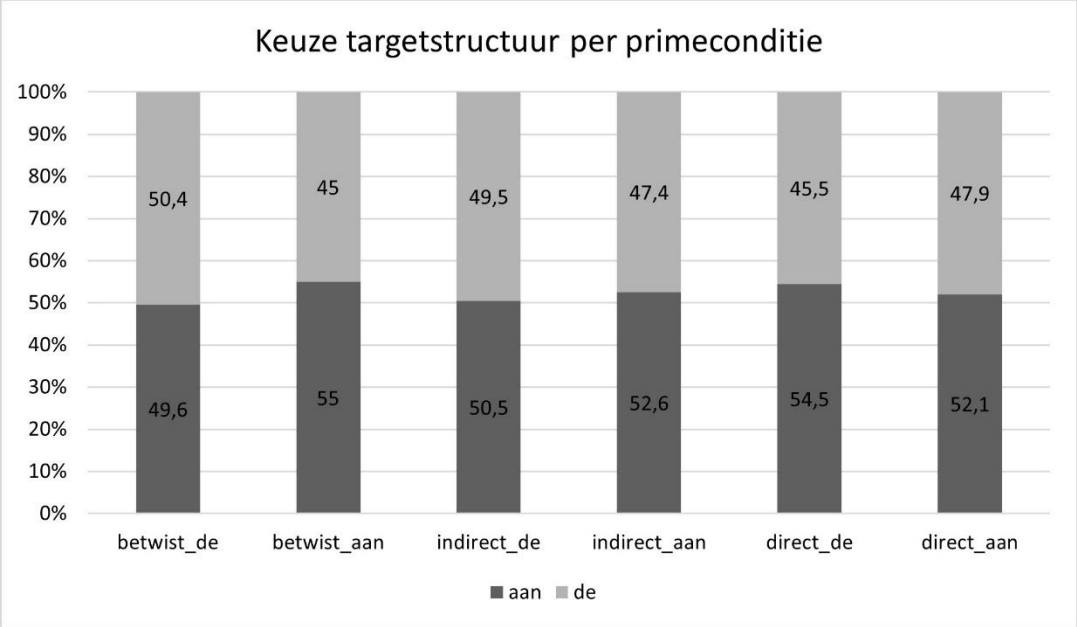


Figuur 1: Opeenvolgende schermen bij een kritische targetzin

Aan elke deelnemer werden 144 prime-target-paren getoond. 96 van de paren betroffen fillers, en 48 waren kritische items. De helft van de kritische targetzinnen bevatte *gehoorzamen* en de andere helft *weerstaan*. Van de 24 primezinnen per werkwoord waren er (i) 6 met een canoniek direct object zonder *aan*; (ii) idem, maar dan met de tegenhanger met *aan*; (iii) 6 met

een canoniek indirect object zonder *aan*; (iv) idem, maar dan met *aan*; (v) 6 met een object zonder *aan* bij *weerstaan* indien de targetzin *gehoorzamen* bevatte, en omgekeerd; (vi) idem, maar dan met *aan*.

De keuze voor *de* of *aan* bij de targetzinnen is te vinden in Figuur 2. De deelnemers bleken significant vaker en sneller te kiezen voor een naamwoordelijke realisatie van het object bij *gehoorzamen* en *weerstaan* na een naamwoordelijke realisatie van een canoniek indirect object dan na zijn prepositionele tegenhanger. Hetzelfde effect deed zich ook voor bij targetzinnen na een prime met respectievelijk *weerstaan* en *gehoorzamen*, maar niet na canonieke direct objecten. Taalgebruikers lijken het object bij *gehoorzamen* en *weerstaan* dus eerder te associëren met indirect dan direct objecten.



