

Abstracts
(in alphabetical order)

Adinolfi, Lina

The teaching and learning of a complex chunk in a Spanish beginners' language classroom (Paper)

Tuesday 23 March, 17.00-17.30 (Großer Saal)

By definition, target language chunks are perfectly formed, idiomatic units of expression. For adult learners, their reproduction would appear to be an ideal shortcut to nativelike communication.

Yet, despite the incorporation of chunks into language teaching materials and environments at all levels, learners appear to have difficulty replicating them as wholes, their non-target versions being suggestive of interference and patching on an atomistic level (eg Yorio 1989; Wray 2004; Fitzpatrick and Wray 2006; Wray and Fitzpatrick 2008).

Drawing on a natural experiment involving unelicited longitudinal corpus data, this study tracks the teaching and learning of a single internally complex chunk within two beginner level Spanish language classrooms over one academic year.

In so doing, it examines the extent to which the distinct nature of instructional input to which the two cohorts of learners are exposed impacts on their successful mastery of the target chunk.

The study then considers individual learner differences with respect to their production of the chunk and how any non-target forms evolve over time.

References

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Arnon, Inbal

Starting Big: the facilitative role of multi-word chunks in language learning (Paper)

Friday 26 March, 10.30-11.00 (Großer Saal)

Unanalyzed multi-word chunks are more prominent in children's early language than in adult L2 language (Wray, 1999). Children attempt to produce multi-word utterances early on (e.g., Peters, 1983; Tomasello, 1992), and many of their later utterances are still not fully analyzed (in one study, up to 50% were classified as frozen, Lieven, Pine & Baldwin, 1997). In contrast, such chunks are rarely found in the language of adult L2 learners which is often described as overly-flexible or non-formulaic (e.g., Pawley & Syder, 1983; Wray, 2002). Here, I argue that learning grammar from chunks (as children do) is beneficial, and that (some) L2 difficulty is related to the smaller and more analyzed linguistic units they learn from.

First, I present evidence on the facilitative role of multi-word phrases in child language. English-speaking children (4;6 year-olds) produced many more correct irregulars (e.g. *mice*) following frames they often occur with (e.g. *Three blind--*) than following a labeling-question (*What are these?*, $B=2.45$, $p < .001$). Children's lexical and morphological knowledge is tied to the larger patterns they appear in.

Second, I test the prediction that adult difficulty is related to the smaller units they learn from. I show that adults are better at learning grammatical gender in an artificial language when exposed first to larger chunks of language (article-noun sequences and then noun-labels) compared with learners that first hear noun-labels and only then article-noun sequences ($B = .44$, $p < .05$). These findings demonstrate that early units can influence subsequent learning, and that learning grammar by segmenting larger units may be advantageous.

The findings highlight the possibly different role of larger units in L1 and L2 learning. I discuss the nature of early units in children and adults and how they may lead to the different learning outcomes we observe.

Backus, Ad and Verhagen, Véronique

Degrees of entrenchment and individual differences: A Magnitude Estimation experiment (Paper)

Tuesday 23 March, 15.30-16.00 (St Agnes)

Cognitive linguists have argued that languages consist of a vast inventory of multi-word units and constructions. By combining these units creatively, speakers build larger phrases and utterances. While it is clear that units are not limited to single words, it is not so clear which multiword combinations qualify as units and which ones do not. Furthermore, it is not so clear to what degree unit status itself is an all-or-nothing affair. There are good reasons to assume that entrenchment is gradient, but we have little knowledge about the range of entrenchment, nor whether the entrenchment level of the same combination differs much across individual speakers of the same language.

To find out more about this variation, both in degrees of entrenchment of various multiword combinations and across speakers, we conducted a Magnitude Estimation experiment with 70 Dutch native speakers. They were asked to judge the degree to which the words in a range of noun-verb combinations and prepositional phrases belong together. For both types of constituent we included combinations that are highly frequent and ones that occur rarely or never. Estimates about frequency of occurrence were based on searches in the Corpus of Spoken Dutch, Google and our intuitions. The combinations also varied in the degree to which we expected articles and/or possessive pronouns (N-V combinations), and articles and/or verbs (PPs) to be part of the unit.

In our presentation we will outline to what degree our results provide psycholinguistic evidence for the gradient nature of unit status, and how well frequency of occurrence in corpora correlates with the participants' assessments of unit status. This allows conclusions about the relative importance of this factor for determining degree of entrenchment.

Ballmer, Sinja

Form-Function-Mapping dank musterhafter Sprache (Paper)

Wednesday 24 March, 17.00-17.30 (Großer Saal)

Unsere Sprache ist stark musterhaft. 55 Prozent der Sprache bestehen aus „prefabricated word combinations“ (Erman & Warren 2000). Kinder verfügen schon zu Beginn des Spracherwerbs über die Fähigkeit zum statistischen Lernen und können bereits früh grössere Einheiten abspeichern (Gomez & Gerken 2000, Saffran 2003, Tomasello, 2003, Newport & Aslin 2004). Die vorliegende Untersuchung widmet sich der Frage, auf welcher Analyseebene formelhafte Sprache gefunden werden kann. Die Untersuchung ist empirisch-methodologisch angelegt, indem sie an einem grossen Datenkorpus Möglichkeiten prüft, sprachliche Muster zu finden.

Gegenstand der vorliegenden Untersuchung bilden Äusserungen mit Präpositionalgefügen. Beim Erwerb von Präpositionen stellt die Form-Funktions-Beziehung eine Herausforderung dar, da dieselben Präpositionen mit unterschiedlichen Funktionen verwendet werden. Diese kann nur dank den Mustern in unserer Sprache gemeistert werden. Kidd & Cameron-Faulkner (2008) zeigen anhand einer Langzeitstudie eines englisch sprechenden Jungen, dass die verschiedenen Funktionen von „with“ an prototypische Satzkonstruktionen und typische Verben gebunden sind. Diese Resultate sollen für die deutsche Sprache und die Präposition „auf“ reproduziert werden.

Das Untersuchungskorpus bilden Langzeitstudien sechs deutschsprachiger Kinder im Alter von 2;00 bis 5;00. In einer konstruktionsbasierten Analyse wurde geprüft, ob die verschiedenen Funktionen der Präposition jeweils in einem spezifischen linguistischen Kontext auftauchen. Was die semantische Funktion betrifft, so wurden die Daten nach Schroeder (1986) kodiert. Die syntaktische Form hingegen wurde auf folgenden drei unterschiedlichen Abstraktionsebenen bestimmt und die Korrelation mit den semantischen Funktionen einzeln geprüft: 1) syntaktische Funktion der Präpositionalphrase, 2) Satzkonstruktionen (gemäss Kidd & Cameron-Faulkner 2008) und schliesslich 3) Lexeme im Kopf der Präpositionalphrase.

Die Resultate der drei Analysen zeigen, dass die Verwendung verschiedener Funktionen der Präposition an konkretes Wortmaterial, also einzelne Lexeme gebunden ist. Auf den abstrakteren Analyseebenen (1 und 2) konnte keine bemerkenswerte Korrelation zwischen Funktion und Form festgestellt werden. Die Ergebnisse von Kidd & Cameron-Faulkner (2008) konnten für die deutsche Sprache und die Präposition AUF nicht reproduziert werden.

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Bellay, Catrin

Musical, Audio-Visual, Poetic, and Narrative Input in Bilingual Language Acquisition (Paper)

Thursday 25 March, 17.30-18.00 (Großer Saal)

From the analysis of a corpus documenting the bilingual acquisition of my own three French-English bilingual children, I demonstrate that Musical, Audio-visual, Poetic, and Narrative Input (MAPNI) plays a significant role in the (bilingual) acquisition process. A lot of the children's L2 production is influenced by this. Children seem to make associations, either linguistic, pragmatic, or contextual, between ongoing activity and MAPNI, and these associations trigger the re-use of language encountered in MAPNI into children's own utterances.

Some corpus examples show evidence of formulaicity. Being rich in formulaic sequences, MAPNI provides a useful and meaningful context within which children can encounter formulaic sequences which they can

then re-use themselves in their own output, in the forms of everyday dialogue, role-play, musical / poetic / narrative output. The formulaic richness of MAPNI probably adds to its appeal to children, and makes it relevant to their acquisition of language. Children pick up on the formulaic aspects of MAPNI, adding them to their own linguistic repertoire.

The children's acquisition of natural translation competence is examined, particularly the translation of stories. The children's treatment of formulaic language in their translations is discussed, and I suggest that, while the presence of formulaic sequences may complicate the translation process, sometimes leading the young translator into error, such sequences help the children produce narrative translations which are convincing, natural, and great fun to listen to.

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Berlage, Eva

Formulaic predicative complement constructions (Paper)

Friday 26 March, 9.00-9.30 (St Agnes)

This paper focuses on the lexicalisation of three collocationally restricted constructions in English. These are *take prisoner(s)*, *fall victim(s)* and *play (the) truant*. Lexicalisation is here understood as “a gradual change involving formal reduction and loss of semantic compositionality (idiomaticization)” (Brinton and Traugott 2005: 144-145).

All three collocations started off as fixed phrases in the sense that they were already non-compositional in their earliest attested co-occurrences. This is illustrated in examples (1)-(3), which show that the verbs *take*, *fall* and *play* have given up their literal meaning in their earliest attestations with *prisoner*, *victim* and *truant*. From a semantic perspective, the constructions have been formulaic from the start.

- (1) [...] Many Noble men of Scotland **were taken prisoners** at this battell and many more slaine [...] (EPPF, 1626)
- (2) [...] the Flemish beauty expressed great sympathy and compassion for the unhappy sufferers, who (as she had been informed) **had fallen victims** to the malice of the accuser. (ECF, 1751)
- (3) Thus Apolonius was so busied in his newe studie, that I warrant you there was no man that could challenge hym for **playing the truant**, he followed his profession with so good a will [...] (EPPF, 1581)

While examples (1)-(3) have become idiomaticised, the complements still show morphosyntactic features typical of free syntactic NPs. Thus, *prisoners* and *victims* in (1) and (2) carry plural agreement with their corresponding subjects and *truant* in (3) is preceded by a determiner. This strongly contrasts with the fixed morphosyntactic status of the three complements in present-day English, where the collocations are formulaic from a semantic and a formal point of view.

The present paper adopts a corpus-based approach to depict the gradual grammatical changes affecting the three constructions. It suggests that the loss of morphosyntactic properties typical of free syntactic NPs reflects the extent to which the constructions have become fully lexicalised.

Bladas, Oscar

‘You said what?’ Formulaic forms and indirect reported speech in spoken Catalan (Paper)

Thursday 25 March, 10.30-11.00 (St Agnes)

Kecskes (2002) illustrates what he calls Charged Situation-Bound Utterances by providing the example of the formulaic non-fossilized form *Get out of here*. This utterance may display pragmatic ambiguity. It can be processed “literally”, see (1a), or it can be processed “figuratively” if the communication situation makes its charged pragmatic meaning more salient, cf. (1b).

