2015 Conference

Linguistic Society of New Zealand

University of Otago
Dunedin
December 14 -15
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## Monday Schedule – St. David’s Lecture Theatres

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<td>Zhu</td>
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<td>NNS Mandarin vowel perception &amp; production</td>
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<td>Asylum seekers &amp; refugees in Australia</td>
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<td>LL interpretation of phonological turn cues</td>
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<td>Tall</td>
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<td>Is applied linguistics part of linguistics?</td>
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<td>Walsworth</td>
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<td>Endangerment and Tahitian in Fr Polynesia</td>
<td>Over-explicit reference of NNS of English</td>
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<td>Sweetnam Evans</td>
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<td>Attitudes &amp; multilingualism in SA</td>
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<td>L. Bauer</td>
<td>Al-Murtadha</td>
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<td>The stories of Ed &amp; Ing</td>
<td>Comparing WTC in Arabic L1 &amp; English L2</td>
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<td>Mealtime invitations: Cultural context</td>
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<td>5:00</td>
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As noted by Quirk et al (1985: 692), some time adverbials in English may take "the form of a noun phrase instead of a prepositional phrase". Such variation can alternatively be described as variable overt vs. zero-marking of the adverbial by a preposition, e.g. I'll see you (on) Monday. There are linguistic conditions under which this variation is limited: e.g. Quirk et al (1985: 692), Quirk and Greenbaum, (1973: 156), and Celce-Murcia and Larsen-Freeman (1999: 403) point out that prepositions of time adverbials are always absent immediately before the deictic words last, next, this, that, and before the quantitative words some and every. Under other conditions, such as when the adverbial denotes delimited periods of time including ‘years’, ‘months’, ‘weeks’, or ‘days of the week’, both alternatives are possible. However, several researchers have suggested that there may be context- or dialect-sensitive variation in their frequencies of use. Sonoda (2002: 19) comments that there is some conditioning by formality level: “on and for are omitted most frequently in informal styles” and that “In present-day informal AmE, prepositions are omitted in time expressions to a considerable degree”. Algeo (1988: 14) states that with such (named) periods of time, "the omitted preposition is Common English", but that there are several areas of difference between British and American English: in some cases, British English "has no preposition, but one would be expected in American English, and by contrast "British [English] usually requires a preposition (on) with days of the week, whereas American [English] can have the preposition or omit it". Preliminary results from comparing Brown, LOB, Frown and FLOB corpora largely confirm these verdicts. There has been some research into selection of prepositions with time adverbials in New Zealand English [NZE] (e.g. Bauer 1989), but not yet on preposition omission. The present research aims to fill this knowledge gap by comparing data from the Wellington corpus of written NZE with the Brown/LOB corpus family. The comparison is controlled for linguistic effects previously identified as significant, including head type, semantics of the (omitted) preposition, length of adverbial, position of adverbial within the clause, and text category.

We humans construct our knowledge of the world through language communication, involving deductive and inductive reasoning. To account for this, it is reasonable to assume that sentences represent propositions at some level. In fact, this assumption is central in the tradition of the philosophy of language. At the same time, generative grammar main-tains the thesis that there is a computational system that takes as the input a set of lexical items and yields as the output a sentence, which consists of a pair of phonological and semantic representations. As an attempt to incorporate the findings in the philosophy of language tradition, the semantic theories couched in the generative tradition generally as-sume that the semantic representation at the output of the computational system is already a proposition, for whose description a predicate logic or its advancement has been used (cf. Heim & Kratzer 1998). In this paper, we introduce empirical materials from Japanese having to do with (i) discourse anaphora involving a noun phrase with a quantity expression and (ii) questions, and challenge this very assumption. We argue the semantic representation at the output of the computational system is not yet a proposition to be used for deductive and inductive reasoning. If we assume that it is already a well-formed proposition, parts smaller than the relevant proposition would
not be able to be anaphorically made reference to or be inquired about, contrary to what the empirical materials we put forward suggest. We will introduce a theory of semantic representations we have been developing, which are nicely underspecified and can account for those empirical materials.

11:00 Abstract #52
Authors: Miriam Meyerhoff
Affiliation: Victoria University of Wellington
Title: Not harmony, but euphony: Constraints on preverbal prefix selection in Nkep (Vanuatu)

Choosing the right preverbal subject agreement prefix in Nkep (Eastern Santo, Vanuatu) requires speakers to rank various constraints. The case of first person plural is particularly interesting. When the subject referent is 1p exclusive, two forms are attested: te- and cam-.

Cam- is related to similar prefixes in related langaues of north and central Vanuatu; while te-seems to be an innovation. Speakers today generally use te- which is undifferentiated for person (i.e. it seems to primarily mark plurality,) rather than cam- (Touati 2014, Meyerhoff 2015). This raises the question of what exactly the circumstances are under which speakers will choose to use the canonical, citation form of the prefix, cam-.

This paper reviews the constraints on selection of te- and cam- that have been revealed through an analysis of variation. The data comes from recordings made in 2011-2014 in Hog Harbour village and draws on narratives produced by speakers of different ages.

We show that when speakers do find the canonical, citation form of the prefix cam- appropriate, it is more likely to be when there is a velar segment in the verb stem. The constraints on cam- cannot be described as a system of consonant harmony, but they can do seem to indicate that speakers have a preference for forms that can be construed as more euphonious. These results are noteworthy because, taken together, the data on te- and cam- shows that the entire linguistic system are implicated in what speakers find appropriate when picking the best possible preverbal form.

11:30 Abstract #68
Authors: Shuangshuang Chen
Affiliation: The University of Auckland
Title: Null subjects in Chinese

It is well observed that absence of subject is commonplace in Chinese. Traditionally, it is described as omission (Lü 1980; Wang1997). Given the inception of Empty Categories (Chomsky 1981), the subject with null phonological forms is defined as null subject. In the sense of Chomsky (1981), the study of empty categories (EC) could help us to understand better the properties of syntactic and semantic representations and the rules form them, which would offer a way for us to explore the nature of human language or observe the inner resources of human mind.

Chinese is defined as a radical pro-drop language or discourse related null subject language, based on properties of the pro-drop parameter/Null Subject Parameter. Generative linguists mainly focus on the syntactic properties of null subjects, there are principally two aspects: (i) licensing conditions, the question of whether the language allows any kind of pro-drop, such as Case licensing. (ii) Identification, the way the referential content of pro is determined once it is licensed, in the sense of recoverability of phi-features. (Chomsky,1981,1982; Rizzi 1986; Jaeggli & Safir 1989; Holmberg 2005; among others).

Previous research provided numerous insightful arguments, but it still left a number of questions to be answered, for example, the types of null subjects in Chinese, and their distribution in Chinese sentence patterns. Our paper will focus on answering the two questions. According to the results of data analysis based on a contemporary Chinese novel, we found that null subjects mainly distribute in verbal-predicate sentence patterns as follows: pivotal sentence, sentence in consecutive verbs, Bei-sentence, verb-copying sentence, existential sentence. There are three types of null subjects on the basis of two way contrast regarding referentiality and argumenthood, referential argumental
Historical analyses of the Scots language and the rise of Scottish Standard English during the 16th-18th centuries tend to rely on subjective analyses of specific texts in a corpus (e.g. Meurman-Solin (2000)) or explore variation using only descriptive statistics, focusing on a extra-linguistic variable (e.g. Meurman-Solin (2005)). This has resulted in different socio-historical factors being advanced as catalysts for the Anglicisation processes that infiltrated the language with increasing intensity in the 17th century. These include formality (Aitken, 1979), genre (Devitt, 1989a; Meurman-Solin, 1993), printing (Kniezsa, 1997), religious upheaval (Aitken, 1984a; Millar, 2005), political changes and audience for the texts (Meurman-Solin, 1993). Because cross comparison between these studies is complicated by different methodological approaches, there is debate over when Anglicisation processes were begun and completed.

In this paper, we explore variation in the Helsinki Corpus of Older Scots (HCOS, refs) to examine the trajectory of the morphological marker quh- and its Anglo-English equivalent, wh- in words such as quhilk~ which, quhere~ where, and quhen~ when. 12,000 tokens of quh-/wh- were extracted from HCOS, hand-checked and coded for 15 extra-linguistic variables. The time periods provided in HCOS do not correspond well to the development of quh-/wh-, so we variability-based neighbourhood clustering (Gries and Hilpert, 2010) to identify time-periods specific to the development of this variable. We used time period as a predictor with others in a mixed effects logistic regression model (Baayen et al. 2008).

Our analysis suggests that
1. The quh-variant was replaced by –wh very rapidly, with little evidence of the more gradual s-curve associated with changes in the history of English.
2. Several extra-linguistic factors were involved in collectively accelerating the change to wh-, but others, which were described as influential in the descriptive statistics tradition, were found to be irrelevant. This highlights the importance of using modern methods of quantitative analyses to better understand factors affecting language change in historical corpora.

In Scottish Standard English and Scots (including Ulster Scots), vowel length is conditioned by the Scottish Vowel Length Rule (hereafter SVLR):

“Syllables bearing the primary lexical stress are short but have long allophones before voiced fricatives (as in breathe), /r/ (as in beer) and morpheme boundaries (as in bee##, bee#hive or bee##s)” (Rathke & Stuart-Smith, under review).

Trudgill et al (2003) suggest that the SVLR may have been present among the speech of ‘a minority’ of first generation New Zealanders but that, if there at all, it was quickly replaced with an Anglo system of vowel length (i.e. one in which vowels are always longer before a voiced consonant) because this was less complex and more prevalent. However, Scots and Irish immigrants accounted for around 40% of all early settlers in NZ (Gordon et al 2004: 45). We believe whether the SVLR was a feature of early NZE merits further investigation.
To explore this, vowel durations from 69 Mobile Unit speakers were automatically extracted from the ONZE corpus (Gordon et al 2004) using LaBB-CAT (Fromont & Hay 2012). Vowel durations were analysed for in FLEECE (N = 4785), GOOSE (N = 2865) & PRICE (N = 5592) as these are reported as possible SVLR environments in Scottish English. We also analysed vowel duration in TRAP (N = 5218) & LOT (N = 4916) as control environments as these rarely exhibit the SVLR. Linear mixed effects models were fit to the data for each vowel separately to explore how the SVLR was behaving across different vowels. Our analysis shows that the SVLR was indeed a feature of early NZE, but, as in Scotland today, its application as a ‘rule’ was variable, dependent on both external and internal factors. It was most clearly evident with the vowels PRICE and GOOSE, especially for those speakers with Scottish parents. In the case of GOOSE, females without Scottish parents seem to have led the change towards the Anglo-system of vowel length. This evidence suggests that the SVLR was not a minority feature in early NZE and that the change to an Anglo-system of vowel length was more complex than previously thought.

2:45 CANCELLED

3:45 Abstract #69
Authors: Catherine Watson, Zoe Evans
Affiliation: University of Auckland
Title: Sound Change or Experimental Artifact?

In this study we investigated whether data that has been automatically phonetically annotated provides the same evidence for sound change as hand labelled data. We investigated diachronic data from three New Zealand men recorded between 1950s and the 1980s. We used two automatic alignment platforms: FAVE (Rosenfelder et al, 2011) and WebMAUS (Kisler, 2012). The latter has been optimised for New Zealand English (Watson and Marchi, 2014), the former has not. All the vowels were extracted and formants were calculated using EMU. The formant analysis from data labelled from FAVE and MAUS was compared to formant analysis from hand labelled data, published in an earlier study (Watson, Harrington, and Palethorpe, 2004). We found there were differences in the estimated sound shift from the three different methods. We attribute this to two reasons. Firstly for the hand labelled data we only selected vowels from stress syllables within words with sentence stress. This ensured that sound change was only investigated in fully realised vowels. The vowel data from FAVE and WebMAUS came from all the words - so much of the data was phonetically reduced. Secondly FAVE was unable to correctly identify many short front vowels in New Zealand English, in contrast to WebMAUS, which was optimised for the accent. We conclude that whilst automatic phonetic labelling systems will increase the accessibility of phonetic analysis, caution must be employed in the interpretation of the results.

4:15 Abstract #33
Authors: Hamed Al-Tairi, Catherine Watson, Jason Brown
Affiliation: University of Auckland
Title: Secondary Articulation of Arabic Emphatics

Arabic emphatics are articulated with a primary and secondary articulation in the anterior and posterior region of the vocal tract respectively. The exact location of the posterior constriction has not reached to a consensus. Previous studies described the secondary articulation as velarization , uvularization and most commonly as pharyngealization. This acoustic study provides valuable information about the first and second formants from which the secondary constriction can be inferred. This study investigates the acoustic effects of the emphatic coronals on (F1 and F2) of the three long vowels /aa/, /ii/ and /uu/ preceding and following emphatic coronals in 532 monosyllabic words. Seven male Arabic speakers participated in this study. Based on a statistical analysis (ANOVA), emphatics cause significant raising in F1 and highly significant lowering in F2. The Tukey HSD test shows the
differences in mean level of F1 between the vowels /aa/, /ii/ and /uu/ in the emphatic and non-emphatic environment are not significant; however, they are highly significant with F2 (emphatics being lower). The study is in line with previous studies regarding low F2. The insignificant results of the differences in mean level of F1 suggests that the constriction occurs in the upper region of the pharynx. The findings suggest that the description of the emphatics as pharyngealised is not accurate.