Figuur 2: Keuze voor de variant met of zonder *aan* in de verschillende primecondities

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Exploring the Construct of Phraseological Sophistication through a Comparative Judgment Task

Gabriela Vaughan, Magali Paquot

UCLouvain

Phraseology is widely recognised as playing an important role in language proficiency and development (Wray, 2002). Learner Corpus Research (LCR) shows that more proficient learners use a wider range of sophisticated collocations and recurrent word combinations (Bestgen & Granger, 2018; Paquot, 2019). These findings highlight the importance of phraseological complexity, typically defined in terms of both range (diversity) and sophistication (Paquot, 2019). A learner's text is considered more complex when it contains more sophisticated and varied phraseological units rather than frequent repetitions of common word combinations (Paquot, 2019). Despite increased interest in phraseological complexity, existing research has largely focused on measures of lexical and syntactic complexity (Bulté & Housen, 2012), neglecting phrasal-level language production.

Within phraseological complexity research, automated corpus-based measures of phraseological sophistication have emerged as promising linguistic indicators for distinguishing proficiency levels on the CEFR scale (Paquot, 2019; Vandeweerd et al., 2021; Jiang et al., 2021). However, it remains unclear how well these measures align with human perceptions of phraseological sophistication. The lack of studies examining the alignment between human perception and theoretical constructs reflects an ongoing concern in Applied Linguistics regarding the validation of linguistic constructs (Purpura et al., 2015; Jarvis, 2017; McManus, 2024).

To address this gap, this study explores the construct of phraseological sophistication by gathering human perception data through a comparative judgment task. Phraseological sophistication is theorised to be measured with three dimensions: register specificity, association strength, and frequency (Paquot & Naets, 2024). Collocations that are register-specific, strongly associated, and relatively infrequent are assumed to be more sophisticated. To test this assumption and explore the relative importance of each dimension, we extracted a set of 128 verb-object collocations from a WikiCorpus of almost seven million texts and carefully balanced them across our three dimensions of phraseological sophistication. Thirty language assessment experts evaluated and judged these collocations using a comparative judgment task (Thwaites & Paquot, 2024).

The study enables us to investigate (1) the extent to which assessment experts share intuitions about phraseological sophistication, and (2) the influence of register specificity, association strength, and frequency on those intuitions. A quantitative analysis of the results aims to determine whether reliable human judgments of phraseological sophistication are attainable at the multiword-unit level, and, using regression analysis, to identify which dimension of phraseological sophistication has the greatest effect on perception of these collocations. In addition, a qualitative analysis of judges' comments will identify which aspects of a collocation judges consciously attend to in their decision-making process

By integrating human perception data with automatic corpus-based measures, this study aims to validate automatic corpus-based measures of phraseological sophistication (and phraseological complexity more generally). More broadly, this study contributes to the ongoing effort in Second Language Acquisition research to expand complexity research to the phrasal level.

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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 ?

Clara Visentin

Université catholique de Louvain

Cette communication porte sur l'influence du langage inclusif – considéré comme une charge cognitive – sur les marqueurs du discours.

> « ils vont entendre un bruit dans <*euh*> les ***enfin*** dans les buissons ***du coup*** <*euh*> iels vont se demander <*euh*> ce qu'il se passe »

Les **marqueurs du discours** (MD) sont le reflet de l'activité cognitive du locuteur en ce qu'ils marquent les « underlying processes of language planning, as they constitute major indicators of (dis)fluency besides other linguistic signals of fluency and disfluency » (Broisson & Degand 2022 : 124). Considérant qu'une charge cognitive est susceptible d'exercer une influence sur certaines disfluences (Oomen & Postma 2001 ; Bouraoui & Vigouroux 2006), les MD, en tant que fluencèmes (Götz 2013 ; Crible 2017), peuvent également y être sensibles, sous réserve que la charge cognitive exercée soit suffisamment élevée (Broisson & Degand 2022 : 153).

La charge cognitive étant tout contexte et/ou tâche d'expression orale imposant aux processus de production un certain niveau de pression et de complexité (Crible 2017 : 76), le **langage inclusif** (LI) peut être interprété comme une charge cognitive à partir de son coût cognitif établi à l'écrit (Gardelle 2019 ; Dister & Moreau 2024) et de sa difficulté pouvant être reconnue à l'oral (Viktorovitch 2023).