(1a) *Get out of here!* I don't want to see you

(1b) John, I think you really deserved that money —Oh, *get out of here!*

(from Kecskes 2002: 122)

Is it possible, however, to produce an indirect reported utterance like (2)?

(2) She said I deserved that money, but I told her *to get out of here/there*

On the one hand, the charged pragmatic meaning of *Get out of here* may be salient given the appropriate communication situation, while, on the other hand, similar formulaic forms allegedly conflict with indirect reported speech in a number of languages (e.g. English and Spanish) in that their illocutionary force mismatches the representative meaning of the *verbi dicendi* (cf. **I said him that hello*). Apart from introspection, no research based on corpora of naturally occurring data has been carried out to answer this question.

The present paper contributes to this issue by analysing the indirect reported speech in three corpora of spoken Catalan from the University of Barcelona (namely, COC, a selection of colloquial conversations; COR, a collection of samples of (in)formal oral discourse genres, and COS, a collection of semi-structured interviews). It suggests that in spoken Catalan indirectly reported utterances like (2) are rare, even though other formulaic forms (e.g. pragmatic markers) can be found in indirect reported speech.

References

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Borchers, Melanie

Middle English Binomials - "The Chicken or The Egg" Revisited (Paper)

Tuesday 23 March, 11.00-11.30 (St Agnes)

Benor & Levy (2006) study 20 different constraints and the question how they influence the arrangement of the two elements in binomial A and B constructions such as safe and sound or kith and kin in three tagged Modern English corpora. According to their results, semantic, metrical, and frequency constraints are all significantly aligned with binomial order whereas phonological factors are rather inconsistent. Their investigation suggests "a natural ordering of constraints by constraint type, with semantic and pragmatic constraints outranking metrical constraints, metrical constraints outranking frequency constraints, and frequency constraints outranking phonological and orthographic constraints" (Benor & Levy 2006: 262).

In order to discuss the constraints' salience and interaction in Middle English binomials, a corpus of about 6,500,000 tokens will be investigated. Among the constraints that will be studied it will be the semantic peculiarities that are at the centre of investigation while others only play a minor role. This focus is mainly due to methodological challenges that historical linguistics are faced with.

The paper will extend the analysis of the binomials' internal order to the role the French influence played. To prove the French impact on Middle English phraseology, the formerly retrieved binomials will be compared to two comparative corpora. While the Old English Corpus (OEC) serves the purpose to exclude an internal English development, Le nouveau corpus d'Amsterdam forms the basis for the contemporary French binomials. Parallel constructions in the Middle English as well as the Old French data suggest an influence of binomial French constructions upon the Middle English inventory

References

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Brandi, Luciana and Vezzosi, Letizia

Recurrent strings as narrative strategies (Paper)

Wednesday 24 March, 17.00-17.30 (St Agnes)

The role of formulaic language in literature as a rhetoric strategy has been reachly analysed, but the replication of linguistic chunks is indeed the purest mode speakers use to produce and process both written and oral stories.

Recurrent linguistic strings in spontaneous oral stories (Wray & Perkins 2000) represents the modality to assure linguistic economicity and efficacy of the produced text and hence they constitute a sort of 'recitative speech' which makes communication easier.

In the present paper, we intend to prove the above mention statements in two different narrative domains: 1. the perseveration of narratives (Sandson & Albert 1984) in the case of vascular or athrophic cognitive impairment is the pathological decline of formulaic language, in the sense that it constitutes the spared modality to guarantee a successful performance of the narrative texts; 2. the use of formulaic language in the case of written and formal narratives (Scala 2002), as it is the case of Medieval poems (Amodio 2004), represents a narrative strategy that facilitates the author to evocate different and all possible interpretations of the same linguistic chunk within the hearer's processing thanks to the fact that this replication grounds on the shared linguistic knowledge about the functional role of linguistic formulas.

References

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Bridges, Kelly and Van Lancker Sidtis, Diana

Language in Alzheimer's disease: Influence of Age of Onset (Paper)

Thursday 25 March, 17.00-17.30 (Großer Saal)

Alzheimer's disease (AD) is known for a decline in language with increases in empty speech. However, the nature of that decline in individuals diagnosed with early- and late-onset AD, which may be two different disease processes, is relatively unknown. Syntactic complexity (measured by clausal structure), lexical frequency (measured using published lexical frequency norms) and the use of formulaic expressions (proportion of the number of words in formulas to the total number of words) were analyzed in the discourse of five early-onset, six late-onset (matched on years post-diagnosis) and five healthy control subjects. Results indicate that individuals with late-onset AD use fewer low-frequency words than healthy control subjects, with early-onset AD subjects falling between the two groups. Syntax remained relatively preserved in both groups of AD subjects as compared to normal controls. Finally, subjects with early-onset AD used more formulas than the other two groups. Formulaic errors of unusual nature were seen in AD speech in the form of distortions and conflation of two or more formulaic expressions. Additional analyses are in progress in order to discover the nature of formulaic expression use by these subjects. In conclusion, while syntax remains relatively preserved in individuals with early- and late-onset AD, these groups differ on lexical frequency measures and use of formulaic expressions. These data support the argument that early- and late-onset AD may be two different forms of the disease, with early-onset being more severe. As in other forms of language and cognitive disorder, persons with AD may rely on the use of formulas as a compensatory mechanism due to compromised ability to create semantically rich novel speech. A more detailed analysis of the types of formulas used will further illuminate the impact of early- and late-onset AD on language in discourse.

Bürki, Andreas

All sorts of change: a preliminary typology of change in multi-word sequences in the Swiss Text Corpus (Paper)

Friday 26 March, 10.30-11.00 (St Agnes)

While there has been little work yet on quantifying diachronic change in multi-word sequences (MWS) beyond studies of individual expressions or small groups thereof, the increasing availability both of diachronic corpora and more adequate processing power and software, make larger scale quantitative analyses of diachronic change in MWS more easily possible. As part of an on-going research project into diachronic change in German MWS, the present paper seeks to outline a possible typology of change based on motivation.

The data for this analysis are taken from the Swiss Text Corpus, a 20-million-word corpus of standard written German as used in Switzerland, covering language across the 20th century (Bickel et al. 2009).

Frequent contiguous MWS, between 2 and 7 words in length, were extracted from each of four temporally ordered subcorpora using a version of the N-gram Statistics Package (Banerjee, & Pedersen 2003). The resulting lists were then consolidated into four substring reduced lists, one list per time period, which were subsequently compared. This analysis was used as the basis for an investigation into the motivation of observed changes. This yielded a typology of change in four categories of motivation among which the group of changes without readily identifiable motivation was the largest. While the derived typology is in need of some refinement and confirmation on other data, it sheds light on the characteristics of MWS from a new angle.

References

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Claridge, Claudia

Fixed expressions in a historical dimension (Paper)

Tuesday 23 March, 10.30-11.00 (St Agnes)

The present study aims at investigating a small, but hopefully representative area within the still largely neglected field of English historical phraseology. Focusing on the Early Modern English period, I will look at recurring collocations around the prepositions *at* and *by*. These items are attested in quite a number of phrases in Modern English (e.g. *at all*, *at first*, *at ease*, *at the risk of*, *at that*, *by and by*, *by means of*, *by rights*), of which some are very old, but some seem to have originated only during the EModE period, according to the OED (e.g. *at length*, *by and large*). The study uses a corpus-linguistic approach to trace the occurrence and development of such items, including both corpora close to more oral and private language (*Corpus of English Dialogues* 1560-1760, *Corpus of Early English Correspondence* 1500-1710) and corpora representing the written language (*Helsinki Corpus* 1500-1710, *Lampeter Corpus* 1640-1740). The aim is partly documentary, answering questions such as: How many more or less fixed phrases were used (types)? How frequent were they individually and overall (tokens)? Which formal realisations are attestable? Another aspect concerns (diachronic) variation, dealing with questions like semantic diversity and developments (polysemy, change) as well as degrees of and changes in fixedness of the phrases found. Depending on the type of phraseological item, a pragmatic / functional analysis may also be included. Where appropriate and possible, the corpus findings may also be compared to and/or supplemented by Early Modern English dictionary evidence. Finally, a contrastive approach vis-à-vis Modern English will ask how the EModE phrases found are related to the modern inventory.

Coffey, Stephen

Text, Dictionary and Corpus: Teaching students about the lexico-phraseology of modern English (Paper)

Thursday 25 March, 10.30-11.00 (Großer Saal)

In this paper I suggest that text analysis, integrated with corpus-based dictionary description, is an excellent way to teach learners about lexico-phraseology. The principle holds for many formal learning situations; the description in this paper relates specifically to a 30-hour module on 'lexico-phraseology' taught to second-year undergraduates at a Foreign Language Faculty in Italy.

The main objectives of the module were: (i) to describe many of the different types of lexico-phraseological phenomena in modern English, (ii) to demonstrate how prevalent lexico-phraseology is, (iii) to show how much lexico-phraseological information is present in corpus-informed dictionaries. Further aims were: (i) to (re-) introduce students to the notion of 'corpora', (ii) to raise awareness that different text types have different language characteristics.

The course revolved around the analysis of a single (complete) text, a short story by a modern British writer. The language of the text is mainly a mixture of narration and the fictional representation of speech. Prior to the course, and as part of on-going research, the teacher carried out a 'manual' analysis of the entire text. This involved the use of intuition, corpus-informed dictionaries, and corpus interrogation.

Lessons consisted of an alternation between the presentation of phraseological phenomena (of which the present paper will give a detailed outline), and the analysis of specific passages from the story. During analysis, PowerPoint was used with colour-coding and typographical techniques to overcome the entrenched readers' vision of a chain of words. In phraseological presentation, a primary distinction was made between (i) lexicalized items (fixed, variable or fairly closed frames), (ii) links between lexis (through collocation or linking particles), and (iii) more open phraseology. An end-of-course exam required students to analyze a passage from the story with the aid of corpus-based dictionaries.

Cordier, Caroline

Identifying formulaic sequences in the oral productions of advanced learners of French (Paper)

Thursday 25 March, 11.00-11.30 (Großer Saal)

My PhD investigates how English advanced learners of French use formulaic sequences (FS), defined by Wray (2002) as prefabricated word-strings stored and retrieved whole from memory, rather than generated by the language grammar. In this paper, formulaicity is therefore not defined according to formal linguistic characteristics (e.g. semantic or syntactic irregularity) or corpus-based frequency, but is viewed as the property of particular strings as processed by particular individuals (Wray 2008).

This psycholinguistic approach is particularly interesting in the context of second language (L2) acquisition because it allows for the consideration of sequences that might be overlooked by the criteria traditionally used to study formulaicity in native speakers. Indeed, L2 learners might use holistically-retrieved sequences that (1) are not native-like because ungrammatical or unidiomatic and (2) look like sentences generated by the grammar but have either been learnt as wholes or have become ‘fused’ (Peters 1983).

Though potentially highly enlightening with regard to (1) the balance between prefabrication and creativity in L2 learners and (2) the nature of the L2 lexicon, the psycholinguistic approach to formulaicity presents one major methodological difficulty: the identification of FS since access into learners’ internal representations can only be indirect. Researchers have successfully managed to develop identification criteria for beginner learners (Weinert 1995). However, these criteria, being based on the discrepancy between language performance and language competence, cannot be used for more advanced learners for whom this discrepancy is no longer present.