4:45 Abstract #74
Authors: Hunter Hatfield
Affiliation: University of Otago
Title: Metrical Stress Theory in a Selection Phonology

A complete account of the sounds patterns of human language must account for computational, structural properties of language, detailed phonetics and the processing and motor control of the speech apparatus. Such an account is extraordinarily complicated and various sub-fields, such as phonology, phonetics and psycholinguistics, handle different pieces. There can be limitations to a divide and conquer approach, however. Sometimes the same phenomenon is being accounted for simultaneously in multiple components. Also, an entirely modular approach can necessitate creating interfaces between components, with the interface as complicated as the systems it bridges.

However, no viable alternative currently exists where such translation between components is unnecessary. Articulatory Phonology (Browman & Goldstein, 1992) is a step in such a direction, as the lexicon is hypothesised to have a phonological component made of articulatory tract variables, rather than symbolic features or phonemes. Allophonic processes are then explained through the coordination of articulatory gestures. However, there are large areas of morpho-phonology where coordination cannot explain the facts. Selection-Coordination Theory moves beyond these limitations by distinguishing between motor events that are competitively selected and those that are co-selected and coordinated (Tilsen, 2014). This account explains details of motor control in speech, and individual and social language development. Tilsen (2014) connects a selection event to the phonological concept of the mora.

In the current research, Selection-Coordination Theory is advanced by showing how principles inherent in the system, suitably extended, predict key features of metrical stress theory. In particular, lexical and production events are separately selected and coordinated. The production requirements of coordinating lexical selections with production selections yield classic metrical phonology parameters such as counting syllables or moras, trochees vs iambs, and rightward vs leftward assignment of stress.

STREAM TWO St David’s Lecture Theatres Room SD6

9:30 Abstract #10
Authors: Jeanette King, Mary Boyce, Christine Brown
Affiliation: University of Canterbury
Title: Tuhinga Māhorahora: a corpus of Māori writing by children

A key feature of the revitalisation of te reo Māori has been the focus on raising children as the principal cohort of ‘new’ speakers of Māori required to maintain the language. However as yet we know little about how children are using te reo Māori in immersion classrooms and how to assist teachers to provide both quantity and quality of exposure in te reo Māori.

Children in Māori immersion classrooms spend at least 15 minutes a week in writing that is not teacher-directed. The Tuhinga Māhorahora Project has collected over 1,200 pieces of such writing from 70 children in year 1-8 classrooms in Māori immersion schools. The writing has been transcribed and tagged using the TEI Editor Oxygen. Using the corpus analysis tool LaBB-CAT we are able to undertake a number of analyses, including standardised type token-ratios and comparing the children’s output to lists of high frequency words found in Māori language readers in schools (Author, 2009).

Here we report both on the work setting up the corpus and results of the analyses on the types and frequency of words being used, and not used, in writing by children in Māori immersion classrooms.
We also report how the information obtained in the analyses can be used to strengthen teacher knowledge about language use in classrooms by revealing the vocabulary that students are using, and, crucially, the vocabulary not yet being used by the learner.

Thus, the Tuhinga Māhorahora project significantly adds to our understanding of the acquisition of te reo by analysing children’s writing in Māori and providing feedback to assist teachers in supporting the writing development of their students.

10:00 Abstract # 73
Authors: Karena Kelly
Affiliation: Victoria University of Wellington
Title: Iti te kupu, nui te kōrero – small corpora with plenty to say about aspects of syntactic change in Māori

In the current climate of Māori language revitalisation in New Zealand, there is ample anecdotal evidence to suggest that not only the vocabulary, but also the syntax of modern Māori is markedly different from its traditional roots, and that it shows significant influence from English syntax. However, syntactic change in Māori has not hitherto been rigorously studied. My PhD research aimed to provide evidence of change in Māori syntax, through a corpus-based study of grammatical change in te reo Māori during contact with English.

My methodology involved the compilation and comparison of two synchronic corpora representing the two ends of the contact period to provide a diachronic perspective on the language. Each corpus was modestly sized, consisting of approximately 102,000 running words of material written originally in Māori. The thesis was therefore not only an exploration of the possibility of documenting syntactic change through the use of such corpora, but also tested whether this was possible using corpora significantly smaller than the multi-million word corpora typical in corpus linguistics.

In this presentation I will explain how the scope of this methodology was tested through three case studies on distinct types of grammatical features. I will discuss some of the key issues encountered with data extraction and analysis for each case study, and I will present some of my findings which demonstrated both the limitations and potential benefits of this type of study. I will conclude that while the corpora were too small to provide adequate data on individual lexical items, the methodology did make it possible to document change in the other, relatively high-frequency grammatical features, and provided a unique and valuable perspective on change in Māori syntax.

11:00 Abstract # 25
Authors: Laura Thompson, Catherine I. Watson, Helen Charters, Ray Harlow
Affiliation: University of Auckland
Title: The perceived prominence of 'stress' in te reo Māori, old and new

The accepted description of Māori stress, formulated impressionistically by Bruce Biggs, tells us that, broadly, word stress is associated with longer vocalic duration, phrase stress with higher F0, and that the location of these stresses is predictable by rule (Biggs, 1969; Bauer, 1993). Four categories of stress can be distinguished: word (WS), phrase (PS), one where the two overlap (PWS), and unstressed (OS). PS is expected to be most prominent (Biggs, 1998; de Lacy, 2003). Amid anecdotal descriptions of possible change in the language, this study investigated how present-day listeners’ identification of prosodic prominence aligned with the stress locations predicted by Biggs’ rules. It also examined whether speech from different eras elicited different responses, and finally, whether listeners’ Māori language proficiency affected either of these results. In the experiment, listeners heard 30 Māori conversational speech excerpts from 13 male speakers in the MAONZE database (King et al., 2011), and identified the syllables that they heard as prominent. There were 10 excerpts from speakers in each of three different eras: historical elder (HE; b.1880s), present-day elder (PE; b.1920s; Biggs’ peers), and present-day young (PY; b.1970s). The 92 participants were divided into three Māori language proficiency levels according to their self-rating: high (28), exposed (30), and zero (34). Although no participant proficiency level had a significantly different response to the three vintages of stimuli,
elements of this relative consistency are telling: there are indications of a rise in the salience of WS, with a possible fading of salience in non-overlapping PS. This appears most strongly in the response to PY speakers, while indications of hypercorrection appear most strongly for PE speakers. The response to HE speakers was more neutral than expected. We can speculate from this about change in the language and the specificity of Biggs’ original rules.

11:30 Abstract # 58
Authors: Bianca Vowell, Margaret Maclagan, Jeanette King
Affiliation: Victoria University of Wellington, University of Canterbury
Title: What’s happening to the rhythm of Māori English?

One of the most salient features of Māori English (ME) is a distinctively less stress-timed rhythm (Szakay 2008) than is usual for New Zealand English. Since the rhythm of Māori is also considered to be less stress-timed (King et al. 2009; Bauer 1981), it has been assumed that this is the source of the rhythm pattern in ME (e.g. Holmes 1997: 89). However, definitive evidence for this association has not been produced. There is also a notable issue with this assumed link since speakers in the Māori and New Zealand English (MAONZE) corpus who are fluent in te reo Māori (the Māori language) are perceptibly more stress-timed in English than younger speakers who have the least native-like fluency in te reo Māori. This study investigated whether or not the less stress-timed rhythm of ME did originate in the rhythm of te reo Māori.

Recordings are analysed from twelve speakers from the MAONZE corpus who have varying degrees of fluency and socialisation in Māori. The rhythm of their English language recordings is measured and analysed and compared with fifty-five, age- and class-matched Pākehā English speakers from the Origins of New Zealand English (ONZE) corpus.

The results show that the distinctively less stress-timed rhythm has indeed developed from the rhythm of the Māori language and the use of this rhythm is related to the prestige of Māori in the speakers’ socialisation and the degree of Māori identity felt by the speaker.

12:00 Abstract # 45
Authors: Winifred Bauer
Affiliation: Unaffiliated/ Victoria University of Wellington
Title: Compulsory Te Reo Māori?

There have been a number of calls recently for all New Zealanders to learn te reo Māori (eg Rawinia Higgins, 2015), and according to certain news reports, making it compulsory in schools is possibly current Labour Party policy (NZ Herald, 2014). However, none of these calls is backed up by a thorough examination of either the practicalities or the likely effect of this policy. This paper will look at the major issue involved with its implementation, supply of teachers. More importantly, it will consider whether the policy, if implemented, is likely to have the desired effect of saving the language. Several different kinds of evidence suggest not. Three of these will be considered: the effect of compulsory Irish Gaelic in Ireland, the importance in language survival of re-establishing natural intergenerational transmission, and issues of language competition and choice. It will be argued that this policy has little chance of achieving its aims, and that the results of the Te Kupenga 2013 survey (Statistics NZ, 2014) suggest other ways to advance the cause that are likely to be more successful.

1:45 Abstract # 55
Authors: Xuan Wang
Affiliation: University of Canterbury
Title: Are speakers’ attitudes and identity important in koineisation? A sociophonetic account of l-words stress patterns in Hohhot, China

This paper looks at how the outcome of contact-induced dialect mixture is influenced by social factors like speakers’ identity and attitudes, by presenting the case of Hohhot, a Chinese immigrant
city. In Hohhot, the contact between local residents who speak Jin dialect, and migrants who speak Mandarin Chinese, led to the formation of a new vernacular “Hohhot Mandarin”. Given the complex social conflicts between the local-born and migrant communities, I ask whether speakers vary in the degree to which they adopt Jin-features, and whether this variation is conditioned by their attitudes.

Data was collected in Autumn 2014 in Hohhot. 67 people were interviewed, with their attitudes measured by questionnaires using magnitude estimation (Redinger 2010), which elicited data about speaker's attitudes towards local communities and their emphasis on the migrant identity. The responses were calculated as 4 different attitudinal scores through Principal Component Analysis.

Language production data were collected from interviews and an elicitation task designed to explore variation in a set of words known as "l-words" (Hou 1999), which display variation in stress: a weak-strong stress pattern is more commonly associated with Jin dialect and a strong-weak pattern is typical of Mandarin. More than 4000 l-word tokens were analysed using binomial mixed effects models, which were hand fit with the lme4 library in R (Bates, Maechler & Bolker, 2011; R Core Team, 2013).

The results suggest that scores on the attitude questionnaires were significant predictors of l-words stress pattern in Hohhot. The results are discussed in terms of the interplay between patterns of contact and speakers psycho-social orientation in models of new dialect formation. The paper thus expands our understanding of the role of speakers’ attitudes in koineization.

2:15 Abstract # 32
Authors: Darcy Rose, Beth Hume, Jen Hay
Affiliation: University of Canterbury; New Zealand Institute of Language, Brain and Behaviour
Title: Morphological predictability shapes the phonetic realization of morphemes

Research suggests that predictability shapes language at multiple levels of structure (e.g. syntax: Levy & Jaeger 2007, Demberg et al. 2012; word: Seyfarth 2014, Bell et al. 2009; syllable: Aylett & Turk 2006; segment: Raymond et al. 2006, Cohen Priva 2008). At the morphological level, however, despite the observation that there is phonetic variation in the realization of morphemes (see Plag 2014, Hay 2007) there has been little work examining the influence of predictability (however, see Pluymaekers et al. 2005, Cohen 2014).

Given findings showing that predictability plays a role in predicting variability in other domains of linguistics, it is reasonable to expect morphological predictability to also influence the reduction and enhancement of morphemes. In particular, we would expect morphemes which are more predictable to be phonetically reduced, and those which are less predictable to be phonetically enhanced.

This study addresses the question of morphological predictability by examining the phonetic duration of plural /s/ in a large corpus of New Zealand English. We test the hypothesis that in target words which are more likely to be plural given the context, the plural marker /s/ will be shorter in duration. Using linear mixed effects models to predict plural durations, preliminary results suggest that contextual predictability of plurality does significantly predict plural duration. This finding contributes to furthering our understanding of how language users track and utilize the statistics of language, not only at the word level but also at the level of the morpheme.

2:45 Abstract # 49
Authors: Laurie Bauer
Affiliation: Victoria University of Wellington
Title: Stressing about the news

Radio New Zealand’s National Radio provides regular news bulletins. While the accents and pronunciation of the interviewees in the news are outside the broadcaster’s control, the language of the news from the professional readers is very clearly ‘standard English’ as channeled through whatever national or international accent the presenter might have. While there is undoubtedly some pressure on Maori announcers to speak one of the many varieties of so-called ‘Maori English’, where Pakeha
presenters are concerned the variety used might be modeled on any of the British pronunciation
dictionaries, with the vowel qualities changed in relatively minor ways.