La présente communication vise à identifier la manière dont les MD sont influencés par une charge cognitive et comment ils traduisent l'impact de différents degrés de charge cognitive.

Nous avons récolté des données orales de 20 locuteurs francophones. Le corpus est d'une durée de 1:20:43s et comprend 12 930 tokens. Les deux tâches de parole individuelles sont la restitution (10 locuteurs) et la création (10 locuteurs) d'une histoire, la moitié des locuteurs de chaque groupe devant utiliser le LI. Les formes produites (doublets, formes épicènes et invariables, noms collectifs et néologismes) ont été relevées. L'analyse est effectuée sur les **1 012 MD** identifiés (Bolly *et al.* 2015) et annotés suivant le modèle de Crible et Degand (2019). Les degrés de charge cognitive (*absente* 119, *faible* 204, *moyenne* 224, *élevée* 395 MD) considérés selon la tâche de parole et l'utilisation du LI sont confirmés par la perception de l'effort par les locuteurs (Sweller *et al.* 2011 : 73-85).

Nos résultats indiquent que, sous charge cognitive (*faible* et *moyenne*), les locuteurs produisent davantage de MD et de pauses remplies, en particulier des MD signalant l'intention du locuteur de maintenir le flux du discours (Clark & Fox Tree 2002 : 103 ; Crible 2017 : 292). Ces résultats varient cependant lorsque la charge cognitive est perçue par les locuteurs comme une surcharge cognitive (*élevée*). Celle-ci traduirait une concurrence pour la disponibilité des ressources cognitives entre la planification et la parole (Roberts & Kirsner 2000 : 153). Nous discuterons des limites à l'analyse des MD produits dans des conditions expérimentales (Crible 2022) et conclurons par une réévaluation de l'impact du langage inclusif à l'oral au regard des tâches de parole réalisées.

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Van *klimmen* tot *beklimmen*: een alternantiestudie van het prefix *be-* in het Nederlands

Ann-Sophie Vrielynck[1,3], Evie Coussé[2], Dirk Pijpops[3]

[1]Université de Liège, [2]Göteborgs universitet, [3]Universiteit Antwerpen

Het Nederlandse prefix *be-* wordt traditioneel beschreven als een morfeem dat intransitieve basiswerkwoorden (1) omzet in transitieve werkwoorden (2) (Booij 2022):

*(1) De beren **klimmen** op de berg.*
*(2) De beren **beklimmen** de berg.*

Aangezien beide constructies grotendeels dezelfde basisbetekenis delen, blijft het onduidelijk wat de precieze betekenisbijdrage van *be-* precies is. In de literatuur wordt soms aangenomen dat *be-* louter fungeert als transitiviteitsmarkeerder (Norde & Van Goethem 2015: 126). Andere benaderingen koppelen het prefix dan weer aan noties zoals 'volledige beïnvloeding' of teliciteit (o.a. Booij 1992: 56; Brinkmann 1995: 73). Dergelijke verklaringen zijn echter problematisch, aangezien ze niet consistent gelden voor alle *be*-werkwoorden.

Dit onderzoek vertrekt daarom vanuit de hypothese dat de betekenisbijdrage van *be-* niet herleid kan worden tot 'volledige beïnvloeding' of teliciteit, maar eerder voortkomt uit een complex samenspel van factoren die de keuze tussen een basiswerkwoord en het corresponderende *be*-werkwoord beïnvloeden. Een benadering die uitsluitend op het prefix focust dreigt daarbij belangrijke nuances over het hoofd te zien. Daarom analyseren wij de *be*-werkwoorden als realisaties van een specifieke (transitieve) argumentstructuurconstructie. Voortbouwend op Cappelle (2005) gaan we ervan uit dat constructies hun betekenis mede ontlenen aan hun contrast met formeel verwante varianten. Om die reden bestuderen we de *be*-constructie systematisch in relatie tot de overeenkomstige basiswerkwoorden zonder *be-*.