Using a corpus of oral productions from 10 second-year-university English learners of French performing 5 tasks, possible identification criteria such as fluent pronunciation as well as intra and inter-learner frequency are applied and discussed, along with the possibility of using psycholinguistic methodologies such as eye-tracking and oral dictation to confirm them.

Dudek, Jakub

Holistic Processing in Polish – A Closer Look at Morpheme Equivalent Units (Paper)

Tuesday 23 March, 17.30-18.00 (St Agnes)

This paper reports on two experiments designed to test the hypothesis of holistic storage of formulae (Wray 2002, 2008) in the environment of a highly inflective language without a strict word order, i.e. Polish.

The first experiment was a dictation task carried out on a group of 85 seven-year-olds, who had already learned to write but were still on their way to full literacy. The text, dictated to the children by their teacher, included a number of common formulae. The results illustrate that children had an acute awareness of the word level category in general, but this ability failed them in the case of formulaic language, where they often connected words together as if they were one.

The second experiment was intended to address the issue of processing of non-compositional expressions and investigate the activation of the literal senses of the items within formulae. This time a short story was read to over 200 secondary school students who were later presented with a list of words and asked to tick those which in their opinion appeared in the text from the list. The results indicate that content words from the list were more often activated and remembered when used literally than in a formula.

References

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Durrant, Philip

Formulaicity in an agglutinative language: the case of Turkish (Paper)

Wednesday 24 March, 10.30-11.00 (St Agnes)

The majority of corpus linguistic work on formulaic language to date has focused on English. This focus has obvious applied benefits; however, if

we are to build a more general model of formulaic language, our evidence-base must be broadened considerably. A particularly interesting area for research in this respect is morphologically-rich languages such as Turkish.

Turkish provides an interesting contrast to English for at least two reasons. First, much grammatical information which in English is expressed by word sequences is conveyed in Turkish through suffix chains. Thus, in the sentence:

yapamayacakları çok az şey vardır

(‘there is little that they won’t be able to do’)

the word ***yapamayacakları*** (the root form *yap*, ‘do’, followed by 4 suffixes) corresponds to the English sequence: ‘that they won’t be able to do’. Such complex combinations of morphemes appear to exhibit some formulaicity (a common experience of beginner learners of Turkish is the need to consciously automatise important chains). However, it is not clear exactly what forms this takes or how the ‘internalisation’ of syntactic complexity to words affects the nature of formulaicity.

A second important difference between English and Turkish concerns word order. The prototypical SOV pattern of Turkish means that the agent+verb combinations which often form the base of formulas in English may be separated by long spans of text; at the same time, the language’s rich morphology allows a flexibility of word order which is not permitted in English. An account of the effects of such factors needs to be built into any general model of formulaicity.

This presentation provides an initial corpus-driven picture of formulaicity in Turkish. Looking in particular at academic writing, it examines the extent and nature of formulaicity and discusses its theoretical implications.

Fernández-Parra, María

**Translating formulaic expressions in science and technology
(Paper)**

Wednesday 24 March, 11.00-11.30 (St Agnes)

Formulaic expressions are pervasive in all types of language use, including scientific and technical texts (e.g. Goźdz-Roszkowski 2006), which I collectively refer to as *specialised*. Translators of specialised texts have access to many technical dictionaries and databases but such works typically deal with terms, rather than with formulaic expressions. Therefore, translators do not often have a source of information about how the target language deals with formulaicity in specialised subject fields. This is particularly important if we bear in mind that formulaic sequences may not have the same degree of importance in all languages (Biber 2009: 301).

The aim of this paper is to determine how formulaic expressions are realized in a purpose-built corpus of specialised texts in English and how the expressions have been rendered in the target language, in this case Spanish, so that we can identify where errors occur in the translation of formulaic expressions. The English texts amount to about 200,000 words, from which about 3,000 tokens (2,000 types) of formulaic expressions were extracted manually and then their equivalents in the Spanish target texts were noted.

Despite the relatively small size of the corpus, initial results show that a relatively large proportion of expressions were incorrectly dealt with in translation. Some formulaic expressions were too literally rendered, such as *without charge* (meaning ‘free of charge’) rendered as *sin carga* (‘without load’); others were incorrectly rendered or left in English. These and other errors indicate that translators appeared to be unsure of the differences between the usage of formulaic expressions in specialised texts in both languages. On the basis of these findings, I draw some wider generalisations about the importance of formulaicity in specialised texts in English and Spanish.

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Galkowski, Blazej

Developing Formulaic Competence – from Theory to Teaching Practice (Paper)

Thursday 25 March, 11.30-12.00 (St Agnes)

This paper presents a model of *formulaic competence* and discusses selected pedagogical procedures promoting interlanguage development in the area of formulaicity.

Formulaic competence may be operationalised by distinguishing three basic components:

- *lexico-grammatical competence* – familiarity with various types of (semi-) prefabricated items and their co-selectional idiosyncrasies;
- *socio-cultural competence* – understanding of the social and cultural milieu of the target language; ability to encode and decode native-like meanings formulated in a native-like way;
- *processing competence* – procedural knowledge of systemic shortcuts to most common operations.

These different dimensions are discernible in theoretical treatment of formulaicity (respectively: linguistic, sociolinguistic and psycholinguistic approaches), and become even more apparent when analysing non-native language data. In interlanguage production the three sub-competences often appear to be out of balance (e.g. formulas may be well-formed and delivered fluently but contextually inappropriate, or proceduralised and appropriate but formally deficient). The growth of proficiency in one area does not necessarily result in a harmonious development of the others.

In view of this, pedagogical strategies and procedures dealing with formulaic language are discussed with regard to the markedly different nature of each of these components as well as specific needs of various learner groups.

Ghareeb-Ali, Zainab

**On-line idiom processing by second language learners of English
Tuesday 23 March, 16.00-16.30 (Großer Saal)**

This paper reports the results from an on-line cross-modal priming experiment investigating the processing of idioms by native and non-native speakers of English. The aim was to examine whether figurative or literal meanings would initially be computed during the processing of idiom expressions, as predicted by the Literal-Salience Resonant Model of L2 idiom comprehension developed by Cieřlicka (2006). This view presumes that processing idioms involves the obligatory computation of the literal interpretations of the words making up the idiomatic string. Therefore, the hypothesis of the current study is that literal targets should demonstrate a significant priming advantage over idiomatic targets in L2 listening comprehension.

Auditory materials included 19 non-literal, non-decomposable English idioms embedded in a neutral sentence context, pseudo-randomised with 40 fillers. Three types of target word (literal, idiomatic, or unrelated) were presented visually at the idioms' offset. Participants comprised a group of 40 advanced Kuwaiti Arabic-speaking learners of English and 20 native speakers of English.

The results revealed that the non-native speakers performed similarly to the native speakers in that both groups showed higher priming effects for target words related to the literal meaning of the last word in the idiom string than for targets related to the overall figurative interpretation of the idiom. In line with Cieřlicka's (2006) findings, this indicates that literal meanings were activated more strongly than figurative ones during idiom comprehension. Thus, it is suggested that literal reading of idioms is not optional and always comes prior to retrieving the figurative meaning when processing idioms.

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Giammarresi, Salvatore and Wray, Alison

Can crosswords help identify English formulaic sequences?(Paper)

Thursday 25 March, 11.00-11.30 (St Agnes)

Identifying the formulaic status of a sequence is still one of the crucial issues in formulaic language studies, and central to the creation of a plausible dictionary of formulaic sequences.

Although frequency, collocation, colligation and semantic prosody all have some relationship with formulaicity, native speaker intuition remains the ultimate arbiter. A reliable set of formulaic sequences based on intuition could be used to examine the true role of other characteristics – but intuitive judgments are difficult to capture and can vary between native speakers (Wray 2002, 2008).

How can we tap into a ‘collective’ intuition of native English speakers regarding what is formulaic, without encountering problems with inter-judge disagreements, start and end point, etc? This paper explores a possible solution, using multiword solutions to cryptic crosswords.

Crossword solutions, particularly to cryptic clues, need to ‘jump out’ to a native speaker as the correct solution, and several filters are imposed to ensure they do: reference lists used by the compiler aim to offer potential items, from which the compiler selects a subset reflecting his/her own judgment about what will be intuitive for the solver. The editor at publication can require changes, and (as we are using post hoc compilations) feedback from solvers and the compilation editor may act as further filters.

Thus, this data source offers a rational basis for assuming formulaicity, which is likely to capture the key features of frequency, collocation and semantic prosody in a relatively representative way, while excluding the borderline cases that can complicate the first stages of new analytic approaches.

We will report our initial analysis of the characteristics of multiword crossword solutions and evaluate their suitability for developing robust parameters for a future dictionary of formulaic sequences more generally.

Gozdawa-Golebiowski, Romuald

Between synthesis and analysis in foreign language teaching. Is there an alternative to the dual mode hypothesis? (Paper)

Thursday 25 March, 16.00-16.30 (St Agnes)

In my presentation I want to look at the subdomain of foreign language learning taking place within *the triangle of opportunity*, whose vertices connect the centres of three intersecting circles: the streamlined lexicon (a non-redundant list of individual vocabulary items, in the best generative tradition), the grammatical system (morphosyntactic rules with sufficient predictive power to merit inclusion in a pedagogical grammar) and the socio-pragmatic superstructure which determines discourse relevance by extending above the baseline of the narrowly conceived linguistic competence. That triangle houses formulaic language, with all its amazing communicative efficiency and lexicogrammatical unpredictability. The most popular accounts of language processing mechanisms (Wray 2002, Skehan 1996) assume the binary opposition between the analytic mode (involving conscious reference to the grammatical system) and the holistic/lexical mode (where whole chunks are attended to). I argue for the existence of a third, middle-of-the-road strategy, which I tentatively label the “contentive” mode of sentence processing, with the focus on individual content-bearing lexical items. The theoretical findings are illustrated with sample data coming from 300 Polish intermediate learners of English at Warsaw University. The analysis of the data reveals that even B2 learners of English rely on individual lexical items in the absence of holistic or analytic strategies for generating and comprehending a foreign language message. Contentive processing is a key factor in the modular concept of formulaicity, proposed in this presentation. A formula can be thought of as a bundle of opaque features, a recurrent unit, a social token or a morphosyntactic exemplar. This puts a different perspective on lexically driven language teaching.

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Häcker, Martina

Cross-Language Transfer of Formulae: The case of English letters (Paper)

Tuesday 23 March, 14.30-15.00 (St Agnes)

This paper examines formulae in Middle English letters in the period 1250-1500, a time when French, English and Latin were all in use for various written purposes in England. The letters contain a considerable amount of formulaic language, in particular in the opening and closing sections, in the forms of address and the subscription, but also in regularly recurrent content. It is argued that the dominant source for such language is French and that Middle English formulae are frequently calques of French formulae.