Yet there are features of National Radio’s news bulletins which deviate from that standard in ways
which, in all probability, are not considered or deliberate in any way. In this paper I consider in
particular prosodic deviations. The relevant features include, but are not restricted to

- Word stress
- Stress in compound words (or in noun + noun sequences)
- The positioning of nuclear stress / the tonic syllable

While some of the problems affecting broadcast news appear to arise from the way in which the
news is written, some of these prosodic problems do not appear to be explicable in such terms, and are
foreign to both New Zealand English more generally and the presumed model for broadcast news.
While these features are not ubiquitous, they are frequent enough to suggest a special newsreader style
whose origin is obscure.

Data for this presentation is taken in particular from recent Midday Report broadcasts, but with
sporadic reference to other similar programmes.

3:45 Abstract # Teaching 1

Authors: Evan Hazenberg, Sasha Calhoun, Elizabeth Pearce
Affiliation: Victoria University of Wellington
Title: Making the most of online learning platforms

With tertiary education becoming increasingly technology-based, many universities are investing in
online learning platforms, such as Blackboard™ and Moodle™. As this investment grows, so does the
expectation that teaching faculty will migrate much of their course content – including assessments –
online. While these platforms are particularly well-suited to certain types of material, much of what is
covered in Linguistics programmes does not lend itself seamlessly to this approach; the challenges of
digital migration within the Linguistics discipline can be time-consuming and frustrating. So is it
worth the effort?

Recently, [INSTITUTION] restructured its undergraduate Linguistics programme, and the creation
of a new introductory paper provided an ideal opportunity to explore the use of interactive online
resources in Linguistic teaching. The new course was designed to give students a basic analytical
foundation in several key areas of Linguistics, including Phonetics, Phonology, Morphology, and
Syntax. It was also designed to make use of a series of self-marking skills tests within the university’s
online learning system, framed as both an internal assessment for the paper, and as a self-checking
mechanism for student learning.

This paper reports on the project, highlighting some of the advantages and drawbacks of adapting
Linguistic concepts to the Blackboard™ system, and draws attention to some of the creative ways
educators can overcome the limitations of the format. A bank of approximately 400 questions was
created to reinforce and test key concepts and analysis processes, including data-driven and structural
problem sets. Short tutorial videos were also created to supplement in-class demonstrations. Feedback
from students and system-internal usage statistics show that students found the online material
generally useful, but that some exercises and resources were less successful than others. Although each
online learning platform has its own native set of tools and resources, the strategies presented here are
likely to be applicable across platforms.

4:15 Abstract # Teaching 2

Authors: Julie Barbour
Affiliation: University of Waikato
Title: Undergraduate Linguistics and Human Research Ethics

Traditionally, linguistic pedagogy has concerned itself with the examination and analysis of
language data. With our attention so firmly fixed on the complexities of data analysis, our human data
sources are often rendered invisible, as are the projects that they have participated in. The linguists
who have conducted the research often but not always remain as a reference to data cited. Meyerhoff (2011: 44), who draws the student’s attention to issues of consent, and Burridge and Stebbins (2016: 53-54), who ask students to consider participation, and representation of project participants, are exceptions to the general pattern that sees ethical considerations excluded from introductory textbooks in linguistics and sociolinguistics.

Research ethics then, is either dealt with outside of linguistics, or deferred to graduate study, where our students encounter ethics in their Research Methods classes, or even in the preparation of their own applications for Human Research Ethics approval. Such a system sees ethics as a separable module of learning, closely tied to graduate study, but less relevant to undergraduate study. Meyerhoff, Brown, Barbour & Quinn (2013) reinforce this perspective, in seeking a set of Research Ethics Guidelines oriented towards research practitioners. In this paper, I explore ways in which Human Research Ethics can be made relevant to an undergraduate linguistics programme. I work through a typology of ethical practices, covering topics such as participation, disclosure and consent, protection, representation, authorship, and partnership. I contend that there are multiple ways in which an undergraduate linguistics programme can, and in many cases already does, lay the foundation for ethical research practices at higher levels of study.

4:45 Abstract # Teaching 3
Authors: Karena Kelly
Affiliation: Victoria University of Wellington
Title: Unlocking the Māoriness of Māori linguistics: reflecting on the benefits and challenges of teaching Māori linguistics through the medium of te reo Māori

‘Ko te reo te mauri o te mana Māori’ – Sir James Henare ‘The Māori language is the essence of Māori mana’

As a heritage learner of Māori myself, my own language learning was greatly facilitated by my study of Māori linguistics. However, in my teaching experience, discussions of Māori linguistics and even overt teaching of elements of grammar have often been balked at or rejected by many Māori students as foreign and distinctly un-Māori. How can Māori language underpin Māoriness, and yet Māori linguistics undermine it? At Te Kawa a Māui, the School of Māori Studies at Victoria University of Wellington, we have a 300-level Māori linguistics course required for the reo Māori major, which was historically taught in English. In the past two years I have redeveloped this course to be taught instead through the medium of te reo Māori.

In this presentation I will discuss some of the reasoning behind this decision to undertake delivering this linguistics course in te reo Māori. I will present some of the positive outcomes observed, particularly relating to student engagement and retention. I will also discuss some of the difficulties encountered, such as the limitations of available vocabulary, and the actions taken to overcome these obstacles, and simultaneously enrich the learning experience. I will conclude that unlocking the Māoriness of Māori linguistics through te reo Māori is a means of activate the mana Māori mentioned by Henare, and empower learners to see the relevance and usefulness of linguistic perspectives to facilitate their Māori language learning, inform their teaching practise, and to bridge the divide between their love of te reo Māori and engagement in linguistic study.

STREAM 3 St David’s Lecture Theatres Room SD4

9:30 Abstract #43
Authors: Jo Oranje
Affiliation: University of Otago
Title: Cultural portfolio projects for intercultural communicative language teaching

Intercultural communicative language teaching (ICLT) is a teaching approach that emphasises the relationship between language and culture, and promotes learning through exploration, reflection, and comparison as optimal for language education. The New Zealand Ministry of Education recommends
ICLT but low levels of understanding and practice of the approach prevail among language teachers. This paper describes a classroom intervention designed to involve language teachers and their students in an activity grounded in ICLT—cultural portfolio projects (CPPs)—and presents qualitative findings to answer the research question: To what extent do CPPs enhance teachers’ awareness of ICLT as a teaching approach? The CPPs were carried out in senior French and German classes at three secondary schools. This paper outlines the design and execution of the CPPs and presents the experiences and evaluations of the teachers and students involved. It demonstrates that CPPs can address tensions raised by teachers worldwide that (i) lead them to prioritise language over culture, and (ii) impede their practice of ICLT. Furthermore, the paper promotes CPPs as a consciousness-raising tool to educate teachers in ICLT principles as they practise in the learning environment of their own classroom.

10:00 Abstract # 77
Authors: Sylvia Orchard, Anne Feryok
Affiliation: University of Otago
Title: Crossing borders, crossing boundaries: Immersion and crosslinguistic influences on motion verbs in learners of French and English

Linguistic relativity has undergone significant reformation and criticism, with a resurgence in research interest built within frameworks proposed by John A. Lucy and Dan Slobin. In particular, researchers have sought to further examine the interaction between thought and language in both first and second language contexts. This study continues this line of research by analysing cross-linguistic differences in the expression of boundary-crossing motion, and English, classified as a satellite-framed language. Modelled closely on Hendricks and Hickmann (2015), the experimental procedure involved 16 French and 16 English intermediate to advanced learners, with 8 in each group having had immersion experiences, verbally retelling recently watched short videos depicting motion events. The 20 videos range from 5-10 seconds in length and depict both voluntary and caused boundary crossing motion. The participants’ descriptions were recorded and their choice of motion expression compared with the results of native speakers, both in terms of native speaker results for this same experiment (4 for each language) and patterns attested in other motion studies involving French and English. Learners’ responses in their L2 conform more closely to the pattern expected in their L1 than their L2, which mirrors earlier studies. This study differs from prior research in this area by also considering the effect of immersion. Based on the responses of the French learners, immersion and exposure to the L2 outside of the classroom can tentatively be found to have a positive effect on acquisition of the L2 pattern of expressing motion events, with such learners showing tendencies closer to native speakers than other learners of comparable language level.

11:00 Abstract # 60
Authors: Ayman Tawalbeh
Affiliation: Victoria University of Wellington
Title: Variation in the meanings of religion and Arabic in three Wellington Iraqi Arab families

It has been suggested that religion is one of the strongest incentives for Arabic language maintenance (e.g. Al-Sahafi and Barkhuizen 2006; Clyne 2003; Dweik 1980; Gogonas 2012; Othman 2006) because Arabic is necessary for practising Islam and it is the language of the Quran. However, I argue in this paper that the relationship between Arabic and religion is not static or straightforward. Unpacking this relationship is made possible by considering the contribution of religion to Arab immigrant families’ actual language practices. Drawing on extensive sets of audio recordings in three Wellington Iraqi homes, this paper investigates the ways religion, Arabic and learning are conceptualised and practiced in these families. The analyses demonstrate that the relationship that each family has formed with religion and Arabic is much more complex than has been perceived in previous
This research explores how Korean immigrant families successfully maintain their heritage language, Korean, across parent and child generations in Christchurch. A recent government report emphasised the importance of English language acquisition to enhance integration into New Zealand. In 2013 commissioned data from Statistics New Zealand revealed that Koreans were the most successful immigrant group at maintaining their heritage language. My study aims to investigate the mechanisms of Korean language transmission, bringing to light attitudes and beliefs. The research is a qualitative interview study to gather data using stories and lived experiences of six Korean immigrant families whose children speak both Korean and English. Participants are New Zealand-born-Korean teenagers who are sixteen to eighteen years old, in years 12-13 at high school as well as one or both parents, 14 participants. Both bilingual teenagers and parent(s) were asked about their language background, experiences of being a Korean speaker in New Zealand, reasons for the decision to maintain Korean language and children’s school achievement. The findings suggest that both Korean parents and children believe that speaking the Korean language at home is crucial for children to learn the Korean language and being bilingual has a lot of advantages for both career and academic potential. All child participants have achieved highly in English as a school subject and are confident and motivated to learn a language other than their heritage language. Child participants also feel that language is related to culture and identity, with some struggling to develop own identity. Contrary to the Government report, with its emphasis on English language use by immigrant families, this study suggests that maintaining heritage language does not negatively affect English language acquisition and in fact may actually support the successful learning of another language.
family language practices during the course of raising their children. In light of these inconsistencies between parents’ beliefs and their actual family language practices, this contribution argues that analyses of migrant language attitudes towards heritage language maintenance should not only consider families’ beliefs towards minority language maintenance, but also their language practices and management.

1:45 Abstract # 57
Authors: Sean Grant
Affiliation: University of Macau, University of Auckland
Title: A correlational study of person-based creativity and second language performance via written modality

A common measure for person-based creativity is the Torrance Test of Creative Thinking (TTCT). This test requires respondents to devise novel figural or verbal responses to unusual situations, and has been used in a number of studies exploring the relationship between person-based creativity and second language performance and learning (Albert, 2011; Albert & Kormos, 2011; McDonough, Crawford, & Mackey, 2015; Otto, 1998). These studies have tended to find favorable second language outcomes based on having higher person-based creativity scores. Overall however, these studies have also been cross-sectional rather than longitudinal in their methodology and second language performance gauged solely via spoken modality.

The research within the current paper attempts to contribute to this area of research by comparing students’ person-based creativity scores with their written language performance across six different individual tasks over a 14 week university semester. Language performance was measured via the complexity, accuracy and fluency (CAF) of the participants’ written texts.

Results from the research indicated statistically significant negative correlations between several person-based figural creativity subscores and CAF scores. The strength of association for these significant correlations ranged from small to large. These results will be discussed in relation to findings from the previous studies in person-based creativity and second language performance and learning.