Om dit te onderzoeken, analyseren wij de distributie tussen *be*-werkwoorden en hun overeenkomstige basiswerkwoorden in het hedendaags Nederlands op basis van het SoNaR-corpus (Oostdijk et al. 2013). Daarbij onderscheiden we drie types syntactische alternantie: (i) transitieve *be*-constructies versus intransitieve basisconstructies met adjuncten (bv. *X beklimmen – klimmen op X*), (ii) transitieve *be*-constructies versus intransitieve basisconstructies met verplichte prepositionele objecten (bv. *X beluisteren – luisteren naar X*), en (iii) transitieve *be*-constructies versus transitieve basisconstructies met objectverschuiving (bv. *X besmeren met Y – Y smeren op X*). Voor elk type analyseren we 1000 willekeurig geselecteerde attestaties van zowel het basis- als het *be*-werkwoord.

We willen nagaan in hoeverre de driedeling hierboven samenhangt met de graad van transitiviteit van het *be*-werkwoord (cf. Hopper en Thompson 1980). Bijgevolg annoteren we voor verschillende transitiviteitsparameters, waaronder agentiviteit, alsook eigenschappen van de patiens zoals concreetheid, animaatheid en bepaaldheid. Daarnaast nemen we ook factoren zoals woordvolgorde en werkwoordtijd in beschouwing. Zoals gebruikelijk in alternantiestudies gebruiken we vervolgens logistische regressie om na te gaan of – en in welke mate – deze kenmerken samenhangen met het *be*-werkwoord ten opzichte van het basiswerkwoord (Grondelaers 2000; Pijpops & Van de Velde 2015; Geleyn 2017). Voorlopige resultaten voor *X beklimmen – klimmen op X* tonen het belang aan van meerdere transitiviteitsgerelateerde factoren, waaronder bepaaldheid van de patiens, alsook werkwoordstrijd en woordvolgorde.

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The Daylight between Adjectives and Adverbs

Anastasiia Vyshnevska, Guido Vanden Wyngaerd

KU Leuven

1. Claim. Adjectives and adverbs are traditionally treated as two distinct categories. Drawing on data from English, French, German, and Russian, we argue instead for a tripartite distinction between attributive adjectives, predicative adjectives, and adverbs. Following Fabregas (2024), we argue that attributive adjectives have an extra Join head on top of the agreement. Different from him, we assume that these agreement projections are repeated above the Join head.

2. Data.

2.1 French. Regular French adverbs are derived by attaching the suffix *-ment* to the adjective (*facile-ment*). It also has three suppletive adverbs (*bien, mieux, mal*). These suppletive adverbs show the peculiar distributional property that they may occur in predicative position, as shown for *bien* (Abeillé & Godard 2021: 902), but cannot appear in attributive position. The regular adjectives show agreement in both the predicative and attributive position, and the agreement marking is the same in both cases.

(1) a. *La nouvelle proposition de Paul est très bonne / bien.*
'Paul's new proposal is very good.'

b. *une bonne / *bien proposition*
'a good proposal'

2.2 Russian. Russian shows three different forms. The attributive form is the so-called long form (LF) adjective (nom.F: *krasiv-a-ja* 'beautiful'). The LF morphologically contains the short form (SF) adjective (nom.F: *krasiv-a*), which is the predicative form. Adverbs are syncretic with the neuter.sg form of the SF adjective (*krasiv-o*).

2.3 German. Attributive adjectives show agreement (nom.M: *schnell-er* 'fast', nom.F: *schnell-e*, nom.N: *schnell-es*, nom.pl: *schnell-e*), whereas predicative ones do not (*schnell*). Like in Russian, the attributive adjective morphologically contains the predicative one, with the attributive adjective adding an extra agreement morpheme on top of the predicative one.

3. Analysis.

We adopt and adapt the proposal by Fabregas (2024), who argues that attributive adjectives are derived from predicative ones. More specifically, attributive adjectives have a feature Join, which type-shifts a predicate (type ⟨ *e,t*⟩) into a modifier (type ⟨ ⟨ *e,t*⟩ , ⟨ *e,t*⟩ ⟩). Agreement projections can occur on top of both types of adjectives.