Heine, Lena

***What say you?* Non-periphrastic wh-interrogatives in formulaic language use (Paper)**

Friday 26 March, 9.30-10.00 (St Agnes)

While Shakespeare still made frequent use of noninverted interrogatives and could ask, for example, '*What says the married woman?*' (Antony and Cleopatra), or '*What need you five-and-twenty, ten, or five...?*' (King Lear), this is not grammatical in Modern English anymore. If not the wh-question-word is (part of) the subject, as in '*What troubles you?*' or '*What awaits them all in the future?*', subject-verb inversion is restricted to operator auxiliaries today, which results in a periphrastic *wh-word* – *operator* – *subject* – *verb* construction with the dummy operator *do* (cf. '*What do you recall?*' vs. '**What recall you?*').

Although this is generally the case, corpus searches for the pattern *What LEXICAL VERB you?* in the BNC and COCA reveal that, although rare, the inverted form still has a role to play in discursive language use, especially in the shape *What say you?* and *What mean you?*

The goals of this study are to give a detailed functional description of the phenomenon and to consider questions of synonymy to the corresponding periphrastic variant, which reveal the formulaic nature of the construction. The empirical results serve as the starting point for a

discussion in how far concepts such as *morpheme equivalent units* (Wray 2008) or *lexical bundles* (Biber et al. 1999) provide an appropriate approach to the seemingly peripheral phenomenon at hand, and what the results indicate for the structure of the mental lexicon.

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Huang, Yan

The Role of Tasks in the Acquisition of Formulaic Sequences (Paper)

Thursday 25 March, 11.30-12.00 (Großer Saal)

The importance of formulaic sequences in language use is becoming ever more apparent, but little is known about how to facilitate their acquisition. This study examined the effects of three tasks on the acquisition of unknown formulaic sequences by tertiary-level Chinese EFL learners. Participants were 90 students enrolled in College English classes. After reading the same passage, they were randomly assigned to one of the three reading-based tasks: short-answer comprehension questions, text retelling and text memorization. The participants' noticing, retention, and use of unknown formulaic sequences were analyzed using self-reports, retention posttests (an immediate posttest and a delayed posttest given a week later) and two writing activities. The results showed that reading-based tasks did influence the way learners processed and acquired the formulaic sequences. The practice of text memorization yielded the highest scores in the retention posttests, the retelling task higher, and the question task the lowest. However, no marked difference existed between the latter two. As to the use of the target expressions in writing, there was also a significant difference among the three groups. Learners who practiced text memorization used the target sequences more frequently and accurately than those without

such practice. Text retelling group employed more target expressions in writing than question answering group. The findings indicate that the acquisition of formulaic sequences could be fostered by the tasks inducing the need of those sequences, and that text memorization is effective in enhancing noticing, rehearsal and acquisition of unanalyzed sequences.

Imura, Keiko

Emersion of NOA in Young Japanese Learners' Acquisition of Formulaic Language (Poster)

Tuesday 23 March, 15.00-15.30 / Thursday 25 March, 10.00-10.30

This is a case study of five Japanese young learners who are learning English in EFL contexts. The purpose is to explore how children breakdown holistic input, and how they can generate rules from their analysis in classroom settings.

Theoretical framework:

Peters' Operating Principle (1983) indicates the mechanism of routines and patterns evolving into creative language. On the other hand, Krashen and Scarcella (1978) maintain that routines and patterns are fundamentally different from the creative construction process. According to Wray (2002), Needs Only Analysis is 'the model of the causes of formulaicity', and that 'nothing is broken down unless there is a specific reason'. The study hypothesizes that segmentation of chunks occur even in limited EFL contexts, and seeks how NOA works in specific conditions.

Methodology:

Four eight year old and one seven year old elementary school students participated in this study. The research was conducted through video recording of lessons over the four months period. All lessons were transcribed, and case studies on the emergence of NOA, as well as ongoing quantitative analysis using CHILDES were conducted.

Findings:

Segmentations of formulaic language in young learners' EFL contexts occurred incrementally. Holistic use of chunks first appeared, followed by

extraction from teacher talk, and then the NOA. Creation also appeared, although not canonical. However, there was a significant individual difference indicating the influence of learners' strategy and development. Further analysis will be conducted on which chunks are analyzed and in which condition NOA occurs.

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Istifçi, Ilknur

A comparative study on the use of apologies (Poster)

Tuesday 23 March, 15.00-15.30 / Thursday 25 March, 10.00-10.30

Communicative competence has been the goal of teaching a second/foreign language and has gained importance in recent years since its introduction by Hymes in 1960s. As Hymes (1972) points out communicative competence involves not only rules of the language but also abstract knowledge about social and functional rules of language. Thus, second/foreign language learners face problems in using speech acts since their usage differs according to the culture of the community.

The aim of this study is to investigate the act of apologizing with subjects from two different levels of English proficiency to find out whether there are similarities and differences between these groups and whether they approach native speaker apology norms. 100 subjects in elementary level and 100 subjects in intermediate level participated in the study. In order to find native speaker norms, the data are gathered from 20 native speakers of English. The data are collected using a Discourse Completion Test that has 8 apology situations. The subjects are wanted to write the first thing that comes into their minds. In the analysis of the data, all responses are categorized according to Cohen and Olshtain's (1981) apology speech act set.

After carrying out the statistical analysis of the data, it was found that there are some similarities and differences between the two groups. It

was found that intermediate level subjects approached native speaker norms more than the subjects in elementary level in the use of apologies. However, in some situations it was seen that the formulas used by subjects were different from native English data. Some of the subjects in both levels used the norms they use in their first language or they seemed to develop their own interlanguage formulas.

Juknevičienė, Rita

Lexical bundles in learner English: Lithuanian learners vs. native speakers (Paper)

Friday 26 March, 9.30-10.00 (Großer Saal)

Corpus studies of recurrent word sequences have outlined new directions in ELT/EFL research. The fact that naturally produced English consists of prefabricated multi-word units gave rise to the question of chunkiness in learner language. This study was thus designed to compare language produced by learners of three different levels of proficiency in terms of the use of lexical bundles. Lexical bundles are understood here as recurrent continuous strings of words (Biber 2006, De Cock 2004, Hyland 2008). They were retrieved from three corpora of written learner English, *viz.* corpora AFK1 and LICLE which represent written English of Lithuanian university students at two different levels of proficiency and LOCNESS, a corpus of native speaker English (Granger 1998). Preliminary results of the analysis show that many more different bundles are established in the corpora representing less proficient learners which is interpreted as an indication of a more limited lexical repertoire. Furthermore, structural and functional analysis of lexical bundles showed that the language of non-native learners bears more resemblance to spoken English than the language of native speakers.

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Kerz, Elma

**How formulaic is the language of English print advertisements?
(Paper)**

Friday 26 March, 11.00-11.30 (St Agnes)

The language of English print ads is particularly amenable to the study of how the balance between creativity and formulaicity is established. While on the one hand copywriters strive to ease the comprehension process by relying on prefabs, on the other hand they draw on more creative strategies to enhance the memorability process.

Making reference to Sinclair (1999), Stubbs (2007) argues that "many words are frequent because of their strong constructional tendency". He puts forward two key approaches: looking for very frequent patterns or looking for patterns with frequent lexical items. The present study pursues the second approach: recurring patterns around ten most frequent lexical verbs were semi-manually extracted from an approx. 270,000 word corpus of English print ads covering a wide range of 'mainstream' magazines ads from selected issues from the last five years. The present study shows that a considerable portion of high frequency verbs in the language of English print ads occur in recurring flexible formulaic sequences, indicating that these items are frequent because among other reasons, they are part of these sequences.

The aims of this paper are (a) to account for the use and function of flexible formulaic sequences that form around high frequency, and (b) to relate these findings to usage-based constructionist approach about the nature of prefabs. From a usage-based constructionist perspective, patterns around the target lexical verbs in the genre of English print ads can be treated as low-level schemas, i.e. constructions simultaneously involving semantically constrained slots as well as genre-specific frame element slots.

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Khasandi-Telewa, Vicky

‘Who never saw his mother young thinks his father threw away cows’: Kenyan Kabras speakers learning English idioms (Paper)
Thursday 25 March, 18.00-18.30 (St Agnes)

This paper focuses on the acquisition of idiomatic expressions among Kabras English as Second Language speakers in Kenya. The Kabras are part of the Luhya ethnic group found in the Kenyan Western Province. Being a former British colony English is taught as a Second Language in Kenya, as opposed to francophone countries where it is taught as a Foreign Language. This notwithstanding, it is common to find ESL students transliterating English idiomatic expressions, creating meaningless expressions in their L1s. Similarly, there is a tendency to transliterate their L1 idioms into English leading to incomprehensible writings to an English L1 speaker. Basing this study on Error analysis and Interlanguage theory (Corder 1981) this study argues for an alternative translation whereby equivalence should be preferred to transliteration. A sample of 90 Form one students' essay was assessed for idiomatic expressions and these were analysed for errors. The errors related by idiomatic expressions were categorised, described and explained with both L1 and L2 linguistic systems as a base. It was concluded that specific attention should be paid to ESL learners when it comes to idiomatic expressions as they tend to confuse the learners.

Kössinger, Norbert

Inszenierte Illiteralität. Formeln und Formelhaftigkeit im Heliand zwischen Mündlichkeit und Schriftlichkeit (Paper)

Tuesday 23 March, 14.00-14.30 (St Agnes)

Der altsächsische Heliand ist der einzige deutschsprachige Text in Stabreimversen von buchumfänglichen Dimensionen überhaupt. Die konsequente Verwendung von Formeln in diesem frühmittelalterlichen Bibelepös hat die germanistische Forschung dabei im Zuge der Rezeption der Oral-Formulaic-Theory gern erklärt mit seiner originär mündlichen Entstehung durch einen illiteraten *scop*, in der Art des aus Bedas Kirchengeschichte bekannten Caedmon-Modells. Formelhafte Sprache bildet vor diesem Hintergrund ein genuines textuelles Kompositionsprinzip. Im Unterschied dazu hatte bereits die Forschung des 19. Jahrhunderts auf den gelehrt-monastischen Kontext des Heliand hingewiesen, der seinen Niederschlag konkret etwa in der Verwendung exegetischer Literatur findet. Formelhafte Sprache wird vor diesem Hintergrund zu nicht mehr als einem akzidentiellen Stilprinzip degradiert. Dass sich der Heliand dabei in seinen Formulierungstechniken auf vorliterarische, aus einer improvisierenden Dichtungstradition stammende Muster und geradezu auf einen sprachlichen Vorrat an Formeln stützt, soll in meinem Beitrag ebenso wenig in Zweifel gezogen werden, wie seinen schriftliterarischen Kontext. Ich möchte die Verwendung von Formeln und Formelhaftigkeit vielmehr gerade aus ihrer angedeuteten Spannungsposition zwischen Mündlichkeit und Schriftlichkeit heraus beschreiben und sie funktional als ‚Inszenierung von Illiteralität‘ erklären, die man aber nicht gleichsetzen sollte mit dem, was man oft als ‚fingierte Mündlichkeit‘ bezeichnet. Die Spezifik der Verwendung formelhafter Sprache scheint mir hingegen erst dann deutlich zu werden, wenn man die Ebenen der Textproduktion und -rezeption konsequent voneinander trennt, und Formelhaftigkeit als einen Gestus von Rede versteht, die weder glatt aufgeht in einem (letztlich dahinterstehenden) idealisierten Modell von inspirierter Autorschaft noch sich vollständig durch ein ausgefeiltes Rezeptionsästhetisches Modell erklären lässt.