2:15 Abstract # 53
Authors: Ye (Angel) Jin
Affiliation: University of Auckland
Title: Usage-based approaches to the acquisition of phrasal verbs by Chinese learners of English

One complication of L2 learning is the presence of an established set of L1 form-meaning pairs, which is likely to affect attention and usage (Ellis & Cadierno, 2009). In this study we examine the influence of the differences in meaning of English up and the Chinese equivalent shang on the use of phrasal verbs by Chinese writers of English. The meaning of up in English has a core sense based on a proto-scene and other senses: MORE, IMPROVEMENT, COMPLETION, SEPARATION, and OTHER EXTENDED senses (Jin, 2015; Tyler & Evans, 2003). The proto-scene for shang includes ON/ABOVE the landmark and the senses METAPHORICAL ON, ASPECT, and OTHER EXTENDED senses (Jin, 2015). The discrepancy between the meanings of up and shang, especially in the absence of the COMPLETION and SEPARATION meanings in Chinese, are likely to affect the extent to which forms are noticed and therefore used by L2 learners (Ellis & Cadierno, 2009, pp. 122-125) and bring to the fore the effect of frequency of input. We analyse the usages of particle up in phrasal verbs in the Written English Corpus of Chinese Learners (WECCCL) and The Louvain Corpus of Native English Essays (LOCNESS). Some forms such as grow up, give up are common in both corpora and are likely to be due to input factors, especially for give up, which has a SEPARATION sense. Although the Chinese students use up in this sense (break up), there are many more types in the LOCNESS corpus (break up, cut up, free up, etc.). Similarly, we find far fewer instance of the COMPLETION sense of up (such as end up) in WECCCL compared with LOCNESS. These results
provide some sense of the relation between semantic relatedness of concepts in L1 and L2 and input factors.

2:45 Abstract # 15
Authors: Saleh Alqahtani
Affiliation: University of Jeddah, Saudi Arabia
Title: Motivational Strategies and EFL Teachers’ Perceptions: A Saudi Survey

Empirical investigations into teachers’ preferences for the use of some foreign language (FL) learning motivational strategies over others are a recent trend in the field of FL learning motivation. The present study is only the second one of this kind in the Saudi context. As a first stage of the study, 117 EFL teachers with varying demographic characteristics (age, qualifications, teaching experience and the like) rated 55 motivational micro strategies on 5-point scales, which were then grouped into 10 macro strategies in accordance with previous research. Since the present study is a modified replication of previous studies, the expectation that the ranking of strategies in the Saudi context will match to a degree the rankings found by researchers elsewhere in the world was borne out - four of the macro strategies that came out in the top five scales in this study were ranked in the top five scales in three other studies conducted by Dörnyei and Csizér (1998) in Hungary, Cheng and Dörnyei (2007) in Taiwan, and Alrabai (2010) in Saudi Arabia. The order in which the macro strategies were ranked in the present research differed from the ranking order found previously, including Alrabai’s (2010) in the Saudi context. Unlike in any previous research, however, when inferential statistical analyses were applied on the collected data, statistically significant differences in the ranking order of the macro strategies emerged as a function of the respondents’ qualifications and length of teaching experience. The results may have implications for teacher training and the research design of future investigations into the effects of the motivational strategies deployed by teachers on student motivation and FL achievement.

3:45 Abstract # 28
Authors: Max Olsen
Affiliation: University of Otago
Title: Motivational Differences among New Zealand Learners of Te Reo Māori and Foreign Languages

Motivation to learn a second language (L2) differs between individuals, and L2 learning motivation is also different for learners of different languages. This study indicated that learners of Te Reo Māori have different motivational profiles from learners of foreign languages; the study also found motivational differences between learners of Te Reo who identified as Māori and those who did not.

Since Dornyei’s (2005, 2009) proposal of the L2 motivational self system (L2MSS), L2 motivation has come to be seen as tied to learners’ self-concepts and particularly to possibles selves (Markus & Nurius, 1986). The L2MSS holds that learners’ motivation is influenced by three constructs: the L2 learning experience, the ideal L2 self (one’s future vision of oneself as an L2 speaker), and the ought-to L2 self (significant others’ future vision of one as an L2 speaker). The ideal L2 self relates to learners’ aspirational feelings, whereas the ought-to L2 self is more closely related to feelings of obligation. While a number of L2MSS motivation studies have been undertaken since 2005, few have focused on English-speaking learners of non-English L2s, and none have included learners of a minority indigenous language such as Te Reo.

This study employed a large-scale online survey and statistical methods to examine the motivational profiles of 700 university-level language learners in New Zealand. The study tested whether L2MSS-related motivational differences exist between different learner groups. Learners of Te Reo exhibited stronger ought-to and ideal L2 selves than did learners of foreign languages. In addition, findings indicated that Māori learners of Te Reo were more motivated than non-Māori learners of the language. Preliminary analyses also suggested that the relative importance of different motivational antecedents
may differ between different L2 learner groups. Implications for language teaching and learning in New Zealand will be discussed.

4:15 Abstract # 46
Authors: Khadijeh Gharibi
Affiliation: Victoria University of Wellington
Title: Influential Factors in Incomplete Acquisition and Attrition of Young Heritage Speakers’ Vocabulary Knowledge

Heritage speakers are bilinguals who were born in or migrated to the host country during their childhood (Montrul 2012) and grew up hearing and possibly speaking a minority language in the family (Polinsky 2011: 306). This study investigates whether young heritage speakers, either simultaneous or sequential bilinguals, have limited vocabulary knowledge in their family language compared to matched monolingual counterparts and, if so, what factors (i.e. age, age at emigration, length of emigration, the frequency of heritage language use and parents’ attitude towards family language development and maintenance) help to account for this difference. Thirty young Persian-English bilinguals (aged 6 – 18) living in New Zealand took a verbal fluency test and an auditory picture-word matching test. These tests were also administered to thirty monolingual speakers of Persian who were matched with the bilinguals for age, gender, number of siblings and their family’s socio-economic status. Information about the heritage speakers’ language use and their parents’ attitude towards heritage language maintenance was collected through semi-structured interviews. The findings showed that the heritage speakers were outperformed by the monolinguals in both vocabulary tests, although the gap was smaller in the case of sequential bilinguals than simultaneous bilinguals, a finding in line with Montrul (2008: 152). Of the factors investigated, the parents’ attitude was found to be the strongest predictor of simultaneous bilinguals’ vocabulary knowledge, while age at emigration was the strongest predictor in the case of sequential bilinguals. It can be concluded that the differing roles played by attrition and incomplete acquisition in sequential and simultaneous bilinguals’ vocabulary development are better viewed as matters of degree, with attrition playing the greater part in late sequential bilinguals and incomplete acquisition playing the greater role in simultaneous bilinguals.

4:45 Abstract # 26
Authors: Pawadee Srisang, John Everatt, Jo Fletcher, Amir Sadeghi
Affiliation: University of Canterbury
Title: Impacts of Inferential Skills on Reading Comprehension of Thai (L1) and English (L2)

The skill of making inferences has been regarded as a significant factor in reading success. Therefore, the aims of this study was to investigate relationships between inferential skills and reading comprehension in first language Thai (L1) and second language English (L2), the inter-relationship of inferential skills between Thai-L1 and English-L2, and whether inferential skills in one language show any evidence of supporting reading comprehension in another.

Ten measures were used in this study. Thai and English measures of the following were developed for the specific context of this study: (i) inferential skills, (ii) reading comprehension, and (iii) language skills (vocabulary and listening skills). A measure of non-verbal reasoning skills (Ravens advanced progressive matrices), and a questionnaire on reading skills were also administered. The data were collected from 220 undergraduate students studying in a 2014 summer course at one campus of a university in Thailand.

There were moderate inter-relationships (r=.413) between Thai-L1 and English-L2 inferential skills. Both Thai and English inferential skills seem to support reading comprehension in the same language (Thai: r=.421; English: r=.368). Although this relationship was partially explained by controlling for language skills and non-verbal reasoning, inferencing still predicted significant unique amounts of variability in reading comprehension in both languages. Cross-language correlations varied more, however: that between Thai inferential skills and English reading comprehension (r=.158) been
smaller than between English inferential skills and Thai reading comprehension (r=.318). Indeed, even after controlling for Thai inferencing, English inferencing still added a significant amount of variability in reading comprehension explained.

Inference making may be considered a skill that is not completely dependent on language skills. Hence, skills developed in one language may be available to support reading comprehension processes in another.
Previous work demonstrates how a number of different factors are related to phonetic reduction in a word. For example, phonetic reduction is more likely to be observed at fast speech rates, in highly frequent words (Gahl 2008) or word combinations (Bell et al. 2009), and some studies have found more reduction in the speech of males compared to females (Byrd 1994).

In this presentation, I will discuss work that investigates phonetic reduction in Hawaiian, Hawai‘i English, and New Zealand English. I will begin by discussing the effects of social factors, including how individuals use phonetic reduction when speaking Hawai‘i English to construct personae that embody ‘cool masculinity’ (Kirtley 2015) and how phonetic reduction in New Zealand English appears to be linked with a speaker’s personal style and their interactional stance.

The presentation will then turn to a study, conducted in collaboration with Bethany Kaleialohapau‘ole Chun Comstock and Hina Puamohala Kneubuhl, of phonetic reduction in Hawaiian. For this study, we analyzed the speech of Hawaiian-speaking kūpuna ‘elders’ who were born between 1880 and 1902 and recorded in the 1970s. The data demonstrate an effect of frequency on phonetic reduction of the function word kēia ‘this’, where kēia is more likely to be reduced (to e.g., [keː]) when followed by a word that frequently follows it (kēia manawa ‘now’ lit: ‘this time’) than when followed by a word that less frequently follows it (kēia mo’opuna ‘this grandchild’).

The results of these studies will be discussed within the context of a model of speech production in which multidimensional mental representations of speech are indexed with social information. Taken together, the results point to some of the reasons why sociophoneticians should look beyond both the word and the speakers’ broad social categories, and towards larger chunks of speech and a more nuanced treatment of social meaning.

Afrikaans-speaking residents in South Africa are often fluent bilinguals with well-established second language (L2) pronunciation which differs significantly from the first language (L1) pronunciation of South African English (SAE) speakers. While the pronunciation of SAE L1 speakers does not seem to change markedly upon relocation to other English language countries, it has been observed, however, that the English pronunciation of Afrikaans-speakers starts to approximate to that of NZ English. This study is being undertaken to compare the English L2 pronunciation of Afrikaans-speakers in South Africa and those who have relocated to New Zealand (NZ). It will also attempt to establish what factors influence the change in pronunciation of Afrikaans-speakers speaking English in NZ.

Changes to L2 pronunciation have been investigated by a number of researchers. Piske et al. (2001) considered the age of onset of learning and the age of arrival in the English-speaking country; Gilakjani et al. (2011) investigated the accent, stress, motivation and exposure, age, personality and mother tongue influence on L2 pronunciation. The influence of the individual’s perception of self-
identity on L2 acquisition has received less attention, although related studies have been carried out by Norton (2001), Marx (2002), Barkhuizen and Knoch (2005), and Talmy (2008).

In my ongoing study, I will examine the change in English L2 pronunciation by Afrikaans L1 immigrants to NZ. I will collect speech samples and information on their age, time spent in NZ, language attitudes and perceptions of self-identity. Preliminary results have shown movement of certain sounds towards NZE realisation in accordance with various influences from their work and social environments. In conclusion, this project hopes to shed new light on the relationship between various factors including identity and pronunciation change in the L2. Possible future studies could include investigating other migrant groups to NZ.

11:00 Abstract # 64
Authors: Ksenia Gnevsheva
Affiliation: University of Canterbury
Title: Accent identification in New Zealand

Perceptual dialectology is now a well-established subfield of sociolinguistics, but the vast majority of work has focused on native speakers of English in the USA or the UK (see e.g., Clopper & Pisoni 2006; Coupland and Bishop 2007). Such perception studies remain relatively uncommon in New Zealand (but see Bayard et al. 2001), particularly when they involve non-native varieties of English (but see Watanabe, 2008). This study aims to enhance our understanding of naïve listeners’ origin identification of native and non-native speakers of English in New Zealand.

In a perception experiment New Zealand listeners were presented with audio clips recorded by (a) native speakers of New Zealand English, (b) native speakers of two other varieties of English (Standard American and British English), and (c) speakers of two non-native varieties of English (first language Korean and German) of higher and lower proficiency. In a free choice task, listeners were asked to name the country or region where the speaker was from.

The results show that listeners were better at identifying native than non-native English accents and better at identifying the origin of lower proficiency non-native speakers than higher proficiency ones. American speakers were most often confused with Canadians, and British English speakers with New Zealanders. The accuracy of the exact second language accent identification was quite low, and it was lower for Korean than for German speakers. The listeners were mostly able to identify the general region correctly (e.g., ‘Asia’ for Korea and ‘Europe’ for Germany); at the same time, most non-native speakers were identified as native speakers of New Zealand English or other, arguably less familiar, varieties at least once (exemplifying cases of ‘passing’ (Piller, 2002)) and some higher proficiency speakers ‘passed’ with a high regularity.

11:30 Abstract # 76
Authors: Kathryn Holmes, Marie-Christin Kuepper, Katrina Monaghan, Sylvia Orchard, Hunter Hatfield
Affiliation: University of Otago
Title: Adaptation to Sound Variation over Minutes and Years

Language variation can come from many sources, including noise, individual morphology, emotion, social indexation, dialect, and more. To recognise words, a hearer must continuously adapt to this variation. The current research reports two studies concerned with adaption across the very short term of a 30-minute experiment and over the longer term of exposure to an accent.