(2) a. [agr [AP]] (predicative)

b. [agr [Join [AP]]] (attributive)

The German predicative adjective lacks visible agreement because the root lexicalises the agreement projections. In the attributive adjective, the head Join blocks the root from lexicalising the agreement projections, so that a separate suffix is needed.

The Russian LF adjectives, with their two agreement morphemes, suggest that the agreement projections can occur twice. We modify Fabregas' proposal to the effect that the agreement projections can occur both above and below the Join head.

(3) a. [agr [AP]] (predicative)

b. [agr [Join [agr [AP]]]] (attributive)

This approach explains why the LF adjectives have two agreement suffixes (there are two agreement projections), why the SF and the LF suffixes are different (they have different lexical entries), and why the SF is restricted to the nominative forms (no lexical entries for the other cases exist). We explain the syncretism between the nom.n.sg and the adverb by assuming that the adverb contains an underspecified nominal core. This solution extends to the French suppletive adverbs.

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Early sensitivity to exhaustivity: children's corrections of French clefts

[1]Tess Wensink, [1]Karen Lahousse, [2]Kriszta Eszter Szendrői, [3]Cécile De Cat

[1]KU Leuven, [2]University of Vienna, [3]University of Leeds

Wh-questions often require exhaustive answers, that is, answers mentioning all and only relevant referents. As a phenomenon involving syntax, semantics, and pragmatics, exhaustivity is central to language development. Yet when children become able to assess an answer for its exhaustivity is not well established. Previous studies on the acquisition of exhaustivity show that children produce exhaustive answers earlier when questions contain lexical markers (*who all*; Schulz, 2015; Schulz & Roeper, 2011). However, such production tasks confound evaluating exhaustivity with the independent demands of answer production.

We address this limitation by focusing on complete question-answer pairs, with answers formulated as French *c'est*-clefts (1), which are generally associated with exhaustivity (Destruel, 2013; Doetjes et al., 2004; Dufter, 2009).

1) *C'est le vélo qu'il a cassé.*
   'It's the bike that he broke.'

The only study on the acquisition of exhaustivity in *c'est*-clefts (Tieu & Križ, 2017) was based on a binary judgment task and found that children aged 5-6 accept non-exhaustive clefts more frequently than adults. However, in binary tasks, acceptance is ambiguous between not registering the incompleteness and registering it without rejecting the answer since it is, after all, true (Katsos & Bishop, 2011). Developmental predictors beyond age have not yet been explored.

By using a novel judgment-and-correction task, we therefore examine whether the presence of lexical exhaustivity marking and developmental factors beyond age (morphosyntactic abilities; task-specific vocabulary; memory) predict children's evaluation of the truth and exhaustivity of *c'est*-clefts.

80 French-speaking children (33-84 months, mean=60) and 20 adults watched animations depicting a child and three animals/objects, one or two involved in an event. The child asked a *wh*-question. A puppet responded with a *c'est*-cleft in one of four semantico-pragmatic conditions:

a) False-1: one referent involved in the event; the puppet named (a) wrong referent(s)
b) False-2: two referents involved; the puppet named a wrong one
c) NonExh[−*que*]: two referents involved; the puppet named only one
d) NonExh[+*que*]: two referents involved; the puppet named only one; marked with *que* ('only')

Participants were encouraged to judge (accept/reject) and correct the puppet's clefts.