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Kopaczyk, Joanna

Lexical bundles and standardisation in historical legal discourse (Paper)

Tuesday 23 March, 11.30-12.00 (St Agnes)

This paper concentrates on lexical bundles (Biber et al. 1999, Biber – Conrad 2003) appearing in 14th-16th-century Scots administrative texts. The argument is that repetition of such strings of words was creating a standard pattern in specialised discourse, observable diachronically in historical corpora. Scots of that period is particularly well-suited for this line of study, for this language was also in the process of standardisation (unsuccessful, in the long run, Devitt 1989), which also meant standardisation on the level of text.

The link between string frequency and its formulaic character has been explored by Wray (2002) and Hudson (1998). I am going to extend this discussion to address discoursal appropriateness and standardisation on the basis of recurrent formulaic constructions. In my analysis, I will be looking at what combinations and patterns emerge as appropriate for Older Scots administrative texts. I will concentrate on frequent lexical bundles, which often go beyond phrasal boundaries. The study is based on two historical corpora of Scots, the *Edinburgh Corpus of Older Scots* and the *Helsinki Corpus of Older Scots*, which complement each other chronologically.

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Leedham, Maria

Combining intuition with corpus linguistic analysis: A longitudinal study of lexical chunks in four students' writing (Paper)

Friday 26 March, 9.00-9.30 (Großer Saal)

This paper describes a longitudinal case study of the academic writing of four undergraduate Chinese students from UK universities in terms of changes in the lexical chunks in their assessed writing. A total of 37 assignments comprising 48,000 words from the students' writing within the disciplines of Engineering, Hospitality Management, and Food Science are analysed with the aim of tracing the development of chunks over time. A further aim is methodological since two approaches to identifying chunks are compared. In the literature on lexical chunks, a dichotomy is frequently purported to exist between intuition-based methods of finding language deemed to be 'formulaic' (Wray, 2008), and frequency-based means of extracting 'n-grams' using computer software. In the former method, each student's assignments are read by this researcher in order to identify noticeable chunks. The second method uses WordSmith Tools v.5 (Scott, 2008) to compare the number of occurrences of chunks within assignments by individual students with the number of occurrences found in reference corpora of first language English texts in the same disciplines. This paper discusses the benefits of combining both of these methods in a recursive process of reading the original Word documents and conducting corpus analyses on the texts. Discussion centres on how the methods complement and reveal more about the students' writing together than either can in isolation. The analyses also uncover changes in each student's writing over the three-year period of their undergraduate degrees. Finally, tentative suggestions are made with regard to the teaching of academic writing to

both native English speaking and non-native English speaking student groups across discipline areas.

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Lenzing, Anke and Roos, Jana

Formulaic sequences and the development of the grammatical system in early L2 learners of English (Paper)

Tuesday 23 March, 10.30-11.00 (Großer Saal)

An important question in the early stages of second language acquisition is the role formulaic utterances play in the developing L2 system. In this presentation, a combined cross-sectional and longitudinal study of early formal L2 learners of English is presented that focuses on the following two questions: How can formulaic sequences in learner language be identified and how does formulaic language in learners' speech develop in the course of language acquisition?

In this study, data from 24 children learning English at primary school were collected in informal interviews at two points in time, namely after one year and after two years of formal instruction.

Firstly, a method for the identification of formulaic sequences is suggested that takes into account the overall linguistic development and the status of formulas in the acquisition process (cf. Roos 2007). Secondly, the study investigates the development of formulaic language in learners' speech and takes into account grammatical as well as individual ungrammatical utterances. The analysis of the L2-development is based on a processing point of view (cf. Lenzing in prep.), in particular in the framework of *Processability Theory* (Pienemann 1998; 2005) and its underlying syntactic theory, *Lexical Functional Grammar* (Bresnan 2001). The key hypothesis in this context is that initially, the grammatical system of early L2 learners is highly constrained at the level of constituent as well as argument structure and that it gradually develops in the course of SLA.

The results of the analysis show that after one year of instruction the learners' speech displays a high percentage of formulae for which one cannot assume full constituent and argument structure and that this especially applies to question forms. However, a clear development towards less formulaic speech and more productive utterances can be observed after two years of instruction.

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Lin, Phoebe

Increasing the robustness of native speaker judgement as a formulaic language identification method (Paper)

Tuesday 23 March, 17.00-17.30 (St Agnes)

The use of native speaker judgement to identify formulaic language has become less popular in the past decade as it is often criticized for its subjectivity. Foster (2001) introduced the concept of collective native speaker judgement to increase the robustness of formulaicity judgement data. However, the problem then arises concerning the considerable differences among the judges in their formulaicity judgements. Among many factors, the failure to give judges access to the original audio recordings of the texts is believed to be the cause of the individual differences in formulaicity judgements.

This paper presents a study that was conducted to investigate whether giving judges access to original audio recordings will reduce the individual differences observed in the formulaicity judgement data and result in an increase in the level of agreement among the judges which is calculated by the Cohen's Kappa coefficient. Results of this study

provide an affirmative answer to this question and reveal the mechanism by which the audio information aids in the process of formulaicity judgement. These findings suggest that in future the process of collective native speaker judgement should involve the original audio recordings. Moreover, the introduction of the Cohen's Kappa coefficient to formulaic language research means that there is now an objective indicator of the robustness of the formulaicity judgement data. This study may generate renewed interest and confidence in the use of native speaker judgement as a formulaic language research methodology.

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MacKenzie, Ian

Formulaicity and variability in English as a lingua franca (Paper)

Tuesday 23 March, 11.00-11.30 (Großer Saal)

Cognitive-functional linguists offer various accounts of how children acquire language by generalizing from constructions and patterns (e.g. Goldberg 2006, Hunston & Francis 1999). Wray (2002, 2008) offers a compatible account of the holistic processing of 'morpheme equivalent units' operating by default, notwithstanding the effects of schooling and literacy. Wray (2009) and Trudgill (1989, 2008) show how high-contact languages used for exoteric, inter-group communication and widely acquired by post-adolescent learners tend to become simpler, more regular and more semantically transparent. Using transparent formulaic sequences developed by native speakers would seem to be an economical way of doing things with words, yet many adults using English as a lingua franca (ELF) seem more interested in retaining their linguistic identity than signalling membership of an English native speaker group, and consequently avoid using culturally loaded formulas. Corpus evidence (Vienna-Oxford International Corpus of English (VOICE), International Corpus of Learner English, Swiss English Database) shows that ELF users often vary what for native speakers are

fixed expressions. They also only sporadically simplify certain ‘difficult’ grammatical patterns, rather than regularly using fully standardized or focused non-native norms. This talk will tentatively suggest that such variations or approximations of native speaker patterns and formulas are not so much ‘creative idiomaticity’ (Prodromou 2007), or ‘emergent patterning’ (Mauranen 2009), or ‘errors’ (Wray 2002), as a response to the ‘linguistic masala’ (Meierkord 2002) of lingua franca communication. Varying native speaker fixed expressions is not a sign of inadequate learning or unnecessary analysis, but an acceptable way of speaking a language with no fixed speech community or shared cultural roots. Perhaps more than in any other language, grammar, words and formulas in ELF seem to be what Hopper (2000) describes as permanently emergent: provisional, negotiable and in flux.

Martinez, Ron

The effect of frequency and idiomaticity in L2 reading comprehension (Paper)

Tuesday 23 March, 11.30-12.00 (Großer Saal)

To what extent do students notice idiomatic formulaic sequences in reading tests, and to what degree do such items affect comprehension? The preceding questions formed the basis of a research undertaking that aimed to better understand what effect – if any – the presence of idiomaticity in text has on L2 reading comprehension. Using a within-groups, repeated measures design, a two-part test of reading comprehension revealed not only a significant difference between levels of comprehension when texts contained multiword expressions (even when the texts themselves in each test part were written using the exact same pool of high-frequency words), but also that participants consistently had an inflated view of how good their comprehension was of the texts that contained idiomaticity, via a self-reported measure of comprehension.

In short, on the basis of the results of the study, it can be asserted that even learners at higher proficiency levels tend to not notice many multiword expressions in text, and when they do are generally not good at guessing what they mean in context. Moreover, there is a tendency for

candidates to overestimate how much they understand as a function of those unnoticed and/or misunderstood expressions.

Therefore, drawing on the results of this study, the presenter will posit that as multiword expressions can be 'deceptively transparent' (Laufer, 1989) in text and therefore negatively affect reading comprehension, research and pedagogical instruments that are currently informed by the frequency information of single words alone can render results of limited validity.

Practical applications and directions for future research will be discussed.

References

Laufer, B., (1989). "A factor of difficulty in vocabulary learning: Deceptive transparency". *AILA Review*, 6, 10-20.

Towards the inclusion of multiword items in the teaching and assessment of vocabulary (Poster)

Tuesday 23 March, 15.00-15.30 / Thursday 25 March, 10.00-10.30

For some time research has shown that vocabulary is not comprised of single orthographic words alone, but also combinations of words that together form distinct meanings. However, the inclusion of multiword expressions in vocabulary testing and teaching is seldom done at the moment, because 1) there is still a bias towards thinking of vocabulary in terms of single words, and 2) there is no established list of the highest frequency and most useful multiword expressions.

The presenter will describe an ongoing project involving the careful compilation of a list of high-frequency multiword expressions. This list has been frequency-matched with the top 5,000 word families from the BNC to facilitate the systematic inclusion of multiword lexis in L2 pedagogy. Of key importance in the project is the mixed-methods approach utilized in the selection of the multiword items, involving both computer-assisted quantitative analysis and qualitative judgements based on a number of research and practice-informed criteria.

The background, rationale and methodology for the research will be presented, as well as the criteria that were used for the selection (and exclusion) of the items in the list. Implications will be discussed,

especially as they pertain to the extent to which multiword vocabulary items may constitute one key linguistic domain that distinguishes one proficiency level from another. Finally, the presenter will show an example of how the list can be used to enhance an existing test (VLT) by adding multiword expressions to the current frequency levels, resulting in a test that combines individual words and multiword expressions in a way that mirrors their distribution in the real world. Issues and limitations regarding the research will be raised, with participants' feedback encouraged.

Maybin, Don

Effectiveness of FL training for conversation management with absolute beginners (Paper)

Thursday 25 March, 17.00-17.30 (St Agnes)

The presenter will describe an experimental curriculum and pedagogy, referred to as Action-based Language Empowerment, or ABLE, which has been developed and tested in multiple languages over an extended period. ABLE's purpose is to teach absolute beginners to function autonomously in the target language after a limited number of training sessions, equipped with a knowledge of forms and a sense of self-efficacy that promote further learning and participation in the language. The model incorporates elements of formulaic language training from the outset, particularly in the development of conversation management strategies.