In Study One, words of New Zealand (NZ) English were pronounced with standard phonemes but incorrect stress assignment, forming “Mismatches”. Thirty-one speakers of NZ English participated in a lexical decision task in which they heard correctly stressed Trochees, correctly stressed Iambs, Mismatches, and non-words, each token repeated 10 times. We predicted Trochees (973 ms) and Iambs (939 ms) to be recognised faster than Mismatches (1099 ms), which will be faster than Non-Words (1130 ms), all of which was confirmed. Over the time course of the experiment participants adapted to the Mismatched stimuli within 5 repetitions.
In Study 2, we asked how quickly speakers could adapt to a well-known but non-native genuine dialect. NZ participants again performed a lexical decision task listening to English words or non-words produced either in a standard American dialect or a Pakeha NZ dialect. All pronunciations contained no manipulations. Individual words were repeated only three times, so that adaption would be general to the accent or speaker, not individual word tokens. In preliminary results, NZ speakers were faster with the American stimuli than the NZ stimuli. By the end of the experiment, the two accents were equivalent, though this was due to recognising the NZ words faster, not the American words. It is hypothesised that NZ speakers have a richer knowledge of NZ variation, which must be focused to a particular speaker, but a more simple set of exemplars of American speech.

12:00 Abstract # 63
Authors: Evan Hazenberg
Affiliation: LALS, Victoria University of Wellington
Title: Gendering vowels: Sociophonetics and community affiliation

The vowel space of New Zealand English (NZE) has been extensively examined, in perception studies (e.g., Drager 2005; Hay, Warren & Drager 2006; Warren, Rae & Hay 2003) and production studies (e.g., Gordon & Maclagan 2001; Maclagan & Hay 2004; Bauer & Warren 2004) alike. With several prominent shifts tracked over decades, the role that gender plays in driving phonetic change has been well documented (e.g., Maclagan, Gordon & Lewis 1999; Maclagan 1998). But gender is often treated as a deterministic binary that mirrors biology, while the social reality can be quite different. As a social construct, gender encompasses more than simply “male” and “female”, and different engagements with and experiences of these categories can foster a range of gendered identities. What can a broader operationalization of gender bring to our understanding of the NZE vowel space?

Using spontaneous speech data, this paper looks at differences in the vowels spaces of people representing a range of gendered and sexual identities in New Zealand: older/younger, queer/straight/transsexual, men/women. In particular, it explores the relationship between gendered identity and vowel production for a handful of vowels undergoing change: foot fronting and associated nurse lowering; face raising; goat raising; and an increasing separation of start and strut.

Socially-relevant community-level distinctions are mirrored in different ways across these vowels, and for participants active in the queer community, age emerges as an important factor. The older speakers in this study came of age before homosexual law reform in 1986, while the younger speakers came of age later; and these different social backgrounds have created inter-generational tensions in the queer community. That these identity-driven tensions can be observed in fine phonetic details suggests that vowel production can be used to signal (dis)affiliation with particular groups, in spite of being largely ‘under the radar’.

1:30 Abstract #37
Authors: Wenhui Zhu
Affiliation: The University of Auckland
Title: The Acquisition of Mandarin vowels by Native Speaker of English: from Perception and Production Perspectives

This study aims to rank Mandarin vowels according to how difficult they are for adult native New Zealand English speakers (NZESs) to recognize and produce accurately and relate this to inner mechanisms of L2 speech processing. Two experiments were conducted to investigate the acquisition of 6 target Mandarin vowels: ɤ, i, u, y, ɹ̪, and ɻ after certain consonants. One experiment (the perceptual mapping task) was conducted on 11 NZESs (who have no or very little Mandarin experience) to clarify which NZ English vowels they perceived to be most like which target Mandarin vowels. The other experiment (the perception and production task) was conducted on 32 NZESs who are studying Mandarin in New Zealand Universities. The accuracy of the 32 participants in producing target Mandarin vowels was assessed by a subjective measure having native Mandarin speakers write down
which vowel they judged participants to be producing, and an objective measure acoustic measurements of first three vowel formants. The same participants were also asked to identify target vowels by an open-set identification task. Based on the preliminary analysis, the relative difficulties in the acquisition of Mandarin vowels accord with the predictions of Perceptual Assimilation Model in an L2 context.

2:00 Abstract # 18
Authors: Leslie Forrest, Jonathon Ryan
Affiliation: Waikato Institute of Technology
Title: No chance to speak: Exploring the ability of language learners to interpret phonological turn-taking cues

In turn-taking, the highly-coordinated “split-second timing” that is typical of transitions from one speaker to another appears to be enabled by the interactants’ sensitivity to the trajectory of multiple intersecting features of talk that project (i.e. signal) forthcoming completion of units of talk (Ford & Thompson, 1996). While the underlying turn-taking system (Sacks, Schegloff & Jefferson, 1974) may be universal, cross-linguistic variations are observed. It is therefore unsurprising that second language users report substantial difficulties identifying turn-taking opportunities in group discussions (Authors).

This paper explores two questions. The first considers the possibility that second language learners face difficulties in recognizing the phonological features that tend to signal turn endings and those that signal turn continuation. The second question is whether some of these difficulties may tend to be more pronounced for learners from certain language backgrounds.

To explore these questions, a listening task was constructed of edited segments of grammatically complete speech. Ten native speakers of NZ and US English were used as informants to select 20 segments (from a sample of 60) for which there was unanimous agreement that the speaker was either continuing or finishing. After a piloting phase, the same procedure was then used on a sample of approximately 100 English language learners with similar overall listening competency: learners were asked to identify which segments indicated a likely turn completion and which were likely to continue. Statistical analyses of the results suggest that language learners tended to misinterpret certain phonological features, such as the distinction between final and non-final intonational contours, while tending to accurately respond to features such as trail-offs to signal completion and the distinctive pattern associated with lists. Some moderate between-group differences were also identified, with variations in the results for Chinese (Mandarin and Cantonese) and non-Chinese speakers. Both findings suggest pedagogical implications.

2:30 Cancelled

3:30 Abstract # 71
Authors: Kathryn Marie Tall
Affiliation: University of Otago
Title: A Sweet As way New Zealanders Communicate - The Diverse Usage of the ADJ+as Construction

When you ask a Kiwi how their day has been, they might well respond ‘sweet as!’ The construction ‘ADJ+as’ has become ubiquitous within New Zealand English and has evolved to be used within a variety of grammatical, lexical, and semantic contexts. Laurie and Winifred Bauer (2002) first recorded the construction’s prevalence within the language of school children during the course of a wider study of intensifier use. Since that time other researchers such as Petrucci and Head (2006) and Joseph Sowa (2009) have employed various methodologies to examine the phrase and as a result they have captured a degree of the linguistic creativity shown by those who use it.

The current study sourced data from the Trade Me website, documenting 342 tokens of the ADJ+as construction from 142,000 message board posts from 61 individual users.
This data provides a wide range of examples of how New Zealanders use this construction. Sowa (2009) predicted that ADJ+as would develop to be used in an increasing number of grammatical contexts. This study suggests that this may be the case as it provides examples of previously unattested grammatical usage such as with a present participle – pumping as, and with negation – I take it not sweet as. In addition to grammatical diversity, this study shows that the construction appears across a diverse range of lexical and semantic contexts.

Bauer and Bauer (2003) observed that the ADJ+as construction appeared to be used more frequently in the north of the North Island of New Zealand than in other parts of the country. Preliminary findings in this study suggest that this may no longer be the case. While the sample size is currently very small, the 61 individuals found to use the phrase were distributed in approximate proportion to the population size of the regions they live within.

4:00 Abstract # 16
Authors: Mary Walworth
Affiliation: National Science Foundation, Université de la Polynésie française
Title: Trickle-down Endangerment: The Role of Tahitian in French Polynesia

Tahitian, one of the official languages of the French overseas collective of French Polynesia, is an increasingly endangered language due to the decline of its general use and its intergenerational transmission. On the island of Tahiti approximately only 20% of the population speaks Tahitian fluently (based on personal communication with government officials, directors of Tahitian language education, as well as observations in Tahiti over a period of 3 years). Strides in the bureaucratic sectors are being made to increase this percentage through promotion of Tahitian in the spheres of education and government, however, very few people under the age of 50 are speaking Tahitian regularly. Instead, French is the language of predominant use both in and outside of the home, and children are therefore learning French as their primary first language. There is no doubt then that Tahitian is visibly unstable in its homeland of Tahiti. However, throughout the rest of French Polynesia, Tahitian - an introduced language - is thriving. In the less populated “outer islands”, Tahitian has nearly replaced the numerous indigenous languages.

This paper explores the role of Tahitian in French Polynesia through language-use surveys and interviews with educators and officials conducted both in Tahiti and in the outer islands. Herein, the author presents Tahiti as an economic, political, educational, social, and religious center for the region and demonstrates how its prestigious role in this capacity has led to extensive linguistic and cultural influence and subsequent language replacement in the outer islands. This paper first describes the reasons for Tahitian’s endangerment in Tahiti, then investigates how Tahitian has come to threaten lesser-spoken languages outside of Tahiti. Finally, this paper examines the future of the Tahitian language in Tahiti and how its continued decline will certainly affect language throughout French Polynesia.

4:30 Abstract #50
Authors: Laurie Bauer
Affiliation: Victoria University of Wellington
Title: The Stories of Ed and Ing

The two English suffixes, -ed and -ing are alike in that they both seem to straddle the inflection-derivation divide in awkward ways. The affix –ed appears to be inflectional in She has married a musician, but derivational in a married person and accommodation for marrieds. The affix -ing appears to be inflectional in I am building a new house, but derivational in He has got a building permit and This is a dangerous building. Theoretical approaches to these two cases treat them in similar ways, either setting up homophonous affixes (one inflectional and one derivational) or attempting to use conversion/zero-derivation to derive one from the other.

In this paper I make a first approach to stories for these two affixes, and argue that this apparent parallel is misleading. Explaining the development of the two affixes involves very different
trajectories in the two cases, and the only commonality between the two is the role of frequency in the development of the situation we find in current English. But in the end we need neither homophonous affixes nor conversion to explain the patterns we find.

STREAM TWO St David's Lecture Theatres Room SD6

10:30 Abstract # 21
Authors: Clay Beckner, Jennifer Hay & Janet B. Pierrehumbert
Affiliation: NZILBB, University of Canterbury; Oxford e-Research Centre, University of Oxford; Northwestern University
Title: The Emergence of Linguistic Structure in an Online Iterated Language Learning Task

Previous research by Kirby, Cornish & Smith (2008) found that language structure can be developed in the laboratory via iterated learning. In that study, participants attempted to learn an artificial language that was initialized with random conditions. Each learner’s final test round was used as the training round for a new learner, and the process was repeated. When repeated over 10 generations of participants, this iterative process created some artificial languages with strikingly compositional structure. However, the Kirby et al. (2008) dataset is small, and reanalysis of the data indicates that the quantitative results are ambiguous.

The current study thus investigates the iterated emergence of language structure on a much larger scale. We gathered data from 240 participants on Amazon Mechanical Turk, encompassing 24 independent ‘chains’ of learners over 10 iterated generations. Participants played an online game in which they attempted to learn a language with 27 meanings (3 shapes X 3 numbers X 3 colours). Time-series analysis verifies that across generations, there is a cumulative increase in the systematicity of form-meaning correspondences. The study thus provides new evidence that artificial language learners have a predisposition to increase language compositionality. However, individual chains are subject to reversals in compositionality; we discuss the implications for online experimental work.

Moreover, we perform a new analysis that examines in detail the mechanisms whereby structure arises. We find that artificial languages develop systematic units along some meaning dimensions before others, giving insight into learner biases. In the current study, systematic representation of item shape arises before colour and number; a reanalysis of the Kirby et al. (2008) data reveals a bias for movement. These varied results may be unified under an account in which the head of the morphosyntactic unit forms the locus of emerging systematic representation.

11:00 Abstract #27
Authors: Alistair Knott, Martin Takac
Affiliation: University of Otago, Comenius University
Title: Training a neural network sentence generator to produce Māori sentences

We have developed a neural network model of sentence production and language learning, which learns the vocabulary and syntax of a language from exposure to example sentences. In this paper we describe its performance when trained on Māori sentences.

The core of the model is nativist. We assume that infants’ language learning is constrained by innately specified principles, whose form is reflected in cross-linguistic syntactic generalisations. Our account of these generalisations is based on Chomsky (1995): sentences have a language-independent ‘logical form’ (LF), from which their phonetic form (PF) is derived through learned language-specific parameters. Our network implements an embodied version of this model: we interpret the LF structure of a sentence reporting a concrete episode in the world as a description of the SM process through which this episode was experienced. In line with this interpretation, our network takes as input a SM routine, representing an experienced episode, and learns to generate a sequence of words as output.