Adults performed at ceiling (97% true, 98.8% exhaustive). Children recover exhaustivity requirements early: across the tested age range, children predominantly rejected the puppet's cleft while supplying the missing referent(s) (False-2: 83.75%; NonExh[−*que*]: 57.5%; NonExh[+*que*]: 83.12%). They rarely accepted non-exhaustive clefts without supplying the missing information (NonExh[−*que*]: 1.88%; NonExh[+*que*]: 3.75%). This suggests that children do not treat truth as sufficient for an adequate answer but evaluate exhaustivity independently. Notably, in 22.5% of responses in the NonExh[-*que*] condition, children

accepted the cleft prompt but nonetheless supplied the missing referent – a pattern binary judgment tasks misclassify as a failure to detect exhaustivity. Ordinal regression models revealed that the presence of *que* increased rejection rates of non-exhaustive clefts, particularly among children with lower morphosyntactic abilities, showing that lexical marking facilitates the application of exhaustivity. Analyses also revealed that morphosyntactic abilities and task-specific vocabulary predicted children's evaluation of both the truth and exhaustivity of clefts, independently of age. Together, these findings highlight how task demands, lexical markers, and developmental factors affect children's interpretation of exhaustivity.

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FIDELIA: Towards the Automated Scoring of Written Productions in French as a Foreign Language

Rodrigo Wilkens[1], Rémi Cardon[2], Vincent Folny[3], Thomas François[4]

[1]University of Exeter, [2]Université Carlos III, [3]France Éducation International, [4]UCLouvain

Automated Essay Scoring (AES) provides AI-based methods for the automated assessment of writing proficiency (see surveys by Klebanov & Madnani, 2021; Li & Ng, 2024; or Elmassry et al., 2025). This field is dynamic in the context of foreign language assessment, with approaches initially relying on automatically extracted linguistic features (Zesch et al., 2015), before shifting toward deep learning models (Taghipour & Ng, 2016) and more recently large language models (Mayfield & Black, 2020; Mizumoto & Eguchi, 2023). However, these advances have focused predominantly on English, largely due to the lack of available training corpora for other languages. For French, only a handful of studies exist, relying either on outdated technologies (Zaghouani, 2002), very small corpora (Parslow, 2015), or systems for which neither the training data nor the models were made publicly available (Ranković et al., 2020). In this presentation, we introduce FIDELIA, a system designed to automate the scoring of the "writing production" section of the *Test de connaissance du français* (TCF), one of the major international certification exams for French proficiency. The system was developed in collaboration with the TCF operator, France Éducation International, and builds on recent advances in artificial intelligence and deep learning.

To develop this system, we relied on a unique corpus of 27,000 examination essays collected from TCF test sessions. This corpus stands out because of the diversity of learner profiles represented: for instance, in 2024, candidates who took the computer-based TCF came from 88 countries and 350 test centers, representing 207 different languages. The goal of our system is to automatically predict learners' proficiency levels on the basis of their written productions. The reference scores for the 27,000 texts, based on the CEFR scale, were annotated by two or three expert raters according to a well-established protocol validated through psychometric measures. We then compared eight AI model architectures, which we evaluated using a generalization corpus of 961 learner productions that had each been assessed by at least nine raters. Thanks to this particularly reliable corpus, we conducted a series of experiments aimed at evaluating the validity of AES models in the context of written French language certification. Given the high socio-economic stakes associated with this type of assessment, the reliability of such models constitutes a major issue. To address this challenge, we rely on a widely used framework in AES research — the Argument-Based Validation (ABV) framework (Chapelle et al., 2008; Williamson et al., 2012) — while revisiting it by integrating a broader range of quantitative evaluation measures.

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Translating Beauty: Aesthetic Adjectives from French and English into Spanish in the Open Parallel Corpus

Ernesto Wong García

Université de Liège

This talk presents results from a corpus study on how the French aesthetic adjectives *beau* and *joli*, and the English *beautiful* and *pretty*, are translated into Spanish as *bello*, *bonito*, *hermoso* and *lindo*, and what factors influence the choice of equivalent. The study is based on 40,834 translated sentences from the Open Parallel Corpus, accessible through Sketch Engine (Kilgarriff et al., 2014). Modal equivalents were identified for each source adjective and used as reference for the rest of the study, specifically to measure the weight of three factors on modal deviation and target adjective choice: semantic noun kind, grammatical and referential gender, and degree of aesthetic evaluation, i.e. intensification. Corpus processing and analysis were conducted on Python, using mainly the spaCy library (Montani et al., 2023); for statistical tests, the SciPy library (Virtanen et al., 2020) was used. Results show that target adjective choice is affected by semantic kind, specifically humanness; by grammatical and referential gender, notably in cases of gender mismatch in the French sub-corpus; and by the addition or elimination of intensifiers. Conversely, the treatment of intensification (mainly addition and elimination) is itself affected by gender mismatch, semantic kind and modal deviation. Where possible, these results are considered alongside the sparse previous research on aesthetic evaluation in Spanish (Ariza Viguera, 2007; Curbeira Cancela & Urra Vargas, 2012; De Waele, 2014; Gladkova & Romero-Trillo, 2014; Wong García, 2024, 2025).