The report will include a brief description of the structure and principles of the approach, scheduling considerations for each course (testing of the participants in situ immediately after the completion of classroom training is the final, required element of each course), and details of research attempts to date. The latter include the use of pre-course, post-training and post-course surveys to identify changes, if any, in the learner's self-efficacy. The post-training and post-course surveys include overt questions concerning the subject's perceived ability to overcome communication difficulties using the formulaic language for conversation management.

Subsequently, details with regard to the challenges – and failures – of both classroom and in situ collection of FL data will be provided, followed by a summary of potential for improved data collection using the online version, which is presently being developed. It is hoped the audience will suggest alternative research approaches, if not in the actual session, then afterwards during informal discussion. Those in attendance will also be encouraged to consider ways in which their own research interests could benefit from involvement with this ongoing project, including the potential for data collection by means of the forthcoming online system's website.

Mitchell-Masiejczyk, Alisa

Putting it markedly: assessing the gravity of formulaic errors (Paper)

Thursday 25 March, 15.30-16.00 (Großer Saal)

This paper presents issues surrounding the use of formulaic language items by non-native speakers, in particular that processes and strategies employed by adult foreign language users often lead to ill-formed formulae.

While native speakers can be argued to favor the holistic (or formulaic) language processing mode, adult foreign language learners (even the most proficient) will tend, by contrast, to break down what would be unanalyzable to a native speaker into more manageable, analyzable pieces. Having done so, learners are more vulnerable to producing idiosyncratic lexical errors when reassembling multi-word items, particularly when there are tangential processing demands at play. A theory-neutral, testing technique, error gravity study, can be adapted to the purposes of those who are interested in studying the communicative effects of formulaic language error, in the eyes of native and non-native judges. The general findings of a study of this kind are presented as an example of the potential of the testing model, which may be used in appraising the seriousness of errors made by non-natives within multi-word items. Certainly, both native and non-native teachers would benefit from further knowledge of how much is „enough” formulaicity in their learners' language to ensure success in whatever area they need the

language for. It is also essential to know more about when these language behaviors lead to communicative success or communication breakdown. Error gravity testing is recommended as a way of registering interlocutor responses to missing or ill-retrieved formulae, which in turn may give a new perspective on what it means „to put things formulaically”.

Möller, Christine

Formulaic language in storytelling (Paper)

Tuesday 23 March, 13.30-14.00 (Großer Saal)

Many studies have investigated the use of conventionalized story opening and closing formulae in L1 acquisition (e.g. Berman 2001, Seidman et al. 1986, Peterson & McCabe 1983, Umiker-Sebeok 1979), but rarely has this topic been taken up in studies on L2 learners. This paper will discuss the use and development of these two types of formulae in the picture-elicited fantasy stories of first (N=34, mean age 6;7) and fourth graders (N=32, mean age 9;7) in an English-immersion program at an elementary school in Germany. More specifically, it is investigated whether age/ time of exposure, sex and L2 preschool experience have an effect on the number and type of these formulae in the students' L2 narrative productions.

References

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Mos, Maria and Schilperoord, Joost

Measuring processing of fixed and non-fixed expressions: the *copy task* (Paper)

Tuesday 23 March, 16.00-16.30 (Großer Saal)

In this contribution we present the results of two experiments on the processing of fixed versus non-fixed expressions in Dutch. The hypothesis that was tested was that fixed expressions are processed predominantly by recognition (retrieval from Long term Memory) whereas processing non-fixed ('novel') phrases involves the kind of computational processes modelled by psycholinguistic theories of language processing. To test this hypothesis, participants were presented with sentences on a PC screen. After pressing a button, they had to copy each sentence on a separate screen. All keyboard strokes, including switches between the two screens, were logged.

Our assumption is that the distribution of copy pauses, switches between screens, will reflect the inner workings of the language parser. In case of novel expressions, the distribution will display a hierarchical structure that can be reliably predicted by the constituent structure. When prefabs are copied, however, the distribution of pauses is predicted to be neutral with respect to the constituent structure of the expression because such expressions are stored in memory as 'wholes'. In addition, we predicted fewer copy pauses for prefabs, which is also due to these being stored as lexical/mental units. By using prefabs and novel phrases consisting of identical constituent structures, the pause distribution for both types could be compared.

The results support the hypotheses. Participants need fewer pauses to copy prefabs, and the distribution of pauses shows signs of the 'flat pattern' that is predicted. In an additional analysis, we compared the pause distribution of both types of expressions with corpus-based transitional values regarding the predictability of a word given (only) the three immediately preceding words. These transitional values make reliable predictions regarding pause patterns.

The results will be discussed in the light of cognitive linguistic theories of language processing.

Murray, Alan

**Were Medieval Chroniclers Always Quoting the Bible? Thoughts on Vulgate Latin as Formulaic Language in the Middle Ages (Paper)
Tuesday 23 March, 13.30-14.00 (Großer Saal)**

Since the introduction of modern principles of philology one of the main tasks for editors of historical texts written in the Middle Ages is to identify quotations and allusion referring to the Bible and other works, and the large number of such references found in modern editions is testimony to the careful work of scholars. This should not surprise us; the Vulgate was the staple of education and for clerical authors, provided the main guide for the interpretation of the world around them. However, the altered form in which many citations are found raises the question to what extent biblical references were meaningfully intended by their authors and understood by their readers.

This paper investigates some aspects of the use of biblical language by three authors writing in Latin in different parts of Christendom in the High Middle Ages: Galbert of Bruges, writing in Bruges in 1127; William of Tyre, writing in Jerusalem in the 1180s; and Henry of Livonia, writing in Riga in the 1220s. As one might expect, the language of the Vulgate permeates their works. Yet one can notice significant differences. Quotations important to the immediate discourse are often given in a full and accurate form, and their biblical origin highlighted. Others are summarised or garbled, or even used in a sense at variance with their contextual meaning in the Bible. In many cases (for Henry, the majority), biblical phrases are used as building blocks which can be freely combined to form new sense units; they are thus less a vehicle for conveying divine truth and wisdom than a basic source of formulaic language.

Myles, Florence

The interaction between formulaic language and generative competence in early second language grammars (Paper)

Tuesday 23 March, 14.00-14.30 (Großer Saal)

Early classrooms regularly engage in routines in which learners rote learn a number of formulaic sequences whose grammar is well beyond their linguistic capability. At a communicative level, they give learners entry into communication; from a developmental point of view, they provide frequent and easily identifiable models of the target language.

This paper will investigate the following questions:

- What is the role of formulaic language in the construction of learners' generative competence?
- What is the status of formulaic language in learners' developing grammars
 - o Are these chunks lexical units?
 - o If so, what is their syntactic status?

The development of a number of formulaic routines involving declarative and interrogative verb phrases will be traced in a longitudinal dataset of 14 beginning learners of French L2 tested over two school years, and a cross sectional dataset of 20 learners in the following 2 school years, performing the same oral tasks. The evolution of these verb chunks will be compared to the development of verb phrases when no routines are available to learners.

Results show that within the same learners, highly complex chunks co-exist with extremely simple syntax outside of these chunks, but also that there is clear evidence that these chunks break down to feed into the generative competence of learners.

What this seems to suggest is that initially, learners use chunks in order to roughly map semantic representations onto new phonological strings (lexicon), and only subsequently construct mental representations of how words or strings can be categorised and combined (syntax). Chunks in these early grammars are lexical units which are syntactically underspecified initially, and break down over time in order to feed into the construction of the generative grammar.

Namba, Kazuhiko

The Role of Formulaic frames in Alternational Code-switching (Paper)

Thursday 25 March, 15.30-16.00 (St Agnes)

In this paper, the question of whether code-switching (CS) occurs at the boundary of formulaic sequences or syntactic constituents is explored. Backus (2003) proposes that CS always involves a formulaic sequence. Azuma (1996) claims that CS entails complete syntactic constituents. To examine their claims we need to find examples that can reasonably be defined as formulaic sequences but which cannot be viewed as complete syntactic constituents. Alternational CS (Muysken, 2000) appears to be an appropriate place to look for non-constituent examples because alternation can be triggered by pragmatic motivations and does not necessarily occur at constituent boundaries. The inherent difficulty lies in the identification of formulaic sequences whereas that of syntactic constituents is more straightforward. In order to solve this difficulty, criteria for the identification of formulaic sequences (Wray & Namba 2003) are devised and applied to examples of alternational CS from two data sets of bilingual interaction. The most frequently observed pattern is the frames with pragmatic functions and the variable items put in the slots conveying new information. The frames are, in many cases, diagnosed as formulaic. This appears to support Backus' claim. The data shows that CS occurs inside the formulaic frames but it only occurs at the boundary of fixed and variable items as well as the boundary of two formulas.

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Nekrasova-Becker, Tatiana

Formulaic sequences in L1 Russian speakers' acquisition of English questions (Paper)

Tuesday 23 March, 14.30-15.00 (Großer Saal)

In second language (L2) acquisition research Pienemann and Johnston's (1987) developmental sequence for ESL question formation has been one of the most widely used models to operationalize language development. One of the underlying assumptions of this model is that formulaic sequences are not broken down into constituents and cannot be used in the creative construction process. Contrary to this position, usage-based theories to language acquisition suggest that grammar develops out of a fixed repertoire of formulaic sequences that are rote-learned and then later analyzed in terms of their constituent parts (Bybee, 2008*; Lieven and Tomasello, 2008*). Because empirical research in L2 acquisition has not provided sufficient evidence to fully support either of these opposing viewpoints, the purpose of this study was to investigate the role of formulaic sequences in L2 acquisition. Specifically, the research question asked in the study was: Does the acquisition of L2 English questions by Russian L1 speakers follow the predictions of usage-based theories?

Participants' (n = 25) question development process was charted over a period of ten months. Each participant scheduled twelve individual sessions with the researcher during which they carried out a series of communicative activities designed to elicit their production of English questions. Each participants' question sequence was analyzed in terms of its place on a formulaic - creative construction continuum and its stage in Pienemann and Johnston's sequence. The findings indicated an interesting interaction between the levels of the two models.

References

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Osimo, Helen

Formulaic mitigating chunks: A pragmalinguistic category (Paper)

Wednesday 24 March, 10.30-11.00 (Großer Saal)

Much research on formulaic language deals with classifications, corpora frequency, first language acquisition and second language instruction. The pragmatic functions of formulaic units, however, have been under-researched, specifically regarding formulae for the strategy of mitigation. Mitigation is treated as distinct strategy, the goal of which is harmony in interaction, particularly in oppositional speech acts, such as complaints. Mitigation in such acts is largely achieved through formulaic language. This presentation reports on a study to ascertain whether specific formulae can be identified as a set of pragmatic markers whose function is to mitigate oppositional speech acts.