The network is trained on SM routines paired with surface sentences in a specified training language. The language-specific parameters it learns relate to word order and morphology. SM routines provide two opportunities to pronounce the agent, patient and action, which correspond to the
‘high’ and ‘low’ positions of subject, object and verb in LF structures: for a given training language, our network must learn which opportunities to take. For Māori, it learns to pronounce the verb (and tense/aspect marker) ‘high’, and the subject and object ‘low’, and to attach the causative prefix whaka to verbs when reporting causative motor actions.

To evaluate the network, we trained it on 10,000 Māori sentences, using transitive, intransitive and causative verbs, in past, present and continuous tenses, formed from 98 words and 9 inflections. NPs featured all combinations of number (singular, dual or plural) and person (first person inclusive/exclusive, second person, third person); reflexives and proper nouns were also included. We then tested it on 500 unseen sentences from the same fragment; it generated the correct output sentence in 98.5% of test trials.

11:30 Abstract # 56
Authors: Anders Ahlqvist
Affiliation: The University of Sydney
Title: Celtic Influence on English: for, against, and/or why not?

There are obvious geographical reasons why the possibility has to be entertained that the Celtic languages of the British Isles have influenced the English language over the centuries since it became established, first in England, and then in those parts of the region where Celtic languages have survived to the present day. It is also quite clear that English differs in a number of ways—including phonology, morphology, syntax and lexis—from the other Germanic languages and that there must be reasons behind these differences.

Yet it is often maintained that any Celtic influence on English has been quite minimal. For instance, English etymological dictionaries not infrequently assign labels like ‘vulgar’, ‘origin unknown’ etc. to words that have been shown to be borrowings from a Celtic language.

The paper will look at past scholarship into the question, and try to identify factors that may have contributed to why some scholars have adopted the views they hold. It will also present new arguments in favour of the so-called Celtic hypothesis. These will be based on known historical facts relating to the cultural background of language use in early medieval Britain and Ireland. This will include references to matters of orthography, palaeography as well as the ethnicity of one high-ranking author of an early Irish wisdom text.

12:00 Abstract #29
Authors: Quentin D Atkinson
Affiliation: University of Auckland
Title: New challenges in modelling the evolution of languages

Recently, evolutionary models and theory from biology have been successfully applied to infer language ancestry from a range of linguistic data types. By combining these principled modelling tools with data from linguistics, genetics and archaeology, these methods hold the promise of a new science of language change, uncovering connections between the world’s languages and shedding light on the human colonization of the globe. In this talk I will review recent developments in the field, including new sources of comparative linguistic data, Bayesian phylogeographic modeling tools, network methods, and highlight promising new directions for research.

1:30 Abstract #36
Authors: Liching Livy Chiu
Affiliation: National Taiwan University
Title: Syntactic Categorization: Labeling through Percolation

To interpret the categorization of a syntactic object (SO), a conceptual notion of “labeling”, or the “labeling algorithms” (1)(2) are introduced in generative syntax (Chomsky 2005; Cecchetto & Donati 2010 among others). (1) captures the idea that heads project, and (2) regulates the internal merge.
However, the detail derivations or the empirical applications are not yet clear among linguists. We compare several approaches by which labeling can be done through: (a) merge (Chomsky 1995), (b) movement (Chomsky 2013, and Rizzi 2012) and (c) probing (Cecchetto & Donati 2010).

1. In \{H, α\}, H a lexical item (LI), H is the label
2. If α is internally merged to β forming \{α, β\}, then the label of β is the label of \{α, β\}.

A revised feature sharing (or percolation), in the spirit of Cole, Herman and Sung (1993), is a plausible way of categorizing linguistic items and it should be done at each merge. It is shown that s-selection features and categorical features already serve labeling from lexical representations to phrasal representations, which demonstrate the process of categorization of Merge (X, Y) \rightarrow \{H \{X, Y\}\}. Data from Mandarin Chinese and English are examined so as to testify the minimalist treatment.

It is also demonstrated that empirically, a feature-percolation analysis solve not only the fail of minimal search in Merge (XP, YP) discussed in the literature (Chomsky 2013), but also the Merge (X, Y) problem (Cecchetto & Donati 2010). We will derive the constructions such as: VP Ellipsis, VP fronting,…etc. Theoretically, this approach is well-motivated by the compositionality found in linguistic items, and it could be a more economical way of labeling. Empirically, more structures are testified with this configuration and mechanism.

2:00 Abstract #20
Authors: Alistair Knott, Lech Szymanski, Chris Gorman, Martin Takac
Affiliation: University of Otago, Comenius University
Title: Predicative sentences and perceptual mechanisms

Predicative sentences such as (1) and (2) report stative properties of objects.

1. The dog is hairy.
2. The dog is a dachshund.

The facts reported by such sentences are of a type that can be apprehended perceptually. Some aspects of the implicated perceptual processes have been studied in great detail. There is a huge literature on how visually presented objects are attended to, as spatial stimuli, and on how attended objects are classified. But there has been little work on the perceptual process that draws an observer’s attention to a particular property of a token object. In this paper, we present a model of this perceptual process, and a model of how predicative sentences can be read out from the representations it creates.

The perceptual model is based on the premise that object properties like ‘hairy’ and ‘dachshund’ are represented in the same neural medium as object categories like ‘dog’. This is consistent with the dominant cognitive models of category representations, in which categories are simply sets of object properties that are strongly correlated. But it is also suggested by linguistic phenomena—in particular the fact that nouns can be used predicatively as well as referentially (as in the predicate nominal dachshund in Example (2)). In our model, to attend to an object’s properties, the object must first be selected as a salient spatial stimulus, and then classified, by identifying the dominant set of correlated properties. These processes are reported in the subject of a predicative sentence, which is a referential DP. Once an object has been selected and classified in this way, another attentional operation becomes possible, which activates a subset of the object’s properties that are unusual for objects of the classified type. This operation involves retaining the same spatial focus of attention, and inhibiting the dominant set of properties that was just activated. In our model, this process is reported in the predicate of a predicative sentence. The fact this process operates on the spatial location selected earlier accounts for why predicates do not introduce a referent of their own.

2:30 Abstract # 72
Authors: Péter Rácz, Clay Beckner, Jen Hay, and Janet B. Pierrehumbert
Affiliation: University of Canterbury, University of Oxford, Northwestern University
Title: Morphological convergence in an online task

We discuss the results of an online game-based experiment investigating inter-speaker convergence in English past tense formation. Participants attempt to pick the same nonce past form as a co-player;
e.g., for the verb *pring*, the participant tries to predict whether the co-player will select *pringed* or *prang*. The co-player is, in fact, a computer program designed to modify the participant’s preferences in varying ways. Under crossed (between-subjects) conditions, different bot co-players (a) exhibit higher or lower overall regularisation rates, and (b) exhibit typical, reversed, or random preferences regarding which items are regularised, as determined by independent testing of baseline preferences. At the end of the experiment, participants complete a post-test without feedback, in which they indicate their preference for the regular/irregular variant of new verbs.

The experiment was completed on Amazon Mechanical Turk by 222 native speakers of American English. Analysis of participants’ post-test responses indicates that their behaviour has shifted in response to the co-player’s preferences, on both dimensions of interest. Players regularise more after playing with bots with high regularisation rates, and less after playing with bots with low regularisation rates. Moreover, in the post-test, players who have been paired with a typical bot display more typical regularisation preferences, compared against those who played with atypical or random bots. These results provide evidence of convergent behaviour in morphology, analogous to convergence in phonetics, syntax, and other domains.

We model the effects of the prediction task on participants’ morphological preferences, using a rule-based model and an instance-based analogical model (Albright & Hayes, 2003; Nosofsky, 1988). Although both models predict behaviour that is qualitatively similar to actual participants, the analogical model outperforms the rule-based model. The results suggest an account of morphological convergence in which new word forms are added to memory, while online generalisations are formed over these instances.

3:30 Abstract # 40
Authors: Arezou Sobhani, Anne Feryok, John Bitchener
Affiliation: University of Otago, AUT University
Title: Investigating the effectiveness of graduated feedback on second language writing: Self-regulation in the uptake of correct forms

Research on individual learner differences has shown that a single type of corrective feedback (CF) does not suit all learners (Kormos, 2012). Sociocultural theory provides a framework in which this idea can be operationalized. Through Vygotsky’s (1978) concept of zone of proximal development (ZPD), one can appropriately evaluate the effectiveness of CF for individuals (Aljaafreh & Lantolf, 1994; Nassaji & Swain, 2000; Erlam, Ellis, & Batstone, 2013). This study aims to consider affective factors while answering the questions: (1) Does the type of feedback affect the learner’s performance and uptake of correct form? (2) Is the provision of feedback based on individual learners’ ZPD more effective than other forms of CF?

These questions were investigated by comparing feedback that is focused on six specific types of errors with unfocused feedback on a range of errors. The study also compares graduated feedback with random feedback in which the techniques are not scaled.

Nine ESL participants were divided evenly into two academic groups and one immersion group. The individuals in each group were matched on English language proficiency level and L1. Each group had two treatments and one control. The treatment learners received focused graduated feedback; the controls received unfocused random feedback. During seven one-on-one tutorial sessions, data were collected in the form of four written essays, two delayed post-tests, audio-recordings of feedback sessions, two questionnaires, and two interviews. The findings are currently being analyzed both qualitatively and quantitatively and will be reported with implications and research directions.
4:00 Abstract # 30
Authors: Jonathon Ryan
Affiliation: Wintec, Waikato Institute of Technology
Title: Over-explicit references by non-native speakers of English across multiple discourse contexts

A feature of the language of relatively advanced second language users is the production of noun phrases that are contextually over-explicit (i.e. lack brevity and are unnecessarily specific), such as when a name is used where a pronoun would be more felicitous. This occurs apparently irrespective of the speaker’s first language and the language that they are learning. Given that the principles underlying NP selection are thought to represent a pragma-linguistic universal (e.g. Ariel, 1990; Gundel, Hedberg, & Zacharski, 1993) and that source language influence is an important predictor of learner language, this has been considered a counterintuitive finding and a number of explanatory accounts have been proposed; these relate particularly to error avoidance, application of a communicative strategy, and cognitive processing demands. Each account suggests a different approach to whether and how corrective feedback should be given. To date, however, accounts of over-explicitness have been largely speculative and relatively little is known about the specific discourse contexts in which over-explicitness tends to occur. To address these limitations, an accessibility coding system (based on Toole, 1996) was developed, operationalizing eight factors known to influence NP selection and providing a cumulative weighted score that distinguishes eight accessibility contexts. This was applied to approximately 800 oral references produced by speakers of NZ English and 600 references by Mandarin-speaking learners of English; these references were further analysed over multiple topic/focus contexts. The results revealed that over-explicitness by the learners was largely confined to certain contexts, such as when referring to new topics and to main characters in a narrative. It is argued that these data are most adequately explained in terms of the strategic use of over-explicitness to ensure clarity, suggesting that pragmatic pressures may eventually lead to the abandonment of this strategy.

4:30 Abstract # 12
Authors: Mutahar Al-Murtadha
Affiliation: University of Otago
Title: The relationship between Arabic (L1) and English (L2) willingness to communicate

It has been assumed that L1 and L2 willingness to communicate (WTC) are independent (MacIntyre et al, 2003); that is, L1 WTC does not necessarily transfer into L2 WTC. However, this assumption still lacks empirical support, especially in contexts where L2 is regarded as a foreign language.

To examine the relationship between WTC in the L1 (Arabic) and the L2 (English), two studies (one cross-sectional and one longitudinal) were conducted in Yemen. The cross-sectional study involved more than six hundred Yemeni high school students who answered a WTC survey composed of two parts: self-reported general L1 and L2 WTC and self-reported L1 and L2 classroom WTC. Correlation analysis revealed a weak relationship between self-reported general L1 and L2 WTC and a strong and positive relationship between self-reported L1 and L2 classroom WTC. The longitudinal study involved twelve Yemeni high school students over the course of one semester and examined the relationship between students’ actual WTC behavior in the L1 and L2 classes; that is, it examined whether learners’ L1 actual WTC behavior corresponded with their actual L2 WTC behavior through calculating each learner’s self-reported WTC frequency and then conducting correlation analysis. Correlation analysis revealed a strong and positive relationship between students’ L1 actual WTC behavior and their L2 actual WTC behavior. Qualitative data analysis collected through interviews and weekly narratives showed some factors that are perceived to influence the actual L1 and L2 WTC behavior in the L1 and L2 classrooms based on the socio-educational context of Yemen.