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Prosodic Realization of Focus in Mandarin Chinese :
Evidence from a Controlled Production Study

Yingyu Yan[1,2], Jorina Brysbaert[1,3]

[1]*University of Louvain, Institute for Language and Communication;*

[2]*China Scholarship Council;* [3]*Fonds de la Recherche Scientifique – FNRS*

GOAL AND BACKGROUND. This study investigates the prosodic realization of focus in Mandarin Chinese using a controlled production experiment. It examines how speakers mark neutral, information, and corrective focus (1a–c) — a broad-focus type versus two narrow-focus types — through prominence (local enhancement of F0 range, duration, and intensity) and phrasing (boundary cues such as pause and pre-boundary lengthening), across pre-focal, focal, and post-focal regions.

a. {What is happening?} [Tom is going to Vienna.]$_{focus}$
b. {Who is going to Vienna?} [Tom]$_{focus}$ is going to Vienna.
c. {Is Alain going to Vienna?} No, [Tom]$_{focus}$ is going to Vienna. (Féry, 2013)

Previous research has shown that focused constituents in Mandarin are realized with an increased F0 range, longer duration, and higher intensity, while post-focal elements exhibit compression of these parameters (Chen & Gussenhoven, 2008; Xu, 1999). This post-focus compression has been identified as a major prominence-based strategy for signaling focus in Mandarin (Xu et al., 2012). However, studies comparing information and corrective focus suggest that these two subtypes of narrow focus may differ: corrective focus has been associated with greater intensity range expansion than information focus (Ouyang & Kaiser, 2015). In addition, the prosodic marking of focus interacts with tone type (i.e. level, rising, falling tones) (Wan, 2020; Xu, 1997). While these prominence-based effects are well documented, the role of phrasing in marking focus types remains less understood (Wang et al., 2018). The present study therefore provides a systematic description of how prominence and phrasing jointly contribute to focus realization in Mandarin under tightly controlled tonal conditions.

RESEARCH QUESTIONS. RQ1: How do Mandarin speakers distinguish broad focus from narrow focus through prominence and phrasing across pre-focal, focal, and post-focal regions? RQ2: Do information focus and corrective focus differ prosodically? RQ3: Which acoustic features are most informative for classifying focus types?

METHODS. Eight native Mandarin speakers from Shanghai produced 648 items in a question–answer paradigm designed to elicit neutral, information and corrective focus (see Example (1)). Target words in Mandarin were primarily selected with first tone, characterized by a high level F0 contour, to reduce variability due to lexical tone. All sentences follow standard SVO word order and consist of controlled carrier sentences in which the target element occurs in subject, direct object, or indirect object position. Acoustic analyses include measurements of F0, duration, intensity, and pause, with robust statistical summaries and speaker normalization to ensure cross-speaker comparability.

EXPECTED FINDINGS. Regarding RQ1, we expect narrow focus to trigger on-focus enhancement and post-focal compression, with pre-focal regions largely unaffected (Liu & Xu, 2005; Xu, 1997). For RQ2, we predict that corrective focus will show stronger enhancement and compression than information focus, particularly in intensity (Ouyang & Kaiser, 2015), with possible differences in phrasing cues. For RQ3, we expect the relative importance of cues to vary, with F0-related and duration measures likely to rank highest (Wan, 2020). Together, these

findings will clarify the respective roles of prominence and phrasing in focus realization in Mandarin Chinese.

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