Motivated by infelicitous complaints expressed by foreign language students in a teacher education programme, I selected a set of formulae which realize mitigating sub-strategies, such as deferential forewarning, minimizing, and understating. The items constitute an eclectic set with regard to morpho-syntactic form and degrees of fixedness and opacity; they are unified by their pragmatic function only. This presentation focuses on the sub-category of formulaic 'deferential forewarners'.

The target formulae are validated as salient mitigators: status of formulaicity is confirmed in the literature on formulae, frequency is determined by corpora searches, and mitigating function is verified by native speaker informants on a discourse completion task. Criteria are then established for the pragmalinguistic category of 'formulaic mitigating chunks' (FMCs), against which additional exemplars can be identified.

I suggest that, in the amorphous area of formulaic language, a pragmatic approach to formulae can be effective, both in facilitating felicitous interaction and in fostering awareness of the salience and efficacy of formulae. FMCs should take their place alongside other well-documented, canonical mitigating devices, such as 'temporal distancing'. In situations of pragmatic interlanguage deficiency, both in the classroom and the workplace, acquisition of FMCs is a useful shortcut to harmonious interaction.

Periklis, Politis

Conceptual Metaphors and Lexical Collocations in Greek TV News Bulletins: A Study of Crime News Reporting (Poster)

Tuesday 23 March, 15.00-15.30 / Thursday 25 March, 10.00-10.30

Under the impressive linguistic variation of TV news reporting there is a deep, cognitive and lexical, structure which can be depicted as a network of conceptual metaphors and respective lexical collocations. The analysis of representative types of news reporting, such as crime news, proves that news representation in TV bulletins is a realistic fiction (so to speak) based on a few and recurrent metaphors which dramatize natural phenomena and social processes. Besides, the metaphorical construction of newsworthy events draws heavily on lexical collocations that everyone identifies as typical cues of the professional journalistic language.

More concretely, the topical layer of the TV news vocabulary represents a rather restricted variety of events, interconnected via “family resemblances” and foregrounded as newsworthy information on the basis of the well-known “news values”. It appears to be *restricted*, *special*, *recurrent*, moderately *fixed* and *metaphorical*.

So, I am going to support the following hypotheses:

- a. that the topical vocabulary of TV news reports (and particularly that of crime news) is mainly composed of small sets of lexical collocations,
- b. that such lexical collocations create lexical fields cognitively constructed by some easily recognizable conceptual metaphors and standing for conventional categories of news reports.

Therefore, I will examine crime news reporting from two complementary theoretical perspectives:

- a. the conceptual theory of metaphor
- b. the discoursal / rhetorical perspective on lexical collocations, which aims primarily at exploring the pragmatic (stylistic) function of collocations in discourse.

References

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Quaßdorf, Sixta

Formulaicity in Quotations (Paper)

Thursday 25 March, 17.30-18.00 (St Agnes)

Presumably, the one thing that can be said with certainty about quotations is that they are prime formulaic sequences or even MEUs: they are "sequences, continuous or discontinuous, of words or other elements which appear to be [or are] prefabricated" (Wray 2008: 94), though not by the language user himself.

What is more, they are also prime examples with regard to richness of connotations, one of the advantages of formulas identified by Wray and many other scholars. Quotations do not only convey the meaning of their components, but also convey information about cultural heritage and standing of the person who quotes, i.e. they allude to something beyond the meaning of the linguistic form. Quotations may possibly be regarded as a kind of deliberate formulaicity nourished from deliberate creativity - they seem to represent language coming full circle, if we follow Wray (2008), from the default of formulaicity via elaborate creativity to formulaic sequence again.

However, quotations also operate in a grey area: frequent use (or other phenomena) may reduce the quality of "mention" in favor of quotative "use" and thus frequently applied literary expressions may become general anonymous phraseologisms, i.e. the cultural connotation may get lost. If one looks schematically at the phenomenon, in that stage quotations lose connotative richness. Do they gain something in return? Or is literary language as literary language principally richer in connotations than formulas in ordinary language? What role does inner complexity play for connotative richness? What role does the situation of usage play, i.e. literature vs. small talk on the weather?

In my paper I will address these and other questions in order to position quotations within the theory of formulaic sequences.

References

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Rogers, Tiffany, Van Lancker Sidtis, Diana and Sidtis, John
Formulaic language production and comprehension in Alzheimer's
and Parkinson's disease (Paper)
Wednesday 24 March, 17.30-18.00 (St Agnes)

Anecdotal descriptions of Alzheimer's disease (AD), a cortical dementia, describe preserved formulaic expressions (FEs) despite impaired cognition and language decline. In contrast, other studies have found diminished production of FEs in subjects with subcortical damage (Speedie et al., 1993; Sidtis, et al., 2009). Our purpose in this study was to evaluate cortical versus subcortical processing of FEs by quantitatively examining the spontaneous speech of individuals with PD and AD. We hypothesized that subcortical structures mediate FE production.

Speech samples from 5 AD, 5 PD and 9 normal-control (NC) native speakers of English, matched for age and education, were studied.

ANOVA procedures revealed that AD group had the highest proportion of FEs, while the FE proportion in the PD group was diminished. For the comprehension tests, the AD subjects performed poorly while the PD and NC scores fell within normal limits. Despite their higher incidence of FEs in spontaneous speech, the AD group had the lowest comprehension scores.

FE production was reduced in PD, but spared in AD where subcortical structures are intact. Normal performance on comprehension tests (NEFIPSS and FANL-C) in PD and NC groups evidences declarative knowledge of FEs. These results support a role of subcortical structures in production of FEs and highlight the different effects of neurological damage on FEs as compared with novel expressions.

Rogers, Vivienne

The use of chunks in negative utterances by instructed English learners of French (Paper)

Tuesday 23 March, 15.30-16.00 (Großer Saal)

This study investigates the use of chunks to express negation in the elicited production of beginner learners of French. Wray (2002) defines a chunk as a being stored whole in the memory and retrieved as such rather than being generated by the language grammar. Myles (2004, 2005) found that instructed English learners of French used such chunks in elicited production tasks to produce questions that they were not yet capable of generating.

In this paper I will argue that learners not only use chunks in this way but actually generate them within the sentence, for example (the angled brackets indicate the chunk):

1. *Elle <je n'aime pas> jouer golf.* (chunk=whole phrase)

She I don't like to-play golf

Target: *Elle ne joue pas au golf.* (She doesn't play golf).

2. *Elle <ne pas> jouer au golf.* (chunk=syntactic unit)

She NEG to-play golf.

Target: *as given in (2).*

Two groups of instructed learners of French were tested (as summarised below) on an oral elicited production task designed to elicit 15 negative sentences.

	Beginner	Low-intermediate	Controls
n	20	20	10
Age	12-13	15-16	21-24
Instruction (hours)	74-94	275-345	-

The results show that only the beginner group makes the most use of chunks of the type given in (1) whereas the low-intermediate learners make extensive use of chunks given in (2). Individual variation is high and not all learners produce such chunks.

I suggest that these learners are using these chunks to express utterances that are outside their current grammatical competence.

However, the shift between the type of chunk given in (1) and in (2) suggests that the learners are breaking down the chunk into its relevant parts as they develop their grammatical competence.

Saberi, Kourosh

Designing a database of video clips for the study of routine politeness formulae in Persian (Poster)

Tuesday 23 March, 15.00-15.30 / Thursday 25 March, 10.00-10.30

Persian has an elaborate politeness system. Iran's cultural, social and religious norms have been fully reflected in its language, and this has resulted in an astonishing variety of routine politeness formulae (RPF). RPF play an important role in daily interactions among Persian speakers, as they do in most languages and cultures. Reviewing literature on the Persian politeness system, there are no thoroughgoing works dedicated to RPF. Moreover, RPF in Persian have not received any systematic description as to their proper conditions of usage. Filling this gap, the present study is to provide a comprehensive database of video clips depicting RPF in Persian, along with accompanying contextual descriptions of the extracted formulae. This can serve as a source for researchers in linguistics, anthropology, ethnography of communication, and the teaching of Persian to non-Persian speakers.

To construct this database, I shall make use of Persian dramas screened on Iran's national television. These TV dramas are continuous weekly serials screened at primetime for about one hour per week. The serials, rich in RPF, reflect the real daily life of Tehrani families of various social classes speaking standard Persian at home, on the street, and during service encounters. First, using video editing software, RPF are extracted and stored as video clips. Second, using FileMaker Pro10, a number of tables with fields for storing information about the video clips, including video source, social details and sociolinguistic analysis, will be created. Once it is completed, the database will contain information about each formula in detail, and the layout is designed to ensure that the formulae can be easily sorted, compared, and contrasted.

Sailer, Manfred

Greeting Formulae as Idioms with Phonological and Pragmatic Idiomaticity (Paper)

Wednesday 24 March, 11.30-12.00 (Großer Saal)

Over the last decade, approaches have emerged that combine the empirical insights of Construction Grammar (CxG) with the formal rigor of Head-Driven Phrase Structure Grammar (HPSG, Pollard/Sag 1994), such as Sag 1997. So far, these attempts were restricted to constructions with syntactic and semantic idiosyncrasies. In the typology of idiomaticity in Fillmore et al 1988, this corresponds to idioms of encoding with or without syntactic irregularity. However, Fillmore et al.'s group of idioms "with pragmatic point" has been largely untouched. Another type of formulaic expressions that has not been in the focus of CxG/HPSG research are expressions with idiosyncratic phonological effects. I will use greeting formulae to illustrate these two types of idioms.

German possesses greeting formulae of the form 'good N', where N specifies a time of the day. Like all greeting formulae, they have a special pragmatic point. These greetings have phonologically regular long forms but also reduced forms (RF). The relation between the two forms is idiosyncratic, i.e., it does not follow from phonetic reduction processes attested elsewhere in German. In the RF the adjective *gut* ('good') is either fully absent or reduced to [n], see (1). This reduction is not found with other wished of the form 'good N' such as *guten/ *('n) Flug* ('good flight') or *guten/ *'n Aufenthalt* ('good stay'). This shows that RFs are phonologically idiomatic.

(1) normal form: (a) guten Morgen (b) guten Abend (c) gute Nacht

reduced form: (a') Morgen [m□:□g] (b') 'n Abend [na:mt] (c') Nacht

The special pragmatic force of RFs is evidenced by the fact that they can only occur as independent greeting speech acts. An embedded occurrence is not possible (2), not even with a performative verb (2b).

(2) a. Nette Menschen sagen guten Abend/ *[na:mt]. ('Nice people say good evening.')

b. Ich wünsche einen guten Abend/ * einen [na:mt]. ('I wish a good evening')

I will extend an architecture of constructional HPSG to model expressions with pragmatic and phonological idiomaticity and formalize

the network of German greeting constructions as a multi-inheritance type hierarchy.

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Sharokny-Prehn, Arian and Höche, Silke

Thou shalt know them by the company they keep: Taking a closer look at Light Verb Constructions (Paper)

Friday 26 March, 11.30-12.00 (Großer Saal)

Light verb constructions (LVCs) have been the focus of precious few academic publications in almost a century of linguistic research into this topic – which is all the more irritating since even 40 years ago they were attested a high frequency in English (Nickel 1968). In 1982, Wierzbicka took an interest in LVCs and created the arguably most influential paper on the topic to date, namely "Why can you have a drink when you can't *have an eat?". She offers an elaborate account of units such as *have a walk*, *take a look* or *give a smile* and investigates semantic facets and formal features of these patterns, which, taken together, establish them as meaningful constructions in their own right.