It can be concluded that while general L1 WTC may not transfer into general L2 WTC, L1 classroom WTC can transfer into L2 classroom WTC depending on cultural and contextual factors.
10:30 Abstract #19  
Authors: Sharon Marsden and Bernadette Vine  
Affiliation: Massey University, Victoria University of Wellington  
Title: Eh at work  

The discourse feature *eh* is widely used in colloquial New Zealand English (NZE). Previous studies of *eh* in NZE found that this vernacular pragmatic marker is associated with younger, working class speakers in informal speech contexts. It also functions as an in-group marker for Maori speakers. In this paper, we investigate the spread of *eh* into more formal workplace contexts. We examine variation in the use of *eh* by six mid-aged Maori, Cook Islands Maori and Pakeha male managers in New Zealand workplaces. While *eh* is most frequently used by two Maori men to construct their leadership personae, all the men utilise *eh* in subtly different ways for strategic interactional ends. Drawing on Eckert’s (2008) concept of indexical fields, we argue that due to its associations with the values of informality, rapport and solidarity, *eh* provides a useful linguistic resource within the workplace context, one that is employed with a great deal of skill by the six men. The analysis thus highlights the significant work that *eh* achieves as a functional and semiotic resource in NZE.

11:00 Abstract #13  
Authors: Meredith Marra  
Affiliation: Victoria University of Wellington  
Title: Are you employable? Orienting to societal norms in interaction  

Current research by the Language in the Workplace team focuses on employability as evidenced in talk. There are two distinct approaches to employability: one focuses on a (transferable) skill set and the second conceptualises employability as an identity. The successful negotiation of this identity in interaction arguably includes demonstration of relevant experience, technical knowledge, interpersonal communication skills and, importantly, a perceived ability to integrate into the team.

This last component involves careful navigation of dominant practices and ideologies. Applying a social realist lens (see Holmes et al 2011), I argue that the norms of the in-group act as a constraint on identity construction: a new employee is typically required to adhere reasonably closely to the communicative practices of the existing majority, at least in the early stages of employment, and often much longer. Analysis suggests that a significant influence on workplace norms is an orientation to sociocultural discourses associated with national identity. To illustrate, I draw on interviews and workplace interactions involving newcomers to New Zealand organizations as well as New Zealanders who have worked internationally. I explore and problematise issues of ‘fit’ including the role of sociopragmatic norms in the process of boundary crossing from outsider to organizational insider.

11:30 Abstract #38  
Authors: Shelley Dawson  
Affiliation: Victoria University at Wellington  
Title: “New Zealand is very famous for milk products”: Reconciling ‘mother’ and ‘good student’ identities in an educational setting  

Through our linguistic choices and positionings, we constantly negotiate our place in the social worlds we inhabit. An entirely relational practice (Bucholtz & Hall, 2005), identities are now viewed as multiple, emergent, and changing, a departure from previous essentialising notions of identity as static and innate. There has been a repeated call to examine what identity construction actually looks like in practice through empirical, naturally occurring data. Informed by poststructural views of language and identity, including investment (Norton Peirce, 1995; Norton, 1997, 2013) and imagined communities (Anderson, 1991), my investigation employs a social constructionist approach to capture
the moment-by-moment unfolding of identity co-construction in interaction, focusing on a particular case study of a government official from Vietnam (Hue) studying in New Zealand.

The wider study focuses on tracing the emergence of multiple identity positions in different contexts across a seven week period, making use of recordings of naturally occurring data supplemented by ethnographic data collection. Participants were six government officials from South East Asia in New Zealand for education purposes. The data show that identities are clearly an intersubjective, situated, and emergent phenomenon (Bucholtz & Hall, 2005) which morph and change, ultimately affecting the shape of language learners’ trajectories.

This presentation focuses on interactions between Hue and her conversation partner, as part of her wider journey. I highlight examples of the emergent ‘mother’ identity, and explain how this was reconciled within a ‘higher-stakes’ identity of ‘good student’. I then connect the micro-level discourse analysis with wider, more abstract concerns (e.g. ideologies and desired futures) that feed into our understandings of the complexities of identity. By way of linking what happens linguistically on ‘the ground’ to this higher conceptual plane, I show the significance of time and space in revealing layers of meaning.

12:00 Abstract # 22
Authors: Tony Fisher
Affiliation: Massey University
Title: Selling the Self: Categorization and Identity in Televised Political Debate

Since their inception in the USA in 1960, televised political debates have become firmly established as a mainstay of democratic process in many nations. Despite this, relatively little research has been conducted that looks specifically at the language and discourse of such debates. Existing research has tended to focus on political debates as an arena for conflict and argument, and has therefore focused on issues of linguistic (im)politeness (Blas-Arroyo 2003; García-Pastor 2008) and the sequential organisation of talk (Beck 1996; Bilmes 1992, 1999). In contrast, the research presented here views televised political debates primarily as a form of political marketing (De Landtsheer 2004, 2013) and takes as its object of study the discursive construction of identities and political personae in such debates. It asks how politicians are able to position themselves, their opponents and the television audience in relation to emergent identity categories and subject positions, and how such positioning functions strategically to further political and ideological goals.

The analysis presented focuses on televised debates in the UK and New Zealand, identifying strategies for the achievement of identity work that are common to both contexts. The study also considers changes in the format of the UK debates in the 2015 general election, offering insights into the impact of such changes on the discourse generated, and on the significance of the debates as a site of identity construction. The study draws extensively on Membership Categorisation Analysis (MCA), considering its utility in the analysis of identity in mediated contexts. It considers also the theoretical challenges of analysing talk involving political actors whose public personae are well known to media audiences, and the problems that arise when adopting a position of analytical naivety that cannot easily be assumed of the audiences for which mediated political discourse is produced.

1:30 Abstract # 17
Authors: Angus Stirling
Affiliation: La Trobe University
Title: Asylum Seekers and Refugees in Australian Print Media: A Corpus-Assisted Critical Discourse Analysis

Inspired by the work of Baker et al. (2008) in their examination of the discourses of asylum seeker and refugee identity in the UK press, this thesis employs a corpus-based critical discourse analysis to investigate the dominant discourse around refugees and asylum seeker identity in the Australian media, taking into consideration 40,000 articles from six newspapers over a period of seven years and nine months. The findings of this study indicate that Australian newspapers portray asylum seeker and
refugee identity differently, with a much wider range of modifiers for describing refugees. The study found that the most common themes centred on plight and illegitimacy. However, unlike the British study, which reported finding no positive constructions of either refugee or asylum seeker identity in the British press, the Australian media did have some positive portrayals, particularly of refugee. The study ends with three comments about the media: the Australian press is not sufficiently adhering to the Australian Press Council’s advisory guidelines on the representation of asylum seekers; the Australian press is over-representative in its depiction of both asylum seekers and refugees as bogus; and the expression ‘genuine refugee’ may have become naturalised, indicating that the topic of refugees has become very difficult to talk about except in terms of illegitimacy.

2:00 Abstract # 67
Authors: Charlotte F. Thompson Darling
Affiliation: Victoria University of Wellington
Title: Reading New Zealand: Locating Language Ideologies in Popular New Zealand Fiction

Previous research has investigated the presence of te reo Māori in written New Zealand English using data from school journals, newspapers and the landscape. I now focus on popular fiction to explore what te reo’s presence tells us about language ideologies in New Zealand.

A nation’s literature contributes to the reproduction and reinforcement of dominant ideologies. Literature is specially suited to the reproduction of linguistic ideologies through its potential to be distributed widely to many people. As such, it offers an important site for researchers to engage critically and creatively with past and present language ideologies.

Applying a critical discourse lens, I ask:

- How is print used to reproduce and reinforce dominant language ideologies in New Zealand?
- And more specifically, how do we use print in the production and reproduction of a monolingual, ‘one language one people’ ideology?

Data is drawn from The Greenstone Door by William Satchell, first published in 1914 and Where the Rekōhu Bone Sings by Tina Makareti, first published in 2014. A corpus linguistics analysis of lexical items in te reo is used alongside a qualitative analysis of the authors’ notes, para-textual and typographic features.

I argue that language choice in popular fiction operates as a site of linguistic struggle for establishing a national identity. Through linguistic and typographical features (e.g. proper nouns, the representation of Māori English through pragmatic particles, use of macrons, and italicisation) I demonstrate that popular fiction is a valuable site for revealing language ideologies.

2:30 Abstract # 9
Authors: Ahmad S Haider
Affiliation: University of Canterbury
Title: A Corpus- assisted Critical Discourse Analysis of the Arab Spring in English and Arabic Newspapers

This study combines two methodological strands, namely, Critical Discourse Analysis (CDA) and Corpus Linguistics (CL) to identify some discursive practices relating to the 2011 Arab uprisings in general and the Libyan civil war in particular. This is based on a 30-million word corpus of four newspapers; two published in English (The Guardian and The New York Times), and two in Arabic (Asharq Al-Awsat and Al-Khaleej) from 2009-2013. Van Dijk’s three-dimensional sociolinguistic approach and the notions of manipulation and polarisation are employed to highlight some of the discursive strategies that the newspapers used to legitimize certain ideologies and delegitimize others. The analysis suggests that the four newspapers, though more in Arabic, appear to be careful and conservative, especially at the beginning of the uprisings. This is reflected in the reportage of the policies and ideologies of the ruling regimes in the Arab region. However, after the uprisings toppled four of the long-standing Arab regimes, the analysis shows that the four newspapers assume a sharp and critical role in reporting the cruelty, corruption and violence of these regimes, which they
(newspapers) rarely hitherto attempted. This study, therefore, concludes that there is a wide range of discursive construction for the Arab Spring period based on the agenda of the investigated newspapers and its effect on their interests. Such different perspectives may likely shape national and even global opinions on how to perceive certain ideologies. This article further recommends more corpus based/driven CDA studies on Arabic texts with the need to compiling several Arabic discursive corpora.

3:30 Abstract #78
Authors: Albert Weideman
Affiliation: University of the Free State
Title: Is applied linguistics part of linguistics? A foundational argument for disciplinary distinctions

In historical perspective applied linguistics is a fairly recent discipline, which may explain the contestation that still surrounds its definition. There is in fact a multiplicity of ways in which it is conceptualised. Today, multi-, inter- and even transdisciplinarity are once again fashionable terms in applied linguistics. It is surprising, then, to find views of applied linguistics that tie it closely and sometimes exclusively to linguistics, as at its inception more than 60 years ago. In a recent (2015) volume of the journal *Applied Linguistics* (36[4]) seven specialists and their editor bring together a number of conceptualisations of the field under the theme of “Definitions for applied linguistics”. In assessing these contributions, as well as others, the paper employs a systematic argument that refutes the notion that there is a conceptual continuity between linguistics and applied linguistics. The argument utilises the philosophical idea that disciplines are best defined with reference not to concrete entities, such as ‘language’, but rather by referring to theoretically distinguishable modalities or aspects of experience that function as conceptual entry points or angles. These modalities may be identified respectively as the lingual or semiotic aspect, which circumscribes linguistic conceptualisation, and the technical dimension of experience, that is at the centre of applied linguistic concept formation. There are historical reasons for linguists feeling uncomfortable within the confines of linguistics, and for opting to work rather as “applied linguists”. Such discomfort does not warrant the suspension of conceptual clarity as to the character of their theoretical endeavours, however. The paper will conclude with a consideration of why disciplinary definitions matter, and of how modernist and postmodernist conceptualisations of linguistics and applied linguistics have effects on the work being done under their respective umbrellas. Paradigm choice and disciplinary awareness are central in avoiding becoming a victim of intellectual fashion.

4:00 Abstract #54
Authors: Moyra Sweetnam Evans
Affiliation: University of Otago
Title: Attitudes towards multilingualism, languages and learning in South Africa

The attitudes of the people in a country in general and of the speakers of the languages in particular, ultimately have an impact on the future development and status of those languages in the country. This paper reports on attitudes of multilingual South African language users which emanate from data collected from 200 participants in focus-group discussions forming part of a research project initiated in 2014. These attitudes are compared and contrasted with readers’ responses to and comments on a selection of online media articles reporting on multilingualism, language-in-education policies and the learning and teaching of additional languages in South Africa.

The use of the first language in South Africa was championed by the Apartheid government for purposes of “classifying, segregating and polarizing South Africans” (De Klerk, 2002: 31). Mother tongue instruction was a useful tool for the South African government and educational authorities to keep races and linguistic groups apart. Educationalists and linguists working within the framework of the new constitution (Republic of South Africa, 1996) and its promise to maintain, promote and develop eleven official languages (including nine local Bantu languages), have an arduous task trying
to promote instruction in the mother tongue vernacular. Parents perceive this as an attempt to withhold English competence and all that that promises, from their children. Many people believe that learning English is the single most important educational achievement for all South Africans, regardless of first language. Similar challenges are experienced in the promotion of the teaching and learning of additional African languages in schools.

4:30 Abstract # 54
Authors: Dang Thi Mai Duyen
Affiliation: Massey University
Title: Mealtime invitations: what is their cultural context and how it shape and reshape their interpretations

The attitudes of the people in a country in general and of the speakers of the languages in particular, ultimately have an impact on the future development and status of those languages in the country. This paper reports on attitudes of multilingual South African language users which emanate from data collected from 200 participants in focus-group discussions forming part of a research project initiated in 2014. These attitudes are compared and contrasted with readers’ responses to and comments on a selection of online media articles reporting on multilingualism, language-in-education policies and the learning and teaching of additional languages in South Africa.