So far, no extensive corpus-based investigation has been conducted on the topic, and it is one of the main concerns of this project to compile and scrutinize representative corpus data. Using the BNC and the COCA our initial research yielded about 30,000 token enabling us to base our work on a strong empirical foundation.

The paper at hand will be an elaboration of previous research (Höche & Shahrokny-Prehn 2009) as well as a presentation of results of our ongoing analytical enterprise along the following lines:

It has been argued that the main contribution of LVCs is seen in their yielding a "significant increase in syntactic versatility" (Huddleston & Pullum 2002: 291). Can this claim be substantiated or are we dealing with a formal potential that is not exploited in actual language use?

On a related note, do LVCs 'attract' particular modifying material, and if so, can these preferences be used to distinguish between LVCs or formally identical multiword units?

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Stathi, Katerina

Substituting verbs in German idioms – evidence from corpus data (Paper)

Friday 26 March, 11.30-12.00 (St Agnes)

Psycholinguistic studies have refuted the view that idioms are stored as "long words" in the mental lexicon defending a compositional view (Cacciari & Glucksberg 1991). Hybrid models of idiom representation account for the dual nature of idioms as both lexicalized holistic entities and analytic syntactic configurations (Cutting & Bock 1997, Titone & Connine 1999, Sprenger 2003). Corpus studies show that idioms are not invariant but more or less subject to variation (e.g. Moon 1998).

This paper provides corpus evidence for the variation of verbs in German VP idioms like *Öl ins Feuer gießen* ('pour fuel into the fire'). Corpus data shows that verbs may be substituted by other verbs with which they share certain properties (e.g. *Öl ins Feuer schütten/kippen* 'dump/tilt over fuel into the fire'). It will be argued that not only the literal meaning of idioms is activated but also a) semantic components of the verb's meaning and b) simple verbs synonymous to the idiom. These findings lead to a critical review of existing models of idiom processing and create new hypotheses for experimental testing.

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Takashi Wilkerson, Kyoko and Wilkerson, Douglas **Individuation and Formulaic Expressions in Japan (Paper)** **Wednesday 24 March, 11.00-11.30 (Großer Saal)**

Influenced by the group model of Japanese society (Nakane, Minami), scholars (Clancy, Loveday) often point out the unusual importance placed in Japan on narrow conformity to social norms. This is particularly evident in the great number of formulaic expressions, and the extent to which they are used, in Japanese. In contrast to cultures which value individualized sentiments expressed in carefully varied expressions, Japanese social contexts are more highly codified, and the expression of predetermined sentiments is expected. According to Clancy, in most social contexts Japanese speakers need only employ the right verbal formula to show that they are experiencing appropriate reactions; no more personal, individualized response is expected or valued.

Researchers such as Moeran have recently observed a greater emphasis on the individual “self” in Japan. They have also observed that everyday speech has begun to echo this tendency away from a “collective orientation” towards individuation, yet the use of formulaic expressions does not seem to be declining.

This paper will examine three uses of formulaic expressions in contemporary Japan: 1) as unmarked formulaic expressions; 2) as marked formulaic expressions: traditional formulae followed by personalized expressions; and 3) as “highly” marked formulaic

expressions: recognizable formulae slightly altered or with suffixes added in an attempt to express the emerging need to simultaneously exhibit “deference” and “closeness.” These qualities were largely incompatible in traditional Japanese culture (Ide et al.), and no traditional grammatical forms permitted the simultaneous encoding of deference and closeness, necessitating considerable innovation which is already showing signs of grammaticalization.

Through observation and analysis of the aforementioned use of formulaic expressions, this paper hopes to shed light on some of the major driving forces behind the changing uses of formulaic expressions in relation to Japanese social changes and grammatical constraints.

Vetchinnikova, Svetlana

Productive vocabulary acquisition: EFL vocabulary usage patterns and the idiom principle (Poster)

Tuesday 23 March, 15.00-15.30 / Thursday 25 March, 10.00-10.30

One of the characteristics of formulaic sequences is that they constitute “single choices, even though they might appear to be analysable into segments” (Sinclair 1991: 110), or in other words they are “stored and retrieved whole from memory at the time of use” (Wray 2002: 9). This study tries to capture sequences which are formulaic for an EFL academic writer by retrieving concordances of recurring patterns from his/her writing samples collected longitudinally. These sequences or usage patterns are analysed with Sinclair’s categories of co-selection: core, collocation, colligation, semantic preference, and semantic prosody (Sinclair 2004). The concordance data is complemented with the EFL writer’s word association task responses, cued with his/her own words as they appear in the writing samples. Word association responses are assumed to be of help in exploring the psycholinguistic reality of the categories of co-selection.

Preliminary results suggest that (a) lexical priming theory (Hoey 2005) holds for EFL speakers, and that (b) the idiom principle (Sinclair 1991, 2004) is available to them.

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Wolf, Rachel, Van Lancker Sidtis, Diana and Sidtis, John
Pragmatic Repetition and Formulaic Expressions in Normal and
Disordered Spoken Discourse (Paper)
Wednesday 24 March, 18.30-19.00 (St Agnes)

The use of "pragmatic repetition," the iteration of one's own speech or the speech of a co-participant, has been overlooked in the language sciences. In this study, a method of quantifying repetition was developed and applied to selected samples of verbal discourse from normal and disordered speech. The first study analyzed three different corpora to determine incidence, type and function of repetition during naturalistic conversational exchanges: a transcript of an unscripted telephone conversation, a screenplay of a classic comedy, and conversational segments from a reality television show. The second study analyzed repetition using transcripts of discourse by stroke patients with damage to either left or right hemisphere, compared to matched normal-control speech samples. In addition to incidence data, other variables were measured, including localness of repetition, preservation, source, unit of speech, function of repetition, and formulaicity. Results from the study of normal conversational samples indicated that an average of 17% of morphemes were repeated, ranging from 9% in the screenplay to 22% in the telephone conversation. A large proportion of repetitions were

formulaic expressions. Differences between scripted and unscripted texts are described. In the second study, significantly higher use of repetition by left hemisphere (27%) than right hemisphere damaged subjects (19%) was seen. The left hemisphere group used significantly more repetition of formulaic expressions (57%) than the right hemisphere group (30%). Functions of repetition also differed between these groups. Findings from this study solidify the role of repetition in the pragmatics of language as a strategy which overlaps with formulaic language in form and function.

Xu, Jiajia, McKenny, John and Morgan, Mark
As we all know ... a confidence builder? (Paper)
Thursday 25 March, 18.00-18.30 (Großer Saal)

A special interest group based in Ningbo, China have investigated home-grown and 'off-the-peg' corpora of Learner English. In a 750,000-word spoken corpus, College Learners' Spoken English Corpus, COLSEC (Yang, H., and Wei, N., 2005), the 4-gram sequence *as we all know* occurred a surprising 68 times and the trigram *as we know* occurred with a similar frequency. Preliminary phraseological and discourse analysis showed that these and similar formulaic sequences were functioning not only as epistemic stance markers but also as rhetorical confidence builders. After further investigation and reflection we would like to present a detailed profile of the behaviour of these prefabricated phrases and draw out the pedagogical implications for EAP practitioners and textbook writers.

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Yang, Seung-yun, Ahn, Ji Sook and Van Lancker Sidtis, Diana

The acoustic features of Korean ditropic sentences

Friday 26 March, 11.00-11.30 (Großer Saal)

The idiom is a classic example of a formulaic expression. Similar to other types of formulaic language, idiomatic sentences are characterized by holistic property, having fixed figurative meanings that cannot be derived from their constituent parts. Some idiomatic expressions are “ditropically ambiguous.” These sentences, which can have either idiomatic or literal meanings (e.g., The coast is clear), provide ideal material for studying the characteristics of idiomatic and literal utterances. The purpose of this study was to determine which acoustic cues are used to indicate the intended meanings of Korean ditropic sentences. Four native speakers of Korean were asked to produce ten Korean ditropic sentences with either an intended literal or an intended idiomatic meaning. Each utterance type, literal or idiomatic, was produced twice. Sentences were acoustically analyzed in terms of fundamental frequency, intensity, and duration. The results, using ANOVA procedures, revealed that literal exemplars were characterized by significantly longer durations and greater variation of syllable duration than idiomatic exemplars, whereas idiomatic utterances had greater variation in intensity than their literal counterparts. Furthermore, the sentence types showed a significantly different pattern in the last two syllables: rising fundamental frequency contour was seen for idiomatic exemplars, while the literal counterparts were produced with falling contour. The acoustic cues that contribute to disambiguate Korean ditropic sentences differ from those found previously for English and French speakers (Van Lancker et al., 1981; Abdelli-Baruh et al., 2007). Despite the differences, these languages consistently reveal a constellation of acoustic cues that reliably signal the contrast. The results suggest a distinctive mental representation of literal and idiomatic utterances, and that acoustic cues serve to distinguish the two utterance types. They also support the notion that both propositional and formulaic language categories are part of the speaker’s linguistic competence

Zenner, Eline, Geeraerts, Dirk and Speelman, Dirk

Borrowing Phraseology: Explaining Variation in the Success of English Fixed Expressions in Dutch (Paper)

Wednesday 24 March, 11.30-12.00 (St Agnes)

The field of phraseology has been developed from many different angles (Wray 2002). However, hardly any attention has been paid to the use of *borrowed* fixed expressions (FE's), even though it is not hard to appreciate that the mechanisms underlying their use will be essentially different from those for native FE's.

In this study, we try to identify these mechanisms by performing a corpus-based analysis of English FE's in Dutch. Specifically, we try to determine what factors can help explain differences in the success of the English FE's under scrutiny.

The material for our study consists of a broad selection of English FE's we extracted from two large Dutch newspaper corpora, which represent Belgian Dutch and Netherlandic Dutch and together consist of one billion words. The extraction is based on an algorithm that combines a multi-word-unit parser with a heuristic tailored to track down English FE's in Dutch text.

After identifying the English FE's, we select a diversity of independent variables to come to a detailed account of the success of borrowed FE's. We not only incorporate more traditional socio-stylistic variables (like region and discursive function), but we also add variables that are specific to our analysis. We for instance distinguish catchphrases from other types of fixed expressions (*shaken, not stirred* vs. *oh my God*) and take differences between source and receptor language into account (e.g. degree of variability within the FE). We also consider how broadly the FE can be used, based on its pragmatic and semantic features.

Next, we perform categorical data analyses to get a better grip on the interaction between the explanatory variables. We then provide a qualitative interpretation of the results, founded on existing theories in phraseology, but also on results from sociolinguistic and cognitive linguistic studies (e.g. Geeraerts *in press*). As such, we will be able to present an integrated model for the use and functions of borrowed fixed expressions.

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List of participants