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Abstract # 75  
Authors: Daniel Bürkle  
Affiliation: University of Canterbury  
Title: Apple nose and pepper finish: The language of whisky reviews

Winespeak, the language used to describe the taste and smell of wine, has been identified as a highly specified language genre. Specific descriptors are associated with expensive wines, others with cheap wines (Krumme 2009). This is intriguing, considering that novices and smell experts alike are bad at identifying the components of complex odours (Laing & Francis 1989, Livermore & Laing 1996, Croijmans & Majid 2015). Moreover, the source domains for descriptors in wine appear to be culturally conditioned (Hostetler 2015).

These inconsistencies have led to winespeak being mocked as having little connection to objectivity and reality. However, there are consistent features suggesting some objectivity in winespeak: wine experts use terms from different source domains than non-experts do (Croijmans & Majid 2015). Wine experts also appear to enjoy expensive wines more (Goldstein et al. 2008).

It is unknown whether these genre features and expertise-related differences are specific to wine reviews, or whether they apply to all in-depth descriptions of the ineffable world of taste and smell.

To address this question, I present a corpus of a closely related genre, namely the whisky review, and some early results from this corpus. These reviews were taken from a community of practice with explicit guidelines for reviews (the scotch and bourbon sub-communities of the website reddit.com). The terms used in reviews of a particular whisky are consistent across reviewers, and some terms are associated more with one specific part of the description ("nose", "taste", or "finish"). More active reviewers (the closest thing to experts in this corpus) use different terms than less active reviewers do, suggesting that there is some disconnect even between parts of this relatively small and connected community.

Abstract # 6  
Authors: Kaori Doi  
Affiliation: Institute of Technologists  
Title: Repair in conversational interaction: Strategies by basic level learners of English for effective communication

This study is an attempt to investigate the strategies that learners of English use for effective communication when they have to communicate in English. As previous studies have investigated, speakers sometimes use “repairs” or “corrections” when they find mistakes or different idea in co-participants’ utterances. A “repair” is a kind of correction and Shegloff, Jefferson and Sacks (1977) divided this concept into “self repair” and “other repair”, which is judged by who corrects who. This study focuses on “other repair”.

The study analyzes what kind of strategies learners of English use when they find mistakes or different ideas in others’ utterances. Do they correct other’s utterance by using kinds of repairs? Do they use same kind of repairs at all English level speakers or use different strategies?

The data in this study consists of conversational interactions videotaped and transcribed in detail in which pairs talk about given topics freely. English conversation data in which Japanese speakers have to communicate only in English are analyzed. This study uses TOEIC as a criterion of English proficiency and conversation data by participants in conversation. The study divides learners’ level of English by TOEIC score into advanced and basic level learners of English. This study analyzed conversational interaction at two levels (advanced and basic level) and compared strategies how they use repairs in their English conversation.
This study demonstrates that the differences exist in how English learners use repair and correction in their second language communication by comparing advanced and basic level learners’ communication and reveals how repairs and corrections play important roles in effective communication in which learners have to speak only in English without communication breakdown. This study shows the importance of “cooperative participation” in conversation by using corrections or repairs and of how speakers participate in conversation as a listener.

Abstract # 48
Authors: Dang Thi Mai Duyen
Affiliation: Massey University
Title: Mealtime invitations: what is their cultural context and how it shape and reshape their interpretations

Invitations are commonplace as part of language ritual at meals in Vietnamese culture. They are verbal and non-verbal respectful signals extended around everyday meals for people to start, continue, or join for meals, or partake of some food and drink from meals. These offers or invitations for food and meals can manifest food-related manners in Vietnamese food-sharing culture. They serve as a bond amongst members and also as a means to maintain social and family order and solidarity within communities. These invitations integrate within themselves linguistic, socio-cultural and interactional elements that can reveal about Vietnamese language, culture, communicative styles, and perceptions of behaviours that lie behind the language use. Examples of these invitations are often included in discussions of Vietnamese invitations. However, previous studies tended to ignore the cultural context when making sense of these invitations and focus instead on their linguistic forms, mainly using an interpretative framework that is linguistic-oriented.

This presentation gives an overview of previous (mis)interpretations of Vietnamese mealtime invitations and discusses the high cultural values that Vietnamese people attach to food and rice in particular and meal discourses as the cultural context of these speech behaviour patterns. These discussions highlight the commensality, food values, and acknowledgment for company in meals. They also imply that while cultural context is a key element for proper understanding of language, it is also crucial to recognise the cultural context for the language use. Drawing upon the data collected in New Zealand- and Vietnam-based participants’ diaries, interviews, video-clips, observations and informal talks, this paper argues that the interpretations of Vietnamese mealtime invitations should not be separated from the context of food and family meals.

Abstract # 8
Authors: Sarah van Eyndhoven
Affiliation: University of Canterbury
Title: Bilingual Speaker Profiling by Native and non-Native Speakers

Much work has been undertaken on listeners’ abilities in estimating the age (Shipp and Holien, 1969; Ptacek and Sander, 1966; Hartman and Danhauer, 1975; Braun, 1996) and height (Lass and Davis, 1976; Lass et al, 1980, 1980a, 1980b, 1980c) from unknown speakers based purely on speech samples. Whilst results differ in the degree of accuracy listeners’ exhibit, they generally tend to agree that listeners are able to make fairly accurate estimations for both criteria. However these experiments have analysed only the accuracy of participants listening to their native language, without suggesting whether there may be ‘universal’ perceptual cues employed by listeners to determine age or height. Somewhat more recently Nagao (2006) has sought to determine the accuracy of listeners in estimating age when subjected to both a familiar and foreign language. Listeners were found to be significantly less accurate in their estimations for the foreign language. Yet this study examined two highly differentiated languages; English and Japanese, and also used different speakers for both sets of data. Thus the question remains whether this pattern hold for two languages that are etymologically more similar, especially when spoken by the same speaker.
In this study I explore the perceptual abilities of native Dutch and native English listeners when exposed to both English and Dutch speech. Five Dutch-English bilinguals were recorded reading a sentence from the standardised text ‘The North Wind and the Sun’. The passage was recorded first in Dutch, then in English. A copy of each recording in Dutch and English was also increased by one ERB using Praat. This created 40 speech samples, which were presented to listeners in an online survey.

Results are currently being analysed to determine the level of accuracy that listeners displayed when estimating speaker characteristics of a foreign language. The data potentially indicates that listeners’ estimations are less accurate but are systematically so across speech samples and the participants themselves. This would suggest certain ‘universal’ cues being utilised by all speakers, even if these are wrongly interpreted.

Abstract # 14
Authors: Azar Mirzaei
Affiliation: University of Otago
Title: Psychological and Sociocultural Variation in Making Requests in Persian and English

Research into polite linguistic behaviour is principally concerned with how society and an individual interact. A speaker modifies her linguistic choices based upon how the speaker and her utterances are situated within a sociocultural context. These choices in turn continually create that socio-cultural context. When communication is cross-cultural, so that different contexts are latent in the interaction, misunderstandings and failures are prone to occur.

Cross-cultural research, and politeness research in general, has commonly focused upon social variables, such as social distance and power between interlocutors. Less commonly studied is individual variation. The current research combines broad social differences, such as social distance, with individual psychological differences, particularly self-esteem. If face relates to the line that a person takes within a social interaction, then we can expect that how an individual views themselves will affect that line.

The current research focuses upon making appropriate and tactful requests in Persian and English. Making requests in a particular setting may be face threatening to both interlocutors, and this must be managed carefully. Requests are also particularly tied to self-esteem as requests reflect in part the worth that a person feels and what they socially warrant. In this ongoing research, speakers of Persian and English are asked to participate in role plays in order to collect controlled yet quasi-normal speech. The role play situations cross power and social distance variables. Self-Esteem is collected using the Rosenberg self-esteem scale (1965). The data will be analysed in both quantitative terms looking at numerical speech act choices and qualitative terms examining how the request discourse is created.

The outcome of this project will contribute to the growing body of literature on cross-cultural differences into politeness and how self-esteem is reflected in polite linguistic behaviour.

Poster Abstract 61
Ryan Podlubny
University of Canterbury
Musical Mind Control: The Passive Influence of Musical Noise/Masking on Speech Production

Previous works indicate a tendency for speakers to converge linguistically with their conversation partners (e.g., Babel, 2012; Pardo, Gibbons, Suppes, & Krauss, 2012; Brennan, 1996). In fact, a broad range of studies suggest that we generally entrain to a variety of aspects within the environment, and that such entrainment can influence us on levels ranging from our motor control to our brain waves, and even our physiology (Hill, Adams, Parker, & Rochester, 1988; Will & Berg, 2007; McClintock, 1971). Thus, it is relatively well documented that entrainment is just something we do, and often have little control over.

Other studies show forms of entrainment related specifically to music, such as dancing or foot-tapping to a beat (e.g., Clayton, Sager & Will, 2005). Indeed, Patel (2008: pg. 9-238) describes numerous acoustic properties recognized to affect the dynamics of both music and language,
implicating pitch and timing (amongst others) as areas with a great deal of overlap. Keeping in mind the many similarities between music and language, as well as the ubiquitous nature of entrainment, the present work explores whether or not speakers entrain to particular aspects of musical stimuli, unknowingly altering productions to reflect acoustic attributes of those musical signals.

To generate stimuli for the present work, a song was composed under heavy constraint that controls for acoustic variables known to influence speech production (e.g., relatively flat amplitude contour, constant tempo, etc.) while simultaneously aiming to retain perceived musicality. Acoustic manipulations were applied linearly and explore a single dimension per trial, testing for entrainment to pitch, tempo, or amplitude in three distinct test conditions. Participants read passages aloud while music plays quietly in the background. The study is currently in progress, though preliminary results as well as the introduction of software previously unused in phonetic enquiry will be discussed.

Abstract # 51
Authors: Keyi Sun
Affiliation: University of Canterbury
Title: Back to the future: a cross-linguistic study on the perception of temporal metaphor by studying English and Mandarin speakers

Mandarin and English use different linguistic metaphors to encode time. English uses the horizontal dimension (with future as front as in looking forward), whereas Mandarin tends to use both the vertical dimension (with future as down: ‘lower week’ means next week) and the horizontal dimension (with future as back: ‘back day’ means the day after tomorrow).

Existing studies have shown that English speakers conceptualized time horizontally, whereas Mandarin speakers conceive of time both horizontally and vertically. While a large literature focuses on differences across the two languages in terms of using different dimensions, very little has looked at differences that exist within dimensions. This paper examines the explicit and implicit associations between time and direction held by speakers of these languages. We test how language and explicit embedded metaphor can affect people’s perception of time across the three groups of speakers: English and Mandarin monolinguals, and Mandarin/English bilinguals.

Experiment 1 (a pointing task) shows that English monolinguals associate the future with front and up; the explicit encoding of metaphor has a significant effect in Mandarin (the future as front and up unless the explicit cue ‘back’ and ‘lower’ appears) but not in English; and bilinguals showed intermediate tendencies, which were significantly different from English and Mandarin monolinguals.

Experiment 2 (a body-sway experiment) shows that the differences between swaying forward and swaying backward are mostly consistent with temporal metaphors in both English and Mandarin during thinking (replicating results for English from Miles et al., 2010), talking and listening. Bilinguals showed different behaviours in the two different language conditions during listening, which suggests an effect of language on perception of time.

The current study tested cross-linguistic influences on perception of temporal metaphor based on real-time cognitive operation revealed in action, and thus contributed to conceptual metaphor theory, embodied cognition and linguistic relativity.

Abstract # 2
Authors: Shuxia Yang
Affiliation: University of Auckland
Title: The prosody of the [VP] compounding in Mandarin

In Mandarin, when a verb is followed by a prepositional phrase, the preposition can be either adjacent to or separated from the verb:
(1)a. ta ba shui wen  gu-ding zai le 24 du.
   he ba water temperature fix   at TAM 24 degree centigrade.
   ‘He fixed the water temperature at 24 degree centigrade.’
b. ta ba shui wen  gu-ding le zai 24 du.
‘He fixed the water temperature at 24 degree centigrade.’

However, when the verb consists only one syllable, the preposition must be adjacent to the verb:

(2)a. ta ba shu fang zai le jia.
   ‘He put the book at home.’

b. *ta ba shu fang le zai jia.
   ‘He put the book at home.’

This indicates that the preposition must move to the verb if it is monosyllabic. I propose that this is a process of “merger” that is motivated by phonological constraints. This finding provides evidence to support Golston’s (1995) proposal that syntax “outranks” phonology; phonological apply if and only if syntactic constraints are not relevant.
A big thank you to everyone who volunteered their time within their busy schedules to work on this conference. These include Max Olsen, Dean Alan Jones, Lydia Bowers, Jo Oranje, Liz Lammers, Claire Cook and Su White.

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